

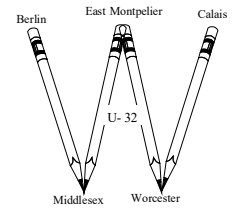
# Washington Central Unified Union School District

---

*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



## Washington Central Unified Union School District School Board Meeting (Virtual Only) 5.24.23 6:15-9:15 PM

### Virtual Meeting Information

<https://tinyurl.com/33sjs7st>

Meeting ID: 880 3821 4979

Password: 255777

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

1. Call to Order
2. Welcome 5 minutes
  - 2.1. Adjustments to the Agenda
  - 2.2. Reception of Guests
3. Presentation and Discussion 30 minutes
  - 3.1. Student Flag Request – pg. 4
  - 3.2. Mascot Follow Up – pg. 6
4. Public Comments-Time limit strictly enforced, see note 15 minutes
5. Reports to the Board 15 minutes
  - 5.1. Student Report
  - 5.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 8
  - 5.3. Principal Report - pg. 13
  - 5.4. Central Vermont Career Center Report
  - 5.5. VSBA Update
6. Board Operations (Discussion/Action) 40 minutes
  - 6.1. Policy F2 Mascots – pg. 19
  - 6.2. Student Flag Request
  - 6.3. Ed Quality Committee Charge – pg. 25
  - 6.4. Ed Quality Proposed Monitoring System - pg. 26

- |   |            |
|---|------------|
| 7. Finance Committee (Discussion/Action)  | 15 minutes |
| 7.1. Discussion/Action  |            |
| 7.1.1. Review Capital Improvement Project Plan and Five-Year Budget – pg. 30  |            |
| 7.1.2. Accept Annual Fiscal Management Questionnaire – pg. 47   |            |
| 7.1.3. Authorize Superintendent to Sign Contracts and Accept Grants for WCUUSD – pg. 50   |            |
| 7.1.4. Blanket Authorization for Board Warrants/Check Orders – pg. 51   |            |
| 7.1.5. School District Clerk Vacancy Update   |            |
| 8. Policy Committee (Discussion/Action) – pg. 54  | 15 minutes |
| 8.1. First Reading for Policy to be Adopted on June 21, 2023: C29 District Equity Policy; C34 Seclusion and Restraint Policy – pg. 55 |            |
| 9. Consent Agenda (Discussion/Action)   | 5 minutes  |
| 9.1. Approve Minutes of 4.19.23, 5.3.23 – pg. 61  |            |
| 9.2. Approve Board Orders   |            |
| 10. Personnel   | 10 minutes |
| 10.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 69   |            |
| 10.2. Update on Vacancies   |            |
| 11. Future Agenda Items   | 5 minutes  |
| 12. Board Reflection  | 5 minutes  |
| 13. Public Comments   |            |
| 14. Executive Session: Personnel  | 15 minutes |
| 15. Executive Session: Negotiations   | 15 minutes |
| 16. 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

## WCUUSD Flag Request

As per the F46 Flag Raising policy, requests to fly a flag must come from student groups, explain the importance of the flag, link the flag to current district mission, goals, and learning outcomes, not harm any group of students, and be requested on an annual basis.

**Date of Application:** 5/9/2023

Student Group Requesting Flag be flown: Seeking Social Justice (SSJ) and GLAMM

Club/Faculty Advisors: Meg Allison & Amy Koenigbauer (SSJ), Jade Walker (GLAMM)

Location (circle all that apply):

District Office   Berlin   Calais   Doty   East Montpelier   Rumney   **U-32**

Flag Requested (attach image):



### Rationale for raising the Progress Pride flag:

Last year, we raised the Progress Pride flag to represent a shared commitment to make U-32 a safe and inclusive learning environment for LGBTQ+ students and staff. Since then, we have continued to raise awareness of discrimination and educate our community on how to be inclusive. This has included: presenting to middle school on what it means to be LGBTQ+ and answering their questions; meeting and discussing with elementary students about their questions around the LGBTQ+ community, as well as meeting with staff to answer their questions; presenting to the district during the January inservice on inclusivity and creating a website with resources to help make classrooms more inclusive; presenting on youth organizing at the Education Justice Coalition's first conference in March; and organizing walkouts and celebrations to celebrate LGBTQ+ students and staff.

Please attach a visual representation of the flag to this request form.

U-32 has an obligation to provide all students with a safe and supportive learning environment. This requires that all students, including LGBTQ+ students, feel welcome and supported at U-32. Flying an LGBTQ+ Progress Pride flag is an important step towards making U-32 a safe learning environment for LGBTQ+ students and brings an increased awareness of LGBTQ+ inclusivity and rights in our curricula and policies.

We believe that there is still a lot of work to be done to help the district be more inclusive. The Progress Pride Flag holds us accountable to keep striving for equity and shows the community that we value LGBTQ+ people and their rights.

**Proposed Date & Time for raising the Progress Pride flag:**

Thursday, June 1st, 2023 during callback for middle and high school students. 1:10-1:46pm.

**Demonstrated Student Support:**

We sent an anonymous survey out to all high school students asking if they would like to see the flag re-raised. Of the 75 responses, 54 (74%) support re-raising the flag. Several responses also included that since the flag was raised, more teachers have started using pronoun sheets in their classes, and that other students have been more conscious of using correct pronouns.

Please attach a visual representation of the flag to this request form.



---

***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:** Meagan Roy, Superintendent  
Steven Dellinger-Pate, U-32 Principal  
**Re:** Mascot Change Process

---

The Board has asked Administration to provide an overview of a possible process that might be used to select and transition to a new mascot for U-32 Middle and High School. The following is offered to provide a sense of the scope and sequence that would be part of a process that is inclusive and student-centered. It is not meant to be a fully detailed description (our intention would be to engage students in formalizing the process), but rather to provide the Board a sense of what an effective process might entail and how long it may take. This information was informed by other schools who have gone through this process as well as what we know about our own school community. It focuses on the selection of a new mascot, not the decision to change mascots. We are also including a general overview of some financial/material implications for the Board's consideration.

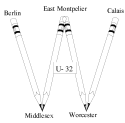
### Process Scope & Sequence

Reasonably speaking, the selection process itself would likely take a school year; the actual transition to a new mascot would be a year after the selection process. It would be appropriate to wait until at least October to begin the process, just to allow for the beginning of the school year to settle and for administrators, faculty/staff and students to be ready to undertake the work. We've identified the following phases and estimated timeframes of each:

**Phase 1** (4-8 weeks; October/November): Gathering input from students, alumni, and community members.

- Conduct school assemblies about the change
- Letters to the community about the reason for the change and to begin soliciting suggestions for a new mascot
- Survey community members, students and staff about suggestions

Operationally, during this time we would be conducting an inventory of all school materials and instances where the current Raider name or mascot/logo are used



**Phase 2** (4 weeks; December): Narrow the list of potential mascots (have a committee of students, staff, and community members review and vet)

- Publicize a list of final contenders along with mock-ups of logos/images
- Hold voting for one week to get as much input as possible.
- Announce the new mascot with an unveiling ceremony.

**Phase 3** (4-8 weeks; January/February): Finalize image/logo for the new mascot

- Have students vote on a final image/logo

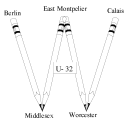
Operationally, we would begin to secure quotes for the identified school materials that will need to be replaced. We may begin ordering new materials if they fit into our existing budget and/or normal uniform replacement cycles

- Early estimates on sports uniforms - minimum \$125,000
- Scoreboards - \$5-6,000
- Gym Floor and other physical changes

**Phase 4** (Summer 2024)

- Remove all old images and Raider named items
- Restock all new items

It may also be important for the Board to consider that the WCUUSD Strategic Planning Process itself may well result in a rebranding of the Washington Central School District symbols and imagery. It may be important to think about how those two processes might intersect (if at all) and impact each other.



---

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

---

#### Implicit Bias in Hiring - Training Practices

Every two years, our Personnel Recruitment & Hiring policy ([B20](#)) requires that the Superintendent report to the Board about our training to avoid implicit bias in the recruitment and selection process. We are providing this initial update in order to begin the two year reporting cycle moving forward.

Anti-bias/implicit bias training has become one of our required trainings for all employees on an annual basis. Each year, this training is revised and updated with input from members of our Humanity & Justice Coalition. This means that all employees will have received baseline professional development in this area.

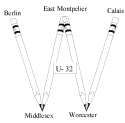
All employees asked to serve on an interview committee or participate in the hiring process are additionally asked to go through the [Kirwan Institute's Implicit Bias Modules](#) if they have not already done so (these modules are embedded into our New Teacher orientation now). At times, we also have non-school staff participate as part of our hiring processes. Those individuals are asked to complete the Mandatory implicit bias training as well as the additional Kirwan Institute modules prior to serving on the interview committee.

#### Legislative Update - PCBs

The legislative session ended this year on Friday, May 12th. There were a number of bills that were passed and are currently awaiting the Governor's signature; several of these will impact Vermont schools if they are ultimately signed into law. Below is a brief overview of some PCB legislation that may impact our own facilities work, if the budget bill is ultimately signed into law by the Governor. The Board will recall that the general assembly previously passed legislation requiring all Vermont schools to test for (and ultimately remediate) the presence of PCBs (Polychlorinated Biphenyls - so called "forever chemicals") in schools. The current version of this law offers no funding for the remediation of such chemicals if they are found in schools, although there is a small amount of money available from the Agency of Education for further testing if initial tests reveal the presence of PCBs.

In the Appropriations bill (that is awaiting the Governor's signature), the legislature moved the testing deadline for PCBs out two years from July 1, 2025 to July 1, 2027, which gives schools and the State more time to thoughtfully implement and fund this very complex testing and remediation program. Additionally, the appropriations bill provides funding for the costs associated with remediation and removal of PCB contaminants, and, if necessary, associated relocation costs. The grants to schools would cover 100% of the school's





remediation or removal costs. These provisions are not final - they are included in the large appropriations bill which may be vetoed by the Governor.

Our original timeline for PCB testing begins this summer for Rumney and U-32; the remaining schools are scheduled for next summer or beyond. We do not know yet what impact, if any, this legislation will have on our timeline but will keep the Board apprised as we learn more.

#### Hiring & Vacancy Update - Licensed Positions

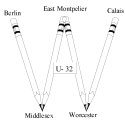
After many months of hard work attempting to fill our vacant positions, we are pleased to report that this Spring's "typical" hiring season for licensed positions has gone well. The Board will be taking action on a number of new hires, and our candidate pool is stronger this year than in the recent past. Special education teachers and speech-language pathologists continue to be our hardest to fill positions, and some vacancies have remained open all year. We are excited about our candidates for the coming school year, though, and anticipate being in a better space as it relates even to those positions.

At this time, we have half the number of vacancies that existed last year - which clearly represents a positive shift.. We have nine FTE currently vacant and are actively in the hiring process for those roles. There are eight current staff as of May 18th who have an extension on their Letter of Intent, and our attrition rate is similar this year from last year.

It is typical that when an existing teacher chooses not to return, the district and school administration meet to discuss and confirm what FTE is needed to serve the students in that role. Principals look specifically at enrollment numbers, the number of classes/assignments needed and a number of other factors before confirming what FTE is needed for the following school year. Addressing enrollment needs through attrition is a responsibility of the administration, especially given our enrollment realities.

#### Options-Based Response Protocols Training

As the Board is aware, one of the recommendations coming out of our School Safety Assessment from last August is to implement an Options-Based Response Protocol for active threat situations in schools. An Options-Based System empowers individuals to use the information they have at hand about an active threat ("situational awareness") and make the best decision for their students and themselves in the moment. The selected training for Washington Central is known as "Run, Hide, Fight," and is one of the training series recommended by the [Vermont School Safety Center](#).



Here is some information about the broad scope and sequence for implementation of our Options-Based System:

- **School year 22-23:** The District Safety Team has been working since early Fall on developing our scope & sequence and preparing to be the lead trainers for our schools.
- **June 2023:** Post service training with all faculty & staff, with a goal of engaging with our staff about what is coming, the scope & sequence, and identifying support needs
- **Summer 2023:** The District Safety Team will meet to adjust the scope & sequence and prepare for the August presentation based on feedback from the June training
- **August 2023:** Faculty & staff will receive additional training on the district crisis commands and the RHF system, including thinking specifically about their building and how each element of the system would be implemented
- **Fall 2023:** District safety team will identify a developmental drill sequence for students, along with a professional development plan for teachers and communication planning for families related to that sequence

As noted here, we will begin this professional learning with an introductory session for all faculty and staff during June of 2023. The goal of this first training is to introduce the concept to our staff, provide information about the scope and sequence for implementation, and surface questions/concerns/feedback from them about the training moving forward. Administration will integrate that feedback into planning for next year's training sequence.

Families will receive more information about our training this summer; they will also have an opportunity this Fall to participate in question & answer sessions at their individual buildings. We will continue to keep the Board informed about this important work.

### Monthly Business Office Reflections

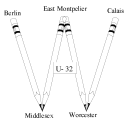
#### *Staff Transitions*

We have bittersweet news to share this month about a transition for Michelle Ksepka, our District Operations Manager. Michelle has accepted a new position for the Lamoille North Supervisory District as their Data Manager. While we are of course happy for this new adventure for Michelle, we are sad for WCUUSD and we thank Michelle immensely for her long time commitment to our district. We are actively planning for the hiring and transition process. Michelle's transition will occur toward the end of the fiscal year.

We want to thank Carla and Melissa for all the time they have invested in preparing the letters of intent for ESP and non-bargaining employees for the 2023-24 school year.

#### *Fiscal Audit & End of Fiscal Year Updates*

The Fiscal Services Team went through the pre-audit process May 8<sup>th</sup> – 12<sup>th</sup>, which included collecting and uploading requested documentation and evidence. Audit work goes hand in hand with preparation for the end of the year and beginning of the year. There is work in



process in payroll, accounts payable and the general ledger to get ready for both. This involves several account reconciliations and fixed asset tracking to name a few things. Thank you to the entire team (Penny, Tom and Holly) for all of this work.

On Wednesday, May 3<sup>rd</sup> we held an online meeting with the administrative assistants across the schools to review year end procedures for accounts payable, purchase orders and registration processes for next school year.

#### *Fiscal Software Updates*

Penny has been working with our financial software company, NEMRC, to get the accounts receivable module set up and in use for FY 2023 - 2024. We anticipate this will improve the process of billing accounts receivable and recording deposits into the financial software. Holly has also been working with NEMRC to improve payroll reports for easier reconciliations. Thank you to both of them for identifying the need and pursuing solutions for improvements that will create efficiencies in our processes.

The Central Office team has begun to test out the Frontline Time and Attendance software to ensure the system's readiness before we train additional employees to the system. The activity has been well-received by those individuals clocking into the system as well as approvers of time sheets. Additional training materials will be prepared prior to the planned go live date for the remaining year-round staff in July.

We also previewed the upcoming transition to a new time clock system, asking the administrative assistants to provide us with questions and concerns so that we can do our best to address them before we roll the system out to everyone.

The most immediate concerns expressed about the time clock system were anticipated to be challenges in getting employees to clock in and out. Employees will be provided access to an app to sign in from their phones, or will be able to sign in using their assigned personal computers, laptops, chrome books or a designated chrome book (kiosk) on-site. Kiosks will be located in easily accessible areas for people not assigned personal devices. Encouraging individuals to utilize the app will be important to addressing concerns about ability to clock in. With the app, people will be able to sign in from the parking lots of the schools. The admin support team also requested additional videos and other training tools to support the transition.

