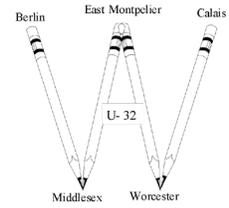


# Washington Central Unified Union School District

*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

U-32

930 Gallison Hill Rd. Montpelier, VT  
12.20.23 6:15-9:30PM

#### Virtual Meeting Information

<https://tinyurl.com/4r6esvsd>

Meeting ID: 863 7083 8599

Password: 625478

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

- |  |            |
|--|------------|
| 1. Call to Order   | 6:15 PM    |
| 2. Welcome   | 15 minutes |
| 2.1. Adjustments to the Agenda   |            |
| 2.2. Reception of Guests   |            |
| 2.3. Public Comments-Time limit strictly enforced, see note              |            |
| 3. Presentations:  | 60 minutes |
| 3.1. Central Vermont Career Center Budget Presentation (Jody Emerson)    |            |
| 3.2. WCUUSD Budget Presentation  |            |
| 3.3. Public Input  |            |
| 4. Reports to The Board  | 15 minutes |
| 4.1. Student Report  |            |
| 4.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 4 |            |
| 4.3. VSBA Report   |            |
| 4.4. Education Quality Update  |            |

- 5. Board Operations (Discussion/Action) 40 minutes
  - 5.1. FY25 Budget Draft – pg. 12
  - 5.2. Board Budget Communication Plan
  - 5.3. Mail in Ballots for the WCUUSD Annual Meeting
  - 5.4. Winooski Valley School Choice Agreement- pg. 23
  - 5.5. Superintendent Evaluation - pg. 24
  
- 6. Finance Committee (Discussion/Action) 15 minutes
  - 6.1. Award Doty Generator Bid - pg. 38
  - 6.2. Approve Pre-Qualification Criteria for Security Project – pg. 39
  - 6.3. Approve Pre-Qualified Contractors for FY 24 Combined Construction Projects – pg. 41
  - 6.4. FY 24 Fund Balance Projections- Capital Fund – pg. 42
  
- 7. Policy Committee (Discussion/Action) 15 minutes
  - 7.1. Second Reading for Policies to be Adopted on December 20, 2023
    - 7.1.1. B20: Personnel, Recruitment Selection and Background Checks – pg. 44
    - 7.1.2. D34: Library Media Center Selection & Reconsideration – pg. 52
    - 7.1.3. A30: Policies and Procedures (formerly A2) – pg. 59
    - 7.1.4. A20: Board Meetings, Agenda Preparation & Distribution – pg. 65
    - 7.1.5. A22 Notice of Non- Non-Discrimination – pg. 69
  - 7.2. First Reading of Policy
    - 7.2.1.F26 Security Cameras – pg. 73
  
- 8. Consent Agenda(Discussion/Action) 10 minutes
  - 8.1. Approve Minutes of 11.15.23, 12.4.23, 12.6.23 – pg. 75
  - 8.2. Approve Board Orders
  
- 9. Future Agenda Items 5 minutes
  - 9.1. 2023-2024 Board Work Plan
  
- 10. Board Reflection 5 minutes
  
- 11. Adjourn

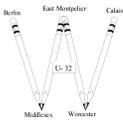
NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the 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 exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.**

---

Welcoming Heidi Dimick, Director of Human Resources!

We are thrilled to welcome Heidi Dimick to the Washington Central Leadership Team as our new Director of Human Resources. Heidi comes to us from state government, where she has been serving as a Labor Relations and Human Resources Manager for the past eleven years. Prior to her time with the State, she had experience in human resources in the private sector and in public schools. We believe her wealth of experience will serve our team well, and we are so excited to have her join us. Heidi officially begins on December 18th and we will be working with her to support her transition to our team. We look forward to introducing her to the Board.

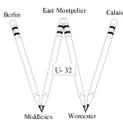
Procedures Manual Updates

Last year, the Board received a report of the administration's analysis of Washington Central's existing procedures and policy reporting structures. That analysis included a look at what procedures currently existed, what procedures did not exist at all (either because they were not developed upon consolidation or were lost in the cyber attack), and what procedures exist but require revisions/updates. Per that report, the district was in need of developing more cohesive procedure reporting structures, both as required by policy and also to provide regular updates regarding administrative procedures that are not necessarily tied to policy.

This review is ongoing, but the district has made significant gains in procedure development in key areas. This procedure development will continue under the leadership of our new Director of Human Resources.

Below is a summary of the procedure reports the Board can expect to see this year. These are also integrated into the [Board Workplan](#), and we will continue to expand that reporting list as new procedures are developed:

- **December:** Procedures Report; Draft Equity Indicators ([C29](#)); Class Size Guidelines ([D6](#))
- **January:** Strategic Planning Report #4 (Required quarterly per [A23](#); Grade Retention/Acceleration/etc ([D2](#))
- **February:** Hiring Procedures (administrative)
- **April:** English Learners ([C4](#)); Home study ([C6](#)); Title I Comparability ([D4](#))
- **May:** Seclusion & Restraint ([C34](#));
- **June:** Developmentally Appropriate Drug & Alcohol Education Program ([C2](#)); Needs-Based Professional Learning ([B21](#))



### Student Support Services Analysis

The special education programming analysis in the WCUUSD Special Services Department is well underway. As shared earlier, one major focus of work this year is to understand our systems of support for students in each of our schools and to establish shared agreements for strengthening and developing these systems. As you know, shortly after consolidating into one school district, COVID-19 changed the look and feel of school for three years. As we process and absorb these changes, it is an ideal time to understand our special education programming and services, identify our guiding principles, and strengthen our current systems as we adjust from recent changes.

To support a shared understanding of our current service delivery methods across WCUUSD, two analyses will conclude this school year. As previously discussed, The Ability Challenge visited our schools and conducted a needs assessment related to our inclusive practices and the experiences of students with disabilities across WCUUSD. We look forward to a detailed report, highlighting our strengths and areas for improvement, in the coming months. While we await the Ability Challenge outcomes, an in-depth analysis of our special education staffing, service delivery and decision-making processes will begin. This analysis will highlight the work and responsibilities of special educators across our schools, how we make decisions about student programming and trends in special education eligibility and programming.

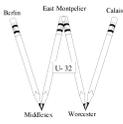
Once completed, these analyses will provide information and data to thoughtfully calibrate our student services and establish shared guideposts for decision-making across our schools. Establishing a deeper understanding of the special educator role in each of our schools will also allow us to calibrate our positions and more thoughtfully prioritize special educator wellness and job satisfaction.

### Title I Assurances

As you know, we receive many federal grants to support the operation of our schools. One of those grants is Consolidated Federal Programs, or CFP. Through the CFP, we receive Title IA, Title IIA, and Title IV funds each year.

The purpose of Title I, Part A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. The purpose of Title II, Part A is to support effective instruction and the purposes of Title IV, Part A are to support schools to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the effective use of technology.

As recipients of these federal funds, there are a number of requirements or assurances that we must meet each year. One requirement is that we hold an annual Title I meeting for families. Jen Miller-Arsenault manages the CFP. This year she held a virtual Title I meeting.



Although we advertised the annual Title I meeting in both the October and November district newsletters, no one attended. However, we recorded the meeting and have posted it on our district website as a way to share it with our school community. [Here](#) is the recording for your information.

### Retroactive Payroll

November and the beginning of December included a significant amount of work attributed to wrapping up negotiations with the Educational Support Personnel (ESP) and implementing changes to Teacher salaries resulting from the ratified collective bargaining agreement with Teachers.

Teacher contracts have been updated in the HR software, printed, distributed and rolled into payroll. Teachers saw those changes in their paychecks on November 24<sup>th</sup> and payments to apply the increases retroactively to July 1<sup>st</sup> were made on December 1<sup>st</sup>. Each teacher received an individual breakdown of their retro payment to help them understand how it was calculated. We would like to celebrate the completion of this body of work and congratulate everyone who played a role in it. Thank you to Carla for the review and updates to contracts in the HR software and for issuing those contracts for distribution to employees. Thanks to Renee and Melissa for their support with the distribution to employees and so much gratitude to Holly for the review and updates in payroll and for issuing the retro paychecks.

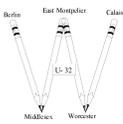
The updates to ESP contracts are proceeding, first with a review of each individual's category placement to ensure accuracy. Once placements are audited thoroughly, the changes will be made in HR, contracts printed, distributed and changes rolled into the payroll software. We estimate the process will be completed by January 12, 2023.

### Audit Report - January 2024

The first draft of the FY 2022-2023 Annual Audit Report was received from the School District accountants, RHR Smith & Company. The AOE has sent a change in Special Education revenues from the prior year, which will require a change to the audit report and another draft. After we review the draft and any other necessary changes are made, the auditors will provide us with a final draft. We anticipate having the final draft for the January 24, 2024 Board meeting.

### Draft Equity Indicators

The Board passed its first District Equity Policy ([C29](#)) in June of 2023, representing an important step in our collective Humanity & Justice work. The Equity Policy codifies our commitment to the Humanity & Justice [Statement](#) that has guided our work for the past several years. It serves as an important guiding statement and accountability structure for moving this critical work forward.



The Policy requires that the Superintendent “identify outcome indicators as necessary to monitor this policy” and requires that “[t]he Superintendent and Leadership Team shall provide an annual status report to the Board.” Toward that end, the leadership team convened a Design Team to develop a set of draft indicators that would help the district and Board monitor our progress toward the Equity Policy. We offer this draft for feedback from the Board.

Developing Equity Indicators is complex. To effectively illustrate the work we are doing *and its impact on our students*, we must take multiple metrics into consideration. First, the Design Team reviewed a number of resources about how school systems across the nation measure equity. They created a draft set of indicators from that literature review, and have been working over the past few months to seek feedback from a number of stakeholders, including multiple student groups, the Humanity & Justice Coalition, the leadership team and others. The Board is an important feedback group as well, and we welcome input from the draft we are sharing with you today. We will continue to seek feedback over the next several months in order to ensure broad input.

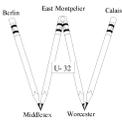
An important note about scope: Equity can be measured a number of different ways, and indeed these indicators serve as important formative measures at levels across the district (administrative level, teacher level, Board level). The indicators currently being shared as part of this draft represent *Board-level* indicators. They are meant to provide the Board with a high-level understanding of progress in the system, similar to the scope of measures reviewed by the Education Quality Committee. The indicators in this draft have been selected because they are *proxy measures* - they serve to represent progress in a number of key equity areas. Like all forms of assessment in our system, they are not the only way we measure equity - administrators and teachers look at classroom and student-level data as well.

It is our firm belief that our equity indicators should be embedded into our existing education monitoring structures so that we will have an ongoing system of measuring the impact of our equity work. This will be a more effective and formative way of documenting progress in real time, while we react to our education quality measures. The Education Quality Committee will also review and respond to the Draft Indicators.

### ***Indicator Categories***

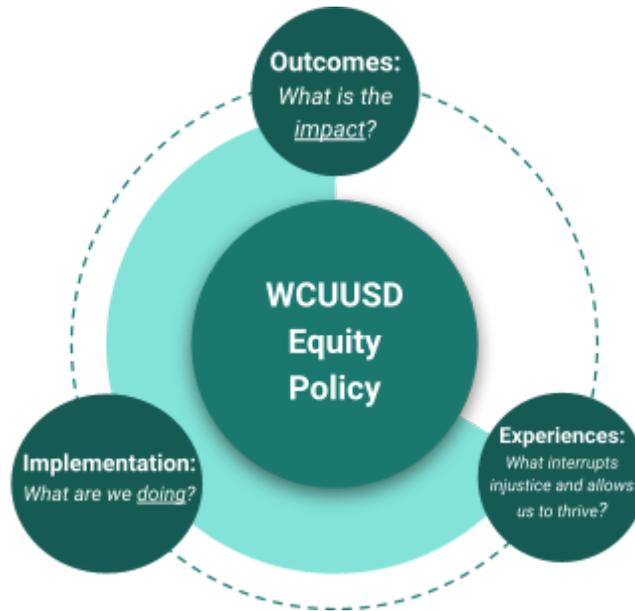
This draft is organized around three distinct types of measures: Outcomes, Experiences, and Implementation. This is to provide the Board with a well-rounded representation of our work and the impact it is having on students.

- **Implementation:** These measures are designed to document what the district is doing relative to our equity work. It will include reports on professional development, formal and informal learning opportunities, and student leadership



- **Experiences:** We are very interested in reporting on the lived experiences of our students. This is an area of particular interest to all of the students we have engaged with to date. What are students *experiencing* that interrupts injustice and allows students to thrive? As part of this metric, we are participating in the Institute for Liberatory Innovation's study to identify behaviors that interrupt injustice. We will also use measures from the District Climate Survey.
- **Outcomes:** The most common data related to measuring equity involves a number of key indicators that the work is having an impact on student outcomes. These measures will feel familiar to the Board, although a critical difference is the disaggregation of data in order to understand the impact for students in all identity groups.

The leadership team will provide a report on the Equity Indicators in June of 2024. This report will include recommendations for ongoing reporting as well as goals and action steps for the coming year. It is also anticipated that there will be action steps coming out of the Strategic Plan related to our collective equity work.



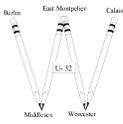
<b>Outcomes</b>	<b>Experiences</b>	<b>Implementation</b>
<p>Disaggregated student data:</p> <ul style="list-style-type: none"> <li>● Common Assessment System data</li> <li>● Graduation rates</li> <li>● IEP/504/EST/ELL rates</li> <li>● Social-emotional learning</li> <li>● Attendance</li> </ul> <p>Program access:</p> <ul style="list-style-type: none"> <li>● CVCC</li> <li>● Dual enrollment</li> <li>● PreK</li> <li>● Advanced/AP course enrollment</li> <li>● Co-curriculars</li> </ul>	<p>ILI Study (What do kids/families/ staff experience that interrupts injustice and allows them to thrive?)</p> <p>These actions are currently represented by data we collect through our Climate Surveys (disaggregated)</p> <ul style="list-style-type: none"> <li>● Staff</li> <li>● Families</li> <li>● Students</li> </ul>	<p>Equity Work</p> <ul style="list-style-type: none"> <li>● Provides and requires ongoing anti-racism and anti-bias training</li> <li>● Curriculum</li> </ul> <p>Human Resources</p> <ul style="list-style-type: none"> <li>● Workforce demographics</li> <li>● Teacher goals tied to equity</li> </ul> <p>Systems of Support:</p> <ul style="list-style-type: none"> <li>● We identify when a student is struggling and provide support.</li> <li>● Designated time for intervention and support.</li> <li>● Time for collaborative review of data (EST)</li> </ul>

**Resources:**

[Building Educational Equity Indicator Systems](#) (National Academies, 2020)

[Educational Equity Indicators](#) (Great Schools Partnership)

[Changing the Narrative: The Push for New Equity Measures in Education](#) (Future Ed, 2021)



---

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

---

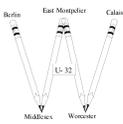
**To:** WCUUSD Board  
**From:** Meagan Roy, Superintendent  
**Re:** Class Size Guidelines

The WCUUSD Class Size policy ([D6](#)) requires that the Superintendent report to the Board annually regarding district-wide class size recommendations, including recommendations for optimal minimum and maximum class sizes. Each year, the leadership team completes an extensive review of our current class sizes as part of our examination of Education Quality Standards during the budget process. Below is a summary of Washington Central class sizes and how they compare to Vermont’s Education Quality Standards:

	WCUUSD Average	WCUUSD Range	VT Education Quality Standards
<b>K-3</b>	14	9 - 22	Avg: < 20
<b>4-12</b>	16	3 - 25	Avg: < 25

Washington Central’s average class sizes have trended downward over the past 5-10 years, and continue to be significantly smaller than those recommended in the Vermont Education Quality Standards at all grade levels. Our ranges have broadened this year due to a number of very small classes across the district as well as some multi-age configurations that become necessary due to low enrollment. We know that appropriately sized classes bolster student experiences both academically and socially. Sound academic instruction (that includes large group, small group and individual instruction as needed) can be limited when classroom sizes fall below 12.

The averages above represent the district’s current class sizes. Enrollment projections for the 24-25 school year indicate that our smallest classes will fall even further below the recommended minimum class size. This is directly related to current budget proposals to combine Kindergarten classes in Doty and Rumney in order to ensure optimal class sizes.



## **Guidelines**

The class size guidelines below represent optimal class sizes that foster instructional best practices and ensure that all students have appropriate educational and social opportunities:

- WCUUSD will have between 14 and 18 students per classroom in Grades K-3 with no more than two grades per classroom.
- WCUUSD will have between 16 and 22 students per classroom in Grades 4-12 with no more than two grades per classroom.
- WCUUSD will strive to keep class sizes greater than 12. In order to maintain a breadth of course offerings at the high school level, and to accommodate some specific instructional offerings, some specialized high school classes will fall below the recommended minimum.

As was true last year, it is important for the Board to be aware that in our current configuration it is not possible to stay within these guidelines. The Board's configuration conversations have taken class size into consideration as one of many metrics to analyze when considering other configurations in response to our enrollment realities.

