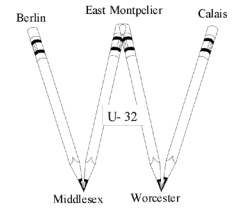


# Washington Central Unified Union School District

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

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



## Washington Central Unified Union School District School Board Meeting U-32 Rm 128/131 930 Gallison Hill Rd. Montpelier, VT 9.20.23 6:15-8:15 PM

### Virtual Meeting Information

<https://tinyurl.com/nhkxkryb>

Meeting ID: 876 7700 8427

Password: 022316

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

1. Call to Order
2. Welcome 15 minutes
  - 2.1. Adjustments to the Agenda
  - 2.2. Reception of Guests
  - 2.3. Public Comments-Time limit strictly enforced, see note
3. Reports to the Board 15 minutes
  - 3.1. Superintendent/Central Office Leadership Team (COLT) Report – pg. 4
  - 3.2. Central Vermont Career Center Report – pg. 12
  - 3.3. Committee Reports
4. Finance Committee (Discussion/Action) 15 minutes
  - 4.1. Award Bid for U-32 Truck – pg. 13
  - 4.2. Review and Approve Budget Timeline – pg. 14
  - 4.3. Budget Parameters – pg. 19
5. Policy Committee (Discussion/Action) 10 minutes
  - 5.1. Policy Workplan – pg. 21

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|--|------------|
| 6. Board Operations (Discussion/Action)  | 60 minutes |
| 6.1. Input on Draft Vision & Core Beliefs – pg. 25                                     |            |
| 6.2. Appoint Finance Committee Members (2)   |            |
| 6.3. VSBA Resolutions – pg. 27   |            |
| 6.4. VSBA Annual Meeting Voting Delegate   |            |
| 7. Consent Agenda (Discussion/Action)  | 5 minutes  |
| 7.1. Approve Minutes of 8.23.23 – pg. 53   |            |
| 7.2. Approve Board Orders  |            |
| 8. Personnel   | 15 minutes |
| 8.1. Personnel Requests – pg. 58   |            |
| 8.2. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 73 |            |
| 9. Future Agenda Items   | 5 minutes  |
| 9.1. 2023-2024 Board Work Plan   |            |
| 10. Board Reflection   | 5 minutes  |
| 11. Executive Session: Negotiations  |            |
| 12. Adjourn  |            |

NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.

### WCUUSD Board Norms - Adopted November 18, 2020

- **Public input** – Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members to listen and ask clarifying questions. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the issue be added to a future agenda.
- **Community dialogue** – The board may periodically schedule community forums that allow for dialogue, questions and answers from the board or the district leadership team.
- **Stay on time** – Start and end on time. The chair may appoint a time-keeper.
- **All voices will be heard** – Every board member gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation.
- **Reflection** – To allow time for reflection, the chair and agenda steering committee will plan time for complex or contentious issues to be discussed at more than one meeting before the board votes, except where a decision is urgent.
- **Announcements in reports** – Announcements from the administration will appear in the reports and not as discussion items.
- **Role of the board** – At the end of each board meeting reflect on whether the board remained focused on its policy-making and oversight role during the meeting, rather than operational details that are the responsibility of leadership team.
- **Respect each other** – Listen, allow others to be heard, share concerns, assume positive intentions, be present, and celebrate successes.

### AGENDA KEY

Agenda Section	Examples	Role/ Responsibility	Description
Call to Order	n/a	Board Chair or designee	Formal opening to meeting. Superintendent calls to order during annual reorganization
Public Comment			Opportunity for public comment on items not on the agenda. Board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.
Executive Session	Personnel Student Matter Negotiations		Only for discussion of items covered in VSA §313. Formal actions not taken in Executive Session
Reports to the Board	Superintendent/ COLT Student Report	Administration	Both regular/recurring reports and one-time reports happen here. One-time reports are determined by the Board workplan or requested by the will of the Board. Generally, reports invite clarifying questions but not formal discussion/action
Committee Reports	Finance Policy Education Quality	Board	Chair of the committee reports on substance of most recent committee meeting. Generally, reports invite clarifying questions; any discussion or action items would be listed in the respective section of the agenda
Discussion Items		Board with input from administration	Items on the agenda specifically for discussion of the Board. Chair can seek input from audience during discussions. Generally not intended for action (although nothing prevents the Board from taking an action)
Action Items	Personnel approvals	Board	Items formally on the agenda for Board action. Discussion can occur after a motion is on the table
Consent Agenda	Board Orders Minutes	Board	Designed for items that need proforma approval and/or are sufficiently routine. Board acts on all items in the Consent agenda and does not discuss any item unless it is pulled out during Agenda Adjustments



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### Student Support Services Analysis

The past few years have brought about many changes within WCUUSD. As we continue to navigate the complexity of being a unified system, adjust to the impacts of COVID-19, and manage critical staffing shortages, it is an ideal time to analyze our system so that we can align our service models with current evidence-based practices. To establish an understanding of special education practices, service-delivery and needs across our schools, we are working with a team from The Ability Challenge ([ABC](#)) this fall to analyze and reflect on inclusive practices across our schools. "ABC's research-based program empowers school leaders, educators, and student support staff to create authentically inclusive school communities that work to meet the unique needs of all learners." We are elated for the opportunity to reflect with and learn from a leading organization in inclusive education!

The initial step in working with the The Ability Challenge is for the team to gather information and insight to our systems to understand the experiences of unique and diverse learners from pre-kindergarten through graduation. This process will begin in October and include interviews with educators across our schools, students and families. The information gathering process will also include a review of policies, practices and procedures as well as a site visit in October. The assessment will inform our goals and the alignment of practices across our school, classrooms and for each of our students - and supports our current strategic planning and visioning processes.

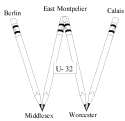
We look forward to sharing the findings of the assessment, as well as meaningful integration of the results into our goal-setting, procedure development and educational planning.

### Staffing & Vacancy Updates

We will continue to inform the Board about overall staffing patterns, challenges and vacancies. We've incorporated this into the COLT report.

We have had more luck filling teacher roles than in the recent past, although we still have vacant special education and interventionist positions. These shortages continue to impact our system. As such, we have reassigned two of our instructional coaches to classroom roles as a high school literacy support teacher and a high school special educator, respectively, as we continue to advertise for those positions. For now, that leaves us with 1.6 FTE of instructional coaching across the district rather than 3.4 FTE. We are revising our district coaching goals for 2023-2024 accordingly. Our major areas of focus, for the time being, include supporting our intensive intervention work, the implementation of i-Ready Classroom Mathematics K-8, and data literacy.

Paraprofessional vacancies continue to be the most pervasive and ongoing staff challenges, and we have multiple vacancies across the district. We also have vacancies in Community Connections and custodian positions.



### Transportation Updates

The beginning of the school year (and the weeks leading up to the start) is a busy time for our transportation infrastructure. As students move in and out of the district, they identify whether or not they will be using the bus system. Students are added and removed from the transportation management software as soon as possible, and the information is copied into the Infinite Campus software program. This is always a large body of work over the summer, due to the volume of changes between school years. This summer the District also changed the transportation management software from Transfinder to Traversa. Sue Verchereau and Tim Couture spent time becoming familiar with Traversa over the summer, moving data from the old system to the new. Sue managed changes to the system, which included student information and route changes caused by flood-damaged roads. We are grateful for all of the work of this team, especially as it continues to monitor any changes that need to occur after the first few days and weeks of school.

### Welcome to New Administrative Assistants

This year the District welcomed Lynnea Timpone to U-32 and Danielle Barclay to Calais as the new school Administrative Assistants to the Principals. These positions work closely with the Central Office Team in a variety of ways. Lynnea joined us over the summer, has already been extremely helpful with the implementation of the new time clock system, and has hit the ground running with the first payroll of the school year, as well as several other systems. Danielle started right before the start of school and has been working hard to learn all about the systems and processes for the district. Tom and Penny will work with Danielle in the coming weeks to be certain she is adequately trained on accounts payable and purchase order entry processes. We look forward to welcoming them both to the WCUUSD Team and the many opportunities we will have to work together.

### Technology Updates

Summer is a very busy time for the IT Staff. A big shout out to Sara, Craig, Mike, and Spencer for processing hundreds of new orders and renewals; unpacking, configuring, and inventorying hundreds upon hundreds of devices; restoring setups in rooms after cleaning; helping new and returning staff get into accounts; and SO much more!

We've used a company called Blackboard for the operation of our websites for years. Last year this company was purchased by FinalSite. The new owner is requiring that customers migrate to their platform, which has a myriad of differences. We explored a number of other options, but decided that staying with FinalSite made the most sense.

We've been working with FinalSite to migrate our existing websites to the new platform and learn the new editing system. With all of the differences between BB and FS, it is taking longer than they predicted to get the new sites ready for production and preparing to make the sites a more valuable communication tool. We anticipate making the conversion this fall.

### Current COVID-19 Practices

WCUUSD continues to follow the VT Department of Health guidelines for managing infectious diseases, including [COVID-19](#). This guidance remains unchanged from last year.



Individuals who test positive for COVID-19 are encouraged to isolate themselves for 5 days, after which they can return to school and work so long as their symptoms have improved. It is important to note, though, that schools are no longer considered testing sites after a change to the emergency order from the pandemic. This means we cannot test students on site, nor can we require individuals to test or report. We will continue to distribute testing kits when available to those that request them.

### Superintendent Goals

Last year, the Board provided input on Superintendent Goal Setting as part of the Evaluation Process. Specifically, the Board recommended a goal related to the Strategic Planning Process as well as the development of a Communication Plan. In addition to those goals, I have extended last year's goals regarding Instructional LEadership. The Steering Committee has had an opportunity to review and provide input into the following goals, offered to the Board for your information.

