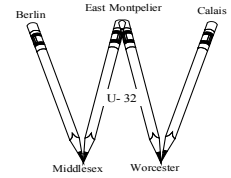


Washington Central Unified Union School District

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

11.6.19 6:30 – 9 PM

U-32 Middle/High School, Room 128/131

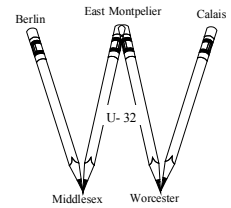
- 1.0 Call to Order
 - 1.1 Reception of Guests
 - 1.2 Agenda Revisions
 - 1.3 Public Comments
- 2.0 Discussion with Washington Central Area Legislators
- 3.0 Spotlight U-32 (Discussion)
 - 3.1 Proficiency Based Graduation Requirements
- 4.0 Consent Agenda and Reports (Action & Discussion)
 - 4.1 Approve Minutes of 10.16.19 & 10.23.19 – pg. 2
 - 4.2 Approve Board Orders
 - 4.3 Superintendent Report – pg. 8
 - 4.4 Leadership Team Report – pg. 12
 - 4.5 Student Representative Report
- 5.0 Book Reflection – Equity from the Board Room to the Classroom Chapters 4, 5 & 6 – pg. 16
- 6.0 Policy (Discussion/Action)
 - 6.1 Committee Report – pg. 17
 - 6.2 Approve First Reading of A1 Board Member Conflict of Interest, C50 Comprehensive Sexual Health Program, D34 Library Media Center Selection & Reconsideration Policies – pg. 19
- 7.0 Board Organization and Planning (Discussion)
 - 7.1 Amendment of WCUUSD Articles Vote Results
 - 7.2 Community Mapping Project Reminder
- 8.0 Personnel (Action)
 - 8.1 Approve Hires – pg. 29
- 9.0 Future Agenda Items
 - 9.1 CV Fiber - Solar Power
 - 9.2 Possible Renaming of District
- 10.0 Board Reflection and Summary of Meeting – Next Steps for Board Members
- 11.0 Adjournment

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Interim Superintendent



Special WCUUSD School Board Meeting Unapproved Minutes 10.16.19, 5 pm

East Montpelier Elementary School

Present: Dorothy Naylor, Lindy Johnson, Scott Thompson, Flor Diaz-Smith, Jonas Eno-Van Fleet, Vera Frazier, Jaiel Pulskamp, George Gross, Adrienne Shea, Kelly Bushey, Cat Fair, Debra Taylor

1.0 Call to Order - Meeting brought to order by chair Scott Thompson at 5:22 pm.

Flor Diaz-Smith moved to go into executive session to discuss a confidential student matter, Vera Frazier seconded. Motion passed unanimously; meeting entered executive session at 5:23 pm.

2.0 Student Hearing

George Gross joined the meeting at 6:10 pm.

Lindy Johnson moved to enter deliberative session, Dorothy Naylor seconded. Motion passed unanimously; meeting entered deliberative session at 6:28 pm.

Jaiel Pulskamp joined the meeting at 6:30 pm.

Flor Diaz-Smith moved to come out of deliberative session, Lindy Johnson seconded. Motion passed unanimously; meeting exited deliberative session at 7:03 pm.

Dorothy Naylor moved to come out of executive session, Jaiel Pulskamp seconded. Motion passed unanimously; meeting exited executive session at 7:03 pm.

3.0 Adjournment - Lindy Johnson moved to adjourn, Flor Diaz-Smith seconded. Motion passed unanimously; meeting adjourned at 7:03 pm.

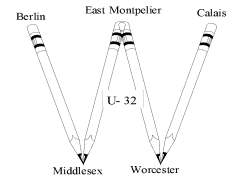
Minutes taken by Jonas Eno-Van Fleet, Board Clerk

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Interim Superintendent



Washington Central Unified Union School District Board

Unapproved Minutes

10.16.19 6:30PM

East Montpelier Elementary School Music Room, 665 Vincent Flats Road,
E. Montpelier

unapproved

Board Members Present: Vera Frazier, Marylynne Strachan, Flor Diaz Smith, Scott Thompson, Dorothy Naylor, Chris McVeigh, Lindy Johnson, Jaiel Pulskamp, Jonas Eno-Van Fleet, George Gross, Mia Smith (student representative)

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

Others Present: Kate McCann, Ellen Knoedler, Michelle Singer, Melissa Wheeler, Justine Guthrie, Elizabeth Wirth, Jillian Zeilenga, Michael Sherwin, Sian Foulkes, Nicole Blair, Tracy Phillips, Monique Trepanier, Amber Neddo, Sara Garland, Mandy Mislak, Ellen Shedd & 5th graders

1.0 Call to Order: Scott Thompson called the meeting to order at 7:07 p.m.

1.1 Reception of Guests: Scott Thompson welcomed the guests.

1.2 Agenda Revisions: **Dorothy Naylor moved, given the time frame, to revise the agenda so the book reflection discussion is at the end of the meeting.** She would like to take care of board business while the public members are present. **Chris McVeigh seconded.** Discussion followed. Flor Diaz Smith suggested that the book discussion will be important to set the tone for the discussion agenda tonight. **A vote was called. This motion carried, with six in favor.**

1.3 Public Comments: Kate McCann, Math Teacher at U-32, presented a letter to the board on behalf of 106 members of the Washington Central Educators Association. The letter asks the board to address Vermont School Board Association negotiators, asking to go back to the table to negotiate for health care.

2.0 Spotlight – East Montpelier Principal, Alicia Lyford: Principal Lyford introduced the fifth grade students who attended the meeting to present some work to the board. Fifth grade students shared some of their products, including e-books, videos, watercolor paintings, resulting from their study of monarch butterflies.

3.0 Book Reflection – Equity from the Board Room to the Classroom Chapter 4 (this was tabled.)

4.0 Reports (Discussion)

4.1 Superintendent: Superintendent Taylor had provided a written report. She thanked the fifth grade students. Superintendent Taylor spoke about the need to hire a part time elementary teacher for Calais School. Dorothy Naylor shared that she had attended a parent meeting at Calais School, for discussion about this staffing issue. Dorothy Naylor asked board members to do the best they can to involve the communities and to participate in the school happenings. Jaiel Pulskamp suggested that administrative assistants at each school might share school newsletters with board members so they can be aware of ongoing news and happenings. Cat Fair spoke about the need for this 0.5 FTE position, for this current school year; she shared about some changes in student demographics and needs.

Superintendent Taylor shared that Doty anticipates increasing a math interventionist position to full time; this is the result of a grant to support school improvement.

4.2 Student: Mia Smith shared that students are taking the PSAT and pre-ACT assessments at this time. She shared some other student happenings, including fall sports.