## Washington Central Unified Union School District

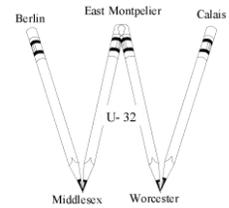
---

*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: Meagan Roy, Superintendent**  
**Susanne Gann, WCUUSD Business Administrator**  
**RE: FY 25 General Fund Budget and Tax Rate Projections**  
**DATE: December 19, 2023**

---

**Review:** The Board participated in a budget training October 18<sup>th</sup>, followed it up with a Community Input Session on November 1<sup>st</sup>, and received the first draft of the FY 2024-25 General Fund Budget on November 15<sup>th</sup>. The Board asked administration to provide additional information to illustrate service delivery in each school next year, inclusive of the proposed personnel changes.

**School Board Parameters:** The School Board established the following parameters to help guide budget development. Note that per the November 15<sup>th</sup> budget discussion the Board chose to remove parameter #7.

1. Further development of MLSS.
2. Support accelerated growth for students from historically marginalized identities.
3. Support our 3 Pillars: Academic Achievement, Safe & Health Schools, Humanity & Justice.
4. Support investments in school security.
5. Consider configuration changes that realize program quality improvements.
6. Remain under the Act 127 per pupil spending threshold to avoid a tax rate review.
7. ~~Bring proposals that bring Local Education spending increase under 6%.~~
8. Frame budget decisions around Education Quality Standards, Equitable Distribution of Resources and Student Need.

**Update:** This budget includes anticipated changes from the November 15<sup>th</sup> presentation in the following areas:

1. Changes to staff salaries and benefits following the completion of the negotiations for the collective bargaining agreements.
2. Current Special Ed student needs for out of district placements, transportation, SLP, OT, Psych and other services.

3. Updates to special ed revenues based on updated expenditures and additional revenue information from the AOE.
4. Current contracts for auditors and insurance plus estimates for inflation.
5. Changes to expenditure line items to reflect inflationary increases.

The increase in the local education spending for this budget is 16.07% from \$31,697,239 in FY 2023-24 to \$36,790,129 in FY 2024-25.

#### Expenditures

FY 2024 = \$38,921,331

FY 2025 = \$43,506,814

\$ Increase = \$4,585,483

% Difference = 11.78%

#### Revenues

FY 2024 = \$7,224,092

FY 2025 = \$6,716,685

\$ Decrease = -507,407

% Difference = -7.02%

#### Net Education Spending

FY 2024 = \$31,697,239

FY 2025 = \$36,790,129

\$ Increase = \$5,092,890

% Difference = 16.07%

**Tax Rate Projections:** The December 1 letter from the Tax Commissioner provided a preliminary estimate for the property yield at \$9,452, based upon a 12.8% average expected growth in per pupil spending across the state. The AOE has also provided the updated Long-term Weighted Average Daily Membership for the District.

- Initial long-term weighted average daily membership (LTW ADM) estimate provided by the AOE is an increase of 8.14% from 2,184.51 to 2,362.44. To put this into perspective using equalized pupils, last year we experienced a decrease of 3.01% from 1,423.57 to 1,380.71.
- The state Excess Spending Per Equalized Pupil is suspended through FY 2029. The FY 2024-25 Spending per LTW ADM will be compared to the FY 2023-24 Spending per LTW ADM. If the District increases the Spending/Pupil by more than 10%, the tax rate will be subject to review by a committee.
- The local spending per equalized pupil is a 7.3% increase over FY 2023-24 from \$14,510 to \$15,573. Since this increase is less than 10%, the District would not be subject to a tax rate review.
- The equalized tax rate, using \$9,452 as the property yield, is an increase of \$.1568 or 10.52% from \$1.4908 in FY 2023-24 to \$1.6476 in FY 2024-25. Since this tax rate increase is more than 5%, the District's tax rate will be capped at a 5% increase. This protection extends through FY 2029 or until the tax rate falls below a 5%

increase, whichever happens first. The Board should be aware that if the budget exceeded the 10% spending per LTW ADM and “failed” the tax rate review, the District would not receive the benefit of the 5% tax rate cap.

- The estimated increases per \$100,000 house value range from \$87 per year to \$93 per year.

**FY 2024-25 Budget Tax Rate Projection – Capped Equalized Tax Rate = \$1.5653**

<b>Towns</b>	<b>Common Level of Appraisal</b>	<b>Post Legislative Session Tax Rates FY 23-24</b>	<b>Estimated Tax Rates FY 24-25</b>	<b>Increase (Decrease)</b>	<b>Increase per \$100,000 House Value</b>
<b>Berlin</b>	<b>85.96%</b>	<b>\$1.734</b>	<b>\$1.821</b>	<b>\$.087</b>	<b>\$87</b>
<b>Calais</b>	<b>79.99%</b>	<b>\$1.864</b>	<b>\$1.957</b>	<b>\$.093</b>	<b>\$93</b>
<b>East Montpelier</b>	<b>82.97%</b>	<b>\$1.797</b>	<b>\$1.887</b>	<b>\$.090</b>	<b>\$90</b>
<b>Middlesex</b>	<b>81.78%</b>	<b>\$1.823</b>	<b>\$1.914</b>	<b>\$.091</b>	<b>\$91</b>
<b>Worcester</b>	<b>85.46%</b>	<b>\$1.744</b>	<b>\$1.832</b>	<b>\$.088</b>	<b>\$88</b>

- The Common Level of Appraisal (CLA) for each town is not available until after December 31. The CLA used to calculate the estimated tax rates are from the current year and will change in January.
- The final property yield is set by the legislature based on reports state-wide as we progress in the budget development process, and may change post-legislative session.

**Next Steps:**

- Board discussion & communication.
- Board budget meeting and adoption on January 17th, 2024.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
 COMPARATIVE SUMMARY  
 FY 2023 - 2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #2

	<u>BUDGET</u> <u>2023-24</u>	<u>\$ INCREASE</u> <u>(DECREASE)</u>	<u>BUDGET</u> <u>2024-25</u>	<u>BUDGET</u> <u>% CHANGE</u>
<b><u>SALARIES AND BENEFITS</u></b>				
Salaries		\$ 1,859,127		4.78%
Benefits		\$ 1,009,294		2.59%
<b>TOTAL SALARY &amp; BENEFITS</b>	<b>\$ 27,724,230</b>	<b>\$ 2,868,421</b>	<b>\$ 30,592,651</b>	<b>7.37%</b>
<b><u>NONSALARY ITEMS</u></b>				
Estimated Inflationary Costs		\$ 770,437		1.98%
Transportation		\$ 221,007		0.57%
Debt Service		\$ (22,018)		-0.06%
Fund Transfer - Capital		\$ 120,783		0.31%
Fund Transfer - Food Service		\$ 97,034		0.25%
Special Education		\$ 529,820		1.36%
<b>TOTAL NONSALARY ITEMS</b>	<b>\$ 11,197,101</b>	<b>\$ 1,717,062</b>	<b>\$ 12,914,163</b>	<b>4.41%</b>
<b>TOTAL EXPENSE INCREASES / (DECREASES)</b>	<b>\$ 38,921,331</b>	<b>\$ 4,585,483</b>	<b>\$ 43,506,814</b>	<b>11.78%</b>
<b><u>REVENUE CHANGES</u></b>				
Tuition		\$ (85,652)		-0.22%
Miscellaneous Revenues		\$ (62,800)		-0.16%
Small Schools Grant		\$ (171,302)		-0.44%
Special Ed Revenues		\$ (187,653)		-0.48%
<b>TOTAL REVENUE INCREASES / (DECREASES)</b>	<b>\$ 7,224,092</b>	<b>\$ (507,407)</b>	<b>\$ 6,716,685</b>	<b>-7.02%</b>
<b>LOCAL EDUCATION SPENDING INCREASE (DECREASE)</b>	<b>\$ 31,697,239</b>	<b>\$ 5,092,890</b>	<b>\$ 36,790,129</b>	<b>16.07%</b>

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
 FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #2

<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #2 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
<b>REVENUES</b>						
TUITION REVENUES	\$ 1,001,446	\$ 1,080,352	\$ 1,006,411	\$ 920,759	\$ (85,652)	
INVESTMENT EARNINGS INTEREST	\$ 224,206	\$ 164,129	\$ 218,729	\$ 218,729	\$ -	
MISCELLANEOUS INCOME-OTHER / FUND TRANSFERS	\$ 366,371	\$ 306,628	\$ 265,276	\$ 202,476	\$ (62,800)	
<b>EDUC. SPENDING REVENUES</b>	<b>\$ 27,792,291</b>	<b>\$ 28,821,017</b>	<b>\$ 31,697,239</b>	<b>\$ 36,790,129</b>	<b>\$ 5,092,891</b>	
MISC STATE REIMBURSEMENTS	\$ 777,748	\$ 904,062	\$ 875,802	\$ 704,500	\$ (171,302)	
SPED EXPENDITURE REIMBURSEMENT	\$ 4,109,047	\$ 4,869,348	\$ 4,857,875	\$ 4,670,222	\$ (187,653)	
<b>SUBTOTAL REVENUES</b>	<b>\$ 34,271,109</b>	<b>\$ 36,145,535</b>	<b>\$ 38,921,331</b>	<b>\$ 43,506,815</b>	<b>\$ 4,585,484</b>	
FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL REVENUES</b>	<b>\$ 34,271,109</b>	<b>\$ 36,145,535</b>	<b>\$ 38,921,331</b>	<b>\$ 43,506,815</b>	<b>\$ 4,585,484</b>	<b>11.78%</b>
<b>EXPENSES</b>						
<b>INSTRUCTIONAL SERVICES</b>						
SALARIES	\$ 7,986,320	\$ 8,579,736	\$ 9,150,066	\$ 9,468,491	\$ 318,425	
MISCELLANEOUS BENEFITS	\$ 2,227,080	\$ 2,415,680	\$ 2,825,505	\$ 3,127,101	\$ 301,596	
TUITION REIMBURSEMENT	\$ 184,272	\$ 161,039	\$ 117,363	\$ 114,229	\$ (3,134)	
PROFESSIONAL EDUCATION SVC	\$ 84,424	\$ 64,989	\$ 127,690	\$ 202,150	\$ 74,460	
REPAIRS AND MAINT SVCS	\$ -	\$ 6,732	\$ -	\$ 1,800	\$ 1,800	
TUITION TO OTHER SCHOOL DISTRICTS	\$ 490,159	\$ 561,305	\$ 639,173	\$ 679,500	\$ 40,327	
TRAVEL	\$ 5,345	\$ 11,398	\$ 14,100	\$ 16,600	\$ 2,500	
GENERAL SUPPLIES	\$ 227,276	\$ 245,946	\$ 249,134	\$ 289,750	\$ 40,616	
BOOKS AND PERIODICALS	\$ 42,637	\$ 49,388	\$ 64,484	\$ 68,750	\$ 4,266	
EQUIPMENT	\$ 9,885	\$ 33,766	\$ -	\$ 37,500	\$ 37,500	
DUES AND FEES	\$ 567	\$ 9,966	\$ 1,200	\$ 12,450	\$ 11,250	
<b>TOTAL INSTRUCTIONAL SERVICES</b>	<b>\$ 11,257,965</b>	<b>\$ 12,139,945</b>	<b>\$ 13,188,715</b>	<b>\$ 14,018,321</b>	<b>\$ 829,606</b>	<b>6.29%</b>
<b>PRESCHOOL PROGRAM</b>						
SALARIES	\$ 373,865	\$ 369,637	\$ 383,291	\$ 366,537	\$ (16,754)	
MISCELLANEOUS BENEFITS	\$ 137,477	\$ 138,602	\$ 178,869	\$ 140,876	\$ (37,993)	
TUITION REIMBURSEMENT	\$ 785	\$ 1,289	\$ 15,215	\$ 12,489	\$ (2,726)	
PROFESSIONAL EDUCATION SVC	\$ 11,710	\$ 6,364	\$ 13,000	\$ 13,350	\$ 350	
TUITION TO PRIVATE SCHOOLS	\$ 139,723	\$ 145,300	\$ 148,512	\$ 170,896	\$ 22,384	
GENERAL SUPPLIES	\$ 2,517	\$ 8,770	\$ 6,315	\$ 6,750	\$ 435	
BOOKS AND PERIODICALS	\$ 1,194	\$ -	\$ 1,400	\$ 4,500	\$ 3,100	
DUES AND FEES	\$ -	\$ -	\$ -	\$ 200	\$ 200	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
 FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #2

<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #2 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
<b>TOTAL PRESCHOOL PROGRAM</b>	\$ 667,271	\$ 669,962	\$ 746,602	\$ 715,598	\$ (31,004)	-4.15%
<b>GUIDANCE SERVICES</b>						
SALARIES	\$ 716,463	\$ 748,386	\$ 764,471	\$ 972,827	\$ 208,356	
MISCELLANEOUS BENEFITS	\$ 220,268	\$ 221,044	\$ 266,298	\$ 405,584	\$ 139,286	
TUITION REIMBURSEMENT	\$ -	\$ 514	\$ 4,068	\$ 7,526	\$ 3,458	
PROFESSIONAL EDUCATION SVC	\$ 3,635	\$ 11,636	\$ 7,700	\$ 13,240	\$ 5,540	
TRAVEL	\$ 595	\$ 402	\$ 1,125	\$ 1,150	\$ 25	
GENERAL SUPPLIES	\$ 23,016	\$ 26,410	\$ 29,502	\$ 30,650	\$ 1,148	
BOOKS AND PERIODICALS	\$ 4,956	\$ 527	\$ 1,010	\$ 1,300	\$ 290	
<b>TOTAL GUIDANCE SERVICES</b>	\$ 968,933	\$ 1,008,918	\$ 1,074,174	\$ 1,432,277	\$ 358,103	33.34%
<b>HEALTH SERVICES</b>						
SALARIES	\$ 346,971	\$ 406,041	\$ 354,599	\$ 431,949	\$ 77,350	
MISCELLANEOUS BENEFITS	\$ 147,886	\$ 153,925	\$ 194,258	\$ 215,073	\$ 20,815	
TUITION REIMBURSEMENT & PD	\$ 3,840	\$ 5,873	\$ 4,068	\$ 4,068	\$ -	
PROFESSIONAL SERVICES	\$ -	\$ 368	\$ 550	\$ 1,550	\$ 1,000	
GENERAL SUPPLIES	\$ 11,115	\$ 11,712	\$ 12,157	\$ 16,200	\$ 4,043	
BOOKS AND PERIODICALS	\$ 948	\$ -	\$ 1,085	\$ 1,900	\$ 815	
<b>TOTAL HEALTH SERVICES</b>	\$ 510,760	\$ 577,918	\$ 566,717	\$ 670,740	\$ 104,023	18.36%
<b>CURRICULUM SERVICES</b>						
SALARIES	\$ 187,726	\$ 273,698	\$ 283,374	\$ 352,104	\$ 68,730	
MISCELLANEOUS BENEFITS	\$ 34,669	\$ 40,454	\$ 46,032	\$ 63,283	\$ 17,251	
TUITION REIMBURSEMENT & pd	\$ 815	\$ 5,088	\$ 4,882	\$ 5,899	\$ 1,017	
PURCHASED PROF & TECHNICAL SERVICES	\$ 150	\$ -	\$ -	\$ 2,050	\$ 2,050	
TRAVEL	\$ 355	\$ 1,848	\$ 2,000	\$ 2,100	\$ 100	
GENERAL SUPPLIES	\$ 46	\$ 771	\$ 5,000	\$ 5,000	\$ -	
BOOKS AND PERIODICALS	\$ 788	\$ 2,994	\$ 1,200	\$ 3,400	\$ 2,200	
DUES AND FEES	\$ 1,247	\$ 1,336	\$ 1,000	\$ 1,550	\$ 550	
<b>TOTAL CURRICULUM SERVICES</b>	\$ 225,795	\$ 326,188	\$ 343,488	\$ 435,386	\$ 91,898	26.75%
<b>INSTRUCTIONAL STAFF TRAINING</b>						
EMPLOYEE TRAINING/DEVELOPMENT	\$ 79,184	\$ 85,391	\$ 91,413	\$ 96,900	\$ 5,488	
<b>TOTAL INSTR REL-TECHNOLOGY SVCS</b>	\$ 79,184	\$ 85,391	\$ 91,413	\$ 96,900	\$ 5,488	6.00%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
 FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #2

