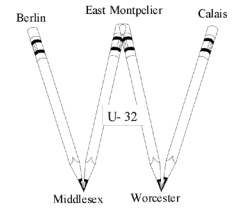


# Washington Central Unified Union School District

*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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## Washington Central Unified Union School District School Board Meeting \*\*\*VIRTUAL ONLY\*\*\*

**10.18.23 6:15-8:15 PM**

### **Virtual Meeting Information**

**<https://tinyurl.com/4r6esvds>**

**Meeting ID: 863 7083 8599**

**Password: 625478**

**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. Presentation: Board Budget Training 45 minutes
4. Reports to The Board 15 minutes
  - 4.1. Student Report
  - 4.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 4
  - 4.3. Principals Report – pg. 8
  - 4.4. Central Vermont Career Center Report
  - 4.5. VSBA Update
5. Education Quality 30 minutes
  - 5.1. Education Quality Monitoring Report –pg. 14
6. Finance Committee (Discussion/Action) 15 minutes
  - 6.1. FY 25 Capital Improvement Project Budget Update and Approval – pg. 18
  - 6.2. Award U-32 Exterior Door Replacement Bid – pg. 21
  - 6.3. Review and Approve FY 25 Dental Premiums – pg. 22
  - 6.4. Update from Configuration Study

- |   |            |
|---|------------|
| 7. Policy Committee (Discussion/Action)   | 15 minutes |
| 7.1. First Reading: C3 Transportation – pg. 25  |            |
| 7.2. First Reading: C6 Home Study Students – pg. 26                                     |            |
| 8. Board Operations (Discussion/Action)   | 10 minutes |
| 8.1. Board Vacancies  |            |
| 9. Consent Agenda(Discussion/Action)  | 10 minutes |
| 9.1. Approve Minutes of 10.4.23, 10.11.23 – pg. 28                                      |            |
| 9.2. Approve Board Orders   |            |
| 10. Personnel   | 10 minutes |
| 10.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 32 |            |
| 10.2. Personnel Request - Grant Funded – pg. 34   |            |
| 11. Future Agenda Items   | 5 minutes  |
| 10.1. 2023-2024 Board Work Plan   |            |
| 12. Board Reflection  | 5 minutes  |
| 13. 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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### Strategic Planning Updates

The Strategic Planning Steering Committee has been incredibly busy these past few weeks, hosting focus group input sessions across the district in order to gather important feedback about our draft Vision and Core Beliefs. In the month of September there have been focus groups in each of our towns, each of our schools, and in the coming weeks we will host student groups as well. The data from these sessions will inform the drafting of Goals and Action steps in each of our strategic planning areas.

### PCB Testing

As the Board is aware, all schools in Vermont are undergoing PCB testing in schools. The testing (which has been delayed from its original legislative timeline) is scheduled by the Agency according to a variety of factors. Rumney and U-32 are the first schools to be tested (the rest of our school testing schedule is below). Rumney is the first school to have received its testing results back; no areas in the school fall above the state identified safety standards.

- Berlin, Calais and Doty: Between April 1 and June 30 2024
- East Montpelier: Between July 1 and September 30th 2024

### Education Quality Standards - Rulemaking Process

In 2019, Act 1 ("An act relating to ethnic and social equity studies standards for public schools.") was adopted. Among other things, the Act convened a working group who would be charged with recommending updates and changes to Vermont's Education Quality Standards (EQS) in order to ensure that schools "...recognize fully the history, contributions, and perspectives of ethnic groups and social groups." This group presented a series of recommended changes to the EQS to the State Board of Education (SBE). The working group continued to collaborate with a subcommittee of the SBE throughout the rulemaking process.

Vermont schools operate under the existing Education Quality Standards until the revised rules have been formally adopted. It may be helpful for our Board to understand the rulemaking process, in order to have a sense of when the EQS changes will be in place.

At their May 2023 meeting, the SBE Board finalized their [proposed revisions to EQS](#) and formally voted to initiate the rulemaking process. The rules have been filed with the Interagency Committee on Administrative Rules (ICAR) and are currently open for public comment. The State Board's subcommittee will then receive the comments and determine whether to make recommendations to the full board for changes. The subcommittee expects to complete their work from this stage of the process by mid-November, and submit any changes to the full State Board in December. After this, the State Board would



recommend moving the proposed revisions forward to the Legislative Committee on Administrative Rules (LCAR), which includes another set of public comments, possible changes, etc. Final approval would follow that process and the implementation date would be after that.

There is much information that we will want to share with the Board once these standards are adopted in Rule. These are exciting changes that are aligned with our commitment to humanity and justice and our own equity policy. We will provide information about these standards as the formal rulemaking process continues. Board member Natasha Eckart is a member of the working group and can also be a resource. For more information, see the [summary report](#) of the Ethnic and Social Equity Standards Advisory Working Group

### Project SERV

Earlier this Fall, representatives from the Federal Department of Education's disaster response unit met with area Superintendents to share information about resources that may be available to schools impacted by the July flooding. Project School Emergency Response to Violence (Project SERV) is one of those resources, and provides funding for schools in which the learning environment has been disrupted due to a traumatic crisis. The purpose of Project SERV is to provide resources in response to such an event and restore a safe environment conducive to learning.

After working with AOE staff and the Federal representatives, we have determined that Berlin Elementary School may be a candidate for funding to support additional resources for their social emotional system of supports. We have submitted an initial application for funding to provide a behavior support professional. This position would help our most impacted students and families who are experiencing increased social emotional challenges - and would also provide school-wide support and capacity building. More information about this position can be found in the Personnel Request memo (agenda item 9.1)

### September/October Fiscal Projects

There are a number of annual work items that our finance team focuses on in September and October. The FY 2024-25 Act 173 Special Education Plan is due to the AOE October 15, 2023. We report the number of students on IEPs, staffing and service requirements, and budgets for students anticipated to reach the Extraordinary Cost level. Thank you to Renee Bates, Administrative Assistant to Special Services for her work to verify staff, students and tracking vendor expenses. Thank you to each of the building administrators for ensuring that we have the most up-to-date information.

In addition, the FY 2022-23 grant close out reports were submitted to the AOE in September along with the first reimbursement requests for FY 2023-24. Once these



reports are approved by the AOE, any carry forward funds remaining from the previous year are made available for budget allocation in the current year.

