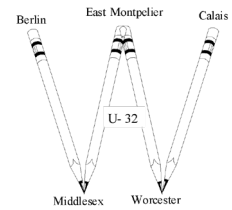


Washington Central Unified Union School District

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
1.17.24 6:15-9:30PM

Virtual Meeting Information

<http://tinyurl.com/4r6esvds>

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. Final Budget Presentation | |
| 3.2. Public Comment | |
| 4. Reports to The Board | 15 minutes |
| 4.1. Student Report | |
| 4.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 4 | |
| 4.3. Central Vermont Career Center Report – pg. 9 | |
| 4.4. Principals' Report - pg. 10 | |
| 4.5. VSBA Report - pg. 16 | |

- 5. Board Operations (Discussion/Action) 40 minutes
 - 5.1. FY25 Budget Discussion & Adoption – pg. 18
 - 5.2. Approve Prequalified Contractors for 2024 Security System Project - pg. 30
 - 5.3. Approve Budget Warning – pg. 31
 - 5.4. Budget Communication
- 6. Policy Committee (Discussion/Action) 15 minutes
 - 6.1. Second reading for Policy to be Adopted on January 17, 2024
 - 6.1.1.F26 Security Cameras – pg. 34
- 7. Personnel 5 minutes
 - 7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 36
 - 7.2. Superintendent Search – pg. 38
- 8. Consent Agenda(Discussion/Action) 10 minutes
 - 8.1. Approve Minutes of 1.3.24 – pg. 44
 - 8.2. Approve Board Orders
- 9. Future Agenda Items 5 minutes
 - 9.1. 2023-2024 Board Work Plan
- 10. Board Reflection
- 11. Executive Session: Student Residency Request
- 12. Adjourn

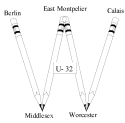
NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the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

WCUUSD Board Norms - Adopted November 18, 2020

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

AGENDA KEY

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



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Fiscal Services Updates

The Fiscal Services Team has had an extremely busy month preparing materials for the FY25 General Fund Budget and tax rate calculations. The ratification of the collective bargaining agreement for ESP employees at the beginning of December required the issuance of employee contracts, updates to salaries in the HR and Payroll software, and finally the calculation of retroactive pay back to July 1, 2023. The HR and payroll staff began this work as soon as possible, completing contract changes for the December 22nd payroll and retroactive payments on a special payroll run on December 29th.

Payroll, benefits and the fiscal services team spent countless hours working on the updates to the teacher contracts in November and jumped right into this body of work in December. The Team has processed seven consecutive payrolls between November 24th and January 5th, with three of those payrolls falling on short weeks due to holidays. It is clear that the Washington Central Payroll and HR Team cares a great deal about the employees we support, and I am so very grateful for Holly Poulin and Carla Messier's dedication to the organization.

An additional shout out goes to all of the administrative support staff at the school buildings (Lori, Danielle, Chris, Jodi, Shannon and Lynnea) that have to work somewhat feverishly to complete the regular payrolls on short weeks. Well done, Team!

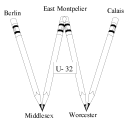
Data Updates

As the Agency of Education has transitioned the state from the use of equalized pupils to long-term weighted Average Daily Membership (LTW ADM) for the tax rate calculations, there were numerous iterations of the LTW ADM count to review. Operations Manager Tim Couture verifies that the Average Daily Membership (ADM) used in this calculation, and matches the District's records. Tim reconciled a discrepancy in the English Language Learner (ELL) count, ultimately resulting in an update to our student data system. Thank you Tim for your time spent on the reconciliation.

Curriculum, Instruction & Assessment - Acadience & Report Cards

The end of a semester is always a busy time for teachers, and this is a particularly busy time for us in our elementary schools this year.

Our elementary teachers and principals spent the fall learning about a new reading assessment, Acadience Reading K-6. This reading assessment is better aligned with evidence-based practices and our revised performance indicators for reading. After preparing all fall, we are currently administering the assessment for the first time. The administration has been variably smooth and bumpy, and not without hiccups and lessons learned that will make the spring administration much smoother. We are excited to see our students' results and use them to make instructional decisions.



Also, we recently revised the elementary report cards to better align with our revised literacy performance indicators. Those changes, coupled with our learning curve related to personnel changes and Infinite Campus, have led to some hiccups as well. We are in the process of fixing the glitches. In order to ensure that our elementary teachers have ample time to complete the report cards in a meaningful manner, we will extend the report card window and send them home to families a week later than we typically do. Elementary report cards will be sent home on Friday, February 2.

I want to extend my most sincere thanks to our elementary teachers and principals for their diligence, patience, and grace as we work hard to get this right for our students and their families.

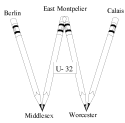
PCB Update

In November, we shared with the Board and community that U-32 Middle and High School had received PCB test results that indicate higher than acceptable levels in various locations in the school. The first step to begin mitigation is to hire a consultant within six weeks of notification.

The District has contracted with Stone Environmental Consultants out of Montpelier, who has developed a site investigation work plan for the supplemental assessment of PCB-Containing Building Materials within the school. This plan was submitted to the Department of Environmental Conservation (DEC) on December 26, 2023 for their review and approval.

The DEC responded with a review letter on January 5, 2024 seeking clarification to justify the approaches proposed and to make notifications to the work plan for resubmittal to the DEC. Stone Environmental has received the review, and is developing a response that addresses the questions. As long as the work plan is approved by the DEC by January 19, 2024, Stone Environmental is on track with the estimated project schedule provided in the work plan. Once the Plan is approved by the DEC, the District can submit a request to the Agency of Education (AOE) for the cost of the supplemental assessment work plan deliverables.

Task	Duration	Estimated Completion	Deliverable
Work Plan	2 weeks	December 22, 2023	Draft and Final Work Plan
Work Plan Review by VT DEC	4 weeks	January 19, 2024	Approved Work Plan
Supplemental Indoor Air Assessment	5 weeks	February 17, 2024	Field Notes
Building Materials Assessment	2 weeks	February 2, 2024	Field Notes



Laboratory Analysis	3 weeks	March 8, 2024	Laboratory Report and EDD
Supplemental Assessment Report	4 weeks	April 5, 2024	Draft and Final Report
Supplemental Assessment Report Review	4 weeks	May 3, 2024	Approved Report
Quarterly Monitoring	1 year	Q1: February 29, 2024 Q2: May 31, 2024 Q3: August 31, 2024 Q4: February 28, 2025	Trip Report, Laboratory Report, Summary Tables
Semi-Annual Monitoring Report		July 1, 2024 March 31, 2025	Draft and Final Reports

The cost implications of PCBs, as the Board is well aware, will be an important consideration moving forward, especially given that only two of our six buildings have been tested. The cost for the supplemental assessment workplan is in the magnitude of \$215,000. This cost does not provide remediation - it is further testing to develop a plan for remediation and includes ongoing monitoring. We will have a better understanding of U-32's remediation costs later this spring, in time for our capital plan review.

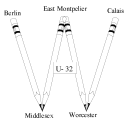
While we are able to request state funding for the cost of this plan, it is unclear at this point how much of the \$215,000 will be covered. It will be critical for the Board to think about potential costs for U-32 and our remaining four buildings, depending on the results of that testing. The discussions at the state level about both PCB remediation and overall school construction costs are significant, as they have a significant impact on future budget planning.

Technology Updates

Over the past four years the IT department has been working hard to update the various equipment that makes up our networks and items of instructional technology.

In our networks we now have up-to-date firewalls, server hosts, backup power, and switches. This summer we will be replacing the last of the network components, the wireless access points (WAPs). While all of these items are costly, most of them have been purchased as part of the e-rate program, which reimburses us for 60% of the cost!

In addition, we have also replaced the laptops and Chromebooks used by staff and students, so that almost all devices are now less than six year old. (Sadly, this is about the limit of



usefulness of tech devices in this modern age). Unfortunately, the e-rate program does not help with the cost of these purchases.

This summer, and over the following two years, we plan to replace the projectors in our classrooms (some of which were installed way back in 2009!). Finally, in the next few years we will want to replace the network cabling going to our WAPs to support more devices and provide higher data transfer speeds.

Once we've updated all of this equipment we plan to maintain reasonable replacement cycles so that we are best able to support learning needs in the future.

Policy & Procedures Report - *Strategic Planning and Grade Advancement*

As part of our efforts to provide the Board regular updates on administrative procedures, we've incorporated regular updates to the Board. This month's report will include a status update on Strategic Planning per Policy [A23](#) and a review of our procedures for Grade Advancement (Policy [D2](#))

Strategic Planning

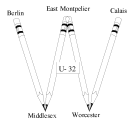
The Strategic Planning Steering Committee is fully engaged in Phase III of the process, "Moving Toward Action." In this phase, the committee is working toward finalizing strategic goals from this Fall's data compilation, facilitating workgroups to draft action steps for those goals, and then soliciting feedback on those goals & action steps.

In December, the steering committee met to synthesize the myriad of data and input gathered in Phase II. They worked with several different ways of organizing that input. A key observation of the group was that there was significant overlap between and among goals to achieve the Core Beliefs. This resulted in an important consolidation of goals, which they believe will result in more coherence and readability.

Currently, the Board is slated to receive a full report on the Strategic Plan for discussion and then adoption. The presentation and discussion is slated in the workplan for March, with a tentative adoption the first week of April.

Grade Advancement

Policy [D2](#) requires that the superintendent provide rules (procedures) for implementing this policy that specifies a process for determining the promotion, retention or acceleration of individual students.. Although individual schools had internal procedures for decision making regarding grade advancement, there was no universal procedure guiding these discussions. The leadership team worked this Fall to draft the following procedures:



WCUUSD designs instructional opportunities in our classrooms that meet the needs of a broad and diverse group of learners.

