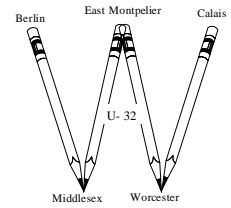


Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Agenda

10.21.2020 6:00 PM – 9:30 PM

Virtual Meeting Information:

<https://tinyurl.com/yxmo52l6>

Meeting ID: 982 9945 3728

Password: 500273

Dial by Your Location: 1- 929- 205- 6099

Open Meeting Law temporary changes as of 3/30/20:

Boards are not required to designate a **physical** meeting location. Board members and staff are not required to be present at a designated meeting location.

**Our building will not be open for meetings.
All are welcome to attend virtually.**

1. Call to Order 4 minutes
2. Welcome 30 minutes
 - 2.1. Reception of Guests
 - 2.2. Agenda Revisions
 - 2.3. Public Comments
3. Reports (Discussion/Action) 60 minutes
 - 3.1. Student Reports
 - 3.2. Superintendent
 - 3.2.1. Central Office Job Descriptions – pg. 3
 - 3.3. Leadership Team Report – pg. 15
 - 3.4. Policy Committee (Discussion)
 - 3.4.1. First Reading for policies to be adopted on 11/4/20: C7 Student Attendance; C20 Student Conduct and Discipline; C46 Interrogation or Searches of Students by Law Enforcement or Other Non-School Personnel; C49 Kindergarten Entrance Age; D3 Responsible Computer, Internet & Network Use; D4 Title Comparability; D5 Animal Dissection; D6 Class Size; E1 Title 1 Parent Involvement Compacts; E45 Role of Religion in School; F1 Travel Reimbursement – pg. 19
 - 3.5. Education Quality (Discussion)
 - 3.5.1. Local Annual Performance Report – WCUUSD – pg. 41
 - 3.6. Finance Committee (Discussion/Action)
 - 3.6.1. Financial Report – pg. 47
 - 3.6.2. Curriculum Review Bid – pg. 53
4. Board Operations (Discussion/Action) 60 minutes
 - 4.1. Board Goals
 - 4.1.1. Board Governance Goal
 - 4.1.2. Student Achievement Goal – pg. 57
 - 4.2. Review Proposed VSBA Resolutions

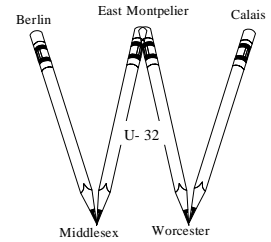
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|---|------------|
| 5. Consent Agenda (Action) | 10 minutes |
| 5.1. Approve Minutes of 10.7.20 – pg. 59 | |
| 5.2. Approve Board Orders | |
| 6. Personnel (Action) | 10 minutes |
| 6.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE | |
| 7. Public Comments | 10 minutes |
| 8. Executive Session for Negotiations and Superintendent Evaluation | 30 minutes |
| 9. Future Agenda Items | |
| 9.1. Energy Project Consultant | |
| 9.2. Business Administrator | |
| 10. Adjourn | |

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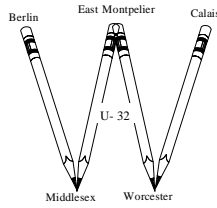
Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: October 14, 2020
RE: Job Descriptions

Enclosed you will find two job descriptions. One is for the Clerk of Works. This is currently a contracted position that is being filled by Bill Ford. The other job description is for the Director of Facilities. Even though we do not currently have an employee in this position, should we require this position in the future, we will have the job description completed.



Washington Central Unified Union School District

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Job Description

JOB TITLE:	Clerk of the Works
FLSA STATUS:	Non-exempt
CONTRACT TYPE:	Non contractual
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	

POSITION OBJECTIVE(S):

- To oversee planning, contracting and execution of the board's ten-year master plan.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

During Planning

- Assist the District in budgeting for future facility projects.
- Assist the District to develop and maintain current a ten-year master plan as projects are completed and new needs are identified.
- Assist the District in hiring architects and engineers for projects.
- Assist the District in evaluating and recommending new systems or materials for use in District Schools.

Pre-Construction

- Assist the District, Architect and Contractor with construction phasing and moving logistics.
- Assist the District with the procurement and coordinate activities of state officials, vendors and consultants as required including writing RFPs, evaluating bid results, and coordinating scope and schedules, including but not limited to:
 - Environmental Consultants and Remediation contractors
 - Movers
 - Geotech
 - Testing
 - Commissioning
 - Building Inspections
 - Furniture Procurement (selection by others)

- Participate in the Contractor selection process.
 - Review qualifications and proposals received
 - Provide written commentary on each
 - Participate in interviews
 - Advise District on relative merits of each team.
- When applicable, provide assistance to the Architect/Engineer upon request in reviewing Shop drawings, Product Data and Samples.
- Consider the Contractor's suggestions and recommendations, evaluate them, discuss them with the Architect/Engineer, Owner, and the School Building Authority's representative and assist the Architect/Engineer when making a final decision.

During Construction

- Attend project meetings as the Owner's representative and report to the owner in writing on the proceedings.
- Observe the quality and progress of the construction to determine in general that it is proceeding in accordance with the Contract Documents. Notify the Owner, Architect/Engineer and School Building Authority project representative immediately if, in the Clerk of the Works opinion, work does not conform with the Contract Documents or requires special investigation by the owner, Architect/Engineer or Contractor.
- Monitor the construction progress and assist in the preparation of progress reports required by the Owner or School building Authority.
- Act as a liaison between the District and contractor to coordinate deliveries, security, safety protocols, building and site access.
- Maintain records at the construction site or as directed by the Owner in an orderly manner in accordance with the Owner's and School Building Authority's procedures. Include correspondence where applicable, such as Contract Documents, Change Orders, Construction Change Authorizations, Architect's/Engineer's Supplemental Instructions, reports of site conferences, Shop Drawings, Product Data, Samples, supplementary drawings, color schedules, requests for payment, names and addresses of contractors, subcontractors, and principal material suppliers.
- Keep a log book containing project progress and reports and submit reports on the progress of the Contractor's work to the Owner, and the School Building Authority's project representative. The log must contain activities related to the project, budget information, weather conditions, nature and location of work being performed. The Project Architect/Engineer will provide Observation Construction reports documenting his/her site visits.
- When applicable, observe the Contractor's Record Drawings at intervals appropriate to the stage of construction and notify the Owner and Architect/Engineer of any apparent failure by the Contractor to maintain up-to-date records.
- Assist the owner on small projects by observing the construction and reporting progress and quality of work being performed by the Contractor. At no time shall the Clerk-of the Works assume responsibilities of the Architect/Engineer, Architect/Engineers representative or the Contractor in charge of the construction.
- Review Contract Documents with the Contractor's Superintendent so as to have a complete understanding of the project.
- Attend and report to the District on pre-construction conferences and meetings regarding the Project.
- Advise the District in advance of the schedules of tests which are required by the Construction Documents, and observe whether tests are actually conducted.

- Observe if Inspectors representing local, state or federal agencies having jurisdiction over the Project visit the site, accompany such Inspectors during their trips through the Project, record and report to the District the results of this process.
- Receive samples which are required to be furnished at the site, record dates received and from whom and notify the District of their readiness for examination. Record approval or rejection and maintain custody of approved samples.
- Review procedures and compliance associated with Contractor's construction waste recycling program.

Project Close-out

- Review Applications for Payment submitted by the Contractor with the Architect/Engineer and assist in making recommendations for disposition.
- When applicable, assist the Architect/Engineer in reviewing the list of items to be completed or corrected which is submitted by the Contractor with a request for issuance of a Certificate of Substantial Completion. When applicable, assist the Architect/Engineer in reviewing the documentation and record documents to be furnished to the Owner by the Contractor at Substantial Completion, and verify that the Contractor has met the requirements of the Contract Documents for training the owner's personnel in the operation and maintenance of all building equipment and systems.
- When applicable, assist the Architect/Engineer in final inspection of the work. Assist the Architect/Engineer in reviewing the documentation and record documents to be furnished to the Owner by the Contractor upon completion of the work.

SUPERVISION RECEIVED:

Reports to and receives general administrative direction from the Superintendent or Superintendent's Designee.

SUPERVISORY RESPONSIBILITIES:

If the work involves maintenance, alterations or additions to buildings by directly employed workers, the Clerk of the Works may be responsible for supervising them.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.**
High school graduate and five years of experience in building construction work, building repair or building mechanical work, two years of which shall have been in a supervisory capacity. Keep up to date with changes in construction methods, statutory legislation and carry out continued professional development.
- **Certifications and Licenses**
As required by the State of Vermont.
- **Language Skills**
The ability to read, analyze and interpret financial reports and legal documents.
The ability to respond to common inquiries from the Owner, regulatory agencies, Contractors and Architects/Engineers.
- **Mathematical/Reasoning Skills**
The ability to calculate figures and amounts such as discounts, interest, proportions, percentages and area.
- **Computer Skills and Experience**
Knowledge and experience working with Excel, Windows, Google, Email

- **Communication & Interpersonal Skills**

The ability to communicate courteously, efficiently and effectively with a variety of individuals, including, faculty, administrators, and representatives of outside organizations.

- **Additional Competencies.** The individual in this position must possess the following:
 - Dependability – being reliable, punctual, responsible and fulfilling obligations.
 - Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
 - Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.
 - Cooperation – being pleasant with others on the job and displaying a good-natured, cooperative attitude.
 - Concern for Others – being sensitive to others’ needs and feelings and being understanding and helpful on the job.
 - Attention to Detail – being careful about detail and thorough in completing work tasks.
 - Integrity – being honest and ethical.
 - Adaptability/Flexibility – being open to change (positive or negative) and to considerable variety in the workplace.
 - Independence – guiding oneself with little or no supervision, and depending on oneself to get things done.
 - Social Orientation – preferring to work with others rather than alone, and being personally connected with others on the job.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>		<i>Essential</i>	<i>Not Essential</i>
SITTING	S		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	C		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	

25-50 lbs.	O		X	
50-100 lbs.	S			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	S			X
100+ lbs.	NA			X
BENDING/STOOPING	O		X	
PUSHING/PULLING	O		X	
TWISTING	O		X	
CLIMBING	O			X
BALANCING	NA			X
CROUCHING	O		X	
KNEELING	O		X	
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	F		X	
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	O
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	F
VIBRATION/NOISE	F
HEIGHTS	O

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a work station without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees

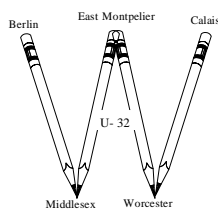
Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

Approved by:	
Date approved:	
Reviewed:	
Updated:	

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job description in no way states or implies that these are the only duties to be performed by an employee occupying this position. Employees may be required to perform other related duties as assigned, to ensure workload coverage. Employees are required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor. This job description does NOT constitute an employment agreement between the employer and employee and is subject to change by the employer as the organizational needs and requirements of the job change. The job specification requirements stated are representative of minimum levels of knowledge, skills, and abilities to perform this job successfully. Any satisfactory equivalent combination of experience and training which ensures the ability to perform the work may substitute for the above so that the employee will possess the abilities or aptitudes to perform each duty proficiently