#### *Bids*

The bids for propane and oil were received and awarded this month. The outcomes are estimated to result in an estimated budget savings of \$37,508 for FY 2023 - 2024. See the table below for more detail.



**Propane and Fuel Oil Bid Results for FY 2023 - 2024**

<b>Fuel Type</b>	<b>Quantity</b>	<b>Vendor</b>	<b>Projected Cost</b>	<b>FY 24 Budget</b>	<b>Est. Budget Savings</b>
Propane	5,720 gallons	<b>Irving \$1.496</b>	\$8,557	\$10,924	\$2,367
#2 Fuel Oil	43,500 gallons	<b>Gillespie Fuels \$2.81</b>	\$122,235	\$157,376	\$35,141

The District will look to complete the FY 2024-25 Heating Fuel bids based on timing that takes advantage of discounts available with the 6-month futures market, monitoring the fuel price trends using Competitive Energy Services. Bid preparation for wood pellets and wood chips is in process.



---

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

---

**2022-2023 Priorities:**

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

**Update on District Priorities:**

***Academic Achievement & Student Outcomes***

**Berlin:** Berlin has been conducting the VTCAP assessment this past month. We appreciate the schools that offered guidance to potential challenges as we embarked on beginning our assessments. Students did their best. I would like to thank teachers and staff for their patience through training and proctoring the assessments.

As we head into the end of the year, we are conducting or wrapping up end of year assessments. We hope that analyzing the data in the future will better guide instruction and programs for Berlin in the district.

**Calais:** The focus this month has been on supporting students with state testing. This was new learning and a heavy lift for staff and students. I'm incredibly impressed by their resilience and look forward to what we will learn about our students to inform our programming for next year. Our local spring assessments are underway in math and literacy as well. This information will help us identify instructional next steps for the remainder of the school year and identify needs for the fall.

**Doty:** Grades 3-6 have finished up the VTCAP testing. At Doty we started a week later than the other schools and were able to learn a great deal from our neighbors so we were able to avoid some of the tech challenges that other schools faced. Students were total troupers and were very patient with us on the first day as we all fumbled through our first ever sign in. I am looking forward to seeing how results are reported and what can be learned from the data.

All grades are having spring assessments starting and we are shifting our progress monitoring conversations to transition planning for next year. We know that students grow and develop over the summer and these transition conversations allow us to start the following year with a good base of understanding about our learners.

**EMES:** Students in Grades 3-6 completed the VTCAP testing early last week. It was a bit of a puzzle with a lot of moving pieces for the adults, but the students were awesome about transitioning to this new assessment. We were so thankful for Mike O'Brien from the tech department. He helped make sure the experience was smooth for all involved! During PD these last few weeks, our teachers have begun reflecting on their year. Grade



level teams reviewed where they are at this point in the year with Ready Math and Foundations/Just Words and compared that with where our curriculum maps say they should be. They then began planning for the last month of school, with the goal of ensuring that students get the most out of the remaining weeks of learning opportunities. Our next steps will be to communicate this important information to next year's teachers as they begin curriculum mapping out next year.

**Rumney:**

Students completed the VTCAP, which eased a layer of pressure in the building. Our school experienced a rocky start with 4th graders not being able to access their tests. The response was timely, and students were able to start after 2 days. Other issues were relatively mild. There was a long wait time for reopening tests. It would have been preferable to have tests be re-opened immediately. Hopefully the feedback given will make improvements for next year.

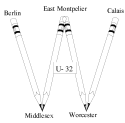
iReady assessments are occurring from May 15-June 7. These results help measure student growth and provide important data for grade level teams to use to make decisions.

**U-32:** Our students continue to demonstrate their understanding and skills as they move towards meeting our graduation proficiencies. We will celebrate our students' accomplishments in year end awards ceremonies. As I write this, we are in the middle of our VT CAP assessments and AP testing, so May is a very busy month for standardized testing. Except for a few hiccups, testing is going ok and we are hopeful that our students strive to do well.

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

**Berlin:** Berlin's safety team has been meeting this spring and we've discussed an overview of our upcoming district initiatives. Our next body of work will be preparing our Vermont Crisis Manual to be specific to Berlin. Our work will need to include a better sense of staff roles and responsibilities during specific types of emergencies or events. Last month we experienced a power outage that was the result of a faulty main breaker. I would like to thank our maintenance team and Chris O'Brien for their prompt work in identifying and fixing this issue. We were without power at the school for a couple of hours and everyone did an amazing job continuing our school routine calmly and safely.

**Calais:** The Calais team has been focusing largely on student and staff climate. The strongest indicator of a safe school is a community that is inclusive and connected so that all feel seen, valued, and heard. Our focus has been on connecting with the broader community through partnership with the Friends of Calais, events like our recent art show and music concert, staff appreciation, and classroom celebrations through PBiS.



**Doty:** With warmer weather Nurse Jess has been visiting classrooms to talk about sun safety and tick checks. We have alerted families that we are seeing more ticks than usual, both in and out of school and have provided families with resources for tick management. The weather has also seen an increase of fort building during recess time so we have been issuing friendly reminders of both how to and how not to build forts. (As an aside -our 3/4 built a wigwam style fort last fall that lasted the winter!)

**EMES:** We had a special celebration for Nurse Dave's birthday, which happened to fall right during School Nurse Appreciation week. We are also very excited for our all-school spring wellness day, which will be held on Friday, June 2nd at Wrightsville. We recently revisited our emergency plans for individual students who have complex medical needs. Nurse Dave continues to run refresher training on the use of CPR and AED, as well as procedures for responding to individual medical needs in our building.

**Rumney:**

Ticks have been an issue at Rumney this month. We love to utilize our outdoor classrooms as much as possible. These times have resulted in ticks on students and staff. We are fortunate to have a nurse who is not squeamish about tick removals! Families are always notified (and the tick sent home, when possible) each time there is a tick found on a person.

We discovered three doors that require upgrades in order to lock (and verify that it is locked) from the inside. There will be costs associated with this repair, but it is an essential step to ensure safety.

**U-32:** We celebrated School Nurse Appreciation day on May 10 and we want everyone to know that we value Amber and Mahala and the work they do for our school. We recently held an open house for first responders in our area to get a tour of the school and to ask questions of administration in the event that they would have to respond to an emergency at our school. It was well attended with representatives from local law enforcement, fire and EMT crews.

**Update on District Priorities:**  
***Humanity, Justice & Equity***

**Berlin:** Our school committee has discussed ideas for next year, including having BLAMM students come to Berlin to talk with staff and students. We feel this would be a great opportunity.

Our district book talks ended this month, and I feel that the process did increase understanding of the work to be done to move towards the humanity and justice coalition vision.



**Calais:** Calais enjoyed a visit from the U-32 student group, Seeking Social Justice this month, facilitated by our Equity Scholar in Residence, Shelley Vermilya and teacher leader Meg Allison. The focus was on LGBTQ+, inclusivity, pronouns, and all things equity. This visit came at a time when students were asking lots of good questions about how to understand and be supportive of peers. Students and staff were given the chance to ask questions anonymously and safely. This group followed up with staff during PD time.

**Doty:** On the 17th, we celebrated our equity book clubs by sharing our books. We had rich conversations and were able to begin making plans for how to continue our work next year.

**EMES:** In addition to our monthly Conversations with Shelley on Friday mornings, Shelley has become a regular part of our staff on Monday afternoons! She arrives at EMES each Monday around 11:30 and stays with us through the afternoon. This is a time for staff to engage with Shelley over lunch and for her to visit classrooms, read and work with students, and support our teachers in this important work. In addition, the focus for the last month of our school-wide PBIS meetings has been around inclusion. U-32's Seeking Social Justice students will be visiting EMES Grades next week to talk about SSJ and what this looks like at the middle/high school.

**Rumney:** The schedule conflicts of the last few months have impacted Rumney's ability to work with Shelly Vermilya. The open office hour approach was very well received by our staff this year.

This month we had a celebration for our equity book groups. Everyone was able to share what they appreciated about their books as a way to help others select their books for next year. The book groups were district-wide, which led to rich discussions across schools. The celebration being school based felt right for this time of year.

**U-32:** Our Seeking Social Justice group has been visiting the elementary schools to discuss LGBTQ+ issues with students and staff. We also have a group of students who are working with departments to reflect on curriculum and classroom materials so that we have as broad a representation of views as possible.

### Celebrations & Upcoming Events

**Berlin:**

3rd & 4th Grade Field Trip - Shelburne Museum, Thursday, May 25

Memorial Day Ceremony- Friday, May 26 · 2:30 – 3:30pm

Kindergarten Field Trip- VINS, Thursday, June 1

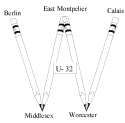
6th grade step up day to U32- Friday, June 2

1st Grade Field Trip- Book Buddies U-32, Monday, June 5

1st & 2nd Grade Field trip - ECHO, Friday, June 9

5/6 Field Trip - Spirit of Ethan Allen, Monday, June 12





PTNA School BBQ- Tuesday, June 13  
6th grade graduation- Wednesday, June 14  
Step up day- Friday, June 16

**Calais:**

- May 10 - staff appreciation Afternoon Tea sponsored by the Friends of Calais
- May 16 - CES Music Concert/Art Show
- May 17 - Equity Book Group final celebration
- June 2 - PreK Screening at CES and Rising 7th graders Step Up Day at U-32
- June 5 - 1/2 students to U-32 for Book Buddies, Kellogg Hubbard Library visiting
- June 8 - Field Day
- June 9 - 6th grade trip to Wrightsville
- June 14 - 6th grade graduation
- June 16 - last 1/2 day of school for students

**Doty:**

June 8 - Doty Reads with Kellogg Hubbard Library here to sign up for library cards. Community members are invited to join us at 2:30 and share our love of reading and books.

June 12-14 - We will be running our exploratory groups which are opportunities for students to find possible new passions!

June 15 - Sixth grade graduation

**EMES:** We are so excited for our annual BBQ, Celebration of Learning, and Art/Music Night on Wednesday, May 24 from 4:30 - 6:30. Our evening Talent Show will be on Thursday, June 1st at 6pm, Our Spring Wellness Day is on Friday, June 2nd, and our EMES Field Day is on Friday, June 9th. EMES Graduation will be on Wednesday, June 14.

**Rumney:**

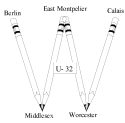
June 1 is Fine Arts night and a drumming performance.

June 5 is Rumney Reads Day- This is an annual event to celebrate reading and a love of books.

June 14 is 6th grade graduation.

Kindergarten will be leading our last All School Meeting on June 16. This is where the 6th grade shows their slide show. There will be a celebration of learning for kindergarten following the All School Meeting.

**U-32:** Please check out the [Tandem Calendar](#) for events at U-32. On the calendar you will find Graduation times, 8th grade Step-Up, Move-up Day, sporting events, awards ceremonies, and our Arts Bash.



## Supervision & Evaluation Updates

**Berlin:** Staff are working on end of year reflections and conducting evaluation meetings with me. Para professionals were on an 'evaluation cycle' this year which is where they conduct a beginning of the year self assessment and end of year reflection with me.

**Calais:** End of year reflections are beginning this month. Staff did a mid year check in on goals and made some adjustments at that time. I anticipate the end of year reflections will help set the framework for goal setting at the beginning of next year.

**Doty:** End of year reflections are just beginning here. Teachers have been reflecting on their practice and we will be identifying areas for growth and support both individually and collectively.

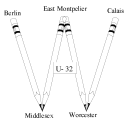
**EMES:** The last few weeks have been filled with end-of-year reflection meetings with teachers. This is a time of year that I so look forward to as we celebrate successes together and reflect back on the year. It's a true gift for me to have uninterrupted time with each of my teachers and I truly love hearing their stories and reflection of the year. Like several of the past years, this has been a very full and sometimes heavy year. And, we have so much to celebrate together. As always, our goal at EMES is to wrap these meetings up by the end of May.

### **Rumney:**

We are completing our end-of-year reflections and identifying areas of strength and growth.

This school year I was able to complete several walk-throughs and in analyzing my own practice, I noticed the majority of them were for classroom teachers. While this is valuable data, I also intend to conduct regular walk-throughs of our special educators and interventionists.

**U-32:** We are completing our end-of-year reflections and starting to look at what areas we need to strengthen for next year. Our Department Heads are brainstorming topics for our professional growth so we can begin planning for our learning next year.



---

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

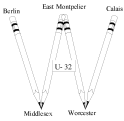
To: WCUUSD Board  
From: Flor Diaz Smith, WCUUSD Board Chair  
Kari Bradley, WCUUSD Board Vice Chair  
Meagan Roy, Superintendent  
Re: Historical roots of U-32 mascot conversation Update

At our last meeting, the Board asked the administration to draft a possible transition plan in the event that it determines the mascot should be changed. We want to share a little bit of what we have done so far and how this process started in order to add some context to our next steps.

Last year Vermont passed **Act 152**, with the goal of ensuring that all school mascots and imagery are non-discriminatory. Our district through our policy committee and board work passed **Policy F2** in December. The policy outlines our commitment to creating a welcoming, positive and inclusive learning environment. The policy also outlines the administrative responsibilities.

Our Superintendent Meagan Roy alongside Steven Dellinger-Pate and Shelley Vermilya, our Equity Scholar, started to develop a mascot review process while we were working on the Policy. The process started last fall and has continued and it is led by students. The Board response to the NAACP and Gedakina complaint summarized the work we have done so far and we have not received a response back from them to date.

Superintendent Meagan Roy and the students shared with the Board their findings at our April meeting. They looked at the historical roots of the U-32 mascot and imagery. Here is an **article** written by one of our students that reports on the meeting and the **report** (page4) from the students. When the board discussed this issue at our meeting, there was a general concern that the mascot is not consistent with the requirements of our new policy. Specifically the policy requires that mascots "not be associated with the repression of others." We will continue to consider the implications of what they shared with us alongside the impacts of continuing to use the mascot, logo or branding material.



---

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

At our May 24 meeting we will resume our deliberations on this topic.. The administration will present that draft transition plan based in part on discussions with other districts who have been through such a process. We will provide time for community members to make comments on the mascot topic.

Later in the meeting, the Board will discuss next steps on this issue. In preparing for that, please consider these questions:

- What additional information does the Board need on this topic? In particular have we heard sufficient student/public input on a potential change?
- What should be our timeline for making a decision regarding the Raider mascot?
- If our decision is to make a change, what should that transition process look like?

We have made our humanity and justice work one of the core pillars of our district and are committed to making sure that all our students are welcomed in our schools.

To: WCUUSD School Board

From: Ursula and Kari, on behalf of the Education Quality Committee

May 2023

The committee has three items for the board's consideration this month:

1. Our recommendation for a committee charge is below. It is only slightly modified from the current version we are operating with.
2. Per the board's education quality goal, our recommendation for a system to monitor student achievement is below. Once approved, we will create a calendar for board monitoring and committee work for the 2023-24 school year. For your reference, our goal and summary notes from the past year's discussions are included.
3. At our most recent meeting, the committee received a report from Jen regarding the Vermont Comprehensive Assessment Program, which is the new literacy, math and science standardized test that replaces the SBAC and NECAP. In brief, the rollout of this new program has been problematic and there are concerns about the usefulness of the data it will provide us, at least for this first year.