#### Leave Time Efficiencies & Time/Attendance Updates

Leave time for individuals out on Family Medical Leave (FMLA) is currently tracked by HR manually on paper. We are testing out a change to the Frontline Absence Management software to help us create a tracking and reporting system for FMLA that is accessible electronically. We anticipate this will be an improvement for payroll and benefits. Thank you to Carla for working on implementing this change.

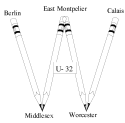
Holly was able to create and pull a time report from Frontline Time & Attendance this month for reporting hours worked by support staff to the Vermont Municipal Employee Retirement System (VMERS). Previously this information was taken from paper timesheets and entered onto a spreadsheet to complete this reporting. Another successful efficiency attained with the new software! Nice work, Holly!

We continue to update Frontline Time & Attendance to improve the function of the employee time clock system. We are learning more about how Absence Management communicates with Time & Attendance and how we can use that communication to increase efficiency. We appreciate the efforts of the school Administrative Assistants and Principals as we work together to work out all the kinks in the system.

Tom has been working to update the Fixed Asset system to reflect all assets added or deleted in FY 2022-23. This is time consuming and involves communicating with the schools to ensure that our records are correct. All of your work in this project is greatly appreciated, Tom! And, finally, a big shout out to Penny, who has set up the NEMRC Accounts Receivable module to allow for billing from that system. This creates a receivable upon billing, and updates the general ledger without a manual journal entry needing to be made. When Melissa receives payments and deposits them into the bank, Penny is able to record the payment to the invoice, and update the general ledger with a transfer. This will allow for more streamlined tracking of accounts receivable, using the system that we already own. Thank you for your work on this project, Penny!

#### Baseline Budget Exploration - Food Service

Entering the next budget cycle, we are reviewing various models of service delivery across the district to identify possible areas for efficiency. As part of this very early exploration, we will be developing an exploratory RFP to simulate what a contract with a Food Service Management Company (FSMC) might look like. This will give us very early information about whether it is viable for the Board to continue a larger discussion about this. We would begin with a very general comparison of costs and



services to our current service delivery model, to identify 1. potential cost savings 2. improvements to products and services 3. efficiencies in service delivery 4. additional professional expertise 5. additional administrative support. If this initial look makes this feel like a viable option, a more detailed conversation would begin with the Finance Committee. The Committee will be updated as we learn more, but we wanted to make you aware early in the process.



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**2022-2023 Priorities:**

- ➔ Academic Achievement & Student Outcomes
- ➔ Student Health & Safety
- ➔ Humanity, Justice & Equity Work

**Update on District Priorities:**

***Academic Achievement & Student Outcomes***

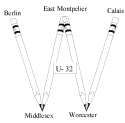
**Berlin:** The Berlin team has spent much of our PLC time and staff meeting time focusing on the implementation of Act 173. We have had deep discussions in teams and as a larger staff about the systems that we need to have in place to best support students. We have been aligning our documentation and goals so that our support is clear and measurable for all students. Lastly, we started our new Acadience Training for literacy support. The staff are thrilled to have an assessment and benchmark system that aligns with our literacy teaching philosophy.

**Calais:** Calais teaching teams have been focused on the implementation of Act 173 during PD sessions along with Acadience. Acadience, which is a new (to us) literacy assessment, is better aligned with our approach to literacy instruction. This work occurs during staff meeting (Wednesday PD) and this year, we have added an additional block of job embedded PD on Tuesday mornings.

**Doty:** At Doty we have been spending our Wednesday afternoon time immersed in the Act 173 training that is geared for general education teachers. We have also been using our team time to begin tracking our Layers 1 and 2 work so that when we are making referrals for intervention, we have clear, concise goals for students. Led by Sonya Rhodes, we are doing an analysis of our VTCAP results in relation to our iReady data.

**EMES:** Grade level teams have been participating in rich conversations around the implementation of Act 173, specifically in understanding the various layers of interventions and supports students receive and how students move across these layers. We administered our first all-school writing prompt and spent time at a recent staff meeting scoring student writing using a common single-point rubric. Our school data wall is getting filled with fall assessment data and we recently added two new areas in our SEL tab - tracking school nurse visits and time spent with our school counselors. Fall assessments are now complete and teachers will be meeting this coming week to identify students for our next round of interventions.





**Rumney:** Teachers have been discussing Act 173 at grade level team meetings and we have utilized staff meetings for professional development. Discussions have been focused on what we use for documentation, data collection layers 1 and 2, and how plan for students that were receiving intervention prior to the implementation of Act 173. Literacy teachers are excited to have Acadience, as it is aligned with best practice.

**U-32:** Our professional development will be focused on Act 173 and building layers of support for students in need. We will begin the process of having data discussions in teams and with students. This work will start in our Wednesday PD time and then carry on in our common planning times.

### **Update on District Priorities:** ***Student Health & Safety***

**Berlin:** All staff have had a deep focus on how to best meet student needs and learn about what the students' behavior is telling us. We've set a baseline that all basic needs need to be met before we can address challenging behavior. Our student support teams are working hard to ensure that our behavior plans are rooted in data and supportive of students at all levels of need.

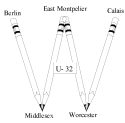
Our staff and students have participated in a bus evacuation, fire drill and Options-Based Drill in the month of September.

**Calais:** Staff and faculty have been examining our early behavior data and working on calibrating how we identify and respond to challenges that occur. We will use this data to inform how we approach prevention. Calais' school safety team has held its first meeting of the year and conducted our first Options-based drill.

**Doty:** Doty has implemented new behavior reporting forms via Google Forms in order to streamline our reporting process and to give us the ability to have "live" behavior data reviews.

We have completed three types of drills so far this year: bus evacuation, fire, and options based.

**EMES:** Our school safety team has been meeting weekly since the start of the year to review our safety procedures and feedback/questions from our staff based on our new Options Based Response protocols. We recently re-keyed the external perimeter of the building and issued all new swipe cards to staff. Staff have been working on ensuring our two external doors to the playground are locked at all times during the school day, which can sometimes be tricky! In addition, Nurse Dave provided a CPR/AED refresher to all staff at our October 4th staff meeting. We completed fire, options-based, and bus evacuation drills in the month of September.