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Job Description

JOB TITLE:	Director of Facilities
FLSA STATUS:	Exempt
CONTRACT TYPE:	Non Bargaining Admin
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	10/15/2020

POSITION OBJECTIVE(S):

This position involves skilled supervisory and programmatic work dealing with the planning, oversight, and evaluation of building and facility maintenance, mechanical repairs and custodial services at multiple sites. The work involves supervising and scheduling staff; making budget and purchasing recommendations; developing maintenance, modification, preventive maintenance and repair plans; developing and coordinating service contracts and projects; and integrating the maintenance and custodial staff activities with customer service needs. The work is performed under the direction of the Superintendent; is characterized by the use of initiative and judgment in determining the nature of repairs needed and the appropriate methods, procedures, and staffing to accomplish work; and is reviewed for conformance with desired work standards and operating policies.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Hire, train, assign, supervise, evaluate and discipline assigned mechanical, custodial, building maintenance and repair and unskilled staff in conjunction with the Principal. Assign work projects to subordinates, provide direction to improve methods and productivity; and make frequent inspections of the buildings to check for results.
- Receive employee and community concerns, monitor work of staff to ensure adherence to work rules and standards, conduct performance interviews with staff, review disciplinary problems including attendance, review and act on requests for leave and review, and approve training to improve service performance.
- Develop and implement a preventive maintenance schedule to maintain the building mechanical systems to prevent costly downtime.
- Receive work requests from building occupants via School Dude.
- Oversight in the areas of electrical, carpentry, plumbing, gas fitting, HVAC, floor cleaning and maintenance, painting, general maintenance, grounds and landscaping, facilities management.

- Assign and supervise work crews and contractors for the maintenance and renovation of school buildings.
- Create and maintain a written five year building and grounds maintenance plan.
- Ensure that all applicable work safety and security procedures are followed.
- Follow all state and federal regulations and safety codes.
- In consultation with the Business Manager and Superintendent prepare and adhere to annual operating budget recommendations for custodial, maintenance and repair supplies, equipment and personnel needs. Prepare annual capital budget recommendations regarding anticipated major repairs, modifications, and equipment replacements.
- Keep informed regarding new products and equipment through research, journals, trade fairs, contact with manufacturer's representatives, and testing. Train staff, implement and evaluate the use of new products by staff.
- Develop and implement district wide purchasing for facilities.
- Ability to establish and maintain an effective working relationship with district employees, community officials, citizens, State and Federal Officials.
- Other duties and responsibilities as assigned by the Superintendent.

SUPERVISION RECEIVED:

This position reports to and receives general administrative direction from the Superintendent or Superintendent's Designee.

SUPERVISORY RESPONSIBILITIES:

Responsible for the supervision of all custodial staff, maintenance technicians, and grounds crew.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** High school education, plus 5 to 7 years of relevant work experience, with an emphasis on supervisory experience and strong administrative skills, or a combination of education and experience from which comparable knowledge and skills are acquired. Broad base of knowledge and skills related to the building trades, including rough and finish carpentry, masonry and concrete foundation work, basic plumbing and wiring, water testing, and heavy equipment operation. Strong technical knowledge and skills related to commercial/institutional custodial operations required. Experience in mid-management or higher level positions with strong leadership record. Commercial construction or facility management leadership experience highly desired.
- **Certifications and Licenses**
Certification/licensing as a VT Class II Water Operator or willingness/ability to obtain this certification. Willingness to obtain other certifications as required by the position over time.
- **Language Skills**
The ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of the organization, and with vendors.
- **Mathematical/Reasoning Skills**
Basic mathematical skills including the ability to perform operations using units of weight measurement, volume and distance. The ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.
- **Computer Skills and Experience**
Knowledgeable with current technology (computer literate).
- **Communication & Interpersonal Skills**
Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty and staff, administrators, parents and other school visitors. Ability to work

collaboratively and effectively with peers, supervisors and school administrators. The ability to effectively resolve conflicts.

- **Additional Competencies** The individual in this position must possess the following:
 - Dependability – being reliable, punctual, responsible and fulfilling obligations.
 - Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
 - Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.
 - Cooperation – being pleasant with others on the job and displaying a good-natured, cooperative attitude.
 - Concern for Others – being sensitive to others’ needs and feelings and being understanding and helpful on the job.
 - Attention to Detail – being careful about detail and thorough in completing work tasks.
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SITTING	O		X	
STANDING	C		X	
WALKING	C		X	
SEEING	C		X	
HEARING	F		X	
TALKING	F		X	
DEXTERITY (hands/fingers)	C		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	F		X	
25-50 lbs.	O		X	
50-100 lbs.	S			X

100+ lbs.	NA		X
CARRYING			
up to 10 lbs.	F	X	
10-25 lbs.	F	X	
25-50 lbs.	O	X	
50-100 lbs.	S		X
100+ lbs.	NA		X
BENDING/STOOPING	F	X	
PUSHING/PULLING	F	X	
TWISTING	F	X	
CLIMBING	F		X
BALANCING	O		X
CROUCHING	F	X	
KNEELING	F	X	
CRAWLING	O		X
REACHING (i.e., overhead)	F	X	
HANDLING	F	X	
DRIVING	O	X	
REPETITIVE MOVEMENTS (hands, feet)	O		X
MANAGING STRESS	O	X	
RESOLVING CONFLICTS	O	X	

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EXPOSURE (extreme heat – non-weather, flames)	O
EXPOSURE (extreme cold – non-weather)	O
EXPOSURE (fumes, odors)	F
EXPOSURE (viruses, infectious diseases)	O
EXPOSURE (water)	F
EXPOSURE (hazardous equipment)	F
EXPOSURE (chemicals, hazardous materials)	F
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	S
VIBRATION/NOISE	F
HEIGHTS	NA

Definitions - Physical Demands

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Standing: remaining on one's feet in an upright position at a work station without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

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Handling: Seizing, holding, grasping, turning, or working with hands

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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WCUUSD School Board Principals' Report

October 2020

School Updates

Berlin - Our opening of school was very successful. The inservice days allowed us to review our opening plans and tweak the details as to what the opening would look like. After students arrived, I'm happy to say that we quickly got used to the changes after a couple of days. Students have done an amazing job following our 3 W's; Wear, Wait, and Wash! Teachers have worked to build routines, set expectations, and create positive learning environments in their classrooms. One unique feature I want to share is that we've been having whole school Zoom meetings where everyone joins in and participates. We review expectations, celebrate accomplishments, lead school wide songs and chants, and conduct question and answer opportunities for students. We are thankful for a great start to the year.

Calais - The beginning of the year has been such a joy. Having staff and students back together in person has reminded me that all of the work that went into reopening school this fall was worth it. Kids engaging in their learning after so many months away has been important. I think that is true whether kids are enrolled in home study, remote learning, or have been in person. I also want to acknowledge how much work has gone into the last six weeks for our staff. As you've heard at our board meetings, there are many challenges that come with doing remote learning and teaching well. It's also important to acknowledge the toll that being in person every day has taken on our elementary and middle school staff. Meeting students where they are at, engaging in fall assessments, setting norms and routines for rigorous cleaning protocols and safety practices for both indoor and outdoor learning, while offering dynamic and meaningful instruction has been intense. Managing that level of stress long term can lead to other challenges so at Calais we are looking for ways to make staff feel supported in whatever way works for them.

Doty - The Doty staff has risen to every challenge set before them with grace and dedication. I am endlessly impressed with the creative ways they have come up with to help students learn all the new routines of handwashing, how we move in the classroom and building, and all the things we do to keep ourselves and our friends safe. My teachers truly are the heroes of our reopening. Once we established and got comfortable in the new routines, we were able to begin the process of gently assessing all of our students. We are looking at where our students are at not just academically, but emotionally as well. For our students who have shown regression in academic skills, we have started flexible intervention services. For our students who are showing signs of social and emotional stress, we are building supports in throughout the day. I am also working with my staff, making sure that they are pacing themselves, doing what they need to do to take care of themselves, so that we can be here for the long haul. Having the building filled with children again is wonderful - they really do make it all worth it!

East Montpelier - I am so proud of all that went into the reopening of school this fall. Teachers and staff worked tirelessly over inservice to create systems and procedures to ensure a smooth transition back for students. We have been so fortunate to have the beautiful outdoor classrooms and incredibly mild September and October temperatures. It couldn't have been a better start to the year for our students! By this point, we are getting into the groove of hand washing, keeping masks on, maintaining distancing procedures, and taking extra care to keep everyone safe. Throughout the month of September we administered our math iReady benchmark assessment and we are now wrapping up the administration of our literacy BAS assessment and first writing genre. Professional Development teams have begun analyzing the fall assessment data and are identifying students who have shown regression since the spring. We have a strong MTSS system and our interventionists and classroom teachers are providing interventions to students. Our 6th grade student leadership team is back up and running and we are finding ways to enjoy many of our long-held traditions here in a Covid-friendly manner.

Rumney - Like any school year we have spent the first six weeks of school developing classroom and school-wide routines, creating a culture for learning in our classrooms, and building relationships. Unlike other school years, these six weeks were filled with additional routines around mask wearing, mask breaks outdoors, frequent handwashing, rotating allied arts blocks (to reduce the number of contacts that both students and adults have in a given week), and social distancing. Students have done a great job with remembering how to keep our school community safe and healthy, remembering to keep social distance seems to be the hardest to remember but students are very responsive and understanding with reminders. By the end of October we will have completed a number of assessments across grade levels to target instruction and interventions for our students. A celebration for us is that we have spent a lot of time outdoors! We have had staff and community members work to set up outdoor learning spaces and have partnered with the Town of Middlesex to maximize the use spaces for learning. Students and staff are enjoying the time outdoors and are thankful that we have had lots of warm and sunny days at the start of the year. Rumney staff are working incredibly hard to meet the demands of this school year -- the demands are many and we are fortunate to have this group of adults who are so dedicated to making this a successful year for learners.

U-32 - Routines are now being established and students in the high school are getting used to the week in-person/week remote schedule. Our new learning management system, Canvas, is helping us get organized in one location for all classes, assignments, grades, etc. We are still working out the kinks and establishing more consistent practices. Early feedback is generally positive. One of our big questions for curriculum and instruction is how to continue some of the traditions while not doing them in a traditional way. From sports to field trips like the 7th grade hikes, we are looking at how we can capture the same feelings while modifying the activities. A great place to see what is happening at U-32 is to take a look at the [bi-weekly newsletter](#).

Facility Updates

Berlin - Berlin's parking and driveway circle is complete. We are still waiting for the additional parking lot lighting to be complete. We are very happy with the quality of the paving job. The town installed a sewer line as part of the town project. We won't be connected to that until next year when the project is complete. We have no other projects or issues at this time. We'd like to congratulate our custodial and kitchen staff for receiving a perfect 100 score on our October State Health Inspection. Great job!

