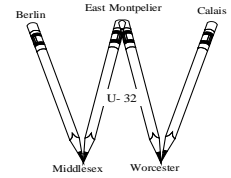


Washington Central Unified Union School District

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

10.16.19 6:30PM

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

- 1.0 Call to Order
 - 1.1 Reception of Guests
 - 1.2 Agenda Revisions
 - 1.3 Public Comments
- 2.0 Spotlight – East Montpelier Principal, Alicia Lyford – Tour and Update
- 3.0 Book Reflection – Equity from the Board Room to the Classroom Chapter 4 (Discussion)
- 4.0 Reports (Discussion)
 - 4.1 Superintendent – pg. 2
 - 4.2 Student
- 5.0 Consent Agenda (Action)
 - 5.1 Approve Minutes of 10.2.19 – pg. 6
 - 5.2 Approve Board Orders
- 6.0 Finance Committee (Discussion/Action)
 - 6.1 Committee Report – pg. 10
 - 6.2 Approve Self-Funded Dental Insurance Rates – pg. 12
 - 6.3 Approve Section 125 Flexible Benefits (MSA) & Health Reimbursement Account Budget – pg. 13
 - 6.4 Approve Early Retirement Option for Teachers – pg. 14
 - 6.5 Board Payment of Election Expenses (Possible Action)
- 7.0 Board Organization and Planning (Discussion)
 - 7.1 Board Goal Monitoring – pg. 17
 - 7.2 Legislator Meeting
 - 7.3 Elementary School Choice
- 8.0 Personnel (Action)
 - 8.1 Approve Hires
- 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)
- 12.0 Adjournment

Superintendent Report to the Washington Central UUSD Board October 16, 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 Dorothy Naylor for preparing a summary of our October 2 board meeting for the community that was posted on all five towns' Front Porch Forums sites.
2. We have our school district website that continues to provide current and archived information detailing board agendas, minutes and resources (board materials) for all regular board and committee meetings. This information can be found under the "School Board" tab in the center of the main page of the site.
3. All legislators have been invited to attend the November 6 Board Meeting. The Board will discuss ideas to frame the board discussion.
4. The question of board payment for special elections was discussed by the Finance Committee and information was requested of each town clerk subsequently.
5. 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. (Signed warning attached). Communications will be made to families and communities through messages on our website, articles for our school newsletters, as well as an IC message to staff and families as we get closer to the date.

Long Term Planning

The board Finance Committee met on October 9. Recommendations made by the committee for board action are included in this packet. Meeting minutes will be available on the website within the five days allowed by the law.

The Policy Committee is scheduled at 4:30 pm on October 22 at Central Office and will include presentations by two student groups.

The Negotiations Committee will meet on October 29 to engage in training on Interest Based Bargaining.

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

At the start of the school year, teachers provided us with feedback concerning the status of our implementation plan. The three areas of focus for our five year implementation plan include three strategic objectives:

1. Clear Learning Targets: All students will be able to tell anyone what they are learning, why what they are learning is important, and how what they are learning connects to our district's student learning outcomes.

2. Comprehensive and Balanced Assessment Systems: The progression of learning will be measured through multiple methods of assessment, providing evidence overtime that students have demonstrated proficiency in all student learning outcomes.
3. High Quality Instruction and Interventions: All students will achieve at least one year's growth each year. Students with gaps in their learning will achieve more than one year's worth of growth.

On October 11, we held a district-wide inservice day at U-32. All teachers participated in sessions focusing on three objectives:

1. Strengthening relationships within our school district
2. Collaborating with colleagues in order to increase our ability to provide high quality instruction and interventions across the school system
3. Taking care of ourselves and others

The Educational Monitoring Report included in the board packet provides timely information. Our leadership team met and reviewed the data included in the report. We will utilize our data will help us to better understand where students and teachers are on the learning continuum, where they need to be in order to advance to the next level, and how they will get there. Taken together these reports will guide our district's ongoing execution of the WCUUSD Implementation Plan this year and inform budget decisions for the coming years.

Other Areas of Focus:

It's hard to believe but winter will be here before we know it. Questions concerning our school bus transportation were addressed at a meeting earlier this month with with Central Office staff, First Student bus company representatives, and the Calais Town Road Commissioner. Two Calais Select Board members participated by phone. The conclusion reached was to install snow tires on the front steering wheels. The suggestion that studded tires be installed was discussed. However, our drop chains preclude the usage of these tires.

WARNING

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

SPECIAL MEETING

November 5, 2019

The legal voters of the Washington Central Unified Union School District (“District”), a municipal corporation consisting of the Town School Districts of Berlin, Calais, East Montpelier, Middlesex, and Worcester, Vermont, are hereby notified and warned to meet in their respective towns at the polling places hereinafter named on Tuesday, November 5, 2019, to vote by Australian ballot on Articles 1 through 3 below. The polls will open beginning at 8:00 AM in Berlin; 7:00 AM in Calais; 7:00 AM in East Montpelier; 8:00 AM in Middlesex; and 10:00 AM in Worcester. The polls will close in all towns at 7:00 PM.

- Article 1: Shall the voters of the Washington Central Unified Union School District change the date of the 2020 Annual Meeting and each annual meeting thereafter to the Monday prior to the first Tuesday in March to transact any business not involving voting by Australian Ballot and upon completion of such business, said meeting is to be adjourned and reconvened in the respective polling places on Town Meeting Day to elect school directors and transact any other business involving voting by Australian ballot?
- Article 2: Shall the voters of the Washington Central Unified Union School District elect the District’s Moderator, Clerk and Treasurer by Australian ballot?
- Article 3: Shall the voters of the Washington Central Unified Union School District vote to require that the ballots be comingled for all elections and public questions conducted by Australian ballot?

Polling Places & Hours

Berlin Municipal Office, 108 Shed Road, Berlin – 8:00 AM - 7:00 PM

Calais Town Office, 3120 Pekin Brook Road, Calais – 7:00 AM - 7:00 PM

East Montpelier Elementary School, 665 Vincent Flats Road, East Montpelier – 7:00 AM – 7:00 PM


Middlesex Town Office, 5 Church Street, Middlesex – 8:00 AM – 7:00 PM

Worcester Town Office, 20 Worcester Village Road, Worcester – 10:00 AM – 7:00 PM

Upon closing of the polls, the ballots will be counted by local town/village election officials who shall transmit the voting results to the Clerk of the Washington Central Unified Union School District, who will then tabulate the final results for the District.

The legal voters of the Washington Central Unified Union School District are further notified that voter qualification and registration relative to said Special Meeting shall be as provided in Sections 706u of Title 16 and Chapters 43, 51 and 55 of Title 17, Vermont Statutes Annotated.

Dated at East Montpelier, Vermont this 25 day of September 2019.

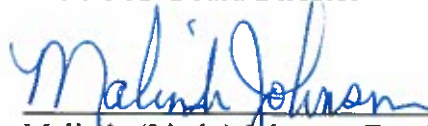

Vera Frazier, Berlin
WCUUSD Board Director


George Gross, Berlin
WCUUSD Board Director


Dorothy Naylor, Calais
WCUUSD Board Director

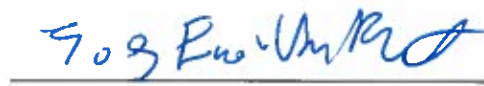

C. Scott Thompson, Calais
WCUUSD Board Director



Flor Diaz Smith, East Montpelier
WCUUSD Board Director


Malinda (Lindy) Johnson, East Montpelier
WCUUSD Board Director

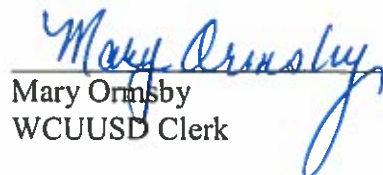

Christopher McVeigh, Middlesex
WCUUSD Board Director


Marylone Strachan, Middlesex
WCUUSD Board Director


Jonas Eno-Van Fleet, Worcester
WCUUSD Board Director


Jaiel Pulkamp, Worcester
WCUUSD Board Director

I hereby certify the above warning was received and recorded this 25 day of September, 2019.

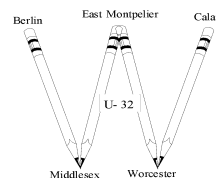

Mary Ormsby
WCUUSD Clerk

Washington Central Unified Union School District

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Debra Taylor, Ph.D.
Interim Superintendent



Washington Central Unified Union School District Board Unapproved Minutes

10.2.19 6:30PM

U-32 Room 128/131, 930 Gallison Hill Rd, Montpelier

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, Townes DeGroot (student representative)

Administrators Present: Superintendent Debra Taylor, Director of Special Services Kelly Bushey, Director of Curriculum 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

Others Present: Mark Andrews; David Delcore, Times Argus; ORCA videographer; Rick and Helena Kehne, Calais; David Lawrence, Middlesex; Matthew DeGroot, Worcester; Corinne Stridsberg, Berlin; Paul Cate, East Montpelier

- 1.0 Call to Order: Scott Thompson called the meeting to order at 6:32 p.m.
- 1.1 Reception of Guests: Scott Thompson welcomed guests.
- 1.2 Agenda Revisions: Scott Thompson explained that the agenda item "public comments" has been moved to the end of the agenda. He explained that if any of the public wishes to make a comment at an earlier point in the meeting rather than waiting until the end, they are welcome. Corinne Stridsberg asked for an explanation as to why this agenda item has been moved to the end. She stated that she does not believe this encourages public participation.

Chris McVeigh moved to have Public Comments at the beginning of the agenda. Seconded by Marylynne Strachan. Discussion: Board members discussed the challenge of keeping the purpose of the board meeting to accomplish its work and to manage time. Some discussion followed around the desire to invite public comment but to avoid time-consuming back-and-forth discussion with the board. A vote was called. **This motion carried unanimously.**

2.0 Spotlight – U-32 Principal, Steven Dellinger-Pate – Tour and Update: Steven Dellinger-Pate led a tour to the auditorium. He provided an update on the track project. The track surface will not be completed until May 2020.

3.0 Book Reflection – Equity from the Board Room to the Classroom Chapter 3: Gillian Fuqua facilitated a book reflection activity.

Groups reported themes that were discussed:

- How to make PLCs work? What is the level of parent involvement? How to embrace all of the stakeholders to involve everyone? Thinking outside the box.
- Importance of building a shared understanding of our purpose and direction.
- Norms for meetings; having collaborative work be a safe space; feeling supported. The necessity for shared vision and shared goals. How to make space and time for this while completing all of the requirements in our work?
- How to improve and enhance board training. How to create infrastructure to support teams. Some discussion of teams that are highly successful. “Talent wins games, but teamwork wins championships.”
- Theme of “communication” between students/ teachers, between parents/ teachers, keeping lines of communication open and trusting.

4.0 Reports

4.1 Superintendent: Debra Taylor had provided a written report. She shared that she has met with our local legislators; she asked when is the best time to invite them to a board meeting. They had suggested fall (as opposed to the traditional February time frame.) Scott Thompson suggested adding this topic to the next agenda. Townes DeGroot followed up on the issue of a Social/ Emotional Health work group. Kelly Bushey invited him to meet with her so that she can apprise him and explore ways to include him in the initiative.

4.2 Leadership Team: Board members reviewed the written report. Brief discussion ensued.

4.3 Student: Townes DeGroot shared about the student Climate Strike. He noted that a group of students intends to present to the Policy Committee about a proposed policy around sexual health. Debra Taylor is going to be sure that Townes and Mia are included on the email list.

Jonas Eno-Van Fleet asked Townes what he hears from students about the policy that requires students to miss extra curricular activities if they choose to attend an activity such as the Climate Strike versus attending school. Some discussion followed about this topic.

At 8:15, Superintendent Taylor invited administrators and student representative to leave the meeting.

Chris McVeigh moved to release the administrators and student representative to exit the meeting if desired. Seconded by Dorothy Naylor, this motion carried unanimously.

5.0 Consent Agenda

5.1 Approve Minutes of 9.18.19: **Flor Diaz Smith moved to approve the minutes of September 18, 2019. Seconded by Chris McVeigh. Discussion: a few edits were suggested. This motion carried unanimously.**

6.0 Finance

6.1 Approve Board Orders: **Flor Diaz Smith moved to approve the board orders in the following amounts: \$188,550.09 and \$129,650.54. Seconded by Lindy Johnson.** Discussion: Vera Frazier asked about one of the GMPC board orders; Debra Taylor will look into that issue and update the board. Scott Thompson noted that many of the orders are with Amazon - he asked whether there is consideration for purchasing some items locally. Lindy Johnson reminded the board to be careful of questioning such detail. Jen Miller-Arsenault explained the procurement process that is required when using federal funds. **This motion carried unanimously.**

7.0 Committee Reports

7.1 Negotiations: Jonas Enno-Van Fleet shared that the committee had met. The next meeting will be in late October, to review the Interest Based Bargaining process.

7.2 Policy: Chris McVeigh shared that the policy committee had met. He shared some of the policies that are next on the docket for the committee to consider.

8.0 Board Organization and Planning

8.1 Superintendent Search Consultant: Scott Thompson had shared with board members the proposal from Mark Andrews to provide consultation for the superintendent search. Flor Diaz Smith had reached out to some others to see if there is interest in other proposals for consultants; none was expressed.

Chris McVeigh moved to engage Mark Andrews formally as consultant in the superintendent search for a position to begin 2020-21 school year. Seconded by Dorothy Naylor. Discussion: Board members are in agreement. **This motion carried unanimously.**

Scott Thompson will inform the Secretary of Education.

8.2 Schedule for Board Goal Monitoring: Superintendent Taylor had provided a memo to the board about her intentions to share progress monitoring around board goals. Vera Frazier reminded her that the board would like to see the complete picture, including good news and bad news. Board members asked for a copy of the board goals document which was created in October 2018. (no action taken.)

8.3 Dates for Community Budget Forums: Superintendent Taylor had provided a memo proposing the following dates:

December 4, 2019 and December 11, 2019 at U-32

January 15, 2019 at Calais Elementary

February 19, 2019 at Doty Memorial

All meetings will be held at 5:30 pm

Upon successful vote of the articles under consideration by the electorate on

November 5, 2019, the WCUUSD will also hold its annual meeting at 6:30 pm at U-32 on Monday, March 2, 2020.

Board members agreed on these dates and times. The hope is that the board will vote to approve a budget on January 15th.

9.0 Personnel

9.1 Approve Hires: Debra Taylor indicated that Alex Rob (Community Connections) will be leaving soon; Kim Buldoc will replace him. She thanked Mr. Rob for his dedication to the program. (no action taken.)

10.0 Public Comments: none at this time

11.0 Future Agenda Items: Vera Frazier indicated that discussing renaming the district at the meetings where the public is present for budget discussion is important, for public engagement in the process. Superintendent Taylor indicated that the policy committee would like for the board to discuss the topic of elementary school choice. Vera Frazier stated that she would like to discuss this as a board.

Jonas Eno-Van Fleet asked for follow up information about a previous topic: school bus snow tires. Superintendent Taylor shared that this has been discussed with transportation; she will update the board.

Vera Frazier asked for an update about Proficiency-Based Grading for this graduating class.

Jonas Eno-Van Fleet stated that the updated website is very helpful in terms of meeting dates and links to minutes and video recordings of meetings.

- 11.1 CV Fiber - Solar Power
- 11.2 Possible Renaming of District
- 11.3 MTSS Update

12.0 Reflection and Summary of Meeting – Next Steps for Board Members: Dorothy Naylor will write a reflection/ summary of the meeting.

Board members discussed meeting space setup in the various locations - they prefer to have seating configurations that are closer together and the public is nearby.