**Rumney:** Our school safety team looked at our locks and determined that although all doors were able to be locked from the inside, the ones that required keys created an unnecessary complication. Kelly Brothers came this week and upgraded all locks, so now every room has a push button lock. Other agenda items were:

- Outdoor air quality
- K-2 recess equipment
- September's Options-Based drill

**U-32:** Our school safety team is working on the training that students and staff will need to implement an Options-Based Approach to incidents. We have had our first fire drill and we are planning our first Options-Based drill later this month.

### Update on District Priorities:

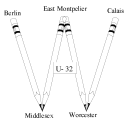
#### *Humanity, Justice & Equity*

**Berlin:** Our Humanity and Justice Leadership team has met several times and we have focused on the work that has been completed in the past and what our work plan will be for the year. We are actively planning some inservice training for our support staff in November. We also reviewed the district and school based Equity Audit and will use this to inform the work we will undertake this year. The staff just reviewed the WCUUSD's equity policy and talked about how to best support student's pronouns across all settings.

**Calais:** Our professional development has focused on the implementation of Act 173 and outlining what this looks like at Calais from an academic and social/emotional/behavioral lens. We are making strides in our approach to MLSS in core academics and still have some work to do to apply the MLSS framework to the social emotional learning (SEL) for students. Systems that are responsive to ALL of our students needs will better help us realize our commitment to humanity, justice, and equity.

**Doty:** Our improved behavior data tracking is helping us to see patterns in behavior to determine what may be getting in the way of student success. This and other data reviews are helping us frame our questions around student success in such a way that our eyes are open to potential barriers to success. As a staff we are working to maintain stances of supportive and open curiosity in order to examine our practices and our own biases.

**EMES:** At our September 27th staff meeting, I shared the EMES equity pulse check data with our staff and we participated in a discussion protocol together looking at this data. Staff identified areas of focus for the year, as well as a variety of implications for our work together. Shelley Vermilya joined our October 4th staff meeting to participate with a small group of us in a fishbowl activity demonstrating the work she's been doing with a group of teachers at EMES for the last two years. Shelley will be participating in monthly staff meetings with us, focusing on important, timely issues in our school. Our first



session will be focused on rethinking both Halloween and Thanksgiving learning/traditions. In November we'll start to think about the upcoming "holiday season" and in December we'll revisit our new health standards with a focus on equity. We're excited to participate in this work with Shelley as a full staff this year!

**Rumney:** Our student advocacy team (mentioned at the last board meeting) meets each week and we regularly review our behavior and response data through an equity lens. It's great because we all come with different viewpoints and experiences and we have established trust as a team so we can have deep discussions around potential implicit biases. Shelley Vermilya will be joining Rumney for a lunch hour starting the last week of October. This is a time that all staff have at least 30 minutes of unassigned time, making it possible for each to have an open discussion with Shelley.

**U-32:** Our Departments are reflecting on their curriculum and beginning to review it through the lens of equity and access. Throughout the year we will be working on a guaranteed and viable curriculum that meets the needs of our diverse student body.

### Celebrations & Upcoming Events

**Berlin:**

- Open House was on 9/27 and we are so grateful for the tremendous turnout!
- Recognition of Indigenous Peoples Day - 10/9, no school for students
- Picture Retake Day, 10/26
- Trunk or Treat 10/27 5:00-6:30

**Calais:**

- First all school morning meeting on 9/15
- Open house will be on 9/21
- Recognition of Indigenous Peoples Day - 10/9, no school for students
- Fire Safety Day on 10/18
- Picture Retake Day, 10/20

**Doty:**

In September we saw the return of the potluck that has traditionally accompanied open house and it was a wonderful experience for us all!

- Sloth Day, aka Doty Hangs Out and Reads Day is October 20

**EMES:** EMES has been a BUSY place this fall! We had a great turnout for our Open House where students showed their families their classrooms, and we had a public unveiling of our new playground! Last Friday, many parents/family members joined us for our all-school hikes across VT. We're looking forward to hosting a Harvest Festival on October 14th and a retirement party for Robin Gannon on October 19th. We'll have our



annual Monster Mash on October 27th and our daytime Harvest Feast on November 16th. Fall soccer is well underway with practices and games on our fields daily.

**Rumney:**

- Open House was in September and was very well attended
- Fall Fun Day was October 6. It was a huge success (once again)
- Costume Parade October 31 at 3:00

**U-32:** There are so many activities happening at U-32 so the best place to see what is going on is to take a look at our [Tandem Calendar](#). Our Open House was well attended on September 7. Fall sports are up and running, and the auditions for the fall play are coming up soon.

### Supervision & Evaluation Updates

**Berlin:** Berlin staff has been busy creating goals for the school year. Once the goals are set each person meets administration to talk about goals and we set a plan for support they may need to achieve these goals. In my meetings with teachers I am impressed with each staff member's self-reflection and clear goal setting. It's a great touchpoint to start the year in a positive and personal place.

**Calais:** This month is focused on staff crafting annual goals, meeting with individuals on areas I can support their growth, and conducting walk throughs. Walk throughs show we are off to a good start in building community, in keeping with our commitment to Responsive Classroom.

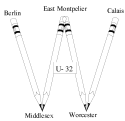
**Doty:** We have focused here on a brush up on all things Responsive Classroom as a way of reaffirming our commitment to the model. Walkthroughs begin in earnest in October as do biweekly individual meetings with teachers around goals and professional growth.

**EMES:** The month of September is full of goal setting for our teachers and ESP staff. I've logged many hours meeting with individuals, learning about their hopes and goals for the year, and brainstorming ways I and others can support their work. One major theme in goal setting this year is around the implementation of Layer 2 supports in the classroom.

**Rumney:** Rumney welcomed a new pre-kindergarten teacher and we have two teachers in their second year. All teachers identified their annual goals and I met with each of them to determine what they need for support in order to achieve their goals. ESP staff will have their goal meetings on Friday, November 10.