- General education classrooms are designed to meet a wide range of student needs and interests. Educators are well positioned to meet students where they are within a grade level, differentiating to meet the needs of all learners who may be accessing curriculum above or below grade level. This is a tenet of a proficiency based learning environment.
- Students may access progressively more intensified and targeted interventions in order to meet their needs.
- All WCUUSD students have access to instruction that personalizes their learning. At the high school, specific experiences such as dual enrollment, early college, more advanced coursework and personalized pathways are also available.

Because of our instructional model, retention and acceleration of students in Washington Central is rare. They are considered only after extensive, documented interventions and data analyses have been conducted by a team of educators and informed by parents/caregivers. For students who have an IEP, retention and acceleration decisions would only be decided by the IEP team.

In the case that a student is enrolling in one of our schools for the first time, the student will be placed in a grade level based on the grade level they most recently completed in their previous school or homeschool experience.

Ultimately, student placement is the Principal's responsibility and decision. Should a parent/caregiver request acceleration or retention, the principal will conduct a review that includes the following steps:

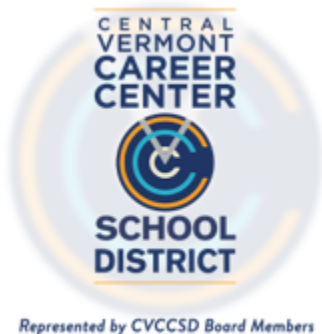
1. Analysis of student experience (includes, but is not limited to, the following):
 - What interventions have been provided to date?
 - What is the student's current academic standing (e.g., course scores, grades, local and state assessments)?
 - What are the potential emotional and social impacts of remaining in this grade level? Changing grade levels?
 - What is working within the current grade level? What is challenging?
 - What is the student's chronological age?
 - Will the retention result in the student "catching up?" Will acceleration ensure the student is "at" grade level?
 - For PreK and K:
 - Educational background and access to early education
 - Gestational age considerations
2. EST team meets with the family to discuss the finding from above reviews, creates a plan to support the student
3. Determination made by building Principal and is considered final.

Superintendent's Report



January 2024

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



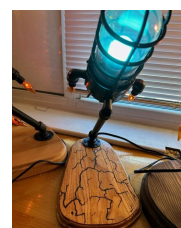
EDUCATION THAT WORKS

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

Happy New Year!



Students came back from break ready to learn. Prior to the break they had done some learning that related to creating items that could be gifted. In Cosmetology 1 the class learned some color theory and applied it in painting. In Electrical, students finished up some rocket lamps for themselves and others.



I am excited to share that we had 291 first round applicants to CVCC for the 2024-2025 school year, 43 more applications than we received in the previous year during the first round. Applicants will shadow later this month and many of them will be selected to attend Program Preview day in February. Our second round applications also open later this month.

All of our Emergency Services 2 students successfully completed their first 12 credit course in Paramedicine and are moving forward in their training - all of them volunteer or work with emergency responders locally while participating in the program.

With the new year we welcomed Giuliano Cecchinelli II as an instructor for our Design and Fabrication program! You may know Giuliano as the BUUSD Board chair or a member of our board. Perhaps you've seen some of his [work](#) around town. Giuliano is a Barre sculptor who was using clay and plaster as a youngster and began learning within the granite industry from his father as a high school student.

Staff have worked hard to update Comprehensive Local Needs Assessment (CLNA) documents and the CLNA team has been reviewing them and reflecting on what we see. Later this week we will look at each Program of Study Analysis to identify strengths and areas for growth across our existing programs.



CVCC received delivery of a mobile home from the State of Vermont on Wednesday. The renovation of this home will be a collaborative project between multiple programs - Building Trades, Electrical, Exploratory and Plumbing and Heating and we will be able to incorporate our Digital Media Arts II program as they can film the project and process. We continue discussions with Habitat for Humanity with the hopes of an additional project this spring.

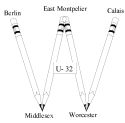
Respectfully submitted,

Jody Emerson, CVCCSD Superintendent

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

UPCOMING EVENTS:
Semester 1 completes January 19, 2024

[CVCC instagram](#)



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2022-2023 Priorities:

- Academic Achievement & Student Outcomes ([EQS 2111](#); 2120; 2121.5; 2123)
- Student Health & Safety ([EQS 2121](#); 2122.1)
- Humanity, Justice & Equity Work ([EQS 2113](#))

Update on District Priorities:

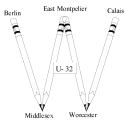
Academic Achievement & Student Outcomes

Berlin: Teachers have administered the Math iReady diagnostic and are working on administering the Acadience Benchmark 2 assessment. We will have the opportunity to take a deeper dive into the data using an equity lens during our January 16th inservice. Teachers are using these formal assessments and other district measures to triangulate what they see observationally, formatively in the classroom. These wider assessments help us confirm or inform our deeper questions about what students know and are able to do. Lastly, we will use these data dives to determine what our next interventions might be within all layers of our system.

Calais: Calais teams have begun reviewing some of the data from our winter assessments and examining the growth from our fall assessments in iReady math and reading. These data talks are important to help us refine our approach to first instruction, plan groups as we move into semester 2, and to identify areas to target for intervention. We are also working on implementing the use of Acadience as an additional measure in literacy that is better aligned with our curriculum. To help us grow in our data literacy as a team, we have planned professional development with instructional coach, Ellen Dorsey, in early February to get a little smarter about how to use all the supports and tools that are available to us already. This will also support our work towards the implementation of Act 173 and our MLSS by articulating how we use this data to move through the layers of instruction.

Doty: We have started our preliminary review of the winter iReady data and are preparing to dig into it with an equity lens on January 16. We are currently focusing on mastering the new report card format which we are hopeful will give families a more clear snapshot of their students in time, specifically in the area of literacy.

EMES: All of our PD teams had an opportunity to participate in an off-campus half-day retreat in mid December. Teams of teachers reflected on what brings them joy in teaching, reviewed their curricular maps for the year, re-evaluated where we are at in this mid-point, and began planning for the second half of the year. The opportunity to step



back, slow down, and reflect on our work together was a gift to everyone! During our January 16th inservice we will take time to review our reading and math mid-year data points and determine next steps in our Layers 2-4 interventions. Our big focus this year is around Layer 2 classroom interventions and all of our classroom teachers are developing better systems to meet individual student needs while moving all students forward with their learning. I am eager to review our winter results with them on the 16th!

Rumney: The iReady math window is currently open. This is the winter assessment window. Our teachers use a math program that sequences foundational skills and the assessment helps us learn what our students know and are able to do. Teams use this knowledge to communicate with families, to determine if and what supports would be appropriate, as well as to find the right fit for student work and instructional practices.

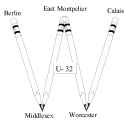
U-32: We are currently reevaluating our interventions to see if there are other models that would suit our student needs. This is the time of year when we start looking at the data of next year's 7th graders, current 6th graders, to begin planning for their needs. This early look into next year's students help us plan for staffing, programs, and any other student needs.

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

Berlin: Our student support team has started to gather resources and plan for staff education to inform PLC and staff meeting time in the months ahead. We will be starting to implement the Zones of Regulation in all of our classrooms and community spaces. This common language and visuals will allow us to best serve students who may be in crisis. Additionally, it will provide consistent language in our classrooms to help students identify what they may need to be in the "ready to learn" state.

Calais: Our grade alike teams have begun prioritizing time within our meeting structures to address social/emotional/behavioral concerns to better support the health and safety needs of our most vulnerable students. This approach is intentionally very similar to the work we are already doing under MLSS around literacy and math and further aligns us with the change in practice initiated by Act 173.

Doty: We have been working steadily on entering and exiting students from intervention services. We have been really drilling down to which skills we would like to support students in. That focus has helped us understand our students' learning profiles better. I am excited that our PD for the rest of the year is going to be focussed on instructional strategies to engage all learners. We are going to plumb the Doty hive mind so that we can share our ideas and expertise around differentiation and Universal Design.



EMES: With the expertise of our Speech/Language Pathologist, Occupational Therapist, School Counselor, and Behavior Coach, we developed a data collection system to take a closer look at Executive Functioning, Social Skills/Cognition, Self Regulation, and other behaviors most often seen at school. We have begun tracking these behaviors across the school day, with the goal to more accurately identify what is getting in the way of student learning and determine next steps in intervention strategies. We are adept at identifying academically related concerns - we need to get better at using data to identify and support these other areas of “functional skills.”

Rumney: We have had discussions with internal school teams around anxiety and if the support a student needs falls under the school nurse, school counselor, or student support specialist. Our student advocacy team feels strongly that this needs to be determined on a case by case basis and through a discussion with a student’s team (which includes the classroom teacher and parents/guardians). When a support plan is needed, it is our practice to use a combination of personnel who work together to support the student.

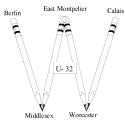
U-32: Our TAs continue to work with students on executive function skills and we will be continuing our work with Child Psychologist Joelle Van Lent on providing students with support when they “need a break.” We are building our students capacity for perseverance, attentiveness and work completion.

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

Berlin: Berlin’s Humanity and Justice team continues to meet bi-weekly. We are planning on reaching out to the student teams at U-32, BLAMM, GLAMM, and SSJ to come to school and provide professional development to the staff and engage with our students on a range of topics. We also plan to engage the community around the school’s practices and seek to understand if they seem themselves reflected in our school community.