<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #2 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
<b>LIBRARY SERVICES</b>						
SALARIES	\$ 339,097	\$ 376,070	\$ 358,452	\$ 407,511	\$ 49,059	
MISCELLANEOUS BENEFITS	\$ 97,215	\$ 105,470	\$ 115,993	\$ 133,790	\$ 17,797	
TUITION REIMBURSEMENT	\$ 4,170	\$ 1,684	\$ 4,554	\$ 3,457	\$ (1,097)	
PROFESSIONAL ED SERVICES	\$ -	\$ 1,300	\$ -	\$ 1,500	\$ 1,500	
TRAVEL	\$ -	\$ 295	\$ -	\$ 350		
GENERAL SUPPLIES	\$ 15,691	\$ 11,539	\$ 23,072	\$ 12,750	\$ (10,322)	
BOOKS AND PERIODICALS	\$ 45,281	\$ 49,586	\$ 49,459	\$ 52,000	\$ 2,541	
EQUIPMENT	\$ -	\$ -	\$ -	\$ 6,000	\$ 6,000	
<b>TOTAL LIBRARY SERVICES</b>	<b>\$ 501,454</b>	<b>\$ 545,943</b>	<b>\$ 551,530</b>	<b>\$ 617,358</b>	<b>\$ 65,478</b>	<b>11.87%</b>
<b>INSTRUCTIONAL -RELATED TECHNOLOGY SVCS</b>						
SALARIES	\$ 528,850	\$ 553,750	\$ 575,446	\$ 675,077	\$ 99,631	
MISCELLANEOUS BENEFITS	\$ 97,491	\$ 100,241	\$ 99,059	\$ 111,814	\$ 12,755	
TUITION REIMBURSEMENT	\$ 1,044	\$ -	\$ 20,221	\$ 13,221	\$ (7,000)	
PROFESSIONAL SERVICES	\$ 186,421	\$ 67,073	\$ 76,000	\$ 176,000	\$ 100,000	
RENTALS AND LEASES-COPIER	\$ 50,619	\$ 60,210	\$ 65,184	\$ 65,184	\$ -	
COMMUNICATIONS	\$ 92,543	\$ 106,185	\$ 140,570	\$ 150,100	\$ 9,530	
TRAVEL	\$ -	\$ 1,345	\$ -	\$ 7,000	\$ 7,000	
SUPPLIES-TECH RELATED	\$ 20,847	\$ 42,535	\$ 23,345	\$ 50,300	\$ 26,955	
SOFTWARE	\$ 411,515	\$ 410,754	\$ 454,000	\$ 400,000	\$ (54,000)	
EQUIPMENT	\$ 188,186	\$ 346,851	\$ 330,000	\$ 330,000	\$ -	
<b>TOTAL INSTR REL-TECHNOLOGY SVCS</b>	<b>\$ 1,577,515</b>	<b>\$ 1,688,944</b>	<b>\$ 1,783,825</b>	<b>\$ 1,978,696</b>	<b>\$ 194,871</b>	<b>10.92%</b>
<b>BOARD OF EDUCATION SVCS.</b>						
SALARIES	\$ 22,782	\$ 27,000	\$ 30,120	\$ 36,220	\$ 6,100	
MISCELLANEOUS BENEFITS	\$ 1,830	\$ 2,817	\$ 2,869	\$ 3,490	\$ 621	
PURCHASED PROF & TECHNICAL SERVICES	\$ 15,750	\$ 10,663	\$ 19,991	\$ 30,450	\$ 10,459	
LEGAL SERVICES	\$ 50,110	\$ 31,576	\$ 58,449	\$ 58,450	\$ 1	
INSURANCE	\$ 129,308	\$ 113,015	\$ 124,027	\$ 128,200	\$ 4,173	
POSTAGE	\$ 1,885	\$ 2,507	\$ 2,199	\$ 2,850	\$ 651	
ADVERTISING	\$ 2,710	\$ 965	\$ 7,500	\$ 7,500	\$ -	
GENERAL SUPPLIES	\$ 17,578	\$ 15,235	\$ 19,000	\$ 19,000	\$ -	
BOOKS AND PERIODICALS	\$ -	\$ 2,047	\$ 1,654	\$ 2,350	\$ 696	
EQUIPMENT	\$ 5,700	\$ -	\$ -	\$ -	\$ -	
DUES AND FEES	\$ 7,858	\$ 8,242	\$ 11,000	\$ 11,000	\$ -	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
 FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #2

<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #2 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
<b>TOTAL BOARD OF EDUCATION SVCS.</b>	\$ 255,511	\$ 214,067	\$ 276,809	\$ 299,510	\$ 22,701	8.20%
<b>SUPERINTENDENT SERVICES</b>						
SALARIES	\$ 468,545	\$ 366,739	\$ 362,335	\$ 509,690	\$ 147,355	
MISCELLANEOUS BENEFITS	\$ 140,119	\$ 130,700	\$ 140,103	\$ 196,452	\$ 56,349	
TUITION REIMBURSEMENT & PD	\$ 8,745	\$ 7,584	\$ 7,322	\$ 9,356	\$ 2,034	
PURCHASED PROF & TECHNICAL SERVICES	\$ 11,790	\$ 10,804	\$ 21,200	\$ 23,150	\$ 1,950	
COMMUNICATIONS-POSTAGE	\$ 6,141	\$ 17,934	\$ 5,500	\$ 20,350	\$ 14,850	
PRINTING AND BINDING	\$ -	\$ -	\$ 1,500	\$ 1,500	\$ -	
TRAVEL	\$ 868	\$ 1,595	\$ 7,000	\$ 7,000	\$ -	
GENERAL SUPPLIES	\$ 16,894	\$ 24,358	\$ 15,000	\$ 27,650	\$ 12,650	
BOOKS AND PERIODICALS	\$ 400	\$ 268	\$ 750	\$ 750	\$ -	
DUES AND FEES	\$ 7,180	\$ 7,405	\$ 8,375	\$ 8,400	\$ 25	
<b>TOTAL SUPERINTENDENT SERVICES</b>	<b>\$ 660,683</b>	<b>\$ 567,385</b>	<b>\$ 569,085</b>	<b>\$ 804,298</b>	<b>\$ 235,213</b>	<b>41.33%</b>
<b>OFFICE OF THE PRINCIPAL</b>						
SALARIES	\$ 1,475,504	\$ 1,544,118	\$ 1,595,520	\$ 1,767,093	\$ 171,573	
MISCELLANEOUS BENEFITS	\$ 502,551	\$ 471,754	\$ 522,144	\$ 553,716	\$ 31,572	
TUITION REIMBURSEMENT	\$ 14,669	\$ 10,608	\$ 42,714	\$ 42,979	\$ 265	
PURCHASED PROF & TECHNICAL SERVICES	\$ 12,267	\$ 4,797	\$ 11,800	\$ 13,900	\$ 2,100	
COMMUNICATIONS-POSTAGE	\$ 13,675	\$ 13,777	\$ 17,460	\$ 19,250	\$ 1,790	
TRAVEL	\$ 1,924	\$ 4,482	\$ 4,800	\$ 4,800	\$ -	
GENERAL SUPPLIES	\$ 46,246	\$ 47,976	\$ 50,094	\$ 58,200	\$ 8,106	
DUES AND FEES	\$ 10,524	\$ 10,986	\$ 8,150	\$ 13,100	\$ 4,950	
<b>TOTAL OFFICE OF THE PRINCIPAL</b>	<b>\$ 2,077,361</b>	<b>\$ 2,108,498</b>	<b>\$ 2,252,682</b>	<b>\$ 2,473,038</b>	<b>\$ 220,356</b>	<b>9.78%</b>
<b>FISCAL SERVICES</b>						
SALARIES	\$ 407,683	\$ 349,147	\$ 362,853	\$ 432,023	\$ 69,170	
MISCELLANEOUS BENEFITS	\$ 127,025	\$ 105,351	\$ 139,341	\$ 152,394	\$ 13,053	
TUITION REIMBURSEMENT & PD	\$ 5,011	\$ 6,733	\$ 15,255	\$ 15,255	\$ -	
PURCHASED PROF & TECHNICAL SERVICES	\$ (16,409)	\$ 37,094	\$ 11,500	\$ 44,100	\$ 32,600	
AUDITING SERVICES	\$ 30,406	\$ 34,413	\$ 42,102	\$ 42,150	\$ 48	
TRAVEL	\$ 1,535	\$ 2,378	\$ 2,500	\$ 2,700	\$ 200	
GENERAL SUPPLIES	\$ 3,561	\$ 967	\$ 3,000	\$ 3,000	\$ -	
DUES AND FEES	\$ 1,012	\$ 1,171	\$ 500	\$ 1,350	\$ 850	
INTEREST ON SHORT-TERM DEBT	\$ 207,837	\$ 120,209	\$ 242,421	\$ 242,450	\$ 29	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
 FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #2

<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #2 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
<b>TOTAL FISCAL SERVICES</b>	\$ 767,661	\$ 657,460	\$ 819,472	\$ 935,422	\$ 115,950	14.15%
<b>OPERATION AND MAINT.PLANT</b>						
SALARIES	\$ 1,287,061	\$ 1,305,065	\$ 1,445,066	\$ 1,770,018	\$ 324,952	
MISCELLANEOUS BENEFITS	\$ 444,320	\$ 434,476	\$ 606,400	\$ 682,458	\$ 76,058	
UTILITY SERVICES	\$ 24,261	\$ 28,674	\$ 44,950	\$ 44,950	\$ -	
CLEANING SERVICES	\$ 73,677	\$ 84,664	\$ 77,580	\$ 108,400	\$ 30,820	
REPAIR AND MAINTENANCE SERVICES &PROP	\$ 348,413	\$ 314,732	\$ 321,852	\$ 373,800	\$ 51,948	
COMMUNICATIONS	\$ -	\$ 2,627	\$ -	\$ 3,000	\$ 3,000	
TRAVEL/GAS &BOTTLED GAS	\$ 8,733	\$ 10,611	\$ 10,924	\$ 12,750	\$ 1,826	
GENERAL SUPPLIES	\$ 157,373	\$ 190,941	\$ 152,547	\$ 223,710	\$ 71,163	
ELECTRICITY	\$ 355,203	\$ 333,712	\$ 300,653	\$ 381,550	\$ 80,897	
OIL	\$ 148,038	\$ 171,821	\$ 157,376	\$ 201,350	\$ 43,974	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$ 85,496	\$ 58,995	\$ 147,496	\$ 147,550	\$ 54	
EQUIPMENT	\$ 24,558	\$ 127,708	\$ 117,600	\$ 153,500	\$ 35,900	
DUES AND FEES	\$ -	\$ 90	\$ -	\$ 150	\$ 150	
<b>TOTAL OPER. AND MAINT.PLANT</b>	\$ 2,957,133	\$ 3,064,115	\$ 3,382,442	\$ 4,103,186	\$ 720,744	21.31%
<b>STUDENT TRANSPORTATION SV</b>						
SALARIES	\$ 6,991	\$ 5,639	\$ 6,143	\$ 7,951	\$ 1,808	
BENEFITS	\$ 2,142	\$ 1,926	\$ 2,522	\$ 2,999	\$ 477	
STUDENT TRANSPORTATION SV	\$ 1,636,070	\$ 1,623,239	\$ 1,608,666	\$ 1,811,278	\$ 202,612	
<b>TOTAL STUDENT TRANSPORTATION SV</b>	\$ 1,645,202	\$ 1,630,804	\$ 1,617,331	\$ 1,822,228	\$ 202,612	12.53%
<b>STUDENT TRANS-OTHER</b>						
STUDENT TRANS-FIELD TRIPS	\$ 20,210	\$ 50,251	\$ 45,105	\$ 63,500	\$ 18,395	
<b>TOTAL STUDENT TRANS-OTHER</b>	\$ 20,210	\$ 50,251	\$ 45,105	\$ 63,500	\$ 18,395	40.78%
<b>DEBT SERVICE</b>						
REDEMPTION OF PRINCIPAL	\$ 927,136	\$ 773,231	\$ 772,608	\$ 772,855	\$ 247	
INTEREST LONG TERM DEBT	\$ 292,705	\$ 329,080	\$ 248,590	\$ 226,325	\$ (22,265)	
<b>TOTAL DEBT SERVICE</b>	\$ 1,219,841	\$ 1,102,311	\$ 1,021,198	\$ 999,180	\$ (22,018)	-2.16%
<b>REFUND PRIOR YEAR</b>						
REFUND PRIOR YEAR TUITION	\$ 45,538	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL REFUND PRIOR YEAR</b>	\$ 45,538	\$ -	\$ -	\$ -	\$ -	0.00%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
 FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #2

<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #2 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
<b>FUND TRANSFER OUT</b>						
FUND TRANSFER-CAPITAL	\$ 2,225,000	\$ 880,000	\$ 901,234	\$ 1,022,017	\$ 120,783	
FUND TRANSFER-FOOD SERVICE	\$ 149,115	\$ 149,115	\$ 50,371	\$ 147,405	\$ 97,034	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$ 40,000	\$ -	\$ 50,000	\$ 50,000	\$ -	
<b>TOTAL TRANSFER TO OTHER FUNDS</b>	<b>\$ 2,414,115</b>	<b>\$ 1,029,115</b>	<b>\$ 1,001,605</b>	<b>\$ 1,219,422</b>	<b>\$ 217,817</b>	<b>21.75%</b>
<b>SUPPORT PROGRAMS-SPECIAL EDUCATION</b>						
SALARIES	\$ 1,174,993	\$ 1,494,003	\$ 1,540,403	\$ 1,736,990	\$ 196,587	
MISCELLANEOUS BENEFITS	\$ 540,105	\$ 652,608	\$ 919,363	\$ 1,258,794	\$ 339,431	
STATE PLACED STUDENT COSTS	\$ 96,205	\$ 46,496	\$ 154,316	\$ 168,017	\$ 13,701	
STATE PLACED STUDENT COSTS 504	\$ -	\$ 29,790	\$ -	\$ 33,800	\$ 33,800	
SPECIAL EDUCATION PROGRAMS	\$ 2,029,147	\$ 1,953,942	\$ 2,683,841	\$ 3,015,768	\$ 331,927	
EXTRAORDINARY PROGRAM	\$ 1,429,944	\$ 1,680,756	\$ 1,878,113	\$ 1,720,560	\$ (157,553)	
SUMMER PROGRAM	\$ 108,055	\$ 109,957	\$ 93,663	\$ 110,613	\$ 16,950	
ZENITH(WITHOUT CLASSROOM TEACHERS)	\$ 159,523	\$ 79,181	\$ 183,418	\$ 162,157	\$ (21,261)	
PSYCHOLOGICAL SERVICES(INCL SUMMER PROG)	\$ 116,396	\$ 45,656	\$ 148,163	\$ 176,730	\$ 28,567	
SLP SERVICES	\$ 516,042	\$ 509,235	\$ 552,454	\$ 756,784	\$ 204,330	
OT SERVICES	\$ 28,764	\$ 39,507	\$ 32,603	\$ 32,710	\$ 107	
PT SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -	
TRANSPORTATION(NOT SUMMER)	\$ 99,885	\$ 98,218	\$ 69,179	\$ 122,050	\$ 52,871	
EEE	\$ 8,919	\$ 44,752	\$ 10,403	\$ 33,350	\$ 22,947	
<b>TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION</b>	<b>\$ 6,307,980</b>	<b>\$ 6,784,101</b>	<b>\$ 8,265,919</b>	<b>\$ 9,328,323</b>	<b>\$ 1,062,404</b>	<b>12.85%</b>
<b>SPED ADMINISTRATION</b>						
SALARIES	\$ 300,650	\$ 306,313	\$ 323,321	\$ 360,375	\$ 37,054	
MISCELLANEOUS BENEFITS	\$ 81,617	\$ 88,042	\$ 94,535	\$ 118,896	\$ 24,361	
TUITION & PD	\$ 5,870	\$ 12,298	\$ 7,729	\$ 8,929	\$ 1,200	
INSURANCE	\$ 3,500	\$ -	\$ 3,500	\$ 3,500	\$ -	
COMMUNICATIONS	\$ -	\$ -	\$ 4,775	\$ 4,800	\$ 25	
ADVERTISING	\$ 398	\$ 674	\$ 500	\$ 800	\$ 300	
TRAVEL	\$ 958	\$ 1,208	\$ 2,450	\$ 2,450	\$ -	
SUPPLIES	\$ 134	\$ -	\$ 4,446	\$ 4,450	\$ 4	
SUPPLIES-SOFTWARE	\$ 5,390	\$ 5,214	\$ 6,000	\$ 6,000	\$ -	
DUES AND FEES	\$ -	\$ 3,275	\$ 645	\$ 3,750	\$ 3,105	
<b>TOTAL SPED ADMINISTRATION</b>	<b>\$ 398,516</b>	<b>\$ 417,024</b>	<b>\$ 447,901</b>	<b>\$ 513,950</b>	<b>\$ 66,049</b>	<b>14.75%</b>

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
 FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #2

<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #2 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
<b>ENGLISH LANGUAGE LEARNER</b>						
SALARIES	\$ 58,672	\$ 60,166	\$ 63,174	\$ 68,795	\$ 5,621	
MISCELLANEOUS BENEFITS	\$ 17,368	\$ 19,368	\$ 19,672	\$ 21,997	\$ 2,325	
TUITION REIMBURSEMENT	\$ 165	\$ -	\$ 1,627	\$ 1,627	\$ -	
TRAVEL	\$ -	\$ 1,965	\$ 1,000	\$ 1,300	\$ 300	
<b>TOTAL ENGLISH LANGUAGE LEARNER</b>	<b>\$ 76,205</b>	<b>\$ 81,498</b>	<b>\$ 85,473</b>	<b>\$ 93,719</b>	<b>\$ 8,246</b>	<b>9.65%</b>
<b>CO-CURRICULAR ACTIVITIES</b>						
MISCELLANEOUS EXPENSES	\$ 710,971	\$ 763,160	\$ 789,845	\$ 885,763	\$ 95,918	
<b>TOTAL COCURRICULAR ACTIVITIES</b>	<b>\$ 710,971</b>	<b>\$ 763,160</b>	<b>\$ 789,845</b>	<b>\$ 885,763</b>	<b>\$ 95,918</b>	<b>12.14%</b>
<b>TOTAL EXPENSES</b>	<b>\$ 35,345,804</b>	<b>\$ 35,512,999</b>	<b>\$ 38,921,331</b>	<b>\$ 43,506,815</b>	<b>\$ 4,582,849</b>	<b>11.77%</b>

**Agreement to Join the Winooski Valley & Statewide  
Choice of Public High School Collaborative  
for the 2024-2025 School Year  
Under Act 129 (Sec. 34. § 822d 2A)**

\_\_\_\_\_ agrees to join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2024-2025 school year. We will abide by the conditions outlined in the attached Articles of Agreement.