**U-32:** Every year begins with goal setting for our teachers and walk throughs of our classrooms to see how teachers are setting the expectations for the year. Our biggest change from last year is our new cell phone policy that restricts the use of cell phones to passing time in the hallway, free time, lunch, before and after school. No cell phone use is allowed in classrooms or the library.



To: WCUUSD School Board  
From: Education Quality Committee

October 2023

### **Purpose/Charge:**

According to our Student Achievement Monitoring plan adopted by the full board last spring, the board is to receive 4 reports each year, 2 on math & reading achievement, 1 on a rotation of other Student Learning Outcomes (2-3 each year), and 1 report on post secondary outcomes.

Last year the board gave the following goal to administration to be used as a budget parameter/priority:

- “Include an initiative to achieve significant improvement in math and/or literacy proficiency for students on an Individualized Education Plan and/or who qualify for Free and Reduced Lunch.”

The administration then developed the following goal in their continuous improvement plans:

- “We will reduce the difference in math performance between historically marginalized students and historically privileged students on local and statewide assessments by 10% and we will increase the overall percentage of students who are proficient by 10%.”

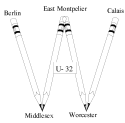
These goals were used in the development of the district wide budget last year for the 23-24 school year.

### **How are we doing?**

We look at both student performance relative to proficiency and growth in order to understand how we are moving toward that goal. The district currently uses i-Ready data as defined in our Local Comprehensive Assessment Plan.

Here are some terms that are important to know and understand related to student achievement.

- **Growth Measures** - A method to indicate how much a student has progressed towards proficiency. These measures are individual to each student. [Helpful video](#)
- **Typical Growth** - A year long measure of the average progress expected for a student. One way to think of this is “keeping up”
- **Stretch Growth** - A year long measure beyond average progress, that is both ambitious and achievable. “Catching up” may take more than one year of stretch growth for students to get on grade level.
- **Student Learning Outcomes (SLO)** - Essential academic and transferable skill that our students should know and be able to do by the time they graduate. They are aligned with Vermont’s Education Quality Standards.
- **Education Quality Standards (EQS)** - A set of rules describing what a high-quality education should look like for students attending Vermont’s public schools.
- **Local Comprehensive Assessment System** - An approach that integrates both assessments aligned to student learning outcomes and a system’s ability to make and sustain data-based decisions to serve students’ needs.

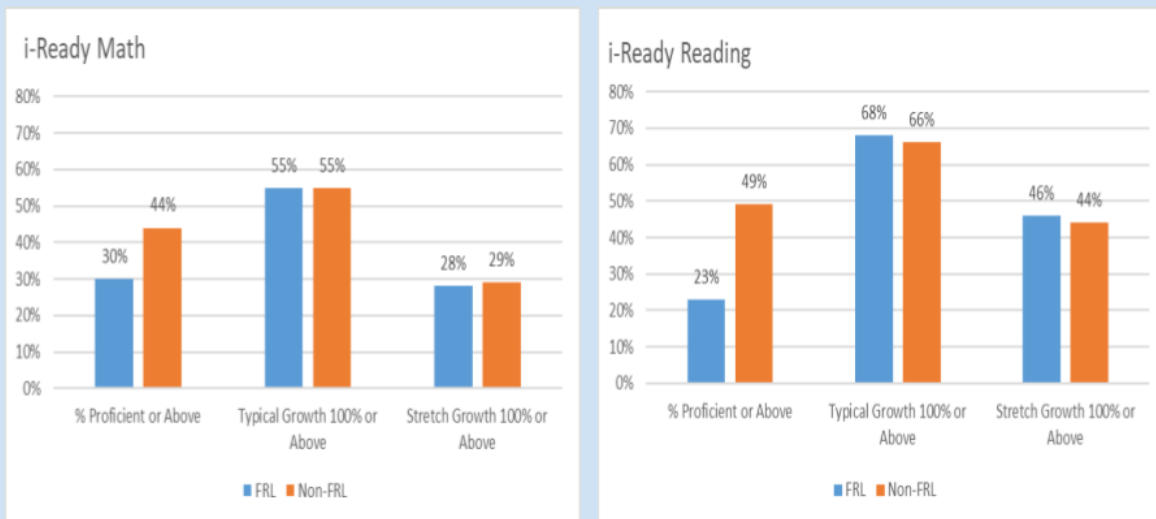


### Current Report :

In September the Education Quality Committee (EQC) examined the spring 2023 student achievement data on the i-Ready reading and math diagnostic assessments. The Committee reviewed Student Achievement Data from Spring 2023, Winter 2022 data was also included to show the change throughout the year. As we continue with our monitoring plan we will develop a collection of data that will allow us to look at patterns over time and our progress towards our improvement goals. In other words this monitoring report is our baseline. Further monitoring reports will include longitudinal data.

As a reminder, past reports and presentations can be found at the [Board Committee Resource Page](#).

## i-Ready by FRL Eligibility: Spring 2023



## i-Ready by IEP Eligibility: Spring 2023



Below is a summary of our analysis.

### System Successes:

- When we disaggregate by race/ethnicity and gender we are not seeing significant differences in performance between sub-groups.
- Our students are making significant stretch growth, more than the national average.

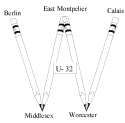
### System Challenges:

- Our difference in performance between sub-groups in FRL (economically disadvantaged) and IEP demographics continue to endure.
- Spring 2023 data analysis relied on predicted numbers instead of actual numbers because demographic filters were not in place.
- We are currently using some grant funds to support our Local Comprehensive Assessment System. Some of these funds will be fully spent and expire this fiscal year.

### Changes to instructional and evaluation practices:

- We have ensured that demographic filters are in place for gender, race/ethnicity, FRL (economically disadvantaged) status, and IEP status for Fall 2023 data and beyond.
- We have revised our elementary literacy performance indicators to better align with current research and evidence. As a result, we are also currently implementing a new elementary reading assessment that is better aligned with predictors of reading success to inform both our universal practices and our interventions.





- We are using the 2024 revised edition of i-Ready Classroom Mathematics in Grades K-8, including articulating and monitoring fidelity of implementation as we continue to build our multi-layered system of supports.