Calais: In December, I met with Shelley Vermilya to talk about some of the challenges that had been coming up with students in our upper unit. Shelley will be back this month to help support staff in engaging with students around identity work with the intention to lead us back to a focus on empathy, conflict resolution, inclusion. When we focus on what connects us rather than divides us, through learning and experiences, students benefit. Learning how to “human” better with others is an important skillset!

Doty: This is our second area of PD focus for the spring. In our last meeting, we each privately completed a brief privilege checklist. The next step is to choose one area where we do not have challenges, and imagine what life would be if we did not have that challenge. For example, I know that I can easily navigate any store in Montpelier. My task is to think about what changes I would need to make if that were not true. As we lift the



veil on privilege, we will begin to explore all the barriers our marginalized students face with more empathy.

EMES: Shelley Vermilya joined us on three consecutive Wednesday's in December to read aloud two beautiful books about winter celebrations during our all-school PBIS meetings. Students learned the history behind many winter celebrations and shared examples from their own lives things they had in common with other celebrations, as well as differences they noticed. We also noticed that all of the celebrations centered around the return of light (something we all look forward to!). In January, Shelley joined a staff meeting where small groups of staff used a discussion based protocol called the "Traditions Protocol" to take a look at some of our long-held school traditions through an equity lens. This work with students and our staff were two powerful opportunities to celebrate together and reflect on our practices.

Rumney: We have loved having Shelley Vermilya joining our lunch hour. She met with staff about traditions and we appreciated the recent superintendent newsletter that talked about celebrating light. Rumney's K-2 teams have traditionally done a "day of darkness" on the last day before break. Usually this day falls on the winter solstice, the darkest day of the year. Students can bring glow sticks, flash lights, etc and they wear their pajamas and find all the joy in having darkness and creating ways to make it light.

U-32: Our BLAMM students are presenting to our middle school students about issues of racism and how we can all make U-32 better. Our Conversation club (whose goal is to reduce and eventually eliminate sexual violence and harassment) has also worked with middle school students to help them understand consent and its importance in all relationships.

Celebrations & Upcoming Events

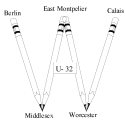
Berlin:

- Friday, 1/12/24, Semester 1 ends
- Monday, 1/15/24, No school in recognition of Martin Luther King, Jr. Day
- Tuesday, 1/16/24, no school for students, Inservice for all staff
- Wednesday-Friday 1/17-1/19 Berlin PBIS Spirit Week
- Monday, 2/12/24, 5% Band Concert
- Friday 2/16/24 NAEP Testing

Calais:

- Friday, 1/12/24, Semester 1 ends
- Monday, 1/15/24, No school in recognition of Martin Luther King, Jr. Day
- Tuesday, 1/16/24, no school for students, Inservice for all staff
- Friday, 2/16/24 (still tentative), return of the Calais Spaghetti Dinner and Raffle

Doty:



- Friday, 1/12/24, Semester 1 ends
- Monday, 1/15/24, No school in recognition of Martin Luther King, Jr. Day
- Tuesday, 1/16/24, no school for students, Inservice for all staff
- Saturday, 2/3/24, Pie Breakfast and Silent Auction. We don't always find kindergarteners in the forest, but there are loads of amazing bakers there!

EMES: We are looking forward to an all-school music concert on January 26th. On February 15th, we will have our annual I Love East Montpelier luncheon followed by a 5-6 band concert in the gym. In March, we are very excited to welcome artists in residence, Taiko Drummers, out of Burlington. Later this spring, we look forward to having our BBQ and Celebration of Learning.

Rumney: Our school drama club made plans to resurrect the Rumney School play for the first time since 2019. The date is to be determined, but there is much excitement and celebration around this fantastic tradition. There will be considerable effort involved from students, staff, and community volunteers. It will be a display of the dedication our community has for our students.

U-32: There are so many activities happening at U-32 so the best place to see what is going on is to take a look at our [Tandem Calendar](#). Our Giving Tree has gone up and our staff is providing gifts to our neediest families during this holiday time.

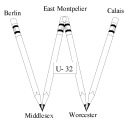
Supervision & Evaluation Updates ([EQS 2121.3](#); [2121.4](#))

Berlin: Staff will engage in a mid-year reflection on their goals. This will be an opportunity to connect with staff 1:1 on their needs and to see what I can be doing better to support them in the achievement of their goals. As a staff we will engage in work around grade configuration and take time to imagine what Berlin will be for years to come.

Calais: First round (of two) formal observations are occurring for new staff this month and planning for the second is underway. Also like last year, all staff will be completing a mid-year reflection on their goals. It's also that time of the year for us to be considering classroom configurations and staff assignments for next year.

Doty: We are beginning our reflections on our systems of students and staff support at this time and identifying areas for learning and growth as individuals and a team.

EMES: I am looking forward to offering a mid-year goal check-in with all teachers and ESP this month. This is a practice I've typically held just for new staff, though this year my goal is to open it up to all staff. Meeting with teachers (and ESP) to discuss their goals, see their progress, and talk about ways for me to support them in their work, are some of the greatest highlights of my year.



Rumney: My preferred method of supervision is to visit classrooms and do a Walkthrough. I organize my visit goals, track progress, and ensure I visit every teacher once every two weeks. I recently mentored another principal around the importance of setting bite-sized goals, and that 3 classrooms a day at 15 minutes a piece is more manageable and better for habit forming than trying to do 10 in one day once a week. December was a trickier month to meet the walk-through goal, and supervision was more conversational and around specific student needs. Thankfully, January walkthroughs are back on track!

U-32: Mid-year goal check ins have been occurring throughout the last month, where supervisors work with teachers to monitor progress towards their annual goals and see if there are any changes, challenges or needs. Supervisors have visited over 90 classrooms at U-32 and we are having rich discussions about meeting the learning needs of students.

2024 Legislative Platform

ADOPTED BY THE VSBA MEMBERSHIP

VSBA's ORGANIZATIONAL DNA

VSBA is a non-profit, membership organization with the purpose of supporting school boards in fulfilling their duties, promoting public education, and providing a collective voice for strong education policy in Vermont.

VSBA has demonstrated a steadfast commitment to equity of opportunity and a strong, sustainable public education system.



Beliefs

1. Public education is the foundation of and for democracy.
2. The VSBA represents school boards in Vermont.
3. Public education in Vermont is critically important for a healthy democracy, is the engine that drives economic development, and is the core of a strong community.
4. School boards and their communities need to understand the jobs, roles, and responsibilities of school boards and their members; and boards need to have professional development to be effective and efficient in their roles.
5. Public education is the greatest equalizer.
6. Education is a fundamental right.
7. Vermont is a state where every student has equitable access to a world class public education, and our students are driven by their aspirations, through empowered school boards, who are ensuring student success.
8. The VSBA is the glue that ties together local school boards, and is respectful of different positions of school boards.

About Our Members

Over 850 elected school board members, collectively dedicating 150,000 hours each year in pursuit of equitable, excellent, & cost-effective education for all Vermont students.

Oversee the education of more than 80,000 children in Vermont's public schools.

Strive to continuously learn & develop through the VSBA annual conference, regional meetings, webinars and customized board development.

Partner with students, parents, educators, and community members to support the community vision for 293 Vermont public schools.

Our members actively participate in the resolutions process, which is the foundation for our legislative work - from opportunities to submit resolutions for consideration by the full delegation, a live resolutions webinar, and the right to deliberate and vote on each proposal at the annual meeting, our members drive the process.

VSBA's member-proposed and approved resolutions provide directives to VSBA's staff to pursue a legislative framework that allows elected school board members to fulfill their statutory duties. Article 16E of the VSBA bylaws states that when passed by sixty percent (60%) of the voting delegates, a resolution shall become a position or statement of the association. Each position shall be voted as a resolution or continuing resolution. Continuing resolutions shall be statements of association policy which are of an ongoing or permanent nature and shall be in effect until amended at a subsequent annual meeting of the association. Resolutions shall be statements of specific positions on behalf of the association and shall be in effect until the next annual meeting when they may be deleted, continued or amended by vote of the membership.

VSBA has over 50 resolutions covering a range of issues, including governance, local control, and the role of the state in education; education finance; instruction; labor relations; and health and wellness. Of note, our members have called on VSBA staff to:

Call on the General Assembly to bring Vermont tuition reimbursement policy and practice into compliance with the U.S. Supreme Court's ruling in the Carson v. Makin without violating the Compelled Support Clause in Article III of Chapter I of the Vermont Constitution.

Ensure that public dollars supporting private independent schools, prekindergarten programs, and afterschool programs carry with them the same obligations regarding quality, equity, efficiency, transparency and accountability that apply to public districts.

Convene a task force to assess concerns that the State Board of Education and the Agency of Education are not providing appropriate support for the education of Vermont's students.

Advocate for equitable access, quality and accountability in publicly funded pre-kindergarten education.

Support legislation addressing health care for school employees that will reduce costs to school districts over the near and long term and reflect the health insurance plan norms for the majority of Vermonters.

Champion the health and well-being of Vermont's youth by supporting legislation that promotes our youth's mental health and protects them against intentional self-harm, and ensures adequate funding for any programs or requirements that are mandated by enacted legislation.

Support legislation prohibiting the use of restraint and seclusion except when there is a threat of imminent danger of serious physical harm to the student or others, and when it occurs, ensure that it is in a manner that protects the safety of all children.

Support a ban on the sale of flavored cigarettes, flavored e cigarettes and flavored substances that contain nicotine or are otherwise intended for use in an e-cigarette.

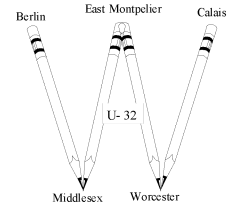
Amend Vermont's Open Meeting Law to make fully remote meetings a permanent, voluntary option.