Calais - Our newly renovated lobby and secure airlock are working well. It's also worth noting that the security and stability with the new locking doors and new roofline were the goals of this project, it's also absolutely gorgeous! Isn't that the best of both worlds when form and function turn into something that is also beautiful? Our team of mechanical engineers, architects, and clerk of the works have been hard at work planning for the HVAC updates coming in December. Materials are on order and designs are being refined based on the testing of our current system. We anticipate this job will remain on schedule to be complete before the deadline of December 30, 2020 with only a very small window of going remote anticipated for 5-7 days.

Doty - The siding and windows project is finished! (Other than a most misbehaved M and E in the lettering who are requiring additional intervention to adhere to their mountings, silly letters!) We are all thrilled not only at the look but at having windows that both open and close from the inside. The upgrade has been a boost to spirits here and I thank the board for their support.

Our new HRV unit is installed and operational. We found some closed baffles in other ducts that have been opened and Doty's air quality is measuring well.

East Montpelier - EMES has nothing major to report in regards to facilities. We have created learning spaces in our art room, music room, cafeteria, and gym where small groups of students break out from their classrooms to work with adults. We continue to register new students on an almost weekly basis and many of our classrooms are at or nearing capacity at this point. We are working on creative solutions for this, and while welcoming new students is typically something we love to do at EMES, we are getting very full!

Rumney - Since the last principal report, our sidewalk replacement project and acoustics project have both been completed. We look forward to increased safety for students, families, and staff particularly in the winter months since the frost heaving of the sidewalk used to cause significant issues. Although we are not currently using the gym as a cafeteria or typical gym (for PE class), we anticipate a positive difference in sound at lunch times, during PE and sporting events, and during music performances

when it is safe to use the space in that way.

U-32 - All of our summer work was completed in a timely manner and there are no current issues. Should we return to all students in the building, we would not have enough classroom spaces for all our classes.

Upcoming events:

WCUUSD Schools are planning for parent-teacher conferences to take place in November. Conferences will be virtual and parents/guardians will soon be notified about how to sign up for conference appointments. We look forward to connecting with families about progress so far this year.

East Montpelier - EMES will be having our first planned remote day on Tuesday, November 3rd. Teachers are working to pull together plans for this day and students are learning how to use different online systems such as Canvas to prepare for this day of remote learning.

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

STUDENT ATTENDANCE

POLICY: C7

WARNED: 10.12.20

ADOPTED: _____

EFFECTIVE: _____

Policy

It is the policy of the Washington Central Unified Union School District to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

Annually, the superintendent shall ensure that the school board appoints one or more individuals to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the school district.

The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

Students intending to miss school for religious holidays shall notify the school of their intention, at least one day in advance of their absence, and the absence shall be considered an excused absence.

Administrative Rules and Procedures

The procedures will address the following issues and may include others as well:

- written excuses;
- tardiness;
- notification of parents/guardian;
- signing out of school;
- excessive absenteeism;
- homebound and hospitalized students;
- early dismissals;
- homework assignments;
- making up work.

Administrative Responsibilities

The principal is responsible for maintaining accurate and up-to-date records of student attendance.

The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

Legal Reference(s): 16 V.S.A. §§1121 et seq. (Attendance required)
16 V.S.A. § 1125 (Truant officers)
VT State Board of Education Manual of Rules & Practices: §2120.8.3.3

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

STUDENT CONDUCT AND DISCIPLINE

POLICY: C20

WARNED: 9/30/20

ADOPTED: _____

EFFECTIVE: _____

The Board of School Directors is committed to fostering healthy, safe spaces for students to learn and grow, cultivate empathy, build a capacity to listen, understand, and effectively communicate. All students have the right to learn in a physically and emotionally safe environment.

Applying restorative approaches (including mindfulness, positive behavior supports (PBiS), responsive classroom, restorative practices, and trauma informed responses) in response to unsafe and/or unhealthy behaviors fosters opportunities for students to take responsibility for their behavior, move forward, and contribute to fostering a culturally appropriate school climate as a citizen of their community.

Student Conduct: Students are encouraged to conduct themselves in a manner that is respectful of themselves and others. Students, with the support of parents/guardians, are responsible for attendance, work completion, and cooperation within the school environment. Familiarity with the family (student-parent) handbook and classroom expectations provide opportunities for students to understand the expectations for conduct.

Responses to the unsafe behavior of students is progressive in nature. When unsafe behaviors occur and cannot be effectively addressed in the classroom, they may be asked to report to the designated person or location available in each building (ex. LOFT, Community, learning center, counselor's office, quiet room, principal's office, etc.) Restorative approaches are practiced with support from a guiding adult with whom the child has a relationship, whenever possible.

The principal or their designee shall be responsible for carrying out discipline procedures within the following guidelines.

When suspension or expulsion of students is deemed necessary, due process requirements must be initiated. The term suspension means removal from school activities for a specified amount of time that is non-negotiable. Once the specified time has elapsed, the student is invited to return to normal school activities, unless otherwise determined by the principal in consultation with the student's parent(s) and teacher(s).

1. **Emergency Removal:** A student who poses an ongoing safety risk, or disruption of the educational environment may be immediately removed from the school, or be placed within the school as determined by the principal or their designee in a manner that allows for continued access to academics. The parent or guardian of a student who is asked to leave school is notified by the principal, or their designee. If the parent or guardian cannot be located, the student shall remain at school for the remainder of the school day.

2. **In School or Out of School Suspensions for < Ten Days:** The principal may suspend a student from school for a period of 10 days or less for unsafe behavior that constitutes a policy violation, and/or an illegal action. The student and their parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell their side of the story, and a decision in writing to the parent or guardian. Prior to any full day suspension, the student and their parent or guardian shall be given an opportunity for an informal hearing with the principal or their designee. The administration shall provide a restorative approach to meeting the needs of the student, provide opportunity for the student to take responsibility for what happened, and ensure supports are in place that help to foster the future success of the student and reduce recidivism. Students assigned a suspension shall be provided access to academic assignments and reasonable accommodations for completion of those assignments. Restorative reentry meetings may be required prior to a student returning to school from an out of school suspension. Students have the opportunity to repair harm caused in the community with the restorative practices model.

3. **Suspensions for > Ten Days:** The principal or their designee may suspend a student for a fixed period of more than 10 days, for continuous unsafe behaviors that harm the welfare of the school or when required by law. Long-term suspension must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the board. The student and their parents must be notified in writing of the date, time, and place of the hearing and given an opportunity to present evidence, cross-examine witnesses, to be represented by counsel, and receive a written decision within 10 days of the hearing. The notice shall also include a statement of the rule infraction(s) alleged, the potential consequences of the hearing, and a summary of the evidence to be introduced at the hearing. The student will be responsible for class assignments during their period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

4. **Expulsion:** The superintendent or principal may recommend for expulsion any student whose unsafe behaviors are harmful to the welfare of the school or as required by law. A student may be expelled only after a majority vote of the board supporting the recommendation of the superintendent or principal, preceded by notice and a due process hearing conforming to the requirements set forth in paragraph 4 above.

5. A legal pupil who has a disability or is suspected of having a disability that has yet to be diagnosed is subject to the due process protections outlined in Articles 1 through 13 of **Rule 4313: Discipline Procedures for Students Eligible for Special Education Services** of the Vermont Department of Education Special Education Regulations.

Student Bus Conduct:

Students are encouraged to conduct themselves in a manner that is respectful of themselves and others.

Students are expected to follow the expectations set forth in the family (student-parent) handbook and by the bus driver, which is distributed to all families each year by each school. Students are encouraged to conduct themselves in a manner that is respectful of themselves and others. Unsafe behaviors will be reported to the school principal. Responses to the unsafe behavior of students is progressive in nature, Parents will be notified by the principal or by their designee when consequences are applied.

Riding the bus is a privilege and not a right. Under certain circumstances, that privilege could be taken away. Consequences often involve assigned seating and may require removal from the bus for a period of time.

In the event a student is denied transportation privileges for a period of time, parents will be given notice by letter as well as by direct verbal contact.

The principal or designee, in consultation with the bus company, may remove a student from the bus when that student's behavior represents a serious immediate threat to the health and safety of fellow passengers and/or the driver. The student's health and safety will be taken into consideration in such instances.

Student behavior may be monitored by video cameras and other monitoring procedures at the discretion of the board. Students' rights of access as stated in Federal Law (IDEA 504 and American Disabilities) will be adhered to.

Bus discipline removal procedures will follow state and Federal regulations and due process procedures.

Legal Reference(s): 16 V.S.A. §1161a, et seq.

Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973
Vt. State Board of Education Manual of Rules & Practices §4313

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C46

WARNED: 9/30/20

ADOPTED: _____

EFFECTIVE: _____

**INTERROGATION OR SEARCHES OF
STUDENTS BY LAW ENFORCEMENT OR OTHER NON-SCHOOL PERSONNEL**

The purpose of this policy is to establish guidelines pertaining to interrogation of students on school grounds or at school-sponsored activities. Students may not be interrogated by law enforcement or other non-school government officials unless there is a legal basis to do so, including evidence of abuse or neglect or an imminent health or safety threat.

1. A student in school may not be interrogated by any non-school authority without the knowledge of the school principal or their designee, and knowledge and permission of parent or guardian, unless the interview or interrogation is part of a child abuse or neglect investigation conducted by the department of social and rehabilitation services in accordance with Chapter 49 of Title 33 of the Vermont Statutes Annotated.
2. Except as stated in number 1, the district will not make students available to law enforcement for interview, or interrogation, for any legal or any other law enforcement purpose unless written notification has been sent to the student's parent(s) or legal guardian and the parent(s) or legal guardian have provided written permission for law enforcement authorities to interview or interrogate the student. For a student 18 year old or older law enforcement must obtain that student's written permission as well.
3. A student may not be released to the custody of persons other than a parent or legal guardian, unless placed under arrest by legal authority or otherwise taken by legal authority exercised by child protective services.
4. If a student is removed from the school by legal authority, the student's parent(s) or guardian(s) shall be notified of this action by school officials as soon as possible.
5. Questioning by non-school personnel of a student may, however, take place without notification of parents if such questioning is required due to an emergency or urgent potential danger to life, or property, as determined by the Principal or principal designee, and reasonable efforts to notify the student's parents are unsuccessful. Under these circumstances a student may only be questioned in the presence of the Principal or principal designee.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

KINDERGARTEN ENTRANCE AGE

POLICY: C49

WARNED: 9/30/20

ADOPTED: _____

EFFECTIVE: _____

The Washington Central Unified Union School District recognizes that a successful beginning school experience fosters good self –concept and positive attitude toward school. Research has shown that children who are fully five (5) when they enter kindergarten are more likely to be physically, emotionally, socially, and intellectually ready for that school experience. The intent of setting the standard age of admission into the kindergarten program at five years of age on or before September 1 of a given year is to help ensure the success of children through the advantage of maturity.