**Recommended Motions:**

1. **Move the board adopt the recommended Education Quality Committee charge.**
2. **Move the board adopt the recommended system for monitoring student achievement.**

**Proposed Education Quality Committee Charge**

The job of the Education Quality Committee is to:

1. Support the board in understanding and monitoring student learning outcome achievement including current performance, trends, student experience, equity and post-graduation success
2. Support the board's understanding of district plans and systems for instruction, assessment and overall performance measurement
3. Help the district to understand opportunities, challenges and resources needed for Education quality improvement
4. As directed by the board chair, provide verbal or written report to the board about the activities of the committee.

## **Draft Student Achievement Monitoring System 2023-24**

4 reports total

Math and Reading Proficiency (2 reports, fall and spring)

- Standardized, local assessment and report card
- Growth data
- Incorporate:
  - Disaggregated data
  - Analysis of achievement gaps
  - Comparative data (neighboring, state,national)
  - Multi year trends (to extent possible)

Other Student Learning Outcomes (one report)

- Focus on 2-4 SLOs
  - Committee in more detail
- Incorporate:
  - Information about Curriculum, Instruction, Challenges, Opportunities
  - Teacher and Student Voice

Graduation Rates and Post-secondary Outcomes (one report, year-end)

- Recent performance and trends
- Rates beyond the standard 4 year term
- Incorporate:
  - Student voice (and possibly family)
  - Multiple pathways
  - Strengths and opportunities

## **Summary of Monitoring Priorities and Considerations**

From EQC and Board Discussions 2022-2023

### Priorities

- Math and reading proficiency
- Achievement gaps
  - disaggregated data to pinpoint source of gaps
  - any “upstream indicators” of future gaps
- Graduation rates
  - upstream indicators: e.g. suspension and expulsion
  - post graduation intentions
- Exit rate with proficiency, what are other ways students succeed if not a 4 year graduate
- Staffing levels, creative solutions in our delivery of instruction
- Change over time, multi year trends

### Data and Presentation

- Local assessment data
- Student/teacher/family voice
- Staff analysis/explanation
- Context and comparatives: neighboring districts, other state

## 2022-23 Education Quality Goal

SMART Goal	<i>School Board develop and adopt a system for monitoring student achievement by June 2023</i>
Specific	<ul style="list-style-type: none"> <li>• What will be accomplished? <i>Board will have a system monitoring student achievement that reflects our values and is understandable, replicable, effective and sustainable</i></li> <li>• What actions will we take? <ul style="list-style-type: none"> <li>○ <i>Education Quality Committee (EQC) will propose system components for board's consideration</i></li> <li>○ <i>Board will provide feedback, practice during this year's monitoring opportunities and formally adopt a system</i></li> </ul> </li> <li>• Who needs to be involved to achieve the goal? <i>Board, EQC, Jen and Meagan, plus others</i></li> <li>• Why is this a goal? <i>Student achievement is central to our mission, monitoring is an essential board function that a good system will help us fulfill</i></li> </ul>
Measurable	<ul style="list-style-type: none"> <li>• What data will measure the goal? <i>Development of system components including a reporting process, guidance for assessing evidence, shared priorities and a timetable</i></li> <li>• What will success look like? <i>Board members agree on the components and overall system for monitoring student achievement</i></li> </ul>
Achievable	<ul style="list-style-type: none"> <li>• Is the goal doable? <i>Yes</i></li> <li>• Do we have the necessary skills and resources? <i>For the most part, though we will likely benefit from external resources</i></li> <li>• If not, can we attain the skills and resources? <i>Possible resources: VSBA, VSA, other districts</i></li> <li>• What is the motivation for this goal? <i>Student achievement is why we exist and we want to support systematic improvement</i></li> </ul>
Relevant	<ul style="list-style-type: none"> <li>• How does the goal align with the broader goals of the school district? <i>Supports progress with our Mission, Continuous Improvement Plan, Proficiency Based Graduation policy and board's budget parameter for supporting student achievement.</i></li> <li>• Why is the result important? <i>Will help the Board understand and clarify expectations for student learning which is central to our Mission, plus a good system will help us use our time efficiently</i></li> <li>• Why are we setting this goal now? <i>Next step in our journey to understanding and positively impacting student learning</i></li> </ul>
Time-Bound	<ul style="list-style-type: none"> <li>• What is the timeframe for accomplishing the goal? <i>EQC suggest components through the year including for November and March monitoring reports, Board adoption of system June 2023</i></li> <li>• How will we know that we are making progress? <i>As we reach agreements on components</i></li> <li>• Is the deadline realistic? <i>yes</i></li> </ul>



## **Draft Education Quality Committee Charge**

**May 2023**

The job of the Education Quality Committee is to:

1. Support the board in understanding and monitoring student learning outcome achievement including current performance, trends, student experience, equity and post-graduation success
2. Support the board's understanding of district plans and systems for instruction, assessment and overall performance measurement
3. Help the district to understand opportunities, challenges and resources needed for Education quality improvement
4. As directed by the board chair, provide verbal or written report to the board about the activities of the committee.

To: Education Quality Committee

From: Ursula and Kari

May 2023

This year we have been supporting the board in its goal to establish a system for monitoring student achievement. This memo is to share a draft based on the priorities and considerations we have identified so far. Our plan is to discuss this at our May 3rd meeting, revise and further confirm at our May 31 committee meeting, and make a final proposal for the board's consideration June 21. For your reference, our goal and summary notes are below.

### **Draft Monitoring System 2023-24**

4 reports total

Math and Reading Proficiency (2 reports, fall and spring)

- Standardized, local assessment and report card
- Growth data
- Incorporate:
  - Disaggregated data
  - Analysis of achievement gaps
  - Comparative data (neighboring, state,national)
  - Multi year trends (to extent possible)

Other Student Learning Outcomes (one report)

- Focus on 4 SLOs (half of total)
  - Committee in more detail
- Incorporate:
  - Information about Curriculum, Instruction, Challenges, Opportunities
  - Teacher and Student Voice

Graduation Rates and Post-secondary Outcomes (one year-end report)

- Recent performance and trends
- Rates beyond the standard 4 year term
- Incorporate:
  - Student voice (and family?)
  - Multiple pathways
  - Strengths and opportunities

## **Summary of Monitoring Priorities and Considerations**

From EQC 2022-2023

### Priorities

- Math and reading proficiency
- Achievement gaps
  - disaggregated data to pinpoint source of gaps
  - any “upstream indicators” of future gaps
- Graduation rates
  - upstream indicators: e.g. suspension and expulsion
  - post graduation intentions
- Exit rate with proficiency, what are other ways students succeed if not a 4 year graduate
- Staffing levels, creative solutions in our delivery of instruction
- Change over time, multi year trends

### Data and Presentation

- Local assessment data
- Student/teacher/family voice
- Staff analysis/explanation
- Context and comparatives: neighboring districts, other state

## 2022-23 Education Quality Goal

SMART Goal	<i>School Board develop and adopt a system for monitoring student achievement by June 2023</i>
Specific	<ul style="list-style-type: none"> <li>• What will be accomplished? <i>Board will have a system monitoring student achievement that reflects our values and is understandable, replicable, effective and sustainable</i></li> <li>• What actions will we take? <ul style="list-style-type: none"> <li>◦ <i>Education Quality Committee (EQC) will propose system components for board's consideration</i></li> <li>◦ <i>Board will provide feedback, practice during this year's monitoring opportunities and formally adopt a system</i></li> </ul> </li> <li>• Who needs to be involved to achieve the goal? <i>Board, EQC, Jen and Meagan, plus others</i></li> <li>• Why is this a goal? <i>Student achievement is central to our mission, monitoring is an essential board function that a good system will help us fulfill</i></li> </ul>
Measurable	<ul style="list-style-type: none"> <li>• What data will measure the goal? <i>Development of system components including a reporting process, guidance for assessing evidence, shared priorities and a timetable</i></li> <li>• What will success look like? <i>Board members agree on the components and overall system for monitoring student achievement</i></li> </ul>
Achievable	<ul style="list-style-type: none"> <li>• Is the goal doable? <i>Yes</i></li> <li>• Do we have the necessary skills and resources? <i>For the most part, though we will likely benefit from external resources</i></li> <li>• If not, can we attain the skills and resources? <i>Possible resources: VSBA, VSA, other districts</i></li> <li>• What is the motivation for this goal? <i>Student achievement is why we exist and we want to support systematic improvement</i></li> </ul>
Relevant	<ul style="list-style-type: none"> <li>• How does the goal align with the broader goals of the school district? <i>Supports progress with our Mission, Continuous Improvement Plan, Proficiency Based Graduation policy and board's budget parameter for supporting student achievement.</i></li> <li>• Why is the result important? <i>Will help the Board understand and clarify expectations for student learning which is central to our Mission, plus a good system will help us use our time efficiently</i></li> <li>• Why are we setting this goal now? <i>Next step in our journey to understanding and positively impacting student learning</i></li> </ul>
Time-Bound	<ul style="list-style-type: none"> <li>• What is the timeframe for accomplishing the goal? <i>EQC suggest components through the year including for November and March monitoring reports, Board adoption of system June 2023</i></li> <li>• How will we know that we are making progress? <i>As we reach agreements on components</i></li> <li>• Is the deadline realistic? <i>yes</i></li> </ul>

## **Monitoring System Components (from Fall 2022)**

1. Data Presentation
  - a. Three sources quantitative data: standardized, local assessment, report card
  - b. Qualitative data
  - c. Growth data
  - d. Determine desired scope/grain size
  - e. Include student and teacher voice
  - f. Direct observation by board?
  - g. Multi-year comparative data
2. Assessment
  - a. Staff Analysis
  - b. Committee Assessment
  - c. Board Assessment
  - d. Document Key Findings (for future policy, planning and goal-setting)
3. Identify Priority Focus Areas
  - a. Board identify 3-5 areas of specific interest by year end
  - b. e.g. proficiency rates, achievement gaps, annual growth, specific SLOs
  - c. Align with CIP, other plans, budget parameters, etc
4. Timetable
  - a. Establish annual/multi-year monitoring calendar for board and committee
    - i. Considering a two-year cycle for committee to review each SLO
  - b. Connected to budgeting and other work plan areas
  - c. Build in time for reflection
5. Connections to Other Board Functions
  - a. Budgeting
  - b. Planning and goal setting
  - c. Policy setting
  - d. Board learning and development
    - i. Identify topics for study and discussion
    - ii. New board member orientation
  - e. Accountability features
    - i. Board to community (tie to annual report, engagement)
    - ii. Superintendent to board (tie to superintendent evaluation process)

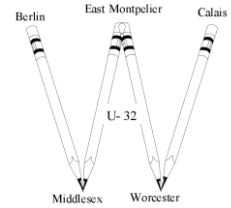
## Washington Central Unified Union School District

*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 and School Board**  
**FROM: Susanne D. Gann, Business Administrator**  
**RE: Review Capital Improvement Project Plan and Five-Year Budget**  
**DATE: May 5, 2023**

---

**Review and Summary:** The Board approved the Capital Improvement Plan and adopted the initial Five-year Capital Improvement Budget on June 15, 2022.

**Proposed Next Steps:** The Capital Improvement Plan with proposed revisions is included in this packet, along with an updated Five-year Capital Improvement Budget and Timeline.

May 9, 2023

- Discuss the proposed changes to the plan and budget with the Finance Committee.
- Discuss the possible increase in the annual transfer to the Capital Reserve Fund, in preparation for the FY 2024-25 budget development.
- Receive feedback for plan and budget modifications.
- Discuss tools for soliciting public feedback on the Plan and Budget (eg. Front Porch Forum, Facebook, Newsletters, feedback form).

May 24, 2023

- Discuss the proposed changes to the plan and budget with the Finance Committee.
- Discuss the possible increase in the annual transfer to the Capital Reserve Fund, in preparation for the FY 2024-25 budget development.
- Receive feedback for plan and budget modifications.

June 20, 2023 Board Meeting

- Seek Board adoption of the revised Capital Improvement Plan and Five-year Budget.
- Seek Board approval at the meeting of the projects to develop a scope and budget and begin planning for FY 2024 - 2025 projects.

## Monthly Reflections

And Beyond:

- Discuss a possible transfer from the District General Fund Balance to the Capital Reserve Fund in order to fully fund the proposed projects in the Five-year Capital Improvement Budget, to offset the amount needed for future annual transfers budgeted in the general fund budget.

**Washington Central Unified Union School District  
Capital Improvement Plan  
FY 2023 - FY 2028**

**Adopted by WCUUSD Schoolboard June 15, 2022**

**Updated XX/XX/XXXX**

Prepared for the WCUUSD by Susanne D. Gann, Business Administrator, Chris O'Brien, Director of Facilities, William Ford, WF Project Inspections

Input received from the Washington Central Leadership Team



## THE DISTRICT'S MOTIVATION AND INSPIRATION

---

**Mission Statement:** The Washington Central Unified Union School District exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

**Introduction:** The Washington Central Unified Union School District (the District), formed in 2019 with the six schools located in the towns of Berlin, Calais, Middlesex, East Montpelier, and Worcester. The District consists of five elementary schools, one middle/high school and one office for centralized services. In 2020, the District created a reserve fund to support necessary capital improvements and replacement projects for the District buildings and grounds.

The buildings and grounds for the District are the physical foundation for providing services to students. In order to maintain the District buildings and grounds effectively and efficiently, the District must plan capital improvement projects proactively while being mindful of resource constraints. The District considers maintaining high quality educational buildings and grounds an important factor in creating a sense of safety and well-being, pride in our students and improving educational outcomes. Improvements to the physical environment, translate to an increased sense of culture, and community connection for faculty, staff and students. Capital planning processes the District implements to maintain the quality of those buildings and grounds will support the overall District goals and Student Learning Outcomes.

**Advantages of a Capital Improvement Plan:** The District has identified many advantages to adopting a Capital Improvement Plan that undergoes annual review and revision. Those advantages include:

1. The evaluation of all buildings and grounds to determine if they still provide the appropriate environment to deliver educational services to students.
2. The Development of an understandable and reliable process for measuring the condition of buildings and grounds, including functional performance standards.
3. The identification of mandated safety requirements or professional standards to help identify projects for buildings and grounds.
4. The establishment of a prioritization process for evaluating capital requests on the basis of needs and costs, ensuring equitable distribution of community resources among each of the District schools.
5. The provision of a basis to coordinate capital improvement projects to avoid or mitigate impacts on District facilities or services and to combine projects in a manner that best benefits the District.
6. The development of a communications plan for public participation and stakeholder involvement in order to explain capital needs, options and strategies and to collect feedback. This should allow the District to effectively communicate

## Washington Central Unified Union School District Capital Improvement Plan FY 2023 - FY 2028

the impact to service levels or current asset levels in the event a project does not proceed. This should ensure that capital projects deliver the expected and desired outcomes and adequate stakeholder support for the investment.

7. The identification of a process for incorporating input and participation in planning for capital improvements from major stakeholders and the general public, creating a transparent budgetary process.
8. The collection of information to support projections for future revenues and expenditures allocated to capital improvement projects.
9. The stabilization in capital expenditures by planning for major purchases or improvements considering asset replacement planning.
10. The consideration of capital needs as a whole, balancing fiscal capacity, planning for debt issuance, and understanding the impact on reserves and operating budgets.
11. The strengthening of the District's borrowing position by demonstrating sound fiscal management. A properly prepared capital plan is essential to the future financial health of the District and continued delivery of services to students.