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, WCUUSD Superintendent
Susanne Gann, WCUUSD Business Administrator
RE: FY 25 General Fund Budget and Tax Rate Projections
DATE: January 12, 2024

Context: Education funding in Vermont is always a factor of consideration for school boards in their budget building process. We typically advise the Board to focus on the elements of the budget they can impact, which is our spending. This year, however, it is critical that the Board hold three things in mind:

- Our current projected tax rates for next year represent significant increases. This is inclusive of almost \$900,000 in reductions.
- These projections are incredibly volatile due to changes in the CLA, yield and other statewide factors.
- Even though tax rates are protected in this current budget year, it is imperative that the Board look 3-5 years in the future, because decisions made today create challenging implications for future budgets.

Review: The Board participated in a budget training October 18th, followed it up with a Community Input Session on November 1st, received the first draft of the FY 2024-25 General Fund Budget on November 15th and updates to the budget on December 20th. At the December meeting, administration provided the Board with 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 15th 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 December 20th presentation in the following areas:

1. Changes to staff salaries and benefits following the updates to non-bargaining employees.
2. Special Education costs for out of district placements, transportation, Speech-language services, Occupational Therapy, Psychological and other services.
3. Updates to special education revenues based on revised expenditures and additional revenue information from the AOE.
4. Changes to tuition to other school districts based on the receipt of the six-semester student count for tech centers and updated tuition amounts.

The increase in the local education spending for this budget is 15.57% from \$31,697,239 in FY 2023-24 to \$36,631,317 in FY 2024-25.

Expenditures

FY 2024 = \$38,921,331

FY 2025 = \$43,628,047

\$ Increase = \$4,706,716

% Difference = 12.09%

Revenues

FY 2024 = \$7,224,092

FY 2025 = \$6,996,729

\$ Decrease = -227,363

% Difference = -3.15%

Net Education Spending

FY 2024 = \$31,697,239

FY 2025 = \$36,631,317

\$ Increase = \$4,934,079

% Difference = 15.57%

Tax Rate Projections: In early January the Department of Taxes provided Districts with the updated Common Level of Appraisal (CLA) for each town.

- The final Long Term Weighted Average Daily Membership (LTW ADM) estimate provided by the AOE is an increase of 8.8% from 2,184.51 to 2,376.88. 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 6.2% increase over FY 2023-24 from \$14,510 to \$15,412. 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 \$.1397 or 9.37% from \$1.4908 in FY 2023-24 to \$1.6305 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 \$235.19 per year to \$431.36 per year.
- The District would need to reduce the budget by more than \$1.5 million to reduce the equalized tax rate below the 5% cap, and make any change to the individual town tax rates.

Below are the tax rate calculations for the proposed budget applying the protection from the 5% cap on the tax rate increase that the District is eligible for, and an illustration without the 5% cap.

FY 2024-2025 PROPOSED BUDGET
CAPPED EQUALIZED TAX RATE = \$1.5653

Towns	Common Level of Appraisal	Post Legislative Session Tax Rates FY 23-24	Estimated Tax Rates FY 24-25	% Increase (Decrease)	% Increase (Decrease)
Berlin	72.29%	\$1.734	\$2.165	\$0.431	25%
Calais	72.34%	\$1.864	\$2.164	\$0.300	16%
East Montpelier	70.33%	\$1.797	\$2.226	\$0.429	24%
Middlesex	71.72%	\$1.823	\$2.183	\$0.360	20%
Worcester	79.09%	\$1.744	\$1.979	\$0.235	13%

Towns	\$100,000 House	\$200,000 House	\$300,000 House
Berlin	\$431.36	\$862.72	\$1,294.09

Calais	\$299.87	\$599.73	\$899.60
East Montpelier	\$428.71	\$857.41	\$1,286.12
Middlesex	\$359.57	\$719.14	\$1,078.71
Worcester	\$235.19	\$470.38	\$705.56

FY 2024-2025 PROPOSED BUDGET**EQUALIZED TAX RATE = \$1.6305 (WITHOUT 5% CAP)**

Towns	Common Level of Appraisal	Post Legislative Session Tax Rates FY 23-24	Estimated Tax Rates FY 24-25	% Increase (Decrease)	% Increase (Decrease)
Berlin	72.29%	\$1.734	\$2.256	\$0.522	30%
Calais	72.34%	\$1.864	\$2.254	\$0.390	21%
East Montpelier	70.33%	\$1.797	\$2.318	\$0.521	29%
Middlesex	71.72%	\$1.823	\$2.273	\$0.450	25%
Worcester	79.09%	\$1.744	\$2.062	\$0.318	18%

Towns	\$100,000 House	\$200,000 House	\$300,000 House
Berlin	\$521.50	\$1,043.01	\$1,564.51
Calais	\$389.94	\$779.89	\$1,169.83
East Montpelier	\$521.36	\$1,042.72	\$1,564.08
Middlesex	\$450.43	\$900.86	\$1,351.29
Worcester	\$317.58	\$635.16	\$952.74

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
COMPARATIVE SUMMARY
FY 2023 - 2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #3

	BUDGET 2023-24	\$ INCREASE (DECREASE)	BUDGET 2024-25	BUDGET % CHANGE
<u>SALARIES AND BENEFITS</u>				
Salaries		\$ 1,662,694		4.27%
Benefits		\$ 1,043,186		2.68%
TOTAL SALARY & BENEFITS	\$ 27,724,230	\$ 2,705,880	\$ 30,430,110	6.95%
<u>NONSALARY ITEMS</u>				
Estimated Inflationary Costs		\$ 717,671		1.84%
Tuition to Other School Districts (Tech Centers)		\$ 192,318		0.49%
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		\$ 674,041		1.73%
TOTAL NONSALARY ITEMS	\$ 11,197,101	\$ 2,000,836	\$ 13,197,937	5.14%
TOTAL EXPENSE INCREASES / (DECREASES)	\$ 38,921,331	\$ 4,706,716	\$ 43,628,047	12.09%
<u>REVENUE CHANGES</u>				
Tuition		\$ (85,652)		-0.22%
Miscellaneous Revenues		\$ (85,800)		-0.22%
Small Schools Grant		\$ (171,302)		-0.44%
Special Ed Revenues		\$ 115,391		0.30%
TOTAL REVENUE INCREASES / (DECREASES)	\$ 7,224,092	\$ (227,363)	\$ 6,996,729	-3.15%
LOCAL EDUCATION SPENDING INCREASE (DECREASE)	\$ 31,697,239	\$ 4,934,079	\$ 36,631,317	15.57%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #3

DESCRIPTION	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #3 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
REVENUES						
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	\$ 179,476	\$ (85,800)	
EDUC. SPENDING REVENUES	\$ 27,792,291	\$ 28,821,017	\$ 31,697,239	\$ 36,631,317	\$ 4,934,078	
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	\$ 4,973,266	\$ 115,391	
SUBTOTAL REVENUES	\$ 34,271,109	\$ 36,145,535	\$ 38,921,331	\$ 43,628,047	\$ 4,706,715	
FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL REVENUES	\$ 34,271,109	\$ 36,145,535	\$ 38,921,331	\$ 43,628,047	\$ 4,706,715	12.09%
EXPENSES						
INSTRUCTIONAL SERVICES						
SALARIES	\$ 7,986,320	\$ 8,579,736	\$ 9,150,066	\$ 9,481,639	\$ 331,573	
MISCELLANEOUS BENEFITS	\$ 2,227,080	\$ 2,415,680	\$ 2,825,505	\$ 3,162,167	\$ 336,662	
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	\$ 831,491	\$ 192,318	
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	\$ 11,750	\$ 10,550	
TOTAL INSTRUCTIONAL SERVICES	\$ 11,257,965	\$ 12,139,945	\$ 13,188,715	\$ 14,217,826	\$ 1,029,111	7.80%
PRESCHOOL PROGRAM						
SALARIES	\$ 373,865	\$ 369,637	\$ 383,291	\$ 365,399	\$ (17,892)	
MISCELLANEOUS BENEFITS	\$ 137,477	\$ 138,602	\$ 178,869	\$ 142,913	\$ (35,956)	
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 #3

<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #3 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
TOTAL PRESCHOOL PROGRAM	\$ 667,271	\$ 669,962	\$ 746,602	\$ 716,497	\$ (30,105)	-4.03%
GUIDANCE SERVICES						
SALARIES	\$ 716,463	\$ 748,386	\$ 764,471	\$ 972,827	\$ 208,356	
MISCELLANEOUS BENEFITS	\$ 220,268	\$ 221,044	\$ 266,298	\$ 411,328	\$ 145,030	
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	
TOTAL GUIDANCE SERVICES	\$ 968,933	\$ 1,008,918	\$ 1,074,174	\$ 1,438,021	\$ 363,847	33.87%
HEALTH SERVICES						
SALARIES	\$ 346,971	\$ 406,041	\$ 354,599	\$ 431,949	\$ 77,350	
MISCELLANEOUS BENEFITS	\$ 147,886	\$ 153,925	\$ 194,258	\$ 219,153	\$ 24,895	
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	
TOTAL HEALTH SERVICES	\$ 510,760	\$ 577,918	\$ 566,717	\$ 674,820	\$ 108,103	19.08%
CURRICULUM SERVICES						
SALARIES	\$ 187,726	\$ 273,698	\$ 283,374	\$ 352,104	\$ 68,730	
MISCELLANEOUS BENEFITS	\$ 34,669	\$ 40,454	\$ 46,032	\$ 63,466	\$ 17,434	
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	
TOTAL CURRICULUM SERVICES	\$ 225,795	\$ 326,188	\$ 343,488	\$ 435,569	\$ 92,081	26.81%
INSTRUCTIONAL STAFF TRAINING						
EMPLOYEE TRAINING/DEVELOPMENT	\$ 79,184	\$ 85,391	\$ 91,413	\$ 96,900	\$ 5,488	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$ 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 #3