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

RESPONSIBLE COMPUTER,
INTERNET & NETWORK USE

POLICY: D3

WARNED: 9/30/20

ADOPTED: _____

EFFECTIVE: _____

Purpose

The Washington Central Unified Union School District recognizes that information technology (IT) is integral to learning and educating today's children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

1. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensure the district takes appropriate measures to maintain the safety of everyone that accesses the district's information technology devices, network and web resources.
3. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.

Policy

It is the policy of the Washington Central Unified Union School District to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files and electronic communications.

The superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:

Respects One's Self. Users will maintain appropriate standards of language and behavior when sharing information and images on social networking

websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.

Respects Others. Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.

Protects One's Self and Others. Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.

Respects Intellectual Property. Users suitably cite any and all use of websites, books, media, etc.

Protects Intellectual Property. Users request to use the software and media others produce.

4. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

5. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.

6. Methods to address the following:

- Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 - Lewd, vulgar, or profane
 - Threatening
 - Harassing or discriminatory
 - Bullying
 - Terroristic
 - Obscene or pornographic
- The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
- Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
- Unauthorized disclosure, use, dissemination of personal information regarding minors.
- Restriction of minors' access to materials harmful to them.

7. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

This policy applies to anyone who accesses the district's network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district's IT devices either on or off-site.

Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

Enforcement

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the school district will handle the allegation consistent with the student disciplinary policy.

Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

Legal Reference(s):

17 U.S.C. §§101-120 (*Federal Copyright Act of 1976 as amended*)
20 U.S.C. § 6777 et seq. (*Enhancing Education Through Technology Act*)
18 U.S.C. §2251 (*Federal Child Pornography Law—Sexual Exploitation and Other Abuse of Children*)
47 U.S.C. §254 (*Children's Internet Protection Act*)
47 CFR §54.520 (*CIPA Certifications*)
13 V.S.A. §§2802 et seq. (*Obscenity, minors*)
13 V.S.A. § 1027 (*Disturbing Peace by Use of...Electronic Means*)
13 V.S.A. §2605 (*Voyeurism*)

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****TITLE I COMPARABILITY****POLICY:** **D4****WARNED:** **9/30/20****ADOPTED:** _____**EFFECTIVE:** _____

If a school in the Washington Central Unified Union School District becomes eligible to receive Title I funds, the school district in which the school is located shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

The superintendent or his or her designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district's compliance with this policy.

*Legal Reference:**20 USCA §6321(c).**20 USC 7801(26) (LEA defined)**16 V.S.A. 144*

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****ANIMAL DISSECTION****POLICY:** **D5****WARNED:** **9/30/20****ADOPTED:** _____**EFFECTIVE:** _____

It is the intent of the Washington Central Unified Union School District to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students enrolled in district schools shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisection or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

Definition

As used in this policy, the word “animal” means any organism of the kingdom animalia and includes an animal’s cadaver or the severed parts of an animal’s cadaver.

Alternative Education Method

A student who is excused under this policy shall be provided with alternative methods through which he or she can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the principal if necessary.

Discrimination

No student shall be discriminated against based on his or her decision to exercise the right to be excused afforded by this policy.

Procedures

The (superintendent/principal) shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008. The procedures shall include provisions for the timely notification to each student enrolled in the course and to the student’s parent or guardian of the student’s right to be excused from participating in or observing the lesson and the process by which a student may exercise this right.

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****CLASS SIZE****POLICY:** D6**WARNED:** 9/30/20**ADOPTED:** _____**EFFECTIVE:** _____

It is the intent of the Washington Central Unified Union School District to comply with Sections 15 and 16 of Act 153 of 2010 requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Implementation:

1. The superintendent or his or her designee shall, in consultation with building principals, develop school district wide class minimum and optimum average class size guidelines that take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
2. Class size guidelines in the school district may vary as necessary to reflect differences among school districts due to geography and other factors, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education and English Language Learners.
4. The superintendent shall report to the Board at least annually on the implementation of this policy, and shall include in his or her report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the school district.

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****TITLE I PARENTAL INVOLVEMENT
COMPACTS****POLICY:** E1**WARNED:** 9/30/20**ADOPTED:** _____**EFFECTIVE:** _____

The Washington Central Unified Union School District¹ maintains programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in school district and school level compacts.²

Definition:

Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).³

School District Parental Involvement Compact.⁴

The superintendent or his or her designee shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A requirements. The LEA Compact shall include: (1) the school district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions required by law. The superintendent or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I Part A.

School Level Parental Involvement Compact.⁵

Each building principal or his or her designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement

¹ 16 V.S.A. §144b(c) makes school districts LEAs for purposes of complying with the sections of federal law that apply to this policy.

² See footnotes 4 and 5 below for an explanation of the use of the term "compact" in this model policy.

³ Source: 20 USC §7801(31). ESEA definition of "parent."

⁴ See, 20 USC §6318(a)(2) requiring each LEA receiving Title I Part A funds to "develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy." This requirement is accomplished in this model policy by requiring the superintendent or his or her designee to develop an LEA compact in accord with Title I policy requirements. A compact, as such, is not required of LEA's under Title I, although a compact is required of title I schools. The use of a compact by LEAs is suggested here in order to minimize the extent to which procedures must be made part of board policies. A sample LEA Parental Involvement Compact is provided in Appendix A attached to this model policy.

⁵ See, 20 USC §6318(b) requiring each school served under Title I, Part A to "develop jointly with, and distribute to, parents of participating children a written parent involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f)." In addition, Section 6318(d) requires Title I schools to develop, "as a component of the school-level policy," a school-parent compact. The compact must be jointly developed with parents of children served under Title I, Part A, and must include certain components. A sample School Level Parental Involvement Compact with the required components is provided in Appendix B attached to this policy.

Compact shall include: (1) a process for continually involving parents in its development and

implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and parents build and develop a partnership to help students achieve the State's standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

Legal Reference(s):

*Title I, Part A of the Elementary and Secondary Education Act
("No Child Left Behind Act"), 20 USC §6318.
16 V.S.A. §144b. Definition of "LEA" for NCLBA purposes.*

Title I, Part A Parental Involvement Policy: Appendix A.

Sample School District Parental Involvement Compact.⁶

This school district compact outlines the joint responsibility of the School District and parents. The following opportunities for parental involvement are provided by the _ School District.

- 1 The school district involves parents in the joint development of its plan to help low-achieving students meet challenging achievement and academic standards (NCLBA §1112), and the process of school review and improvement (NCLBA §1116) by:
 - A. Establishing a school district committee with parents and representatives of other impacted programs, including Head Start.
 - B. Establishing communication between the school district staff and parents.
 - C. Developing a school district process, through newsletters, electronic communications of other means, to communicate with parents about the plan and to seek their input and participation.
 - D. Training personnel on effective collaboration strategies for parents with diverse backgrounds that may impede participation, such as language difficulty.
- 2 The school district provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance by:
 - A. Providing workshops to assist schools in planning and implementing strategies.
 - B. Establishing training programs for school personnel and parents responsible for communication strategies at the school level.
 - C. Providing information to parents about the assessment tools and instruments that will be developed to monitor progress.
 - D. Seeking input from parents in developing workshops and other activities.
- 3 The school district builds the capacity of schools and parents for strong parental involvement by:
 - A. Providing ongoing communication about the school district committee through newsletters or other written or electronic means.
 - B. Utilizing the schools' parent-teacher organizations to assist in identifying effective communication strategies.
 - C. Providing a master calendar of school district meetings to discuss pertinent topics.
- 4 The school district coordinates and integrates parental involvement strategies under this Compact with parental involvement strategies under other programs by:
 - A. Sharing data from school and other programs to assist in developing new initiatives to improve student achievement and school improvement.

⁶ Each of the numbered components of this sample is required by Title I, Part A (the No Child Left Behind Act). The numbered paragraphs correspond to requirements in 20 USC §6318(a)(2)(A)-(F). The sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

5. The school district conducts, with involvement of parents, and annual evaluation of the content and effectiveness of its parental involvement policy in improving the academic quality of schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities authorized by Title I, Part A or the parental involvement policy and compact of the district. (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies by:
 - A. Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal meetings with staff, parents and teachers.
 - B. Identifying potential policy and compact changes to improve and revise programs.
6. The school district involves parents in the activities of the schools served under Title I, Part A by:
 - A. Providing communication and calendar information to parents of planned meetings, discussions or other events and encouraging participation.
 - B. Providing school and parent-teacher organization coordination of events.

Title I, Part A Parental Involvement Policy Appendix B

School Level Parental Involvement Compact⁷

This parental involvement compact outlines joint responsibilities of the school and parents. Opportunities for parental involvement are provided by the school by:

1. Convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, inform parents/guardians of their school's participation under Title I, Part A and to explain the requirements of Title I, Part A and the right of the parents to be involved.⁸ The principal or his or her designee shall:
 - a. Invite all parents of participating children to the annual meeting at school.
 - b. Explain the rights of parents to be involved in establishing this compact.
 - c. Introduce and involve the building representatives on the S.U.-level committee.
 - d. Provide an overview of Title I and give parents an opportunity to express questions and concerns.
 - e. Indicate mechanisms by which the committee work will be communicated to parents.
 - f. Seek the involvement and input of parents.
 - g. Provide child care so that all parents who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evenings, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.⁹ The principal or his or her designee shall:
 - a. Provide parents with opportunities to ask questions and discuss informally student academic achievement and school performance.
 - b. Engage school-based parent organizations to assist with communication and implementation needs.
 - c. Develop and use outreach programs to involve community groups and organizations.
3. Involving parents in an organized, ongoing, and timely way, in the planning, review, and involvement of programs under Title I, Part A, including the planning, review, and improvements of the school parental involvement compact and the joint development of the school wide program plan under NCLBA¹⁰, except that if the school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.¹¹ The principal or his or her designee shall:

⁷ Each of the components in the numbered paragraphs of this sample is required by Title I, Part A (the No Child Left Behind Act). The bulleted sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. The numbered paragraphs correspond to requirements in 20 USC §6318(b)-(f). Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

⁸ 20 USC §6318(c)(1).

⁹ 20 USC §6318(c)(2).

¹⁰ 20 USC §6314(b)(2).

¹¹ 20 USC §6318(c)(3).

- a. Identify and establish a process by which an adequate representation of parents of participating children can occur.
 - b. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the S.U. parent involvement policy.
4. The principal or his or her designee shall:¹²
- a. Provide parents of participating children timely information about programs.
 - b. Communicate updates through the use of school newsletters, the school web site, email and telephone contact, and home visits if needed.
 - c. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - d. Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - e. Develop means for parents to ask questions and receive answers.
 - f. If the school plan developed under Section 1114(b)(2) of the NCLBA is not satisfactory to parents of participating children, submit any comments from parents to the S.U. board when the plan is made available to the S.U. board, and provide a process consistent with board policies and procedures on complaints, for parents to express their concerns to the school district board of directors.
5. Shared Responsibilities for High Student Academic Achievement.¹³
- a. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards. Each parent of a participating child is responsible for supporting their children's learning by:
 - I. Monitoring attendance, homework, and television viewing.
 - II. Volunteering in their child's classroom and participating as appropriate in decisions relating to their children's education and extracurricular activities.
 - b. Communication between teachers and parents occurs through:
 - I. Parent-teacher conferences in elementary schools at least annually, during which the compact shall be discussed as it relates to the individual child's achievements.
 - II. Frequent reports to parents on their children's progress.
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
6. Building Capacity for Involvement.¹⁴
- A. To ensure effective involvement of parents and to support a partnership among the school's involved, each school shall:
 - I. Provide assistance to parents of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.