Implications for the School Board:

- Informed Oversight - we the members of the full board need to hold ourselves and the superintendent accountable for improved outcomes, including longitudinal improvements.
- Ensure that we are allocating resources to continue to build and implement our Local Comprehensive Assessment System, including resources for responsive instructional and assessment practices and associated professional learning.

During our full board meeting on October 18th we would like to engage in a discussion about this report. We offer the following questions for your consideration.

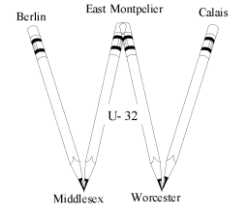
- What stands out to you?
- What questions do you have? About our analysis? About the data?
- Do you agree with our analysis?
- What other implications for the full board do you see?
- How is the format?

## Washington Central Unified Union School District

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

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

Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne Gann, WCUUSD Business Administrator**  
**Chris O'Brien, Director of Facilities**  
**RE: FY 25 Capital Improvement Project Budget Update and Approval**  
**DATE: October 3, 2023**

**Review:** At the June 21, 2023 meeting, the School Board authorized the development of the scope and budget for capital projects, with a rough estimate totaling \$1,301,000. These estimates were developed in 2019, so an inflation estimate of \$60,300 was also included in the Multi-year Capital Improvement Budget, for a total amount of \$1,361,300.

### FY 2024-25 Capital Improvement Project Update

Project Description	Status	Location	Previous Rough Numbers	Updated Estimate (including soft costs + contingency)
Playground	Need to determine project Scope & Budget	Berlin	\$100,000	No Change
Fire Alarm Panel Update	Need to determine project Scope & Budget	Berlin	\$100,000	No Change
Sound System - Gym, upgrade	Need to determine project Scope & Budget	E. Montpelier	\$20,000	No Change
Fields - refurb Baseball field	Need to determine project Scope & Budget	U-32	\$150,000	No Change
Windows - Exterior Window Replace Frames	Need to determine project Scope & Budget	U-32	\$69,000	No Change

<b>Project Description</b>	<b>Status</b>	<b>Location</b>	<b>Previous Rough Numbers</b>	<b>Updated Estimate (including soft costs + contingency)</b>
Bathrooms (2) – Lobby, renovate and make ADA accessible	Scope Change & Budget Complete (replace 2 with 3 bathrooms)	Calais	\$ 125,000	\$343,750
Door – Exterior, replace at kitchen/music room corridor	Scope & Budget Complete	Calais	\$ 20,000	\$20,625
Windows – glazing, broken seals becoming more frequent (complete replacement needed)	Scope Change & Budget Complete (Need to replace 2 windows)	Calais	\$ 20,000	\$41,250
Exits/Entrances playground hcp access, on grade landings/ramps	Scope Change & Budget Complete	Doty	\$100,000	\$100,375
Exit/Entrance – playground access canopy at primary wing under eaves	Scope Change & Budget Complete (included in landings/ramps budget)	Doty	\$ 20,000	\$0
Boiler room - equipment, expansion tank, day tank, pumps, etc.	Scope & Budget Complete	Doty	\$20,000	\$27,500
Doors - Interior security barrier, second set of controlled doors	Scope & Budget Complete	Doty	\$100,000	\$48,125
Drainage - Site pooling water in front of building	Scope & Budget Complete	Doty	\$100,000	\$61,875
Generator	Scope Change & Budget Complete (propane tank)	Doty	\$95,000	\$126,554
Doors - hardware, security function on classroom doors, closers	Scope & Budget Complete (determined not a capital project)	Rumney	\$20,000	\$4869
Doors - Lobby, frame, hardware	Scope Change & Budget Complete (added rear lobby doors)	Rumney	\$20,000	\$55,000

<b>Project Description</b>	<b>Status</b>	<b>Location</b>	<b>Previous Rough Numbers</b>	<b>Updated Estimate (including soft costs + contingency)</b>
Doors - Exterior replacement	Scope, Budget, Bid Documents & Bidding Complete	U-32	\$120,000	\$117,254
Stairs - Atrium, repair broken nosings, failure of existing	Scope & Budget Complete	U-32	\$20,000	\$20,625
Clerk of the Works- Allocate to projects		Multiple	\$82,000	\$82,000

Updated estimated total cost including contingency and soft costs = \$1,488,802. This amount is within the current amount reserved in the Capital Improvement Fund Balance through FY 2024-25.

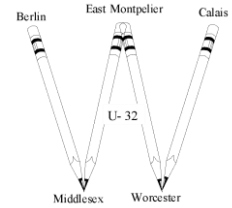
**Recommended Board Action:** The Board authorize the allocation of \$127,502 additional capital reserve funds to the completion of the projects as identified above and approve the District moving forward with bid document and bidding as necessary.

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Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne D. Gann, Business Administrator**  
**Chris O'Brien, Director of Facilities**  
**RE: Award U-32 Exterior Door Replacement Bid**  
**DATE: October 5, 2023**

**Summary:** As the scope, budget and bid documents were developed for the FY 2024-25 U-32 exterior door replacement project, it was determined that this project should be completed this fiscal year, if possible, for safety reasons. The District invited 6 vendors to bid on the project and advertised it for two weeks in the Times Argus. The District received one complete and one incomplete bid for this project, which means the District must request a bid waiver from the AOE.

Bidders	Acme Glass	Able Glass
Base bid	\$ 103,444.00	\$ 104,111.55
Add for Performance and Payment bond	\$ 3,150.00	Not provided
Acknowledge addendum #1	Yes	Yes
Substantial completion date provided by bidder	4/1/2024	N/A
Comments		*50% deposit due at time of order
Total Cost Plus 10% Contingency:	\$117,254	Unknown without performance bond.

**Recommended Board Action:** The Board approve awarding the U-32 Exterior Door Replacement Project contract to Acme Glass, Inc. in an amount not to exceed \$117,254, to be completed in FY 2023-24.

## Washington Central Unified Union School District

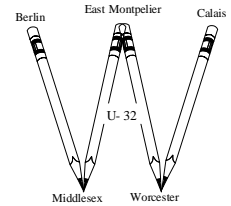
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**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne Gann, WCUUSD Business Administrator**  
**RE: Approve Dental Premiums for Calendar Year 2024**  
**DATE: October 5, 2023**

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**Review:** WCUUSD has operated a successful self-funded Dental program since 1995, only increasing rates nine times in 28 years, with the most recent increase in 2016. Self-funding the plan allows the district to keep premiums low and provides the District with rate information for budget development earlier than other districts. The District assumes relatively low risk in self-funding this, as the maximum plan payout per employee is only \$1,000 and a reserve equal to 50% of estimated annual claims is planned. See accompanying budget spreadsheet for other revenue and expenditure estimates.