5.0 Consent Agenda (Action)

5.1 **Approve Minutes of 10.2.19: Chris McVeigh moved to approve the minutes of October 2, 2019. Seconded by Flor Diaz Smith. Discussion: Scott Thompson pointed out a misspelling of a name. This motion carried unanimously.**

5.2 **Approve Board Orders: George Gross moved to approve the board orders in the amount of: \$332,100.38, and \$11,701.97. Seconded by Flor Diaz Smith, this motion carried unanimously.**

6.0 Finance Committee (Discussion/Action)

6.1 Committee Report: Flor Diaz Smith and Vera Frazier shared briefly from the most recent Finance Committee meeting. Board members briefly discussed the concept of “equity.”

6.2 Approve Self-Funded Dental Insurance Rates: Lori Bibeau shared that Washington Central has self-funded a dental plan for approximately 25 years. She had provided information for the board to take action. **Lindy Johnson moved to approve the self-funded dental insurance rates as presented. Seconded by Chris McVeigh, this motion carried unanimously.**

6.3 Approve Section 125 Flexible Benefits (MSA) & Health Reimbursement Account Budget: Lori Bibeau had shared information for board members to consider this action. **Vera Frazier moved to approve the health reimbursement and the flexible**

spending account budgets, as presented. Seconded by Flor Diaz Smith, this motion carried unanimously.

6.4 Approve Early Retirement Option for Teachers: Lindy Johnson noted that the current contract language is outdated in light of the merge. Lori Bibeau stated that this option has not been offered except from one school, in the past five years. **Flor Diaz Smith moved to approve early retirement option for teachers. Seconded by Dorothy Naylor. A vote was called and this motion failed, unanimously. Early retirement options will not be offered.**

6.5 Board Payment of Election Expenses (Possible Action): Debra Taylor indicated that she and Lori Bibeau are still collecting information for this. This action is tabled until a later date.

7.0 Board Organization and Planning (Discussion)

7.1 Board Goal Monitoring: Superintendent Taylor provided a presentation to the board: *WCUUSD Fall Monitoring Report October 16, 2019*. Board members discussed the data at length. Board members discussed the achievement gap in the area of math. After this presentation, at 9:30 pm, Scott Thompson suggested that the board take what action is necessary and to table other agenda items until another meeting.

At 9:30 pm, the administrative team was excused.

Flor Diaz Smith shared a proposed letter to board members, to consider, regarding the shared debt issue that has been discussed. Scott Thompson had shared a letter addressing this issue, as well. The board did not take up this issue at tonight's meeting.

7.2 Legislator Meeting: tabled

7.3 Elementary School Choice: tabled

8.0 Personnel (Action)

8.1 Approve Hires: Superintendent Taylor explained the impetus for the three hires. **Chris McVeigh moved to approve the three hires (Karen Leibermann, Marie Eddy, Michelle Brett increase of FTE) as presented. Seconded by George Gross, this motion carried unanimously.**

9.0 Future Agenda Items

9.1 CV Fiber - Solar Power

9.2 Possible Renaming of District

9.3 Community Mapping Project Report

9.4 Budget Forum Planning

9.5 Proficiency Based Grading and Graduating Class of 2020

10.0 Board Reflection and Summary of Meeting – Next Steps for Board Members

11.0 Student Matter (Executive Session):

At 9:36 pm, Jonas Eno-Van Fleet moved to go into Executive Session for the purpose of discussing a student matter. Seconded by Chris McVeigh, this motion carried unanimously.

At 9:43 pm Dorothy Naylor moved to exit Executive Session. Seconded by Lindy Johnson seconds, this motion carried unanimously.

Dorothy Naylor moved to waive short-term tuition for a student. Flor Diaz-Smith seconds, this motion carried unanimously.

Brief discussion of VSBA role in statewide healthcare negotiations.

Flor Diaz-Smith volunteered to summarize the meeting for submission to Front Porch Forum.

12.0 Adjournment

At 9:49 pm the meeting was adjourned by unanimous consent.

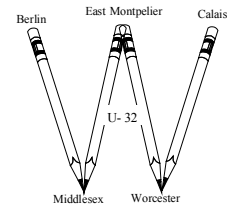
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary
Jonas Eno-Van Fleet, Board Clerk

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Debra Taylor, Ph.D.
Interim Superintendent



Special WCUUSD School Board

Unapproved Minutes

10.23.19, 6 pm

Doty Memorial School

Present: Chris McVeigh, George Gross, Marylynne Strachan, Dorothy Naylor, Jonas Eno-Van Fleet, Scott Thompson, Flor Diaz-Smith, Heather Lynn, Debra Taylor, Gillian Fuqua, Kelly Bushey

1.0 Call to Order – Scott Thompson called the meeting to order at 6:30 pm.

2.0 Student Hearing

Chris McVeigh moved to enter executive session for a student matter; Marylynne Strachan seconded. Motion passed unanimously at 6:03 pm.

Jonas Eno-Van Fleet moved to enter deliberative session; Flor Diaz-Smith seconded. Motion carried unanimously at 8:24 pm.

Flor Diaz-Smith moved to exit deliberative session; Dorothy Naylor seconded. Motion passed unanimously at 8:40 pm.

Chris McVeigh moved to exit executive session; George Gross seconded. Motion passed unanimously at 8:40 pm.

The board made no finding that the administration had abused its discretion in the matter under appeal.

3.0 Adjournment – meeting adjourned by consensus at 8:40 pm.

Notes taken by Jonas Eno-Van Fleet, Board Clerk

Superintendent Report to the Washington Central UUSD Board

November 6, 2019

Broadening Communications with Community

Whether directed to parents or community members, regular communication about our schools and programs are necessary and must be strategic and ongoing. In response to the Board Goal of Broadening Communication With Community, here is our current update:

1. Thanks to Flor Diaz Smith for preparing a summary of our October 16 board meeting for the community that was posted on all five towns' Front Porch Forum sites. In addition, Dorothy Naylor has agreed to post information about upcoming board meetings which will include a link to the agenda and minutes on the website.
2. Superintendent discussions held with individual legislators have helped shape our shared discussion for the November 6 Board Meeting.
 - a. Challenges of PreK (Act 166) implementation
 - b. Supporting growing mental health student needs in schools
 - c. Concerns regarding Act 173 and funding shifts to local taxpayers
 - d. Act 46 - Post merger equity issues
 - e. Proposed dyslexia legislation
3. On November 5, each of our member towns will hold a special meeting to vote on the approved articles by Australian Ballot which provide technical corrections to our articles of agreement. A press release was prepared and sent to media outlets as a reminder for folks. Communications have been sent to all families through newsletters and via our website, as well as an IC message to staff and families.

Long Term Planning

The Board Policy Committee met on October 22 and received presentations from two student groups. Their recommendations will be considered by the full board. The committee is recommending first reading of A1 Board Member Conflict of Interest, C50 Comprehensive Sexual Health Program, D34 Library Media Center Selection & Reconsideration policies. The committee has scheduled future meetings for the second Tuesday of each month beginning at 4:30 pm. The next meeting will be held on November 12.

The Negotiations teams met on October 29 to participate in an Interest Based Bargaining (IBB) training session. Future negotiations meetings are scheduled on November 21 (Board only), November 25 and December 16.