The Capital Improvement Plan provides a list of the capital projects to be undertaken during the next five fiscal years and estimates the cost for each project, identifying how each project will be funded. ~~Year one of the The Capital Improvement Plan is the proposed capital budget for the next fiscal year. It is a working document intended to provide guidance for the District's future decisions on capital projects.~~

The Capital Improvement Plan is a tool to use in conjunction with other District planning documents such as the Continuous Improvement Plan and Implementation Report. The District shall assess whether current facilities are adequate to serve the current and future needs of the District, accounting for enrollment trends. The Capital Improvement Plan then identifies the scheduling and funding of projects over the course of the plan.

### DEFINITION OF A CAPITAL IMPROVEMENT PROJECT

---

In order to provide for the proper control and conservation of the District's buildings and grounds, as well as proper accounting for financial reporting purposes, the District shall maintain an inventory of capital assets used in the operation of the district's activities and implement an asset replacement schedule.

A capital asset:

- Is tangible and complete. Construction in progress is capitalized but not depreciated until construction is completed;
- Is a major expenditure that has a gross cost or fair market value of at least \$5,000 ~~for an individual item, and~~
- ~~Has a useful life of at least one two year\_s or more or~~
- Is reasonably identified and controlled through a physical inventory system.

## Washington Central Unified Union School District Capital Improvement Plan FY 2023 - FY 2028

- Includes items such as land and land improvements, buildings and building improvements, vehicles, machinery and equipment or furniture and fixtures.

Estimated useful lives of assets have been established as follows:

- Land improvements 20-25 years
- Buildings and improvements 20-50 years
- Equipment and computers 3-10 years
- Vehicles 5 years

Capital assets acquired through donation will be recorded at their estimated fair market value on the date of donation and capitalized according to the criteria above. Annual depreciation will be charged in equal amounts over the estimated useful lives of all capital assets.

A The Capital Improvement Project Five-year Capital Improvement Budget designates the specific projects that will be funded through the capital reserve fund. Capital reserve funds are to be used for Capital Improvement Projects, which can be identified as:

- A physical betterment or improvement to current buildings or grounds, either when first constructed or replaced; or
- Any preliminary studies and surveys relating to any physical betterment or improvement to the District's buildings or grounds; or
- Buildings; or
- Land or rights in land (grounds); or
- Any project that requires bond financing; or
- Any combination of these.

Examples of capital improvement projects include:

- Building or land acquisition
- Major building or facility renovations and repairs
- Drainage infrastructure
- Field improvements

### STAKEHOLDER ROLES

---

The various stakeholders in the school district must collaborate to prepare a Capital Improvement Budget that best meets the operational and financial needs of the District. A request must be approved by the Building Administrator, Director of Facilities, Business Administrator, Superintendent, Leadership Team and Finance Committee before a request is included in the Five-year Capital Improvement Budget and proposed for Board approval.

## **Washington Central Unified Union School District Capital Improvement Plan FY 2023 - FY 2028**

**Parent or other Member of the Community** – may propose a capital improvement project to a Building Administrator.

**Member of the Student Body or Student Organization** – may propose a capital improvement project to a Building Administrator.

**Department Heads / Maintenance Leads** – may propose a capital improvement project to a Building Administrator.

**Building Administrator** – may complete a Capital Project Request Form (Appendix A) for a capital improvement project. Building Administrators should complete this form with the Director of Facilities.

**Director of Facilities** – may complete a Capital Project Request Form (Appendix A) for a capital improvement project. The Director of Facilities should complete this form with a Building Administrator. The Director will conduct an informal needs assessment to identify and prioritize the proposed project. The Director will assist in developing a clear description of the project, define the reason for the project, select priority reasons, and identify an initial placement in the budget schedule and an estimated budget for the project. The Director of Facilities holds a key role in identifying issues of inequity and access in the school environments. When issues of inequity across the District arise, the Director of Facilities will bring the issue to the WCLT for collaboration and decision-making. The Director of Facilities and Building Administrator will submit all completed Capital Improvement Project Requests to the Business Administrator for review.

**Business Administrator** - will facilitate the development of a Capital Improvement Plan and Five-year Capital Improvement Budget, collaborating with all of the various stakeholders in the process. The Business Administrator will be responsible for shepherding a Capital Improvement Project Request through the various stages of the review process and adding it to the Five-year Capital Improvement Budget once approved by the WCLT. The Business Administrator is responsible for establishing accounts and budgets for projects in any fiscal year and accounting for the Capital Reserve Fund and providing regular reports to the District Board on the Five-year Capital Improvement Budget and Capital Reserve Fund balance.

The Business Administrator will review any Capital Improvement Project Requests, ask questions, provide feedback and return the request to the Building Administrator and Director of Facilities for revision if necessary. The Business Administrator will submit all completed Capital Improvement Project Requests to the Superintendent for review and will update the Five-year Capital Improvement Budget annually, prior to Finance Committee review, based upon requests approved by the WCLT.

**Superintendent** – will review any Capital Improvement Project Requests, ask questions and provide feedback and return the request to the Business Administrator for revision if necessary. The Superintendent may recommend the project for review by the Washington Central Leadership Team (WCLT).

## **Washington Central Unified Union School District Capital Improvement Plan FY 2023 - FY 2028**

**Washington Central Leadership Team (WCLT)** – will function as a capital improvement program review committee for the District. The WCLT will review the project, ask questions, provide feedback and return the request to an earlier stage in the review process if necessary. The WCLT may recommend the project for review by the WCUUSD Finance Committee for inclusion in the Five-year Capital Improvement Budget.

**WCUUSD Finance Committee** - will function as a capital improvement program review committee for the District. The Committee will review the project, ask questions, provide feedback and return the request to an earlier stage in the review process, if necessary and may recommend the project for review by the WCUUSD School Board. The Finance Committee will also be responsible for developing and recommending the Capital Improvement Plan and Five-year Capital Improvement Budget to the WCUUSD School Board.

**WCUUSD School Board** – will review the Five-year Capital Improvement Budget annually. The WCLT will provide the School Board with detailed information on any newly added projects. The Board will ask questions, provide feedback and return the plan to the Superintendent for revision if necessary. The Board will host a Community Forum for the public to ask questions and provide feedback. It is the responsibility of the Board to adopt the final Capital Improvement Plan and Five-year Capital Improvement Budget. The Board will review the Capital Improvement Plan and Five-year Capital Improvement Budget annually and approve the use of Capital Reserve funds when the project scope and budgets are determined. The Board also awards bids to vendors.

### **COMMUNICATION PLAN**

---

The District will clearly communicate project benefits, costs, impacts, and schedules and at a level of detail appropriate for the audience. The District will present information clearly and avoid using communications to sell or unnecessarily advocate for any project. Information will be transparent and accurate, setting clear expectations.

The District will review and update the Capital Improvement Plan and Five-year Capital Improvement Budget annually. The initial review will be completed by the Business Administrator and Director of Facilities every March, with a recommendation brought to the WCLT for approval in April. The WCLT will make a recommendation to the Finance Committee in April, and the full Board at the May Community Forum, where public feedback will be received. The Board will request changes to the plan and budget. The Superintendent will direct members of the WCLT to make the changes as directed by the Board, and bring the final Capital Improvement Plan and Five-year Capital Improvement Budget to the Board's second meeting in May for them to approve and authorize the scope and budget development for projects designated for completion in the following fiscal year.

## Washington Central Unified Union School District Capital Improvement Plan FY 2023 - FY 2028

The Board will use the WCUUSD website; school-sanctioned Facebook and Instagram pages; school newsletters and the local Front Porch Forums to post information regarding the Capital Improvement Plan and Five-year Capital Improvement Budget.

**The Board will identify community groups and discuss how to engage with these groups and the public as part of their engagement planning specific to Capital Improvement.**

During the development of the General Fund Operating Budget, the Board will explain the process for developing the Capital Improvement Plan and Five-year Capital Improvement Budget, to explain the importance of budgeting an annual transfer to the Capital Reserve Fund.

### FUNDING SOURCES

---

**Capital Reserve Fund:** The District has authorized a reserve fund, for funding necessary capital improvement/replacement projects. The WCUUSD School Board includes funding in the annual general fund budget for transfers to the Capital Reserve Fund for approval by the voters of the District. **In FY 2023-24 that amount is \$901,234.** It is recommended that this amount be set each year to adequately reserve funds for projects identified in the Five-year Capital Improvement Budget. As debt is retired, the District will transition the amount budgeted for debt service payments to increase the amount transferred to the Capital Reserve Fund.

**State, Federal and Local Grants:** State and federal funding may become available from time to time for funding capital improvement projects. The Business Administrator or Superintendent shall explore possible uses of state and federal funding as identified by any Stakeholder.

**Construction Bond Initiative:** As a government entity, the District may identify the need to plan for debt issuance to fund capital improvement projects. If bond financing is used, the bond initiative must be reviewed and approved by the Board before it is placed on the ballot for approval by the voters. Cost estimates developed during the planning process will be used to determine the size of the bond initiative.

The District is committed to funding the approved Five-year Capital Improvement Budget through a combination of these funding sources. Each year the Board will consider possible combinations of transfers from the General Fund Balance, increases in the amount raised through taxes on the General Fund Budget, or the potential for a Construction Bond Initiative in order to adequately fund the anticipated Five-Year Capital Improvement Budget without expected shortfalls.

### PRIORITIZING CAPITAL PROJECTS

---



## Washington Central Unified Union School District Capital Improvement Plan FY 2023 - FY 2028

In order to identify which capital projects should be included in the Capital Improvement Plan, the following process will be used to review and establish their priority. Capital projects will be evaluated based on the criteria below to assess the need and readiness of the project for incorporation into the plan.

**Priority 1:** Legal requirements and/or mandates, contractual obligation, physical access to learning for all students; health, safety, security needs and failure of existing capital assets.

**Priority 2:** End of useful life, prolong facility life, energy efficiency, improve the quality of existing infrastructure and enhance the learning environment. If State or Federal grant funds or private funds that would meet at least 50% of the project cost are available to assist in funding the project or asset.

**Priority 3:** Expanded service, program accommodations, aesthetic improvements, State or Federal grant funds or private funds that would meet less than 50% of the project cost are available to assist in funding the project or asset.

The District will consider possible ways to improve energy efficiency when completing any Capital Improvement Projects, under all three priority categories. The District has completed a baseline assessment to identify the capital improvement project needs, determined the financial impact, and prioritized capital projects at each school and the central office building for the next five years. The assessment includes a financial plan that identifies estimated costs and the proposed year of completion for each project. The District has also developed an initial asset replacement schedule and Multi-year Capital Improvement Budget for the next 25 years, based upon the anticipated life of current capital assets. This is a living document, and development will continue and refine in the next 1- 3 years.

### CAPITAL ASSET MANAGEMENT

---

The District plans to develop a capital asset management process over the course of the next year, to help assess asset replacement needs, and categorize based upon priorities 1 - 3 identified above. This will include regular inspection of the facilities by custodians, lead maintenance personnel and the Director of Facilities and will include condition and service reliability.

**In the next year,** The District will identify a facilities management software and implement use of the software for managing all requests for maintenance and repairs on assets. Maintenance and repair reports made through the software will be utilized to track data on frequency of maintenance on each asset as well as the date of last service. This information will be used in assessing asset replacement needs.

### INDIVIDUAL CAPITAL PROJECT DETAIL

---

## **Washington Central Unified Union School District Capital Improvement Plan FY 2023 - FY 2028**

Once a project is prioritized and placed in a year for completion, preliminary revenue and expenditure estimates will be developed in order to include the project in the Five-year Capital Improvement Budget. The District will request architectural or engineering plans to develop a detailed scope and budget for the projects in the next annual budget and incorporate the project into the timetable for completion of the project. The scope of the project should include any necessary plans or diagrams, expenditure estimates and projected offsetting available revenues.

### **CAPITAL PROJECT MONITORING AND REPORTING**

---

The Capital Improvement Plan and Five-year Capital Improvement Budget will be reviewed annually by the WCLT and Finance Committee before the Board approves it, Projects over \$40,000 will be awarded by the Board through the bid process. The Business Administrator will provide the Board an accounting of the balance in the Capital Reserve Fund in April, July and December, with the official year-end accounting in December from the accounting firm hired to do the annual financial audit.

Prior to the start of school each year, and again upon project completion, the Director of Facilities and Business Administrator will provide the WCLT, Finance Committee and Board a progress report for each open Capital Improvement Project. Bond attorneys and financial advisers also need to be informed periodically of the progress of projects using debt funds. See the Annual Timeline for Capital Improvement Projects for anticipated timing for financial updates and progress reports (Appendix B).



# Washington Central Unified Union School District Capital Improvement Plan FY 2023 - FY 2028

## REFERENCES

---

Allison, Gregory S. and Johnson, Frank. Financial Accounting for Local and State School Systems: 2014 Edition. March 2015. U.S. Department of Education.

Best Practices, Capital Budget Presentation. September 28, 2018. Government Finance Officers Association. <https://www.gfoa.org/materials/capital-budget-presentation>

Capitalization Policy. Revised 2021. Vermont Association of School Business Officials (VASBO). <https://www.vasbo.net/grants-mgmt>

Town of Woodstock Capital Improvement Plan FY 2023 – FY 2028. January 2022. Town of Woodstock, VT.