<div>Goal Area #1</div> <div>Strategic Planning: Lead a multi-year visioning/strategic planning process, with an emphasis on equity and engagement, that will create unity within the WCUUSD around a common understanding of what our communities believe all students should experience in our educational system.</div>					
Goal/Focus (Specific)	Indicators of Progress (Measureable)	Supports & Resources (Attainable)	Connection to District Priorities & VSBA Standards (Relevant)	Timeline (Timely)	Reflection/Evidence
Develop and lead the implementation of the WCUUSD strategic planning process	<ul style="list-style-type: none"><li>Regular reports to Board on planning process</li><li>Indicators of community participation (events/attendance)</li><li>Website to house artifacts from process</li><li>Strategic plan</li></ul>	<ul style="list-style-type: none"><li>Great Schools Partnership coaching</li><li>Board engagement &amp; support of process</li><li>Active and engaged Strategic Planning Steering Committee</li></ul>	<u>VSBA Standards:</u> Policy (2A, B) Community Relations (4 B, D, E, F) Operational Management & Leadership (5A, E, G) <u>Board Goals:</u> Long Term Planning Community Engagement <u>WCLT Priority Areas:</u> Academic Achievement Humanity & Justice	March 2023 - January 2024	
Formally connect the work of the strategic planning with the study of WCUUSD configuration	<ul style="list-style-type: none"><li>Supporting finance committee in development of budget projections to inform long-term parameters</li><li>Work with Board to identify structures for leading configuration work</li></ul>	<ul style="list-style-type: none"><li>Board committee structures with identified charges and clear intersection of work (e.g., Monitoring, Finance)</li><li>Active and engaged Board in process of studying configuration</li></ul>	<u>VSBA Standards:</u> Board & Superintendent Relations (1A-G) Business & Finance (3A, C) Community Relations (4A-F) Operational Management & Leadership (5A, B, E) <u>Board Goals:</u> Academic Outcomes Long Term Planning Community Engagement <u>WCLT Priority Areas:</u> Academic Achievement Safe & Healthy Schools Humanity & Justice	August 2023 - June 2024+	
Develop indicators for success based on goals	<ul style="list-style-type: none"><li>Strategic Planning indicators</li></ul>	<ul style="list-style-type: none"><li>Education Quality Committee to</li></ul>	<u>VSBA Standard:</u> Community Relations (4A-F)	Monitoring plan: FY24	

Superintendent Goals & Reflection

DRAFT 2023-2024

& action steps identified in Strategic Plan and other required statewide plans (e.g., Continuous Improvement Planning)	<ul style="list-style-type: none"><li>CIP Indicators</li></ul>	integrate strategic plan indicators into monitoring plan	Operational Management & Leadership (5A, B, E) <u>Board Goals:</u> Academic Outcomes Community Engagement <u>WCLT Priority Areas:</u> Academic Achievement Safe & Healthy Schools Humanity & Justice	Strategic Plan Indicators: FY25+	
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<div>Board Goal Area #2</div> <div>Community Engagement Planning: Develop, implement and support a cohesive Community Engagement Plan, outlining school, district and Board level engagement planning</div>					
Goal/Focus <i>(Specific)</i>	Indicators of Progress <i>(Measureable)</i>	Supports & Resources <i>(Attainable)</i>	Connection to District Priorities & <a href="#">VSBA Standards</a> <i>(Relevant)</i>	Timeline <i>(Timely)</i>	Reflection
Develop engagement plan inclusive of District, School, Board, & special purpose communication (e.g. budget)	<ul style="list-style-type: none"><li>Community Engagement Plan</li><li>Strategic planning engagement</li></ul>	<ul style="list-style-type: none"><li>Board and WCLT involved in defining the purposes and principals of community engagement</li></ul>	<u>VSBA Standard:</u> Community Relations (4A-G) <u>Board Goals:</u> Community Engagement Accountability <u>WCLT Priority Areas:</u> Humanity & Justice	Plan Development: Summer/Fall 2023 Implementation: Fall 2023+	
Formally connect Board workplan to community engagement planning	<ul style="list-style-type: none"><li>Board retreat formalizes the year’s work items</li><li>Board workplan, including board learning cycle</li><li>Board reflection</li></ul>	<ul style="list-style-type: none"><li>Clear engagement with the Board regarding engagement roles &amp; responsibilities</li></ul>	<u>VSBA Standard:</u> Board & Superintendent Relationship (1E) Community Relations (4A-G) <u>Board Goals:</u> Community Engagement Accountability	Summer 2023	
Continue to refine Board governance procedures (e.g., workplan development, material distribution, agenda development)	<ul style="list-style-type: none"><li>Board workplan</li><li>Board material management system</li></ul>	<ul style="list-style-type: none"><li>Board workplan &amp; governance structures</li></ul>		School Year 2023-24	
Implement district-level communication as defined by engagement plan	<ul style="list-style-type: none"><li>Community newsletters</li><li>Social media presence</li><li>TBD</li></ul>	<ul style="list-style-type: none"><li>Infrastructure</li></ul>	<u>VSBA Standard:</u> Community Relations (4A-G) <u>Board Goals:</u> Community Engagement Accountability	School Year 2023-24	

<div> <div>Board Goal Area #3</div> <div> <i>Instructional Leadership: Align instructional leadership with the evolving actions, goals and indicators identified through the strategic planning process</i> </div> </div>					
Goal/Focus <i>(Specific)</i>	Indicators of Progress <i>(Measureable)</i>	Supports & Resources <i>(Attainable)</i>	Connection to District Priorities & <u>VSBA Standards</u> <i>(Relevant)</i>	Timeline <i>(Timely)</i>	Reflection
Develop and implement revised administrator Supervision & Evaluation process	<ul style="list-style-type: none"> <li>Development of a feedback tool (360) for all administrative positions</li> </ul>	<ul style="list-style-type: none"> <li>Active and engaged leadership team</li> <li>Leadership structures (design team)</li> <li>Collaboration with Central Office Leadership (Curriculum &amp; Instruction, Special Services)</li> <li>Clerical support/ central office infrastructure</li> </ul>	<u>VSBA Standard:</u> Operational Management & Leadership (5C, E, J) Instructional Leadership (6A-G) <u>Board Goals:</u> Academic Outcomes Long Range Planning <u>WCLT Priority Areas:</u> Academic Achievement Safe & Healthy Schools Humanity & Justice	School Year 23-24	
Identify WCLT-level data review cycle for identified instructional practices	<ul style="list-style-type: none"> <li>WCLT data reviews at meetings</li> </ul>			School Year 23-24	
Identify school/principal level data focus areas to inform joint instructional leadership	<ul style="list-style-type: none"> <li>Identified instructional areas per building/school</li> </ul>			School Year 23-24	
Integrate climate survey indicators into leadership data reviews	<ul style="list-style-type: none"> <li>Implementation of climate surveys for families/caregivers, faculty/staff and students</li> <li>Identification of school- and district-level themes from climate surveys</li> </ul>			Climate survey for formative data: Winter 2024 Identification of ongoing focus indicators: FY25+	
Identify school- and district-level areas of focus for Humanity & Justice, along with	<ul style="list-style-type: none"> <li>Indicators identified for monitoring of district equity work</li> </ul>	<ul style="list-style-type: none"> <li>District Equity Policy</li> </ul>	<u>VSBA Standard:</u> Instructional Leadership (6A-G) <u>Board Goals:</u> Academic Outcomes	Identification of Indicators: Fall/Winter 2023	

Superintendent Goals & Reflection

DRAFT 2023-2024

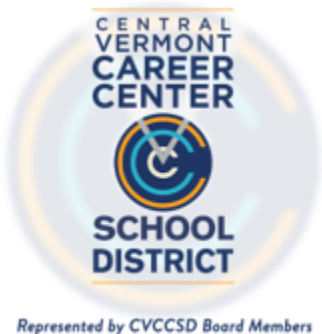
prioritized indicators for monitoring	<ul style="list-style-type: none"><li>Initial report on equity indicators</li></ul>		Long Range Planning <u>WCLT Priority Areas:</u> Humanity & Justice	Initial Report on Equity Policy: Spring 2024	
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## Superintendent's Report



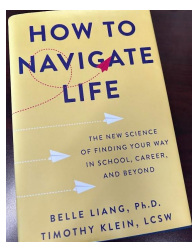
September 2023

<https://cvtcc.org/cvcc-school-district.html>



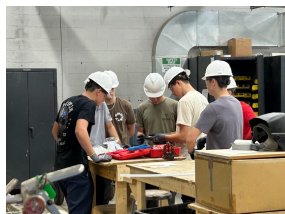
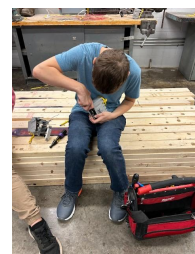
## EDUCATION THAT WORKS

*"CTE supports and prepares students to be engaged members of a diverse society and the workforce through rigorous, safe, and experiential learning communities."*



We kicked off staff development with a guest speaker, Tim Klein, a U-32 graduate who talked to us about the importance of story and purpose. Tim was the keynote speaker for the Vermont CTE conference held in Stowe in August and co-author of the book, *How to Navigate Life: The New Science of Finding Your Way in School, Career and Beyond*. It was a great way to start the new school year.

There is nothing better than having students back in the building. We began the school year with 205 students on our rolls; as of September 7th we have 195 students. At our welcome assembly on day 1 we set expectations for no cell phones to be seen or heard during program time unless express permission is granted by the instructor to use it as a program tool and we have seen the majority of students abiding by this expectation. Students are jumping into Safety Training in each classroom at this point. We are gearing up for our first round of WorkKeys testing for the year.



We have completed the agreement with Barre Town EMS to trade our space for training (when students are not in the building) for an ambulance and are patiently awaiting the delivery of that ambulance. We'll discuss a combined lease of a new mannequin across our health sciences programs during our meeting.

We are excited to look ahead at a possible collaboration with Habitat for Humanity that would have utilizing the community loan fund to support construction of new housing in Barre and allow students in our Building Trades, Electrical and Plumbing and Heating programs to work on this home alongside the folks of Habitat for Humanity. We will learn more about this possibility in early October.

Our newest [program of studies](#) went to print yesterday and we can't wait to distribute it in advance of our Open House and high school visits. CVCC was invited to participate in Open House at 2 of our sending schools this year. Our first was on September 7th at U-32.