Budget development work continues, including gathering teacher input, administrative analysis, and development of an equity and quality framework to support future board decision making.

Educational and Academic Outcomes

We recently received guidance from the Agency of Education concerning the implementation of Act 173 addressing EST and MTSS. We plan to study this information to develop a plan to refine our practices.

The class of 2020 is the first to graduate under the new Proficiency Based Graduation Requirements system. We have phased in our process and good progress has been made. There will be a presentation regarding this topic at our upcoming board meeting.

Principals and teachers are examining student data from fall assessments and are translating the information into actionable strategies to improve teaching and learning.

On October 17, we held our district-wide elementary music festival. This is the third year of this exciting program and it was gratifying to see the talented band, orchestra and choir performances of our fourth, fifth and sixth graders.

The Integrated Field Review is a requirement of the Agency of Education. On October 17 this review encompassed school visits, classroom observations and staff and parent interviews. A team of area educators and AOE consultants participated in the day long meeting. A report will follow and we look forward to receiving the resulting feedback.

WCLT Plus: Our Teacher/Administrator Social Emotional Learning Committee met on October 22 following our WCLT leadership team meeting. The group, comprised of teachers and administrators from across the district reviewed the current state and established a vision for the future SEL work this year. The next meeting will be held in December.

Other Areas of Focus:

Weather Ready Nation: We held a lunch meeting of our winter safety team on October 29. During that time, road commissioners from our five towns as well as Montpelier met with Roger Hill, Weather Advisor, Michelle Ksepska, Transportation Coordinator, and myself. We reviewed protocols for inclement weather closings including information sharing and gathering concerning road conditions, weather forecasting, communication to media, transportation services, families and staff. As a certified Weather Ready Nation member, I am confident that my eleven years of experience as superintendent addressing school closings, will support our school system as winter gets underway.

On October 23, a team of 10 district administrators, teachers and students attended the Rowland Conference. I was privileged to attend the keynote by Dr. Robin DiAngelo. DiAngelo is the author of, among other books, *White Fragility: Why It's So Hard for White People to Talk About Racism*. As she began her remarks, she told the mostly white audience that we should prepare to

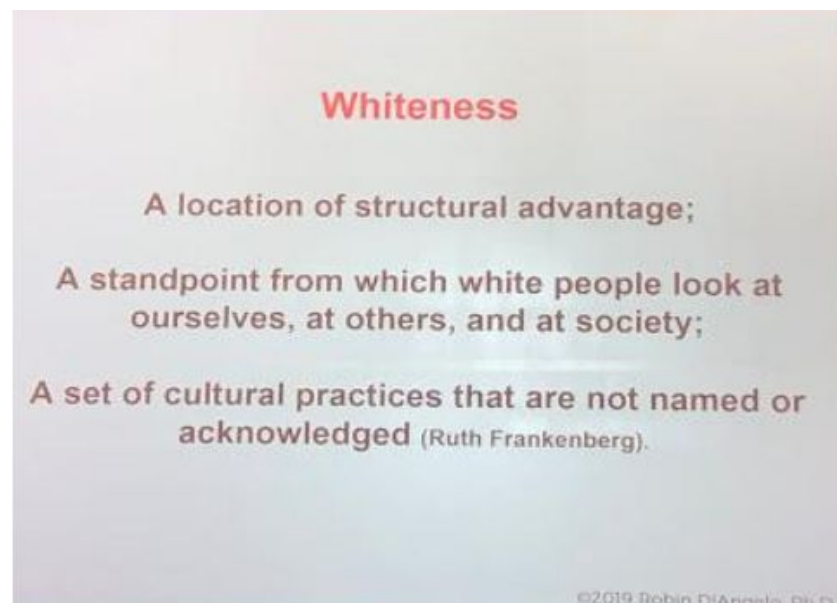
be uncomfortable, as, in her experience, white people have difficulty discussing issues of race and racism.

Let me share just some of the things that she said that made me uncomfortable:

- If you have not devoted years of sustained study, struggle, and focus on racism, your opinions are limited and superficial.
- The status quo of our society is racism; it is the norm, and we are quite effective at reproducing it.
- We (white people - Dr. DiAngelo is white as well) see ourselves as unique individuals, unaffected by the culture we live in.
- Racism is a system, not an event.
- None of us are exempt from the anti-blackness in our culture and in our country.
- Smiling does not interrupt the system of racism.
- Niceness is not antiracism.
- As she was speaking, and I was listening to these things, I was starting to feel more and more uncomfortable. So I began to make excuses and justify and rationalize what I was feeling. It's called "credentialing," according to Dr. DiAngelo.

In our district we have diversity in our student body and community. I must work to earn the trust of these families. I must struggle to be someone who shows, not just tells, the families of color, that their children are in a district where we are aware of this inequity. I must work against the systematic, institutionalized racist structures in Vermont, the second most white state in all of the United States.

Who will work with me? Who will stand next to me? Who will struggle with me? Our students are waiting for those who will be allies. Who will ask the hard questions? Who will advocate? Who will step up? Our students are waiting for our answers.



Representative Janet Ancel, Calais

House Committee on Ways and Means, Chair
Health Reform Oversight Committee, ex officio
Joint Fiscal Committee, ex officio
Joint Legislative Management Committee

Senator Ann Cummings, Washington County

Senate Committee on Ethics
Senate Committee on Finance, Chair
Senate Committee on Health and Welfare
Health Reform Oversight Committee
Joint Fiscal Committee, ex officio
Joint Transportation Oversight Committee, ex officio
Minimum Wage Study Committee

Representative Anne Donahue, Berlin/Northfield

House Committee on Health Care
House Rules Committee

Representative Ken Goslant, Berlin/Northfield

House Committee on Judiciary

Representative Kimberly Jessup, E. Montpelier/Middlesex

House Committee on Judiciary, Clerk
House Ethics Panel

Representative Avram Patt, Worcester

House Committee on Energy and Technology

Senator Anthony Pollina, Washington County

Senate Committee on Agriculture
Senate Committee on Ethics
Senate Committee on Government Operations, Vice Chair

WCUUSD Leadership Team Report to the Board

November, 2019

Upcoming Parent Teacher Conferences

Parent teacher conferences are an important part of our reporting system. They offer an opportunity for families to connect directly with their children's teachers. At our elementary schools, we utilize a similar format across schools. The format includes sharing students' strengths and next steps, looking at student work examples including some assessment data, and engaging in a dialogue about how teachers and families can work together to support student learning. The exact mechanism for scheduling conferences varies by school and is based on practices that yield the greatest participation. We, in WCUUSD, are fortunate to enjoy a strong participation rate, and we work hard to connect with each and every family.

Parent/Teacher Conferences are coming up on November 11th. Each teacher is expected to make several attempts to schedule conferences with each family, and the majority of these conferences are held on the 11th. However, we know that not all parents are able to meet that day, and teachers accommodate families schedules during the mornings and evenings surrounding the conference day. In the Master Agreement, teachers are able to off-set the November conference day with these evening conferences.