### **Program Components:**

- WCUUSD staff provide benefit coordination for employees.
- The District contracts with EBPA/CBA Blue, a 3<sup>rd</sup> party administrator to process dental claims.
- The District develops the budget for the Dental plan and sets the annual premiums.
- The Board set the calendar year 2023 Dental Insurance Premiums as: Single Plan \$552; 2-Person Plan \$1,080; Family Plan \$1,512.
- The plan maintains a reserve fund, equal to at least 50% of estimated annual claims to ensure cash is available for plan payments and for maintaining premium levels.
- The FY 2023-24 beginning fund balance is \$115,930.
- The budgeted claims for FY 2024-25 are \$240,724, assuming a 5% annual inflation increase on actual 2023 claims.

### **Program Timeline** (The plan year goes from January 1 – December 31):

- January 1 – new premium rates take effect.
- October – plan projections are completed and budgets for the following year are developed. The WCUUSD School Board sets the Dental Insurance premiums for the next calendar year. It is recommended that the rates remain the same for 2024
- November – open enrollment begins. Staff notifies benefit-eligible employees that they may elect to change their benefit elections for the coming calendar year.
- December 1 – benefit changes sent to EBPA/CBA Blue.

**Board Action Needed:** Staff recommends that the board set the calendar year 2024 Dental Insurance Premiums as follows: Single Plan \$720; 2-Person Plan \$1,080; Family Plan \$1,680.

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT**  
**SELF-FUNDED DENTAL INSURANCE BUDGET**  
**FY 2024-25**

Number of Participants	January-21	January-22	January-23	October-23	January-24
Single Plan	132	132	148	149	149
2Person Plan	53	53	57	56	56
Family Plan	95	95	90	86	86
Total	280	280	295	291	291

**Plan Premiums**

Single Plan	\$ 552	\$ 552	\$ 552	\$ 552	\$ 720
2Person Plan	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080
Family Plan	\$ 1,512	\$ 1,512	\$ 1,512	\$ 1,512	\$ 1,680

**Premium Revenues**

Single Plan	\$ 72,864	\$ 72,864	\$ 81,696	\$ 82,248	\$ 107,280
2Person Plan	\$ 57,240	\$ 57,240	\$ 61,560	\$ 60,480	\$ 60,480
Family Plan	\$ 143,640	\$ 143,640	\$ 136,080	\$ 130,032	\$ 144,480
<b>Total Premium Revenues</b>	<b>\$ 273,744</b>	<b>\$ 273,744</b>	<b>\$ 279,336</b>	<b>\$ 272,760</b>	<b>\$ 312,240</b>

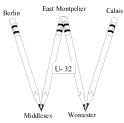
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<b>BEGINNING FUND BALANCE</b>	<b>\$ 107,213</b>	<b>\$ 123,678</b>	<b>\$ 115,930</b>	<b>\$ 115,930</b>	<b>\$ 114,943</b>
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REVENUES	ACTUAL FY 2022	ACTUAL FY 2023	BUDGET FY 2024	PROJECTED FY 2024	BUDGET FY 2025
Interest Income	\$ 3,300	\$ -	\$ 2,200	\$ 2,200	\$ 2,200
Employee Participation	\$ 114,021	\$ 112,636	\$ 128,058	\$ 112,128	\$ 102,720
District Share	\$ 150,284	\$ 155,824	\$ 151,278	\$ 160,632	\$ 209,520
<b>Total Revenues</b>	<b>\$ 267,605</b>	<b>\$ 268,460</b>	<b>\$ 281,536</b>	<b>\$ 274,960</b>	<b>\$ 314,440</b>

EXPENDITURES	ACTUAL FY 2022	ACTUAL FY 2023	BUDGET FY 2024	PROJECTED FY 2024	BUDGET FY 2025
Employee Claims	\$ 193,260	\$ 218,343	\$ 210,903	\$ 216,092	\$ 240,724
Benefit Coordination	\$ 42,371	\$ 42,371	\$ 42,371	\$ 42,371	\$ 48,049
Monthly Administrative Fees	\$ 12,413	\$ 13,586	\$ 13,600	\$ 14,387	\$ 15,106
Tax Reporting & Compliance	\$ 1,997	\$ 1,907	\$ 2,000	\$ 1,997	\$ 2,000
Processing Materials & Communications	\$ 1,100	\$ -	\$ 1,100	\$ 1,100	\$ 1,100
Refund to Employees-Per BOD Action	\$ -	\$ -	\$ -	\$ -	\$ -
Refund to District-Per BOD Action	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Expenditures</b>	<b>\$ 251,140</b>	<b>\$ 276,207</b>	<b>\$ 269,974</b>	<b>\$ 275,947</b>	<b>\$ 306,979</b>

<b>ENDING BALANCE</b>	<b>\$ 123,678</b>	<b>\$ 115,930</b>	<b>\$ 127,492</b>	<b>\$ 114,943</b>	<b>\$ 122,405</b>
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**To:** WCUUSD Board  
**From:** Policy Committee  
**Re:** Information for Policy Discussions

The following policies are subject to review because of revisions that were made to the AOE or VSBA models that our policies reference. The policy committee reviewed the changes made and are offering the following for first reading:

**7.1 First Reading: C3 Transportation**

The policy committee is recommending using the VSBA Model Policy language in the first paragraph as noted in the redlined version and added a minor change requiring principals in each school to post the policy in the office (this is a new requirement).

**7.2 First Reading: C6 Home Study Students**

The policy committee is recommending using the VSBA Model Policy language, as it more accurately references the appropriate statutes and revisions to Agency of Education guidelines.

The policy committee also had a robust discussion about the updated policy for personnel recruitment, selection and background checks (policy [B20](#)) and a revision for our library and instructional materials policies. Both will be revisited at the next policy meeting before coming to the full Board for a first reading.