Our high school will agree to accept no more than \_\_\_\_\_ students and will send no more than \_\_\_\_\_ students\* for the 2024-2025 school year.

\*\* Please make sure this number agrees with the guidelines provided  
by Act 129 Sec. 34. § 822a.(b)\*\*

For the Board of School Directors of \_\_\_\_\_

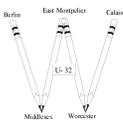
Signature & Title: \_\_\_\_\_

Dated: \_\_\_\_\_

Please fill in the name of the school contact who will send out & receive applications (usually the Principal or Guidance Director) for your school.

School Contact Name & Position: \_\_\_\_\_

E-mail for School Contact: \_\_\_\_\_



The WCUUSD Board utilizes a comprehensive evaluation process grounded in the Vermont School Boards Association tool. The following is an outline of the key elements of the process, including a timeline of key touchpoints across the year. The Board would adjust this timeline annually as needed.

	<b>Evaluation Element</b>	<b>Identified Date</b>
<b>May/June</b>	Superintendent presents draft goals to the Steering Committee for initial discussion/feedback	5/10/23
<b>September</b>	Board affirms the evaluation process & timeline (including the <a href="#">Evaluation Tool</a> )	8/23/23
	Superintendent presents second draft goals to Steering Committee; Committee affirms readiness for full Board	9/13/23
	Superintendent presents goals to full Board	9/20/23
<b>December</b>	Steering Committee reviews draft Board feedback survey & recommends any edits	12/13/23
<b>January</b>	Board feedback survey distributed by Steering Committee	1/3/24
<b>February</b>	Superintendent presents initial goal reflection, including indicator review, to the Board.	1/17/24
	Survey due	2/9/24
	Steering committee compiles Board survey results	2/19/24 - 2/23/24
	Board discusses evaluation in executive session	2/21/24
<b>March</b>	Superintendent provides Climate Survey report to Board	3/13/24
	Steering committee meets with Superintendent to review full evaluation results in executive session	3/13/24
	Summary evaluation document finalized	3/22/24

## 1). Board and Superintendent Relationship

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: Information</b>	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps the board informed with professional, timely communication so it may perform its responsibilities.	Community Letters Superintendent/COLT reports Board meeting materials
<b>B: Materials and background</b>	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided in a timely manner with supporting information in order to make informed decisions.	Board materials: <ul style="list-style-type: none"> <li>• Timeliness</li> <li>• Completeness</li> <li>• Quality</li> </ul>
<b>C: Board questions</b>	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	Direct Observation
<b>D. Input &amp; Feedback</b>	Does not solicit or accept input or feedback from the board.	Accepts input or feedback from the board but does not demonstrate to the board how its input is reflected in decisions.	Accepts input or feedback from the board and clearly indicates how that input has been incorporated into decisions.	Actively and continuously encourages board input and feedback on decisions before they are presented to the board for approval.	Direct Observation

<b>E. Board development</b>	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	Summary of Consultant work (Phil Gore) Support of Board Goals (Student Achievement, Engagement, Planning)
<b>F. Operating Results</b>	Doesn't review operating results with board(s).	When asked, provides board(s) with information about operating results.	Provides board(s) with operating results and compares them to established objectives.	Provides board with operating results compared to established objectives and informs board of successes and corrective steps taken, if needed.	Monitoring plan (Finance and Student Achievement) Education Quality Committee work
<b>G. Inter-personal Skills</b>	Does not collaborate, build consensus, resolve conflicts and/or manage crises.	Collaborates with some individuals but not a variety of individuals. Limited ability to build consensus, resolve conflicts and/or manage crises.	Collaborates with a variety of individuals on a regular basis. Satisfactory ability to build consensus, resolve conflicts and/or manage crises.	Actively collaborates with a variety of individuals. Is highly skilled in consensus building, conflict resolution and crisis management.	Administrator survey Direct Observation

## 2). Policy

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: Policy Execution</b>	Does not carry out the policies adopted by the board(s).	Carries out the policies adopted by the board(s), but in an inconsistent manner.	Carries out the policies adopted by the board(s) in a consistent manner.	Is proactive in carrying out the policies adopted by the board(s) in a consistent manner and recommending changes when appropriate.	Direct Observation
<b>B: Policy Development &amp; Administration</b>	Is not involved in the development of district policies. Makes decisions without regard to adopted policy.	Is minimally involved in the development of district policies. Makes decisions after consulting district policy, but in an inconsistent manner.	Is actively involved in the development and recommendation of district policies. Policies are administered consistently and with fidelity.	Is proactive in the determination of district needs and policy priorities. Encourages board participation in the development of policies to meet district needs.	Policy Review Cycle
<b>C: Procedure Development &amp; Administration</b>	Has not created administrative procedures to implement board policy.	Has created a minimal number of administrative procedures to implement district policies.	Has developed district procedures to accompany district policies where called for in policy.	Has developed district procedures when called for by policy and takes proactive steps to ensure procedures are updated to reflect changes in practice or policy.	Year 1 Indicator: Compilation of existing procedures & identification of priority development Years 2+ Indicators: Annual procedure review cycle
<b>D: Policy Maintenance</b>	Has no system for the maintenance of board policy.	Provides the board with information when a policy change is needed per change in law or regulation.	Supports the board in developing a schedule for monitoring and updating district policy.	Establishes and maintains a system for the development and codification of board policy.	Policy Review Cycle

<b>E: Dissemination</b>	Has no system to disseminate policies and procedures to staff and community.	Policies and procedures are available on the district's website.	Policies and procedures are available on the website and staff are trained on new policies as needed.	Has a system in place to assure staff and community awareness of all existing and proposed policies.	Direct observation
-----------------------------	--	--	---	--	--------------------

### 3). Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: Budget development and maintenance</b>	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A system exists to ensure the continuous monitoring of budgets so the board has sufficient data for accurate decision-making.	Budget actions are proactive and consider both current and long range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	Budget reflection Budget Process including connection to priorities Quarterly Monitoring Reports
<b>B. Budget reports</b>	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board and ensures annual audit is completed in a timely manner.	Regularly reports to the board concerning the budget and financial status. Annual audit and financial reports indicate the district's finances are being well managed.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	Audit reports Monthly business office reflections Quarterly Monitoring Reports
<b>C. Budget Education</b>	Doesn't assist the board(s) with presentation and explanation of the budget.	Assists the board(s) with presentation and explanation of the budget when asked.	Assists board(s) with presentation and explanation of the budget.	Proactively and skillfully assists board(s) in presentation and explanation of the budget.	Budget process Budget training Response to questions

<b>D.Facility Management</b>	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	Facilities plan and Capital Budget Quarterly Monitoring Reports
------------------------------	--	---	--	--	---

#### 4). Community Relations

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: District Advocacy</b>	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district.	Actively promotes public education and a positive image of the district. Represents the district's interests with the board, faculty, staff and public.	Community letters/ newsletters Community Forums
<b>B: Communication with community</b>	Isn't readily available	Provides appropriate information only when asked.	Actively seeks two-way communication with all stakeholders as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with all stakeholders.	Community forums & surveys
<b>C: Media relations</b>	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	Appearances in print/digital media
<b>D: Approachability</b>	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	Direct observation Climate survey data
<b>E: Collaboration &amp; Engagement</b>	Does not collaborate with other community groups to promote effective engagement	Collaborates with one or two community groups on specific topics of mutual interest.	Collaborates with a range of community groups to promote effective engagement.	Actively seeks opportunities to build new alliances with community groups and maintains existing relationships. Directs a communications program designed to enlist the understanding,	Superintendent Reports Climate Surveys

				support, and participation of the community in solving the major challenges of the school system.	
<b>F: Interpersonal Skills</b>	Does not work cooperatively with community members.	Works cooperatively with specific community members on specific projects.	Works cooperatively with a variety of community members on a range of projects.	Actively seeks opportunities to work with community members on a range of projects in order to enlist the support of the community for the school system.	Superintendent Reports Climate Surveys Direct Observation
<b>G: Local and State Agency Relations</b>	Does not establish a positive working relationship with local and state agencies.	Has a limited working relationship with local and state agencies.	Has a positive working relationship with local and state agencies.	Proactively builds and maintains a positive working relationship with state and local agencies.	Superintendent Reports

## 5). Operational Management and Leadership

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: Internal communications</b>	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	Staff & community letters Staff climate survey
<b>B: Personnel matters</b>	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	Description of system
<b>C: Supervision &amp; Evaluation</b>	There is no system to handle supervision and evaluation in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address supervision and evaluation with consistency, fairness, discretion and impartiality.	Supervision and evaluation system is aligned with district vision and goals and implemented at all levels of the district.	Superintendent Report Description of System
<b>D: Delegation of duties</b>	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decisionmaking authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decisionmaking skills.	COLT & administrator survey
<b>E: Interpersonal Relations</b>	Doesn't collaborate or build relationships with staff and administrators.	Collaborates and builds relationships with staff and administrators in an inconsistent manner.	Collaborates and builds relationships with staff and administrators in a consistent manner.	Collaborates and builds relationships with staff and administrators in a proactive and effective manner.	Staff survey

<b>F: Recruitment</b>	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	Report of hiring procedures
-----------------------	--	---	---	--	-----------------------------

**5). Operational Management and Leadership (continued)**

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>G: Visibility</b>	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	Staff survey
<b>H: Operational Objectives</b>	Doesn't review operational objectives with staff.	Is inconsistent in keeping staff informed of operational objectives.	Consistently keeps staff informed of operational objectives and their role in achieving objectives.	Inspires staff to meet or exceed operational objectives.	Staff survey Staff communication
<b>I: Investigations and Negotiations</b>	Does not plan or direct investigations and negotiations.	Directs investigations and negotiations to meet immediate needs.	Plans and directs investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).	Is innovative in establishing plans for investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).	Direct Observation Negotiation Updates

<b>J: Supervisor Objectives</b>	Does not carry out supervisory responsibilities in accordance with district's policies and applicable laws.	Is inconsistent in carrying out supervisory responsibilities in accordance with district's policies and applicable laws.	Consistently carries out supervisory responsibilities in accordance with district's policies and applicable laws.	Is proactive in carrying out supervisory responsibilities in accordance with district's policies and applicable laws.	Superintendent Reports
---------------------------------	---	--	---	---	------------------------

## 6). Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: Professional knowledge</b>	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	Superintendent reports Education Quality Committee Direct Observation
<b>B: Self-improvement</b>	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	Superintendent report

<b>C: Focus on students</b>	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Equity and student achievement are important and guide decisions made within the district.	Places equity and student achievement as the top priorities and consistently communicates this to others. Bases decisions on improving equity & student achievement. These priorities are reflected in budget recommendations.	Education Quality/monitoring Superintendent Report Climate Survey Data
<b>D: Goal development</b>	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district aligned with the board's vision. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district aligned with the district's vision. Aligns the district and building-based strategic plans and available resources within the budget to accomplish these goals.	Superintendent Goals
<b>E: Staff development</b>	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	Report of professional development Staff Climate Survey Data

<b>F: Curriculum</b>	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is developmentally-appropriate, aligned to the state standards and flexible enough to meet the needs of students throughout the district.	Superintendent Report
<b>G: Implements Continuous Improvement</b>	A continuous improvement plan is not being developed.	A continuous improvement plan is being developed.	A continuous improvement plan is in place.	There is on-going development and implementation of a comprehensive plan for continuous improvement based on individual student and systems data.	CIP Review

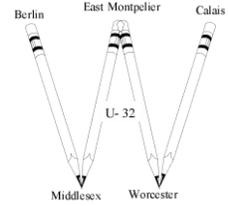
# Washington Central Unified Union School District

*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, Business Administrator**  
**Chris O'Brien, Director of Facilities**  
**RE: Award Doty Generator Project Bid**  
**DATE: December 8, 2023**

---

**Summary:** The invitation to bid for the Doty generator project was sent to seven contractors and advertised for two weeks in the Times Argus and ConstructConnect. The District received two bids on November 30, 2023 both within the Board approved budget for the project. This means the District will request a bid waiver from the AOE after Board approval.

Bidders	Local Electric, LLC	Selectric
<b>Base bid</b>	\$74,000	\$ 76,300
<b>Substantial completion date provided by bidder</b>	8/15/2024	8/15/2024
<b>Total Cost Plus 10% Contingency:</b>	\$81,400	\$83,930

**Recommended Board Action:** The Board approve awarding the Doty Generator Project contract to Local Electric, LLC in an amount not to exceed \$81,400.

# Washington Central Unified Union School District

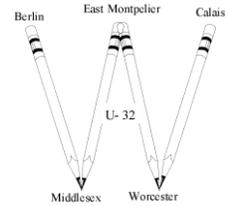
---

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

---

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

Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne Gann, WCUUSD Business Administrator**  
**RE: Prequalification Criteria for 2024 Security System Project**  
**DATE: December 15, 2023**

---

**Review:** Any time a project has the potential to cost more than \$500,000, Vermont Bid law requires the School Board to establish pre-qualification criteria that contractors must meet to be included on a selected list of pre-qualified bidders.

**Update:** The 2024 Security System Project on the Multi-year Capital Improvement Plan approved by the Board for a \$600,000 budget is likely to meet the \$500,000 threshold, so it is recommended that the Board establish pre-qualification criteria for the project.

**Recommended Pre-qualification Criteria:** The recommended criteria is the same as was set for the 2024 combined Construction Project, except criteria #22 – 24 have been added specifically for this project.

In order to be approved for prequalification, contractors must meet the following criteria:

1. maintain a clear and stable organizational structure;
2. hold licenses and/or registrations appropriate to the work to be performed;
3. have sufficient experience or expertise with related projects;
4. have sufficient financial capacity;
5. not maintain a current construction load that would interfere with its ability to perform the work;
6. have positive references from credible and knowledgeable sources; and
7. have experience in successfully completing competitively bid school projects of similar size and type;
8. have a proven ability to keep past projects within budget;
9. have a proven ability to keep past projects on schedule;
10. have a track record of successful construction projects in the area within the last five years;
11. have knowledge of and experience with the location and local subcontractors;
12. have an established commitment to this area;
13. have an ability to obtain performance and bid bonds;

14. have demonstrated quality of workmanship and ability to control/encourage quality in subcontracted work;
15. have a track record of fairness on change orders after the bid and during the construction phases;
16. have a track record of sound project management, coordination with subcontractors, timely submittal of required documentation, and attention to responding to the concerns of the owner during construction;
17. have a proven ability to maintain safe working conditions;
18. have a proven ability to safely and efficiently work around school children and activities;
19. have a proven ability to close out project after reaching project substantial completion;
20. have proven follow-up on completed projects;
21. have a willingness to return to correct warranted items;
- 22. have an integrated cloud managed electronic system for intercom, access and camera components.**
- 23. offer a 10-year warranty for all equipment.**
- 24. offer automatic firmware updates**

**Recommended Board Action:** The Board establish the recommended prequalification criteria that contractors must meet to be included on a selected list of pre-qualified bidders for the 2024 Security System Project.

## Washington Central Unified Union School District

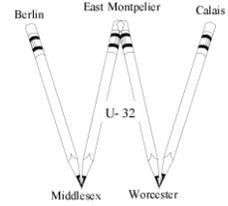
---

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

---

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

Meagan Roy Ed.D.  
 Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne Gann, WCUUSD Business Administrator**  
**Chris O'Brien, Director of Facilities**  
**RE: Approve Pre-qualified Contractors for 2024 Combined Capital Projects**  
**DATE: December 15, 2023**

---

**Summary:** Seven contractors were invited to submit proposals for prequalification for the WCUUSD 2024 Combined Capital Projects. The request was also advertised in the Times Argus and on the ConstructConnect trade service, to ensure the maximum number of contractors able to bid on the project. Two of the invited contractors responded. Our Project Manager, Bill Ford, John Hemmelgarn and Polly Wheeler of Black River Design, and Chris O'Brien, WCUUSD Director of Facilities met to review the submissions. The recommendation of the group is that the Board pre-qualify two contractors that submitted (listed below). This will necessitate a request for a bid waiver when we award the bid, as the minimum three bids will not be received.

