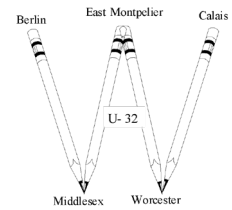


Washington Central Unified Union School District

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
2.21.24 6:15-9:00PM

Virtual Meeting Information

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

Meeting ID: 863 7083 8599

Password: 625478

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

- | | |
|--|------------|
| 1. Call to Order | 6:15 PM |
| 2. Welcome | 15 minutes |
| 2.1. Adjustments to the Agenda | |
| 2.2. Reception of Guests | |
| 2.3. Public Comments-Time limit strictly enforced, see note | |
| 2.4. Celebration of School Board Members | |
| 3. Reports to The Board | 15 minutes |
| 3.1. Student Report | |
| 3.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 4 | |
| 3.3. Central Vermont Career Center Report | |
| 3.4. Principals' Report – pg. 15 | |
| 3.5. VSBA Report | |
| 4. Board Operations (Discussion/Action) | 60 minutes |
| 4.1. Act 127 Discussion – pg. 21 | |
| 4.2. Process for Board Self Evaluation | |
| 5. Finance Committee (Discussion/Action) | |
| 5.1. Award Bid for U-32 Baseball Refurbishment Project – pg. 29 | |
| 5.2. Award Bid for District Combined Capital Projects – pg. 30 | |
| 5.3. Review & Approve Project Manager Contract – pg. 31 | |

- | | |
|--|------------|
| 6. Personnel | 5 minutes |
| 6.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE - pg. 33 | |
| 6.2. Superintendent Search Update – pg. 35 | |
| 7. Consent Agenda(Discussion/Action) | 10 minutes |
| 7.1. Approve Minutes of 2.7.24 – pg. 36 | |
| 7.2. Approve Board Orders | |
| 8. Future Agenda Items | 5 minutes |
| 8.1. 2023-2024 Board Work Plan | |
| 9. Executive Session: Performance Evaluation | 25 minutes |
| 10. 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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PCB Updates

At the very end of January, we were provided official notification that the Supplemental Workplan from Stone Environmental was fully approved by the Agency of Natural Resources and Agency of Education. This approval signals that the cost of this phase of the project (\$226,416) is **fully covered** by statewide funding. This is a very positive development, as it has been unclear what funding was available for the study and development of our remediation plan. It is still true that the full cost of remediation is not covered in current legislation, and will need to be understood by the district as we move forward - but we are grateful for the funding we have at this stage. Susanne has completed the grant materials for this and we continue to work with our Agency partners through the process for approval.

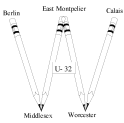
Stone Environmental have been working in earnest this past month, and crews have been in and around the impacted spaces at U-32. We also received the first of the air filtration systems for identified spaces. It is well understood that there will be noise impacts of these units in classrooms, and our administration will work closely with teachers and the facilities team to balance the use of the filters with our ability to provide instruction. Units can be turned down (but not off) during instruction, and then turned back on high overnight and when spaces are not occupied.

Implications of Draft Legislation [H.850](#) (Budget Cancellation and Revotes)

The Board and Administration have been actively following the dynamic conversations happening regarding the elimination of the 5% tax rate cap. These discussions have now resulted in draft legislation H.850 (linked above). This legislation is still draft, and the context will remain dynamic over the next several weeks, making it challenging as the Board discusses its response. Our goal is to provide the Board as much information as possible to support its discussions about responding to potential changes to the system.

Legislative Status - *Why are we here?*

The General Assembly has concluded that the utilization of the 5% property tax cap by some school districts irrespective of their status (gaining or losing tax capacity) has resulted in a diminishing property yield and resultant increase in property taxes. The House Ways and Means Committee believes that the General Assembly must act to repeal the cap and replace it with a mechanism that presumably meets the legislative intent as originally construed in Act 127. As a result, the committee has been entertaining [H.850](#), a draft bill that would effectively repeal the 5% cap and replace it with a different calculation that would not be available to districts who have gained in Long Term Weighted Average Daily Membership



(LTW ADM). Based on this draft, Washington Central would not meet the criteria for transition related tax relief and would not receive any tax rate discount.

It is important to recall that the proposed legislation is just that - proposed. That said, there is a strong feeling on the part of our various education organizations that this legislation will indeed pass and become law. In fact, it passed out of the House Ways and Means committee on Friday the 9th.

What does this mean for Washington Central?

The draft legislation gives permission for School Boards to cancel their budget warnings and essentially re-work their budget and re-warn a vote as late as April 15th, 2024. This would allow those districts who are now no longer eligible to receive the cap (this is the case for WCUUSD) to propose a new budget to their communities, since they are no longer protected by the tax rate cap they believed to be in place when they adopted the budget. In this current proposed legislation, the decision to cancel and re-warn the budget is optional. The Board would need to take action to do this; if they choose not to take action, the budget will go to vote as adopted on January 17th.