## Required/Recommended

### WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

#### Board of Directors' Policy

#### Transportation

#### Required

POLICY: C3

WARNED: 5.15.20

ADOPTED: 6.3.20

EFFECTIVE: 6.3.20

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#### Policy

It is the policy of the Washington Central Unified Union School District to furnish each legal pupil who is entitled or required to attend an elementary school or a secondary school with total or partial transportation on public roads to school. ~~Where it is reasonable or necessary to enable a student entitled or required to attend an elementary or a secondary school within the Washington Central Unified Union School District, the district may furnish transportation on public roads to students who reside within the District. The district may also provide transportation to non-resident students as authorized by the board. Accordingly, the Washington Central Unified Union School District has decided to furnish transportation under this policy.~~

The superintendent will establish routes and designate stops after considering both the safety of children and the efficiency of operation. The superintendent will consider the following factors when determining routes and stops.

1. The age and health of pupils,
2. Distance to be traveled
3. Condition of the road, and
4. Type of highway

The superintendent may consider any other factors they deem appropriate when establishing routes and designated stops.

The superintendent shall submit to the school board for approval any contracts, leases or purchases necessary to maintain and operate transportation equipment, and shall include in their annual report to the board information as to all pupils transported by the school district and the expense thereof.

The superintendent or designee shall file the policy in the principal's office in each school in the district

*Legal Reference(s): 16 V.S.A. §§1221, 1222, 1224 (Student transportation) 16 V.S.A. §1551 (Technical center transport)*

## Required/Recommended

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

HOME STUDY STUDENTS

POLICY:	<u>C6</u>
WARNED:	<u>5.15.20</u>
ADOPTED:	<u>6.3.20</u>
EFFECTIVE:	<u>6.13.20</u>

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### Policy

It is the policy of the Washington Central Unified Union School District to integrate home study students into its schools through enrollment in courses, participation in co-curricular and extracurricular activities, and use of school facilities.

### Definitions

1. Home study student means a student enrolled in a registered home study program pursuant to 16 V.S.A. §166b.
2. School facilities means the portions of a school building and grounds used by students for classes, study and co-curricular or extracurricular activities.

The superintendent or designee shall develop written procedures to ensure compliance with 16 V.S.A. §563(24) and the Vermont State Board of Education Rule Series 4400.

~~It is the policy of the Washington Central Unified Union School District to comply with the requirements of Act 119 of 1998 by allowing home study students to participate in courses, programs, activities, and services and use school educational materials and equipment.~~

~~The superintendent will develop administrative procedures that comply with rules promulgated by the Vermont State Board of Education as is necessary to implement this policy.~~

*Legal Reference(s): 16 V.S.A. 563 (24) (Powers of school boards)*

*Vermont State Board of Education Manual of Rules & Practices §§4400, 9200.3.1, 2367*

*20 U.S.C. §§1400 et seq. (IDEA)*

*34 C.F.R. §§ 300.450-2, 76.650-662*

*16 V.S.A. 563(24). School boards are required to “... adopt a policy which, in accordance with rules adopted by the state board of education, will integrate home study students into its schools through enrollment in courses, participation in co-curricular and extra-curricular activities and use of facilities.” See also SBE Rules 4400-4405.*

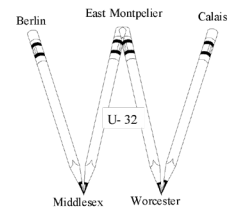
# Washington Central Unified Union School District

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Meagan Roy Ed.D.  
Superintendent



## Washington Central Unified Union School District School Board Meeting Rumney Memorial School 433 Shady Rill Rd. Middlesex, VT 05602 10.4.23 6:15-8:15 PM

**Board Members:** Flor Diaz Smith, Chris McVeigh, Kari Bradley, Maggie Weiss, Mckalyn Leclerc, Ursula Stanley, Joshua Sevits, Daniel Keeney, Zach Sullivan, Amelia Contrada, Natasha Baning, Jonas Eno-Van Fleet, Jonathan Goddard, Keely Sloan

**Others:** Superintendent Meagan Roy, Steven Dellinger-Pate, Mark Kline, Jen Miller-Arsenault, Kerra Holden, ORCA Media, David Delcore, Karoline May, Jessica David Lawrence, 2 student representatives: Willow Mashkuri & Linnea Darrow, Mark McDermott

1. **Call to Order: Flor Diaz Smith called the meeting to order at 6:18 p.m.** Flor Diaz Smith read the Humanity and Justice Statement aloud, to open the meeting.
2. **Welcome**
  - 2.1. **Adjustments to the Agenda:** Kari Bradley suggested adding student reports to the agenda. Board members agreed and the student representative report was first on the agenda.
  - 2.2. **Reception of Guests:** Board members introduce themselves, including the student representatives.
  - 2.3. **Public Comments-**Time limit strictly enforced, see note  
Both Student Representatives to the WCUUSD Board provided an update about sports happenings and other student activities. They spoke about a new cell phone policy at U-32. Board members asked how students are responding to this policy. Brief discussion followed.

3. **Presentation: Social Emotional Learning (SEL):** Karoline May provided a presentation to the board about the multi-layered supports at Rumney School for Social Emotional Learning.
4. **Board Learning: Open Meeting Law, Governance Practices:** Mark McDermott, Esq (*Lynn, Lynn, Blackman & Manitsky*): Superintendent Roy introduced Mark McDermott. This presentation is a follow up to the board retreat. He provided and facilitated discussion around the slidedeck: *School Board Training*, related to Roberts Rules, Open Meeting Law and board member ethics.
5. **Board Operations**
  - 5.1. **Authorize Chair to Sign Red Cross Building Use Agreement:** Superintendent Roy explained this document which had been provided in the board packet. Some discussion followed around, for example, Middlesex and Calais towns both have easement rights for school buildings. Superintendent Roy stated that the board's attorney reviewed this agreement and is comfortable with it. Chris McVeigh expressed concerns with this agreement, in relation to the town easement rights. Mckalyn Leclerc asked, could this agreement with the Red Cross be advantageous for the purchase of a generator for Doty School? Ursula Stanley moved to call the question. Seconded by Jonas Eno-Van Fleet, this motion carried, with one vote of "nay." **Zach Sullivan moved to sign the American Red Cross facilities use agreement as presented, and to also sign an agreement on behalf of U-32, as requested. Seconded by Jonas Eno-Van Fleet, this motion carried, with one vote of "nay."**
6. **Future Agenda Items**
  - 6.1. 2023-2024 Board Work Plan
  - 6.2. Ed Quality report/ discussion
  - 6.3. Budget development beginning
7. **Board Reflection:** Ursula Stanley welcomed the student representatives and thanked them for their engagement at the meeting. Willow Mashkuri invited board members to come to the high school and talk with the students; she feels that this would be a great way to have more student voice affecting the work of the board. Diane Nichols-Fleming noted appreciation from Karoline May for hosting the meeting at Rumney School, for the SEL presentation, as well as thanks for the dinner.
8. **Adjourn: The meeting adjourned by consensus at 7:45 p.m.**