Respectfully submitted,

Jody Emerson, CVCCSD Superintendent

<https://cvtcc.org/>  
[CVCC Newsletter](#)  
[CVCC youtube](#)  
[CVCC facebook](#)

**UPCOMING EVENTS:**  
*Open House, November 16, 2023*

[CVCC instagram](#)

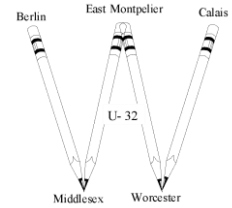
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Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne D. Gann, WCUUSD Business Administrator**  
**RE: Award Bid for U-32 Truck**  
**DATE: September 15, 2023**

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**Summary:** U-32 currently has a 2012 GMC Sierra half-ton truck with 8' bed and snow plow. This equipment is scheduled for replacement in FY 2023-24. Staff solicited quotes from local vendors to replace the truck and plow with a 2024 regular cab pickup truck.

Company	Vehicle Description	Cost after Trade
Alderman's Chevrolet Buick GMC Rutland, VT	2024 GMC Sierra 2500 HD, Body Type: Regular Cab Pickup, incl. sales & reg. fees  \$51,617 less trade allowance of \$5,700 (does not include plow)	\$45,917
Capitol City Buick GMC	2024 GMC Sierra 3500HD, Body Type: Regular Cab Pickup, incl. sales & reg. fees  \$56,215 less trade allowance of \$7,000 (includes plow)	\$49,215
McGee Ford Montpelier, VT	2023 Ford Truck F-250 Super Duty 4WD, Body Type: Regular Cab Pickup, incl. sales & reg. fees  \$55,141 no trade in value given until day of purchase	\$55,141

**Recommended Board Action:** The Board move to authorize the Superintendent to purchase a 2024 GMC Sierra 2500 HD Regular Cab Pickup for an amount not to exceed \$45,917, after allowance for the trade in of the 2012 truck and snow plow.

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT**  
**BUDGET DEVELOPMENT TIMELINE - DRAFT**  
**FY 2024 – 2025**

**July - Preliminary Budget Preparation**

- Business Administrator to prepare budget documents and materials for Leadership Team and Finance Committee review in August.
  - Business Administrator and Superintendent review proposed Budget Development Timeline.
- 

**August – Preliminary Budget Preparation**

- 24<sup>th</sup> - WCLT reviews proposed Budget Development Timeline.
  - 24<sup>th</sup> - WCLT discusses goals, plans and grant-funded positions that will impact the budget development.
  - 24<sup>th</sup> - WCLT discusses how to collect staff input for the budget development.
- 

**September - Preliminary Budget Preparation**

- Building Administrators and the Business Administrator review staff funded by grants and begin to plan for the impact on the General Fund Budget.
- Building Administrators review current special education staffing needs and begin planning for FY 25 special education staffing needs.
- Building Administrators review preliminary FY 25 Food Service Budget in preparation for baseline budget.
- 7<sup>th</sup> – Packet materials finalized for the WCUUSD Finance Committee.
- 12<sup>th</sup> - Finance Committee reviews and approves Budget Development Timeline and parameters/priorities.

- 11th-12th - ILT meetings. Early discussions with individual buildings on any new or reduced services and staffing requests for FY 25 Budget Draft #1.
- 19<sup>th</sup> - WCLT develops a plan for faculty and staff communication and engagement for FY 25 budget.
- 20<sup>th</sup> - WCUUSD Board reviews and approves Budget Development Timeline and parameters/priorities.

**October – WCUUSD Enterprise Fund Approval, Budget Training, Baseline Budget**

- 5<sup>th</sup> – Packet materials finalized for the WCCUSD Finance Committee/Board.
  - 10<sup>th</sup> – Finance Committee reviews and approves the FY 25 Dental premiums.
  - 10<sup>th</sup> – Finance Committee reviews and approves the FY 25 budget assumptions for fund transfers for the HRA, Food Service, Community Connections and Capital funds.
  - 15<sup>th</sup> – Special Ed staffing levels finalized.
  - 17<sup>th</sup> - WCLT receives the seniority list from HR for consideration.
  - 17<sup>th</sup> – WCLT meeting. Review of EQS, resource distribution and baseline budget estimates. District-level discussions on new or reduced services and staffing requests for FY 25 Budget Draft #1.
  - 17<sup>th</sup> - WCLT reviews and approves the FY 25 Food Service budgets.
  - 18<sup>th</sup> – WCUUSD Board Budget Training.
  - 18<sup>th</sup> – WCUUSD Board reviews and approves FY 25 Dental Premiums.
  - 18<sup>th</sup> – WCUUSD Board receives the Baseline Budget to inform draft discussions.
  - 24<sup>th</sup> – WCLT budget planning meeting. Review and finalization for FY 25 Budget Draft #1.
-

### **November – Develop and Present WCUUSD FY 25 Budget Draft #1.**

- 1<sup>st</sup> – Community Engagement Meeting – Connecting Our Vision and the Budget. This is a budget input session to inform the community and provide an opportunity for input.
  - 2<sup>nd</sup> - Packet materials finalized for the WCUUSD Finance Committee/Board.
  - 7<sup>th</sup> – Finance Committee reviews FY 25 Budget Draft #1.
  - 15<sup>th</sup> – WCUUSD Board reviews FY 25 Budget Draft #1 and provides feedback to Administrators. Monitoring report: Student achievement (fall assessments).
  - 28<sup>th</sup> – WCLT budget planning meeting to debrief feedback and consider any adjustments as a result of the WCUUSD Board input.
  - Administrators have conversations with any people that *may* be affected by a reduction in force.
- 

### **December – Develop and Present WCUUSD FY 25 Budget Draft.**

**\*\*\*NOTE: Revenue information for budgets becomes available between December 1-15.**

- 7<sup>th</sup> – Packet materials finalized for the WCUUSD Finance Committee/Board.
  - 12<sup>th</sup> – Finance Committee budget discussion.
  - 12<sup>th</sup> – WCLT budget work session.
  - 20<sup>th</sup> – WCUUSD Board reviews FY 23 audit.
  - 20<sup>th</sup> – Community Presentation and Board Budget Discussion
  - **31<sup>st</sup> – Grand List and Common Level of Appraisal information available from Agency of Education**
- 

### **January – Budget Meetings to Finalize Warning, Budget and Town Meeting Materials**

- 2<sup>nd</sup> – WCLT budget planning meeting. Final changes, if any, made to the Budget Draft.



- 3<sup>rd</sup> – WCUUSD Board reviews school board vacancies, language for the warning and annual report format.
  - 4<sup>th</sup> – Packet materials finalized for the WCUUSD Finance Committee.
  - 9<sup>th</sup> – Finance Committee Budget Discussion.
  - 17<sup>th</sup> – Community Presentation. WCUUSD Board discusses FY 25 Budget Draft, finalizes and approves.
  - **19<sup>th</sup> – Final FY 25 Budget warned and other materials to the printers and Town Clerks.**
- 

## **February**

- Administrators work with the Director of Facilities to complete Capital Project Request Forms.
  - Business Administrator begins Five-year Capital Improvement budget conversations with the Director of Facilities and Superintendent.
  - Administrators have conversations with any people that *are* affected by reduction in force.
  - 8<sup>th</sup> - Packet materials finalized for the WCUUSD Finance Committee.
  - 13<sup>th</sup> – Finance Committee develops WCUUSD Board Communication and Outreach Plan.
  - 21<sup>st</sup> – WCUUSD Board reviews and approves Board Communication and Outreach Plan.
- 

## **March**

- WCLT prepares for hiring season and reviews para and new staffing requests.
- 4<sup>th</sup> - Annual Meeting at U-32.
- 5<sup>th</sup> – Town Meeting Day Budget Vote Via Australian Ballot.
- 12<sup>th</sup> – Finance Committee reflects on FY 25 Budget Development Process.

- 13<sup>th</sup> - Community Engagement Meeting- student achievement (winter assessments).
- 

### **April**

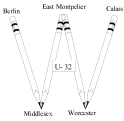
- WCLT reviews and approves Capital Improvement Project Plan and Multi-year Capital Improvement Budget.
  - WCUUSD Board reviews and approves Capital Improvement Project Plan and Multi-year Capital Improvement Budget.
  - 3<sup>rd</sup> – WCUUSD Board reflects on FY 25 Budget Development Process.
  - Board identifies priorities and initiatives to direct the next budget plan.
- 

### **May**

- CFP and IDEA B grant budget developed.
- 

### **June**

- 5<sup>th</sup> - School Board Retreat
- Administrators complete CFP and IDEA B grant applications in the GMS program and submit end of year reimbursement requests.



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

**To:** WCUUSD Board  
**From:** Flor Diaz Smith, WCUUSD Board Chair  
**Re:** Budget Parameters 2024-2025

WCUUSD School Board members,

The Finance Committee met and we want to share the following budget parameters we discussed. Before we get started I want to remind us that we approved an [equity policy](#) that defines educational equity as:

Educational equity occurs when each child receives what they need to develop to their full academic and social-emotional potential. Equity goes beyond formal equality where all students are treated the same. Working towards equity in schools involves:

- Expecting high outcomes for all participants in our educational system, and removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Identify and remove inequitable practices, examining biases and creating inclusive multicultural school environments for adults and children;
- Providing every student with access to high quality culturally responsive educational experiences
- Discovering and cultivating the unique gifts, talents and interests that every human possesses

Keep in mind the definition above as you review the following budget parameters:

1. Continue to offer and further develop the Muti-Layer System of Supports to all students across all schools and Professional Development for Teachers
2. Include resources to set and achieve accelerated growth goals in math and/or literacy proficiency for students on an Individualized Education Plan and those who are economically disadvantaged.
3. Continue to support our 3 pillars: Justice and Humanity, Safe and Healthy Schools, Educational Achievement.
4. Under threshold for penalty. (We don't have an excess spending Threshold at the moment but we will use an average of previous years)
5. Bring the net impact of the expense budget under the October inflation rate



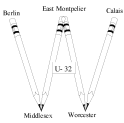
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***WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.***

6. Develop options towards longer term configuration changes that realizes program quality improvements and results in improved student outcomes.
7. Continue to frame budget decisions around Ed Quality Standards, Equitable distribution of Resources and meeting student Need.
8. Continue to support investment in school security.