Washington Central Unified Union School District  
Five-year Capital Improvement Budget - Proposed Amendment 05/10/2023  
FY 2022-2023 through FY 2027 - 2028

Project Description	Building	Actual	Budget	Budget	Budget	Budget	Budget
		FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028
Storm Water	U-32	\$ 405,338	\$ -	\$ -	\$ -	\$ -	\$ -
AHU Updates	U-32	\$ 259,250	\$ -	\$ -	\$ -	\$ -	\$ -
Roof Replacement	U-32	\$ 277,488	\$ -	\$ -	\$ -	\$ -	\$ -
Security - Card / Camera System	Calais, Doty, EMES,	\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ -
Bathroom - Partitions and Sinks*	U-32	\$ 456,087	\$ -	\$ -	\$ -	\$ -	\$ -
Counters/Sinks and Bathrooms - ADA compliant *	Rumney	\$ 134,320	\$ -	\$ -	\$ -	\$ -	\$ -
Soft costs on Combined Projects*	Multiple	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Softball Dugouts	U-32	\$ 46,002	\$ -	\$ -	\$ -	\$ -	\$ -
Scoreboards - Field Hockey, Softball, Baseball and electrical*	U-32	\$ 9,219	\$ -	\$ -	\$ -	\$ -	\$ -
Windows - Exterior Window Replace Frames	U-32	\$ 36,243	\$ -	\$ -	\$ -	\$ -	\$ -
Ventilation - Kindergarten*	Calais	\$ 36,764	\$ -	\$ -	\$ -	\$ -	\$ -
Door Hardware*	Doty	\$ 32,215	\$ -	\$ -	\$ -	\$ -	\$ -
ADA access to rear entrance / exit*	Berlin	\$ 24,451	\$ -	\$ -	\$ -	\$ -	\$ -
Field Hockey Field Refurbishment	U-32	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -
Boiler - woodchip replacement	Calais	\$ 475,000	\$ -	\$ -	\$ -	\$ -	\$ -
Boiler - woodchip upgrades	E. Montpelier	\$ 125,000	\$ -	\$ -	\$ -	\$ -	\$ -
Boiler - woodchip upgrades	U-32	\$ 125,000	\$ -	\$ -	\$ -	\$ -	\$ -
Paving - Parking Lot & Sidewalks	U-32	\$ -	\$ 2,090,354	\$ -	\$ -	\$ -	\$ -
Boiler - Circulator pump replace #1	U-32	\$ -	\$ 34,375	\$ -	\$ -	\$ -	\$ -
HVAC - Energy Recovery Unit (ERU) 20 year upgrade	U-32	\$ -	\$ 1,348,497	\$ -	\$ -	\$ -	\$ -
Security - Card / Camera System	Berlin, U-32	\$ -	\$ 300,000	\$ -	\$ -	\$ -	\$ -
HVAC - AHU Damper Replacement, currently not adjustable	Doty	\$ -	\$ 6,875	\$ -	\$ -	\$ -	\$ -
Interior Door Replacement	E. Montpelier	\$ -	\$ 8,371	\$ -	\$ -	\$ -	\$ -
Playground swings and slide	E. Montpelier	\$ -	\$ 43,183	\$ -	\$ -	\$ -	\$ -
Clerk of the Works-Allocate to projects	Multiple	\$ -	\$ 89,732	\$ -	\$ -	\$ -	\$ -
Playground	Berlin	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Fire Alarm Panel update	Berlin	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Bathrooms (2) - Lobby, renovate and make ADA accessible	Calais	\$ -	\$ -	\$ 125,000	\$ -	\$ -	\$ -
Door - Exterior, replace at kitchen/music room corridor	Calais	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -
Windows - glazing, broken seals becoming more frequent	Calais	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -
Exit/Entrance - playground hcp access, on grade landings/ramps	Doty	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Exit/Entrance - playground access canopy at primary wing under eaves	Doty	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -
Boiler room - equipment, expansion tank, day tank, pumps, etc.	Doty	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -
Hot water cross connection, eliminate hot water from cold taps	Doty	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -
Doors - Interior security barrier, second set of controlled doors	Doty	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Drainage - Site pooling water in front of building	Doty	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Sound System - Gym, upgrade	E. Montpelier	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -
Doors - hardware, security function on classroom doors, closers	Rumney	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -

Washington Central Unified Union School District  
Five-year Capital Improvement Budget - Proposed Amendment 05/10/2023  
FY 2022-2023 through FY 2027 - 2028

Project Description	Building	Actual	Budget	Budget	Budget	Budget	Budget
		FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028
Doors - Lobby, frame, hardware	Rumney	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -
Stairs - Atrium, repair broken nosings, failure of existing	U-32	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -
Fields - refurb Baseball field	U-32	\$ -	\$ -	\$ 150,000	\$ -	\$ -	\$ -
Doors - Exterior replacement	U-32	\$ -	\$ -	\$ 120,000	\$ -	\$ -	\$ -
Windows - Exterior Window Replace Frames	U-32	\$ -	\$ -	\$ 69,000	\$ -	\$ -	\$ -
Clerk of the Works-Allocate to projects	Multiple	\$ -	\$ -	\$ 82,000	\$ -	\$ -	\$ -
Utility Infrastructure Demolition, well, woodchip bunker	Berlin	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Water Service Entrance, Extend 4" service into building	Berlin	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -
Flooring - Gym, current VCT in adequate condition	Calais	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Paving and sealing, walkways, basketball court	Calais	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	Doty	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Grease interceptor, for kitchen pot sink	Doty	\$ -	\$ -	\$ -	\$ 40,000	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	E. Montpelier	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Building envelope, siding, insulation, windows, painting	Rumney	\$ -	\$ -	\$ -	\$ 500,000	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	Rumney	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Windows - Exterior Window Replace Frames	U-32	\$ -	\$ -	\$ -	\$ 34,500	\$ -	\$ -
Clerk of the Works-Allocate to projects	Multiple	\$ -	\$ -	\$ -	\$ 45,000	\$ -	\$ -
Storage shed, replace containers	Rumney	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -
Wall - Exterior, seating repair/replace	U-32	\$ -	\$ -	\$ -	\$ -	\$ 500,000	\$ -
Flooring - main office carpet	U-32	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -
Lighting retrofit, ongoing conversion to LED	U-32	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -
Windows - Exterior Window Replace Frames	U-32	\$ -	\$ -	\$ -	\$ -	\$ 34,500	\$ -
Electrical phase protection to be available for quick replacement	U-32	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
Wall - Exterior panels, repair damaged panels	U-32	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
Flooring - weight room	U-32	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
Ice Maker - replace	U-32	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
operable CR partitions, some repairs required	U-32	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
recessed walk-off grate, replace inserts	U-32	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
HVAC - replace AC in Main Office	U-32	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
Clerk of the Works-Allocate to projects	Multiple	\$ -	\$ -	\$ -	\$ -	\$ 45,000	\$ -
Generator	Doty	\$ -	\$ 95,000	\$ -	\$ -	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	Berlin	\$ -	\$ -	\$ -	\$ 15,000	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	Calais	\$ -	\$ -	\$ -	\$ 126,500	\$ -	\$ -
Regrade soccer field	Calais	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000
Replace electrical panels	Calais	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 33,500
Flooring - entire school except bathrooms, gym and library	Doty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 150,000
Pellet Boiler heating system	Doty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 280,000
Flooring - Gym refurbishment	U-32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 67,200

Washington Central Unified Union School District  
Five-year Capital Improvement Budget - Proposed Amendment 05/10/2023  
FY 2022-2023 through FY 2027 - 2028

Project Description	Building	Actual	Budget	Budget	Budget	Budget	Budget
		FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028
Replace bleachers	U-32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000
Total Capital Improvement Project Budgets		\$ 2,792,377	\$ 4,016,387	\$ 1,226,000	\$ 1,301,000	\$ 1,019,500	\$ 610,700

Capital Fund Balance	Actual FY 2022-2023	Budget FY 2023-2024	Budget FY 2024-2025	Budget FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028
Beginning Capital Fund Balance	\$ 5,256,769	\$ 3,359,633	\$ 1,052,874	\$ 767,191	\$ 623,177	\$ 772,545
Plus General Fund Transfers to the Capital Reserve Fund	\$ 880,000	\$ 901,234	\$ 1,000,000	\$ 1,225,000	\$ 1,225,000	\$ 1,225,000
Plus Interest Income	\$ 15,241	\$ 12,893	\$ 1,617	\$ 289	\$ 68	\$ 815
Plus Possible Grant Funding	\$ -	\$ 795,501	\$ -	\$ -	\$ -	\$ -
Subtotal Fund Balance & Revenues	\$ 6,152,010	\$ 5,069,261	\$ 2,054,491	\$ 1,992,479	\$ 1,848,245	\$ 1,998,361
Less Actual Expenditures to Date	\$ 1,922,551	\$ 148,502	\$ -	\$ -	\$ -	\$ -
Subtotal Projected Fund Balance at End of Current Year	\$ 4,229,459	\$ 4,920,759	\$ 2,054,491	\$ 1,992,479	\$ 1,848,245	\$ 1,998,361
Less Current Outstanding	\$ 869,826	\$ 3,867,885	\$ 1,226,000	\$ 1,301,000	\$ 1,019,500	\$ 610,700
Less 5% Inflationary Factor on Future Projects	\$ -	\$ -	\$ 61,300	\$ 68,303	\$ 56,200	\$ 35,348
Projected Ending Capital Fund Balance	\$ 3,359,633	\$ 1,052,874	\$ 767,191	\$ 623,177	\$ 772,545	\$ 1,352,313
Less East Montpelier Capital Reserve Funds	\$ 781,035	\$ 729,481	\$ 709,481	\$ 609,481	\$ 609,481	\$ 609,481
Projected Capital Fund Balance Available for Future Projects	\$ 2,578,598	\$ 323,393	\$ 57,710	\$ 13,696	\$ 163,064	\$ 742,832

Washington Central Unified Union School District  
Annual Timeline for Capital Improvement Projects

Responsible Person/Team	January	February	March	April	May	June	July	August	September	October	November	December
Director of Facilities								Provide the WCLT, Finance Committee and Board a progress report for each open project.		Work with Building Administrators to complete a Capital Project Request Sheet for any new projects that they want added to the Capital Improvement Budget.	Collaboration with Project Manager and Business Administrator begins on prioritizing and developing preliminary estimates for new projects.	
Project Manager	Bid documents out to invited list no later than second week of January to allow three weeks before bid opening for next fiscal year.	Bid opening (end of) first week of February for next fiscal year.	Execute contract and start submittal process for next fiscal year.	Submittal process, order long lead items for next fiscal year.	Submittal process, order long lead items for next fiscal year.	1. Construction duration for next fiscal year. 2. Hire engineer for projects requiring the year for planning (2 fiscal years out). 3. Engage architect to scope and budget projects for the next fiscal year.	Construction duration for current year.	1. Construction duration for current year. 2. Engage architect to complete design development plans and bid documents for next fiscal year projects.	Close out O&M manuals, submit final invoice for payment for current year projects.	1. Close out O & M manuals, submit final invoice for payment for current year projects. 2. Recommend defined prequalification requirements, solicit interest, review submissions, select bidders for projects greater than \$500,000 for next fiscal year.	Collaboration with Project Manager and Business Administrator begins on prioritizing and developing preliminary estimates for new projects.	1. Prequalified bidders receive bid documents for projects greater than \$500,000 for next fiscal year. 2. Review design development, plans, bid documents completed for next fiscal year.
Architects & Engineers	Bid documents out to invited list no later than second week of January to allow three weeks before bid opening for next fiscal year.	Bid opening (end of) first week of February for next fiscal year.				Scope and budget projects for the next fiscal year.	Scope and budget projects for the next fiscal year.	Authorized to begin design development, plans, bid documents prepared for next fiscal year.	Establish eligibility and criteria for prequalifying vendors for projects greater than \$500,000 for next fiscal year.	Design development, plans, bid documents prepared for next fiscal year.	Design development, plans, bid documents prepared for next fiscal year.	Design development, plans, bid documents completed for next fiscal year.
Business Administrator	1. Prepare Summary Report for the Finance Committee / Board to award bids. 2. Submit bid waivers to AOE for projects not receiving 3 bids.	1. Prepare Summary Report for the Finance Committee / Board to award bids. 2. Submit bid waivers to AOE for projects not receiving 3 bids.	Review of Capital Improvement Project Plan and Budget and prepare recommendations for the Superintendent and WCLT review.		1. Update fixed asset list for completed projects. 2. Report capital fund balance to Board.		1. Set up accounts and budgets for projects in next fiscal year. 2. Finalize update to fixed asset list for completed projects.	1. Provide the WCLT, Finance Committee and Board a progress report for each open project. 2. Report capital fund balance to Board.			Collaboration with Project Manager and Business Administrator begins on prioritizing and developing preliminary estimates for new projects.	
Superintendent			Review of Capital Improvement Project Plan and Budget with the Business Administrator.									

Washington Central Unified Union School District  
Annual Timeline for Capital Improvement Projects

Responsible Person/Team	January	February	March	April	May	June	July	August	September	October	November	December
WCLT				Review Capital Improvement Project Plan and Budget and approve recommendation for the Board.						Building Administrators will work with the Director of Facilities to complete a Capital Project Request Sheet for any new projects that they want included in the update to the Capital Improvement Budget.	Capital Project Requests due to the Director of Facilities, no later than November 30th.	
Board		Award bids for next fiscal year.			1. Review Capital Improvement Project Plan and Budget. Solicit community feedback.	2. Approve Capital Improvement Project Plan and authorize the scope and budget development for next fiscal year at Business Meeting.		1. Approve scope and budget on projects for the next fiscal year.  2. Authorize engineers/architects to prepare design development, plans and bid documents for next fiscal year, as necessary.			Approve eligibility and criteria for prequalifying vendors for projects greater than \$500,000 for next fiscal year.	Approve list of prequalified vendors for projects greater than \$500,000 for next fiscal year.

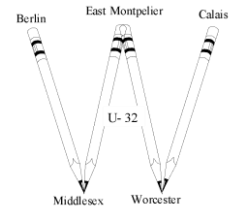
## Washington Central Unified Union School District

*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 D. Gann, WCUUSD Business Administrator**  
**RE: Accept Annual Financial Management Questionnaire**  
**DATE: May 5, 2023**

---

**Recommended Board Action:** The Board accept the annual financial management questionnaire prepared by the Business Administrator and included in the Board packet.

**Financial Management Questionnaire - School Districts, Supervisory Unions, Supervisory Districts**

	Yes	No	Don't know	Who is responsible?
Do you know by whom the following is maintained?				
School District Checkbook	X			Financial Accountant
School District receipts	X			Financial Accountant
Student Activity Cash/Check receipts	X			Financial Accountant & U-32 Bookkeeper
School District payments:				
Payroll	X			Payroll & Benefits Specialist
Accounts Payable	X			Accounts Payable Accountant, Financial Accountant & Payroll & Benefits Specialist
Bank Deposit slips	X			Admin Assistant & Financial Accountant
Bank reconciliations	X			Financial Accountant & Business Administrator
Are the all bank statement and ledger balances reconciled monthly, by whom?	X			Financial Accountant
Does someone other than the treasurer review bank reconciliations?	X			Business Administrator
Are checks always written to specified payees and not to cash?		X		Accounts Payable Accountant & Senior Payroll Accountant, exception for cash advance for travel abroad
Are financial records maintained in a computerized system?	X			Accounts Payable Accountant, Financial Accountant & Payroll & Benefits Specialist, Business Administrator
Are all payees registered in accounting software?	X			Accounts Payable Accountant
Are all invoices, original, on vendor letterhead or format, with individual invoice number?		X		Accounts Payable Accountant & School Admin Assistants. Exceptions are faxed and emailed invoices.
Are all payments recorded and mailed with notation to the associated invoice number?	X			Accounts Payable Accountant
Does the School District hold current W9 forms for all vendors?	X			Accounts Payable Accountant
Does the same individual open the mail and deposit checks?		X		Special Ed Admin Assistant opens mail, Admin Assistant deposits checks
Are pre-numbered checks used for all bank accounts?	X			Financial Accountant & Check Supplier
Are unopened bank statements delivered directly to the treasurer as received?		X		Statements downloaded from Bank/Financial Institution website by Financial Accountant
Have you borrowed money from the School District?		X		
Do you know of anyone who has borrowed money from the School District?	X			Employee computer purchase program
Have School Board members attended financial trainings?	X			Board Chair and Superintendent
Do the financial accounting personnel take regular vacations?	X			Business Administrator and Superintendent
Have you deposited School District monies anywhere other than a School District account?		X		Admin Assistant, Financial Accountant & Business Administrator
Have you deposited any non-School District monies into a School District account?		X		Admin Assistant, Financial Accountant & Business Administrator