¹² 20 USC §6318(c)(4) & (5).

¹³ 20 USC §6318(d).

¹⁴ 20 USCA §6318(e). Numbered Sections AI-AV are required by this section of Title I, Part A (the NCLBA), numbered sections BI-BIX are enumerated in this section of the law but are not required.

- II Provide materials and training to help parents work with their children.
 - III Educate teachers and other staff in the value and utility of contributions of parents and how to effectively communicate with and work with parents as equal partners, implement and coordinate parent programs that will build ties between them.
 - IV To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instructions Programs for Preschool Youngsters, the Parents and Teachers Program and public preschool and other programs and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
 - V Ensure that information is sent to the parents of participating children in a format and language that can understand.
- B. To ensure effective involvement of parents and to support a partnership among the school's involved, each school may:
- I. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
 - II. Provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training.
 - III. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions.
 - IV. Train parents to enhance the involvement of other parents.
 - V. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
 - VI. Adopt and implement model approaches to improving parental involvement.
 - VII. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I supported programs.
 - VIII. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
 - IX. Provide other reasonable support for parental involvement activities under this section as parents may request.
7. In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.¹⁵

¹⁵ 20 USCA §6318(f).

ROLE OF RELIGION IN THE SCHOOLS

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

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

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

Considerations

What not to do

- Schedule important school events, (i.e. – open house) on significant holidays of community religious groups, (i.e. Yom Kippur, Good Friday).
- Recognize holidays in an overly religious way;
- Celebrate holidays that are purely religious in nature, as opposed to holidays that combine religious and secular traditions;

- Teach religious values in holiday activities;
- Hold holiday activities that rise to the level of religious practice;
- Require students to participate in activities related to a religious holiday;
- Impose rigid attendance policies that have the effect of penalizing students who are absent from school for religious holidays;
- Set up permanent religious displays; or
- Hold a holiday music program that includes only religious music.

What schools may do

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

Tips for Planning Activities

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

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

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

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

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

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

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

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****TRAVEL REIMBURSEMENT****POLICY:** F1**WARNED:** 9/30/20**ADOPTED:** _____**EFFECTIVE:** _____

Policy

It is the policy of the Washington Central Unified Union School District to reimburse the reasonable expenses for travel for school business on a per diem or mileage basis in lieu of actual costs incurred by its employees, school board members and volunteers, to the extent that budgeted funds permit.

Reimbursement will be only for those expenses that are reasonable and necessary for the activities of the Washington Central Unified Union School District. The method of reimbursement will be consistent whether expenses are incurred in furtherance of federally funded or non-federally funded activities. Prior approval from the superintendent or his or her designee will be required.

Implementation:

Pursuant to this policy and consistent with relevant collective bargaining agreements, the superintendent or his or her designee will establish written procedures to govern the reimbursement and method of prior approval for the following: air/rail travel, meals, lodging, and mileage.

Legal Reference(s): 2 CFR 200.474

Local Annual Performance Report

School Year 2018-2019

SU032 Washington Central SU

Data Administration and Reporting Team

(802) 828-0515



Local Annual Performance Report School Year 2018-2019

A description of how data were calculated for each indicator can be found by clicking on the name of the indicator.

Data Notes:

NA: Not applicable to this Supervisory Union or No data

***: Suppressed due to counts <5

OSEP: U.S. Department of Education's Office of Special Education Programs

Indicator 1: [Graduation Rate](#) – Performance Indicator

Data Source: DC#06 and DC#04

Note: Per OSEP instructions, this data is from 2017-2018 school year.

	SU Data	State Actual	SU & State Target	SU Target Met?
Percent of youth with IEPs graduating from high school with a regular diploma. Calculated as 4 year, 5 year and 6 year cohorts. Reported data is 6 year cohort.	75.00%	79.88%	≥ 86.00%	No

Indicator 2: [Drop-Out Rate](#) – Performance Indicator

Data Source: Child Count and Child Count Exiting Collections

Note: Per OSEP instructions, this data is from 2017-2018 school year.

	SU Data	State Actual	SU & State Target	SU Target Met?
Percent of youth with IEPs dropping out of high school	5.19%	3.05%	≤ 3.20%	No

Indicator 3: [Assessment](#) – Performance Indicator

Data Source: Assessment data and DC#04

	SU Data	State Actual*	SU & State Target	SU Target Met?
A. Reserved.	NA	NA	NA	NA
B. Participation rate for children with IEPs for Reading assessments	96.08%	95.01%	≥ 99.25%	No
B. Participation rate for children with IEPs for Math assessments	96.08%	95.11%	≥ 99.25%	No
C. Proficiency percentage for children with IEPs on Reading assessments	14.97%	14.05%	≥ 12.25%	Yes
C. Proficiency percentage for children with IEPs on Math assessments	4.08%	10.42%	≥ 7.35%	No

*: State actual data has been revised since Vermont SPP/APR submission

Indicator 4A: [Suspension/Expulsion](#) – Performance Indicator

Data Source: DC#04

Note: Per OSEP instructions, this data is from 2017-2018 school year.

	SU Data	State Actual	SU & State Target	SU Target Met?
Was the district identified by the State as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%	No	Yes

Indicator 4B: [Suspension/Expulsion by race or ethnicity](#) – Compliance Indicator

Data Source: DC#04

Note: Per OSEP instructions, this data is from 2017-2018 school year.

	SU Data	State Actual	SU & State Target	SU Target Met?
Was the district identified by the State as having a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements?	No	0.00%	No	Yes

Indicator 5: [School Age LRE](#) – Performance Indicator

Data Source: Child Count

Percent of children with IEPs aged 6 through 21 served:	SU Data	State Actual	SU & State Target	SU Target Met?
A. Inside the regular class 80% or more of the day (SU data must be equal or greater than State Target).	87.50%	77.99%	$\geq 79.00\%$	Yes
B. Inside the regular class less than 40% of the day (SU data must be less than or equal to State Target).	3.88%	4.51%	$\leq 7.00\%$	Yes
C. In separate schools, residential facilities or homebound / hospital placements (SU data must be less than or equal to State Target).	2.59%	6.35%	$\leq 3.75\%$	Yes

Indicator 6: [Early Childhood Age LRE](#) – Performance Indicator

Data Source: Child Count

Percent of children with IEPs aged 3 through 5 served in:	SU Data	State Actual	SU & State Target	SU Target Met?
A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	61.54%	73.19%	$\geq 71.78\%$	No
B. Separate special education class, separate school or residential facility.	3.85%	0.63%	$\leq 6.19\%$	Yes

Indicator 7: [Early Childhood Outcomes](#) – Performance Indicator

Data Source: Child Count and Child Count Exiting Collections

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:	SU Data	State Actual	SU & State Target	SU Target Met?
Outcome A. Improved positive social-emotional skills (including social relationships)				
1. Of those preschool children who entered or exited their program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	***	81.90%	≥ 87.13%	***
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	***	52.08%	≥ 41.41%	***
Outcome B. Improved acquisition and use of knowledge and skills (including early language / communication and early literacy)				
1. Of those preschool children who entered or exited their program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	***	88.63%	≥ 87.80%	***
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	***	40.34%	≥ 32.99%	***
Outcome C. Improved use of appropriate behaviors to meet their needs				
1. Of those preschool children who entered or exited their program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	***	83.27%	≥ 86.50%	***
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	***	60.64%	≥ 55.21%	***

Indicator 8: [Parent Involvement](#) – Performance Indicator

Data Source: Parent Involvement Survey

	SU Data	State Actual	SU & State Target	SU Target Met?
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	42.86%	34.31%	≥ 38.12%	Yes

Indicator 9: [Disproportionality](#) – Compliance Indicator

Data Source: Child Count and DC#06

	SU Data	State Actual	SU & State Target	SU Met Target?
Has the SU been identified for disproportionate representation of race and ethnic groups in special education and related services that is the result of inappropriate identification?	No	0.00%	No	Yes

Indicator 10: [Disproportionality](#) – Compliance Indicator

Data Source: Child Count and DC#06

	SU Data	State Actual	SU & State Target	SU Met Target?
Has the SU been identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%	No	Yes

Indicator 11: [Child Find](#) – Compliance Indicator

Data Source: Monitoring Cycle

	SU Data	State Actual	SU & State Target	SU Met Target?
Percent of children with parental consent for initial evaluation, who were evaluated within 60 days.	100.00%	97.13%	100.00%	Yes

Indicator 12: [Early Childhood Transition](#) – Compliance Indicator

Data Source: Monitoring Cycle

	SU Data	State Actual	SU & State Target	SU Met Target?
Percent of children referred by Part C prior to age 3, who are found eligible for Part B and who have IEP developed and implemented by their 3 rd birthdays.	100.00%	100.00%	100.00%	Yes

Indicator 13: [Post-Secondary Transition](#) – Compliance Indicator

Data Source: Monitoring Cycle

	SU Data	State Actual	SU & State Target	SU Met Target?
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	50.00%	71.25%	100.00%	No

Indicator 14: [Post-School Outcomes](#) – Performance Indicator

Data Source: Post-Secondary Outcomes Survey

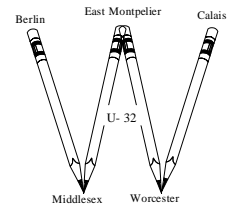
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	SU Data	State Actual	SU & State Target	SU Met Target?
A. Enrolled in higher education within one year of leaving high school.	***	22.92%	≥ 24.25%	***
B. Enrolled in higher education or competitively employed within one year of leaving high school.	***	72.92%	≥ 56.50%	***
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	***	88.89%	≥ 72.00%	***

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
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Bryan Olkowski
Superintendent



TO: WCUUSD School Board & WCUUSD Finance Committee
FROM: Bryan Olkowski Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Quarterly Financial Update
DATE: October 15, 2020

Staffing Projection Updates

Each October the Board receives a projection of payroll staffing for the year and other financial updates as the information is available. This report provides a summary of the current information. The next quarterly update is scheduled for January 2021 because that is the date when all benefit eligible employees have an opportunity to change their health insurance and other benefits. The January update will also include any new payroll projections and other updated financial information.

For the October payroll staffing projection, the Business Administrator works with the District Principals and Central Office Administrators to prepare a budget to actual comparison. This process begins in May and involves monitoring staff contracts issued compared to the budget. As employees can change benefits due to certain conditions at any time, this report also reflects the current cost of benefits.

Please note: the projection included in this report represents the best estimates at this time. It includes estimates for 11 posted but unfilled positions. Throughout the year, the staffing costs are updated for changes 3 or 4 times.