Contact	Company Name	Address	Phone #
Mark Farrington	Farrington Construction Co., Inc.	4724 Spear St. Shelburne, VT 05482	802-985-8669
Greg Lord	E.F. Wall & Associates	131 South Main St. PO Box 259 Barre, VT 05641	802-479-1013

**Recommended Board Action:** The Board prequalifies Farrington Construction Co., Inc. and E.F. Wall and Associates as bidders for the WCUUSD 2024 Combined Capital Projects.

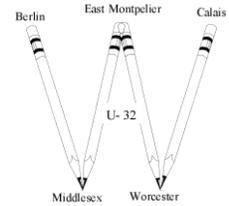
# Washington Central Unified Union School District

*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, Business Administrator**  
**Chris O'Brien, Director of Facilities**  
**RE: FY 24 Fund Balance Projections – Capital Fund**  
**DATE: December 8, 2023**

---

**Summary:** The beginning balance for the Capital Improvement Fund this fiscal year was \$4,180,517. After the budgeted transfer from the general fund budget, projected interest income and possible grant funding revenue, the fund balance is estimated at \$5,927,661. Fiscal year to date expenditures for open FY 23 and FY 24 projects have been \$2,926,423. Current projections for future expenditures necessary to close those projects total \$1,057,288. The projected ending Capital Improvement Fund Balance for FY 24 is now \$1,943,950 including a \$629,481 reserve for East Montpelier Elementary School. The projected Capital Improvement Fund Balance Available for Future Projects at the end of this fiscal year is \$1,314,469.

This is an improvement of \$890,576 in the projected fund balance from May 2023, which was \$1,053,374 (including EMES reserves). The change in the projected fund balance is driven by a combination in increases in offsetting revenues and project expenditures under budget. The EMES Boiler project, U-32 Boiler project, Calais Boiler project, U-32 paving project, U-32 boiler project and U-32 HVAC projects are projected to complete under budget. We also received an unanticipated Efficiency Vermont grant of \$25,000 for boiler upgrades.

Washington Central Unified Union School District  
 Five-year Capital Improvement Budget Projection - Updated 12-7-23  
 FY 2023 - 2024 through FY 2028 - 2029

<b>Capital Fund Balance</b>	<b>Updated Budget FY 2023-2024</b>	<b>Budget FY 2024-2025</b>	<b>Budget FY 2025-2026</b>	<b>Budget FY 2026-2027</b>	<b>Budget FY 2027-2028</b>
Beginning Capital Fund Balance	\$ 4,180,517	\$ 1,943,950	\$ 1,735,803	\$ 1,602,889	\$ 1,763,519
Plus General Fund Transfers to the Capital Reserve Fund	\$ 901,234	\$ 1,022,017	\$ 1,225,000	\$ 1,225,000	\$ 1,225,000
Plus Interest Income	\$ 25,409	\$ 14,830	\$ 14,804	\$ 14,139	\$ 14,943
Plus Possible Grant Funding	\$ 820,501	\$ -	\$ -	\$ -	\$ -
Subtotal Fund Balance & Revenues	\$ 5,927,661	\$ 2,980,797	\$ 2,975,607	\$ 2,842,029	\$ 3,003,461
Less Actual Expenditures to Date	\$ 2,926,423	\$ -	\$ -	\$ -	\$ -
Subtotal Fund Balance	\$ 3,001,238	\$ 2,980,797	\$ 2,975,607	\$ 2,842,029	\$ 3,003,461
Less Current Outstanding	\$ 1,057,288	\$ 1,244,994	\$ 1,301,000	\$ 1,019,500	\$ 655,700
Less 5% Inflationary Factor on Future Projects	\$ -	\$ -	\$ 71,718	\$ 59,010	\$ 39,850
Projected Ending Capital Fund Balance	\$ 1,943,950	\$ 1,735,803	\$ 1,602,889	\$ 1,763,519	\$ 2,307,911
Less East Montpelier Capital Reserve Funds	\$ 629,481	\$ 609,481	\$ 509,481	\$ 509,481	\$ 509,481
<b>Projected Capital Fund Balance Available for Future Projects</b>	<b>\$ 1,314,469</b>	<b>\$ 1,126,322</b>	<b>\$ 1,093,408</b>	<b>\$ 1,254,038</b>	<b>\$ 1,798,430</b>

**Required/Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**PERSONAL RECRUITMENT,  
SELECTION, APPOINTMENT AND  
BACKGROUND CHECKS**

<b>POLICY:</b>	<u>B20</u>
<b>WARNED:</b>	<u><del>2.14.20</del> 11.14.23</u>
<b>ADOPTED:</b>	<u><del>4.1.20</del> 12.20.23</u>
<b>EFFECTIVE:</b>	<u>4.11.20</u>

**Recommended**

---

**Policy**

It is the policy of the Washington Central Unified Union School District to select for employment only persons of good character who have the skills and other qualifications necessary to fulfill job requirements while complying with the provisions of state law regarding the recruitment, selection, and employment of school district employees and contractors.

Individuals applying for the following employment positions are subject to criminal record checks and abuse registry checks under this policy: all those recommended for full-time, part-time or temporary employment in the school district, including student teachers, and those contractors and employees of contractors and sub-contractors, who may have unsupervised contact with students and are subject by law to criminal record and abuse registry checks prior to or in the course of employment.

The superintendent may request a name and date of birth or fingerprint-supported check of the criminal record of any current employee who has previously undergone a check at any time during the course of the record subject's employment in the capacity for which the original check was required.

The district shall ensure that adults employed in the district's schools receive orientation, information or instruction on the prevention, identification, and reporting of child abuse as required by state law. The district will also provide opportunities for parents, guardians, and other interested persons to receive the same information.

**Definitions**

1. The term "criminal record" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(1).
2. The term "unsupervised" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(4).

3. The term “abuse registry” as used in this policy shall include the Vermont Child Protection

Registry maintained by the Vermont Department for Children and Families and the Vulnerable Adult Abuse Registry maintained by the Vermont Department of Disabilities, Aging and Independent Living.

4. The terms “employ” or “employment” as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary employment in the school district, including student teachers and those contractors and employees of contractors and sub-contractors, who may have unsupervised contact with students.

### **Recruitment**

1. The board is committed to securing the services of the best personnel available. Only individuals who meet applicable state licensing requirements, or are eligible for waiver, will be employed.

2. The board actively seeks diverse candidates. The board seeks applicants in accordance with its policy pertaining to non-discrimination. The district will attempt to provide an educational experience enhanced by the professional contributions of representatives of different races, physical conditions, sexes, ethnic backgrounds and age groups. We will make every effort to advertise widely to reach a diverse group of applicants. Every two years the administration will report on its participation in a training to avoid implicit bias in the recruitment and selection process with a goal of increasing the diversity of our employees

3. All personnel will be recruited by the district's administrative staff under the immediate direction of the superintendent.

4. Written or electronic applications will be required of candidates for employment. The application will include a statement signed by the candidate listing the dates, locations and dispositions of any convictions, including findings of guilt, pleas of nolo contendere or guilty, for criminal violations. The application will also include a warning to the applicant that falsification of information on the application or during the application process will be grounds for dismissal if the applicant is hired.

### **Selection**

1. It is the policy of the board to select employees on the basis of character, professional qualifications, and critical job requirements. Employees will be selected in a manner that does not unlawfully discriminate. The superintendent shall require all applicants, as a condition of employment consideration, to cooperate fully with background investigations, supplying references and releases so the district can contact previous employers. ~~For~~ The applicants the superintendent is prepared to recommend for employment will ~~be expected~~ ~~to~~ provide fingerprints, releases and other information necessary to conduct criminal record background investigations. The costs of such checks will be borne by the district. All offers of employment will be conditioned upon satisfactory completion of the background investigation and a finding that the information provided by the application during the pre-employment process was accurate, complete and truthful.

2. The superintendent shall request a criminal record check through the Vermont Criminal Information Center (VCIC) on any candidate they intend to appoint or to recommend for appointment. Requests will be made for fingerprint-supported criminal records from the FBI as well as criminal records from the state of Vermont and any state in which the superintendent knows the applicant has resided or been employed. The superintendent shall maintain such records in accordance with state law.
3. The superintendent shall also request information through any available abuse registry to determine whether there are any substantiated abuse/neglect charges or sex offense convictions against an applicant before appointing or nominating a candidate for employment. The superintendent shall maintain such records in accordance with state law.
4. Employment conditioned on the completion of a background check may be terminated if it is determined that the employee failed to respond truthfully to questions about criminal activity or prior employment. In any event the superintendent shall forward the information received from VCIC to the person about whom the request was made and inform the person of their rights to challenge the accuracy of the record and to determine the disposition of the record under 16 V.S.A. §§255(f), (g).
5. Providing a safe learning environment for students is a primary consideration in district employment decisions. The district will base such decisions on all relevant information, qualifications, and circumstances. Unfavorable background check information is not an automatic bar to employment, nor is a background check with no unfavorable information a guarantee of employment. However, no person convicted of a sexual offense requiring registration on the Vermont comprehensive sex offender registry shall be employed by the school district.

### **Appointment**

1. The appointment of licensed employees will be made by the board subject to the nomination of candidates by the superintendent of schools.
2. Subject to any pre-employment screening processes approved by the board, the superintendent shall appoint all non-licensed employees to be employed by the school district or supervisory union.
3. Contracts of employment or other notification of employment will be conditional pending receipt of criminal records check information and evaluation of that information.
4. Upon completion of a criminal records check, the superintendent shall:
  - notify the person subject to the check about the district's protocol for maintenance of criminal history files, and
  - ask the person subject to the check to indicate if their record should be maintained or destroyed after the retention period specified in the district's user agreement with VCIC.

5. Employees who have been employed for fewer than two years in Vermont public schools are considered probationary teachers and may be offered a probationary contract.
6. All offers of employment may be withdrawn based on the criminal records check report or upon a finding that the information provided by the applicant during the pre-employment process was inaccurate, incomplete, or untruthful.

*Legal Reference(s):* 16 V.S.A. §§251 et seq. (Criminal record checks)  
16 V.S.A. §242(3) and 563 (12) (Responsibility for hiring)  
Act 1 of 2009 (Adjourned Sess.)  
Act 108 of 2010



4. The terms “employ” or “employment” as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary employment in the school district, including student teachers and those contractors and employees of contractors and sub-contractors, who may have unsupervised contact with students.

### **Recruitment**

1. The board is committed to securing the services of the best personnel available. Only individuals who meet applicable state licensing requirements, or are eligible for waiver, will be employed.
2. The board actively seeks diverse candidates. The board seeks applicants in accordance with its policy pertaining to non-discrimination. The district will attempt to provide an educational experience enhanced by the professional contributions of representatives of different races, physical conditions, sexes, ethnic backgrounds and age groups. We will make every effort to advertise widely to reach a diverse group of applicants. Every two years the administration will report on its participation in a training to avoid implicit bias in the recruitment and selection process with a goal of increasing the diversity of our employees
3. All personnel will be recruited by the district's administrative staff under the immediate direction of the superintendent.
4. Written or electronic applications will be required of candidates for employment. The application will include a statement signed by the candidate listing the dates, locations and dispositions of any convictions, including findings of guilt, pleas of nolo contendere or guilty, for criminal violations. The application will also include a warning to the applicant that falsification of information on the application or during the application process will be grounds for dismissal if the applicant is hired.

### **Selection**

1. It is the policy of the board to select employees on the basis of character, professional qualifications, and critical job requirements. Employees will be selected in a manner that does not unlawfully discriminate. The superintendent shall require all applicants, as a condition of employment consideration, to cooperate fully with background investigations, supplying references and releases so the district can contact previous employers. The applicants the superintendent is prepared to recommend for employment will provide fingerprints, releases and other information necessary to conduct criminal record background investigations. The costs of such checks will be borne by the district. All offers of employment will be conditioned upon satisfactory completion of the background investigation and a finding that the information provided by the application during the pre-employment process was accurate, complete and truthful.

2. The superintendent shall request a criminal record check through the Vermont Criminal Information Center (VCIC) on any candidate they intend to appoint or to recommend for appointment. Requests will be made for fingerprint-supported criminal records from the FBI as well as criminal records from the state of Vermont and any state in which the superintendent knows the applicant has resided or been employed. The superintendent shall maintain such records in accordance with state law.
3. The superintendent shall also request information through any available abuse registry to determine whether there are any substantiated abuse/neglect charges or sex offense convictions against an applicant before appointing or nominating a candidate for employment. The superintendent shall maintain such records in accordance with state law.
4. Employment conditioned on the completion of a background check may be terminated if it is determined that the employee failed to respond truthfully to questions about criminal activity or prior employment. In any event the superintendent shall forward the information received from VCIC to the person about whom the request was made and inform the person of their rights to challenge the accuracy of the record and to determine the disposition of the record under 16 V.S.A. §§255(f), (g).
5. Providing a safe learning environment for students is a primary consideration in district employment decisions. The district will base such decisions on all relevant information, qualifications, and circumstances. Unfavorable background check information is not an automatic bar to employment, nor is a background check with no unfavorable information a guarantee of employment. However, no person convicted of a sexual offense requiring registration on the Vermont comprehensive sex offender registry shall be employed by the school district.

### **Appointment**

1. The appointment of licensed employees will be made by the board subject to the nomination of candidates by the superintendent of schools.
2. Subject to any pre-employment screening processes approved by the board, the superintendent shall appoint all non-licensed employees to be employed by the school district or supervisory union.
3. Contracts of employment or other notification of employment will be conditional pending receipt of criminal records check information and evaluation of that information.
4. Upon completion of a criminal records check, the superintendent shall:
  - notify the person subject to the check about the district's protocol for maintenance of criminal history files, and
  - ask the person subject to the check to indicate if their record should be maintained or destroyed after the retention period specified in the district's user agreement with VCIC.

5. Employees who have been employed for fewer than two years in Vermont public schools are considered probationary teachers and may be offered a probationary contract.

6. All offers of employment may be withdrawn based on the criminal records check report or upon a finding that the information provided by the applicant during the pre-employment process was inaccurate, incomplete, or untruthful.

*Legal Reference(s):* 16 V.S.A. §§251 et seq. (Criminal record checks)  
16 V.S.A. §242(3) and 563 (12) (Responsibility for hiring)  
Act 1 of 2009 (Adjourned Sess.)  
Act 108 of 2010

**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**LIBRARY MEDIA CENTER  
SELECTION & RECONSIDERATION**

**POLICY:** **D34 D22**

**WARNED:** **~~11.1.19~~ 12.20.23**

**ADOPTED:** **11.20.19**

**EFFECTIVE:** **11.25.19**

---

**Introduction**

The WCUUSD Board recognizes that it is the primary objective of the instructional program and the library media centers to implement, enrich, and support teaching and learning, and the education programs in our schools. By accessing a wide range of materials at all levels of difficulty which offer a diversity of appeal and presentation of different points of view, our students will expand their knowledge and hone their skills.

The WCUUSD supports the free exchange of ideas as a vital element of our democracy and in our public schools. Access to instructional and library media materials that foster critical thinking and respectful civil discourse are important to our students as they prepare to be responsible and involved citizens in our democracy.

To assist with the selection of materials, the Board endorses the Library Bill of Rights, as adopted by the American Library Association. The Library Bill of Rights asserts that the responsibility of the school library is to:

- Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served
- Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards
- Provide a background of information that will enable students to make intelligent judgements in their daily lives
- Provide materials on opposing sides of controversial issues so that young citizens may develop with guidance the practice of critical reading and thinking
- Provide materials which are representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage
- Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

~~The WCUUSD Library Media Centers will provide a broad range of educational materials to enrich and support the curriculum and to meet the needs of individual students and teachers. In addition to supporting the curriculum, the Library Media Center also provides materials designed to encourage students to seek information beyond daily assignments, read with discrimination and pleasure, personalize their learning on their path to proficiency, and to grow in understanding that books and libraries can serve them well throughout their lives. The certified School Librarian will provide students with a wide range of materials of diverse appeal. Materials should be available in a variety of formats and represent varying levels of difficulty and varying points of view. Should there be any complaint about Library media in our collection, it is our policy to provide a fair and impartial review as outlined in the administrative procedure.~~

## **Definitions**

For the Purpose of this Policy:

1. **Media** include all materials considered part of the library collection.
2. **Library Media Center** is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center, or similar term managed by **Library Media Staff and certified licensed School Librarians**.
3. **School Librarian** is an educator who meets the competencies of the School Librarian endorsement as articulated by the Vermont Agency of Education.
4. **Library Media Staff** is made up of but not limited to administrative assistants and paraprofessionals, whose job includes managing library materials.