What should the Board be aware of as you make this decision?

The ongoing variability of this situation

- Tax rate projections are always just that - projections. The part of a budget that a Board can control is spending; the rest, they have little control over. That said, in past years our projections that we provide to communities have been easier to predict than this budget year.
- The volatility of the current state makes tax rates very difficult to project. For example: The original projected property yield that we used to build our budget in November was \$9,452. By the time we voted in January the new yield was projected to be \$9,171. Information shared by the Agency of Education with the Vermont Association of School Business Officials (VASBO) on February 8th was \$9,769, which was modeled with the assumption that the 5% cap was removed. All of this is simply to point out that it is very difficult to accurately estimate property tax impact.

Despite that variability, it is still worth modeling our tax rate impacts

- Below is a chart that illustrates the projected tax rate increases based on our current adopted budget, without the 5% cap and assuming the most recent property yield projection. This feels like the most "up to the minute" estimate, and indeed is the estimate that has gone into our Annual Report and budget trifold (albeit with a disclaimer that currently proposed legislation may impact this).

Town	\$100,000 House	\$200,000 House	\$300,000 House
Berlin (+26%)	\$459.19	\$918.37	\$1,377.56
Calais (+18%)	\$327.67	\$655.34	\$983.01
East Montpelier	\$457.31	\$914.61	\$1,371.92



(+25%)			
Middlesex (+21%)	\$387.62	\$775.23	\$1,162.85
Worcester (+15%)	\$260.62	\$521.24	\$781.86

These projections indicate that the tax impact for all of our communities is significant.

- This is the projection with a property yield that assumes all districts keep their existing budgets with the cap removed. Districts that choose to revote are likely only going to spend less, which would cause the yield to go up more, and therefore tax rates could decrease.

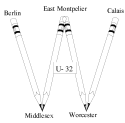
Timelines impact the realistic options for the Board

- The proposed legislation provides a mechanism for a School Board to choose to cancel their adopted budget and re-warn a new budget. However, the realistic timeline associated with this is incredibly constrained, and we want the Board to see a simulation of a possible timeframe if no changes are made to the proposed legislation:
 - The legislation does not propose to change the 30 day warning requirement for an initial budget vote. Therefore, the latest we could re-warn a new budget is March 14th (for a vote on April 15th).
 - Even expedited passage of this draft reasonably would require time. As of the writing of this memo, the legislation has been passed by the House and is now with the Senate; it is not yet enacted. An estimate of passage and governor's signature might be the week of Feb 19th.
 - After the law is enacted, the Board would need to:
 - Take action to cancel the vote & annual meeting and select a new date for both
 - Give concrete and specific direction for how much the Board is asking the administration to reduce
 - Consider the new administrative budget proposal
 - Vote to adopt the new budget
 - Warn and print ballots

It is important to acknowledge that there is a school vacation during this timeframe

- Our collective bargaining agreement requires two levels of notification in the event of further Reductions in Force (RIF). First, the Board would have to take a new action resulting in a reduction of positions (you have already done this for the current, warned budget; you would need to have a second action for any new potential RIFs). The Board may need to authorize more RIF notices than they actually intend to exercise, if there is not clarity about budget reductions at the time of the action. Actual notices to impacted employees need to be issued no later than April 15th.

There is some guidance emerging about the mechanics of how this would be done



- The VSA, VSBA, Secretary of State's office and Pietro Lynn (attorney) have developed guidelines for exactly how a district would choose to cancel and revote a budget. These memos are included in your packet under 5.1.

Boards do have a mechanism to change the budget if it is voted down by our communities

- Last year, we provided the Board with the existing timeline for budget revotes in the event of a budget failure:

Per 17 VSA 2680(c)(2):

A budget revote can be warned and held in a condensed time frame.

(2) If a budget voted on by Australian ballot is rejected, the legislative body shall prepare a revised budget.

(A) The legislative body shall establish a date for the vote on the revised budget and shall take appropriate steps to warn a public informational meeting on the budget and the vote. The date of the public informational meeting shall be at least five days following the public notice. The date of the vote shall be at least seven days following the public notice.

(B) The vote on the revised budget shall be by Australian ballot and shall take place in the same locations that the first vote was taken; provided, however, that if that polling place is unavailable, the vote may be held at a different location, with notice posted of the meeting location at the original location.

(C) The budget shall be established if a majority of all votes cast are in favor. If the revised budget is rejected, the legislative body shall repeat the procedure in this subsection until a budget is adopted.