DESCRIPTION	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #3 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
LIBRARY SERVICES						
SALARIES	\$ 339,097	\$ 376,070	\$ 358,452	\$ 407,511	\$ 49,059	
MISCELLANEOUS BENEFITS	\$ 97,215	\$ 105,470	\$ 115,993	\$ 135,376	\$ 19,383	
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	
TOTAL LIBRARY SERVICES	\$ 501,454	\$ 545,943	\$ 551,530	\$ 618,944	\$ 67,064	12.16%
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS						
SALARIES	\$ 528,850	\$ 553,750	\$ 575,446	\$ 604,844	\$ 29,398	
MISCELLANEOUS BENEFITS	\$ 97,491	\$ 100,241	\$ 99,059	\$ 109,069	\$ 10,010	
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	\$ -	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$ 1,577,515	\$ 1,688,944	\$ 1,783,825	\$ 1,905,718	\$ 121,893	6.83%
BOARD OF EDUCATION SVCS.						
SALARIES	\$ 22,782	\$ 27,000	\$ 30,120	\$ 32,180	\$ 2,060	
MISCELLANEOUS BENEFITS	\$ 1,830	\$ 2,817	\$ 2,869	\$ 3,048	\$ 179	
PURCHASED PROF & TECHNICAL SERVICES	\$ 15,750	\$ 10,663	\$ 19,991	\$ 20,000	\$ 9	
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 #3

DESCRIPTION	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #3 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
TOTAL BOARD OF EDUCATION SVCS.	\$ 255,511	\$ 214,067	\$ 276,809	\$ 284,578	\$ 7,769	2.81%
SUPERINTENDENT SERVICES						
SALARIES	\$ 468,545	\$ 366,739	\$ 362,335	\$ 520,035	\$ 157,700	
MISCELLANEOUS BENEFITS	\$ 140,119	\$ 130,700	\$ 140,103	\$ 214,660	\$ 74,557	
TUITION REIMBURSEMENT & PD	\$ 8,745	\$ 7,584	\$ 7,322	\$ 10,373	\$ 3,051	
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	
TOTAL SUPERINTENDENT SERVICES	\$ 660,683	\$ 567,385	\$ 569,085	\$ 833,868	\$ 264,783	46.53%
OFFICE OF THE PRINCIPAL						
SALARIES	\$ 1,475,504	\$ 1,544,118	\$ 1,595,520	\$ 1,711,822	\$ 116,302	
MISCELLANEOUS BENEFITS	\$ 502,551	\$ 471,754	\$ 522,144	\$ 554,378	\$ 32,234	
TUITION REIMBURSEMENT	\$ 14,669	\$ 10,608	\$ 42,714	\$ 42,979	\$ 265	
PURCHASED PROF & TECHNICAL SERVICES	\$ 12,267	\$ 4,797	\$ 11,800	\$ 14,100	\$ 2,300	
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	
TOTAL OFFICE OF THE PRINCIPAL	\$ 2,077,361	\$ 2,108,498	\$ 2,252,682	\$ 2,418,629	\$ 165,947	7.37%
FISCAL SERVICES						
SALARIES	\$ 407,683	\$ 349,147	\$ 362,853	\$ 370,408	\$ 7,555	
MISCELLANEOUS BENEFITS	\$ 127,025	\$ 105,351	\$ 139,341	\$ 126,225	\$ (13,116)	
TUITION REIMBURSEMENT & PD	\$ 5,011	\$ 6,733	\$ 15,255	\$ 14,238	\$ (1,017)	
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 #3

<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #3 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
TOTAL FISCAL SERVICES	\$ 767,661	\$ 657,460	\$ 819,472	\$ 846,621	\$ 27,149	3.31%
OPERATION AND MAINT.PLANT						
SALARIES	\$ 1,287,061	\$ 1,305,065	\$ 1,445,066	\$ 1,713,796	\$ 268,730	
MISCELLANEOUS BENEFITS	\$ 444,320	\$ 434,476	\$ 606,400	\$ 679,317	\$ 72,917	
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	
TOTAL OPER. AND MAINT.PLANT	\$ 2,957,133	\$ 3,064,115	\$ 3,382,442	\$ 4,043,823	\$ 661,381	19.55%
STUDENT TRANSPORTATION SV						
SALARIES	\$ 6,991	\$ 5,639	\$ 6,143	\$ 6,681	\$ 538	
BENEFITS	\$ 2,142	\$ 1,926	\$ 2,522	\$ 2,780	\$ 258	
STUDENT TRANSPORTATION SV	\$ 1,636,070	\$ 1,623,239	\$ 1,608,666	\$ 1,811,278	\$ 202,612	
TOTAL STUDENT TRANSPORTATION SV	\$ 1,645,202	\$ 1,630,804	\$ 1,617,331	\$ 1,820,739	\$ 202,612	12.53%
STUDENT TRANS-OTHER						
STUDENT TRANS-FIELD TRIPS	\$ 20,210	\$ 50,251	\$ 45,105	\$ 63,500	\$ 18,395	
TOTAL STUDENT TRANS-OTHER	\$ 20,210	\$ 50,251	\$ 45,105	\$ 63,500	\$ 18,395	40.78%
DEBT SERVICE						
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)	
TOTAL DEBT SERVICE	\$ 1,219,841	\$ 1,102,311	\$ 1,021,198	\$ 999,180	\$ (22,018)	-2.16%
REFUND PRIOR YEAR						
REFUND PRIOR YEAR TUITION	\$ 45,538	\$ -	\$ -	\$ -	\$ -	
TOTAL REFUND PRIOR YEAR	\$ 45,538	\$ -	\$ -	\$ -	\$ -	0.00%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #3

DESCRIPTION	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #3 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
FUND TRANSFER OUT						
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	\$ -	
TOTAL TRANSFER TO OTHER FUNDS	\$ 2,414,115	\$ 1,029,115	\$ 1,001,605	\$ 1,219,422	\$ 217,817	21.75%
SUPPORT PROGRAMS-SPECIAL EDUCATION						
SALARIES	\$ 1,174,993	\$ 1,494,003	\$ 1,540,403	\$ 1,744,696	\$ 204,293	
MISCELLANEOUS BENEFITS	\$ 540,105	\$ 652,608	\$ 919,363	\$ 1,259,461	\$ 340,098	
STATE PLACED STUDENT COSTS	\$ 96,205	\$ 46,496	\$ 154,316	\$ 154,350	\$ 34	
STATE PLACED STUDENT COSTS 504	\$ -	\$ 29,790	\$ -	\$ 33,800	\$ 33,800	
SPECIAL EDUCATION PROGRAMS	\$ 2,029,147	\$ 1,953,942	\$ 2,683,841	\$ 3,023,384	\$ 339,543	
EXTRAORDINARY PROGRAM	\$ 1,429,944	\$ 1,680,756	\$ 1,878,113	\$ 1,863,300	\$ (14,813)	
SUMMER PROGRAM	\$ 108,055	\$ 109,957	\$ 93,663	\$ 110,613	\$ 16,950	
ZENITH(WITHOUT CLASSROOM TEACHERS)	\$ 159,523	\$ 79,181	\$ 183,418	\$ 165,326	\$ (18,092)	
PSYCHOLOGICAL SERVICES(INCL SUMMER PROG)	\$ 116,396	\$ 45,656	\$ 148,163	\$ 177,547	\$ 29,384	
SLP SERVICES	\$ 516,042	\$ 509,235	\$ 552,454	\$ 760,328	\$ 207,874	
OT SERVICES	\$ 28,764	\$ 39,507	\$ 32,603	\$ 32,712	\$ 109	
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	
TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION	\$ 6,307,980	\$ 6,784,101	\$ 8,265,919	\$ 9,480,917	\$ 1,214,998	14.70%
SPED ADMINISTRATION						
SALARIES	\$ 300,650	\$ 306,313	\$ 323,321	\$ 347,283	\$ 23,962	
MISCELLANEOUS BENEFITS	\$ 81,617	\$ 88,042	\$ 94,535	\$ 117,052	\$ 22,517	
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	
TOTAL SPED ADMINISTRATION	\$ 398,516	\$ 417,024	\$ 447,901	\$ 499,014	\$ 51,113	11.41%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
FY 2023-2024 BUDGET vs. FY 2024-2025 BUDGET DRAFT #3

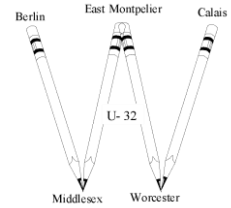
<u>DESCRIPTION</u>	ACTUAL 2022	ACTUAL 2023	FINAL BUDGET 2024	DRAFT #3 BUDGET 2025	\$ Increase (Decrease)	% Increase (Decrease)
ENGLISH LANGUAGE LEARNER						
SALARIES	\$ 58,672	\$ 60,166	\$ 63,174	\$ 68,795	\$ 5,621	
MISCELLANEOUS BENEFITS	\$ 17,368	\$ 19,368	\$ 19,672	\$ 21,997	\$ 2,325	
TUITION REIMBURSEMENT	\$ 165	\$ -	\$ 1,627	\$ 1,627	\$ -	
TRAVEL	\$ -	\$ 1,965	\$ 1,000	\$ 1,300	\$ 300	
TOTAL ENGLISH LANGUAGE LEARNER	\$ 76,205	\$ 81,498	\$ 85,473	\$ 93,719	\$ 8,246	9.65%
CO-CURRICULAR ACTIVITIES						
MISCELLANEOUS EXPENSES	\$ 710,971	\$ 763,160	\$ 789,845	\$ 919,742	\$ 129,897	
TOTAL COCURRICULAR ACTIVITIES	\$ 710,971	\$ 763,160	\$ 789,845	\$ 919,742	\$ 129,897	16.45%
TOTAL EXPENSES	\$ 35,345,804	\$ 35,512,999	\$ 38,921,331	\$ 43,628,047	\$ 4,706,716	12.09%

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 Security System Project
DATE: January 12, 2024

Summary: Four contractors were invited to submit proposals for prequalification for the WCUUSD 2024 Security System Project. The request was also advertised in the Times Argus, to ensure the maximum number of contractors able to bid on the project. Three of the invited contractors responded. Our Project Manager, Bill Ford, and Chris O'Brien, WCUUSD Director of Facilities met to review the submissions. The recommendation is that the Board pre-qualify the three contractors that submitted (listed below).