## **Responsibility & Implementation**

1. ~~While the Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for staff to be involved in the recommendation of instructional materials. The Board delegates responsibility for the selection of instructional materials and library-media resources to the professionally trained personnel employed by the District, subject to the criteria and procedures for selection and the Board policy on challenged materials. Responsibility for the selection of all library materials is delegated to the School Librarian through the principal. The selection process involves open opportunity for consultation with administrators, faculty, and students.~~
  - a. Selection is based upon evaluation:
    - i. By the School Librarian
    - ii. Through the use of resources which includes, but is not limited to: library journals, publications, professional development, and learning communities
2. In selecting materials the School Librarian is guided by: the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, and the standards and best practices adopted by the American Association of School Librarians and the American Library Association. The WCUUSD school libraries embrace the ALA Library bill of Rights

except where required by law to comply with the Children's Internet Protection Act, USC Title IVII, §§1701 *et seq.*

3. The collection will be developed systematically ensuring equitable and inclusive access to:
  - a. Materials in a variety of formats (print, digital, etc.) which will support the curricular, academic interests, personal interests, and the personalized learning pathways of the diverse viewpoints and identities of the members of our learning and global communities.
4. Selection is an ongoing process overseen by the School Librarian which shall include the removal and/or replacement of materials using a variety of criteria which includes but is not limited to: outdated and/or inaccurate information, lost or worn materials which are still of value to our learning community, low circulation, etc.
5. All gift materials and donations will come under the same selection policy as those purchased by the library. If these gift materials cannot be used by the school, they will either be sold and the profits used for the Library Media Center or given to someone who can use them.
6. Library materials are communal property. Borrowers are expected to make arrangements with the School Librarian and/or the Library Media Staff for damaged or lost materials.
7. ~~Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the Board recognizes that occasional objections may be raised by students, parents/guardians, employees or residents of the District. Challenges from individuals not in one of those identified groups will not be considered. In the event a complaint is made, the following procedures will apply: Should a citizen of a WCUUSD town have a complaint about any library media materials, the administrative procedure will be followed.~~
  - a. ~~All complaints about Library Media Center materials shall be brought to the immediate attention of the School Librarian who will contact the complainant to discuss the complaint.~~
  - b. ~~If the complainant is not satisfied, they may submit a request for review of library media center materials to the Principal.~~
  - c. ~~Upon receipt of the request, the Principal will form a committee made up of the School Librarian, a member of the professional staff and a community member. All sides of the question will be discussed thoroughly and a decision rendered. The media review committee will read and view the material in question, weigh its contested element against existing selection criteria, and write a report explaining the action taken. The Principal is responsible for sending a copy of the report and decision to the complainant and the Superintendent. The report will be provided to the complainant within 30 school days of the original request. Additional time may be requested by the principal.~~
  - d. ~~Should the complainant remain unsatisfied, they may take the complaint to the Superintendent. The Superintendent will review the committee's report to determine if the policy and procedures were followed. The Superintendent will respond to the complainant in writing within 30 school days of receiving the request to review the principal decision.~~
  - e. ~~Should the complainant still remain unsatisfied, they may take the complaint to the School Board. The board shall hear the complaint in a fair and just manner. The Board shall render a decision within 45 school days of the hearing, which~~

must include a summary of facts and basis for the decision. The Board's decision will be final.

- f. Access to challenged material shall not be restricted during the complaint process.

*Reference Materials:*    *School Library Bill of Rights*  
                                  *Freedom to Read Statement*  
                                  *Standards and best practices adopted by the American Association of*  
                                  *School Librarians and the American Library Association*  
                                  *Children's Internet Protection Act, USC Title IVII, §§1701 et seq.*



## Definitions

For the Purpose of this Policy:

1. **Media** include all materials considered part of the library collection.
2. **Library Media Center** is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center, or similar term managed by Library Media Staff and ~~certified~~ licensed School Librarians.
3. **School Librarian** is an educator who meets the competencies of the School Librarian endorsement as articulated by the Vermont Agency of Education.
4. **Library Media Staff** is made up of but not limited to administrative assistants and paraprofessionals, whose job includes managing library materials.

## Responsibility & Implementation

1. While the Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for staff to be involved in the recommendation of instructional materials. The Board delegates responsibility for the selection of instructional materials and library-media resources to the professionally trained personnel employed by the District, subject to the criteria and procedures for selection and the Board policy on challenged materials. Responsibility for the selection of all library materials is delegated to the School Librarian through the principal. The selection process involves open opportunity for consultation with administrators, faculty, and students.
  - a. Selection is based upon evaluation:
    - i. By the School Librarian
    - ii. Through the use of resources which includes, but is not limited to: library journals, publications, professional development, and learning communities
2. In selecting materials the School Librarian is guided by: the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, and the standards and best practices adopted by the American Association of School Librarians and the American Library Association. The WCUUSD school libraries embrace the ALA Library bill of Rights except where required by law to comply with the Children's Internet Protection Act, USC Title IVII, §§1701 *et seq.*
3. The collection will be developed systematically ensuring equitable and inclusive access to:
  - a. Materials in a variety of formats (print, digital, etc.) which will support the curricular, academic interests, personal interests, and the personalized learning pathways of the diverse viewpoints and identities of the members of our learning and global communities.
4. Selection is an ongoing process overseen by the School Librarian which shall include the removal and/or replacement of materials using a variety of criteria which includes but is not limited to: outdated and/or inaccurate information, lost or worn materials which are still of value to our learning community, low circulation, etc.

5. All gift materials and donations will come under the same selection policy as those purchased by the library. If these gift materials cannot be used by the school, they will either be sold and the profits used for the Library Media Center or given to someone who can use them.
6. Library materials are communal property. Borrowers are expected to make arrangements with the School Librarian and/or the Library Media Staff for damaged or lost materials.
7. Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the Board recognizes that occasional objections may be raised by students, parents/guardians, employees or residents of the District. Challenges from individuals not in one of those identified groups will not be considered. In the event a complaint is made, the following procedures will apply:
  - a. All complaints about Library Media Center materials shall be brought to the immediate attention of the School Librarian who will contact the complainant to discuss the complaint.
  - b. If the complainant is not satisfied, they may submit a request for review of library media center materials to the Principal.
  - c. Upon receipt of the request, the Principal will form a committee made up of the School Librarian, a member of the professional staff and a community member. All sides of the question will be discussed thoroughly and a decision rendered. The media review committee will read and view the material in question, weigh its contested element against existing selection criteria, and write a report explaining the action taken. The Principal is responsible for sending a copy of the report and decision to the complainant and the Superintendent. The report will be provided to the complainant within 30 school days of the original request. Additional time may be requested by the principal.
  - d. Should the complainant remain unsatisfied, they may take the complaint to the Superintendent. The Superintendent will review the committee's report to determine if the policy and procedures were followed. The Superintendent will respond to the complainant in writing within 30 school days of receiving the request to review the principal decision.
  - e. Should the complainant still remain unsatisfied, they may take the complaint to the School Board. The board shall hear the complaint in a fair and just manner. The Board shall render a decision within 45 school days of the hearing, which must include a summary of facts and basis for the decision. The Board's decision will be final.
  - f. Access to challenged material shall not be restricted during the complaint process.

*Reference Materials:*    *School Library Bill of Rights*  
                                  *Freedom to Read Statement*  
                                  *Standards and best practices adopted by the American Association of*  
                                  *School Librarians and the American Library Association*  
                                  *Children's Internet Protection Act, USC Title IVII, §§1701 et seq.*

**Recommended**

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT  
  
Board of Directors' Policy  
  
POLICIES AND PROCEDURES

**POLICY:** ~~A2~~ A30  
**WARNED:** 12.2.19-12.20.23  
**ADOPTED:** 1.15.20  
**EFFECTIVE:** 1.25.20

**Recommended**

---

**PURPOSE**

It is the purpose of this policy to prescribe the creation and maintenance of a set of documents that embody the important principles, values, practices and standards of the school. Policies serve to inform and guide all people connected with the school. It is the intent of the board to outline direction and goals for successful operation of the school through adoption of policies. It is also the purpose of this policy to ensure that those documents are available to the public.

**DEFINITIONS**

- Policies guide the school board, administrators and other district employees, students, parents/guardians and community members by stating district goals and establishing parameters for administrative action.
- Procedures are developed by the superintendent or designee to provide for the management of the public schools in the District by describing how tasks will be carried out and board policies will be implemented.

**POLICY**

- A. The school board should adopt and maintain policies to carry out its purposes or pursuant to any of its authorities under law.
- B. Policy development that affects all schools will be considered through the WCUUSD Policy Committee. Any person residing in or employed by the school district may suggest policies by submitting suggestions in writing to the school board chair or policy committee representative. The board, acting as a whole or through the policy committee will seek appropriate public comment and administrative guidance for policy development and revision.
- C. Administration will provide procedures to a policy, along with the policy, whenever a policy issue has been raised.
- D. At a minimum, public notice on intent to adopt a policy shall be given at least 10 days prior to adoption at a regularly scheduled or special school board meeting.
- E. In general, policies shall be adopted according to the following process:

1. A policy shall be warned for a first reading at a regular board meeting. The proposed policy, and any background information, will be distributed to board members prior to the meeting. The proposed policy shall also be made available to the public.
  2. At the first reading of the policy, the board may reject, revise, or approve the policy as written. If revised or approved, the policy shall move to a second reading at the board's next regular meeting.
  3. The second reading of the proposed policy shall be warned on the agenda for the following meeting. Copies of the policy and any background information, shall be distributed to board members prior to the meeting. The proposed policy shall also be made available to the public. At the second reading of the policy, the board may reject, revise, table or approve the policy as written.
  4. If the policy is approved at the second reading with little or only minor revisions, the policy shall be considered duly adopted.
  5. If the policy is rejected at the second reading, the policy shall be considered "dead."
  6. If the policy is revised at the second reading and the revisions are major (i.e., **constant content** is substantially changed), the policy shall move to a third reading at the board's next regular meeting. The same procedures for warning the policy shall be followed.
  7. If there is a third reading of the policy, the third reading shall be warned on the agenda for the board's following meeting. Copies of the policy, and any background information, shall be distributed to board members prior to the meeting. The proposed policy shall also be made available to the public. At the third reading of the policy, the board may reject, table, or approve the policy as written. If rejected, the policy shall be considered "dead." If approved, the policy shall be considered duly adopted. If tabled, the policy may be taken off the table and reconsidered only after the reconsideration has been warned and board members have been provided a copy of the draft policy. The proposed policy shall also be made available to the public. When taken off the table, the policy shall be considered at the same level of reading as it was when tabled.
- F. Each policy shall have a title and should state its date of adoption and effective date.
- G. Policies shall be numbered in accordance with the system established by the **A** Vermont School Boards Association.

### **DISSEMINATION**

Immediately following adoption, all policies will be distributed to board members, the principals and WCUUSD Central Office. All policies will be posted on the district website. Where appropriate or required, policies will be included in staff and/or family handbooks. It will be the responsibility of the principal to ensure that staff and students are familiar with applicable policies.

### **REVIEW**

The superintendent will advise the board when revisions to adopted policies are required or otherwise appropriate. In addition, the superintendent will develop a policy review schedule to ensure that all policies are reviewed at least once every three to five years and, if necessary or appropriate, revised or repealed in response to changing legislation or other altered circumstances.

### **PROCEDURES**

Policies will be administered through procedures and directives of the superintendent of schools and members of the management team. The superintendent shall, in a timely

fashion, notify the school board when they have developed any new procedure. At its discretion, the board may order a review of any rule or procedure.

~~A. The superintendent shall maintain and implement procedures that:~~

- ~~1. Are consistent with policy;~~
- ~~2. Establish guidance and standards of behavior for faculty, staff, and students, provide an explanations of how those standards are enforced, and establish consequences for failing to follow those standards; and~~
- ~~3. Provide detailed procedures and operational rules concerning the administration of the school.~~

**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICIES AND PROCEDURES**

<b>POLICY:</b>	<u>    <b>A30</b>    </u>
<b>WARNED:</b>	<u>    <b>12.20.23</b>    </u>
<b>ADOPTED:</b>	<u>    <b>12.20.23</b>    </u>
<b>EFFECTIVE:</b>	<u>                    </u>

---

**PURPOSE**

It is the purpose of this policy to prescribe the creation and maintenance of a set of documents that embody the important principles, values, practices and standards of the school. Policies serve to inform and guide all people connected with the school. It is the intent of the board to outline direction and goals for successful operation of the school through adoption of policies. It is also the purpose of this policy to ensure that those documents are available to the public.

**DEFINITIONS**

- Policies guide the school board, administrators and other district employees, students, parents/guardians and community members by stating district goals and establishing parameters for administrative action.
- Procedures are developed by the superintendent or designee to provide for the management of the public schools in the District by describing how tasks will be carried out and board policies will be implemented.

**POLICY**

- A.** The school board should adopt and maintain policies to carry out its purposes or pursuant to any of its authorities under law.
- B.** Policy development that affects all schools will be considered through the WCUUSD Policy Committee. Any person residing in or employed by the school district may suggest policies by submitting suggestions in writing to the school board chair or policy committee representative. The board, acting as a whole or through the policy committee will seek appropriate public comment and administrative guidance for policy development and revision.
- C.** Administration will provide procedures to a policy, along with the policy, whenever a policy issue has been raised.
- D.** At a minimum, public notice on intent to adopt a policy shall be given at least 10 days prior to adoption at a regularly scheduled or special school board meeting.
- E.** In general, policies shall be adopted according to the following process:
  - 1.** A policy shall be warned for a first reading at a regular board meeting. The proposed policy, and any background information, will be distributed to board members prior to the meeting. The proposed policy shall also be made available to the public.

2. At the first reading of the policy, the board may reject, revise, or approve the policy as written. If revised or approved, the policy shall move to a second reading at the board's next regular meeting.
  3. The second reading of the proposed policy shall be warned on the agenda for the following meeting. Copies of the policy and any background information, shall be distributed to board members prior to the meeting. The proposed policy shall also be made available to the public. At the second reading of the policy, the board may reject, revise, table or approve the policy as written.
  4. If the policy is approved at the second reading with little or only minor revisions, the policy shall be considered duly adopted.
  5. If the policy is rejected at the second reading, the policy shall be considered "dead."
  6. If the policy is revised at the second reading and the revisions are major (i.e. content is substantially changed), the policy shall move to a third reading at the board's next regular meeting. The same procedures for warning the policy shall be followed.
  7. If there is a third reading of the policy, the third reading shall be warned on the agenda for the board's following meeting. Copies of the policy, and any background information, shall be distributed to board members prior to the meeting. The proposed policy shall also be made available to the public. At the third reading of the policy, the board may reject, table, or approve the policy as written. If rejected, the policy shall be considered "dead." If approved, the policy shall be considered duly adopted. If tabled, the policy may be taken off the table and reconsidered only after the reconsideration has been warned and board members have been provided a copy of the draft policy. The proposed policy shall also be made available to the public. When taken off the table, the policy shall be considered at the same level of reading as it was when tabled.
- F. Each policy shall have a title and should state its date of adoption and effective date.
- G. Policies shall be numbered in accordance with the system established by the ~~A~~ Vermont School Boards Association.

### **DISSEMINATION**

Immediately following adoption, all policies will be distributed to board members, the principals and WCUUSD Central Office. All policies will be posted on the district website. Where appropriate or required, policies will be included in staff and/or family handbooks. It will be the responsibility of the principal to ensure that staff and students are familiar with applicable policies.

### **REVIEW**

The superintendent will advise the board when revisions to adopted policies are required or otherwise appropriate. In addition, the superintendent will develop a policy review schedule to ensure that all policies are reviewed at least once every three to five years and, if necessary or appropriate, revised or repealed in response to changing legislation or other altered circumstances.

## **PROCEDURES**

Policies will be administered through procedures and directives of the superintendent of schools and members of the management team. The superintendent shall, in a timely fashion, notify the school board when they have developed any new procedure. At its discretion, the board may order a review of any rule or procedure.

**Required/Recommended**

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

BOARD MEETINGS, AGENDA  
PREPARATION

<b>POLICY:</b>	<u>A20</u>
<b>WARNED:</b>	<u><del>12.2.19</del> 12.20.23</u>
<b>ADOPTED:</b>	<u>1.15.20</u>
<b>EFFECTIVE:</b>	<u>1.25.20</u>

**Recommended**

---

**Policy**

All Board meetings will be held in compliance with Vermont's open meeting laws, 1 V.S.A. §§310 et seq.

**Regular Meeting Schedule**

Board will determine regularly scheduled meetings. The meeting schedule will be published and made available by the superintendent to any person on request. Special and emergency meetings will be called by the chair on their own initiative or when requested by a majority of the board and shall be warned appropriately. Only items on the agenda may be acted upon at these meetings.

**Conduct of Board Meetings**

Meetings will be conducted in accordance with Robert's Rules of Order, Newly Revised. One or more members of the board may attend and participate in a regular, special or emergency meeting by electronic or other means so long as the requirements of 1 V.S.A. §312(a)(2) are met.

**Executive Sessions**

Executive sessions of the board will be convened only for the purposes stated in 1 V.S.A. §313. The minutes of any meeting where an executive session takes place will reflect the specific statutory reason for convening the executive session. Board members will not make public the confidential issues discussed during an executive session.