Many of our schools are offering families options for signing up for conferences online using Meet the Teacher. This allows for greater flexibility and is responsive to busy family schedules. There are also easy options for families to call the school or homeroom teacher to set up conferences should they choose to do so.

Integrated Field Review Visits

On October 17th we hosted our Integrated Field Review (IFR). The IFR is a qualitative look at our practices in the five domains of VT's Education Quality Standards: Academic Proficiency, Safe Healthy Schools, Personalization, High Quality Staffing, and Investment Priorities. The IFR is part of the VT AOE's Education Quality Review and complements the more quantitative annual snapshot aspect of the review.

Fourteen educators from local school systems and the VT AOE spent the day touring our schools, observing classes, and interviewing students, parents, teachers, and administrators.

Later this year we will receive their report which will consist of commendations and recommendations in each of the five domains. All of the commendations and recommendations will be written at the school district level. This feedback will inform our continuous improvement process in the months to come, and we are looking forward to receiving it.

WCUUSD Music Day

On October 17th, fifth- and sixth-grade students from WCUUSD Elementary Schools participated in the third annual WCUUSD Music Day Festival at U-32. Students had opportunities to rehearse and perform music in a district-wide ensemble for band, chorus, or

orchestra. This was an excellent opportunity for students to meet other young musicians, work with their future middle school band and chorus directors, learn new skills, and celebrate making music together. There were a total of 137 elementary students who participated in this special day.

In addition to the elementary students, U-32 middle and high school students participated in this day. The middle and high school musicians performed with our elementary students and the high school ensembles also had the opportunity to perform for our younger students during the middle of the day.

Onward Book Study and Self Care Practices at WCUUSD

Over the course of the past several years we have focused some of our professional learning around trauma informed practices including how stress impacts the developing brain. Through many conversations with teachers and the leadership team we have decided to focus on the self care of faculty and staff across the system.

We have learned that in order to cultivate resilience across the system, we must be having three conversations simultaneously:

1. Individual resilience
 2. Organizational conditions
 3. Systemic conditions
- (Aguilar, Elena. 2018)

During our opening inservice day this past fall, we focused a part of our day on learning about and identifying a self care goal for the year; addressing Individual Resilience.

The leadership team, as well as a group of eleven teachers from across the district, are reading the book: *Onward: Cultivating Emotional Resilience in Educators*. This book is broken down and aligned to the months of the school year, supporting educators throughout the different phases of the school year. The author is a former educator and has experienced life in the classroom. There are times throughout the year that the workload increases and the stress levels fluctuate. The book is structured in an intentional way to support the experiences of an educator.

The teachers that are in the book group have chosen to participate, an invitation was sent out to all of the staff in the district last spring. The group meets one Monday a month from 4:00-5:30, led by Kelly Bushey. There are discussions about the book itself, experiences shared, and new learning gained! During the month of October, the chapter was titled, *Be Here Now*, and focused on learning to be present in the moment. Heather Clark-Warner (U-32 teacher), led us through some mindfulness activities- a definite stretch for some of us!

The leadership team has also committed to using 30 minutes per month to discuss the book and the implications for our work together as a team and how we support the faculty/staff within each of our schools around this.

Over the past several years we have taken a deeper look at our organizational and systemic

conditions in order to become trauma transformed in our practice. There continues to be much work to be done in these areas. We encourage the board to consider joining us in this learning so that we may all understand the impact this work has on our entire system.

Proficiency-Based Learning System

There are five components to a proficiency-based learning system: curriculum, instruction, assessment, scoring, and reporting. In order to ensure that we are providing accurate, specific, and actionable feedback to students, our scoring practices, formerly referred to as grading, have changed in recent years as well. We provide feedback to students and families related to how students are performing relative to expectations and do not provide traditional letter grades that are a summary of both achievement and effort. We have aligned our report cards K-Graduation to our standards and continue to consider how to present the expectations in student- and family-friendly language.

On Wednesday evening Steven Dellinger-Pate and Jen Miller-Arsenault will present a report about the work that we have done in WCUUSD to ensure that the Class of 2020, and the classes beyond, meet our Proficiency-Based Graduation Requirements. They will share a definition of proficiency-based learning, the statewide context for this work, and an overview of the work that we have been doing PreK-Graduation to ensure our students' success across the school system. They will also share current data about the Class of 2020 and information about the challenges we face and the next steps in this important work.

Upcoming Events

Berlin:

- November 6th thru 15th Stuff-A-Truck non-perishable food collection at BES
- November 7, 2019 6:30 - 8:00 p.m. PTNA Meeting
- November 8, 2019 6:00 - 8:00 p.m. Book Fair Opening Night!
- November 11 thru 14 8:00 a.m. - 4:00 p.m. Book Fair
- November 11, 2019 No School Parent/Teacher Conferences 9:00 a.m. - 3:00 p.m.
- November 16, 2019 8:30 a.m. - 3:30 p.m. Vermont Scholastic Chess Tournament
- November 18, 2019 Spot Vision Screenings
- November 20, 2019 Harvest Luncheon
- November 21, 2019 2:45 p.m. Whole School Meeting

Calais:

- November 6-12: Winter Wonderland themed Book Fair
- November 8: % State Fair
- November 11: Parent/Teacher conferences from 7:30-5:00, No School
- November 13: Parent/Teacher conferences from 3:15-7:00
- November 27-29: Thanksgiving break

Doty:

- November 4: All school meeting kicking off Gratitude Month
- November 7: Vision Screenings
- November 11: Parent/Teacher Conferences

- November 15: Literary Lunch - Bread and Jam for Frances

East Montpelier:

- November 5: EMES Book Club with author of Small Spaces, Katherine Arden
- November 6: Staff training on Creating Gender-Affirming Schools with Upright VT
- November 11: Parent/Teacher Conferences
- November 14: 11:30—1:00: Holiday Feast
- November 21: 6:00 Band/Chorus Concert

Rumney:

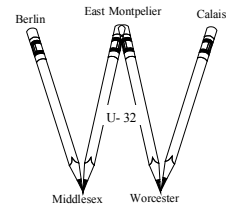
- November 11: Parent/Teacher Conferences
- November 12: PTO meeting, Library, 3:45 pm
- November 13: Parent/Teacher Conferences
- November 22: Holiday Lunch, Families Welcome!
- November 26: All-School Meeting, 9:10 am

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Debra Taylor, Ph.D.
Interim Superintendent



To: WCUUSD Board of School Directors
From: Debra Taylor, Ph.D., Superintendent
Date: November 1, 2019
Re: Preparation for Board Discussion on *Equity from the Board Room to the Classroom* Book and Equity

In an effort to provide for more efficient discussion regarding *Equity from the Board Room to the Classroom*, some homework in preparation for our board meeting is needed!