Please review in advance for discussion at our meeting on September 20th,

After we review them and finalize them, these parameters will be used to guide our administrators as they develop the Next Budget Draft. The finance committee is looking forward to working and collaborating with all of you as we get started in our budget process.



**To:** WCUUSD Board  
**From:** Policy Committee  
**Re:** 5.0: Information for September 20 Policy Discussion

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During the 2022-2023 school year, the WCUUSD Board adopted a framework for ongoing policy review. This review ensures that our policies remain up to date and relevant, and provides the Board a method for determining what policies are highlighted for review or development. Each year, the policy committee recommends and the Board affirms a policy workplan that includes policies identified in the following ways:

1. Mandatory review/development (State and federal law may require the adoption of new policies or revision of existing board policies and often have a deadline for doing so.)
2. Selected review/development (Board or Policy Committee requests a review ahead of the regular review cycle or identifies a need for a new policy that does not yet exist.)
3. As part of the policy review cycle (Our goal is that all policies are reviewed no less than every five years and policies are reviewed in sequential order.)

This year, the district had the opportunity to engage in a policy review from the Great Schools Partnership as part of our Strategic Planning contract. This review was very helpful to the policy committee's initial discussion about workplan, and largely informed its recommendation for the review cycle. The report is included in the packet for your information, along with a draft workplan.

A clear recommendation from the Great Schools Partnership is that it would be beneficial for our Board to contemplate a number of high-level policies that serve to guide the district and make the Board's expectations for education explicit. The policy committee recommends the development of the following policies:

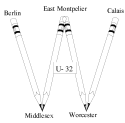
- Education Philosophy
- Instruction (including curriculum)
- Teaching and Learning About Controversial Issues
- Library Media Center Selection and Reconsideration (\*policy committee will consider the merits of combining this policies with the Teaching & Learning about Controversial Issues)
- Personnel Recruitment, Selection, Appointment and Background Checks
- Community Engagement



In addition, the draft review cycle includes a list of required or recommended policies that have been recently updated by the VSBA. The policy committee will need to include these in its workplan; however, many of the changes are not substantive. In addition, a number of VSBA model policies were reviewed and only formatting changes were made. These have not been included in the policy review cycle. We would recommend that those formatting changes be incorporated when the policies come up in our regularly scheduled review.

The current draft review cycle has not yet distributed the policy reviews across the calendar of the year. This will be finalized at a future policy committee meeting, after the Board affirms the high priority policy areas.

**Recommended Action:** Adopt the Policy Workplan & Review Cycle



## BOARD POLICY DEVELOPMENT & MAINTENANCE PROCEDURES

The development and maintenance of school district policies is the central job of school boards. The Vermont statute entitled “Powers of School Boards” lists over twenty-five specific duties delegated to local boards by the General Assembly. The very first responsibility on the list is the duty to “Determine the educational policies of the school district...” ([VT School Boards Association Resource Directory](#), 2022)

One of the standing committees of the Boards of WCUUSD is the Policy Committee. The board selects representatives to the Committee. In addition, three administrators (two local building administrators and one central office administrator) are on the committee. The committee meets once per month to review policies and each year a work plan is established outlining which policies will be reviewed or developed during the school year. Policies are identified for review or development three ways:

1. Mandatory review/development (State and federal law may require the adoption of new policies or revision of existing board policies and often have a deadline for doing so.)
2. Selected review/development (Board or Policy Committee requests a review ahead of the regular review cycle or identifies a need for a new policy that does not yet exist. The Policy Committee establishes a process for considering requests for policy review that come from the public.)
3. As part of the policy review cycle (Our goal is that all policies are reviewed no less than every five years and policies are reviewed in sequential order.)

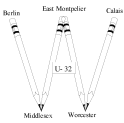
As stated in the VSBA reference above, policy is different than procedures. Except when required by law, the Policy Committee generally does not include procedures in policy. Policy implementation and procedure development is the role of the administration. Sometimes guidelines are added to policy to provide guidance to the administration as it develops procedures and implements policy.

All board policies, by state law, must be warned before the board can adopt a new policy, revise and/or repeal an existing policy. This process helps all of the boards to efficiently address their policy governance role. We are continually making improvements to the system.



Month	<b>Goal #1: Educational and Academic Outcomes</b> <b>Goal #2: Broadening Communication with the Community</b> <b>Goal #3: Long Term Planning</b>		
	<b>Mandatory Review/ Development</b>	<b>Selected Review/Development</b>	<b>Policy Review Cycle</b> <i>(sequential order on adoption date)</i>
<b>August</b>			
<b>September 13</b>	Workplan development		
<b>October 12</b>	<u>B20</u> : Personnel Recruitment, Selection, Appointment and Background Checks (VSBA updated model policy B20 to comply with Supreme Court Decision) <u>C6</u> : Home Study Students (VSBA updated model policy C6 to comply with updated AOE procedures) <u>C3</u> : Transportation (VSBA updated model policy) <u>C9</u> : Nutrition & Wellness <u>D4</u> : Title I Comparability (VSBA updated model policy) <u>F20</u> : Fiscal Management & General Fiscal Accountability (VSBA Recommended policy)	Education Philosophy Instruction (including curriculum) Teaching and Learning About Controversial Issues Library Media Center Selection and Reconsideration Community Engagement	TBD - based on feasibility
<b>November 8</b>			
<b>December 13</b>			
<b>January 10</b>			
<b>February 14</b>			
<b>March 20</b>			
<b>April 10</b>			
<b>May 8</b>			





**To:** WCUUSD Board  
**From:** Meagan Roy, Superintendent  
Flor DiazSmith, Chair  
**Date:** September 20, 2023  
**Re:** Board Focus Group Protocol

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As shared in previous updates, Phase II of the Strategic Planning Process includes gathering a number of focus groups together to seek input on the initial draft of our Vision and Core Beliefs. The WCUUSD Board is itself an essential focus group. The following information will help the Board prepare for the discussion on the 20th.

### Background of the Vision & Core Beliefs

WCUUSD solicited feedback from community members, families, educators, and students in May and June of 2023. These core beliefs are a synthesis of the data we collected. Using your feedback and that from other focus groups, we will create strategic goals for these core beliefs.

### Process

The facilitators (members of the strategic planning steering committee) will provide some time to read or reread the vision & core beliefs. They will ask a series of questions and take notes as they listen to your answers. You can address any of the five core beliefs in your comments, but they will ask that you let them know which one you are speaking to.

### Focus Group Questions

1. What do you find most exciting or important in this document?
2. Is there something that's missing or confusing?
3. Complete the following prompts:
  - a. I see this happening now...We do a good job with...
  - b. If we do this well, we will see... A school that is really doing this well looks like...
4. What are some things we need to do in order to turn these beliefs into reality? If we do \_\_\_\_\_, we can accomplish this.
5. Would you be interested in serving on a work group to create action steps for a core belief?

# Washington Central Unified Union

## Core Beliefs

**Rigorous Curriculum & Instruction:** We believe that schools should provide a variety of opportunities and experiences that students find meaningful and challenging. Students need to see their lives and the lives of others reflected in materials, resources, books, and lessons. Our learning materials and activities must help students develop a sense of identity, build on their strengths, encourage them to direct their learning experiences, and prepare them to grow and thrive as community members and lifelong learners.

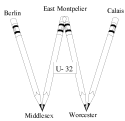
**Wellbeing:** We believe that schools must create a space where all students feel safe and valued. It is important that our schools meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

**Humanity, Justice, Community & Belonging:** We respect, value, and welcome all individuals. We strive to make sure everyone feels like they belong by honoring diversity, seeking fairness, and celebrating the different experiences we all bring to this community. We promise to continue to learn and adjust our practices to create a more just and humane world.

**Community Engagement & Relationships:** We believe in building strong, positive relationships in our schools and communities. The community must be a part of our schools. We encourage people to talk to each other about our similarities and our differences.

**Transparent & Responsible Governance:** We believe that all decisions about our schools must center students. We seek to build on our strengths and continue to grow and improve our practices. We commit to making decisions using data and input from the community. We will communicate all of our decisions and processes in a clear and timely way.





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**To:** WCUUSD Board  
**From:** Flor Diaz Smith, WCUUSD Board Chair  
**Re:** VSBA Resolutions 2023-2024

Dear WCUUSD School Board members,

I am including the first page of the report to membership and a pdf of our webinar slides in order to best summarize the resolutions for our discussion. Please review the proposed resolutions so we can give guidance to our voting delegate for the annual meeting in October.

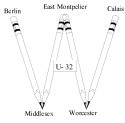
According to the VSBA Bylaws, resolutions are "positions taken by the Association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch ... or other decision-making bodies." Resolutions are guidance for staff and the VSBA Board when they are working in the public policy arena or developing programs and services for our members. Resolutions are not legislation.

Each year, the VSBA Resolutions Committee considers all resolutions submitted by a member school district board, develops resolutions on issues of importance that are not otherwise addressed in existing or submitted resolutions, and reviews all continuing and regular resolutions.

The VSBA Resolutions Committee and the VSBA Board make a recommendation to "Pass", "Do Not Pass" or "Take No Position" on any resolution submitted by a member school district board. All resolutions submitted by member boards will be submitted to the membership at our Annual Meeting, regardless of the recommendation of the Resolutions Committee or the VSBA Board. After careful consideration of the resolutions submitted by member boards and the VSBA Resolutions Committee, and a review of all continuing and regular VSBA Resolutions, the VSBA Resolutions Committee and VSBA Board submit the following [Resolutions Report](#).