Respectfully submitted,  
Lisa Grace, Board Recording Secretary

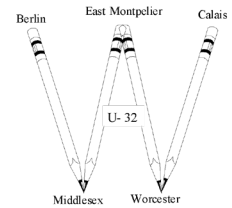
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Superintendent



**Washington Central Unified Union School District  
Special School Board Meeting  
\*\*Virtual Meeting Only\*\*  
Central Office  
1130 Gallison Hill Rd., Montpelier, VT  
Board Room  
10.11.2023 7:30 AM**

**Board Members:** Flor Diaz Smith, Jonas Eno-Van Fleet, Ursula Stanley, Kari Bradley, Natasha Eckart, Zach Sullivan, Diane Nichols-Fleming, Amelia Contrada, Mckalyn Leclerc, Chris McVeigh

**Others:** Meagan Roy, Steven Dellinger-Pate, Jess Wills, Annie Ledue, Caroline Grace, Student Family Members

- 1. Call to Order:** Flor Diaz Smith called the meeting to order at 7:32 a.m.
- 2. Executive Session - Student Matter:** At 7:32 a.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Steven Dellinger-Pate, Jess Wills, Annie Ledue, and Student Family Members. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

At 7:46 a.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Ursula Stanley, this motion carried unanimously.

During Executive Session the Board discussed a Student Matter.

Jonas Eno-Van Fleet moved to accept the Administration's recommendation regarding the related discipline in the confidential Student Matter. Seconded by Mckalyn Leclerc, this motion carried unanimously

- 3. Executive Session - Student Matter:** At 7:52 a.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Steven Dellinger-Pate, Jess Wills, Caroline Grace, and Student Family Members. Seconded by Ursula Stanley, this motion carried unanimously.

**At 8:04 a.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Zach Sullivan, this motion carried unanimously.**

During Executive Session the Board discussed a Student Matter.

**Jonas Eno-Van Fleet moved to accept the Administration's recommendation regarding the related discipline in the confidential Student Matter. Seconded by Diane Nichols-Fleming, this motion carried unanimously.**

#### **4. Adjourn**

Respectfully submitted,  
Jonas Eno-Van Fleet, WCUUSD Board Clerk

## **WCUUSD School Board**

### **Superintendent Personnel Summary and Recommendations**

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

Jen Donovan-Interventionist .5 (FY 24 only)

**2. Retirement**

**3. Re-Hires**

**4. Resignations**

Mahala Largent – School Nurse - U-32

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

**6. Change in FTE:**

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

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



**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
EMPLOYEE TERMINATION FORM**

Name: Mahala Largent

Date: 09/29/2023

School: U-32

Position: School Nurse

Reason for leaving (check one):

**VOLUNTARY TERMINATION**

☐ Another position with: \_\_\_\_\_  
☒ Relocating/moving New employer  
confidential - on file  
New address (to forward tax information)  
☐ Retirement \_\_\_\_\_  
☐ Other--please specify: \_\_\_\_\_

**INVOLUNTARY TERMINATION**

☐ Position eliminated  
☐ Other--please specify: \_\_\_\_\_

Comments: \_\_\_\_\_

Last work day: September 29, 2023

Employee signature: per email

**ADMINISTRATIVE USE ONLY:**

Board action date: _____	Position posting date: _____
Employee eligible for rehire: _____	Yes
	No
	With conditions (specify): _____

Administrator signature: \_\_\_\_\_

cc: Superintendent   Personnel File   Payroll  
Note: Send all documents in local personnel file to Administrative Assistant to Superintendent

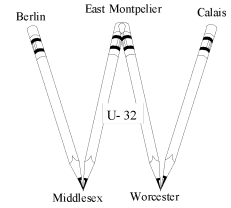
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Superintendent



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**TO:** WCUUSD Board  
**FROM:** Meagan Roy, Superintendent  
Celia Guggemos, Berlin Principal  
**DATE:** October 18, 2023  
**RE:** Grant Funded Budget Personnel Request (Agenda Item 10.2)

### **BCBA/Behavior System Coordinator at Berlin Elementary School**

Since the start of the school year Berlin Elementary School has experienced a significant increase in behavioral needs across the student population. We believe these needs are exacerbated by the impacts of these flooding, and are in the process of seeking available grant funding (see Project SERV information from the COLT report). Our current behavior response system is operating at maximum capacity, and we are limited in the ability to provide proactive, capacity-building supports. Our student support team is focusing on reactive support.

In addition, students and their families are struggling to receive community based mental health and behavioral support given waitlists and other societal barriers. School is the only environment where these students can receive the level of care and support that they need. We would like the capacity to provide wraparound support to address these immediate needs and to increase capacity in the building to support these students and families long term.

We propose to bring an additional professional level staff onto our social-emotional learning team that can focus on providing wrap-around behavioral support and services to our most impacted students and families. A Board Certified Behavior Analyst (BCBA) or similarly-qualified professional would bring the skills and expertise to meet the immediate behavioral analysis needs to these students, support their families and provide school-wide support and consultation to increase capacity for all students and teachers in the Berlin school community. This position would be a direct support to the special education team and the social emotional learning team.

We recognize the challenging budgeting realities that we currently face and are seeking grant funding to support and/or supplement this position.

**Recommended Motion:** Approve a budget amendment to add a 1.0 BCBA/Behavioral System Specialist position, pending funding.