This week's discussion will utilize a hybrid protocol incorporating your musings about the book and a broader discussion on equity. To ensure we have rich discussion at the meeting, we ask that you are prepared with the following:

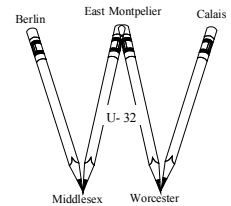
1. Read Chapters 4, 5 and 6 of *Equity from the Board Room to the Classroom*.
2. Make note of four bullet points pertaining to the specified chapters and your thoughts on equity.
3. Email your notes to me on Monday.
4. Peruse the condensed submissions that I will circulate on Tuesday.
5. Be prepared to participate in our discussion at the Board meeting

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Debra Taylor, Ph.D.
Interim Superintendent



WCUUSD Policy Committee Unapproved Meeting Minutes 10.22.19 at 4:30 pm 1130 Gallison Hill Road, Montpelier

In attendance: Chris McVeigh, Jaiel Pulskamp, Marylynne Strachan, board members; Aaron Boynton, Berlin Principal; Jody Emerson, U-32 Assistant Principal; Debra Taylor, Interim Superintendent; Krista Metivier, Assistant to the Central Office Administrators; David Delcore, Times Argus; Bailey Morse, Iona Bristol, Meg Falby, Are You Into It Consent Club; Iona Bristol, Bruce Pandya, Amy Koenigbauer, Meg Allison, Seeking Social Justice; Mark Brown, Teacher

1. Call to Order – Chris McVeigh called the meeting to order at 4:36 pm.
2. Approve Minutes of 9.23.19
Marylynne Strachan made the motion and Jaiel Pulskamp seconded to approve the minutes of 9.23.19; so moved.
3. Student Led Requests & Presentations
 - 3.1 "Are You Into It" Consent Club – students Bailey Morse and Iona Bristol shared a presentation regarding a request for the board to adopt a condom accessibility policy for U-32. They used the results from the Youth Risk Behavior Survey and an informational letter from the Agency of Education regarding the subject to form their request. Their goal is to provide ways for students to become educated, reduce associated stigma, and keep students healthy.

The committee inquired as to how many other Vermont schools have implemented similar policies and student adviser Meg Falby indicated that there were thirteen from last year. The Consent Club indicated that they had spoken with nurses and students at two schools in particular regarding their process. When asked if there was any pushback at these other schools, the reply was that there may have been from some teachers not wanting to participate and the concerns regarding the financial impact. Those issues at U-32 could be mitigated by more community engagement/education and the clarification that Planned Parenthood would be providing all necessary items so there would be no financial impact.

Chris McVeigh shared the desire for more community outreach or forums to retain feedback from the community, in addition to the two readings of the policy before adoption at board meetings.

The committee will report on this request to the full board in November to garner feedback and direction.

- 3.2 Seeking Social Justice at U-32 – student Bruce Pandya shared the impetus for the request for a specific Hate Symbols policy was that the day U-32 flew the Black Lives Matter flag another student flew a Blue Lives Matter and Confederate flags outside of a school bus window. The Seeking Social Justice group sent out a specific survey regarding the Confederate flag to students

and staff that had over 200 respondents and researched court cases regarding hate symbols and shared those results as part of their presentation. He explained that the history of certain symbols causes people of color to feel unsafe and uncomfortable and there is a direct connection with the intent/impact of displaying those symbols to intimidated. This group feels that these acts cause a disruption of the learning environment. In response to a question by a committee member regarding more instances of hate symbols being on campus, students Iona Bristol and Bailey Morse shared in the affirmative that they have seen swastikas around school and Confederate flags as laptop backgrounds, clothing, and social media. Jody Emerson suggested that before the Black Lives Matter flag went up, there was maybe one instance.

The committee inquired as to similar policies across the country for schools, select boards, etc and the reply was that recently Hazen Union in VT banned confederate flags; country-wide there have been bans in Indiana, Virginia, South Carolina. The committee concerns were that such a stringent policy could have First Amendment implications and that some of the requested policy could be considered covered in the Harassment, Hazing and Bullying Prevention Policy already. The question was asked regarding who would make the final decision on what the definition of a hate symbol was – as they can change through time. The student group was clear that they are aware of the impact of intent in these situations and this is their effort to change the culture and give victims more ground to stand on because it is the school's responsibility to prevent disruption of the school environment.

The committee will report to the full board at their November meeting to garner feedback and direction and return to committee to discuss further.

4. Updates

4.1 Library Media Policy – Meg Allison presented a policy that all Washington Central librarians worked to update using previous policies from all schools. There was some discussion regarding the policy delegating absolute authority to the librarians. Meg shared that if there was an additional approval process for all materials, it would slow down the process tremendously and that librarians are hired with a level of expertise and licensure that not even some administrators have.

The committee agreed that the policy does not refer to “absolute authority” and will send policy as is to the board for first reading in November.

4.1 Library Media Policy Procedure – Debra Taylor shared the procedure as to how a complaint regarding a library media might be handled. She shared that procedures are not subject to board approval.

5. Review Existing Policies

5.1 Section A – Board

5.1.1 Current – A1 Board Member Conflict of Interest – this current policy was reviewed by the committee. What an appearance of a conflict of interest might look like was shared; waivers were also explained. The definition of “fiduciary” was discussed and the committee felt that it does not necessarily mean fiscal so they would like to add “and/or financial” after fiduciary both times in standard #5.

Present this policy to the board for first reading in November with changes noted above.

5.1.2 Additional - Tabled

5.1.2.1 Required

5.1.2.2 Optional

6. Affirm Future Meeting Dates – the group decided to meet on the second Tuesday of the month from 4:45 – 6:30 pm.

7. Adjourn – the meeting adjourned by consensus at 6:33 pm.

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** A1**WARNED:** 11.1.19**ADOPTED:** _____**EFFECTIVE:** _____**BOARD MEMBER CONFLICT OF INTEREST**

Members of the board recognize the ethical duty of all public officers to avoid conflicts of interest. In the case of school board members, this duty is extended by Vermont law to include a requirement that boards adopt policies and procedures to avoid the appearance of conflicts of interest. In order to comply with the obligations thus imposed, the board and its members will adhere to the following standards.

1. Board members will be familiar with the Vermont School Boards Association Codes of Ethics, and will observe their provisions.
2. Board members will be familiar with, and adhere to, those provisions of Vermont education law that define school board powers and govern board member compensation and public bidding processes.
3. A board member will do nothing intended to give the false impression that he or she has the authority to make decisions or take action on behalf of the board or the school administration.
4. A board member will not take any action that is intended to give the impression that he or she would represent special interests or partisan politics for personal gain.
5. A board member will not use his or her position on the board in any manner intended to unfairly promote personal fiduciary and/or financial interest or the fiduciary and/or financial interests of family members, friends or supporters.
6. A board member will not accept anything of value in return for taking particular positions on matters before the board.
7. A board member will do nothing intended to leave the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.