13.0 Adjournment: The board adjourned by consensus at 9:08 p.m.

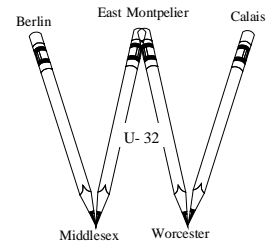
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

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Debra Taylor, Ph.D.
Interim Superintendent



MEMORANDUM

TO: WCUUSD School Board and Finance Committee
FROM: Debra Taylor, Ph.D., WCUUSD Interim Superintendent
DATE: October 7, 2019
RE: Equity in District Budget Preparation

The working definition of educational equity developed in Vermont by educators and board members is as follows:

Educational equity means that each student receives the resources and educational opportunities they need to learn and thrive.

- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, disability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides high quality curriculum, programs, teachers and administrators, extracurricular activities and support services.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

In our examination of equity we are exploring a variety of areas. All means all is a focal point for our work as educators each day. Our WCUUSD Implementation Plan, 2016-2021, began the journey to equity. The educational monitoring report that we have prepared for the Board at our upcoming meeting on October 16 highlights our progress in achievement across the school system over time. We are attentive to the outcomes as feedback which informs our work and future investments in student support, academic interventions and professional development. The draft monitoring report provides information to inform the board in their decision making.

Another area to examine is our staffing information. As a newly merged district it is appropriate to examine numbers of staff we employ and programs that we offer to ensure equity of opportunity. The attached draft chart provides a summary of our current school staffing configurations.

Finally, capital investments are also key to ensuring equity of educational opportunity. John Hemmelgarn (Black River Design) and Bill Ford (Clerk of the Works) are providing us with short term feedback on prioritized capital projects by school. This work is still underway and I will provide you with a draft document at our meeting on Thursday. This is phase one of our capital plan which will focus strategically on items of import for the board's consideration in summer 2020. Phase 2 of our Capital Plan will be completed in May, 2020. This plan will be long term (3-5 years). An architectural firm will develop this in depth report, designed to assist us in future budget planning.

We are meeting with the leadership team this week and discussing the draft special education service plan as well as other staffing needs.

The Finance Committee will review the first draft of the budget at their meeting on November 14 and the full board will review the first draft following this meeting on November 20.

Washington Central Unified Union School District
Self Funded Dental Insurance FY 2020-21
Finance Committee Meeting-October 10, 2019, Board meeting October 16, 2019

Board Action Needed:

<u>To set the CY19 Dental rates as follows</u>	Jan-17	Jan-18	Jan-19	Jan-20
Single Plan	\$552	\$552	\$552	\$552
2Person Plan	\$1,080	\$1,080	\$1,080	\$1,080
Family Plan	\$1,512	\$1,512	\$1,512	\$1,512

	<u>ACTUAL</u> <u>FY 2018</u>	<u>ACTUAL</u> <u>FY 2019</u>	<u>BUDGET</u> <u>FY 2020</u>	<u>PROJECTED</u> <u>FY 2020</u>	<u>BUDGET</u> <u>FY 2021</u>
<u>Revenues:</u>					
Interest Income	\$381	\$381	\$381	\$3,580	\$3,860
Employee Participation	\$114,996	\$113,861	\$113,706	\$127,146	\$127,146
District Share	\$153,587	\$153,476	\$151,471	\$152,372	\$152,372
Total Revenues	\$268,964	\$267,718	\$265,558	\$283,098	\$283,378
<u>Program Costs:</u>					
Employee Claims	\$209,421	\$200,636	\$212,000	\$216,000	\$222,480
Benefit Coordination	\$36,562	\$36,562	\$37,358	\$37,358	\$39,599
Monthly Administrative Fees	\$13,193	\$12,799	\$13,000	\$13,000	\$13,390
Tax Reporting & Compliance	\$1,623	\$2,092	\$2,200	\$2,200	\$2,200
Processing Materials & Communication	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total	\$261,799	\$253,089	\$265,558	\$269,558	\$278,669
Surplus/(Deficit)	\$7,165	\$14,629	\$0	\$13,540	\$4,709
Carryover-Beginning Balance	\$157,819	\$164,984	\$179,613	\$179,613	\$193,153
Carryover-Ending Balance**	\$164,984	\$179,613	\$179,613	\$193,153	\$197,862

**Note: This carryover is reserved for future claims and to maintain level pricing.

OTHER NOTES:

EBPA/CBA Blue is the agent for this self-insured program.
WCSU employees complete the employee enrollment and benefit coordination
and receive additional compensation for hours worked beyond contract hours.
There have been 9 insurance premium increases in 25 years.

Board Action Needed:

To approve the Health Reimbursement and Flexible Spending Accounts Budget for FY20-21

Rates per eligible participant:	\$70	\$70
# Participating	331	331

	ACTUAL FY 2018	ACTUAL FY 2019	BUDGET FY 2020	PROJECTED FY 2020	BUDGET FY 2021
Revenues:					
Interest Income	\$1,106	\$3,101	\$1,200	\$7,805	\$7,380
Employee Ded-Reserved for FSA Claims	\$124,096	\$151,958	\$176,577	\$135,696	\$135,696
Employee Ded-Reserved for Dep Care Claims	\$87,175	\$93,654	\$98,840	\$93,000	\$93,000
District Cost for HRA Claims & Admin	\$607,308	\$771,745	\$735,195	\$841,160	\$841,160
District Cost For Flex Plan	\$23,039	\$23,247	\$23,170	\$22,791	\$23,170
Total Revenues	\$842,724	\$1,043,705	\$1,034,982	\$1,100,452	\$1,100,406
Expenses:					
Enrollment & Benefit Coordination-EST HRA	\$23,170	\$46,340	\$47,730	\$47,730	\$49,639
Enrollment & Benefit Coordination-S125	\$19,863	\$22,330	\$23,670	\$23,670	\$24,617
Monthly Admin. Fees, Tax Reporting	\$6,026	\$27,708	\$37,295	\$37,295	\$37,295
Processing Materials	<u>\$1,100</u>	<u>\$1,100</u>	<u>\$1,100</u>	<u>\$1,100</u>	<u>\$1,100</u>
Subtotal District Costs	\$50,159	\$97,478	\$109,795	\$109,795	\$112,651
Employee Reimbursement-FSA	\$81,079	\$164,585	\$176,577	\$135,696	\$135,696
Employee Reimbursement-Dependent Care	\$60,477	\$115,251	\$98,840	\$93,000	\$93,000
Claims-Health Reimbursement	\$334,473	\$615,195	\$649,770	\$783,090	\$759,059
Surplus/(Deficit) Claims	\$0	\$0	\$0	\$0	\$0
Total	\$526,188	\$992,509	\$1,034,982	\$1,121,581	\$1,100,406
Surplus/(Deficit)	\$316,536	\$51,196	\$0	-\$21,129	\$0
Prior Year-Reserve for Claims	\$22,525	\$339,061	\$390,257	\$390,257	\$369,128
Carryover-Reserve for Claims	\$339,061	\$390,257	\$390,257	\$369,128	\$369,128

NOTES:

Health Reimbursement Account began January 2018. The Program Agent was Future Planning(Jan-April 2018) and Data Path (May 2018-Current)
WCSU employees complete the employee enrollment and benefit coordination
and receive additional compensation for hours worked beyond contract hours.

Any surplus or deficit is undetermined at this time and cannot be calculated until April 2020

Amount Employees are saving taxes on CY17 \$856,705

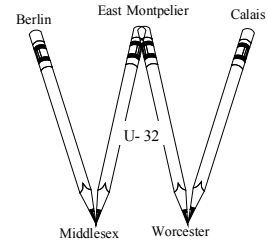
FICA Savings to the District **\$65,538**

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Debra Taylor, Ph.D.
Interim Superintendent



MEMORANDUM

TO: WCUUSD Board
FROM: Lori T. Bibeau, WCUUSD Business Administrator
DATE: October 10, 2019
RE: Professional Staff Early Retirement Option

On an annual basis (prior to November 1) the School Board considers whether to offer an early retirement option for professional staff.

An excerpt from the Master Agreement regarding this issue is found under Article 7.7:

Early Retirement Program

During any school year, the School Board of any Elementary District, the U-32 School District, and/or the Washington Central Supervisory Union may, at its sole discretion, offer the early retirement program below to one or more of its teachers who have at least fifteen (15) years of full or part-time teaching service in the Washington Central Supervisory Union by July 1 of the school year in which the program is offered. The program will only be available at any given school district within the Supervisory Union if its Board affirmatively votes to adopt the program for that given school year on or before November 1 of that school year.

In those cases where an eligible teacher works part-time in two or more school districts, and only one of those districts offers the career change option, the teacher may accept the option offered and continue to teach part-time in the other district. The teacher accepting the option may not increase his/her part-time teaching increment in the other district, or otherwise seek or accept additional full or part-time employment as a teacher in Vermont during the three year period specified herein.

In the event a board or boards vote to offer an early retirement program, the benefit package shall be as follows:

- a. A cash payout that represents fifty percent (50%) of the teacher's current teaching salary during their final year with the district. The payout will be made in three (3) equal installments on September 1 of the next three (3) school years following the teacher's resignation. At the option of the teacher, the monetary value of the cash payout may be applied by the district, in whole or in part, to the purchase of "air time" from the Vermont State Teachers' Retirement system on behalf of the teacher.
- b. Twelve (12) months of single health insurance coverage for the teacher under the district's policy, subject to the regular board-teacher contributions to the cost of premium and maximum out-of-pocket contribution established in this Agreement or, if the teacher chooses the Vermont Teachers' Retirement System health insurance program, the district will pay twenty (20) percent of the teacher's premium for single health insurance for one year following the June 30 effective date of the teacher's resignation, whichever is less. The teacher may purchase dependent coverage, if desired, but he or she will be responsible for the difference in cost between single coverage and either two-person, parent/child or family coverage. The parties agree that the district will not be obligated to provide the insurance benefit referenced above should the employee be eligible for group health insurance coverage from a subsequent employer, or from the Vermont State Teachers' Retirement system. If allowed under the current insurance plan, the teacher may purchase medical and dental insurance coverage through the district's group policy for the remainder of the payout period, or whatever shorter period is allowed.
- c. A teacher who meets the criteria delineated herein and who desires to apply for the retirement incentive will submit an application on a form devised by the Boards, along with an irrevocable letter of resignation to the Board on or before the deadline established by the Board in its early

retirement offering. The teacher's resignation will be effective June 30, at the conclusion of the school year. A Board may establish the maximum number of participants in the program in any year in which it is offered. If the number of applicants exceeds the number established by the Board, and the Board declines to accept that number of applicants, the program participant(s) will be selected by lottery conducted by the Board. If the teacher is not accepted into the early retirement program, his/her letter of resignation will be returned to him/her.

- d. The Board may, at its discretion, increase the maximum number of teachers in any district who may elect this benefit after any initial limits established by the Board have been met.
- e. A teacher electing the employment change option set forth herein must agree not to seek or accept other employment in Vermont as a teacher for a three (3) year period.
- f. A teacher who elects this benefit will not be entitled to recall rights.
- g. In the event that a lottery is necessary to determine the teacher(s) who will participate in the early retirement program, the Association will designate two members to participate along with the designees of the Board(s) to ensure that a fair process is followed.

Here are some questions /answers regarding this item:

How many professional staff are currently eligible with over 15 years of service?

- Thirty-three (33) professional staff meet the eligibility criteria.

What is the potential cost?

- It depends on the number of individual slots the board authorizes.
- It typically costs more to pay for replacement staff, in addition to the retirement benefit.

What happens if there are more applicants than slots?

- Historically, names have been drawn from the individuals who applied.

Why has this been offered in the past?

- When schools are considering a reduction in force without filling the vacant position.
- For other personnel reasons.



Washington Central Unified Union School District

Fall Monitoring Report

October 16, 2019

WCUUSD MISSION STATEMENT

ADOPTED BY FULL BOARD, MAY 2016

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

STUDENT LEARNING OUTCOMES

More specifically, WCUUSD students will meet or exceed rigorous standards for:

Core knowledge of essential academic subjects, including:

- Literacy
- Mathematical Content and Practices
- Scientific Inquiry and Content Knowledge
- Global Citizenship
- Physical Education and Health
- Artistic Expression
- Financial Literacy

Transferable Skills and behaviors that prepare them for lifelong learning and success, including:

- Creative and Practical Problem Solving
- Effective and Expressive Communication
- Engaged Citizenship
- Working Independently and Collaboratively
- Informed, Integrated and Critical Thinking
- Self-Awareness and Self-Direction

For more detail about each SLO see:
<https://www.WCUUSD32.org/domain/161>

PROFICIENCY BASED GRADUATION REQUIREMENTS POLICY

- It is the policy of Washington Central Unified Union School District to ensure that all students can engage in rigorous, relevant, and comprehensive learning opportunities that allow them to demonstrate proficiency in Washington Central's Student Learning Outcomes (SLO), in alignment with Vermont's Education Quality Standards.
- Beginning with students entering ninth grade in the fall of 2016, a student meets the requirements for graduation when the student demonstrates evidence of proficiency in each of the Student Learning Outcomes that are in alignment with Vermont's Education Quality Standards.
- Washington Central students may demonstrate proficiency via learning opportunities that take place outside of the school, school day, or the classroom, provided that such learning opportunities occur under the supervision of an appropriately licensed educator.
- The superintendent is responsible for ensuring that school administrators communicate the meaning of the Students Learning Outcomes and the Performance Indicators and how students will be assessed to students and parents. When a student enters U-32 High School, the administration must educate both students and parents about the requirements for a high school diploma.
- Adopted June 12, 2019.

OTHER CONTEXT

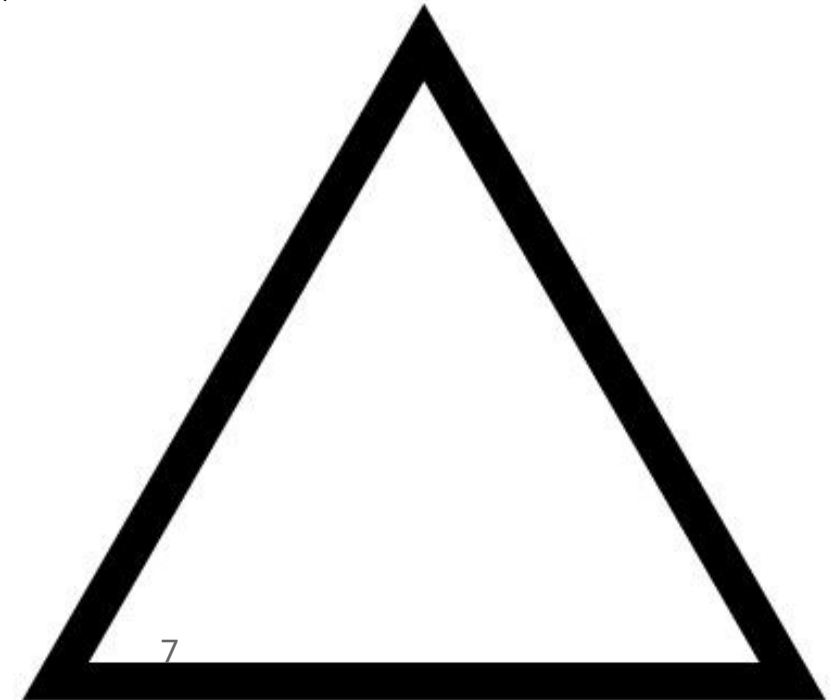
- WCLT Theory of Action: If we provide high quality instruction and interventions that are responsive to learners' needs and interests, based on clear learning targets, and measured by a comprehensive and balanced assessment system, then we will close achievement gaps and ensure that all students achieve proficiency in our WCUUSD Student Learning Outcomes.
- Strategic Objectives:
 1. Clear Learning Targets
 2. High Quality Instruction and Interventions
 3. Comprehensive and Balanced Assessment System
- Recommendations from DMG Report
 - E.g., Ensure universal instruction meets most needs of most students; provide additional time outside of core subjects to students who struggle rather than providing interventions instead of core instruction; ensure learners who struggle receive all instruction from highly skilled teachers
- [AOE Annual Snapshot](#)

SOURCES OF ASSESSMENT DATA

- Statewide Assessments
 - SBAC (Literacy and Math)
- Local Common Assessments
 - Fountas and Pinnell (F & P) (Literacy)
 - Developmental Reading Assessment 2 (DRA2) (Literacy)
 - STAR 360 (Literacy and Math)
- Report Cards
 - Aligned to Student Learning Outcomes
 - Determined by students' summative performance

IMPORTANCE OF TRIANGULATION

- What is it?
 - Using more than one source to more deeply understand student performance
- Why is it important?
 - To ensure a more accurate view of student performance, thereby helping us make more effective decisions at individual student, school, and school system levels
- What sources of data are we triangulating?
 - Statewide assessment data (SBAC)
 - Local common assessments (STAR 360, F & P, DRA2)
 - Classroom assessment data (report cards)



CURRENT STATE

- We continue to have achievement gaps between our students who are historically underserved and those who are historically privileged.
 - Students who qualify for free or reduced lunch (FRL) and those who do not
 - Students who have Individualized Education Plans (IEP) and those who do not
- Our report cards K-12 are aligned to our Student Learning Outcomes, but we need to continue to calibrate our practice.
- We need to create common local assessments in SLO areas beyond literacy and mathematics.
- We are identifying ways to strengthen our educational system at all levels, in accordance to the recommendations of the District Management Group's findings and our Implementation Plan.
- We need time and support to do this critical work in ways that do not pull teachers out of classrooms during the school year.