Contact	Company Name	Address	Phone #
Trevor Jourdan	Local Electric, LLC	PO Box 733 2649 Laport Rd, Unit 5 Morrisville, VT 05661	802-279-4172
Andrew Cimonetti	Safety Systems of Vermont	69 Brentwood Drive, Suite #1 Colchester, VT 05446	802-338-1550
Michael Bolt	ENE Security, LLC	155 River Rd, Unit 10 Bow, NH 03304	781-774-0456

Recommended Board Action: The Board prequalifies Local Electric, LLC, Safety Systems of Vermont and ENE Security, LLC as bidders for the WCUUSD 2024 Security System Projects.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT WARNING

The legal voters of the Washington Central Unified Union School District, a municipal corporation consisting of the Towns of Berlin, Calais, East Montpelier, Middlesex, and Worcester, Vermont are hereby notified and warned to meet in their respective towns at the polling places hereinafter named on Tuesday, March 5, 2024, to vote by Australian ballot on Articles 1 through 8 as outlined below.

ARTICLE 1. To elect a Clerk for a term of one (1) year.

ARTICLE 2. To elect a Treasurer for a term of one (1) year.

ARTICLE 3. To elect a Moderator for a term of one (1) year.

ARTICLE 4. To elect the following School Directors:

Berlin	One (1) School Director	Three (3) Year Term
Calais	One (1) School Director	Three (3) Year Term
	One (1) School Director	One (1) Year of a Three (3) Year Term
East Montpelier	One (1) School Director	Three (3) Year Term
	One (1) School Director	Two (2) Years of a Three (3) Year Term
Middlesex	One (1) School Director	Three (3) Year Term
Worcester	One (1) School Director	Three (3) Year Term
	One (1) School Director	Two (2) Year of a Three (3) Year Term

ARTICLE 5. To fix the annual compensation of the Union School District officers.

Clerk \$1000.00
Treasurer \$6,700.00
Directors \$1,200.00 each
Chair \$2,400.00

ARTICLE 6. Shall the voters of the Washington Central Unified Union School District approve the school board to expend \$_____ which is the amount the school board has determined to be necessary for the ensuing fiscal year?

ARTICLE 7. Shall the School District authorize the Board of School Directors of Washington Central Unified Union School District to hold any audited fund balance as of June 30, 2024 in a reserve fund to be expended under the control and direction of the Board of School Directors for the purpose of operating the school?

ARTICLE 8. Shall the School District authorize the Board of School Directors to borrow money in anticipation of the receipt of revenues for the 2024-2025 school year?

Polling Places and Times:

Berlin Municipal Office 108 Shed Rd. Berlin 10:00 AM-7:00 PM

Calais Elementary School 321 Lightening Ridge Rd. in Calais 7:00 AM-7:00 PM

East Montpelier Elementary School 665 Vincent Flats Rd. in East Montpelier 7:00 AM-7:00 PM

Rumney Elementary School 433 Shady Rill Rd. in Middlesex 7:00 AM-7:00 PM

Doty Elementary School 24 Calais Rd. in Worcester 10:00 AM-7:00 PM

A public hearing will take place on Monday, March 4, 2024 at 5:30 PM to provide information on the articles to be voted by Australian Ballot at the municipalities' respective Town Meetings on Tuesday, March 5, 2024. The public hearing will be at U-32 Middle & High School 930 Gallison Hill Rd., Montpelier, VT 05602 in Rm 128/131. There will be a virtual option as well. <http://tinyurl.com/r2z4jr6v> Meeting Id: 89926779447 Password: 738737 Phone: 1-929-205-6099

Upon closing of the polls, the ballots shall be transported and delivered to the East Montpelier Elementary School on Wednesday March 6, 2024 at 6:15 PM at 665 Vincent Flats Road in the Town of East Montpelier where they will be commingled and counted by members of the Boards of Civil Authority of district towns under the supervision of the Clerk of the Washington Central Unified Union School District.

The legal voters of Washington Central Unified Union School District are further notified that voter qualification, registration, and absentee voting relative to said annual meeting shall be as provided in Sections 553 and 706 (u) of Title 16, and Chapters 43, 51, and 55 of title 17, Vermont Statutes Annotated

SCHOOL DIRECTORS

Melissa Tuller, WCUUSD Clerk

Flor Diaz-Smith, Chair (East Montpelier)

Ursula Stanley (Middlesex)

Kari Bradley, Vice-Chair (Calais)

Chris McVeigh (Middlesex)

Diane Nichols-Fleming (Berlin)

Joshua Sevits, Board Clerk (Middlesex)

Kealy Sloan (Berlin)

Mckalyn Garrity LeClerc (Worcester)

Jonathan Goddard (Berlin)

Natasha Eckart (Worcester)

Margrette “Maggie” Weiss (Calais)

VACANT

Daniel Keeney (Calais)

Amelia Contrada (East Montpelier)

Zach Sullivan (East Montpelier)

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy SECURITY CAMERAS

POLICY: F26

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

Purpose

It is the policy of the Washington Central Unified Union School District to allow the use of security cameras to monitor and record activity in public areas of district buildings and property to improve the safety and security of the district.

Scope

This policy applies to all staff, faculty, students, vendors, contractors, visitors and property of the Washington Central Unified Union School District

General Principles

1. The use of security camera equipment on school grounds and on other district property shall be supervised and controlled by the Superintendent or designee.
2. The district shall annually notify its students, staff and parents/guardians that security cameras may be in use on any school property.
3. The district shall post signs at each building with security cameras, notifying occupants that security cameras may be in use.
4. Security cameras shall not make audio recordings without prior approval from the Superintendent.
5. Security cameras may be used for live, day and night viewing of buildings and grounds by staff authorized by the Superintendent.
6. The use of video recordings from security camera equipment shall be subject to the other policies of the district, including policies concerning the confidentiality of student records. Video monitoring for security purposes will be conducted in a manner consistent with this policy, labor master agreements and any applicable federal, state and local law. Violations of this policy may result in disciplinary action.
7. Video monitoring of public areas for security purposes will be conducted in a manner consistent with all existing Washington Central Unified Union School District policies, including the Non-Discrimination Policy, the Harassment, Hazing and Bullying Policy and other relevant policies. This policy prohibits monitoring based on legally protected bases outlined in Washington Central Unified Union School District's Policies on Non-

- 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 http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/.</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.

WCUUSD School Board
Superintendent Personnel Summary and Recommendations

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

2. Retirement

3. Re-Hires

4. Resignations

5. Extended Leave of Absence Request:

Christine McGrath – 2/20/24-5/28/24

6. Change in FTE:

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

Patty Gaston – LT Sub for EMES

8. Change in Position (23-24)

Carrie Fitz-Interventionist to Special Educator-EMES

Dear WCUUSD School Board,

I am writing to you to express my interest in transitioning from the position of interventionist to special educator at East Montpelier Elementary School. While I have loved working as an interventionist over the last two and a half years, I now feel called to work as a special educator. I believe that transitioning to this role this winter will not only satisfy my professional aspirations but also serve to support my special education colleagues. Most importantly, it will best serve the students in my school community who require specialized instruction to access their education.

This past summer, I received the additional endorsement of special educator on my Vermont educator license. When a special educator colleague was unexpectedly unable to return to EMES this past fall, I added the case management for two students to my interventionist role to alleviate some of the unexpected increase in the responsibilities of my colleagues. This opportunity afforded me to discover that collaborating with a team of professionals and caregivers to support students in need of specialized instruction brings me much joy and satisfaction. It has also led me to understand that it is in the realm of special education that my passion lies. I would love for this transition to happen now, during the last half of this school year.

Thank you for your time and consideration. Please let me know if you have any questions!

Warmly,

Carrie Fitz, Interventionist and Special Educator

To: Flor Diaz Smith, Chair
From: Meagan Roy, Superintendent
Date: January 17, 2024
Re: Notice of Resignation

Dear Chair Diaz Smith,

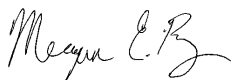
It is with mixed feelings that I write to inform you that I will be leaving the district at the close of the 23-24 school year. I have accepted a position as Coordinator of the School Leadership Program at St. Michael's College.

This is a bittersweet decision for me. I am looking forward to this new and different opportunity, and I am excited to contribute to public education in a different way. However, I am truly sad to be leaving the communities of Washington Central. When I took on this role, it was because I wanted to be part of a district with strong educators, a strong leadership team and a supportive Board and communities who share my values about education. All of those things are still true; and yet, this was an opportunity that I could not pass up.