Please Note: The Special Education Service Plan is due to the state on October 15, 2020. This work is currently in process and is NOT included in this month's update. In November, the board will be provided with a more detailed analysis of Special Education costs for historical, current and future trends.

Due to the pandemic and late contract ratification of the Education Support Personnel (ESP) contract, there have been more revisions to our estimates than a typical year. This is because there have been more staffing changes than usual and a significant number of contracts issued in August when the ESP ratified the contract. Some more information regarding the significant workload for staffing changes this year are:

1. In late August, the ESP ratified the contract. While the ratification was expected in June, the pandemic resulted in a ratification vote in late August. Due to the vote delay, approximately 80 contracts were issued in early September versus June due

to the pandemic. This resulted in additional workload as the employees received retroactive pay increases from July 1, 2020.

2. In August 2020, a new option was provided to allow staff to request a year's leave of absence. A total of 6 employees accepted this new option. There is work associated with the employee taking the leave along with, their replacement so a total of 12 staff members required additional processing time.
3. The pandemic has resulted in a hiring process later than usual for the start of the school year. During the Spring 2020, the unknown impacts of remote learning on vacant Paraeducator/Behavior Interventionist positions resulted in a deferment of the hiring for these positions until August.
4. There have been more staff resignations than a typical year. This year we processed 43 new hires. An average year has 25 new hires. There is work associated with the departing employee along with the new hire, so the actual amount of work was for 86 people versus the average of 50 people.
5. At the time of printing this report, there are still 11 posted but unfilled positions. Estimates for these positions are included in this report. It should be noted, we are continuing to see a shortage of qualified applicants for many Special Education support staff positions. If we are unable to find qualified applicants, the Behavior Interventionist positions will need to be contracted with others versus hiring staff.
6. Our substitute roster has seen significant turnover and we are actively recruiting for all position types. State-wide there is a shortage of substitutes and we are currently posting 2 positions that would receive benefits for the remainder of the year in hopes of attracting substitutes.

This year has been extremely challenging for our Human Resources and Payroll staff. We would like to express kudos to Carla Messier, Human Resource Coordinator, Virginia Breer, Senior Payroll Account, Michelle Ksepka, Data Manager and Melissa Tuller, Financial Clerical Assistant for their extra efforts this year! These individuals have gone above and beyond to ensure employees contracts and payroll checks were processed timely during this difficult time.

Here is a summary of the staffing information updated in this report:

- Budgeted expenses compared to projected expenses:
 - The total payroll budget for FY 20-21 is \$24,928,979 and represents 70.4% of the \$35,430,502 operating budget.
 - The current payroll projections for FY 20-21 is \$24,518,418 for a projected savings of \$410,561.
- Full-time Equivalent Staff:
 - The FY20-21 budget includes 333.19 Full-Time Equivalent staff.
 - This includes: Professional staff, Educational Support Staff, Administration, Operation of Plant, Food Service and Other miscellaneous positions.
 - Current projections includes 329.55 Full-Time Equivalent staff.
 - This total includes the current positions posted but not yet filled.
 - The net amount of unfilled 3.64 positions (333.19-329.55).

- The 3.64 Full-Time Equivalent of unfilled positions include:
 - 2.0 District-wide Instructional coaching positions.
 - It should be noted that district employees were offered the positions and declined due to the pandemic. These positions will remain unfilled this year but will remain in the budget for next year.
 - Some of the savings has been earmarked for a one-time expense.
 - 1.0 U-32 Food Service position is currently not filled.
 - This position may need to be filled and will be reviewed later in the year.
 - .60 U-32 Social Worker. This position will remain unfilled this year.

Revenue Updates

Tuition Income

There are currently 4 less Tuition students from other School Districts which results in a revenue shortfall. We budgeted for 53 tuition students and our current projection is for 49 tuition students. In conferring with Lisa LaPlante, this decline in tuition students may be due to the pandemic. There was an inability to have potential tuition students shadow U32 students in the Spring. The loss of 4 tuition students results in a projected revenue shortfall of \$82,608 for FY 20-21. This will also impact the Tuition Revenue budget for FY21-22.

Small Schools Grant

There is a projected surplus from the Small Schools Grant. During the budget process, the Small Schools Grant was projected in the amount of \$152,241. The final amount of the Washington Central UUSD Small Schools Grant award is \$181,107. This results in a projected surplus of \$28,866 for FY 20-21. It is unknown what, if any, impact there will be for the Small Schools Grant budget FY 21-22.

October Financial Update Summary

- Projected revenues are \$53,742 less than the budget, for a decrease to fund balance of (\$53,742).
- Projected payroll expense savings are \$410,561 less than the budget, for an increase in fund balance of \$410,561.
- Current projections increase the fund balance by $(-\$53,742 + \$410,561) = \$356,819$.

Cares Relief Fund (CRF)/Efficiency Vermont Update

Lori Bibeau submitted the updated grant applications for all available Cares Relief Funds except ESSER. The ESSER application has a later deadline for submission and this funding source has more flexibility in its use. The ESSER application will be prepared after the CRF grant application has been approved. Since last month's update, the Agency of Education has determined that the Legislature appropriated sufficient funds to cover anticipated costs for spending through December 30, 2020. Because of this and due to other considerations, the FEMA CRF will no longer be a funding source. We are in the process of submitted a higher budget to Efficiency Vermont and a lower budget to the CRF grant by

\$200k. Please note that all spending for CRF needs to take place on or before December 30, 2020. We are still awaiting further guidance and more information will be forthcoming as it is available.

Please note that compared to last month, this month's report shows a significant increase in the projected revenues and expenses for CRF. This is because, Business Managers were told to submit high estimates due to the changing factors for the CRF budgets. More time will be needed to complete the analysis for the actual expenses eligible for submission. Please consider these numbers high estimates and we will modify the amounts after the final grant application is approved in the next few weeks and as we receive further guidance from the Agency of Education.

Washington Central Unified Union School District
FUND BALANCE SUMMARY
Fiscal Year 2020-2021
COVID-Cares Relief Fund(CRF)-To Be Determined

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

KEY: Increase (Decrease) to Fund Balance

GENERAL FUND (1)

Beginning Fund Balance-Reserved for Operations:		Month of Update	
Reserved for Operations		July 2020	\$2,510,525
Total Beginning Fund Balance-Reserved for Operations(A)			\$2,510,525

Revenues Changes:		BUDGET 2020	CHANGE	PROJECTED 2020
Interest Income	Sept 2020		-\$53,780	* See Expenses Below
Miscellaneous Income-Rumney Outdoor Learning	Sept 2020		\$10,000	* See Expenses Below
Tuition Income(4 less Full-time students than budgeted)	Oct 2020		-\$82,608	
Small Schools Grant	Oct 2020		\$28,866	
CARES RELIEF FUND-COVID Reimbursement-AOE	Oct 2020		\$1,433,933	* See Expenses Below
CARES RELIEF FUND-COVID Reimbursement-Efficiency Vermont	Oct 2020		\$491,784	* See Expenses Below

TOTAL REVENUES(B)	\$35,430,502	\$1,828,195	\$37,258,697
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Expense Changes:		BUDGET 2020	CHANGE	PROJECTED 2020
Interest Expense	Sept 2020		\$53,780	*See Revenues Above
Program Costs-Rumney Outdoor Learning	Sept 2020		-\$10,000	*See Revenues Above
School-wide Payroll Update-Unfilled Positions	Oct 2020		\$221,629	
School-wide Payroll Update-Budgeted Position Charged to Grant	Oct 2020		\$37,340	
School-wide Payroll Update-Health Insurance Savings	Oct 2020		\$74,365	
School-wide Payroll Update-Staffing Turnover Savings	Oct 2020		\$77,227	
CARES COVID Instructional, Support and Related Expenses-AOE	Oct 2020		-\$1,433,933	*See Revenues Above
CARES COVID Air quality, Isolation Rooms-Efficiency Vermont	Oct 2020		-\$491,784	*See Revenues Above

TOTAL EXPENSES(C)	\$35,430,502	-\$1,471,376	\$36,901,878
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CURRENT YEAR OPERATIONS-REVENUE LESS EXPENSES (B-C)=D	\$356,819
BEGINNING BALANCE + CURRENT YEAR OPERATIONS(A+D)=E	\$2,867,344

Other board considerations for Fund Balance(F):

Possible reserve for future Transportation Aid \$54k-TBD	\$0
Board Authorized Summer Food Program if needed \$37,637-TBD	\$0
Possible reserve CRF (COVID-19) Amount \$366,342-TBD FY19-20	\$0

PROJECTED ENDING BALANCE-Reserved For Operations(E+F)=G	\$2,867,344
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Note: Target Fund Balance at 2% of current year budget \$708,610

Amount Available Beyond the 2% Target	\$2,158,734
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Other Reserved Items:

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

**Washington Central Unified Union School District
FUND BALANCE SUMMARY**

Fiscal Year 2020-2021

PERMANENT
(Fund 5) TRUST(Fund 8) AGENCY(Fund 9)
SCHOLARSHIP/ Student Activities

SPECIAL REVENUE FUND(2)-GRANTS

Beginning Fund Balance	\$0
Projected Income	\$1,912,325
Projected Expense	<u>-\$1,912,325</u>
Projected Available Funds	\$0

OTHER FUNDS

Beginning Fund Bal. /Deposits Payable	\$5,577	\$83,009	\$128,026
Projected Surplus(Use)	\$ (640)	\$ (43,716)	\$ -
Projected Available Funds	\$4,937	\$39,293	\$128,026

CAPITAL PROJECTS FUND(3)

Beginning Fund Balance:	Combined Totals	BERLIN	CALAIS	EAST MONTPELIER	MIDDLESEX	WORCESTER	U32	Central Office	WCUUSD
Beginning Fund Balance(A)	\$2,573,393	\$451,588	\$130,849	\$907,669	\$72,995	\$234,448	\$632,091	\$117,370	\$26,383

Revenues:

Interfund Transfers	\$706,522	\$222,409	\$10,077	\$0	\$111,043	\$111,292	\$46,290	\$0	\$205,411
Interest Income	\$4,470	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,470
TOTAL REVENUES(B)	\$710,992	\$222,409	\$10,077	\$0	\$111,043	\$111,292	\$46,290	\$0	\$209,881

TOTAL FUND BALANCE & REVENUES(A+B)=C	\$3,284,385	\$673,997	\$140,926	\$907,669	\$184,038	\$345,740	\$678,381	\$117,370	\$236,264
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Expenses:	Combined Totals	BERLIN	CALAIS	EAST MONTPELIER	MIDDLESEX	WORCESTER	U32	Central Office	WCUUSD
ACTUAL EXPENSES PAID TO DATE	\$1,741,208	\$558,498	\$106,874	\$1,635	\$139,043	\$300,811	\$606,484	\$0	\$27,863
ENCUMBERED PURCHASE ORDERS TO DATE	\$337,485	\$115,499	\$34,052	\$0	\$44,995	\$44,929	\$71,897	\$0	\$26,113
TOTAL EXPENSES(C)	\$2,078,693	\$673,997	\$140,926	\$1,635	\$184,038	\$345,740	\$678,381	\$0	\$53,976

CURRENT CAPITAL PROJECT BALANCE AVAILABLE	\$1,205,692	\$0	\$0	\$906,034	\$0	\$0	\$0	\$117,370	\$182,288
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ENTERPRISE FUNDS(Fund 6)

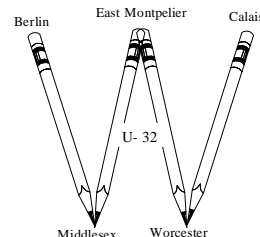
Fiscal Year 2020-2021	Total Fund 6	Food Services	Community Connections	Dental Program	Health Reimbursement/ MSA/DC
Beginning Fund Balance	\$1,072,090	\$214,208	\$27,809	\$231,393	\$598,680
Budget Support	\$189,115	\$149,115	\$40,000	\$0	\$0
Projected Use	\$ (212,215)	\$ (149,115)	\$ (67,809)	\$4,709	\$0
CURRENT PROJECTED FUND BALANCE	\$1,048,990	\$214,208	\$0	\$236,102	\$598,680

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
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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, WCUUSD Superintendent
Jen Miller-Arsenault, WCUUSD Director of Curriculum, Instruction and Assessment
DATE: October 15, 2020
RE: Curriculum Management Review

During the September School Board retreat, the board articulated a desire for a new strategic plan and began to draft a goal accordingly. We believe that having more information regarding curriculum would be helpful practices before beginning a strategic planning process. A Curriculum Management Review process would provide a resource that would help guide a multi-year strategic plan.