MORE ABOUT VERMONT CONTEXT

- Education Quality Domain: Academic Proficiency
 - SBAC (Literacy and Math, Grades 3–9)
 - VTSA (Science, Grades 5, 8, and 11)
 - FitnessGram (Physical Fitness, Grades 4, 7, and 9)
- Equity Index and Equity Change
 - The equity index assesses the difference in performance between groups of students.
 - The equity change assesses a school's success in closing that gap over time.
- For more information go to the [Vermont AOE website](#)

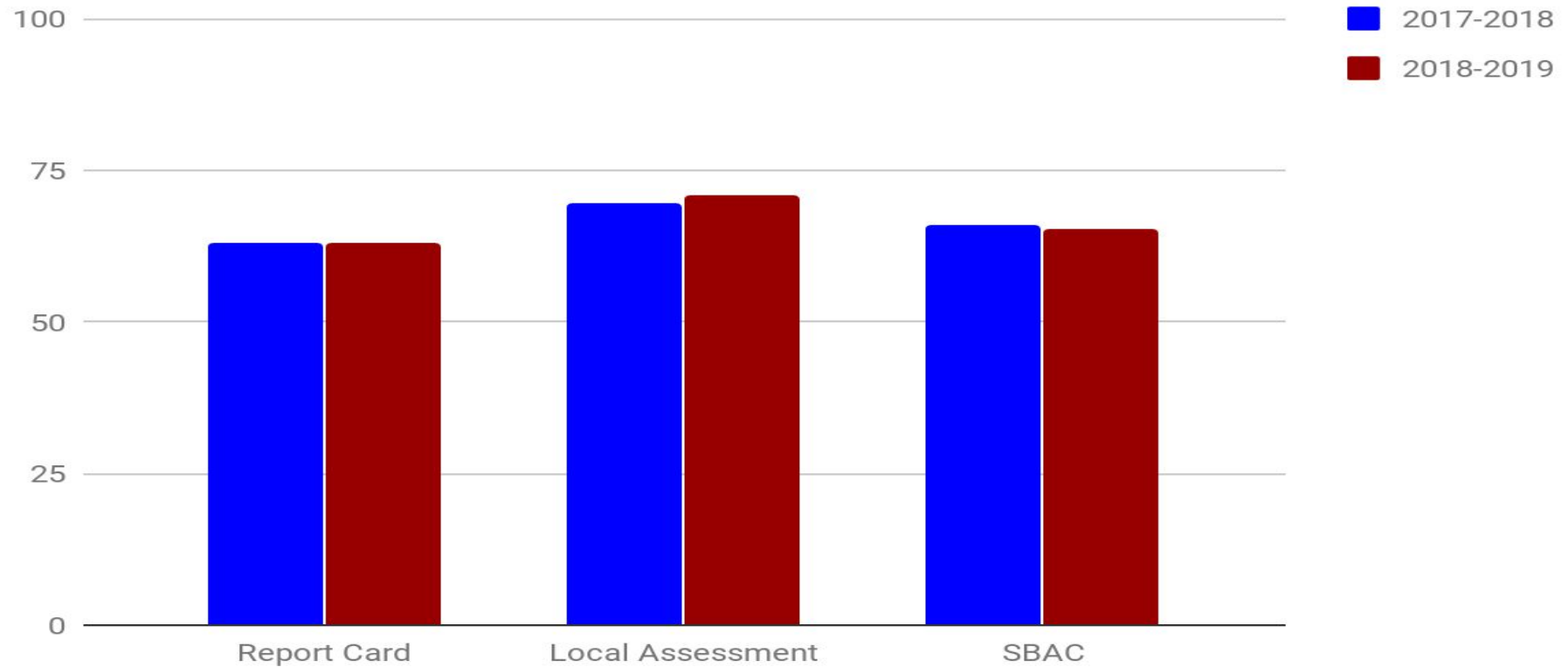


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2018-19 DATA

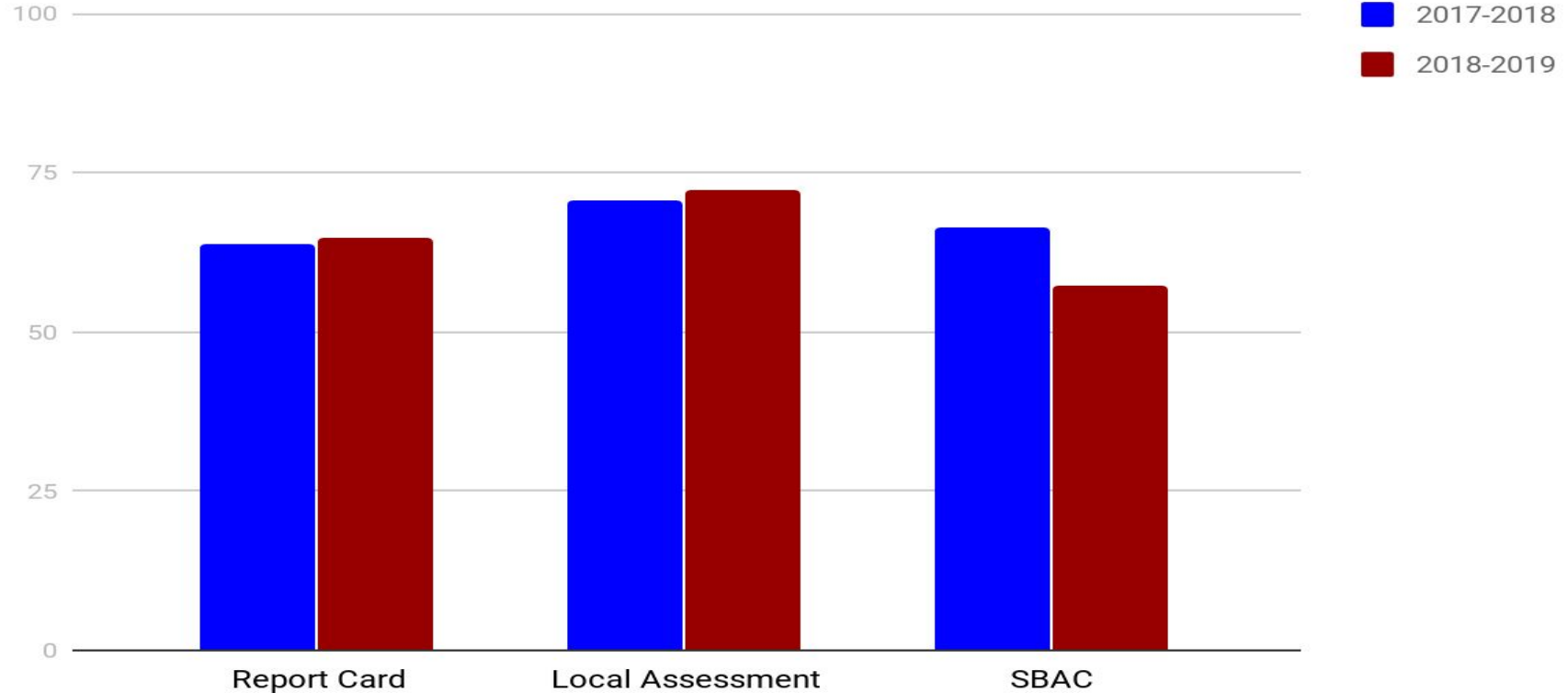
TRIANGULATION OF LITERACY

Grades K-6



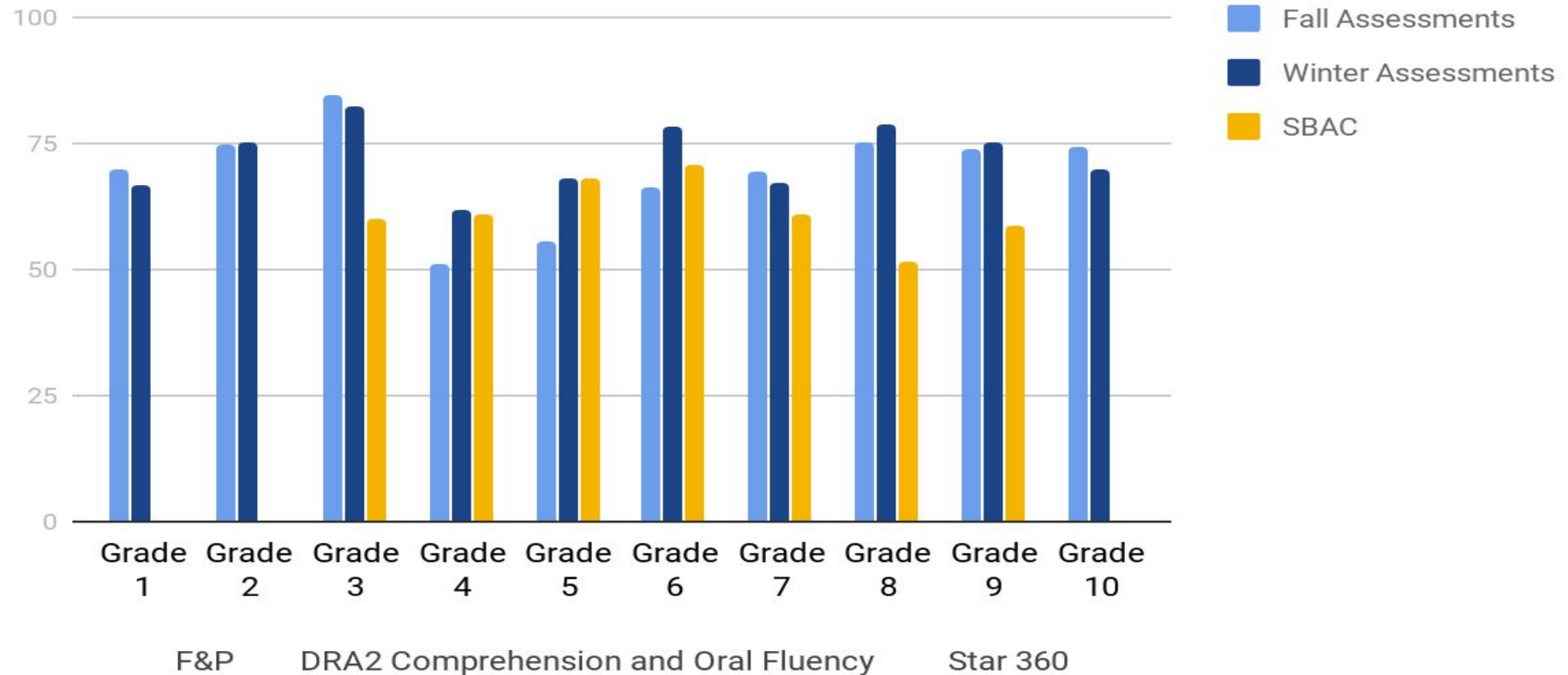
TRIANGULATION OF LITERACY

Grades 7-10



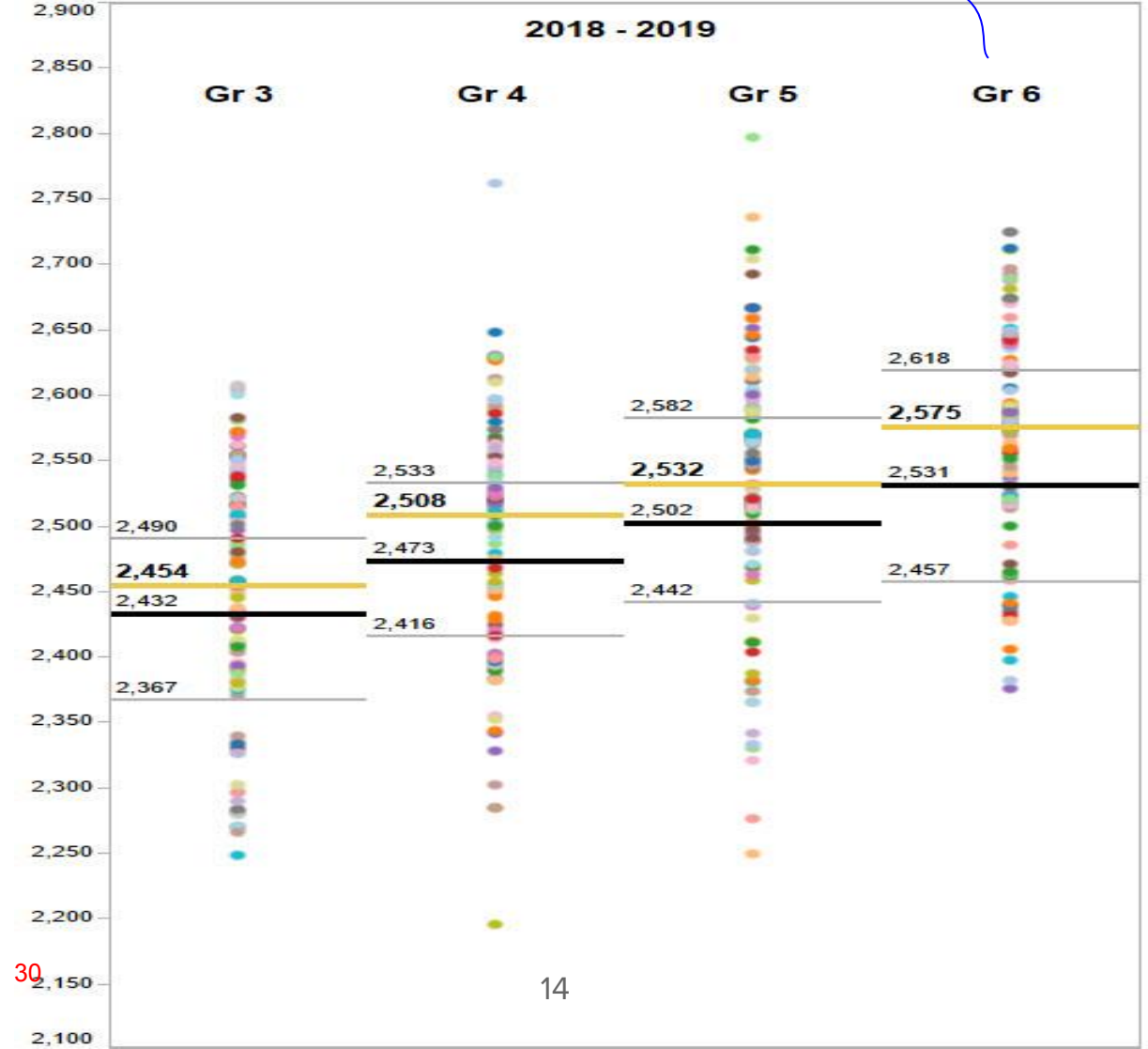
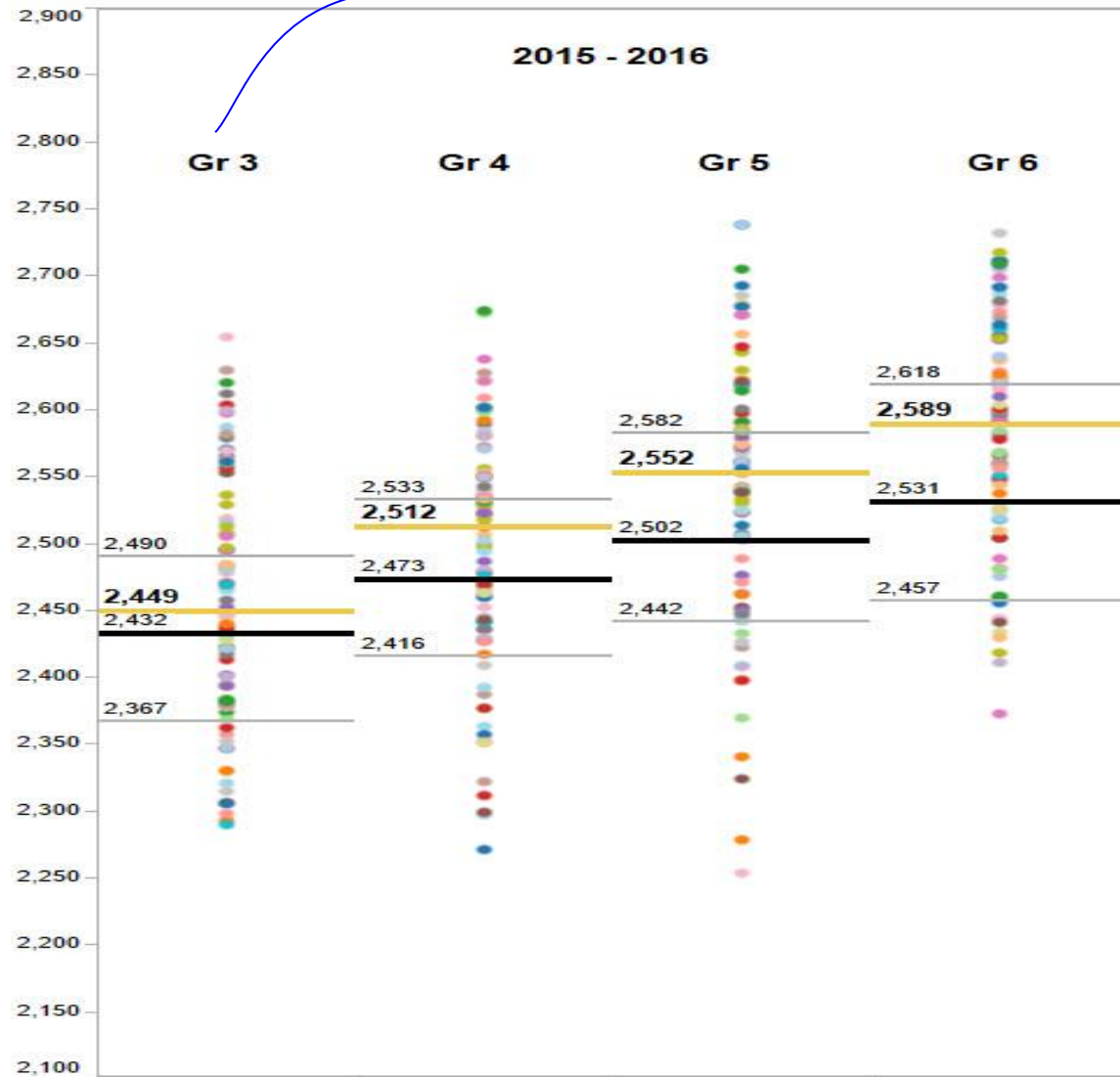
LITERACY LOCAL ASSESSMENT COMPARISON