# Financial Management Questionnaire - School Districts, Supervisory Unions, Supervisory Districts

	Yes	No	Don't know	Who is responsible?
Is it common practice for staff members to rotate responsibilities or cross train periodically?	X			Financial Accountant, Payroll & Benefits Specialist, Accounts Payable Accountant and Business Administrator cross train to cover each other during absences.
Are student activity receipts deposited within 48 hours of the event?	X			Exception - small deposits may be deposited weekly vs. 48 hours.
Have you experienced a theft or embezzlement during the last five years?		X		
Does the School District have written policies and procedures for financial operations?	X			Business Administrator & Superintendent
Does each Town and School District official have copies of these policies and procedures?		X		In progress
Is there a standard procedure to ensure that gate receipts reflect the event's attendance?	X			Athletic Director turns in Ticket sales/signup forms to School Bookkeeper
Is interest in School District accounts apportioned to each account?	X			Financial Accountant & Business Administrator
Have there been any changes in authorized signatures during the fiscal year?		X		
Has a signature stamp ever been used for any School District account?	X			Accounts Payable Accountant (School District Treasurer and Assistant Treasurer)
Do you have pre-numbered receipt books for cash payments?	X			Accounts Payable Accountant and School Admin Assistants and Bookkeeper
Have you attended trainings on recordkeeping?	X			Business Administrator
Are any School District financial records maintained in manual form?		X		Business Administrator
Do you maintain separate pages, columns or running balances for each fund?	X			Business Administrator
Are checks written by the same individual who approves payments?		X		Accounts Payable Accountant
Do you participate in any business which does business with the School District?		X		
Does any employee that you know of participate in any organization as a vendor?		X		
Have you questioned if the lifestyle of any associate reflects their normal income?		X		
Are bank accounts and fund balances reconciled on a monthly basis?	X			Financial Accountant& Business Administrator
Does the School District loan money to town employees?		X		

***As a signer below, I certify to the best of my knowledge that the answers provided in this self-assessment questionnaire are an accurate representation of the operation of the supervisory union, supervisory district, or school district of Washington Central Unified Union School District, East Montpelier, Vermont***

Preparer: Susanne D. Gann Printed Name: Susanne D. Gann

Title: Business Administrator Date submitted: May 5, 2023

***As an official of the School District board, I certify that the board has reviewed this questionnaire within two months of receiving it from the Superintendent.***

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

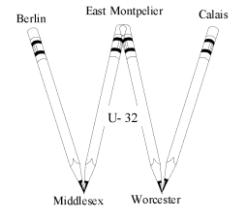
## Washington Central Unified Union School District

*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 D. Gann, WCUUSD Business Administrator**  
**RE: Authorize Superintendent to Sign Contracts and Accept Grants**  
**DATE: May 5, 2023**

---

**Summary:** Annually the WCUUSD School Board authorizes the Superintendent to sign all contracts and accept grants on behalf of the School District.

**Recommended Board Action:** The Board authorize the Superintendent to sign all contracts and accept grants on behalf of Washington Central Unified Union School District effective throughout FY 2023 - 2024.

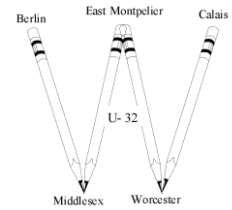
## Washington Central Unified Union School District

*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 D. Gann, WCUUSD Business Administrator**  
**RE: Blanket Authorization for Board Warrants**  
**DATE: May 5, 2023**

---

**Summary:** Annually the Board of Directors approves the Blanket Authorization for Board Warrants, which allows vendor payments to be issued when the Board does not meet, with the understanding, the Board will review and approve the warrant at the next warned business meeting.

**Recommended Board Action:** The Board authorize the Blanket Authorization for Board Warrants (included in packet) effective throughout FY 2023-24.

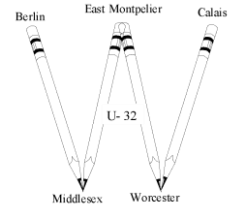
## Washington Central Unified Union School District

*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



## EFFECTIVE THROUGH FY 2023 - 24

---

The Washington Central Unified Union School District (WCUUSD) Board of Directors hereby authorizes the Superintendent (or designee) to process payments and print checks for payroll, related benefits and accounts payable. This includes, but is not limited to checks issued in payment for insurance premiums, utilities, bonds, contracts or other vendor invoices prior to a regularly scheduled or postponed board meeting in order to meet obligations to vendors and issue timely payments.

The WCUUSD Board of Directors hereby authorizes the WCUUSD Treasurer to sign all checks processed and printed by the Superintendent (or designee) during months and weeks that the WCUUSD Board does not meet to approve board warrants. Any checks that are signed by the WCUUSD Treasurer without an approved warrant will be reviewed and approved at the next warned business meeting of the Board.

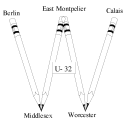
This authorization will remain in effect throughout FY 2023-24, unless the WCUUSD Board of Directors vote to rescind the authorization.

WCUUSD Board of Directors:

_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____

WCUUSD Board of Directors:

_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____



**To:** WCUUSD Board  
**From:** Policy Committee  
**Date:** May 24, 2023  
**Re:** Information for 7.0 Policy Discussions

## **7.1 First Reading: C29 District Equity Policy**

The District Equity Policy is being offered as a First Reading. The Policy committee initially discussed several draft equity policies at its December and January meetings. The Policy was then reviewed by the Humanity & Justice Coalition. After several discussions, the Coalition recommended to the Policy Committee that the draft go before the Board for a first reading, with a second reading and adoption intended for the June meeting.

The Humanity & Justice Coalition continues to discuss ways to engage with our communities for deeper input about the policy. The Coalition knows that deep engagement takes time, and that the Strategic Planning process is helping the district better understand how to deeply engage our communities. They also believe it is important for the District to have formal policy in place to solidify its commitment to this work. They see the current draft policy as one that will continue to evolve as we learn more about the district's focus in these areas.

## **7.2 Recommendation to Affirm C70 Seclusion & Restraint**

The Policy Committee reviewed the Seclusion and Restraint Policy to check alignment with the recent VSBA update of their model policy. There was an addition made to our Policy (highlighted in red under 1.1) to include the definition of what warrants a restraint or seclusion (this is referenced in VT State Board Rule 4500). They also updated the numbering to match the VSBA Model Policy Handbook. Other than that addition, the Policy Committee determined our policy is in line with the state model policy and did not suggest additional edits. The Committee recommends that the Board affirm this policy.

## Required/Recommended

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

District Equity Policy

POLICY:	C29
WARNED:	
ADOPTED:	
EFFECTIVE:	

---

### Purpose:

The Washington Central Unified Union School District is dedicated to taking concrete actions that provide a **safe and safer and more** supportive learning environment that is free of barriers; one that affirms the identity of each of us and acknowledges and celebrates differences to create a sense of belonging for each person connected to our schools. The school district is committed to creating inclusive educational opportunities that are relevant both historically and culturally, addressing the impacts of bias, prejudice, and discrimination while building more opportunity for us to thrive **rather than merely survive**. Our commitment is to the development of cultural humility and personal growth that is best supported in a climate that respects differences and provides a sense of belonging and inclusion.

### Definition of Educational Equity:

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 Interrupting** 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

### Policy Implementation:

To realize this commitment to equity, the District will:

- Systematically use District-wide and individual school-level data, disaggregated by race, ethnicity, language, ability, gender, and socioeconomic background to inform District decision-making
- Provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology and other educational resources that respect their individual identities, cultures, backgrounds, abilities and experiences;

- Monitor and evaluate the individual needs of schools and distribute resources ~~and-effective~~ personnel based on those needs;
- Incorporate the voice, culture and perspectives of students, staff, families, and communities that reflect student demographics and support and enhance student success;
- Identify and counteract biased practices that perpetuate achievement disparities and opportunity gaps;
- Provide ongoing and continuous professional development at all organizational levels to support employees to **effectively engage in** culturally responsive practices and delivery of quality culturally relevant instruction;
- Incorporate the principle of equity into the District's strategic plan and identify measurable outcomes to prepare all students for **post-secondary education opportunities college**, career, and life.
- Apply an Equity Lens Tool and a transparent equity process to policies, procedures, handbooks and practices throughout the district in all decision making and monitoring

The Superintendent shall identify outcome indicators as necessary to monitor this policy. The Superintendent and Leadership Team shall provide an annual status report to the Board. **This policy is a living document, subject to review and revision by the WCUUSD Policy Committee.**

The Humanity & Justice Coalition will act in an advisory capacity to **the Superintendent and Leadership Team** to support the work of educational equity within the Washington Central Unified Union School District. **Any recommendations the Coalition makes shall be timely shared with the WCUUSD Board.**



WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: ~~C70C34~~

WARNED: ~~5/24/23 6/1/19~~

ADOPTED: ~~6/26/19~~

EFFECTIVE: ~~7/1/23 7/1/19~~

---

USE OF RESTRAINT AND SECLUSION

---

**Section 1. Statement of Purpose**

1.1 It is the policy of this unified union school district that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district/supervisory union's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district of appropriate interventions by district staff. *In keeping with Rule 4500, WCUUSD affirms that the use of restraint or seclusion is intended only "...to prevent an imminent and substantial risk of bodily harm to the student or others." (SBE 4500.3(7))*

**Section 2. Definitions.** The following terms, as defined in State Board Rule 4500.3, shall apply to this policy.

2.1 **Behavioral Intervention Plan** means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.

2.2 **Chemical Restraint** means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:

- a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
- b. Administered as prescribed by the licensed physician.

2.3 **Functional Behavioral Assessment** means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

2.4 **Mechanical Restraint** means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

- a. Restraints for medical immobilization,
- b. Adaptive devices or mechanical supports used to achieve proper body

- position, balance or alignment;
- c. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or
- d. Seat belts in wheelchairs or on toilets.

**2.5 Parent** means:

- a. A biological or adoptive parent of the child;
- b. A legal guardian of the child;
- c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child's welfare;
- d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational surrogate Parent Program; or
- e. An educational surrogate parent.

**2.6 Physical Escort** means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

**2.7 Physical Restraint** means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
  - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
  - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or
- d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

**2.8 Positive Behavioral Interventions and Supports** means an approach to preventing and responding to targeted behavior that:

- a. Is based on evidence-based practices;
- b. Is proactive and instructional, rather than reactive;
- c. Can operate on individual, group, classroom, or school wide levels;
- d. Includes a system of continual data collection; and
- e. Relies on data-driven decisions.

**2.9 Prone Physical Restraint** means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.

**2.10 School** means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.

**2.11 School Personnel** means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.

2.12. **Seclusion** means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

2.13 **Substantial Risk** means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

2.14 **Supine Physical Restraint** means holding a student on his or her back using physical force for the purpose of controlling the student's movement.

2.15 **Student** means a student enrolled in a school as defined in paragraph 10.

### **Section 3. Policy**

3.1 The superintendent or his or her designee shall develop administrative procedures to ensure district compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components.

3.2 Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.<sup>1</sup>

3.3 Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.<sup>2</sup>

3.4 Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.<sup>3</sup>

3.5 Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.<sup>4</sup>

3.6 Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Commissioner of the Vermont Department of Education under circumstances and within the time limitations required by State Board of Education rules.<sup>5</sup>

3.7 Processes to ensure that each school in the district maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.<sup>6</sup>

<sup>1</sup> See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

<sup>2</sup> See SBE Rule 4501.2.

<sup>3</sup> See SBE Rule 4502.

<sup>4</sup> See SBE Rules 4502.3 and 4502.4.

<sup>5</sup> See SBE Rule 4503.

<sup>6</sup> See SBE Rule 4504.

3.8 Procedures to ensure that each school in the district implements follow-up procedures that are consistent with the requirements of State Board of Education rules.<sup>7</sup>

3.9 Annual notification procedures to ensure that each school in the district informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.<sup>8</sup>

3.10 Processes for the filing, investigation and resolution of complaints by school personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by the Board in Policy B22.<sup>9</sup>

#### **Section 4. Implementation**

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Department of Education unless he or she submits a plan to the Commissioner of Education demonstrating how a training program not recommended by the Department of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.<sup>10</sup>

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include in his or her report recommendations for changes, if any, to related school district/supervisory union policies or procedures.<sup>11</sup>

<sup>7</sup> See SBE Rule 4505.

<sup>8</sup> See SBE Rule 4506.

<sup>9</sup> See SBE Rule 4507.

<sup>10</sup> See SBE Rule 4509, 4510.

<sup>11</sup> 16 V.S.A. 563

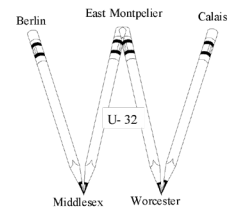
# Washington Central Unified Union School District

*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



**Washington Central Unified Union SD  
Community Forum Meeting  
U-32  
(In-person & Virtual)  
930 Gallison Hill Rd. Montpelier, VT  
4.19.23 6:15-8:15 PM**

**Board Members Present:** Diane Nichols-Fleming, Ursula Stanley, Lindy Johnson, Daniel Keeney, Mckalyn Leclerc, Kari Bradley, Flor Diaz Smith, Maggie Weiss, Jonas Eno-Van Fleet, Natasha Eckart, Eric Andersen, Joshua Sevits, Chris McVeigh, Student Representative Willow Mashkuri

**Administrators Present:** Superintendent Meagan Roy, Jen Miller-Arsenault, Principal Steven Dellinger-Pate, Technology Director Mark Kline, Director of Student Services Kerra Holden, Business Manager Susanne Gann, Alicia Lyford, Cat Fair, Aaron Boynton, U-32 Assistant Principal Jessica Wills, Karoline May

**Others:** ORCA Media, Michelle Ksepka, Shelley Vermilya, Michael Sherwin, Kai LaRosa, Nolan Lyford, Times Argus David Delcore, David Lawrence, Amelia Garland, Ms. Garland, Kristin Freeman

**1. Call to Order:** Flor Diaz Smith called the meeting to order at 6:15 p.m.

**2. Welcome**

**2.1. Adjustments to the Agenda:** none

**2.2. Reception of Guests:** Flor Diaz Smith welcomed guests to the meeting.

**2.3. Public Comments:** Time limit strictly enforced, see note: no public comments at this time

**3. Student Report on Mascot Review:** Superintendent Roy introduced students Kai LaRosa and Amelia Garland. She briefly explained the process for students to engage in the mascot review. Students Kai and Amelia introduced themselves. Students reported on responses from polling fellow students about the issue of the mascot for U-32 (which is currently a raider.) Jonas Eno-Van Fleet asked the students: is it fair to say that there are not a lot of strong opinions

among students about the Raiders mascot? The students agreed that this is a fair statement based on the information that they collected. Board members thanked the students for their input.