Respectfully Submitted,

Flor Diaz Smith, Chair of the Resolutions Committee  
Gaston Bathalon, Suzanne Buck, Martine Gulick, Michael Inners, Mark Kaufman, Colleen MacKinnon, Adrienne Raymond, Nancy Russell, Jim Salsgiver and Marc Schaubert



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# VERMONT SCHOOL BOARDS ASSOCIATION



*Great Governance, Excellent Education, Strong Communities*

## 2023 Resolutions



# Introductions

## Today's Presenters



Flor Diaz Smith  
VSBA Vice President, Chair  
of Resolutions Committee



Sandra Cameron  
VSBA Associate  
Executive Director



Cara Zimmerman  
VSBA Director of Policy  
Services & Legislative Affairs

## Behind the scene...



Kerri Lamb  
Director of Operations  
Technical difficulties:  
802-477-3601

# Webinar Logistics

## Questions

- Questions and comments are encouraged
- Please use the Q&A function for questions (not chat)
- All questions are facilitated anonymously

## Evaluation

- After the webinar

## Email follow-up

- Link to the video
- Presentation slides
- Other resources

## Archived

- VSBA website (Webinar Archive page)

## Reminder:

The VSBA Website is mostly password protected now. Request a password in the upper left corner of the homepage.





# AGENDA

1. VSBA Board Report on Proposed Resolutions
2. Proposed Amendments to current VSBA Regular Resolutions
3. Proposed Amendments to VSBA Continuing Resolutions



# VERMONT SCHOOL BOARDS ASSOCIATION

.....  
*Great Governance, Excellent Education, Strong Communities*



# 2023 VSBA Resolutions Committee

Flor Diaz Smith, Central Vermont Region, Committee Chair

Gaston Bathalon, Kingdom North Region

Suzanne Buck, Addison Region

Martine Larocque Gulick, Western Chittenden Region

Michael Inners, Franklin Region

Mark Kaufman, Kingdom South Region

Colleen MacKinnon, Eastern Chittenden Region

Adrienne Raymond, Rutland Region

Nancy Russell, Windsor Region

Jim Salsgiver, Bennington Region

Marc Schaubert, Windham Region

VSBA staff support: Cara Zimmerman, Director of Policy Services and  
Legislative Affairs

# Resolution Proposal #1: Missisquoi Valley School District

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- **BE IT RESOLVED:** The requirement for school districts in Vermont to pay a federal grant assessment to the Vermont State Teachers Retirement System for teachers funded by federal grants shall be eliminated.

We, the undersigned, hereby express our support for this resolution and call upon the Vermont State Legislature to take swift action to rectify this unjust burden on school districts and ensure the optimal utilization of federal grant funds for the benefit of Vermont students.

- **BOARD RECOMMENDATION:** DO NOT PASS

# Resolution Proposal #2: North Country Union Full School Board

---

- **BE IT RESOLVED:** All surplus monies in the Vermont State education fund be used to: a) help school districts defray the costs of unemployment insurance so that support staff professionals can obtain unemployment benefits during times of school breaks and vacations, thereby helping to assure said professionals have a living wage and are therefore motivated to fill employment vacancies and keep our schools fully staffed. b) Provide individual schools funds to support the arts and enrichment programs for the students of Vermont.

- **BOARD RECOMMENDATION: DO NOT PASS**

# Resolution Proposal #3: Addison Northwest School District

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- **BE IT RESOLVED:** The VSBA enlist the support of the Vermont Superintendents Association, Vermont Council of Special Education Administrators, Vermont Business Managers Association and work with legislators by January 2025 to provide recommendations for changes to the Governor and their appointed State Board of Education and Secretary of Agency of Education so that Vermont students receive the benefits of all the VSBA current on-going resolutions (I.F,I.L, II.B(4), II.S, III.B, III.C, and V.B).
- **BOARD RECOMMENDATION:** DO NOT PASS

# Resolution Proposal #4: Norwich School District

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- **BE IT RESOLVED:** The VSBA calls upon the General Assembly to examine the impact and feasibility of raising the Non-Residential Tax Rate to the same rate as the Homestead Tax Rate in every town where the Non-Residential Tax Rate is lower than the Homestead Tax Rate.
- **BOARD RECOMMENDATION:** DO NOT PASS

# Resolution Proposal #5: Winooski School District

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- **BE IT RESOLVED:** The VSBA urges the General Assembly and Congress to champion the health and well-being of Vermont's youth by enacting legislation that supports our youth's mental health and protects them against intentional self-harm, and ensures adequate funding for any programs or requirements that are mandated by enacted legislation. Further, the VSBA calls upon the Governor to develop a comprehensive plan to support and protect youth mental health through meaningful collaboration among the Administration, schools, Designated Agencies, and other community partners.
- **BOARD RECOMMENDATION:** PASS as a REGULAR RESOLUTION



# Resolution Proposal #6: VSBA Resolutions Committee

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- **BE IT RESOLVED:** The VSBA supports a ban on the sale of flavored cigarettes, flavored e cigarettes and flavored substances that contain nicotine or are otherwise intended for use in an e-cigarette.
- **BOARD RECOMMENDATION:** PASS as a REGULAR RESOLUTION

# Resolution Proposal #7: VSBA Resolutions Committee

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- **BE IT RESOLVED:** The General Assembly must act to bring Vermont tuition reimbursement policy and practice into compliance with the U.S. Supreme Court's ruling in the *Carson v. Makin* without violating the Compelled Support Clause in Article III of Chapter I of the Vermont Constitution.
- **BOARD RECOMMENDATION:** PASS as a REGULAR RESOLUTION

# Resolution Proposal #8: VSBA Resolutions Committee

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- **BE IT RESOLVED:** The VSBA calls on the General Assembly to prohibit the use of restraint and seclusion in any learning environment that receives public funds from the State of Vermont, except when there is a threat of imminent danger of serious physical harm to the student or others, and when it occurs in a manner that protects the safety of all children. Further, the VSBA calls for thorough data reporting requirements that would provide student demographic information, and the development and implementation of statewide technical assistance to promote positive development of youth through evidence-based, developmentally-appropriate programs. Technical assistance should address consistent and accurate reporting, to include demographic information.
- **BOARD RECOMMENDATION:** PASS as a REGULAR RESOLUTION

# Resolution Proposal #9: VSBA Resolutions Committee

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- **BE IT RESOLVED:** The General Assembly should amend Vermont's Open Meeting Law to make fully remote meetings a permanent, voluntary option.
- **BOARD RECOMMENDATION:** PASS as a REGULAR RESOLUTION

# Questions

# Board Recommendations on VSBA Current Regular Resolutions

# Review of Regular Resolutions

<u>Res #</u>	<u>Resolution Name</u>	<u>Committee and Board Recommendation</u> (Delete, Continue, Amend)
I.L.	Timely and Reliable Information & Implementation	Amend (see below)
I.M.	Monitor Outcomes From Act 46 Goals	Continue
I.O.	Governance of Career & Technical Education Schools	Continue
I.P.	Governance Standards	Continue
II.E.	Common Level of Appraisal	Continue
II.F.	Reform the Education Tax System	Continue
II.O.	Broadband Access for Education	Continue
II.S.	Shared School District Financial Software System	Delete
II.T.	Education Finance	Continue
III.J.	School Stabilization: Student Mobility and Resilience	Continue
V.E.	Universal Meals	Continue



## **I.L. Timely and Reliable Information & Implementation -**

The VSBA Resolutions Committee and Board recommend amending the existing language as follows: *The VSBA will prioritize and use its influence to support Vermont School Boards in ensuring that Business Managers, Superintendents, and School Boards receive required, useful and timely information from the Agency of Education and that the implementation of the statewide Chart of Accounts and Accounting System will not become a burden for its member school districts.*

# Board Recommendations on VSBA Continuing Resolutions

# Review of Continuing Resolutions

<u>Res #</u>	<u>Resolution Name</u>	<u>Committee and Board Recommendation</u> (Delete, Adopt for 1 year, Amend, Take No Action)
I.C.	Supervisory Unions	Delete
I.J.	Appointments to Unified Boards	Delete
II.N.1.	Cost Containment - Statewide health insurance benefit	Amend (see below)
III.D.	School Choice	Amend (see below)
III.E.	Early Education	Amend (see below)

## **II.N.1. - Cost Containment - Statewide health insurance benefit for school employees:**

~~In order to ensure equity and sustainability in the health care benefits available to all school employees, the General Assembly should adopt a process for the negotiation of health care benefits at the state level by a council of school board members to apply to contracts that expire in 2019.~~ Any legislative approach for addressing health care for school employees must demonstrate that it will reduce costs to school districts over the near and long term and should reflect the health insurance plan norms for the majority of Vermonters.

## **III.D. - School Choice -**

Vermont needs to recognize the long history of school choice in many towns ~~and to leave in place that status quo.~~ VSBA is concerned that expanded school choice for all other towns could have significant unintended consequences. If this option is to be seriously considered it requires extensive study with substantial involvement by VSBA.

## **III.E. - Early Education -**

~~E. EARLY EDUCATION - The VSBA encourages the General Assembly to create universal access to pre-kindergarten education, through a system that emphasizes equity, quality, and simplicity. School districts should play a central role in assuring quality and accountability in publicly funded early education programs.~~

*E. PRE-KINDERGARTEN - The VSBA encourages the General Assembly to support fully-funded, full-day pre-kindergarten education through a system that emphasizes equity, high-quality and simplicity. School districts must ensure equitable access, quality and accountability in publicly funded pre-kindergarten education.*

# Questions

# Supporting Student Success Through School District Governance



VERMONT  
SCHOOL  
BOARDS  
ASSOCIATION



Lake Morey Resort, Fairlee VT  
October 26 & 27, 2023

Thank you for  
joining us.  
We look forward to  
seeing you at the  
**Annual Meeting  
on Thursday,  
October 26<sup>th</sup>**

Register for the Annual Meeting and the Annual  
Conference: [vtvsba.org/annual-conference](https://vtvsba.org/annual-conference)

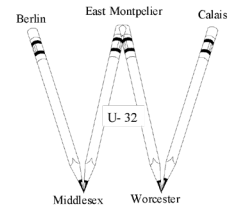
# Washington Central Unified Union School District

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

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

Meagan Roy Ed.D.  
Superintendent



## Washington Central Unified Union School District School Board Meeting U-32 Rm 128/131 930 Gallison Hill Rd. Montpelier, VT 8.23.23 6:15-8:15 PM

**Board Members:** Flor Diaz Smith, Jonas Eno-Van Fleet, Chris McVeigh, Kari Bradley, Jonathan Goddard, Maggie Weiss, Mckalyn Leclerc, Ursula Stanley, Joshua Sevits, Daniel Keeney

**Others:** Superintendent Meagan Roy, Steven Dellinger-Pate, Jessica Wills, Mark Kline, Cat Fair, David Delcore, Jen Miller-Arsenault, Kerra Holden, ORCA Media, Chris O'Brien, Susanne Gann, Zach Sullivan, Amelia Contrada, Keely Sloane, Alicia Lyford, Julia, David Hannigan

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 6:17 p.m.
2. **Welcome:** Flor Diaz Smith reviewed the meeting norms and welcomed those present.
  - 2.1. **Adjustments to the Agenda:** Flor Diaz Smith suggested that we move the board member interviews to earlier in the meeting.
  - 2.2. **Reception of Guests**
  - 2.3. **Public Comments:** No public comments tonight.
3. **Reports to the Board**
  - 3.1. **Approaches to Configuration Study:** Superintendent Meghan Roy presented a slide deck: *Approaches to Study Configuration*. Chris McVeigh suggested using community members to facilitate discussion as opposed to hiring an outside consultant. Josh Sevits asked, from the example that was shared, how long the study took. Two years - for the study and for the decision to be made. Daniel Keeney asked whether there is information available regarding



committee membership: What has been successful?