Literacy Local Assessment Comparison



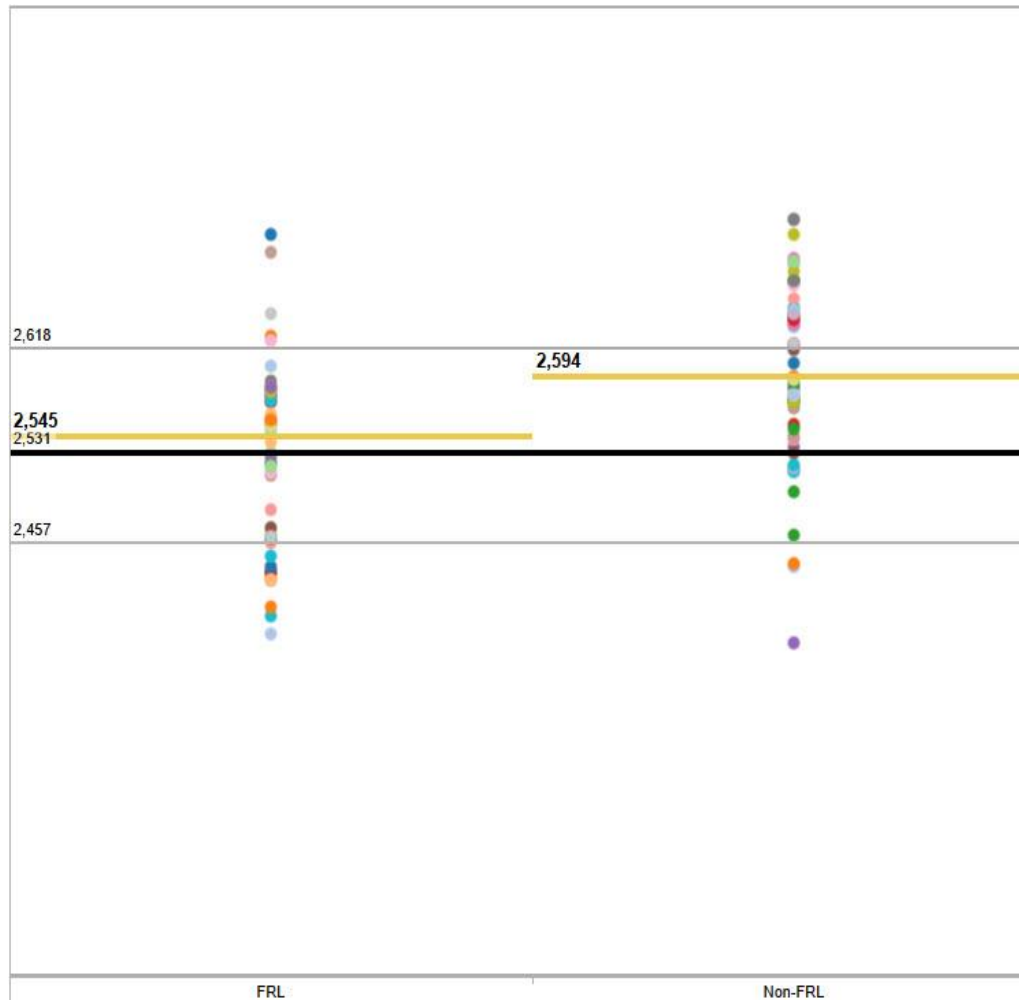
SBAC LITERACY DATA

Grades 3-6 Over Time

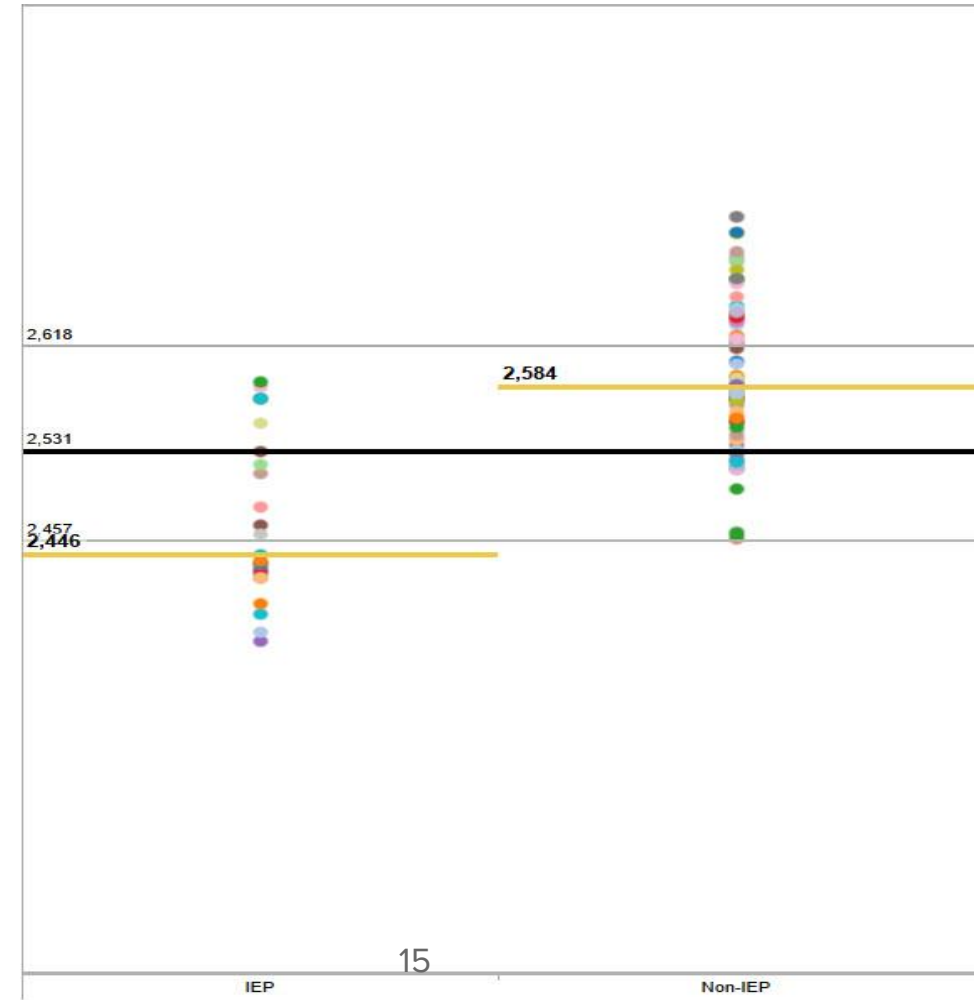


SIXTH GRADE LITERACY SBAC PERFORMANCE DISAGGREGATED BY POVERTY & IEP

FRL & Non-FRL

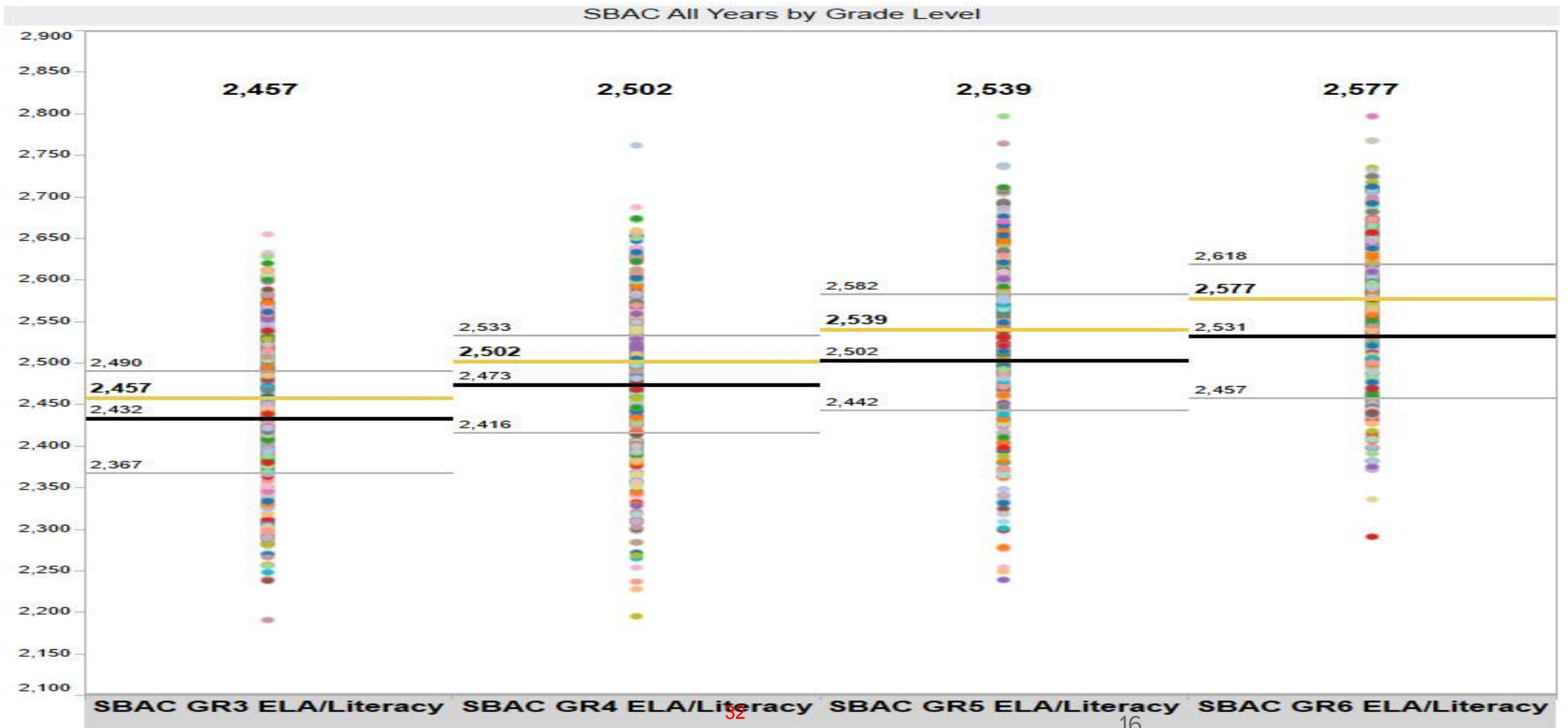


IEP & Non-IEP



SBAC LITERACY DATA

4 Years of Data (Averaged)



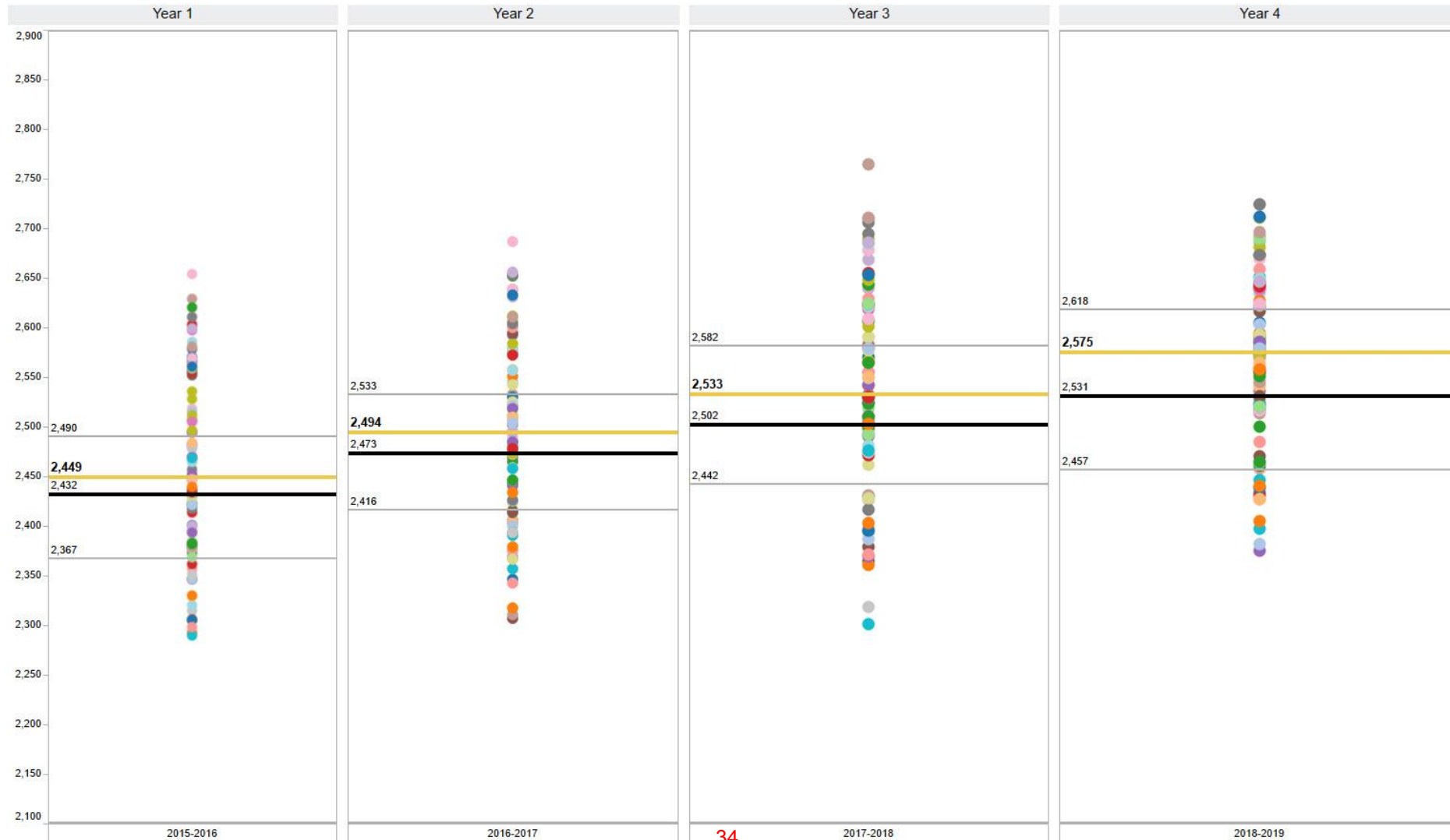
SBAC LITERACY DATA

Current 6th Grade for Each Administration



SBAC LITERACY DATA

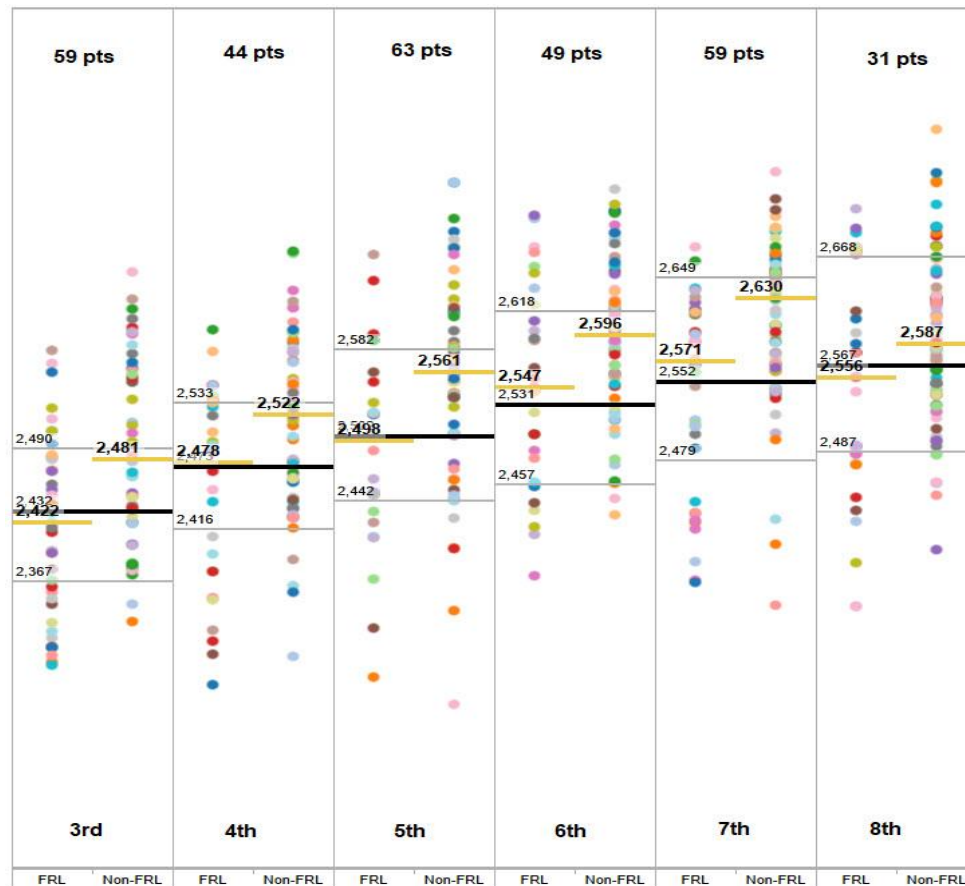
Current 7th Grade for Each Administration