When a board member becomes aware of involvement in a conflict of interest as defined in state law or this policy, he or she will declare the nature and extent of the conflict or appearance of conflict for inclusion in the board minutes, and will abstain from voting or participating in the discussion of the issue giving rise to the conflict.

When a conflict of interest claim against a board member is brought to the board in writing and signed by another board member or a member of the public, and the board member against whom the claim is made does not concur that a conflict in fact exists, the following board procedures will be followed.

1. Upon a majority vote of the remaining board members, or upon order of the chair, the board will hold an informal hearing on the conflict of interest claim, giving both the board member and the person bringing the claim an opportunity to be heard.
2. At the conclusion of the informal hearing, the remaining board members will determine by majority vote to take one of the following actions:
 - A. Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed.
 - B. Issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the board deliberations or decision related to that issue, as required by Vermont statute.
 - C. Issue a public finding that the conflict of interest charge is supported by the evidence, and in addition to disqualifying him or herself from voting or otherwise participating in the board deliberations or decision, the board member should be formally censured or subjected to such other action as may be allowed by law.

Legal References: 16 V.S.A. §§ 557, 558, 559, 563(20), 262(c)

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C50

WARNED: 11.1.19

ADOPTED: _____

EFFECTIVE: _____

COMPREHENXIVE SEXUAL HEALTH PROGRAM

Purpose

It is the intent of the Washington Central Unified Union School District to implement a program promoting lifelong sexual health. This includes comprehensive sexual health education and the provision of, or referrals to, age appropriate sexual health services. These activities create an effective sexually transmitted disease (STD), human immunodeficiency virus (HIV), and pregnancy prevention program. Research shows that well-designed, well-implemented school-based STD prevention programs can significantly reduce sexual risk behaviors among students. Outcomes of such programs include a delay in first sexual intercourse, a decrease in the number of sex partners and an increase in condom or contraceptive use. There is no evidence that participation in such programs increases the likelihood of students engaging in sexual activity.

Policy Statement

It is the policy of the Washington Central UUSD to establish goals for comprehensive sex education, sexual health services and other school based activities that are designed to promote improved student outcomes and reduce risky sexual behavior.

1) Goals for Comprehensive Sex Education

- A. The school district shall provide comprehensive sex education programs as required by state law and regulations of the State Board of Education. In particular, the district shall provide sex education in its Comprehensive Health Education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the National Health Education Standards, the National Sexuality Education Standards, and V.S.A. 16 § 131.
- B. Comprehensive sex education programs shall be conducted by appropriately licensed staff members. Ongoing professional development shall be provided as needed.
- C. Programs of study developed for students on a flexible pathway shall be fully described in a student's personalized learning plan. The program of study shall include the same components described below, and shall be approved in advance and assessed by a licensed health educator.

Implementation of Comprehensive Sex Education

Comprehensive Sex Education in Washington Central UUSD shall comply with the National Health Education Standards, The National Sexuality Education Standards and V.S.A. 16 § 131. To do so, the district shall provide all health educators and other appropriate staff with the following:

- Goals, objectives, and expected outcomes for sexual health education,
- A written health education curriculum that includes objectives and content addressing sexual health education
- A chart describing the annual scope and sequence of instruction for sexual health education
- Strategies that are age-appropriate, relevant, and actively engage students in learning
- Methods to assess student knowledge and skills related to sexual health education

The sexual health education program shall:

- 1) Provide medically accurate instruction on all of the following topics, as age-, developmentally-, and culturally-appropriate:
 - (A) The physical, social, and emotional changes of human development;
 - (B) Human anatomy, reproduction, and sexual development;
 - (C) Healthy relationships, including friendships and within families, that are based on mutual respect and the ability to distinguish between healthy and unhealthy relationships;
 - Developing effective communication, negotiation and refusal skills, including the skills to recognize and report inappropriate or abusive sexual advances;
 - Analyzing the influences of family, peers, media, technology, and other factors impacting sexual behavior
 - Understanding bodily autonomy, setting and respecting personal boundaries, practicing personal safety, and consent;
 - Examining the harm and limitations of gender-role stereotypes, violence, coercion, bullying and intimidation in relationships; and
 - (D) Healthy decision-making skills about sexuality and all relationships;

- Exploring individual values, attitudes, and feelings;
 - Exploring social norms, cultural myths, and the roles that traditions, values, religion, norms, race, class, gender roles, acculturation, family structure, health beliefs, and political power play in how students make decisions that affect their sexual health;
 - How to respect others and stay safe on the internet and when using other forms of digital communication;
 - Information on local services and resources where students can obtain additional information related to bullying, dating violence and sexual assault, suicide prevention, and other related care;
 - Encouraging youth to communicate with their parents or guardians, faith, health and social service professionals, and other trusted adults about sexuality and intimate relationships;
- (E) The benefits of delaying initiation of sexual activity, and the use of condoms, medication, and birth control and sexually transmitted infection prevention and treatment measures, and the options for pregnancy, including parenting, adoption, and abortion;
- Understanding how HIV and STDs are transmitted and the health consequences of HIV, other STDs, and pregnancy;
 - The importance of effectively using condoms consistently and correctly in addition to the latest vaccinations and medications available to protect against sexually transmitted infections, including HIV/AIDS;
 - Instruction and skills development for proper condom usage and information about their effectiveness in preventing HIV, other STDs, and pregnancy. Effective programs develop comfort around condoms before students become sexually active;
 - The benefits of effective contraceptive and condom use in avoiding unintended pregnancy;
 - The importance of being comfortable and confident in using condoms properly
 - Skills development for goal-setting and decision-making related to eliminating or reducing risk for HIV, other STDs, and pregnancy;
 - The benefits of reducing the number of sexual partners;
 - The relationship between substance use and sexual health and behaviors; and

- Development of skills to access local health services where students can obtain additional resources, information, and preventative care and services related to sexual and reproductive health.

(F) Age appropriate information about gender identity and sexual orientation for all students;

- Affirmative recognition that people have different sexual orientations, gender identities, and gender expressions
- Include referrals to community resources that can provide additional support for lesbian, gay, bisexual, and transgender students.

2) Use or adapt curricula that are inclusive and address the experiences and needs of all youth in the school. In particular, instruction should be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids. Curricula shall be reviewed and approved by the district's WSCC team or other appropriate school - community planning group. Curricula shall be reviewed every three years to ensure it is meeting the needs of students and that it is up-to-date.

Parental Requests

- (a) The curriculum will be made available to parents and community members for viewing upon request.
- (b) Any pupil whose parent/guardian shall present to the school principal a signed statement that the teaching of disease, its symptoms, development and treatment, conflicts with the parents' religious convictions shall be exempt from such instruction, and no child so exempt shall be penalized by reason of that exemption. (V.S.A. 16 § 134).

Sexual Health Services is defined by the Centers for Disease Control and prevention to include: HIV and other STD testing and treatment; pregnancy testing; access to condoms and condom-compatible lubricants, access to contraceptives other than condoms; Human papilloma Virus (HPV) vaccination, and medications to prevent the spread of HIV.