**3.2. Superintendent/Central Office Leadership Team (COLT) Report:** Superintendent Roy provided a written report. The substance of the report is around Strategic Planning. She shared the “Thought Exchange” platform which engages the public in the process online.

**3.3. Central Vermont Career Center Report:** Flor Diaz Smith provided a brief overview from CVCC.

**3.4. Committee Reports:** Flor Diaz Smith asked whether board members are interested in attending the VSBA annual conference in the fall.

#### 4. Finance Committee

**4.1. FY 23 Financial Report:** A written report has been provided. Flor Diaz Smith invited questions or comments. Susanne Gann shared that regular and special education is under budget at this time, greatly due to staffing. The administrators are thinking creatively about how to address the vacancies. Superintendent Roy stated that she believes that the administrators are working creatively to meet the needs of students; however, she noted that the board may need to discuss at a later date, how to create a more sustainable solution. Kari Bradley stated that this staffing situation is not likely to change going forward, and this issue will be one to consider during the configuration study.

**4.2. FY 24 Capital Improvement Project Updates:** Chris O’Brien shared that the projects that are currently underway are on time and on budget; he hopes that the U-32 parking lot will be completed by the end of next week. Chris O’Brien and Susanne Gann provided a memo to the board providing an overview, including some future planning (e.g. EV charger conduits). McKalyn Leclerc asked whether there is FEMA funding available for a generator at Doty School. Susanne Gann stated that the town of Worcester is applying for grants, and will discuss this further in the future.

**4.3. Approve EMES Walk-In Refrigerator/Freezer:** Ursula Stanley moved to approve the use of the food service fund balance to pay for a new walk-in refrigerator/freezer and the installation of the equipment for an amount not to exceed \$31,264. Jonas Eno-Van Fleet seconded. Some discussion followed for clarification around the food service fund balance, which is healthy at this time, largely due to the universal meals program/ federal funding. **This motion carried unanimously.**

#### 5. Policy Committee

**5.1. Second Reading and Adoption for Policies: F3 Fire and Emergency Preparedness; F4 Access Control and Visitor Management:** Chris McVeigh moved to adopt policies F3 and F4. Seconded by Ursula Stanley, this motion carried unanimously.

#### 6. Board Operations

**6.1. Timing and Approach for Configuration Study:** Superintendent Roy shared that the Finance Committee had offered a possible timeline for this study.

Sept-Dec: Conduct the Study (this will be gathering data)  
Jan - Feb: Board reaction/ discussion/ engagement planning  
March-May: Community engagement  
June: Action

Some discussion followed around community engagement. Chris McVeigh stated that it will be important to seek community engagement before March. Some discussion followed around community engagement in an ongoing way. Jonathan Goddard stated that it is important to encourage and engage the community at every level of the process. Daniel Keeney explained that his understanding is that the board will be collecting information during the “conduct the study” portion; there will not be a lot of board discussion about possibilities going forward at that point when information is being collected. He stated that when the board begins to consider the study (e.g. Jan - Feb), the board will have an open discussion and the community can be engaged at this point. Flor Diaz Smith stated that she expects, in December when the board begins to roll out the budget with the community, we will have some insight to share from the study so that we can begin the discussions engaging the community. Kari Bradley stated that this is designed to get us to a place next summer (summer 2024), to allow this study to influence budget development for the following year. Flor Diaz Smith stated that the Finance Committee meets twice monthly and is open to taking on the role of overseeing the study process. Kari Bradley stated that he does not think we should create a new committee and he agrees that it makes sense to have the Finance Committee take it on. Daniel Keeney stated that the Finance Committee is a small committee, and he believes that more board members should be included in overseeing the study. Maggie Weiss stated that reflecting on the consolidation discussions, she would recommend having a consultant/ facilitator from within our community. Mckalyn Leclerc asked, are there members from each town on the Finance Committee? She feels that at every stage of the process, every town should be represented. (At this time there is not a Worcester board representative on the Finance Committee.) The board discussed that board members are always welcome to attend any of the committee meetings. Daniel Keeney suggested that the board members on the Finance Committee keep board members from their same towns apprised of the work of the study, and seek their input. At the next Finance Committee, they will appoint two new members to join.

- 6.2. Affirm 2023-2024 Board Work Plan: Jonas Eno-Van Fleet moved to affirm the 2023-24 Board Work Plan, as presented. Seconded by Chris McVeigh.** Superintendent Roy reminded the board that we will not be prepared for a community forum on September 6th; this was removed from the work plan. **This motion carried unanimously.**
- 6.3. School Board Vacancies/Interviews:** Keely Sloane, from Berlin, introduced herself to the board and spoke about her desire to serve on the board. Amelia Contrada, from East Montpelier, introduced herself to the board and spoke about her desire to serve on the board. Zach Sullivan, from East Montpelier, introduced himself to the board and spoke about his desire to serve on the board. **Executive Session: At 6:35, Kari Bradley moved to go into the Executive Session for the purpose of deliberating. Seconded by Chris McVeigh, this motion carried unanimously. At 6:42, Chris McVeigh moved to come out of**

**Executive Session. Seconded by Kari Bradley, this motion carried unanimously. Ursula Stanley moved to appoint Keely Sloane, from Berlin, Amelia Contrada, from East Montpelier, and Zach Sullivan, from East Montpelier, to the WCUUSD Board. Seconded by Daniel Keeney; this motion carried unanimously. Board members welcomed the new members.**

**6.4. District Clerk Vacancy:** Flor Diaz Smith shared that we continue to seek to fill this vacancy. This has a stipend of \$500. Any interested parties can contact Flor Diaz Smith.

**6.5. Appoint Proxy for the VSBIT Annual Meeting:** Kari Bradley moved to appoint Superintendent Meagan Roy as proxy for the VSBIT annual meeting. Seconded by Chris McVeigh, this motion carried unanimously.

## **7. Consent Agenda**

**7.1. Approve Minutes of 6.21.23:** Jonas Eno-Van Fleet moved to approve the minutes of June 21, 2023. Seconded by Ursula Stanley, this motion carried unanimously.

**7.2. Approve Board Orders:** Kari Bradley moved to approve the board order from July 2023 in the amount of \$1,147,436.29. Seconded by Ursula Stanley, this motion carried unanimously. Kari Bradley moved to approve the board order from June 2023 in the amount of \$10,990,392.57. Seconded by Chris McVeigh, this motion carried unanimously.

## **8. Personnel**

**8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:** Chris McVeigh moved to approve the following hires: Kirby Wissman – Special Educator – Berlin; Herb Perez – MS Social Studies Teacher-U-32; Daniel Velez – Literacy Interventionist - Berlin; Katherine McCauley-Flippin – Educational Support - Berlin; Ruth Frisenda – School Counselor-Calais; Elizabeth Bevins – Instructional Interventionist/ Kindergarten - EMES; Samantha Mishkit – Science Teacher - U32; Elizabeth Semler – Work Based Learning Coordinator - U-32; Jennifer Pelletier – School Counselor - U-32; Karla Eberlein – Intensive Needs Special Educator - EMES. Seconded by Daniel Keeney, this motion carried unanimously. Flor Diaz Smith expressed appreciation to the central office staff for the work that goes into recruiting new hires. Chris McVeigh moved to approve rehire of Maryellen Munday – School-Wide Student Support-Rumney. Seconded by Ursula Stanley, this motion carried unanimously. Chris McVeigh moved to accept the resignations of: Lindsay Wright - MS Social Studies Teacher –U-32; Michael Abadi – Special Education Teacher - U-32; Tess Knepp – Science Teacher - U-32; Shannon MacKinnon – Special Educator-EMES. Seconded by Mckalyn Leclerc, this motion carried unanimously. Maggie Weiss asked for an explanation of the Provisional Teaching License. Superintendent Roy shared that this is a process that the superintendent applies for on behalf of an employee and the Agency of Education considers the application. The person is required to make a plan to achieve whatever is needed for the Level 1 Teaching license within two years. She stated

that this is a process that we have used in an ongoing way; however, we have a greater need for provisional licenses at this time due to staffing shortages.

- 8.2. Update on Vacancies:** Superintendent Roy shared updates on the ongoing position vacancies. She noted that we may have some updates at the September board meeting, for the board to consider, to address some of these ongoing vacancies.

**9. Future Agenda Items**

- 9.1. 2023-2024 Board Calendar:** Superintendent Roy briefly reviewed the board work plan. Chris McVeigh asked whether there has been a discussion with Montpelier about consolidation. Superintendent Roy stated that this consideration would fall under configuration discussions (if appropriate); she indicated that the feasibility study for this consideration would be a huge lift and a long process. Chris McVeigh stated that as these discussions (re the concept of consolidation with Montpelier) are already happening on Front Porch Forum, he believes it is something that should be considered as part of the configuration study that is upcoming, as opposed to having two separate discussions or creating one configuration and then considering another/ different soon thereafter.