I am proud to be part of the work over these past two school years. I have learned so much from listening to our communities to develop our Vision & Core Beliefs as part of the strategic planning process. You have an incredibly committed and talented leadership team and it has been a privilege to work with each of them. And, as you know, the staff in your buildings are the core of what makes school work for our students. Truly, your schools are in good hands as you approach this transition.

I am committed to supporting the work of our schools for the remainder of my time here. Finalizing our strategic plan and supporting the Board's conversations about long term sustainability will continue to be my focus, as will ensuring that our educators and leaders can continue to do what they do best. It has been an honor to serve your communities and to work with each of you.

Respectfully,

A handwritten signature in black ink, appearing to read "Meagan E. Roy". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Meagan Roy, Ed.D.

Deweese & Deweese, LLC

School Board and Superintendent Consultants

TO: Ms. Flor Diaz Smith, Chair

FROM: Jeanné Collins Deweese and Michael R. Deweese

DATE: January 8, 2024

RE: WCUUSD Superintendent Search

Thank you for reaching out with your Board's need for assistance with your Superintendent search. This introduction reflects the interest of *Deweese & Deweese, LLC*, in serving as your search consultant.

Mike and Jeanné share a high regard for the quality of education offered at WCUUSD; our evidence is the community's confidence in their schools, the hard work and professionalism of your employees, the confident leadership of your administrators, and the dedicated stewardship of your Board. Our current and past work with WCUUSD gives us unique insights into your district's culture, including the rich contributions each of your towns brings to your unified approach and the commitment to continuous improvement shown by your Board and Superintendent.

Deweese & Deweese, LLC

Jeanné Collins Deweese is a retired Vermont Superintendent with experience serving rural, suburban, and urban communities. Her veteran leadership as Superintendent of two Vermont districts over 17 years gives her a broad understanding of Vermont communities' different needs. Jeanne is a former Vermont Superintendent of the Year (SOY) and competed for National Superintendent of the Year honors. She remains highly regarded as a Vermont Superintendent and served many years in a leadership role as a Vermont Superintendents Association Trustee and officer and in official roles with several national education organizations. Jeanné is Executive Director of the Horace Mann League of the USA. She serves as a board member of Vermont Kin as Parents (VKAP) and the Professional Development Committee of the Vermont Principal's Association. In her post-Superintendent work, Jeanné maintains an active presence in Vermont education; she is a presenter for VSA and VSBA and mentors new Vermont administrators, including Principals and Superintendents. Jeanné serves as WCUUSD Superintendent Roy's mentor. In her tenure as Superintendent, Jeanné has extensive experience with administration searches. She maintains family connections in Vermont.

Michael R. Deweese is a highly regarded retired Vermont Superintendent with 24 years of experience as Assistant Superintendent and Superintendent of two VT districts. Mike is a former Vermont Superintendent of the Year (SOY) and competed for National Superintendent of the Year honors. He served many years as an officer of the Vermont Superintendents Association and was honored by VSA with its sole lifetime membership. For nearly a decade he directed the VSA Superintendents' Academy instructing aspiring Vermont Superintendents. He has extensive experience with successful Superintendent searches. Mike's past work with WCUUSD includes preparing an extensive report on district opportunities in support of its strategic plan and serving as its most recent Superintendent search consultant.

Deweese & Deweese, LLC is based in South Carolina and proposes to undertake this project in a hybrid fashion, working both remotely and in person. Following is a high-order scope of our services for your search. Subject to the Board's agreement, the following proposed workflow is similar to the approach undertaken in 2021-22, which resulted in the Board's employment of Superintendent Roy. We understand the urgency of the board's timeline and are immediately available to commence the work.

Broad Scope of Work

- Work with the Board (or Board designee(s)) to help ensure the search process is undertaken legally and with integrity. An initial Board work session will include gaining approval from the Secretary of Education, identify the timeline and key dates, draft the vacancy notice, establish the salary range, suggest methods for the Board's recruitment of a Search and Interview (S&I) Committee, and set the S&I Committee's charge. We will also ensure clarity of roles and a framework for a communications plan.
- Work with the WCUUSD office to ensure the vacancy is advertised.
- On behalf of the Board, manage public and staff input regarding the desired skills and aptitudes of the next Superintendent.
- Once the Board identifies the S&I Committee's membership, host an organizational meeting of the committee.
- Facilitate the S&I Committee's "paper screen" of the applicant pool to identify the semi-finalists the committee wishes to interview.
- Oversee reference checks.
- Advance finalists for the Board's interviews.
- With the WCUUSD office, plan and oversee the "gauntlet day" activities, including scheduling the finalists for a district tour, community forum, and interviews with the Board.
- Assist the Board in vetting the finalists with the Agency of Education.
- Work directly with the Board as it considers stakeholders' inputs, interviews the finalists, and makes a conditional hiring offer to its preferred candidate.

It is anticipated that our work will be a combination of virtual and in-person. We believe much of the work with the Board and the S&I Committee can be virtual, as evidenced by Mike's work with the last superintendent search in Washington Central; however, semi-finalist interviews of candidates with the Committee and thereafter finalist interviews with the Board will be more efficient when we are in person. This results in two trips (one consultant per trip) to WCUUSD; we are open to discussing further in-person availability.

Our fee for this proposal is \$12,000 plus expenses as noted below. Expenses for one of us to travel and a rental car when we are in person is in addition to the fee. We will cover all other search costs including lodging, food and other travel incidentals for in-person sessions.

For a variety of circumstances such as pool size and alignment of candidates' "match" with the Board's needs, the search process may not result in a successful candidate. This contract is for the search process as described and does not guarantee a successful result in a candidate being hired.

[Not included in the search process, but an additional available service is the development of a Board/Superintendent Entry Plan.]

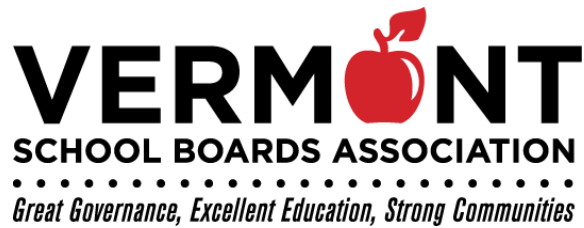
We recommend a conversation at the Board's (or designee(s)) earliest convenience to further discuss our services and proposal. At that time, we can jointly assess whether *Deweese & Deweese, LLC* will be your search consultant. We look forward to hearing from you.

Best regards,

Jeanné Collins Deweese and Michael R. Deweese

Jeanné Collins Deweese
Michael R. Deweese

Deweese & Deweese, LLC
802.238.7710
Deweese2consulting@gmail.com



Flor Diaz-Smith
Washington Central Unified Union School District
1130 Gallison Hill Rd
Montpelier, VT 05602

Dear Chair Diaz-Smith,

January 5, 2024

Thank you for the opportunity to tell you about the VSBA's Superintendent Search Services. We know how important it is to find the right candidate for this leadership position.

The Vermont School Boards Association (VSBA) has been providing Superintendent Search Service for more than 30 years through comprehensive facilitation and guidance of the search process. The VSBA works with the board (or a search committee thereof) to develop a timeline, job description, district priorities, a screening committee charge, parameters for selecting screening committee members, and language for the job posting campaign.

The experienced VSBA superintendent search consultant then meets with the screening committee 5-7 times:

1. Introduction to the process, establishing future meeting dates, reviewing the committee's charge, assuring facility with Powerschool/SchoolSpring tools for assessing applications. The committee elects a chair who acts as liaison with the board to keep them informed of progress. This can be, and is usually a board member - often the board chair
2. Develop and select interview questions
3. Review applications and evaluate viable candidates
4. First-round interviews
5. Second-round interviews/ site visit(s)
6. Review of reference checks, final evaluation of candidates, advance finalists to the board.

During this time, the consultant posts the ad on Powerschool/SchoolSpring (which feeds to Indeed) and other venues as approved and communicates with candidates to provide them with status of the search including interview dates and their status.

Once the screening committee has identified the finalists the process then reverts to the board. The consultant generally meets with the full board once prior to final interviews to review the interview process and develop interview questions.

The consultant arranges for any site visits at Washington Central Unified Union School District. Candidates typically spend a full day visiting the schools and meeting with stakeholders (students, faculty, staff) and attending public forums for community members and district personnel. That evening, the board interviews the finalists and generally makes its selection. Should additional deliberation be necessary, the consultant communicates with the candidates to keep them apprised of timing. Once a decision has been made, the board chair generally opts to call the successful candidate to offer the position and negotiate terms. The consultant will notify the unsuccessful candidates.

Throughout the process, the consultant works with the district's communications professionals to assure that the public has access to information about the process and is informed as it progresses. This takes the form of establishing a location on the district's website for information: job description; timeline; screening committee charge; screening committee meetings' agendas and minutes. In addition, the consultant and the district's communication department coordinate on the three required Agency of Education notifications, press releases, and internal communications. Finally, district personnel are needed to assist with logistics on the final day: escorting candidates to and from schools; hosting them at the schools; and arranging for public forums. In the event of emergency requirements to conduct these visits virtually, coordination becomes even more critical.