2) Sexual Health Services

A. Condom Access

1) Goals for Condom Availability

- A. As part of a comprehensive sexual health program, Washington Central UUSD shall provide condoms in locations that are readily accessible for students, without unnecessary barriers to obtaining condoms or stigma surrounding access.

- B. The district shall provide information about proper condom use that is inclusive of all students. This information shall be created or approved by the district's WSCC team or other appropriate school - community planning group.
- C. The district will ensure that condoms are available either through funding or donation from community partners. When possible, the district provides a variety of latex, non-latex, internal and external condoms and dental dams.

2) Implementation of Condom Availability

- A. The district has identified the following location where condoms will be made accessible to students: U-32 Middle/High School grades 7-12 school nurses and health offices, Health Education classrooms, and other locations may be most suitable to protect student confidentiality and promote accessibility for students. Information about condom use will be made available in these same locations. Other locations may be added with administration and WSCC team or other appropriate school - community planning group approval.
- B. School staff in those locations will receive training on how to talk with young people about sexual health and answer questions about condoms. While a conversation with staff is not required as part of condom availability, staff will give information and answer questions as requested by students.
- C. Information will be provided by the district to students and families to promote awareness of the condom availability program. This will include annual parent letters, announcements during comprehensive sex education instruction, one-to-one meetings with student support services staff, and/or posters.
- D. No student age 12 or older will be refused access to condoms through this program. Minors in Vermont have a legal right to access a full range of reproductive and sexual health services without parent permission. Minors are provided access to condoms in variety of settings, and may purchase them without parental consent.

Alternate D. Any pupil whose parent shall present to the school a signed statement that the Condom Availability Program conflicts with the parents' convictions shall not be allowed to participate in the program.

B. Other Sexual Health Services

1) Goals for Referral System

Through the development and implementation of a sustainable referral system, Washington Central UUSD will help to realize the goals of decreased incidence of sexually transmitted infections and pregnancy among Vermont adolescents by connecting sexually active adolescents to a medical home and/ or adolescent-friendly community-based medical services.

2) Implementation of Referrals to Sexual Health Services

- A. The most effective method for Vermont adolescents to receive appropriate sexual health services as needed is to ensure that they receive an annual well-care visit in a medical home that follows the Bright Futures protocol of the American Academy of Pediatrics. District nursing staff will continue to facilitate collaboration between school nurses, WSCC team, and Vermont of Health School Liaison to develop and maintain systems at the district and building level to ensure all students have and are accessing a youth-friendly medical home. These protocols and systems are a preliminary step towards ensuring that all students receive HPV vaccination series, STD/HIV/pregnancy screening as needed, and appropriate medical interventions to prevent STD/HIV and pregnancy.
- B. If a student presents with sexual health needs, but does not have a medical home, district staff will refer students to an adolescent-friendly provider. Following the referral, district staff will work to assist the student to find a permanent medical home.
- C. No student age 12 or older will be refused a referral to community sexual health services through this program. District staff will not provide information about the referral to parents. However, district staff will encourage youth to speak with a supportive adult in their life. Minors in Vermont have a legal right to access a full range of reproductive and sexual health services without parent permission.

Legal Reference(s): 16 V.S.A. § 906
16 V.S.A. § 131
16 V.S.A. § 134
18 V.S.A. § 4226

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

LIBRARY MEDIA CENTER
SELECTION & RECONSIDERATION

POLICY: D34

WARNED: 11.1.19

ADOPTED: _____

EFFECTIVE: _____

Introduction

The WCUUSD Library Media Centers will provide a broad range of educational materials to enrich and support the curriculum and to meet the needs of individual students and teachers. In addition to supporting the curriculum, the Library Media Center also provides materials designed to encourage students to seek information beyond daily assignments, read with discrimination and pleasure, personalize their learning on their path to proficiency, and to grow in understanding that books and libraries can serve them well throughout their lives. The certified School Librarian will provide students with a wide range of materials of diverse appeal. Materials should be available in a variety of formats and represent varying levels of difficulty and varying points of view. Should there be any complaint about Library media in our collection, it is our policy to provide a fair and impartial review as outlined in the procedures below.

Definitions

For the Purpose of this Policy:

1. **Media** include all materials considered part of the library collection.
2. **Library Media Center** is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center, or similar term managed by certified School Librarians and Library Media Staff.
3. **School Librarian** is an educator who meets the competencies of the School Librarian endorsement as articulated by the Vermont Agency of Education.
4. **Library Media Staff** is made up of but not limited to administrative assistants and paraprofessionals, whose job includes managing library materials

Responsibility & Implementation

1. Responsibility for the selection of all library materials is delegated to the School Librarian through the principal. The selection process involves open opportunity for consultation with administrators, faculty, and students.
Selection is based upon evaluation:
 - i. By the School Librarian

- ii. Through the use of resources which includes, but is not limited to: library journals, publications, professional development, and learning communities
2. In selecting materials the School Librarian is guided by: the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, and the standards and best practices adopted by the American Association of School Librarians and the American Library Association. The WCUUSD school libraries embrace the ALA Library Bill of Rights except where required by law to comply with the Children's Internet Protection Act, USC Title XVII, §§1701 *et seq.*
3. The collection will be developed systematically ensuring equitable and inclusive access to:
 - Materials in a variety of formats (print, digital, etc.) which will support the curricular, academic interests, personal interests, and the personalized learning pathways of the diverse viewpoints and identities of the members of our learning and global communities.
4. Selection is an ongoing process overseen by the School Librarian which shall include the removal and/or replacement of materials using a variety of criteria which includes but is not limited to: outdated and/or inaccurate information, lost or worn materials which are still of value to our learning community, low circulation, etc.
5. All gift materials and donations will come under the same selection policy as those purchased by the library. If these gift materials cannot be used by the school, they will either be sold and the profits used for the Library Media Center or given to someone who can use them.
6. Library materials are communal property. Borrowers are expected to make arrangements with the School Librarian and/or the Library Media Staff for damaged or lost materials.
7. Should a citizen of a WCUUSD town have a complaint about any library media materials, the Procedure for Handling Complaints about Library Media will be followed.