Washington Central has a history of examining our practices across the school system to learn about and improve upon instructional practices. The review would include document reviews, interviews, survey, site visits, and analysis of student learning outcomes. The goal is to learn about current practices and identify trends in our instructional practices. The results of the review will provide systemic information identifying areas of strength, areas for growth, systemic consistencies, and systemic inconsistencies to inform the strategic planning process.

The Curriculum Management Review would be accomplished using the following tentative timeline:

- October 2020: Discuss and review the bid process. Tasks include: Researching potential vendors, advertising, identifying potential funding sources.

- October 2020-Develop bid specifications (see attached draft)
- October 21, 2020-School Board authorizes the bid to take place.
- October 23, 2020-Request for Proposal is advertised.
- November 23, 2020-Bids are due
- December 2, 2020-School Board Awards the bid
- December 3-Selected Vendor is notified
- June 10, 2020 Report is due to Superintendent
- June 16, 2020-School Board reviews the final report and host a public presentation of findings.
- Summer 2020 - The School Board hires a strategic planning consultant.
- September 2020-The strategic planning process begins.

At this time, we believe there are grant funds available to pay for the Curriculum Management Review. Once the bids are received, we will confirm the funding sources prior to the December 2, 2020 bid award date. Using information collected during the bid process, we will also provide more details to the timeline for the School Board.

Recommended Board action needed: To authorize the bid for a Curriculum Management Review.

Statement of Needs

A. Washington Central Unified Union School District (WCUUSD) is soliciting proposals from individuals, consultants, or organizations to provide expert services to conduct a review/audit of its curriculum, assessment and instructional practices in PreK-12 in all content areas.

B. WCUUSD seeks qualified providers who have prior successful experience conducting curriculum and instructional practice reviews/audits.

C. The objectives of this initiative are to establish baseline information about our current instructional practices across our district, and specifically, to evaluate the status of curriculum within each content area and grade level relative to Vermont and National standards and our student learning outcomes, and to determine the extent to which our instructional and assessment practices are aligned to the requirements of those standards.

D. Additionally, we are seeking to evaluate the vertical articulation of content area standards in grades PreK-12. Components of the curriculum review/audit must include, but are not limited to:

1. Determining evidence of alignment to state and national content area standards including the level of rigor and the identification any gaps that may exist.
2. Determining the curricular needs of teachers, building level administrators and central level administrators through surveys and focus group meetings.
3. Seeking evidence of vertical and horizontal articulation of standards across the curriculum.
4. Seeking evidence of instructional alignment to the curriculum.
5. Seeking evidence of differentiated instructional strategies incorporated in to our curriculum and instructional practices.
6. Determining evidence of remediation, enrichment and extension strategies in our curriculum.
7. Determine the evidence of consistency in the implementation of the curriculum system wide.
8. Conduct a review/audit of the policies and controls that govern the curriculum development process. The vendor must provide as part of their proposal, a specific explanation of what they would require from the district (materials, staff support, etc.) to complete the review/audit as requested.

E. With this information ascertained, we are looking to partner with a vendor who will create specific actionable recommendations about how we can apply the findings of the review/audit toward improving and strengthening curriculum in Washington Central Unified Union School District.

A critical component of the work ahead will be using the actionable recommendations to create and update current curriculum to strike the right balance between the need for district-wide coherence, and a focus on students, while ensuring that there is equity for all Washington Central Unified Union School District students in their access to appropriate, standards-based, high-quality teaching and learning practices regardless of the school they attend.

G. Following the implementation of the recommendations from the curriculum review/audit, our expectation is that there will be more continuity, consistency and congruence within the PreK-12 instructional core (curriculum instruction and assessment). Furthermore, the recommendations from the review/audit should lead to a fully aligned curriculum and improved teaching and learning experiences across the district.

To: School Board

From: Education Quality Committee

2020-2021 School Board Goals for Student Achievement

October 2020

The Committee recommends the following goals regarding student achievement:

1. Establish a board process for review and analysis of student achievement of our [Student Learning Outcomes](#)
 - a. Regular (monthly) and comprehensive (all Student Learning Outcomes)
 - b. Support from Education Quality Committee
 - c. Establish review calendar for SY2020-2021 (see draft below)
 - d. Committee use established discussion protocol, propose to start with adapted [Making Meaning Protocol](#)
 - e. Committee will incorporate teacher and student voices and perspectives
 - f. Standing monthly school board agenda item to engage committee findings
 - g. Goal is fuller understanding of our district's approach and performance
 - h. Year-end reflection to fine-tune system (June 2021)

Desired Outcome: Board agreement on ongoing system for monitoring student SLO achievement, June 2021

2. Develop a district-wide strategic plan incorporating input to improve learning for all students that reflects the values of our community
 - a. Board authorize and participate in a curriculum or instructional review
 - i. Board members understand review purpose and process
 - b. Additional stakeholder input
 - i. Board engage community for higher-level input (values and vision)
 1. Summarize findings from CIP process
 2. Additional engagement activities
 - ii. Leadership Team engage teachers and staff
 - iii. Incorporate findings from student achievement review process
 - c. Leadership Team develop/propose a 3-5 year strategic plan
 - i. To guide improvement initiatives and budgeting
 - ii. Includes system-wide learning goals to close student achievement gap
 - iii. Includes focus on transferable skills and social and emotional health
 - iv. Board adoption
 - d. Board use plan as basis for 2022-2023 budget

Desired Outcome: Board and Leadership Team alignment on new 3-5 year strategic plan, September 2021

From September 2020 Board Retreat:

Student Achievement

- Instructional Audit/Curriculum Audit
- Measuring Life skills
- Measuring Social & Emotional health
- Focus on the achievement gap
- Closing the achievement and opportunity gap.
- Measurable goals and what are we going to do about them?

Draft Monitoring Calendar

Month	Area of Focus
August	
September	
October	Board Goals and Monitoring System
November	Financial Literacy
December	Transferable Skills
January	Continuous Improvement Planning Check In
February	Math
March	Literacy
April	Science
May	Physical Education and Health
June	Post-Secondary Plans and Outcomes
July	

TBD: Global Citizenship, Artistic Expression

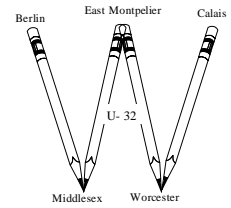
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Bryan Olkowski
Superintendent



Washington Central Unified Union School District

Board Meeting Minutes Unapproved

10.7.20 6:00 PM – 9:00 PM

Present by Teleconference*:

Board Members: Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Dorothy Naylor (by phone), Chris McVeigh, Kari Bradley, Jonas Eno-Van Fleet, Jaiel Pulskamp, George Gross, Jonathan Goddard, Karoline May, Jill Olson, Townes DeGroot, Anna Farber

Administrators: Superintendent Bryan Olkowski, Technology Consultant Jim Garrity, Business Administrator Lori Bibeau, Principal Alicia Lyford, Curriculum Director Jen Miller-Arsenault, Principal Gillian Fuqua, Student Services Director Kelly Bushey, Principal Cat Fair, Associate Principal Jody Emerson, Principal Aaron Boynton, Student Affairs Director Amy Molina

Others/Public: Danielle Lafleur Brooks, Jessica Heinz, Amy Young, Benjamin Weiss, Claire Gallagher, David Delcore, Ellen Dorsey, Holly Lane, Jamie Bohn, Jes Wills, Kate, Rob, Tyler Smith, worcesterhannas, Caitlyn Usticke, David Lawrence, ORCA Media

1. **Call to Order:** Scott Thompson called the meeting to order at 6:01 p.m

2. **Welcome**

2.1. **Reception of Guests:** Scott Thompson welcomed the guests.

2.2. **Public Comments:** Danielle Lafleur Brooks shared her experience as a parent of a third grader who was removed from the 3rd grade online classroom with K. Rob. She described the experience with the online teaching program that her child was switched to. Her family is unsatisfied with this option. She asked WCUUSD to consider hiring a teacher for this, or to at least hire a paraeducator to help with administering this program.

Jessica Heinz read a written statement, as a parent of a third grader. She had sent an email in September, outlining her concerns. She explained that her daughter had been thriving in the classroom led by Kate Rob. She described her dissatisfaction with the current remote learning offering through VTVLC.

Scott Thompson indicated that the board will be addressing this later in the meeting during the Superintendent's Report.

2.3. **Agenda Revisions:** Dorothy Naylor asked to move Item 4.2 to the end of the meeting so that if it needs to be shortened, it can be, to end by 9:00 for the scheduled VP debate. Scott Thompson asked to have a very brief Executive Session before personnel action occurs tonight. (before Item 6 on the agenda.) (Later in the meeting, this revision was withdrawn.)

Both of these revisions were accepted.

2.4. **Accept U-32 recommendation for Student Representative:** Superintendent Olkowski thanked the U32 administration for their work on this effort, and he welcomed Anna Farber. Board members accepted this recommendation and welcomed Anna Farber.

2.5. Student Reports: Townes DeGroot shared that Monday is Indigenous People's Day, so students will not attend. Anna shared that PSATs are scheduled for October 14th. Townes reported on some of the fall sports. Anna shared that the foodservice offerings have expanded. Scott Thompson invited both Townes and Anna to share with the board in the future, from their work writing for The Chronicle.

3. Board Operations

3.1. Board Goals

3.1.1. Board Governance Goal: Flor Diaz Smith shared that the Agenda creation team had created the following draft goals:

1. The school board will develop a superintendent job description by _____ and complete

the superintendent evaluation by _____.