4. **Presentation and Discussion: Winter Assessment Results:** Superintendent Roy presented a slide deck: *Monitoring Student Achievement, Winter 2022/23*. Jen Miller-Arsenault and Ursula Stanley (Education Quality Committee Chair) provided a brief overview of this presentation. Board member responses: Jonas Eno-Van Fleet noted that the data in this report is much more clear than in previous reports. Daniel Keeney spoke about the “grain size” of the data that is considered, and he asked the administrators to adjust the grain size when there is a story that is relevant for board members to see. Chris McVeigh asked why are we seeing these disparities, and how are we planning to address them, and how do we check back in to see if these plans are effective? Jen Miller-Arsenault spoke about the importance of ongoing monitoring, as well as strategic planning, to answer those questions. Superintendent Roy suggested sharing and considering: “Here’s what the data shows, here’s what we think is going on, here is what we are doing about it.” Diane Nichols-Fleming asked to consider the level of fidelity across teachers. Mckalyn Leclerc suggested that there are other domains to measure besides literacy and math.
5. **Reports to the Board**
  - 5.1. **Student Report:** Willow Mashkuri shared that students in the Spanish classes and French classes are now traveling in Europe. She spoke about “Infinite Campus” (IC) and the frustration that students are experiencing with this student information system. She told the board that she believes they will be hearing more student feedback about IC. Willow reported that the musical “Pippin” wrapped up its performance; she spoke about a drugs and alcohol discussion/ forum that recently took place. She stated that seniors are getting college decision letters and making college choices at this time. Willow reported briefly about spring sports. She shared that the prom is scheduled for May 20<sup>th</sup>. Word of Mouth: students performing original art (music, dance, poetry, etc.) during student transition time. This Friday, April 21: Talent Show. Natasha Eckart stated that the U-32 students had presented at the Education Justice Conference and had been very well-received.
  - 5.2. **Superintendent/Central Office Leadership Team (COLT) Report:** Superintendent Roy had provided a written report. She briefly reviewed some highlights from the report: Climate Survey results and planning for next steps. Chris McVeigh asked for some specifics around the work around procedures related to human resources. Dan Keeney asked whether a collection exists of all of the procedures (as opposed to, or in addition to, policies). Lindy Johnson stated that an organizational chart/ overview would be helpful for board members.
  - 5.3. **Principal Report:** Flor Diaz Smith invited questions from the board related to the written report which had been shared in the board packet. Diane Nichols-Fleming stated that she appreciated hearing information around field trips, as these had been halted for some time due to COVID-19.

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

**5.5. VSBA Report:** Flor Diaz Smith provided a brief overview from the VSBA report. She invited board members to provide feedback for her to take to the VSBA as it considers resolutions at the close of this school year. Kari Bradley again noted the topic of rural schools and whether there is an opportunity for VSBA to take on the study of some of the unique challenges faced by small and rural schools.

## **6. Board Operations**

**6.1. Next Steps for Mascot Review:** Flor Diaz Smith reviewed that a letter had been shared on behalf of the administration, in response to the written complaint that had been lodged about U-32's mascot. She invited feedback from the board about suggested next steps. Diane Nichols-Fleming asked, have we followed the procedure that is required, according to policy? Superintendent Roy shared the administrative duties that are delineated in the policy and procedure related to Nondiscriminatory Mascots & School Branding. She noted that a hearing had been offered to the author of the letter of complaint but we have not heard a response. Chris McVeigh suggested that a follow up letter be sent to set a time frame to respond and schedule a hearing, or to affirm that no hearing is desired. The letter that had been received had been a "blanket letter" that had been sent to many districts. Kari Bradley asked what if anything else does the board need in order to make a decision around the school mascot. Chris McVeigh suggested that we need community input. Flor Diaz Smith suggested engaging student voice further in the discussion - for example, from the elementary schools, and to invite community input. Diane Nichols-Fleming suggested that it would be helpful when asking for further input (e.g. from the community) to provide information such as possible next steps from the board depending on the feedback that is received. Joshua Sevits asked whether it is the board's responsibility to make a determination around this. Mckalyn Leclerc suggested that clarity is needed related to the name of the mascot and the imagery connected to the mascot (a knight to represent U-32 Raider). Ursula Stanley suggested that the board still needs to have a conversation about whether the mascot is discriminatory and even if the answer is "no," should consideration be given to changing the mascot? She spoke about intent versus actual impact. It doesn't matter what the original intent was - the impact matters. Daniel Keeney stated that he feels that we need to get more input from the communities in the five towns that constitute U-32. Chris McVeigh stated that he does not believe there is any connection to the "red raiders." He suggested though that the board periodically review and reconsider the mascot. Eric Andersen asked whether we have had any complaints from the community or anything in the past - or after the blanket letter was received - about our mascot. Superintendent Roy stated that to her knowledge there have been no complaints. Natasha Eckart spoke about the violent nature of the mascot, both at U-32 (raiders), and in the past at Worcester

(warriors). She referred to the policy and stated that “raider” fits within the language in #3 under Administrative Responsibility of the policy. She suggested that if the board polls the community, there may be a response more around “the legacy” that alumni feel (“I was a raider/ we’ve always been the raiders”) versus what the mascot actually connotes. Flor Diaz Smith stated that this is why she is interested in student voice versus polling the entire community. Superintendent Roy asked board members to consider what they need in order to plan next steps around this topic. Mckalyn Leclerc clarified that the board’s role is to determine whether the mascot is discriminatory. Superintendent Roy stated that the board could decide that it is not discriminatory but that the board would still like to consider changing the mascot. Chris McVeigh stated that he believes ultimately it is a board decision, but that he believes we should invite community input. Kari Bradley stated that he feels it is for the board to ask “Does the mascot cause anyone harm?” - and the feedback from the student body indicated that the answer is no. To him this is enough of an answer. The next step, though, if a next step is desired, would be to invite feedback from the community. Ursula Stanley suggested that if an indigenous group is indicating that the mascot is discriminatory, that is enough information for her. She does not believe we should engage the community in debate about this. Josh Sevits suggested that he believes we should change the mascot; however, does the bottom line question need to be whether or not the mascot is discriminatory. Diane Nichols-Fleming referred to the language in the Policy under #3B. Maggie Weiss stated that she sees no ambiguity around the name “Raider.” Flor Diaz Smith took a straw poll from board members: “Raider” - the majority of the board indicated that they do agree that the name “Raider” fits the criteria from the language of the policy. Josh Sevits asked, what would happen next if the board took action to agree that Raider fits the criteria from the language. Superintendent Roy suggested that there would be next steps around changing the name. She suggested providing a suggested outline of next steps for the board’s consideration in their decision making. She suggested that the process of changing the name and/ or mascot is a big endeavor. Some discussion followed around the capacity of the board to take on this work at this time. The board discussed this issue at great length.

- 6.2. Approve 2023-2024 Calendar:** Superintendent Roy had provided a draft. **Chris McVeigh moved to approve the 2023-2024 Calendar. Seconded by Ursula Stanley. This motion carried unanimously.**
- 6.3. Approve Last Day of School, 2023:** Superintendent Roy had provided a memo explaining the impetus for June 16 (partial day) for students; teachers and ESP June 20th. **Lindy Johnson moved to approve this proposal by the administration. Seconded by Jonas Eno-Van Fleet.** Natasha Eckart expressed appreciation for the administration’s acknowledgement of Juneteenth as a holiday. **This motion carried unanimously.**
- 6.4. WCUUSD District Clerk:** Flor Diaz Smith expressed appreciation for Rosie Laquerre. She explained the next steps for appointing a District Clerk, according to guidance from the Secretary of State. Lindy Johnson asked that when this type of



resignation occurs, the board is notified immediately. Diane Nichols-Fleming stated that this type of communication issue might be a good topic for discussion at the board retreat.

- 6.5. Policy Committee Appointment:** Chris McVeigh moved to appoint Maggie Weiss to the Policy Committee. Seconded by Natasha Eckart, this motion carried unanimously.

## **7. Finance Committee**

### **7.1. Discussion/Action**

**7.1.1. EMES Playground:** Jonas Eno-Van Fleet moved to approve the use of the capital improvement fund reserved for EMES to pay for improvements to the playground, cabin and path for an amount not to exceed \$43,183. Ursula Stanley seconded. Alicia Lyford shared some of the student voice around this topic. **This motion carried unanimously.**

**7.1.2. Quarterly Financial Report:** Susanne Gann had prepared a written report. She invited questions or feedback from board members. She explained that we are projected to come to the year's end with a greater fund balance than had been anticipated.

## **8. Policy Committee**

**8.1. Third Reading for Policy to be adopted 4.19.23: C5 Weapons and Firearms:** Chris McVeigh shared this draft and invited questions or comments from board members. He noted that there is language in the policy related to reporting to the board, as board members had requested. **Ursula Stanley moved to adopt Policy C5. Seconded by Natasha Eckart.** Jonas Eno-Van Fleet asked for clarification around the possession of knives. Superintendent Roy explained the knives are prohibited and covered under the discipline policy regardless. **This motion carried unanimously.**

**8.2. Second Reading for Policy to be adopted 4.19.23: E20 Building Use:** Chris McVeigh shared this draft. **Jonas Eno-Van Fleet moved to adopt Policy E20. Seconded by Ursula Stanley, this motion carried unanimously.**

## **9. Consent Agenda**

**9.1. Approve Minutes of 3.15.23, 3.29.23, 4.5.23:** Jonas Eno-Van Fleet moved to approve the minutes of March 15, March 29, April 5, 2023. Seconded by Natasha Eckart, this motion carried unanimously.

**9.2. Approve Board Orders:** Lindy Johnson moved to approve the board orders dated 3-16-23 through 4-19-23, in the amount of \$893,958.18. Seconded by Ursula Stanley, this motion carried unanimously.

## **10. Personnel**

**10.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:** Ursula Stanley moved to approve the hire of Sarah Cousins, SLP. Seconded by Maggie Weiss. Ursula amended the motion to indicate the year 2023-2024. This motion carried unanimously. Ursula Stanley moved to approve the following rehires: Olga Benoit – U-32 Math Interventionist, Lindsay Wright – U-32 Social Studies Teacher, Karen Chesser – Berlin School Counselor, Nancy Robinson - Berlin Health Teacher, Annalissa Kirby – Berlin Special Education Teacher, Uriah Proctor-Mattingly – Calais School Wide Student Support Services Seconded by Natasha Eckart. This motion carried unanimously. Ursula Stanley moved to approve the following long term substitutes for 2022-23 school year: Richard Terrien – LTS Music– U-32, Clarissa Gold – LTS Science – U-32, Aiden Maher - LTS Physical Education/Health – U-32. Seconded by Chris McVeigh, this motion carried unanimously.

**11. Future Agenda Items:** Superintendent Roy shared the board work plan. The next board meeting will include a public forum. Action item regarding the mascot issue will be added to the June agenda.

## **12. Board Reflection**

## **13. Public Comments**

**14. Executive Session: Negotiations:** At 8:58 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of discussing Negotiation Strategy, to include Meagan Roy and Susanne Gann. Seconded by Ursula Stanley, this motion carried unanimously. At 9:16 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Daniel Keeney, this motion carried unanimously. During Executive Session the Board discussed Negotiation Strategy.

## **15. Executive Session: Personnel**

At 9:20 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of discussing a Personnel Matter. Seconded by Chris McVeigh, this motion carried unanimously. At 9:25 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Chris McVeigh, this motion carried unanimously. During Executive Session the Board discussed a Personnel Matter. Jonas Eno-Van Fleet moved to authorize Board Chair Flor Diaz Smith to engage in negotiations with Superintendent Meagan Roy for an extended contract, with the understanding that the final product will be presented to the Board for final approval. Seconded by Daniel Keeney, this motion carried unanimously.

**16. Adjourn:** At 9:29 Daniel Keeney 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

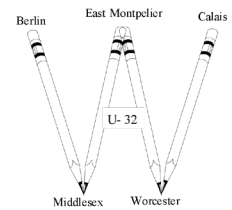
# Washington Central Unified Union School District

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

---

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  
Special School Board Meeting  
U32 Middle and High School  
Room 128/131  
1130 Gallison Hill Rd., Montpelier, VT  
5.3.23 7:30 PM**

**Board Members:** Flor Diaz Smith, Ursula Stanley, Chris McVeigh, Joshua Sevits, Kari Bradley, Lindy Johnson, Maggie Weiss, Daniel Keeney, Mckalyn Leclerc, Diane Nichols-Fleming and Jonathan Goddard

**Others:** Meagan Roy, Steven Dellinger-Pate, Amy Molina

- 1. Call to Order:** Flor Diaz Smith called the meeting to order at 7:30 p.m.
- 2. Approve New Teachers, Resignations, Leave of Absence and Changes in FTE:** Lindy moved to accept New Teacher Nominations for 23-23 School Year. Daniel Velez- Literacy Interventionist (Berlin), Samantha Mishkit- Science Teacher (U-32), Karla Eberlein-Intensive Needs Special Educator (EMES), Liz Bevins-Instructional Interventionist and Kindergarten (EMES), Maryellen Munday- School Wide Student Support Specialist(Rumney) **Seconded by Ursula Stanley. This motion carried unanimously.**

**Approve Resignations:** Lindy moved to accept with appreciation for their dedication to our students the resignation of Tess Knepp- Middle School Science Teacher (U32) and Michael Abadi-Special Education Teacher (U32). **Seconded by Ursula Stanley. This motion carried unanimously.**

**Extended Leave of Absence Request:** Lindy Johnson moved to accept the Extended Leave of Absence Request from Benton Larrow- Doty Interventionist, **seconded by Ursula Stanley. This motion carried unanimously.**

- 3. Executive Session - First Student Matter: At 7:40 p.m., Ursula 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, Amy Molina, and Student Family Members. Seconded by Daniel, this motion carried unanimously. At 8:05 p.m., Lindy moved to leave Executive Session. Seconded by Daniel Keeney this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Lindy Johnson moved to affirm the Administration's decision regarding the related discipline in the confidential Student Matter. Seconded by Diane Nichols-Fleming, the motion carried unanimously.**
- 4. Executive Session - Second Student Matter: At 8:15 p.m., Ursula 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, Amy Molina, and Student Family Members. Seconded by Lindy Johnson, this motion carried unanimously. At 8:36 p.m., Lindy moved to leave Executive Session. Seconded by Daniel Keeney, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Jonathan moved to affirm the Administration's decision regarding the related discipline in the confidential Student Matter. Seconded by McKalyn Leclerc, the motion carried unanimously.**
- 5. Adjourn: Lindy Johnson motioned to adjourn, this was seconded by McKlayn Leclerc. The motion carried unanimously.**

Respectfully submitted,  
Flor Diaz Smith, WCUUSD Board Chair

**WCUUSD School Board**  
**Superintendent Personnel Summary and Recommendations**  
**(as of 5.19.23)**

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

Richard “Jay” Terrien – U-32 Music Teacher  
Noah Fink – U-32 Special Education Teacher  
Sarah Fisher Snow – U-32 Special Education Teacher - Zenith Program  
Dakota Garrow – Physical & Health Education Teacher  
Ainsley Burroughs - Calais Classroom Teacher  
Danielle Kent - EMES SLP

**2. Retirement**

Julie Kiefer – U-32 Math Teacher

**3. Re-Hires**

Honi Bean –Barrett - Doty Classroom Teacher

**4. Resignations**

James Warden – Calais Classroom Teacher  
Stacey Rupp - Calais Librarian/Technology Integrationist  
Erin Wysolmerski - U-32 Science Teacher  
Jessica Abisla - Doty School Nurse

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

Kimberly McKellar – U-32  
Mary Carpenter - Calais .3 FTE extended leave

**6. Change in FTE:**

**7. Long Term Substitutes (22-23 School Year)**

**8. Change in Position (22-23)**

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

Name: Richard "Jay" Terrien

School: U-32 Employer: WCUUSD

Position: Music Teacher

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

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

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

[If leave of absence or resignation, name of terminated employee: Christiana Athena-Blackwell (1-yr nrc)

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
-------------------	--------------------	---------------

<u>Bates College, Lewiston ME</u>	<u>B.A. Music</u>	<u>May 1996</u>
-----------------------------------	-------------------	-----------------

<u>University of East Anglia School of Music, England</u>	<u>Semester Abroad</u>	<u>1995</u>
---	------------------------	-------------

Experience: Mar-Jun 2023 - Music Long-Term Substitute, U-32 Middle & High School, East Montpelier VT; 2017-2019 - In-Class Music Instructor & String Orchestra Teacher, Westside Nighborhood School (WNS), Playa Vista CA; Nov 2018-Mar 2019 - Head Varsity/JV Soccer Coach, King/Drew Medical Magnet High School, Los Angeles CA; 2012, 2013, 2015, 2016 - Backline, Guitar, and Bass Tech, School of Rock Kids' State, Lollapalooza Music Festival, Chicago IL; 2007 - Rock Band Instructor/Private 1v1 electric bass lessons, Day Jams, a rack music day camp, Los Angeles CA; 2005-2023 - Private Music Teaching Studio, Los Angeles CA; 1996-2005 - Private Music Teaching Studio, Brooklyn NY & Chicago IL; 2001-Present - Founder, Music Director, Entrepreneur, Business Consultant, Best Management, Los Angeles CA; 1996-present-Bassist/Violist/Arranger/ Music Director/Musician/Contractor/Teacher/Masterclass Clinician, New York/Chicago/Los Angeles; See resume details.