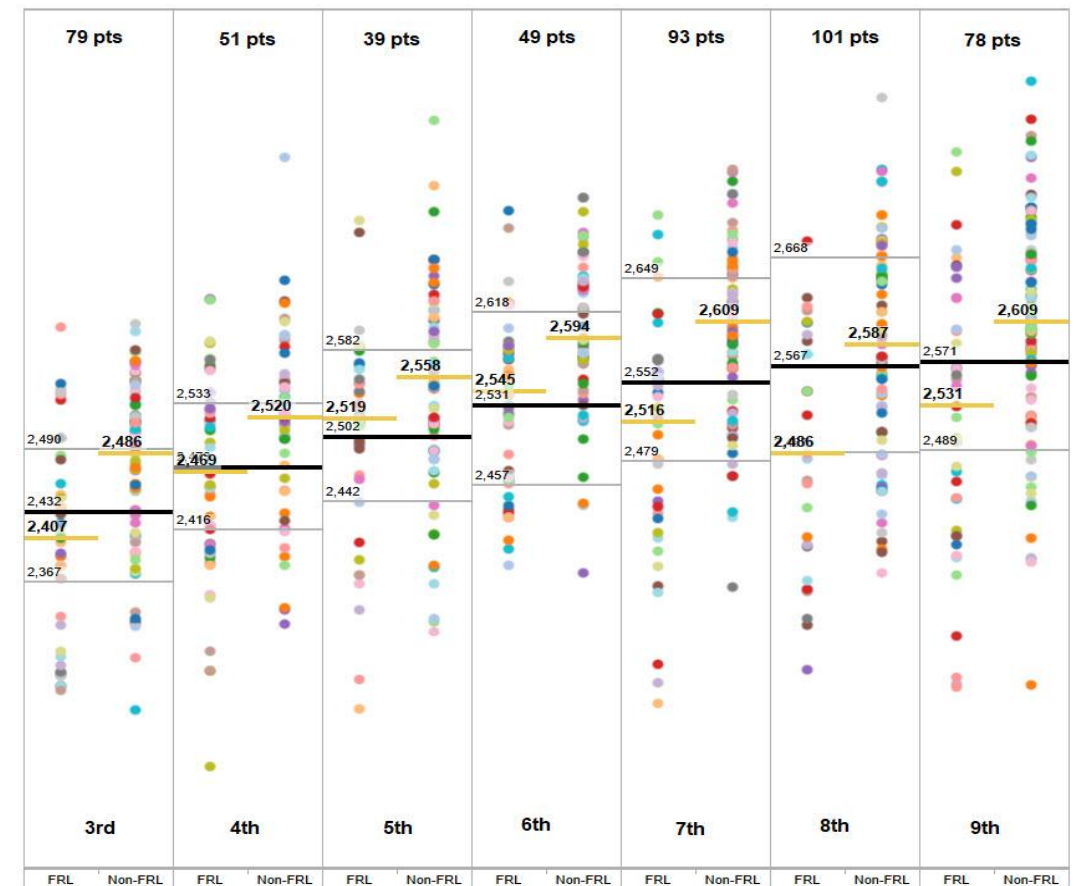
SBAC LITERACY DATA

Discrepancy between FRL and Non-FRL

2015-2016

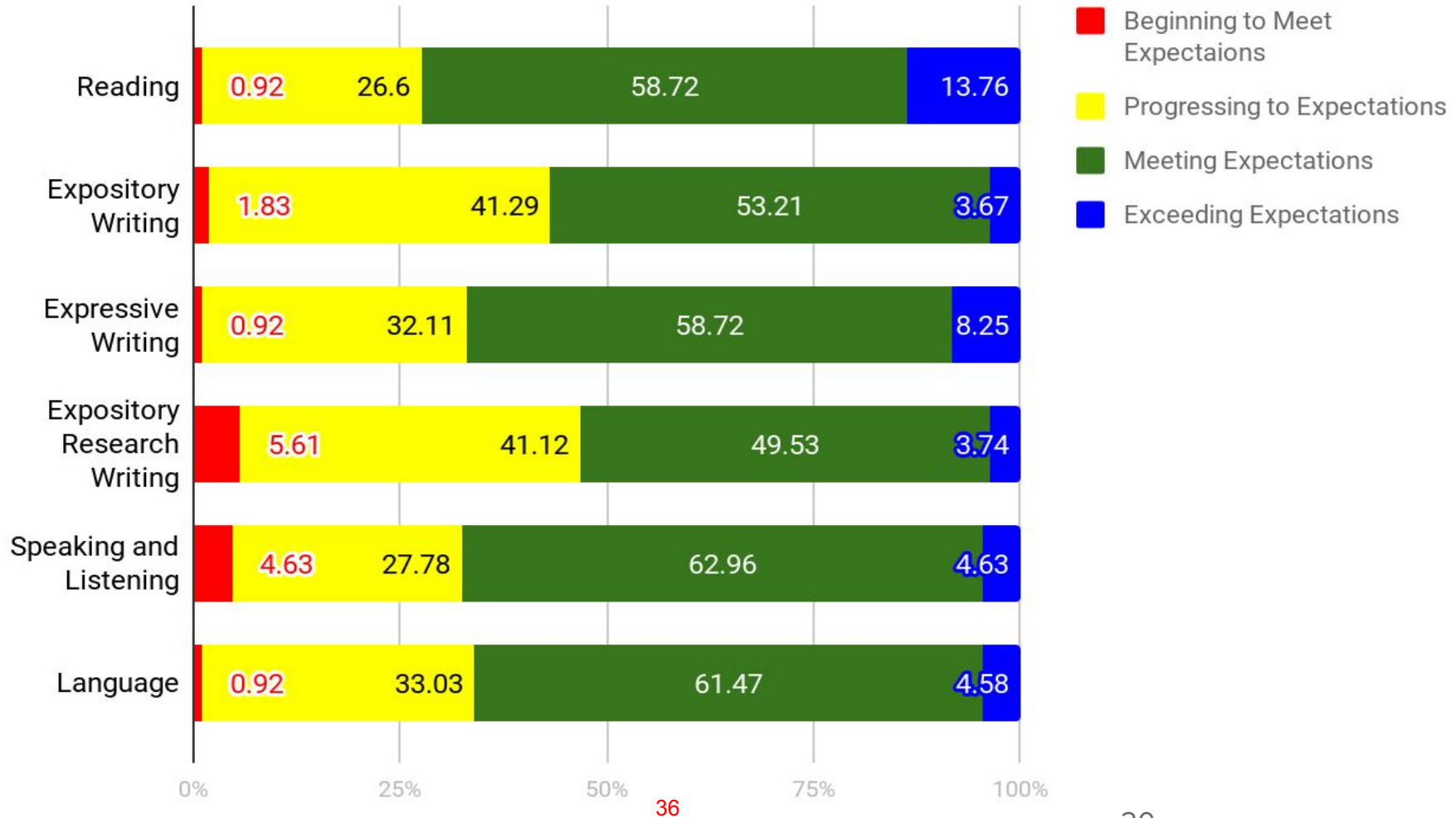


2018-2019



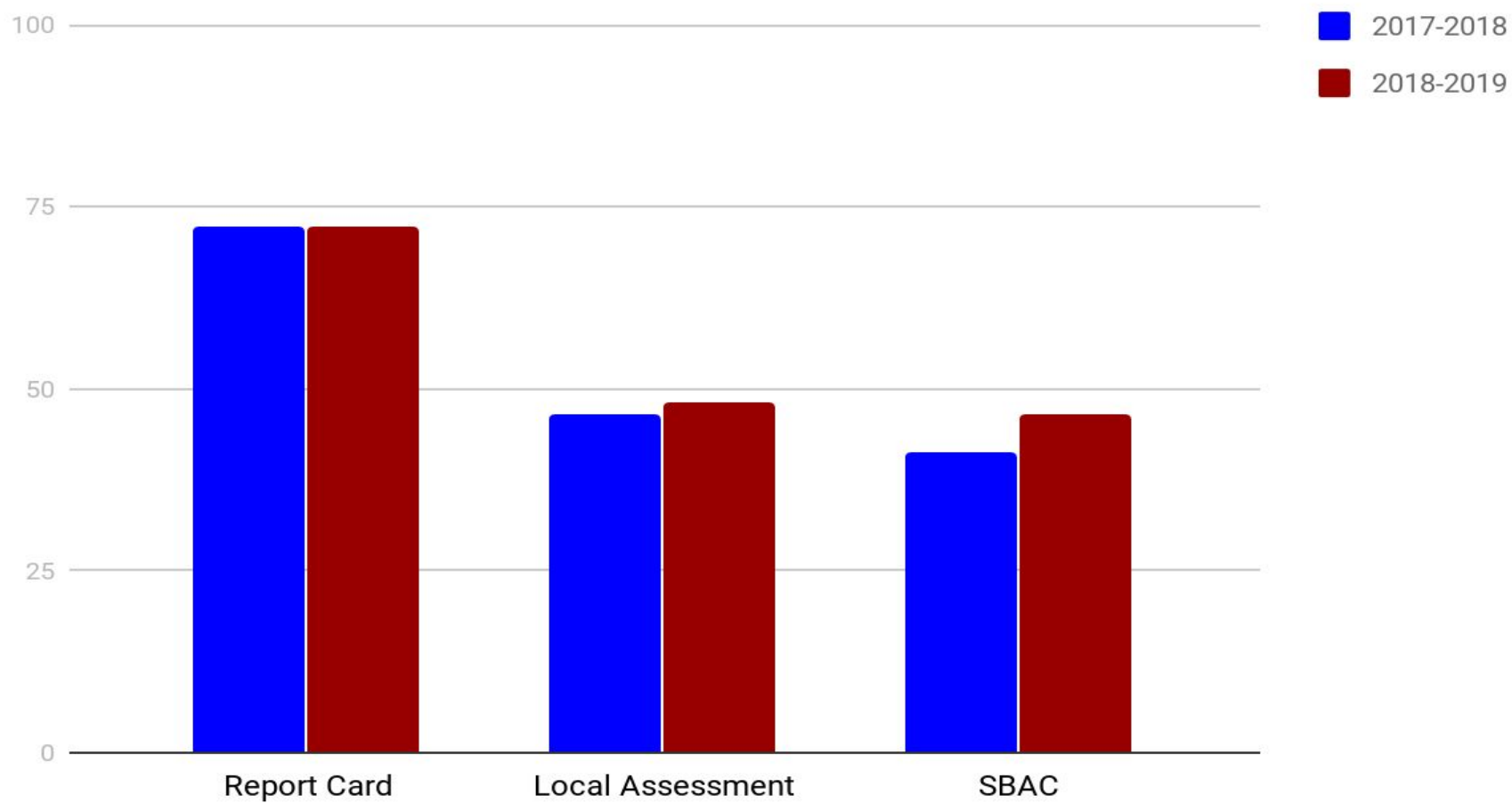
LITERACY STANDARDS SCORES

Grade 6 Literacy Performance by Standard 2018-2019



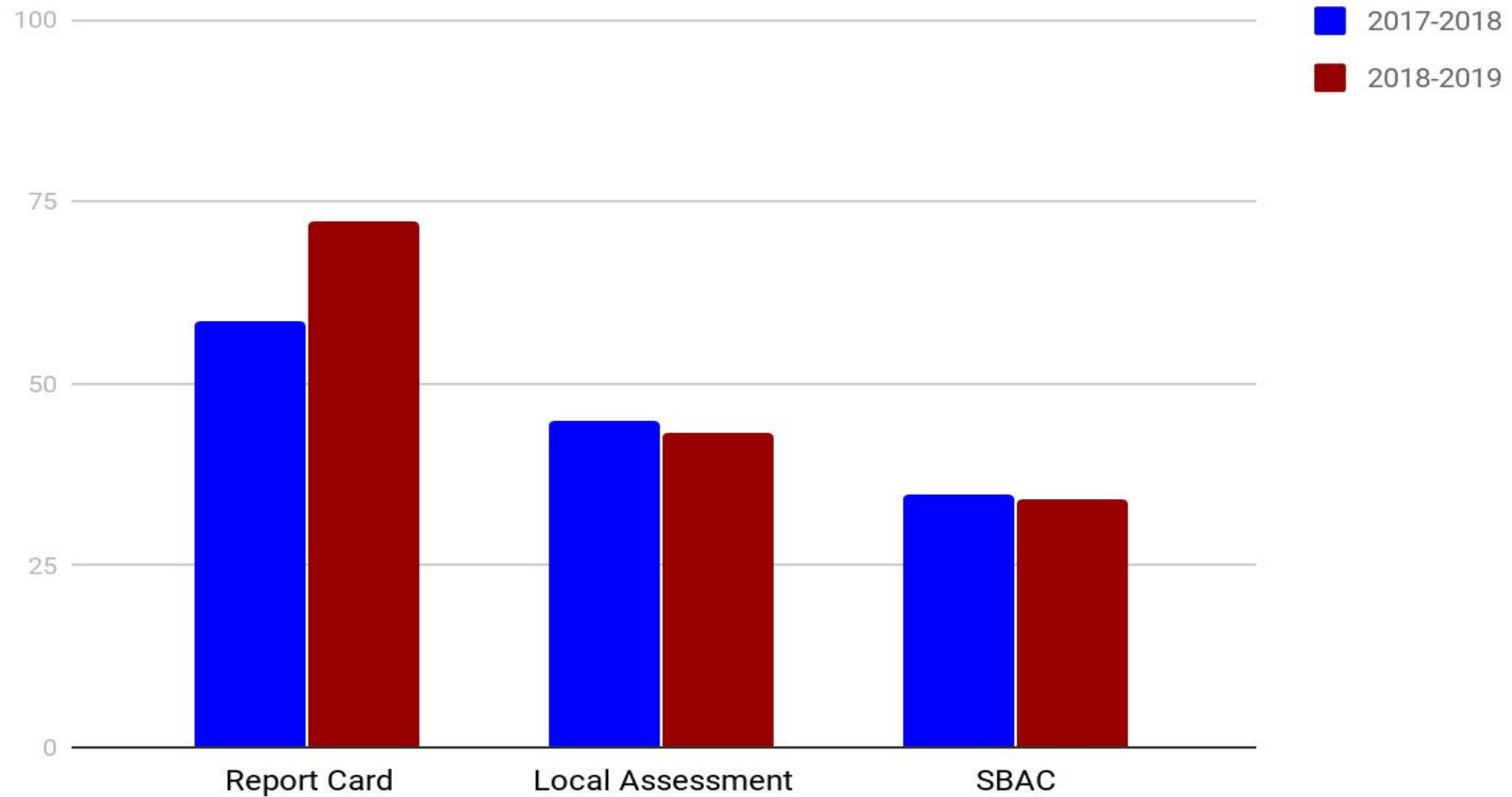
TRIANGULATION OF MATH

Grades 1-6

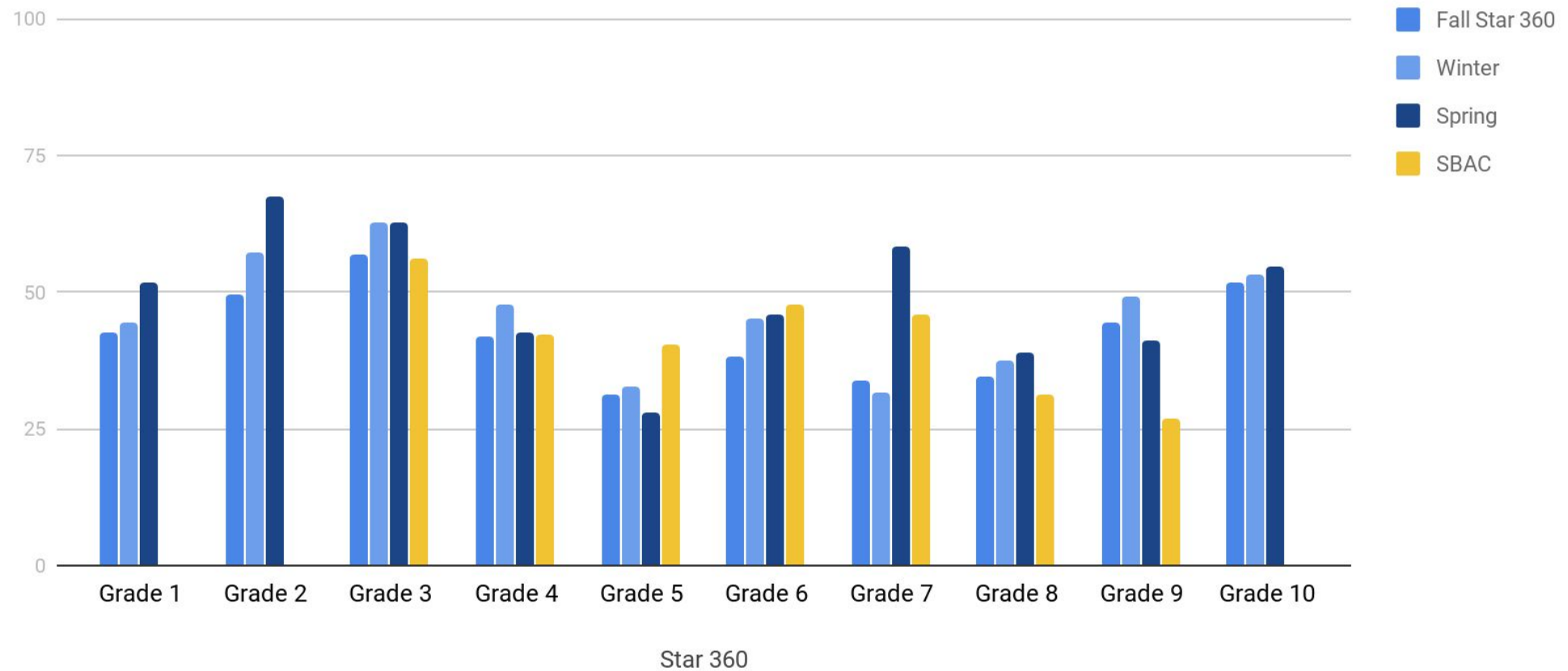


TRIANGULATION OF MATH

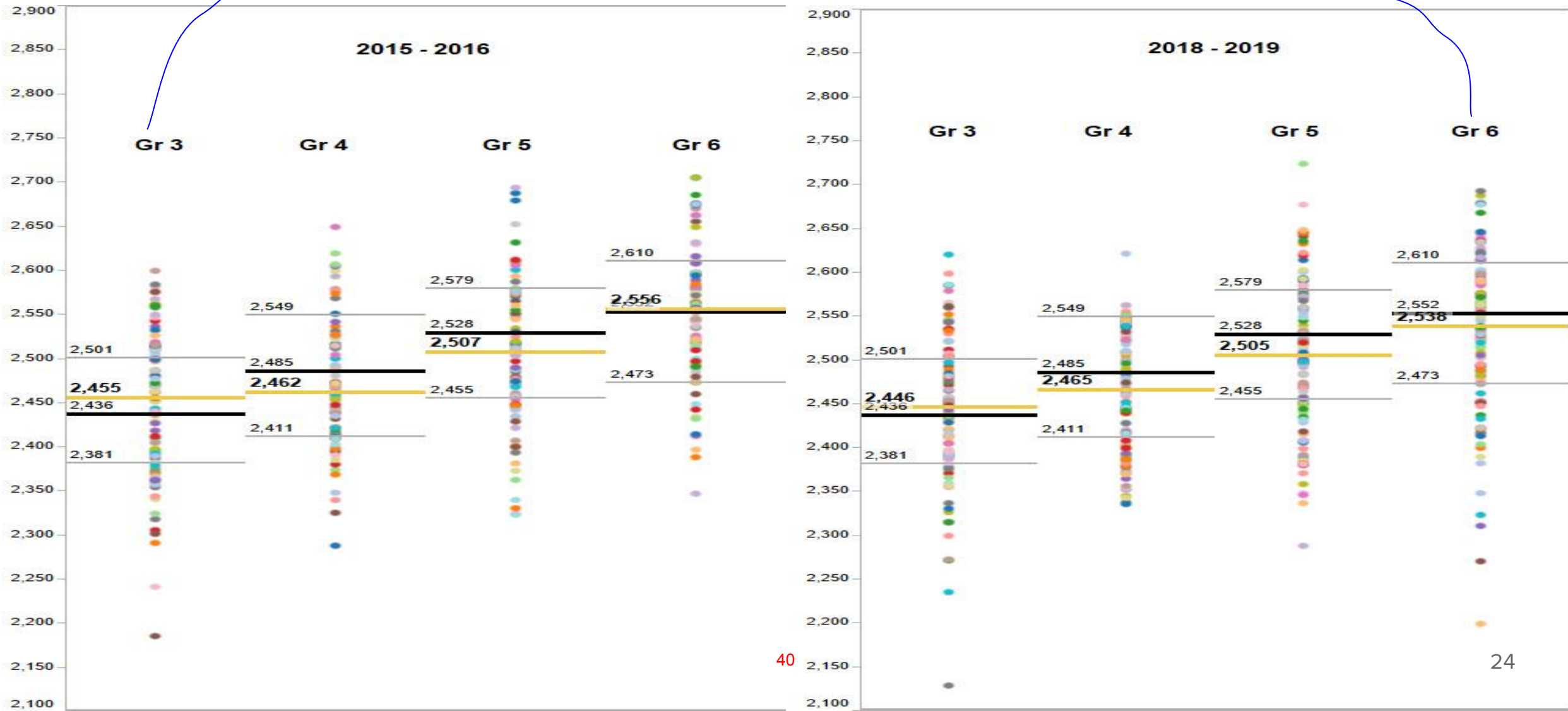
Grades 7-10



MATH LOCAL/SBAC ASSESSMENT COMPARISON

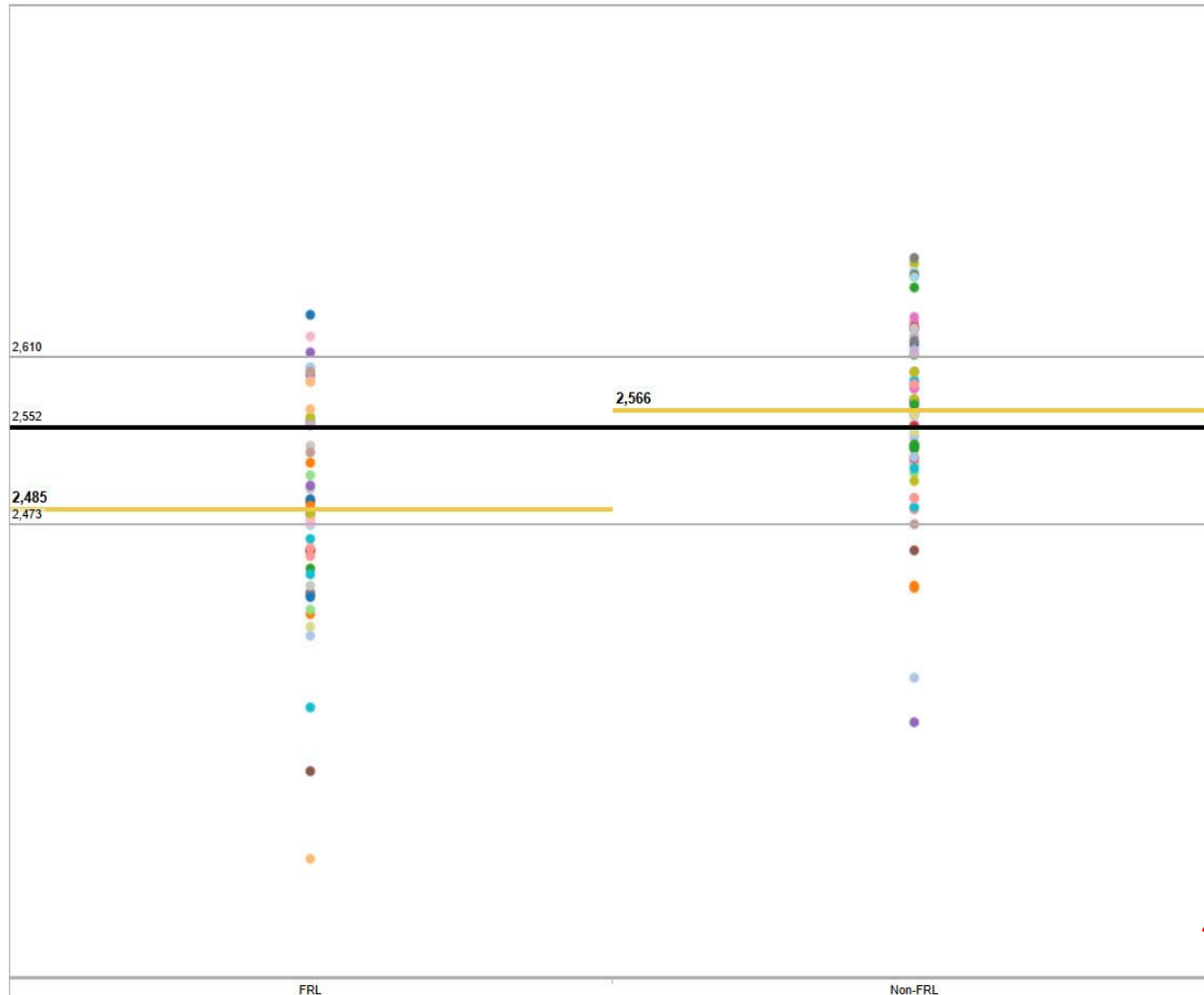


Comparison of Math Data Grades 3-6 Over Time

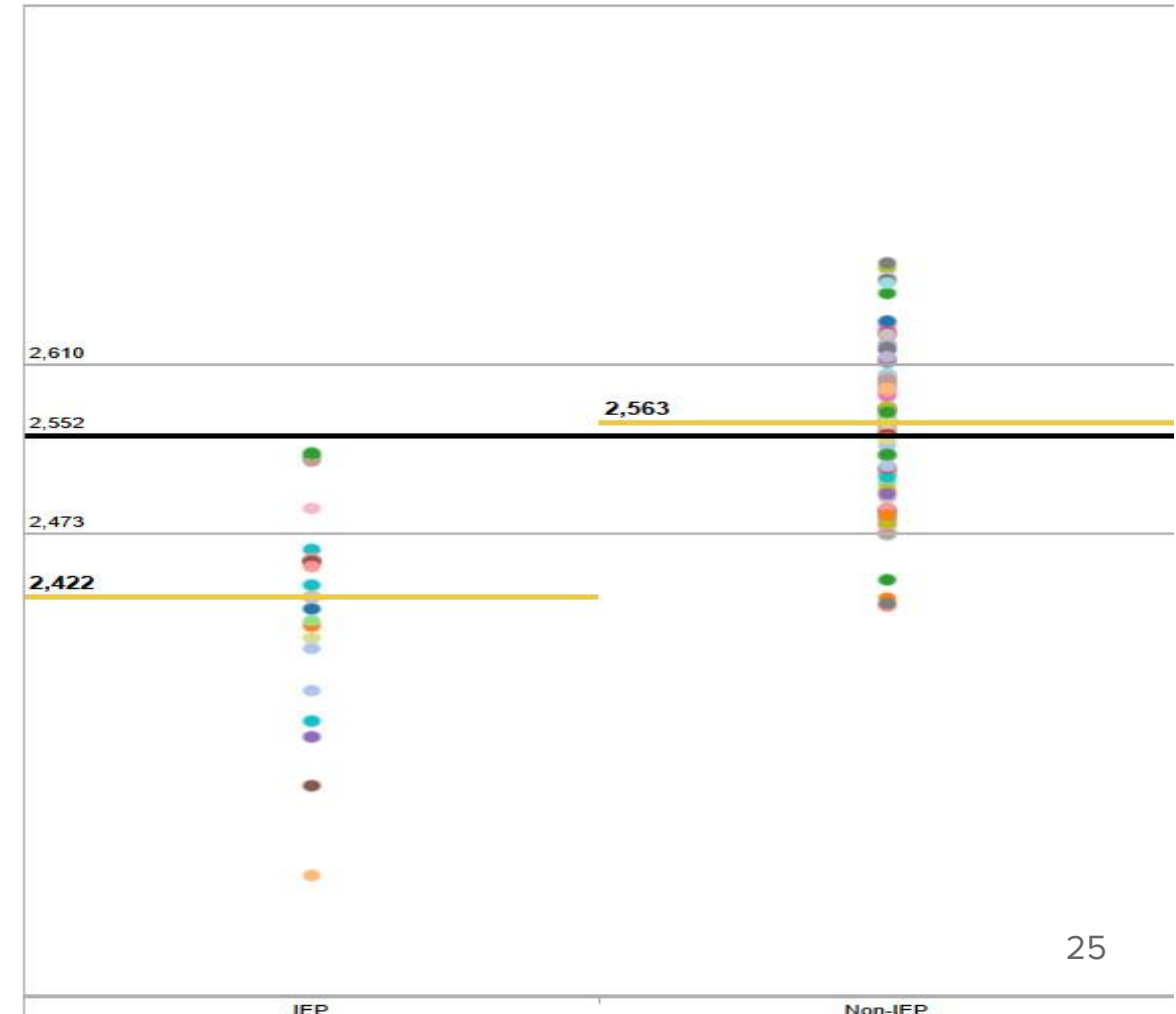


Sixth Grade Math SBAC Performance Disaggregated by Poverty & IEP

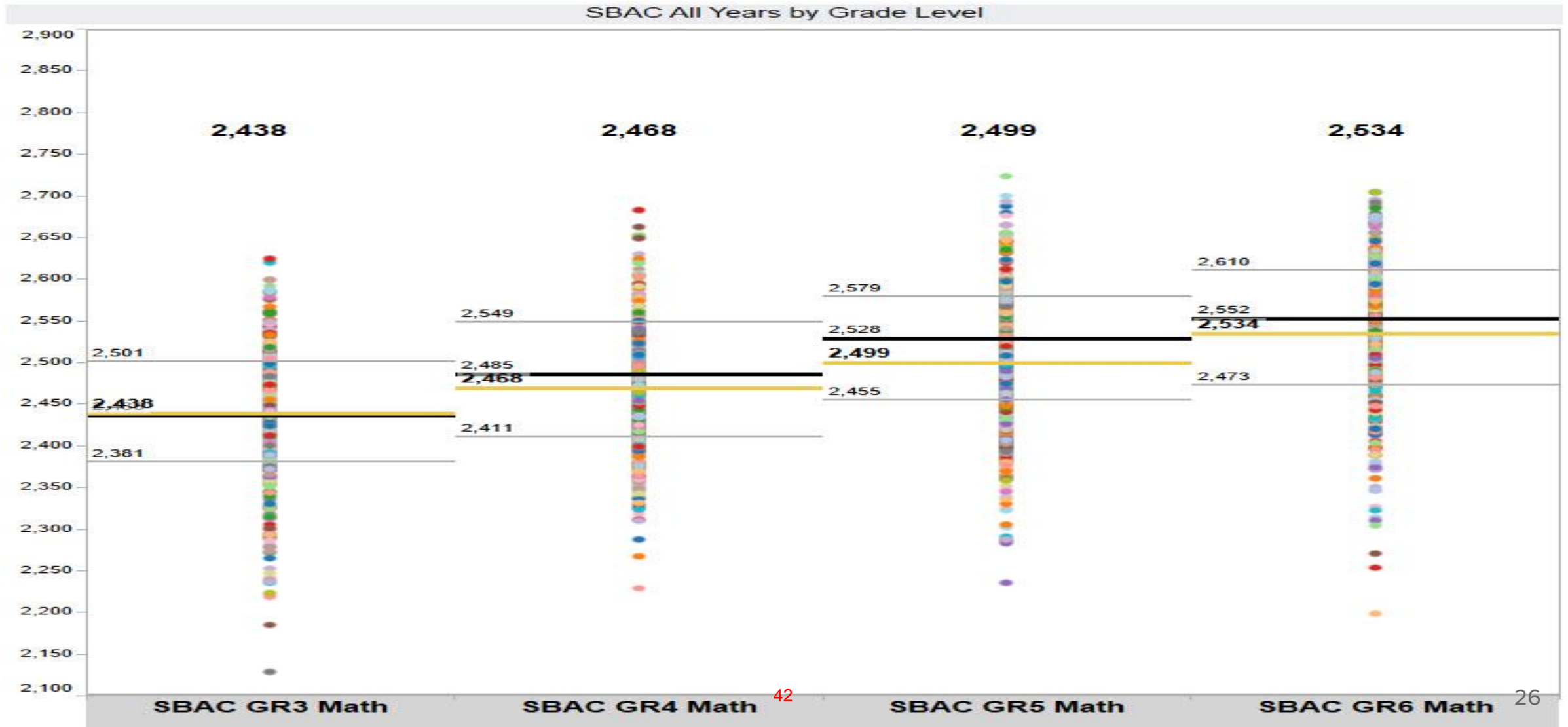