*Reference Materials: School Library Bill of Rights
Freedom to Read Statement
Standards and best practices adopted by the American Association of School Librarians and the American Library Association
Children's Internet Protection Act, USC Title XVII, §§1701 et seq.*

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

Name: Fernando Carvalhosa

School: U-32

Employer: WCUUSD

Position: Social Studies Long-Term Substitute

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

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

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

[If leave of absence or resignation, name of terminated employee: Steven Sheeler

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>Champlain College, Burlington VT</u>	<u>Teacher Certification Program</u>	<u>Jun 2019</u>
<u>New York University, New York NY</u>	<u>M.B.A. Finance & Marketing</u>	<u>May 1997</u>
<u>Sao Paulo University, Sao Paulo Brazil</u>	<u>B.L. Business Law</u>	<u>Jun 1989</u>

Experience: Aug-Oct 2019 - Long-Term Substitute, East Montpelier Elementary School; Jan-Jun 2019 - Social Studies & Math Student Teacher; Aug 2017-Jan 2019 - Teaching Assistant Special Ed; Apr 2016-Aug 2017 - Substitute, Northfield Middle/High School, Northfield VT; 2016-2016 - Financial Manager III (limited position), Dept of VT Health Access, Waterbury VT; 2001-2016 - Consultancy & Proprietary Investments, Carvalhosa Capital Management LLC, New York NY; 1998-2001 - Vice-President-Real Estate Group/Credit Risk Management, Credit Suisse First Boston, New York NY; 1997-1998 - Associate-Real Estate Group/Investment Banking, Nomura Securities International, New York NY; Summer 1996 - Associate, SBC Warburg, New York NY; 1991-1995 - Sole Proprietor, Carvalhosa Graphics, New York NY; 1989 - Manager of Import/Export Documentation Dept, Auminco Trading Co, Sao Paulo Brazil.

Years of Related Experience: 1 Years

Salary Schedule Placement:

Start Date:

M15-M29 Step B

November 13, 2019

Salary or Wage Rate: \$260/day per person w/ DTC @ emes

Date of Board Appointment:

\$257.89 Per Diem (\$49,000.00)

n/a 11/6/19

FTE: 1.0

Days / Year: n/a

Hours / Day: n/a

Contract Comments: No contract; per Negotiated Agreement for salary placement

Interviewed by: Steven Dellinger-Pate, Jody Emerson, Zach Gonzalez, Steve Sheeler, Ben Heintz, Margaret Keys

This candidate is recommended for employment by: Debra Taylor

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☒ BUILDING PRINCIPAL

Washington Central Supervisory Union
Employee Nomination Form

7/17

Name: Marie L Eddy

School: U-32

Employer: WCUUSD

Position: School Counselor Long-Term Substitute

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

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

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

(If leave of absence or resignation, name of terminated employee: Cairsten Keese)

Educational Preparation:

College/Technical

Degree/Certificate

Date Attained

University of Vermont, Burlington VT

M.S. School Counseling

May 1999

University of Vermont, Burlington VT

B.A. English

May 1984

Experience: Aug 2018-present - Owner, Eddy Career Services, Hinesburg VT; Aug 2014-Jun 2018 - Career Outreach Counselor, Champlain Valley Union High School, Hinesburg VT; Aug 2001-Jun 2014 - Guidance Counselor, Patricia A Hannaford Career Center, Middlebury VT; Aug 1999-Jun 2001 - School Counselor, Westford Elementary School, Westford VT; Oct 1999-Jun 2000 - School Counselor, Frederick H Tuttle Middle School, South Burlington VT; Aug 1989-Aug 1998 - Registrar, Champlain Valley Union High School, Hinesburg VT; Jul 1986-Aug 1989 - Service Representative, Triad Temporary Services Inc, Williston VT.

Years of Related Experience: 20 Years

Salary Schedule Placement:

M00-M14 Step O

Start Date:

November 2019

Salary or Wage Rate:

\$358.42 Per Diem (\$68,099.00)

Date of Board Appointment:

n/a

FTE: 1.0

Days / Year: n/a

Hours / Day: n/a

Contract Comments: No contract; refer to negotiated agreement for salary placement

Interviewed by: Steven Dellinger-Pate, Lisa LaPlante, Cairsten Keese, Nathan Lovitz

This candidate is recommended for employment by: Debra Taylor

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☒ BUILDING PRINCIPAL

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

Name: Alan J Hefferon

School: U-32

Employer: WCUUSD

Position: Social Studies Long-Term Substitute

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

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

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

[If leave of absence or resignation, name of terminated employee: Christiana Martin

Educational Preparation:

College/Technical

Degree/Certificate

Date Attained

Champlain College, Burlington VT

TAP Certificate

Dec 2017

Saint Michael's College, Colchester VT

B.A. History/Theater

May 2014

Experience: Aug 2018-Aug 2019 - EST Assistant Coordinator/Learning Lab Assistant, Essex High School, Essex VT; Dec 2017-Mar 2018 & Oct-Dec 2018 - Social Studies Long-Term Substitute, Essex High School, Essex VT; Aug-Dec 2017 - Student Teacher, Mount Mansfield Union High School, Jericho VT; Aug 2014-Jul 2015 - Paraeducator, Champlain Valley Union High School, Hinesburg VT; Jun 2015-Aug 2017 - Designer, Freelance Designer, VT; Sep 2008-present - Designer, Vermont & New England.

Years of Related Experience: 1 Years

Salary Schedule Placement:

B00 Step B

Start Date:

Tbd

Salary or Wage Rate:

\$236.70 Per Diem (based on \$44,973.00)

Date of Board Appointment:

Tbd

FTE: 1.0

Days / Year: n/a

Hours / Day: n/a

Contract Comments: No contract; per Negotiated Agreement for salary placement

Interviewed by: Steven Dellinger-Pate, Jody Emerson, Zach Gonzalez, Christiana Martin, Steve Sheeler, Ben Heintz, Margaret Keys

This candidate is recommended for employment by: Debra Taylor

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☒ BUILDING PRINCIPAL

Washington Central Supervisory Union
Employee Nomination Form

Name: Lisa Hodgson

School: Calais Elementary Employer (if different): _____

Position: 3rd Grade Teacher .5FTE Department/Area: _____

Type: One Year Contract: _____ Reason for vacancy: lyn New Position _____

Educational Preparation:

VT-HEC, Sped Endorsement November 2018

Union Institute & University-Vermont College BS Math, Education Minor June 2009

Johnson State College Attended 9/99 – 6/00

Trinity College of VT Attended 9/98 – 6/99

CCV Associates of Arts June 1998

Experience:

July 2017 – present; Calais Elementary School: Special Educator

Aug 2014 – June 2017; Calais Elementary School: Para-Educator

Aug 2014 – June 2017 Community Connections: Assistant Director

Aug 2013 – Aug 2014; Warren After-School Program: Teacher

Aug 2013 – Aug 2014; Harwood Middle-High School & Waltsfield School: Substitute Teacher

Aug 2012 – Aug 2014; Warren & Fayston School: Substitute Teacher

May 2010 – Aug 2013; Warren School: Summer Camp Director

Aug 2009 – Aug 2012; Warren School: Special Education Assistant

Aug 2008 – Aug 2009; Fayston School: Special Education Interventionist

Aug 2006 – Aug 2008; Warren School: Special Education Interventionist

See file

Years of Related Experience: See file

Salary Schedule Placement:

B15+ Step 3(C)

Start Date:

11/7/19

Salary or Wage Rate:

\$ 16,648.80

Date of Board Appointment:

11/10/19 11/16/19

FTE: .5

Days / Year: 133/190

Hours / Day: _____

Interviewed by: Cat Fair

This candidate is recommended for employment by: Debra Taylor, Superintendent

[Signature]