**Agenda Preparation**

The superintendent will prepare proposed agendas for all meetings of the board after consultation with the board chair. Items of business may be suggested by any board member, staff member, student, or citizen of the district. The inclusion of items on proposed agendas will be at the discretion of the board chair and superintendent, unless a majority of board members attending the meeting vote to add an agenda item to the next regularly scheduled meeting. An item may only be added or removed from a meeting agenda as the first order of business at the meeting. Other adjustments to an agenda may be made at any time during the meeting.

**Agenda Distribution**

The proposed agenda, together with supporting materials, will be distributed to board members by the superintendent five days prior to regular meetings and as soon as practicable before special and emergency meetings. At least 48 hours prior to a regular meeting and 24 hours prior to a

special meeting, the superintendent shall ensure that the agenda is posted on the district website, in the municipal clerk's office and two other designated physical locations in the municipality. In addition, proposed meeting agendas will be made available to any interested person upon specific request.

*Legal Reference(s):* 1 V.S.A. §§310 et seq. (Public meetings)  
16 V.S.A. §554 (School board meetings)



special meeting, the superintendent shall ensure that the agenda is posted on the district website, in the municipal clerk's office and two other designated physical locations in the municipality. In addition, proposed meeting agendas will be made available to any interested person upon specific request.

*Legal Reference(s):* 1 V.S.A. §§310 et seq. (Public meetings)  
16 V.S.A. §554 (School board meetings)

**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**NOTICE OF NON-DISCRIMINATION**

<b>POLICY:</b>	<u>A22</u>
<b>WARNED:</b>	<u><del>12.13.19</del> 12.20.23</u>
<b>ADOPTED:</b>	<u>2.5.20</u>
<b>EFFECTIVE:</b>	<u>2.15.20</u>

**Policy**

The board will not unlawfully discriminate in its programs and activities against any person or group on any basis prohibited by federal or state law, and will provide equal access to ~~the Boy Scouts and other~~ designated youth groups.

The district shall make reasonable accommodations to the known physical or **emotional disabilities of an** ~~mental limitations of an otherwise qualified handicapped~~ applicant or employee unless the district can demonstrate that the accommodation would impose an undue hardship on the operation of its program or activity.

~~The superintendent or their designee shall prepare for board review and approval guidance to applicants and employees regarding requests for reasonable accommodations, including provisions for undue hardship.~~

Applicants for ~~admission and~~ employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Washington Central Unified Union School District are hereby notified that this district does not discriminate on the basis of race, color, religion(creed), ancestry, national origin, place of birth, sex, sexual orientation, **gender identity**, disability, age, political affiliation or marital status in admission or access to, or treatment or employment in, its programs and activities. ~~and provides equal access to the Boy Scouts and other designated groups.~~

A person has been designated by the WCUUSD to coordinate the district's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 173, and other non-discrimination laws or regulations. The designated coordinator is identified in the procedure accompanying this policy along with the information on how that person may be contacted.

Any person having inquiries concerning the WCUUSD's compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator described above.

### Administrative Responsibilities

The superintendent or designee shall develop procedures to accompany this policy. This procedure shall designate a coordinator and information on how to contact the coordinator.

---

~~1 Federal regulations implementing Title VI (race, color, national origin), Title IX (sex), Section 504 (disability), the Age Discrimination Act, and the Boy Scouts Act contain requirements for recipients of federal funds to issue notices of non-discrimination. These regulations require that recipients notify students, parents and others that they do not discriminate on the basis of race, color, national origin, sex, disability and age, and, if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups. 2 See 34 C.F.R. § 104.12(a). 3 See 34 C.F.R. § 104.12(b) & (c) for requirements related to reasonable accommodations and factors to be considered when determining when a requested accommodation would create an undue hardship. The inclusion of this provision in this model policy is based on a finding by the federal Office of Civil Rights that a Vermont school district's policy on non-discrimination was not in compliance with Section 504 of the Rehabilitation Act of 1973 because it did not include these provisions. 4 Discrimination against an employee on the basis of political affiliation is prohibited by the Vermont Municipal Labor Relations Act. 21 V.S.A. § 1726(a)(7)~~

<i>Legal Reference(s):</i>	<i>9 V.S.A. §4502 (Public accommodations)</i>
	<i>21 V.S.A. §§495 et seq. (Employment practices)</i>
	<i>21 V.S.A. §1726 (Unfair labor practices)</i>
	<i>20 U.S.C. §§1400 et seq. (IDEA)</i>
	<i>20 U.S.C. §§1681 et seq. (Title IX, Education Amendments of 1972))</i>
	<i>29 U.S.C. §206(d) (Equal Pay Act of 1963)</i>
	<i>29 U.S.C. §§621 et seq. (Age Discrimination in Employment Act)</i>
	<i>29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)</i>
	<i>42 U.S.C. §§2000d et seq. (Title VI of the Civil Rights Act of 1964)</i>
	<i>42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)</i>
	<i>42 U.S.C. §§12101 et seq. (Americans with Disabilities Act of 1990)</i>



<i>Legal Reference(s):</i>	<i>9 V.S.A. §4502 (Public accommodations)</i>
	<i>21 V.S.A. §§495 et seq. (Employment practices)</i>
	<i>21 V.S.A. §1726 (Unfair labor practices)</i>
	<i>20 U.S.C. §§1400 et seq. (IDEA)</i>
	<i>20 U.S.C. §§1681 et seq. (Title IX, Education Amendments of 1972))</i>
	<i>29 U.S.C. §206(d) (Equal Pay Act of 1963)</i>
	<i>29 U.S.C. §§621 et seq. (Age Discrimination in Employment Act)</i>
	<i>29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)</i>
	<i>42 U.S.C. §§2000d et seq. (Title VI of the Civil Rights Act of 1964)</i>
	<i>42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)</i>
	<i>42 U.S.C. §§12101 et seq. (Americans with Disabilities Act of 1990)</i>



- Discrimination and Harassment, Hazing and Bullying (e.g., race, gender, sexual orientation, national origin, disability, etc.)
8. Security cameras shall be used only to promote the order, safety, and security of students, staff, and property and to assist school administrators in investigating misconduct by persons on the premises.
  9. Security recordings shall be maintained by the district for at least 30 days, after which time the recordings may be purged. If the District becomes aware that a recording is evidence in any kind of disciplinary proceeding, investigation, or litigation, the recording must be retained until the matter has been resolved.
  10. The District shall keep a log of any persons accessing video images from cameras.

<i>VSBA Version:</i>	<i>October 24, 2019</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §§ 1232g et seq. Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, US Department of Education (October 2007), available at <a href="http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/">http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/</a>.</i>
<i>Cross Reference(s):</i>	<i>Fire and Emergency Preparedness Drills Access Control and Visitor Management</i>

*DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.*

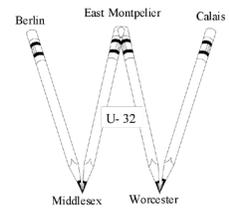
# Washington Central Unified Union School District

*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 District School Board Meeting U-32 930 Gallison Hill Rd Montpelier, VT 11.15.23 6:30-9:30 PM

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

**Others:** Superintendent Meagan Roy, Steven Dellinger-Pate, Jen Miller-Arsenault, Kerra Holden, ORCA Media, David Delcore, Karoline May, David Lawrence, Susanne Gann, Cat Fair, Beckah Mandel, Alicia Lyford, Honi Bean Barrett, Jill Drury, Lesley Fitch, Gillian Fuqua, Jess, Cat Fair, Caroline May, Jessica Wills, Jessica Heinz, Lisa Hanna, Michael Sherwin, SBroe, Sonya Rhodes, Tyler Smith, Allison Fayle, Aly Mahoney, Ben, Erin Mullaney, Meg Allison, Meg Dawkins, Michelle Ksepka, Nathaniel Schwartz, Nicolle S., Liz Bevins, Jen Donovan, Jenny Bradley, Lauren Chabot, Ben Larrow, Beth Parker, Debra Bloom

- 1. Executive Session - Student Discipline: At 6:00 p.m., Jonas Eno-Van Fleet moved to enter into Executive Session for the purpose of considering matters related to the discipline of students as authorized by 1 V.S.A. Section 313(a)(7) to include Meagan Roy, Steven Dellinger-Pate, and Student Family Members. Seconded by Natasha Eckart, this motion carried unanimously. At 6:33 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 Student Matter. Jonas Eno-Van Fleet moved to accept the Administration's recommendation regarding the related discipline in the confidential Student Matter. Seconded by Ursula Stanley, this motion carried unanimously, with one abstention.**
- 2. Call to Order: At 6:37, Flor Diaz Smith called the meeting to order.**

3. **Welcome:** Flor Diaz Smith spoke about the concept of “perseverance”
  - 3.1. **Adjustments to the Agenda:** Kari Bradly asked for clarification on the agenda items that include board feedback about the budget. Flor Diaz Smith clarified that the board will discuss the budget during “Board Operations.”
  - 3.2. **Reception of Guests**
  - 3.3. **Public Comments:** none at this time
  
4. **Presentation: Budget Draft # 1:** Superintendent Roy and Susanne Gann presented a slide deck to share the first draft of the budget. Questions from the board, following the presentation: Ursula Stanley asked about the current structure for interventions: Steven Dellinger-Pate stated that we could reduce the total number of intervention needs by changing class configurations (bolster class size) (from 3.8 to 2.5~3.5). Daniel Keeney asked for clarification around the proposed changes to staff FTE. Chris McVeigh asked, how many other staff affected by these proposed changes serve a dual role? (e.g. in Calais, the Library/ Media teacher also teaches math/ reading in the classroom part-time. Jonas Eno-Van Fleet asked, how is the 10% calculated if we are shifting from “apples to oranges”? Susanne Gann explained how the 10% will be figured. Jonas Eno-Van Fleet asked for information about central office staffing. Diane Nichols-Fleming asked whether it would be possible to consider a reduction in staff equitably rather than focusing on intervention position (e.g. the proposal related to U32).
  - 4.1. **Public Input:** Debra Bloom stated that ESSER going away is not new. She expressed disappointment that we are thinking about this now, talking about reducing staff (such as nursing staff - she spoke about the health and safety of students). What are other resources we can consider for funding sources to keep some of these positions? Honi Bean Barrett asked: are you willing to put forth an itemized savings from these proposed budgets? Are you planning to provide transportation for children who would be going to other sites for preschool? Does this affect the savings? Lisa Hanna stated that she has not met another person in education who feels that we have enough supports for children. Looking at teacher, nurse, and counselor cuts, is there any value in speaking more frankly about this? To say due to budgetary concerns we may need to provide less robust supports. It is hard to look at the cuts and feel that there is truth and transparency in the statement that we will be able to continue to provide robust support with the proposed budget.
  
5. **Reports to The Board**
  - 5.1. **Student Report:** Willow and Linnea shared some student happenings via recorded video message: Word of Mouth, Sports Banquet, Food Drive, Sex Education, SSJ: Seeking Social Justice meeting. The students invited board members to attend school happenings to get an understanding of what goes on with students on campus.
  - 5.2. **Superintendent/Central Office Leadership Team (COLT) Report:** provided in written form.

- 5.3. **Principals Report:** Flor Diaz Smith asked Steven Dellinger-Pate to share about BARWE: Building Anti-Racist White Educators. This group meets monthly to discuss the issues related to white educators teaching students of color. Flor Diaz Smith asked Alicia Lyford to share her report about teacher goal setting. Principal Lyford shared that the focus is around data regarding layers one and two in the MTSS framework, setting goals for students and instructional goals for themselves; we will look at assessments to see how everyone did regarding progress toward goals, and decide next steps. Diane Nichols-Fleming expressed appreciation for the level of detail in the report.
- 5.4. **Central Vermont Career Center Report:** Flor Diaz Smith invited board members to attend Open House 11-16, 5:30 - 7:30 p.m. She noted that there is a lot of focus around the state on technological education programs.
- 5.5. **VSBA Report:** The website has resources including webinars to explain current issues such as Act 127.
- 5.6. **Education Quality Update:** Ursula Stanley shared that at the November 1st meeting, the committee considered I-Ready data, and also heard how staff are considering this data to inform their instruction. Ed Quality is going to take a deep dive into EQS (Education Quality Standards) to consider how to present EQS to the full board.

## 6. Finance Committee

- 6.1. **Configuration Study Report Out:** Flor Diaz Smith shared that the committee earlier this evening brainstormed ideas related to possible configuration, they would like the board to go through the affinity mapping activity, and consider what information would be helpful
- 6.2. **Review and Approve Pre-Qualification Criteria for 2024 Capital Improvement Projects:** Daniel Keeney moved that the Board establish the recommended prequalification criteria that contractors must meet to be included on a selected list of pre-qualified bidders for the 2024 Combined Capital Projects. Seconded by Ursula Stanley. Chris McVeigh asked how this criteria will be proven. Does all of the criteria need to be met or is there a weighting of the items on the list? Susanne Gann stated that all of the criteria must be met; she shared the process for qualifying bidders. **This motion carried unanimously.**
- 6.3. **Review and Approve Scope and Budget for Berlin Fire Alarm Panel:** Ursula Stanley moved that the Board authorize an additional allocation of \$13,894 from the capital reserve funds for the replacement of the Berlin Fire Alarm Panel to be completed in FY 2024-25 and approve the District moving forward with bid document development and bidding as necessary. Seconded by Daniel Keeney. Discussion: Daniel Keeney asked what is the contingency percentage? Susanne Gann: 10%. **This motion carried unanimously.**
- 6.4. **Review and Discuss FY 2024-25 Budget Draft # 1**
- 6.5. **Discuss Budget Parameter # 5:** Flor Diaz Smith spoke about this having been created and shared initially as a “soft parameter.” Two other parameters were offered tonight:

- Consider configuration changes that realize program quality improvements that can better serve students.
- Lowest increase in net spending while meeting EQS and addressing equitable distribution of resources and student needs.

Diane Nichols-Fleming expressed concern with using the 10% parameter when this is new and we do not understand the details or the implications. Jonas Eno-Van Fleet stated that the parameter around the threshold for penalty or around avoiding a tax rate review (related to going beyond the 10% parameter), is not meant to be a hard and fast line but a goal. Some discussion followed around what factors are known now, and what factors are yet to be shared from AOE. Board members agreed to remove parameter #5 and add the two changes above. There was some wordsmithing of the document; Board Chair and Superintendent were taking notes. Karoline May stated that she is hearing that the board would like to avoid going above the 10% but on the other hand hearing that this is not firm, she indicated that this is an administrator’s worst nightmare, and is similar to what happened last year when administrators built budgets that were within the parameter, only to have the board change the parameter.

## 7. Policy Committee

**7.1. First Reading of Policies:** Chris McVeigh presented the following policies and explained the Policy Committee’s work in arriving at these drafts.

**7.1.1. B20: Personnel, Recruitment Selection, and Background Checks**

**7.1.2. D34: Library Media Center Selection & Reconsideration:** (this is D22 in the VSBA policy) Ursula Stanley pointed out that the numbering is not consistent with VSBA model policy numbering, and that our own policy: *Policies and Procedures* indicates that our policy numbering will be consistent with VSBA model policies. Some discussion followed around the greater detail included in this updated policy. Ursula Stanley asked why the entirety of the Greater Schools Partnership document is not included in the policy if only part of it is.

**7.1.3. A2: Policies and Procedures:** (VSBA A30) Some discussion followed around including language to be clear that the administration notifies the board when procedures are developed or changed. Dan Keeney would like to add “adopt, maintain and review” to the language that refers to the board’s role in policies.

**7.1.4. A20: Board Meetings, Agenda Preparation & Distribution:**

**7.1.5. A22: Notice of Non-Discrimination:**

The policies will be edited as discussed tonight and brought to the next board meeting for a second reading and possible adoption.