FRL & Non FRL



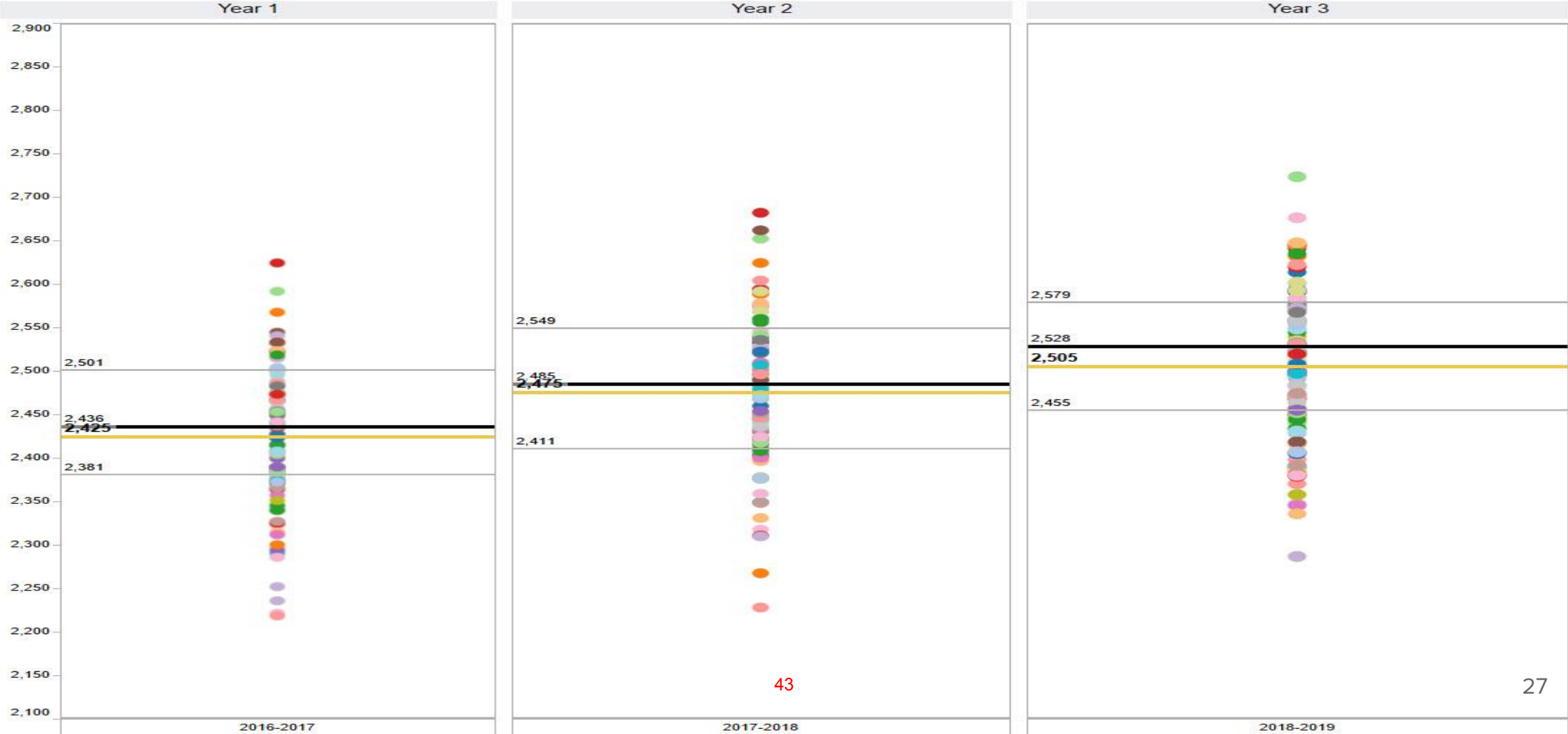
IEP & Non-IEP



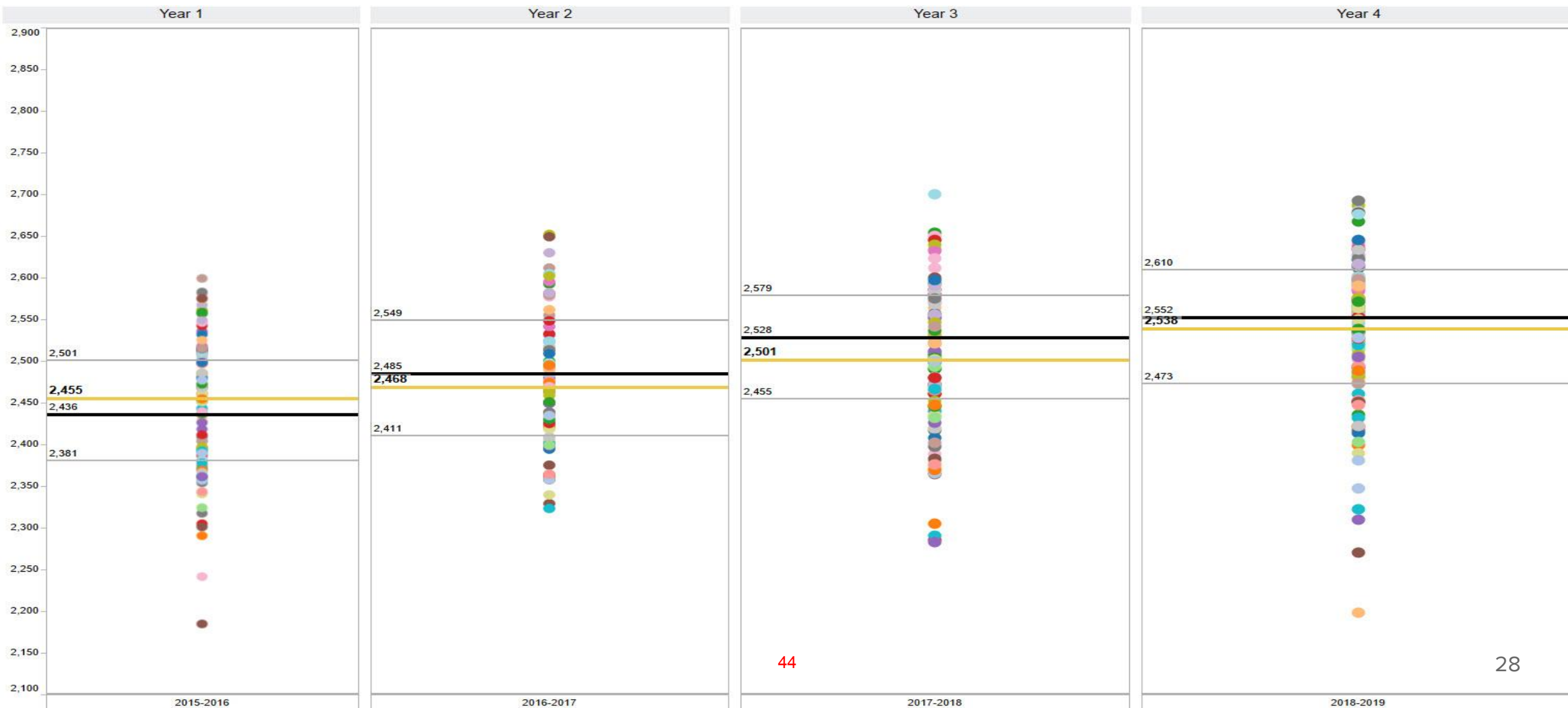
SBAC Math Four Years of Data Averaged



Current 6th Grade Math SBAC Scores from Each Administration



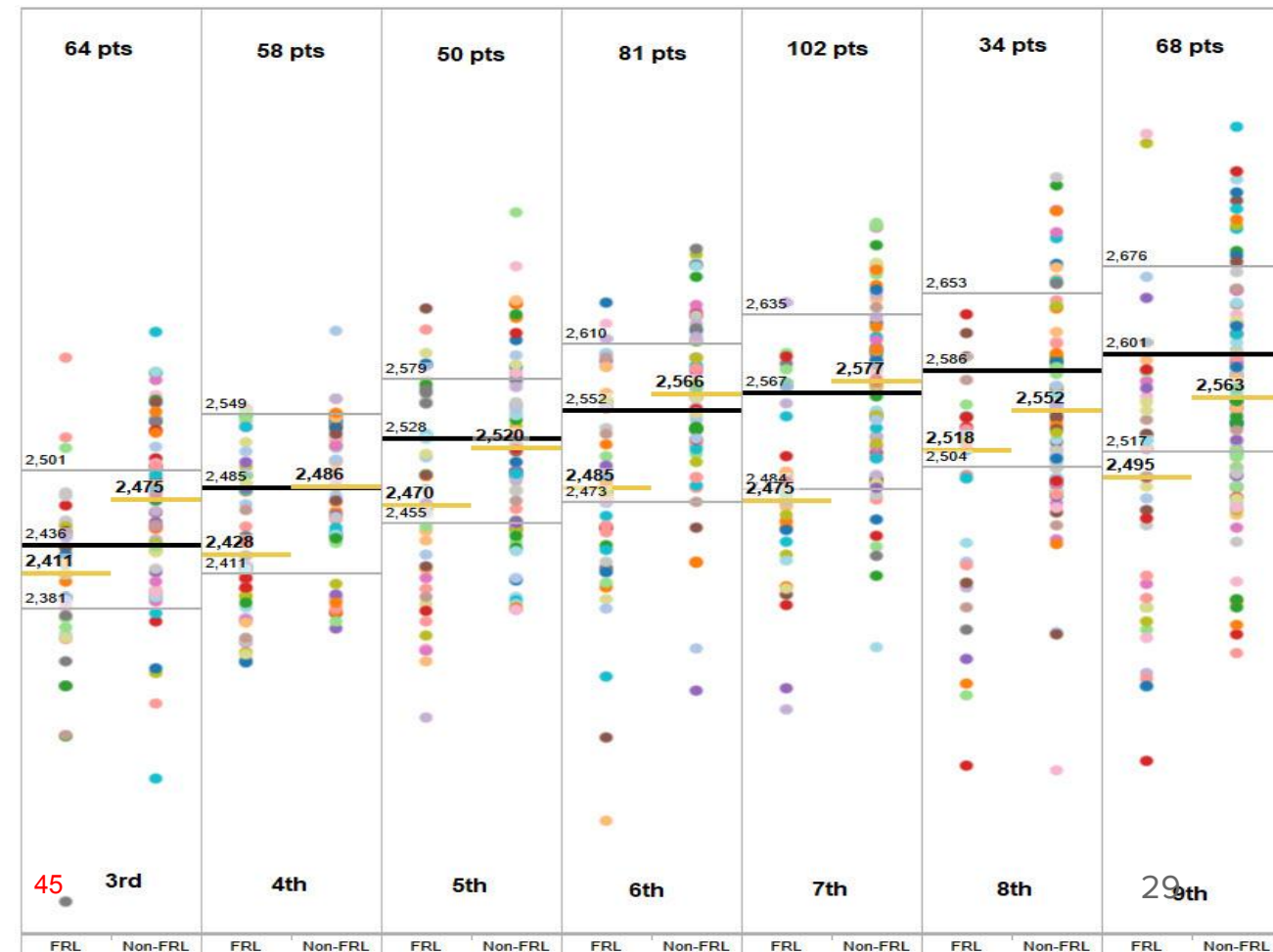
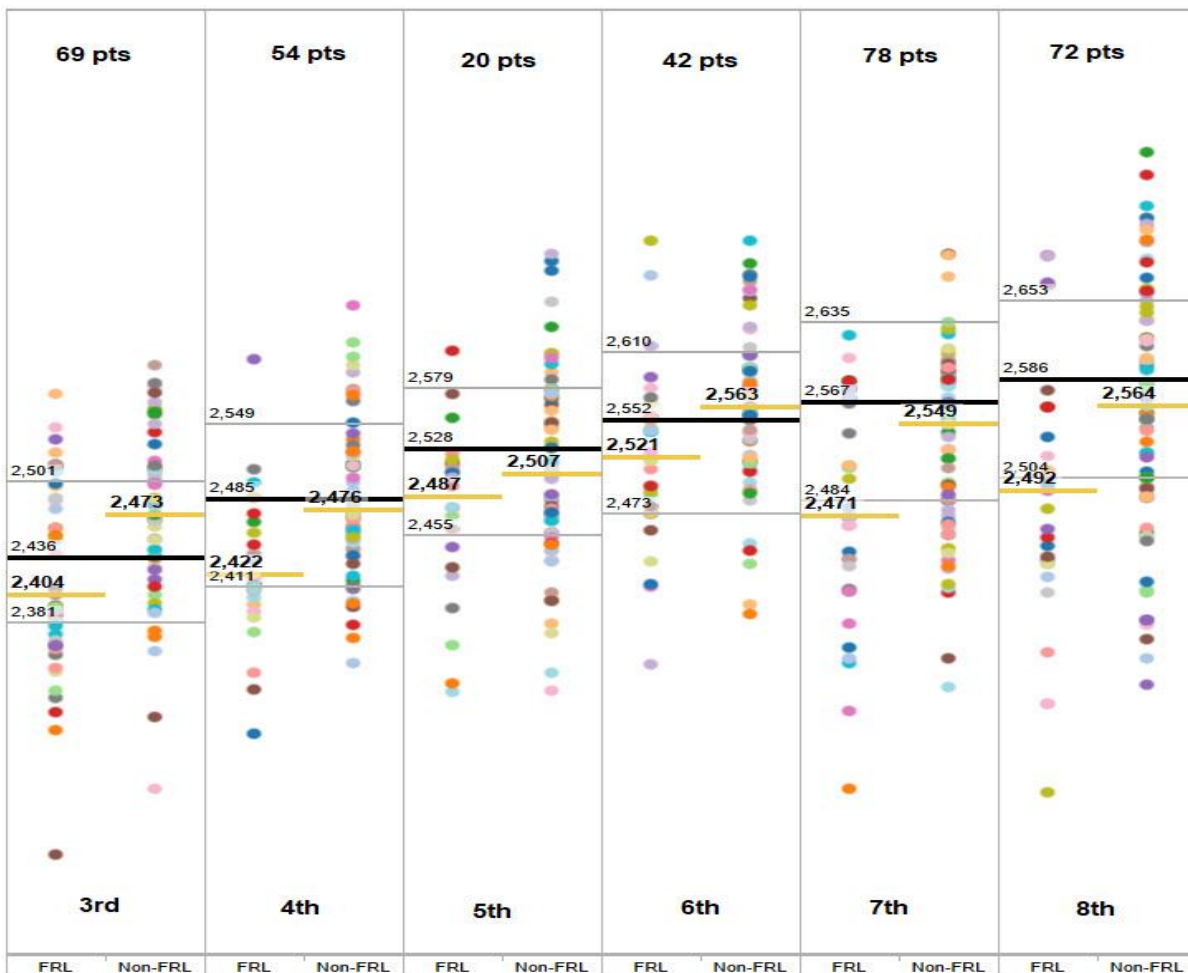
Current 7th Grade Math SBAC Scores from Each Administration



Discrepancy Between FRL and Non-FRL Over Time

2015-2016

2018-2019

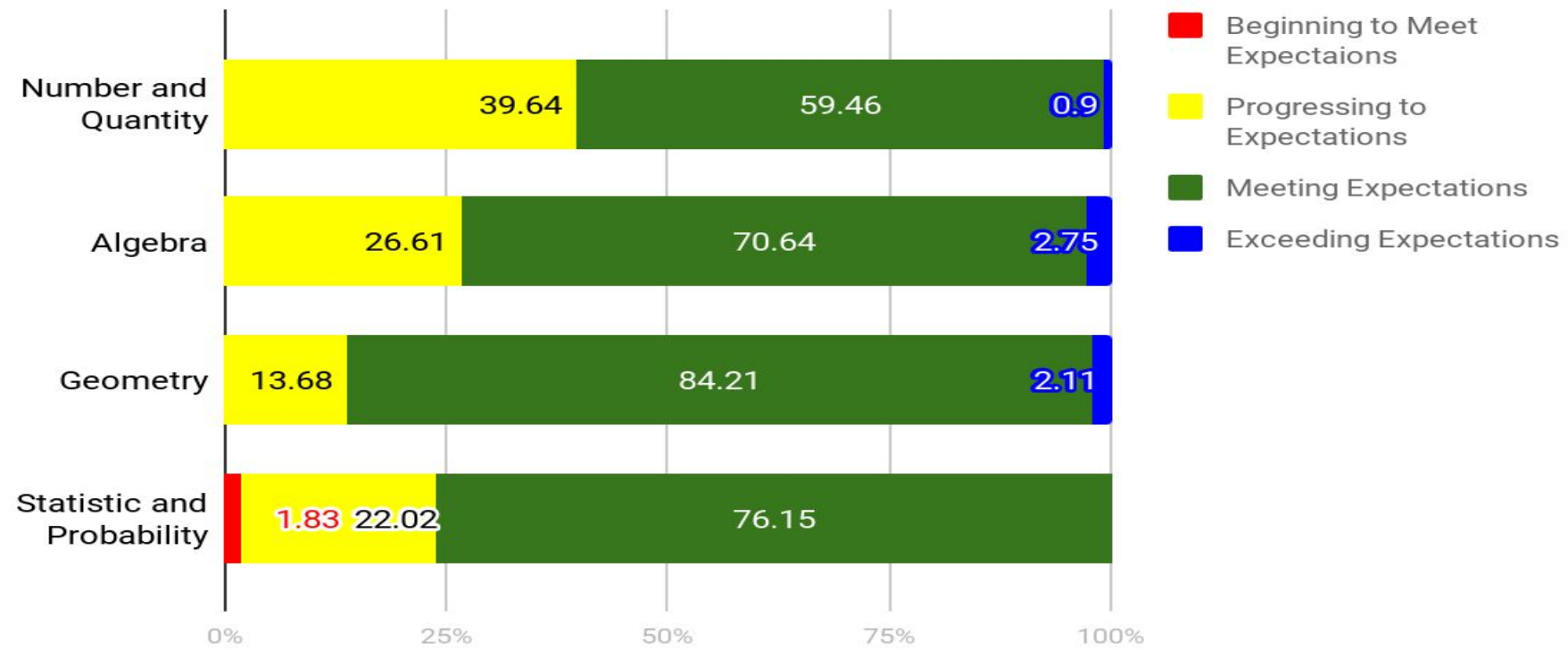


Math Growth Baseline Data

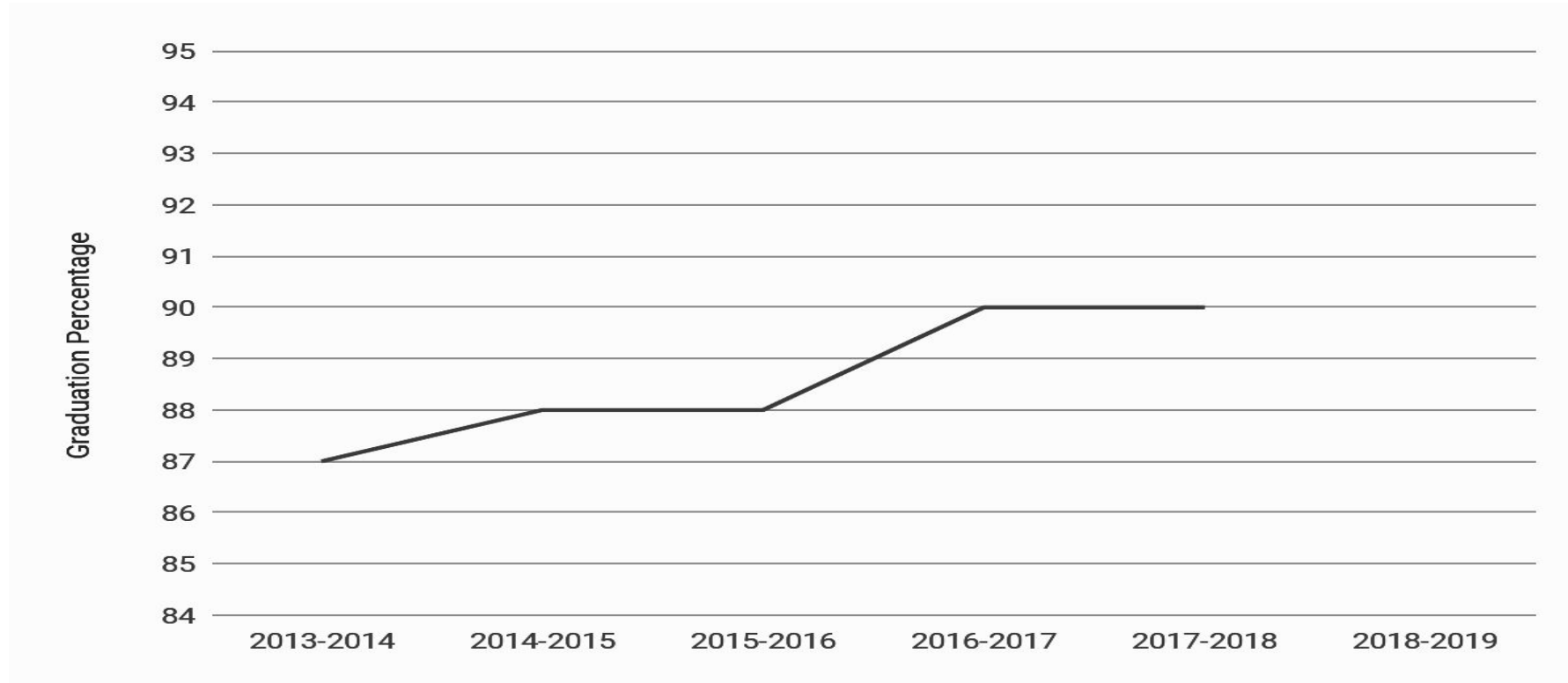
	September Percentage Proficient	June Percentage Proficient	Number of Students Achieving Less Than 1 yr Growth	Number of Students Achieving at Least 1 yr Growth	Number of Students Achieving More Than 1 yr Growth	Percentage of Students Achieving 1 yr or More Growth