Below is a summary of the comprehensive facilitation and guidance provided through the search process:

- meet with members of the school leadership team and educators to establish goals for the search process and to become familiar with the culture of the districts and its communities
- assist the board to develop a written charge for the screening committee that identifies the specific roles and responsibilities for the current superintendent, school staff, students, and community members during the search process
- work with the board to identify priorities intended to assist the screening committee to recruit superintendent candidates who possess the necessary leadership skills, attributes, and experience level established by the board
- guide the development of selection criteria, salary/benefit range, and other details for the search process
- assist with planning for the inclusion of internal candidates currently employed within the district
- develop a plan to generate qualified candidates.
- help the screening committee and board to keep the process moving forward in a timely and lawful manner
- assist the screening committee with the initial candidate review and recommend candidates whose credentials indicate they are well-qualified for the position and should be interviewed

- communicate with candidates throughout the process including status updates on their applications
- schedule first-round interview appointments and assist during the interview process
- help the board and screening committee formulate interview questions, and manage an effective interview process that follows the provisions of the Open Meeting Law
- guide the screening committee in conducting in-depth reference checks for finalist candidates
- schedule final interview appointments and assist during the selection process.
- forward names and credentials of finalist candidates to the Vermont Secretary of Education's office for licensure compliance and reference screening
- organize a school and community forum for finalist candidates to meet teachers, administrators, students, parents, and community members; provide their feedback to the board
- if requested, arrange for district representatives to visit schools and communities where the finalist candidate(s) are currently employed
- forward the name of the selected superintendent to the Vermont Secretary of Education for final approval of the candidate.
- assist the Board and the selected candidate to create a transition plan for the leadership team.

The VSBA fee of \$9,750 for its Superintendent Search Service, which includes the SchoolSpring posting, is billed in two installments. As a bonus, the VSBA will discount the cost of the first evaluation of the superintendent when the evaluation is bundled with the search.

The SD is responsible for additional optional advertising expenses, which are approximately \$500 per outlet. Other optional expenses that may be incurred depending on the candidates selected for interviews include, but are not limited to, possible site visits, candidate travel, refreshments at in-person events, and optional executive coaching. VSBA recommends budgeting another \$6,500 for these possibilities.

VSBA conducts superintendent searches utilizing outside consultants, most of whom are retired superintendents. On average, VSBA performs four to six searches for its members annually - this year is shaping up to be busier than usual and we currently have four searches underway.

If your board would like to proceed with the VSBA's Superintendent Search Service, we will secure a consultant to work with the WCUUSD and send a contract to you as soon as possible. Please let me know if you have any questions.

Best,

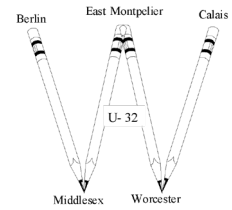
Sandra Cameron, M.Ed, MOTR/L, Associate Executive Director
Pronouns: she/her/hers ([why](#))
Vermont School Boards Association
(802) 223-3580 x. 112

Washington Central UniUnion 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
Berlin Elementary School
372 Paine Turnpike N.
Berlin, VT 05602
1.3.24 6:15-8:15 PM
In-Person/Virtual**

Board Members: Flor Diaz Smith, Chris McVeigh, Kari Bradley, Maggie Weiss, Mckalyn Leclerc, Ursula Stanley, Daniel Keeney, Zach Sullivan, Amelia Contrada, Kealy Sloan, Joshua Sevits, Natasha Eckart, Student Representative Linnea Darrow

Others: Superintendent Meagan Roy, Steven Dellinger-Pate, Jen Miller-Arsenault, ORCA Media, Celia Guggemos, Allison Fayle, Brian Fischer, David Delcore, David Lawrence, Honi Bean Barrett, Aly Mahony, Ben

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 6:20 p.m. Flor Diaz Smith wished a happy new year to all and spoke about the theme of “new beginnings.”
2. **Welcome**
 - 2.1. **Adjustments to the Agenda:** Flor Diaz Smith noted that she would like to add 5.5: *Approve mail-in ballots* and there will be an Executive Session at the end of the meeting, for personnel issues. **Ursula Stanley moved to accept the amended agenda. Seconded by Chris McVeigh, this motion carried unanimously.**
 - 2.2. **Reception of Guests**
 - 2.3. **Public Comments-Time limit strictly enforced, see note:** Flor Diaz Smith invited public comments. Honi Bean Barrett, fifth/ sixth grade teacher at Doty, spoke about concerns of reduction of counseling position at Doty. She spoke about the critical role of the counselor at Doty, working together with the school nurse. She encouraged the board to find funding for a full time nurse and a full time counselor at Doty.

3. Presentations:

3.1. Social Emotional Learning (SEL) – Berlin: Principal Celia Guggemos presented to the board a slide deck: *Social Emotional Learning, Berlin Elementary School*. Maggie Weiss asked - has the survey (for staff) that is provided on the CASEL website, been utilized? Principal Guggemos stated that it has not been administered yet but that it would be a useful tool.

4. Reports to The Board

4.1. Student Report: Linnea Darrow provided a report to the board; she provided some sporting event updates. Linnea shared how important the guidance counselor at Doty School had been to her and she reinforced and reiterated some of the points that had been made earlier during public comment. Willow Mashkuri had provided an audio message for the board. She stated that an email would be circulating to board members to provide information about opportunities to visit U-32, as Willow had suggested at earlier board meetings.

5. Board Operations

5.1. Review of School Board Vacancies: Flor Diaz Smith stated that there are some interested parties in Calais for the vacant board seats. She asked whether any board members needed help or support in completing petitions for school board positions, before town meeting day.

5.2. Budget Warning Language: The draft warning has been shared with board members for their review and consideration. Kari Bradley suggested that we increase the board member stipend: \$1200 to directors and \$2400 to chair. He reviewed discussions from the past where board members have agreed to increase the stipend, for example, by \$50 per year. Board members discussed this concept and agreed that this is appropriate. Board members spoke about the desire for equitable access to board membership and expenses that might be barriers such as childcare, elder care, and transportation. Kari Bradley asked for clarification around the language indicating equalized per pupil cost. Chris McVeigh stated that he believes we should leave language in the warning that provides information to the public. "Equalized per pupil cost," though, is no longer a metric as Act 127 has changed the education funding and pupil weighting. Some discussion followed about what type of information can be shared on the warning to inform our constituents. Daniel Keeney stated that some of this information is more appropriate to share at the budget informational meeting, eliminate the nuanced language in the ballot warning, and keep it concise. **Chris McVeigh moved to strike the last two sentences in Article 6 of the warning. Seconded by Kari Bradley. This motion carried unanimously.** Article 5: District School Clerk pay. Flor Diaz Smith suggested increasing the rate to \$700 or \$750. Joshua Sevits suggested increasing the rate to \$1000. Kari Bradley asked whether Melissa Tuller is tracking the hours spent in this role. Flor Diaz Smith asked whether we would like to consider the Treasurer compensation.

Kari Bradley moved to increase annual stipend for Clerk to \$1000, Treasurer to \$6700, Directors to \$1200, Chair to \$2400. Seconded by Chris McVeigh, this motion carried unanimously.

5.3. Communication & Engagement Planning - Budget: Superintendent Roy shared that there is a draft for the tri-fold mailing which includes a QR code as the board has discussed previously. The hope is that the draft will be ready for the board to review at the January 17 meeting.

5.4. Board Clerk Pay: (this was discussed above.)

5.5. Mailing ballots: Kari Bradley moved to approve mail-in ballots for the five towns of WCUUSD. Seconded by Ursula Stanley, this motion carried unanimously.

6. Policy

6.1. Second reading for Policies to be Adopted on January 3, 2023:Chris McVeigh presented the following policies for board review and adoption:

6.1.1.B20: Personnel, Recruitment, Selection, and Background Checks

6.1.2.D22: Library Media Center Selection and Reconsideration (formerly D34)

6.1.3.A30: Policies and Procedures (formerly A2)

6.1.4.A20: Board Meetings, Agenda Preparation & Distribution

6.1.5.A22: Notice of Non-Discrimination

Ursula Stanley moved to approve the policies as presented. Seconded by Joshua Sevits. Discussion of edits: “Personnel” in the title of B20 (not “personal”); also Maggie Weiss pointed out a formatting error in this policy. **This motion carried unanimously with the noted edits.**

6.2. First Reading of Policies

6.2.1. F26 Security Cameras: The policy committee provided this draft for the first reading. U-32 had a related policy in the past, which was compared with the model policy, resulting in this draft. Some discussion followed around how long the log will be kept on file. Diane Nichols-Fleming suggested that we consult with legal counsel on this issue; Steven Dellinger-Pate stated that if this is considered “student records,” then the statute is clear.

7. Consent Agenda

7.1. Approve Minutes of 12.20.23: Ursula Stanley moved to approve the minutes. Seconded by Maggie Weiss, this motion carried unanimously.

8. Personnel

8.1. Approve New Teachers, Resignations, Leaves of Absence, and Changes in FTE: Ursula Stanley moved to approve long-term substitute for the 2023-24 school year, Anna Gerretson – U-32 English. Seconded by Natasha Eckart, this motion carried unanimously.

9. Future Agenda Items

9.1. 2023-2024 Board Work Plan

9.2. Jan 17: Final budget presentation

10. Board Reflection: Chris McVeigh expressed appreciation for visiting the different school buildings. Joshua Sevits thanked Principal Guggemos for clearly explaining “SEL.” (Social-emotional learning). Kari Bradley stated that the new format of board meetings is very helpful and efficient and that it allows the board to have a broader experience for example facilitated book study, and presentations at each school campus. He appreciates keeping the meetings to two hours as a regular practice.

11. Executive Session: Ursula moved to go into Executive Session for personnel, and to include Superintendent Roy. Seconded by Mckalyn Leclerc, this motion carried unanimously and the board went into Executive Session at 7:36. At 7:55, Ursula Stanley moved to leave Executive Session. Seconded by Natasha Eckart. No action was taken.

12. Adjourn: At 7:59, Natasha Eckart moved to adjourn. Seconded by Mckalyn Leclerc, this motion carried unanimously.

Respectfully submitted,
Lisa Grace, Board Recording Secretary
and Flor Diaz Smith, Board Chair