Years of Related Experience: 1 Years

Salary Schedule Placement:	Start Date:
----------------------------	-------------

<u>B00-B14 Step A</u>	<u>August 25, 2023</u>
-----------------------	------------------------

Salary or Wage Rate:	Date of Board Appointment:
----------------------	----------------------------

<u>\$48,267.00 (FY23)</u>	<u>May 24, 2023</u>
---------------------------	---------------------

FTE: 1.0 Days / Year: 185 Hours / Day: 7.5

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

Interviewed by: Lisa LaPlante, Anne Decker, Matt Davide, Ellen Cooke, Calister Boyd

This candidate is recommended for employment by: Meagan Roy

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☒ UNION ☒ BUILDING PRINCIPAL

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

Name: **Noah Fink**

School: **U-32** Employer: **WCUUSD**

Position: **Special Education Teacher**

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

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

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

[If leave of absence or resignation, name of terminated employee: **Sara (Glynn) Yurt (FY22 resignation)**

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
-------------------	--------------------	---------------

<u><b>Northern Vermont University-Lyndon, Lyndonville VT</b></u>	<u><b>B.A. English</b></u>	<u><b>May 2020</b></u>
--	----------------------------	------------------------

<u><b>American International College, Springfield MA</b></u>	<u><b>Coursework</b></u>	<u><b>2004-2005</b></u>
--	--------------------------	-------------------------

Experience: **2021-2023 JV Basketball Coach, U-32, East Montpelier VT; Mar 2021-present - Commercial Lines Associate Underwriter, Vermont Mutual Insurance Group, Montpelier VT; Mar 2019-present, Continuities Program Coordinator, Littleton Coin Company, Littleton NH; Aug 2017-Mar 2019 - Instructional Assistant, Maplehill School and Farm, Plainfield VT; Apr 2015-Aug 2017 - Retail Store Manager, Prime Communications (AT&T), Berlin, So Burl, Shelburne VT; Jan 2008-Fall 2014 - Writing Tutor, Lyndon State College Academic Support Center, Lyndonville VT; Jun 2007-May 2010 - Peer Leader, Lyndon State College, Lyndonville VT; Member of college basketball teams; local and collegiate theater; taught piano lessons; volunteered/worked at various summer camps: Lyndon State Hoop Camp 2007-2010, Camp for Me 2004-2009; Montpelier Rec Day Camp 2005 & 2006.**

Years of Related Experience: **0 Years**

Salary Schedule Placement:

**B00-B14 Step A (FY23)**

Start Date:

**August 25, 2023**

Salary or Wage Rate:

**\$46,957.00 (FY23)**

Date of Board Appointment:

**May 24, 2023**

FTE: **1.0** Days / Year: **185** Hours / Day: **n/a**

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

Interviewed by: **Julia Pritchard, Maria Paris, Brittany Perry, Corey Robbins, Sean Marshall**

This candidate is recommended for employment by: **Meagan Roy**

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☒ SPED ☒ UNION ☒ BUILDING PRINCIPAL

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

Name: **Sarah Fisher Snow**

School: **U-32** Employer: **WCUUSD**

Position: **Special Education Teacher - Zenith Program**

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

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

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

[If leave of absence or resignation, name of terminated employee: **Michael Abadi**

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
-------------------	--------------------	---------------

<u><b>Castleton University, Castleton VT</b></u>	<u><b>Graduate coursework</b></u>	<u><b>2021-2022</b></u>
--	-----------------------------------	-------------------------

<u><b>St Michael's College. Colchester VT</b></u>	<u><b>Graduate coursework</b></u>	<u><b>2020</b></u>
---	-----------------------------------	--------------------

<u><b>St Michael's College. Colchester VT</b></u>	<u><b>M.Ed. Education</b></u>	<u><b>May 2017</b></u>
---	-------------------------------	------------------------

<u><b>St Michael's College. Colchester VT</b></u>	<u><b>B.A. English</b></u>	<u><b>Dec 2008</b></u>
---	----------------------------	------------------------

Experience: **May 2021-present - Alternative Programming Special Educator, White River Valley Middle School, Bethel VT; Jul 2018-Mar 2021 - School Director, The Mill School, A Belvedere Academy, Winooski VT; Jan 2011-Jun 2018 - Program Director, Boys & Girls Club of Burlington, Burlington VT; Oct 2016-Jul 2018 - National Training Associate, Boys & Girls Clubs of America, Atlanta GA; Jun 2008-Jan 2011 - Program Staff/Middle School Camp Head Counselor, Boys & Girls Club of Burlington, Burlington VT.**

Years of Related Experience: **5 Years**

Salary Schedule Placement: Start Date:

**M15-M29 Step F (FY23)** **August 25, 2023**

Salary or Wage Rate: Date of Board Appointment:

**\$58,708.00 (FY23)** **May 24, 2023**

FTE: **1.0** Days / Year: **185** Hours / Day: **n/a**

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

Interviewed by: **Julia Pritchard, Maria Paris, Brittany Perry, Corey Robbins**

This candidate is recommended for employment by: **Meagan Roy**

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☒ SPED ☒ UNION ☒ BUILDING PRINCIPAL



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

Name: **Dakota W Garrow**

School: **U-32** Employer: **WCUUSD**

Position: **Physical & Health Education Teacher**

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

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

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

[If leave of absence or resignation, name of terminated employee: **Jeremy Avoli**

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
-------------------	--------------------	---------------

<u><b>Castleton University, Castleton VT</b></u>	<u><b>B.S. Physical Education/Elem-Secondary Ed</b></u>	<u><b>May 2021</b></u>
--	---	------------------------

<u><b>Vermont Academy of Science &amp; Technology</b></u>	<u><b>VAST Diploma</b></u>	<u><b>2018</b></u>
---	----------------------------	--------------------

Experience: **August 2021-present - Physical Education & Health Education Teacher, Brookfield & Braintree Elementary Schools, Orange Southwest Supervisory Union, Randolph, Brookfield & Braintree VT; Mar-May 2021 - Student Teacher, Rutland Intermediate School, Rutland VT; Jan-Mar 2021 - Student Teacher, Mill River High School, North Clarendon VT; Fall 2021-current - Wellness (PATH) Coordinator, Orange South School District; Jan-Mar 2022 - Recreation Basketball Coach; Spring 2022-present - Assistant Varsity Track & Field Coach, Fall 2021-present - Assistant Varsity Boys Soccer Coach, Randolph Union High School, Randolph VT; Apr-Jun 2021 - Track & Field Head Coach, Mill River High School, North Clarendon VT; Oct 2020-May 2021 - EMT, Rutland Regional Ambulance Service, Rutland VT; Aug 2019-May 2021 - Community Advisor, Castleton University, Castleton VT; Jun-Aug 2020 - Camp Manager, Randolph Summer Camp, Randolph VT.**

Years of Related Experience: **1 Years**

Salary Schedule Placement:	Start Date:
<u><b>B00-B14 Step B (FY23)</b></u>	<u><b>August 25, 2023</b></u>

Salary or Wage Rate:	Date of Board Appointment:
<u><b>\$48,267.00 (FY23)</b></u>	<u><b>May 17, 2023</b></u>

FTE: **1.0** Days / Year: **185** Hours / Day: **n/a**

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

Interviewed by: **Steven Dellinger-Pate, Jes Wills, Steve Towne, Brian Divelbliss, Lauren Caswell, Kerri Zurowski, JB Hilferty, Hannah Fuller, Keilghan Miller**

This candidate is recommended for employment by: **Meagan Roy**

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☒ UNION ☒ BUILDING PRINCIPAL

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

Name: Ainsley M. Burroughs

School: Calais

Department/Area: \_\_\_\_\_

Position: Classroom Teacher

Contract:

☒

Faculty

☐

Educational Support Personnel

☐

Non-Bargaining Unit

Type:

☒

Permanent

☐

Pro-Rated Non-Renewable/ Leave Replacement

☐

Temporary

☐

Long-Term Substitute

☐

Other:

Reason for vacancy:

☒

Resignation/Retirement

☐

Leave of Absence

☐

New Position

[Name of employee replacing for leave of absence or resignation]: James Warden

Educational Preparation:

College

Degree

Date Attained

Upper Valley Educators Institute

Postgraduate

06/2014

Keene State College

Bachelor of Arts

05/2011

Experience: Barre Town Elementary Kindergarten classroom teacher for 7 years.

First grade for 1 year.

Years of Related Experience: 8

Salary Schedule Placement:

Start Date:

B00B14 Step I

Aug 2023

Salary or Wage Rate:

Date of Board Appointment:

\$58,520 (F423)

FTE: 1.0

Days / Year: \_\_\_\_\_

Hours / Day: 7.5

Interviewed by: Cat Fair

This candidate is recommended for employment by:

Meagan Roy

Superintendent

cc: (check as appropriate):

☐

PERSONNEL

☐

PAYROLL

☐

SPED

☐

UNION

☐

BUILDING PRINCIPAL

**Washington Central Supervisory Union  
Employee Nomination Form**

Name: Danielle Kent

School: E. Montpelier Elementary School

Employer: \_\_\_\_\_  
(If different)

Position: 0.5 FTE SLP

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

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

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

[If leave of absence or resignation, name of terminated employee: Gwyn Gauthier's .5 position ( Gwyn replaced Emily Faryniarz 1.0 leave)

Educational Preparation:

College	Degree	Date Attained
<u>UVM</u>	<u>MS</u>	<u>2009-2011</u>
<u>UVM</u>	<u>BS</u>	<u>2005-2009</u>

Experience: \_\_\_\_\_

Years of Related Experience: SLP since 2012.

12 yrs

Salary Schedule Placement:

M15-M29 Step M

Start Date:

August ~~2022~~ 2023

Salary or Wage Rate:

\$ 35,590 (FY23 \$71,180) Annual

Date of Board Appointment:

May 24, 2023

FTE: 0.5

Days / Year: \_\_\_\_\_

Hours / Day: 7.5

Interviewed by: Alicia Lyford, Heather Clark-Warner, Jennifer Fitch, Danielle Laquerre, Gwyn Gauthier

This candidate is recommended for employment by: Meagan Roy

Cc (check as appropriate):

☒ PERSONNEL ☐ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

Document1

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

Name: Julie Kiefer Date: May 1, 2023

School: U-32 Position: Math Teacher

Reason for leaving (check one):

**VOLUNTARY TERMINATION**

\_\_\_\_\_ Another position with: \_\_\_\_\_  
New employer  
\_\_\_\_\_ Relocating/moving \_\_\_\_\_  
New address (to forward tax information)  
XX Retirement \_\_\_\_\_  
\_\_\_\_\_ Other--please specify: \_\_\_\_\_

**INVOLUNTARY TERMINATION**


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

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

Last work day: End of 2022-2023 school year

Employee signature: See attached retirement letter

**ADMINISTRATIVE USE ONLY:**

Board action date: _____	Position posting date <u>March 29, 2023</u>
Employee eligible for rehire:	<div style="display: flex; align-items: center;"><div style="margin-right: 20px;">_____ <u>XX</u> _____ _____  _____</div><div>Yes No With conditions (specify): _____</div></div>
Administrator signature: <u></u>	
cc: Superintendent   Personnel File   Payroll Note: Send all documents in local personnel file to Administrative Assistant to Superintendent	

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

Name: Honi Bean Barrett

School: Doty Department/Area: Instruction

Position: Classroom Teacher

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

Type: ☒ Permanent ☐ Pro-Rated Non-Renewable/ Leave Replacement  
☐ Temporary ☐ Long-Term Substitute  
☐ Other:

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

[Name of employee replacing for leave of absence or resignation]: one year contract

Educational Preparation:  
College \_\_\_\_\_ Degree \_\_\_\_\_ Date Attained \_\_\_\_\_

Experience: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Years of Related Experience: \_\_\_\_\_

Salary Schedule Placement: \_\_\_\_\_ Start Date: \_\_\_\_\_  
B00-B14 Step H August 2023

Salary or Wage Rate: \_\_\_\_\_ Date of Board Appointment: \_\_\_\_\_  
\$ 56,932.00 (FY23 ) May 17, 2023

FTE: 1.0 Days / Year: \_\_\_\_\_ Hours / Day: 7.5

Interviewed by: Gillian Fuqua, Maureen McDermott, Michelle Bret

This candidate is recommended for employment by: Meagan Roy, Superintendent

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

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

Name: James Warden

Date: 5/10/23

School: Calais

Position: 5/6 Classroom Teacher

Reason for leaving (check one):

**VOLUNTARY TERMINATION**

\_\_\_\_\_ Another position with: \_\_\_\_\_

New employer

\_\_\_\_\_ Relocating/moving \_\_\_\_\_

New address (to forward tax information)

\_\_\_\_\_ Retirement \_\_\_\_\_

X Other--please specify: Moving into new type of work

**INVOLUNTARY TERMINATION**

\_\_\_\_\_ Position eliminated

\_\_\_\_\_ Other--please specify: \_\_\_\_\_

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

Last work day: 6/16/2023

Employee signature: James Warden

**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

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

Name: Stacey Rupp

Date: 5/12/2023

School: Calais

Position: Library Media/Tech Integration

Reason for leaving (check one):

**VOLUNTARY TERMINATION**

X

Another position with:

South Royalton - White River Valley  
New employer

Relocating/moving

New address (to forward tax information)

Retirement

Other--please specify: \_\_\_\_\_

**INVOLUNTARY TERMINATION**

Position eliminated

Other--please specify: \_\_\_\_\_

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

Last work day: 6/30/2023

Employee signature: \_\_\_\_\_

*Stacey P Rupp*

**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

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

Name: Erin Wysolmerski

Date: May 8, 2023

School: U-32

Position: MS Science Teacher

Reason for leaving (check one):

**VOLUNTARY TERMINATION**

XX Another position with: South Burlington School District  
           Relocating/moving New employer  
           Retirement New address (to forward tax information)  
           Other--please specify: \_\_\_\_\_

**INVOLUNTARY TERMINATION**

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

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

Last work day: End of 2022-2023 school year

Employee signature: See declined Letter of Intent

**ADMINISTRATIVE USE ONLY:**

Board action date: \_\_\_\_\_ Position posting date April 2023

Employee eligible for rehire: XX 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