**7.2. Second Reading for Policies to be Adopted on November 15, 2023: Kari Bradley moved to adopt the following policies. Seconded by Amelia Contrada, this motion carried unanimously.**

### 7.2.1. C3 Transportation

### 7.2.2. C6 Home Study Students

## 8. Board Operations

**8.1. Board Feedback on FY25 Budget Draft # 1:** Mckalyn Leclerc thanked the administration for the hard work. She expressed concerns about the reductions in school nurse positions at Doty and Rumney. Similarly, she has concerns around cutting the school counselor positions. She asked whether this is an issue of equity. Superintendent Roy stated that the proposed budget does keep in mind the three pillars: quality, equity of resources, student need. Discussion followed around the school nurse positions. Zach Sullivan asked whether it is possible to utilize telehealth nurses to some degree to address some of the concerns. Ursula Stanley asked how do we coordinate nurses and resources? Superintendent Roy: to date we have done it informally. Maggie Weiss echoed Mckalyn Leclerc's concerns and she indicated that asking other staff to fill in, in the absence of a full time nurse in the building, is a very hard "ask," especially in light of staffing challenges and shortages. Ursula Stanley asked administrators - how difficult it would be to cut further, to meet the 10%. Administrators spoke about the difficulty in creating this first draft based on board input. To cut further, Alicia Lyford reminded the board of the part in the slideshow that provided some scenarios to cut further; however, she stated that the administration does not whole heartedly support those cuts. Superintendent Roy stated that we aren't fully equitable - the smaller schools take more resources per students. Jonathan Goddard expressed concerns about cuts to both nursing and counseling. Everything he has read about the youth mental health crisis in this country supports his opposition to cutting these positions; it is counter to our mission to provide safe and healthy schools for our students. This is a priority to him right now. Kealy Sloane clarified that the reductions at East Montpelier are based on declining enrollment. Kari Bradley stated that as uncomfortable it is to consider reductions; it is uncomfortable to ask our taxpayers to support an increase in the tax rate. Student enrollment is declining and affordability gets harder; he urged the board to not put off things that will only make next year harder. Daniel Keeney seconded what Jonathan Goddard had said - he spoke about the idea of equitably sharing resources. He would like to find an additional \$30K in reductions but again does not support cutting nursing and counseling positions. Natasha Eckart indicated that she feels strongly about not cutting nursing and counseling. Amelia Contrada echoed concerns around nursing and mental health resources. She expressed appreciation for the help and support that teachers have been offering to students during COVID-19 and after with staff shortages. Given the reality we are given, with the creativity that has been shown, she believes we can find ways to meet the needs of students. Diane Nichols-Fleming asked for some clarification about some of the salary lines in the budget.

Joshua Sevits shared appreciation for the work that went into this budget draft and he feels it is a good start. Wonders is it way too soon to think about larger reconfigurations plans (aside from the pre-K and K between Doty and Calais)? Superintendent Roy spoke about the risk of taking larger steps around reconfiguration before our configuration study provides guidance, as we run the risk of making a big change only to rescind the change the following year and making a different big change. Mckalyn Leclerc stated that nursing and counseling are related to basic living needs. She would rather have health care providers in each school full time rather than having a Spanish teacher in only one or two of the schools. Gillian Fuqua spoke about the current configuration at Doty with nursing and counseling staff. Maggie Weiss reiterated what Mckalyn had said. Ursula Stanley reiterated what Kari Bradley had stated. She reminded the board that last year when we made budget decisions, we knew we would be facing difficulty this year. She feels that the board should trust the administrators in their recommendations for staffing. Jonas Eno-Van Fleet stated that the idea of Act 127 is to right-size per pupil spending. He asked Susanne Gann - you are confident that our tax rate will go down? He supports this budget as it stands today. Chris McVeigh asked whether the position at EMES that will decrease is the same position that the board approved two years back due to a bubble in student enrollment. He stated he would like to consider cuts that are more equitably distributed. He spoke about other things to consider cutting: administrators, central office staff. He asked what is the budget for the Equity Scholar? He shared concerns with cutting positions that provide direct services to students. He would look for other budgetary cuts, not the positions that provide direct services to students. Josh Sevits stated that the cuts related to pre-K and K are based on EQS, so it is not as simple as making a comparison to cutting, for example, administrators. Chris McVeigh alluded to the comment that was made from the parent earlier, indicating that we cannot purport to provide robust opportunities to students when we are making these cuts. Zach Sullivan indicated that it would be helpful to get a picture of how the needs of students will be met with the proposed cuts. What does service delivery look like? Superintendent Roy stated that it would be helpful information to provide what the system of support looks like.

What does the service delivery system look like given the needs of the students right now? Flor Diaz Smith stated that we don't operate in isolation across the state. She would like to think about sustainability toward the future; feels that we could do more, take more steps toward reconfiguration. She stated that the desire of the board to have a full time nurse at every school, and a school counselor, would require some reconfiguration. It is not sustainable to have a full time nurse at every school. Superintendent Roy stated that we need very concrete direction: she hears a desire for more information about what service delivery looks like with the current budget draft. We also need a concrete number; if we have a financial direction we can come back with an updated draft. Diane Nichols-Fleming asked, what exactly are we asking our communities to understand? What are the cost savings to the positions that were discussed at length tonight - school nurse and counselor staffing?

Some discussion followed around the desire to come under the 10% threshold. Jonas Eno-Van Fleet stated that we have come as far as we can go and the only way to get to the threshold is to look at a larger reconfiguration. Zach Sullivan stated that, in terms of what the community can bare, it seems like there is a one-year cushion at this time. Amelia Contrada spoke about creative ways to meet social emotional needs of students, to bolster the peer support structure. Kari Bradley suggested leaving the budget as it is at this time and having the administration bring back the information as discussed tonight, and let the Finance Committee take a closer look for the board's future consideration.

**8.2. Strategic Plan Update**

**8.3. District Clerk: Daniel Keeney moved to nominate Melissa Tuller for School District Clerk. Seconded by Maggie Weiss; this motion carried unanimously.**

**9. Consent Agenda**

**9.1. Approve Minutes of 10.18.23. 11.1.23: Jonas Eno-Van Fleet moved to approve the minutes of October 18 and November 1, 2023. Seconded by Daniel**

**Keeney. Discussion: move student reps into board members - Oct 18 indicates that it is a special meeting; it is not. This motion carried unanimously.**

**9.2. Approve Board Orders: Ursula Stanley moved to approve the board orders for 11-15-2023, in the amount of \$1,782,549.60. Seconded by Amelia Contrada, this motion carried unanimously.**

**10. Future Agenda Items**

**10.1. 2023-2024 Board Work Plan**

**10.2. Communication and Engagement Planning**

**10.3. Strategic Plan Update**

**10.4. Location: East Montpelier**

**11. Board Reflection: Ursula Stanley was on fire tonight! ::jazz hands all around::**

**12. Executive Session: Student Residency Request: At 9:55 p.m., Jonas Eno-Van Fleet moved to enter Executive Session per 1 V.S.A. § 313 (a) 1 (D) for the purpose of a Student Residency Request, to include Meagan Roy. Seconded by Chris McVeigh, this motion carried unanimously. At 10:02 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 Student Residency Request. Jonas Eno-Van Fleet moved to approve the Administration's recommendation regarding the Student Residency Request. Seconded by Amelia Contrada, this motion carried unanimously, with one abstention.**

**13. Executive Session: Negotiations: At 10:03 p.m., Jonas Eno-Van Fleet moved that as premature general public knowledge of labor negotiations would clearly place the Board at**

**a substantial disadvantage per 1 V.S.A. § 313 (a) 1 (B) that the Board enter Executive Session for the purpose of discussing labor negotiations, to include Meagan Roy. Seconded by Daniel Keeney, this motion carried unanimously. At 10:04 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Kealy Sloane, this motion carried unanimously.** During Executive Session the Board discussed negotiation strategy.

**14. Adjourn: At 10:05 p.m., Jonas Eno-Van Fleet moved to Adjourn. Seconded by Ursula Stanley, this motion carried unanimously.**

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

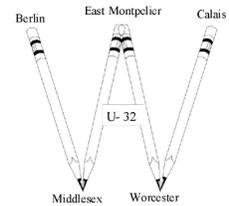
# Washington Central Unified Union School District

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

---

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

Meagan Roy Ed.D.  
Superintendent



**Washington Central Unified Union School District  
Special School Board Meeting  
\*\*Virtual Meeting Only\*\*  
Central Office  
1130 Gallison Hill Rd., Montpelier, VT  
Board Room  
12.4.2023 7:00PM - 8:00 PM**

**Board Members:** Flor Diaz Smith, Jonas Eno-Van Fleet, Ursula Stanley, Natasha Eckart, Amelia Contrada, Kealy Sloan, Zach Sullivan, Joshua Sevits, Maggie Weiss

**Others:** Meagan Roy, Steven Dellinger-Pate, Jess Wills, Student Family Members

- 1. Call to Order:** Flor Diaz Smith called the meeting to order at 7:01 p.m.
- 2. Executive Session - Student Matter:** At 7:01 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the discipline of students as authorized by 1 V.S.A. Section 313(a)(7) to include Meagan Roy, Steven Dellinger-Pate, Jess Wills, Meg Allison, and Student Family Members. Seconded by Ursula Stanley, this motion carried unanimously. At 7:51 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Zach Sullivan, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Jonas Eno-Van Fleet moved to accept the Administration's recommendation regarding the related discipline in the confidential Student Matter, for the remainder of the school year. Seconded by Zach Sullivan, this motion carried unanimously.
- 3. Executive Session - Student Matter:** At 7:54 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the discipline of students as authorized by 1 V.S.A. Section 313(a)(7) to include Meagan Roy, Steven Dellinger-Pate, Jess Wills, Nate Lovitz, and Student Family Members. Seconded by Ursula Stanley, this motion carried unanimously.

**At 8:02 p.m., Jonas Eno Van Fleet moved to leave Executive Session. Seconded by Kealy Sloan, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Jonas Eno-Van Fleet moved to accept the Administration's recommendation regarding the related discipline in the confidential Student Matter. Seconded by Kealy Sloan, this motion carried unanimously.**

- 4. Adjourn: At 8:03 p.m., Jonas Eno-Van Fleet moved to Adjourn. Seconded by Zach Sullivan, this motion carried unanimously.**

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

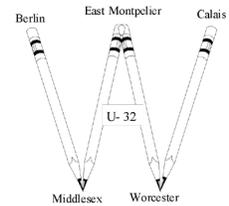
# Washington Central Unified Union School District

*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 District  
Special School Board Meeting  
\*\*Virtual Meeting Only\*\*  
Central Office  
1130 Gallison Hill Rd., Montpelier, VT  
Board Room  
12.6.2023 7:00PM - 8:00 PM**

**Board Members:** Flor Diaz Smith, Chris McVeigh, Kari Bradley, Maggie Weiss, Mckalyn Leclerc, Ursula Stanley, Daniel Keeney, Zach Sullivan, Amelia Contrada, Natasha Eckart, Jonas Eno-Van Fleet, Jonathan Goddard, Kealy Sloan, Josh Sevits Student Rep: Willow Mashkuri

**Others:** Superintendent Meagan Roy, Steven Dellinger-Pate, Jen Miller-Arsenault, Kerra Holden, ORCA Media, David Delcore, David Lawrence, Beckah Mandel, Alicia Lyford, Honi Bean Barrett, Gillian Fuqua, Jessica Wills, Lisa Hanna, Michael Sherwin, Sonya Rhodes, Chris O'Brien, Katherine Biggam, Lydia Faesy, April Bergeron, Ben, Ma, Nate Lovitz, Jeanie Phillips, Robert Hall, Scott Hess, Mary Beth Langevin, Beth Parker, Alicia Lyford, Ellen Cooke, Jade Walker, Lisa LaPlante

**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:** Flor Diaz Smith noted that ratifying the contract will be added to the agenda tonight - there will be an Executive Session. She would also like to add an update during Board Operations about the Annual Meeting. **Jonas Eno-Van Fleet moved to approve the adjustments to the agenda. Seconded by Chris McVeigh. This motion carried unanimously.**

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

**2.3. Public Comments-Time limit strictly enforced, see note:** Jade Walker advocated for the importance of not reducing FTE of counseling staff. She spoke about how this reduction will affect students and their families. Ellen Cooke spoke about the mental health needs for students and advocated for maintaining counseling staff. Nate Lovitz continued the message and reiterated the need for maintaining positions in student services. Ralph Hall proposed to move Calais to East Montpelier and Doty to Rumney. He spoke about student enrollment data. He asked to consider what the number/ what is the cutoff for considering consolidating school campuses. Sonya Rhodes a teacher at Doty expressed concern about guidance counselors and nursing staff “on the chopping block” compared to line the item for sports. Willow Mashkuri gave a report to the board on behalf of students. (She was reporting from her car!) She asked board members to visit the schools and gain that in-person perspective.

**3. Local Presentation: Social Emotional Learning (SEL):** Alicia Lyford presented to the board about East Montpelier Elementary School’s social-emotional learning opportunities.

#### **4. Reports**

**4.1. Strategic Planning Status Update:** Flor Diaz Smith stated that the work on strategic planning continues; the committee is working on goals around the core values; and will have more to share at the next board meeting. She stated that updated information is available on the website. The work continues to stay on schedule.

**4.2. Configuration Study Report:** Jeanie Phillips led the board through an affinity mapping protocol. The question for the brainstorming: *Given our focus on robust student programming, sustainability, and keeping the broader community in mind, how might we creatively imagine configurations for the future?* The activity resulted in the following configuration brainstorms: (top ten \*)

- Equitable Opportunities \* (4)
- AM/ PM Care for all Elementary
- Equitable SEL Opportunities
- Expand Middle School @ U32 or Separate Building \* (5)
- Merge Elementary Schools \* (10)
- Specialized Schools
- Repurpose any Closed Buildings to Meet Community Needs
- Get Input from Communities
- Community Partnership in Programming / Community School \* (5)
- Attract Families
- Expanding Early Ed @ 1 or more Buildings \* (7)
- District Level Mergers

Flor Diaz Smith asked board members to consider what else is needed, what data is needed in order to further consider the configuration study. Amelia Contrada - we are doing this to

get people's input for future planning vs. budget planning at the moment?

Maggie Weiss - explicit invitation to development review boards and planning

commissions in all five towns. If housing is a significant barrier, then we need to address this. Diane Nichols-Fleming - how do we engage the community in the conversation?

Natasha Eckart - when we start naming specific schools that should be closed or merged, you are going to turn off a lot of the community. Is there a way to do this and take names out of it? Kari Bradley - what would it save to close the average school? (not any one school)

Kealy Sloan - also presenting it through the lens of what it would provide for students. Ursula Stanley - what would our class size look like if we closed one school? Two schools? How would that benefit our students? Jonas Eno-Van Fleet - what

are some of the visions of repurposed school buildings? (an abundance mindset versus a scarcity mindset - what are the opportunities?) Chris McVeigh - what do communities need? what other vibrant center could take the place of the repurposed school

building? Community input is critical. Amelia Contrada - showing explicitly and speaking about data regarding how to get the needs met for our students and families, even if cuts occur. Daniel Keeney - the importance of nonfinancial smart goals that come from the choices we make; student outcomes that result from the choices we make. Kari Bradley -

how do they align with our strategic plan? Kealy Sloan - information about bus routes/ distances between towns and schools. Natasha Eckart - the possibility of rethinking the boundaries of community that belong to each school (e.g. versus town property lines) Flor

Diaz Smith read/ shared the results from the Finance Committee's activity which mirrored the board's activity tonight. Kari Bradley stated that we are going to have to put some thought into how we talk about this with our communities. It was hard for us as a board to participate in this activity; imagine how hard it will be for our communities and staff. Diane

Nichols-Fleming - we need to be very clear with our thinking - if we are thinking we have specific questions, then we need to ask them up front. If not, then we need to suspend our ideas and opinions alone and allow for the input. Josh Sevits - plain language and plain speech is what is going to be helpful (rather than a lot of data that may not be easily understood).

- 4.3. **Approve Scope and Budget for U-32 Baseball Field: Ursula Stanley moved that the Board authorize the final budget allocation of \$151,000 from the capital reserve funds for the refurbishment of the U-32 Baseball Field to be completed in FY 2024-25 and approve the District moving forward with bid document development and bidding as necessary. Jonas Eno-Van Fleet seconded this motion.** Discussion: Diane Nichols-Fleming reflected what Sonya Rhodes had shared earlier during public comment and would like to consider that perspective. Chris McVeigh stated that he believes we should vote this down, based on concerns around student needs in counseling and cuts in positions as presented earlier. He stated that teachers, counselors, nursing staff are a greater priority to him than athletics. Flor Diaz Smith stated that this is part of the capital improvement plan and this has been a goal of the board. We don't move capital planning funds back. Ursula Stanley asked some specifics about how the use of the baseball field impacts students; she asked, regarding the amount in question, how many teaching positions would that translate

to? (Superintendent Roy: approximately 1 or 1.5) **A vote was called. 3 abstentions, 1 vote of “nay,” 8 votes in favor. This motion carried.**

**5. Board Operations**

**5.1. Communication & Engagement Planning (this was discussed above):** Flor Diaz Smith had shared information with board members about annual meeting planning; she will email a board member from each town so that they can make plans to attend their town’s select board meeting.

**6. Future Agenda Items**

**6.1. 2023-2024 Board Work Plan**

**7. Executive Session: Negotiations: At 8:19 p.m., Jonas Eno-Van Fleet moved that as premature general public knowledge of labor negotiations would place the Board at a substantial disadvantage per 1 V.S.A. § 313 (a) 1 (B) that the Board enter into Executive Session for the purpose of discussing labor negotiations, to include Superintendent Meagan Roy. Seconded by Mckalyn Leclerc, this motion carried unanimously. At 8:23, Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Ursula Stanley, this motion carried unanimously.** During Executive Session the Board discussed labor negotiations. **Jonas Eno-Van Fleet moved to approve the Educational Support Personnel Collective Bargaining Agreement for the 2023-24 – 2025-26 school years. Seconded by Diane Nichols-Fleming, this motion carried unanimously with one abstention.**

**8. Board Reflection**

**9. Adjourn: At 8:24 Kari Bradley moved to Adjourn. Seconded by Daniel Keeney, this motion carried unanimously.**

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