(D) Once a municipality votes to establish its budget by the Australian ballot system, the vote on the budget shall be taken by Australian ballot until the municipality votes to discontinue use of the system.

The informational hearing may be held by remote means under the temporary provisions extended by the legislature.

Substitute Pay Memo

Policy B1 charges the Superintendent with setting substitute pay rates. Included in the packet is an updated WCUUSD Substitute Pay rate. The daily substitute rate has been increased to be commensurate with our neighboring districts, and the hourly substitute rates were updated to remain consistent with changes made to the ESP salary schedule. The rate sheet is included in this packet.



Fiscal Services Updates

The rapidly changing context regarding budgets, tax rates and possible legislation has required a significant amount of attention to stay informed. Central office administrators have been working to integrate new and ever-changing information from the Agency of Education and the various professional associations that require review, evaluation and sometimes questioning to ensure that we thoroughly understand the information and are able to relay it to the Board. This is a normal part of the budget process, but this year it has been an even more complicated and active process than ever before, particularly in the past few weeks. We will continue to work to keep the Board informed of developments.

February is also active for the Finance Committee and School Board for the budget and bid awards. This requires staff preparation to get packets out to the Board in advance of the meetings. The warning is approved, the annual report is compiled and information is distributed to individual Towns and posted on the website. Thank you to Melissa Tuller for all the support she provides over the course of the year, but especially during this time of budgets and bidding. She has recently stepped into the role of District Clerk, learning all that goes into the preparation of the ballots for Town Meeting and coordination with multiple towns, and the printer for the mailing of those ballots and coordinating with election staff to prepare for the Town Meeting Day vote.

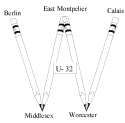
The current fiscal year financial update and fund balance report for the Board will be completed in April. I meet with Building Administrators regularly to review and analyze the current budget to actual numbers. Projections on revenues and expenditures will be adjusted as appropriate, prior to reporting to the Board.

As part of our annual process, Chris O'Brien has been working with building administrators to identify the next capital project needs for the Multi-year Capital Improvement Budget. Chris, Bill Ford and Susanne have begun to prioritize those projects based on the Board approved Capital Improvement Plan, and anticipate reviewing the prioritized proposals, with rough estimates, with the Superintendent in March, presenting to the Leadership Team in April and Finance Committee and Board in May.

The child nutrition program in all schools receive annual on-site reviews. Thank you to Penny Andrews and Tim Couture for completing the required reviews of all school lunch programs and three of the school breakfasts. Thank you also to the Food Service professionals at each of our schools for all of their hard work delivering nutritious meals to students that also align with the required delivery of services. They clearly take a great deal of pride in the foodservice programs of the District.

Ability Challenge

As previously reported, the WCUUSD Special Services Department's primary objective this year is to understand our systems of support for students in each of our schools and to establish shared agreements for strengthening and developing these systems. The recently completed Ability Challenge (ABC) Inclusion Assessment supported our understanding of the strengths and areas for development within our system. The ABC staff, Sarah and



Kristen, joined the WCUUSD Leadership Team in January to discuss the findings. We are grateful to them for sharing their time, knowledge and insight with us!

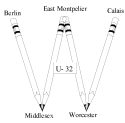
It is no surprise that our *Culture of Inclusion* emerged as the clearest strength across WCUUSD. Our staff, families and community members believe that each classroom is best suited to serve all students and expressed their commitment to meaningfully including all students within the life and learning of their classroom. Other strengths included understanding of special education laws and regulations, the establishment of layered systems of support and knowledge of evidence-based instruction across our schools.

The areas of opportunity reflected in the ABC Inclusion Assessment focus on our need to continue the development of our Multi-Layered System of Support (MLSS). Areas of focus include improving the consistency of intervention systems throughout our schools and understanding how those layered supports intersect with special education services. In addition, our report indicates that we need to deepen our understanding of how to implement the inclusive practices we strive for. These areas of strength and focus will steer the leadership team in amplifying all that is flourishing in our system while utilizing these strengths to address and bolster our developing areas.

As the Ability Challenge Assessment concludes and we immerse ourselves in the detailed report, the internal Special Education Analysis moves towards completion. This in-depth analysis will support calibration of special education staffing, service delivery and decision-making processes across our schools to understand how to develop procedures and practices to align with the focus areas of the ABC Inclusion Assessment. While the ABC Inclusion Assessment helps us to identify *where* we are going as a district, the Special Education Analysis will help us to identify the resources and procedures necessary in considering *how* we will utilize our strengths and resources to achieve our vision.