2. The school board will formalize board roles and operations by completing the following:

Create a board norms document by _____ (would include hot buttons) NOV 18

Create a board roles description by _____

3. Have board members complete board training (would include communication with

teachers and community members).

4. The school board will conduct a needs assessment to evaluate district's progress toward focusing on learning as a unified district.

Chris McVeigh had shared a document with board members related to evaluation of Superintendent. Board members agreed that one of the first steps is to define the job description of the Superintendent. Superintendent Olkowski had reached out to the Vermont Superintendents Association for guidance around drafting the job description. He spoke about the need to delineate board roles, board norms, board job description, board goals. He stated that there are a variety of ways to evaluate the superintendent and he suggested that the board go into Executive Session as needed to develop the evaluation process. He suggested that creating goals, board responsibilities and superintendent responsibilities be created by December 2020 in light of COVID19 affecting the timeline.

Flor Diaz Smith suggested that the board consider a draft by the first meeting in November, and that by November 18th, board description and board norms be agreed upon.

Kari Bradley suggested that the first goal should include what is the basis of the evaluation - to add criteria for the evaluation and name a specific goal.

Jonas Eno-Van Fleet asked what the VSBA offers for resources regarding Superintendent Evaluation. Superintendent Olkowski shared that VSBA offers a training (at a cost). He will share with board members the information he has gathered related to Superintendent Evaluation.

Karoline May asked what is the process for providing input into this process (e.g. the needs assessment), while adhering to open meeting law. Scott Thompson clarified that board members can share documents via email, but are not to edit them or discuss them until the board meeting.

Kari Bradley stated that it is important to provide new board member orientation each year.

3.1.2. Student Achievement Goal: Kari Bradley shared that the Education Quality Committee had met before this meeting to consider two draft goals, and expect to provide a draft for the board's consideration at the next board meeting.

4. Reports

4.1. Superintendent

4.1.1. Remote Learning Update: Superintendent Olkowski had provided a remote learning class size update eight days ago. He shared that at this time the preferred mode is in-person learning and we are faced with choosing imperfect options regarding remote learning. He stated that it is an imperfect option, in an imperfect world, at an imperfect time. He noted the options that were faced: continue as is which was overwhelming to teachers due to class sizes, or move to VTVLC offerings for some students to reduce class sizes. He stated that this was not a unilateral decision; he had discussed with the leadership team. He expressed regret that the communication to students and families about this change was not satisfactory. Attempts had been made to reach families but not all were successful.

Scott Thompson noted that the administration had reached this solution as the board had provided feedback to solve the class size issue and personnel issues.

Jonas Eno-Van Fleet shared that he has a child in the 4th grade remote class. He had asked his child whether there has been an announcement to the students to explain the change and his child was not aware of any announcement to explain.

Chris McVeigh followed up on the VTVLC teacher - had he understood that the teacher was from Florida? Superintendent Olkowski explained the staffing for VTVLC - they come from around Vermont. He explained some of the logistics as he understands them, regarding VTVLC teaching.

Jen Miller Arsenault shared that the curriculum for VTVLC had been developed in Florida; this may explain why the idea of a teacher from Florida came up. She explained that she has met with both of the teachers, third and fifth grade, and that contact with each family has been attempted. She stated that establishing community is important and efforts to that effect are being made. She shared some of the meetings she as had with the teachers. She is meeting tomorrow morning with the fourth grade teacher to continue to try to ease the transition.

Karoline May stated that both parents had advocated eloquently for their children and she thanked them for coming to the meeting and speaking to the board. She stated that this decision was at the superintendent level and she thinks it was appropriate to make it so. As a board member, she would like to leave it at the superintendent level. At the same time she noted that the board appreciates hearing about the experiences that were shared tonight.

Lindy Johnson stated that people had reached out to her and she had followed up with the administration and had heard that other options had been considered and that this was not a unilateral decision.

Superintendent Olkowski reiterated that he had consulted with the leadership team; there were a variety of opinions but that he bears sole responsibility for making the decision.

Superintendent Olkowski shared that East Montpelier is the only school building that is used on Election Day.

Alicia Lyford had reviewed a plan with her staff to have a planned remote school day on Election Day. She stated that she is following the guidance from the Agency of Education about remote learning; this will be a trial run, and she is happy to report back to the board after. Superintendent Olkowski thanked her for her leadership in this issue.

4.1.2. Director of Technology Search Update: Superintendent Olkowski shared that he had tasked himself with reviewing the roles of the various positions at Central Office. He had reviewed the Technology Director Job Description, with input from Keith MacMartin. He has drafted a new job description for the board to consider tonight. The current job description on Schoolspring is the previous iteration.

Jim Garrity introduced himself; he is a consultant based in Delaware. He facilitated a discussion with the board around the job description draft.

Flor Diaz Smith moved to approve the Director of Technology Job Description as presented. Seconded by Jill Olson. Discussion: Chris McVeigh asked how different this draft is from the previous. Jim Garrity had tracked changes in the draft for the board's consideration. Kari Bradley asked whether the board is required to approve this. Superintendent Olkowski stated that he likes to have the board approve changes in job descriptions as a matter of practice. Flor Diaz Smith stated that she would like to encourage diversity of personnel in these positions. **This motion carried unanimously.**

4.1.3. Personnel Updates: Superintendent informed the board that we still have a number of openings but do not have a great deal of applicants. He noted that due to the circumstances, the system is still fragile and there are challenges ahead. (e.g. flu season) He noted the shortage of subs; he stated that last week he had had to send some central office staff members to fill in for substitutes in order to keep the school open on a given day. Some discussion followed around staff wellness under these challenging circumstances.

Superintendent Olkowski shared that much of the staff has had no reprieve during the summer.

Chris McVeigh asked, have we alerted parents to the potential of having to move to remote learning or close school for the day due to staffing/ sub shortage? Superintendent Olkowski will do so, in a newsletter.

Flor Diaz Smith suggested making an announcement on Front Porch Forum to seek substitutes. She stated that she hopes the focus on staff wellness continues to stay in the forefront.

Jonas Eno-Van Fleet asked Mr. Garrity whether he had to quarantine when he came into Vermont from Delaware. He shared the precautions he had taken, as well as that he is considered an essential worker.

4.1.4. Central Office Job Descriptions: This was discussed above in the context of Director of Technology.

4.1.5. Legislative Update: Superintendent Olkowski reviewed the most recent Legislative Update.

4.1.6. Calais Elementary Ventilation: Superintendent Olkowski had shared a memo to the board, dated September 30, 2020, about this project. Cat Fair explained that she has been discussing and planning how to conduct student learning during this time. She would like to plan for remote learning during some of this time, since it is scheduled to occur in December when outdoor learning will be a challenge and when cold and flu season will have arrived. Superintendent Olkowski thanked Cat Fair, Lori Bibeau and Bill Ford for their leadership on this project.

4.2. Policy Committee

4.2.1. First Reading for policies to be adopted on 10/21/20: C20 Student Conduct and Discipline; C46 Interrogation or Searches of Students by Law Enforcement or Other Non-School Personnel; C49 Kindergarten Entrance Age; D3 Responsible Computer, Internet & Network Use; D4 Title Comparability; D5 Animal Dissection; D6 Class Size; E1 Title 1 Parent Involvement Compacts, F1 Travel Reimbursement

Chris McVeigh moved to table this agenda item until the next board meeting. Seconded by Lindy Johnson, this motion carried unanimously.

5. Consent Agenda

5.1. Approve Minutes from 9.12.20 and 9.16.20: Flor Diaz Smith moved to approve the minutes of September 12 and September 16, 2020. Seconded by Jaiel Pulskamp.

Discussion: Superintendent Olkowski pointed out an error in the September 16th minutes; Chris McVeigh noted that he had been present at the September 12th meeting. **This motion carried, with noted edits.**

5.2. Approve Board Orders: Lindy Johnson moved to approve board orders in the following amounts: \$318,987.08; \$15,229.95; \$77,209.80. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

6. Personnel

6.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE

Lindy Johnson moved to accept the nomination of Jason Kelley for Math Teacher at U32. Seconded by Jaiel Pulskamp. Some discussion followed about his related experience as noted on the nomination form. **This motion carried unanimously.**

Jonas Eno-Van Fleet moved to accept the resignation of Mary Lynn Crosson-Stewart, School Nurse. Seconded by Lindy Johnson. Superintendent Olkowski explained that this does create a shortage but human resources are working to solve it. Additionally, the COVID19 Coordinator has been helping to fill in when possible. **This motion carried unanimously.**

7. Public Comments: Scott Thompson invited a second round of public comments.

Corinne Stridsberg indicated that she has a hard time accepting the decision that was made around remote learning. Her understanding is that this was forced upon families, and unexpected, and was not at all what families thought they were signing up for this year.

Jessica Heinz stated that she feels that the superintendent made this decision without considering the guiding principles for remote learning. She does not think it reflects the best interest of students; she feels that the board should be responding to the concerns that were expressed. She stated that she is discouraged and shocked.

Holly Lane, an East Montpelier parent, stated that she feels that Kate Rob has been heroic. She and her husband have written letters of concern around equity and around overcrowding of the classroom. She feels that the district made this decision based on the bottom line, not based on the best interest of children. She asked for the board to answer the question - what has happened? and why? She does not feel satisfied with the Superintendent's response to her concerns. She thanked the board for taking her comment but she noted that she is unbelievably disappointed.

Jonas Eno-Van Fleet replied to the concerns, noting that the board stepping in to take decision making away from the Superintendent is an extraordinary act. He stated that this is Superintendent Olkowski's first year on the job and he can't imagine the challenge he has faced, coupled with COVID19. He noted that Superintendent Olkowski had indicated that he had consulted with leadership and had taken the best possible step under imperfect circumstances. He stated that the board at this time should not step in with some sort of "veto" power. He stated however that he would like to continue to discuss and be aware of this issue.

Danielle LaFleur Brooks shared that the learning model ("Mastery Learning") is problematic, on top of the other challenges. There is a mismatch and a gap. Again she asked that consideration be given to hiring staff to help; for example, could the CARES funding be used? She asked the board to keep in mind the needs of eight-year-old children.

Caitlyn Usticke spoke on behalf of her fourth grade student in the remote classroom. She recalled that the Superintendent had indicated that "in person learning" was a priority; she does not think this is appropriate, as there are 88 students learning remotely. She stated that fourth grade students had not been told. She asked the board to reconsider this decision.

Scott Thompson asked the board whether they would like to allow for a second round of public comments. They would.

Jessica Heinz asked board members to inquire of administrators and teachers, what had been discussed. She believes this was a top down decision; for example, she told Kate Rob, who did not know. She again expressed her dissatisfaction with this decision, and asked the board to do its due diligence.

8. Future Agenda Items

- Policies from tonight's agenda
- Central Office Job Descriptions
- Superintendent Evaluation (possible Executive Session)
- Negotiations (possible Executive Session)

9. Adjourn: The board adjourned by consensus at 8:49 p.m.

Respectfully submitted,
Lisa Stoudt, Board Recording
Secretary