- 10. Executive Session: Student Enrollment Exception Request:** At 8:21, Jonas Eno-Van Fleet moved to enter the Executive Session for the purpose of discussing Student Enrollment Exception Requests, including Meagan Roy. Seconded by Chris McVeigh, the motion carried unanimously. At 8:52, Ursula Stanley moved to leave the Executive Session. Seconded by Jonas Eno-Van Fleet the motion carried unanimously. Jonas Eno-Van Fleet moved to affirm the Administration's recommendations regarding two Student Enrollment Exception Requests. Seconded by Daniel Keeney, the motion carried unanimously.
- 11. Executive Session: Negotiations:** At 8:53, Jonas Eno-Van Fleet moved that as public discussion of negotiations would put the District in an adverse position, the Board moved into Executive Session for the purpose of discussing negotiations, including Meagan Roy. Seconded by Jonathan Goddard, the motion carried unanimously. At 9:00, Jonas Eno-Van Fleet moved to leave the Executive Session. Seconded by Ursula Stanley, the motion carried unanimously. During Executive Session the Board discussed negotiations.
- 12. Board Reflection**
- 13. Adjourn:** At 9:00, Jonas Eno-Van Fleet moved to adjourn. Seconded by Ursula Stanley, this motion carried unanimously.

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

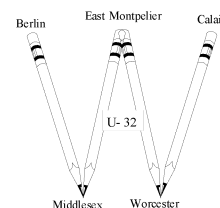
## Washington Central Unified Union School District

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

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

Meagan Roy, Ed.D.  
Superintendent



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**TO:** WCUUSD Board  
**FROM:** Susanne Gann, Business Administrator  
Meagan Roy, Superintendent  
**DATE:** August 22, 2023  
**RE:** Budget Personnel Requests (Agenda Item 8.0)

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### **Budget Neutral FTE Requests: U-32 and Rumney**

#### **U-32 504 Coordinator**

The Board is well aware of the persistent workforce challenges across the district, and particularly at U-32. Special education has been particularly impacted by this shortage over the past several years. Changes were made to the service delivery model last year in order to prioritize direct service; this resulted in a shift of case management responsibilities. And, there have been a number of paraprofessional positions that have remained vacant over multiple school years with no viable applicants.

As the 23-24 school year looms with no change in the workforce challenges, U-32 is needing to determine how best to deliver services with vacant positions. The leadership team is proposing to repurpose the funding from one of the vacant paraprofessional positions to hire a licensed educator (partial FTE) to coordinate 504 services for our students. The 504 Coordinator will be responsible for implementing and maintaining 504 services, coordinating and providing effective and efficient systems of educational support services, and effectively promoting the academic growth and achievement of students in the school setting. This position will be cost neutral as we reallocate funds from other unfilled positions. The proposed Job Description is attached.

**Recommended Motion:** Approve a budget amendment to add a budget-neutral FTE addition of up to .5 U-32 504 Coordinator

#### **Rumney Special Educator**

As noted above, Rumney special education has also been impacted by staffing shortages over the past several years. There continue to be a number of paraprofessional positions that have remained vacant with no viable applicants. To adapt to these challenges, we have needed to make changes to our service delivery model in order to prioritize direct service.

As the 23-24 school year looms with no change in the workforce challenges, Rumney is needing to determine how best to deliver services with vacant positions. The leadership team is proposing to repurpose the funding from one of the vacant paraprofessional positions to hire a licensed educator (partial FTE) to coordinate social emotional and behavioral services for our students receiving special education services. This position will work directly with students and their special education teams to effectively promote the academic growth and achievement of students, as well as safety for students, in the school setting. This position will be cost neutral as we reallocate funds from other unfilled positions.

**Recommended Motion:** Approve a budget amendment to add a budget-neutral FTE addition of up to .5 special educator

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### **Budget Amendment Request: Director of Human Resources**

As the finance committee will recall, there have been ongoing questions about the capacity of central office in a variety of key operational areas. A number of staff in critical areas (human resources, payroll, finance, etc) persistently require significant overtime hours in order to complete the minimum components of their roles, and a number of higher-level and systems development tasks have been left undone.

Early in the 22-23 school year, we made a conscious decision to spend the year analyzing each positions' duties to better understand whether workloads could be redistributed to address the capacity issues in the office. At the time, it was unclear whether the issue was one of workload distribution, a lack of established procedures (meaning, once short-term work was completed in procedure development the workload would decrease), or whether the central office was indeed operating with insufficient capacity for the size of our organization.

In consultation with Cindy Koenemann-Warren, our Human Resources Consultant from RHR Smith & Associates, we have come to the conclusion that the WCUUSD **does not** have staffing capacity to manage the basic operational functions of our system. Over the course of this year, our attempts to redistribute responsibilities has not resulted in a decrease in overtime, and a number of high-level tasks remain undone. We have a strong and skilled team at the Central Office, and we are concerned that their current level of work is both unsustainable and puts the system at risk of failing to deliver on critical areas.

After much analysis, we have determined that the operational area most in need of increased capacity is Human Resources. As a result, **we are requesting the Board approve a Director of Human Resources** position. The following information is offered for the finance committee's consideration:

### **History & Context**

When supervisory unions merge, a frequent and important benefit of the merger is to centralize some operations that benefit from consistency and oversight. Tasks that had been situated in local buildings are often moved to the Central Office - and often, positions are reallocated from local buildings to the central office in order to manage the increased workload of centralizing previously localized services. In the case of WCUUSD, there were no positions reallocated to

central office, thus moving workload over to the central office without additional workforce to support it.

During the 20-21 school year, a decision was made to reduce an administrative assistant position at the Central Office, presumably with the assumption that this would be reevaluated in future budget seasons.

#### HR-to-Employee Ratio

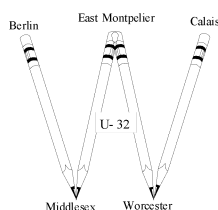
WCUUSD currently contracts 350 employees (not including substitutes and temporary employees). A 2015 report from the Society for Human Resource Management (SHRM) identified typical staffing for medium organizations (between 251 and 1,000 employees) to average 1.22 HR staff members per 100 employees. Using that as a metric to evaluate the organization's need, WCUUSD should have at least 4.27 HR employees. The organization currently employs two full-time staff members to provide HR support, an HR Coordinator and a Payroll & Benefits Specialist. This indicates a staffing shortage of 2.27 employees for HR. Some of the higher level needs for support are currently filled by the Business Administrator and Superintendent and some administrative support is provided by the Administrative Assistant to the Superintendent. ([SHRM 2015, pg. 2](#))

#### Unmet Needs

Currently, our existing staff are overloaded with filling the basic responsibilities of hiring, payroll processing, benefits management and new hire duties. They have not been able to focus on the development of procedures that this system desperately needs. In addition, our system lacks a more comprehensive labor relations structure to focus more specifically on recruitment (including diversifying our workforce), retention and professional development. A director level position with an educational background would also increase capacity in the area of labor management and supervision & evaluation.

**Recommended Motion:** Approve a budget amendment to add a 1.0 Director of Human Resources position.





## 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.*

### Job Description

<b>JOB TITLE:</b>	<b>School 504 Coordinator</b>
<b>FLSA STATUS:</b>	<b>Non-Exempt</b>
<b>CONTRACT TYPE:</b>	<b>Bargaining/Non-Bargaining Teacher/ESP</b>
<b>WAGE SCALE:</b>	<b>Per Negotiated Agreement</b>
<b>UPDATED:</b>	<b>DRAFT 7/21/23; 8/1/23</b>

#### **POSITION OBJECTIVES:**

To provide 504 services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintain 504 services in compliance with established guidelines. Coordinate and provide an effective and efficient system of educational support services designed to meet the needs of assigned students and effectively promote the academic growth and achievement of students in the school setting.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** Include the following. Other duties may be assigned.

- Collaborates with internal and external personnel (e.g. other administrators, teachers, auditors, public agencies, community members, etc.) for the purpose of implementing and/or maintaining 504 services and programs.
- Compiles data from a wide variety of sources for the purpose of analyzing issues, ensuring compliance with organization policies/procedures and/or monitoring 504 program components.
- Facilitates 504 meetings for the purpose of identifying issues, developing recommendations and supporting other staff.
- Manages 504 plans and instructional opportunities for students, including components, support needs and materials for the purpose of delivering and creating effective delivery models and services which conform to established guidelines and exemplify best practices.
- Oversees activities pertaining to the 504 process for the purpose of ensuring that essential services are provided to students.
- Participates in, organizes and leads a wide variety of meetings for the purpose of providing and/or receiving information.
- Prepares a wide variety of often complex materials (e.g. plans, reports, analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations and/or providing supporting materials for requested actions.

- Researches a variety of topics required to manage 504 programs and services (e.g. relevant policies, new federal and state statutes, staffing requirements, financial resources, etc.) for the purpose of developing new programs/services, ensuring compliance with regulatory requirements, securing general information and/or responding to requests.
- Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.
- Coordinates, facilitates, administers and participates in some EST functions including
- (but not limited to) meetings, developing referral processes, screening referred students, providing supplemental support and consulting services as requested.
- Effectively works with school counselors and nurses regarding changes in the student's educational support to ensure successful implementation.
- Distributes copies of the support plan to the appropriate faculty and effectively communicate any new/updated plans to both parents and teachers.
- Effectively communicates with school counselors when there is a change in a student's schedule.
- Creates, administers and maintains an efficient and effective centralized filing system of all 504/EST plans.
- Interprets both educational and EST findings to accurately determine 504/EST plan eligibility.
- Integrates current best practices, research and laws into the educational support system to ensure compliance with state and federal laws and to provide the most effective educational program for assigned students.
- Coordinates the transition of those students who will no longer need the support services and effectively re-assigns the case.
- Works with classroom teachers, school counselors and nurses to select, design/modify classroom services for students on 504/EST plans to promote effective education, adhering to accommodations as appropriate.