Berlin	40.56%	42.67%	48	51	62	70.18%
Calais	40.66%	52.23%	36	18	28	56.09%
Doty	41.82%	48.21%	23	18	17	60.03%
East Montpelier	50.34%	53.84%	28	51	74	81.69%
Rumney	39.67%	50.87%	42	40	45	66.29%
Grades 1-6	43.09%	59.47%	177	178	226	69.54%
Grades 7-10	41.88%	49.40%	169	141	173	65.01%

MATH STANDARDS SCORES

Grade 6 Math Performance by Standard 2018-2019



U-32 Graduation Rate



This is the four year graduation rate of all U-32 students as defined by the state. Data for 2018-19 has not been released by the Agency of Education as of this date.

Post High School

Year	Going to College (Self-reported)	Accepted to College
2015-2016	85%	66%
2016-2017	84%	65%
2017-2018	88%	74%
2018-2019	92%	69%

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ACTIONS FOR 2019-2020

ACTIONS NEEDED THIS YEAR

- **Supporting all learners – our achievement gap is over 2 years for sixth grade students**
- **Expand math interventions**
- **Implement new math programs**
- **Continue to monitor student growth**
- **Leadership Team provides updates quarterly to Board**

WHAT DOES THIS MEAN TO YOU?



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**WHAT ARE WE
WILLING TO
CHANGE?**

QUESTIONS

- What is your reaction to the information in this report?
- What is something in the report that you are proud of or excites you?
- What changes should we be willing to make to increase achievement for all students?