#### **SUPERVISION RECEIVED:**

Reports to, receives direction from and evaluated by the Director of Special Services.

#### **SUPERVISORY RESPONSIBILITIES:**

n/a

#### **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. Bachelor's Degree in Education, Special Education or other appropriate discipline, plus three to four years of relevant teaching experience preferred (or a combination of education and experience from which comparable knowledge and skills are acquired). Working knowledge of VT Special Education Law and 504/117 Plans. Working knowledge of the Americans with Disabilities Act (ADA).
- Certifications and Licenses. Valid Vermont Professional Educator's license but other endorsements considered.
- Language Skills. Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures and education regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies or members of the community. Ability to write reports,

business correspondence and procedural manuals that conform to district, state and federal regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.

- **Mathematical/Reasoning Skills.** Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form. Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to effectively resolve conflicts and handle stress in a creative manner (i.e. brainstorming, team meetings).
- **Computer Skills and Experience.** Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.
- **Communication & Interpersonal Skills.** Ability to effectively communicate and work cooperatively with a diverse group of individuals, including students, peers, subordinates, supervisors, parents 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.

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

STANDING	F		X	
WALKING	F		X	
SEEING	F		X	
HEARING	F		X	
TALKING	F		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	C		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.	S			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	F		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	F		X	
PUSHING/PULLING	F		X	
TWISTING	F			X
CLIMBING	O			X
BALANCING	F			X
CROUCHING	F		X	
KNEELING	F		X	
CRAWLING	F		X	
REACHING (i.e., overhead)	F		X	
HANDLING	F		X	
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	F		X	
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	F		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)	C
EXPOSURE (extreme heat – non-weather, flames)	S
EXPOSURE (extreme cold – non-weather)	S
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	S
EXPOSURE (water)	S

EXPOSURE (hazardous equipment)	S
EXPOSURE (chemicals, hazardous materials)	S
UNEVEN TERRAIN	S
OUTDOOR WEATHER CONDITIONS	S
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 workstation 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 an 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

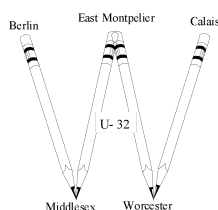
**Reaching:** Extending the hands and arms in any direction

**Handling:** Seizing, holding, grasping, turning, or working with hand

<b>Approved by:</b>	
<b>Date approved:</b>	
<b>Reviewed:</b>	
<b>Updated:</b>	

*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. Equal Opportunity Employer.*



## 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.*

### Job Description

<b>JOB TITLE:</b>	<b>Director of Human Resources</b>
<b>FLSA STATUS:</b>	<b>Exempt</b>
<b>CONTRACT TYPE:</b>	<b>Non Bargaining Admin</b>
<b>WAGE SCALE:</b>	<b>Per Negotiated Agreement</b>
<b>UPDATED:</b>	<b>DRAFT 7/21/23; 8/1/23</b>

#### **POSITION OBJECTIVES:**

To provide leadership and strategic thinking in the areas of labor and employer relations and human resources for the Washington Central Unified Union School District. The Director develops and enforces procedures to assure compliance with federal and state laws and regulations, board policies and negotiated agreements to effectively and efficiently achieve the WCUUSD mission. To lead, coordinate, implement, supervise and provide employee and labor relations services.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** Include the following. Other duties may be assigned.

#### *Labor Relations*

- Leads the labor relations negotiations process, and serves as a resource person/representative in labor negotiations with bargaining units to represent Board goals and interests. Works in collaboration with the Superintendent on the teacher negotiation process.
- Maintains a respectful and effective working relationship with the Association leadership. Coordinates communication to faculty & staff.
- Directs the accumulation of necessary data used in negotiations, such as wage and fringe benefit comparisons and comparative contract language. Develops wage and salary schedules in keeping with Board interests.
- Coordinates all aspects of contract administration during the term of various contracts with employee organizations.
- Administers the provisions of various contracts and salary schedules for all personnel. Collaborates with the Superintendent and Business Administrator to determine non-administrative salaries, pay rates and stipend values consistent with Board policies, pay practices and master agreements. Oversees the development, issuance and collection of employment contracts.
- Interprets the negotiated contracts and establishes operational practices surrounding said interpretations.
- Handles personnel, labor and employee relations matters, grievances, and complaints.

- Reviews contract agreements for non-bargaining unit employees and makes recommendations to the Superintendent and Boards for benefit/language changes.
- Represents the district in its relationships with employee organizations.
- Determines and administers reduction in force and employee recalls in accordance with applicable master agreement provisions and board policies.
- Maintains a file of all personnel contracts entered into by the district, including any individually negotiated contracts as well as contracts negotiated with employee groups.
- Maintains current certifications and membership in state and national HR management organizations

#### *Employee Relations & Personnel Administration*

- Develops, defines, modifies, updates and implements personnel policies, procedures, and operational practices balancing organizational interests and employee needs.
- Initiates, manages and communicates changes in personnel practices that help create efficiencies, ensure compliance, improve communication, and increase relevancy/improve service to the schools.
- Advises employees regarding coursework and salary advancement
- Conducts exit interviews as requested
- Develops, implements, and administers a system for communicating compensation and contract changes to employees.
- Monitors and tracks the licensing status of all certified staff. Assures all licensing requirements are met. Requests licensing waivers from the state as appropriate.
- In coordination with the administrative team, develops, oversees and distributes evaluation tools and forms. Provides training and support to administration in implementation of Teacher and Support Staff Evaluation Process, including those implementing a Focused Plan or formal cycle
- Coordinates and oversees the development and updates of job descriptions designed to be an effective tool in recruitment, compliance, and communication.
- Attends meetings of the leadership team, administration, staff, faculty, supervisors and others as necessary to actively improve communication, cooperation, and planning.
- Attends and participates in meetings of the Board and its committees as requested.
- Responds to questionnaires, surveys, and correspondence from research or professional organizations requesting information on the district's personnel program, and to requests of district personnel on matters not clearly covered by regulation, policy, or legislation.
- Engages in actively advocating, promoting, and securing the rights of all persons involved in the school district.

#### *Recruitment, Development/Retention & Employee Diversity Efforts*

- Develops and monitors efforts to support the recruitment and retention of all staff, with a specific focus on diversity and inclusion efforts at all levels of the organization. Periodically examines posting practices to increase efforts to recruit diverse staff
- Confers with principals to determine recruiting needs. Balances school needs with school resources as approved by the voters.
- Screens, oversees and prepares recommendations for professional appointments.
- Organizes and oversees the recruitment, maintenance and reporting of a corps of substitute teachers.
- Uses social media and other communication channels for purposes of advertising and recruitment
- Attends local and regional job fairs

#### **SUPERVISION RECEIVED:**

Reports to, receives direction from and evaluated by the Superintendent.



**SUPERVISORY RESPONSIBILITIES:**

Works with the Business Administrator to hire, manage, supervise, evaluate, assign/direct and/or oversee the work of relevant HR department staff (including Payroll Specialist & Benefits Specialist)

**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.** Bachelor's Degree or higher in an appropriate discipline plus 5 to 6 years of relevant experience, or a combination of education and experience from which comparable knowledge and skills are acquired. Experience must include management experience in an educational field or similar with experience administering collective bargaining agreements.
- **Certifications and Licenses.** Valid Vermont driver's license required. A valid Vermont Professional Educator's License with an Administrator endorsement preferred.
- **Language Skills.** Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.
- **Mathematical/Reasoning Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, and area. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to apply concepts of basic algebra.
- **Computer Skills and Experience.** In-depth knowledge and skills related to information and educational technology, systems design, and programming. In-depth knowledge of both the administrative and instructional uses of information and educational technology in the school environment. Knowledge and experience with web design.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.
- **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.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
<b>Sometimes</b>	<b>S</b>	activity may exist sporadically, but not on a consistent basis.
<b>Occasionally</b>	<b>O</b>	activity exists on a consistent basis for less than 1/3 of the time
<b>Frequently</b>	<b>F</b>	activity exists from 1/3 of the time up to 2/3 of the time
<b>Constantly</b>	<b>C</b>	activity exists for 2/3 or more of the time
<b>Not Applicable</b>	<b>NA</b>	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	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	F	X	
HEARING	F	X	
TALKING	F	X	
DEXTERITY (hands/fingers)	F	X	
USE OF COMPUTERS AND EQUIPMENT	C	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.	S		X
CARRYING			
up to 10 lbs.	F	X	
10-25 lbs.	F	X	
25-50 lbs.	O		X
50-100 lbs.	O		X
100+ lbs.	O		X
BENDING/STOOPING	F	X	
PUSHING/PULLING	F	X	
TWISTING	F		X
CLIMBING	O		X
BALANCING	F		X
CROUCHING	F	X	
KNEELING	F	X	
CRAWLING	F	X	
REACHING (i.e., overhead)	F	X	
HANDLING	F	X	
DRIVING	O	X	
REPETITIVE MOVEMENTS (hands, feet)	F	X	

MANAGING STRESS	C		X	
RESOLVING CONFLICTS	F		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)	C
EXPOSURE (extreme heat – non-weather, flames)	S
EXPOSURE (extreme cold – non-weather)	S
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	S
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	S
EXPOSURE (chemicals, hazardous materials)	S
UNEVEN TERRAIN	S
OUTDOOR WEATHER CONDITIONS	S
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 workstation 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 hand

<b>Approved by:</b>	
<b>Date approved:</b>	
<b>Reviewed:</b>	
<b>Updated:</b>	

*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. Equal Opportunity Employer.*

**WCUUSD School Board**  
**Superintendent Personnel Summary and Recommendations**

**1. New Teacher Nominations (for 23-24 school year)**

**2. Retirement**

**3. Re-Hires**

**4. Resignations**

**5. Extended Leave of Absence Request:**

Kate McCann – U-32 Math Teacher requesting .25 leave of absence

**6. Change in FTE:**

**7. Long-Term Substitutes (23-24 School Year)**

Robin Gannon

Marie Eddy

Mary Lou Richardson

**8. Change in Position (23-24)**