Winter Assessments

Our winter assessment windows are coming to a close and we are in the process of analyzing our data. We administered the i-Ready math diagnostic K-8 in December and the i-Ready reading diagnostic Grades 3-8 in early January. The winter administration is always exciting because we get growth scores for our students in addition to performance scores. On February 15 small teams from each of our schools participated in professional learning with a trainer from Curriculum Associates to engage in a deeper analysis of growth scores and make plans to ensure that all students achieve their typical growth goals and as many students as possible achieve their stretch growth goals. We administered i-Ready in Grades 9 and 10 at the start of the second semester as well in order to continue to monitor our students' progress.



We administered Acadience Reading K-6 for the first time this winter and are in the process of analyzing those results. We have debriefed the testing experience and know that we need to think about how to ensure that we have the technological tools necessary to administer the assessment smoothly. Most of our elementary schools used Android tablets that we acquired a few years ago in response to the pandemic, and we experienced a few glitches with those devices and this new assessment. Overall, though, the testing experience was positive and we are happy to have another common assessment that is aligned with our learning expectations for students.

This year our 4th graders at Berlin, Calais, and East Montpelier and our 8th graders were selected to participate in the National Assessment of Educational Progress (NAEP), also known as the nation's report card. Calais and EMES completed their testing earlier this winter, Berlin students tested on Feb. 16, and U-32 students will test on Feb. 22.

As we look ahead to spring, we are beginning to prepare for the administration of the Vermont Comprehensive Assessment Program (VTCAP), the statewide assessments in literacy, mathematics, and science. We will administer those tests prior to April vacation and will share more information with students and families in the weeks to come.

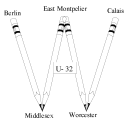
A Note from our Director of Technology

There has been quite a lot in the news lately about social media's effects on kids' health - physical and mental. Too much screen time on devices can mean too little activity or too little time "doing things." Social media can provide content that leads to poor body image or become a vehicle for cyberbullying. The algorithms used to determine what is presented to each person, depending upon their "perceived interests," lead to a lack of awareness of differing viewpoints. And, of course, there is objectionable and obscene content that is particularly easy to access on unfiltered devices (such as most students' phones on cellular networks).

Come to think of it, the issues listed above might well apply to adults as well.

But those issues don't make devices inherently bad. We now have the ability to access virtually all of the world's knowledge on personal devices. Want to learn how to do almost anything? There's likely instructions and videos to help with that! Lessons in school are enhanced with data, photos, and videos! Communication between school and home is enhanced, and so much more.

We encourage teachers to provide many and varied hands-on activities as well as effective use of limited screen time. We encourage teachers and parents to help students understand the importance of wise device use and limiting use that can lead to negative effects. Helping our students to learn about effective and safe use of these great tools is important in developing "digital citizens."



Policy & Procedures Report - Hiring Procedures

This month's procedure update is a review of our WCUUSD Hiring Procedures. These procedures were developed over the course of the 22-23 school year, integrating the hiring procedures of each building into a cohesive whole. The leadership team worked collaboratively on these procedures, and Heidi has had an opportunity to review them when she came on board. This has helped to bring consistency to our practices across the system, and like all procedures will continue to be refined as needed.



This document provides an overview of the main components of WCUUSD search processes. It includes the procedures for support staff, even though unlicensed positions do not come before the Board. Administrative positions would have individualized processes depending on the nature of the position. Although some variation exists in individual buildings, the primary components listed below are intended to be consistent across the district. Administrators may use a template to organize the hiring process

Component	Licensed Staff (teachers, counselors, etc)	ESP/Unlicensed Staff
Posting	Positions posted on: SchoolSpring (Indeed.com) , Diversity in Ed , National Association of Black Educators , Association of Latino School Administrators and Superintendents, New England School Development Council, Topschooljobs.org (EdWeek) and for some positions the Times Argus/Burlington Free Press WCUUSD Special Services Director is notified by HR when a special education position is posted and given access to view candidates	Positions may be posted on: SchoolSpring (Indeed.com) , Times Argus, local newspapers, Front Porch Forum, social media, Vermont Joblink
Interview Committee Makeup	Principal or department head is the process Lead The following are invited to join committees: Classroom teachers, special area teachers, department heads, ESP, parent/community member, student (U-32) and other members as the position requires. The WCUUSD Director of Special Services must be involved in the hiring process for all special education positions. Initial meeting is held with the committee to overview: <ul style="list-style-type: none"> • Training (anti-bias; confidentiality; general interview procedures) • Nature of the opening & criteria for position • Candidate questions are developed using a question bank 	Principal or relevant administrator leads the process (e.g., facilities, special education) Committee defined by the nature of the open position Training provided (anti-bias; confidentiality; general interview procedures)
Selection of Candidates for First Round Interviews	Candidates are pre-screened for licensure (or eligibility for provisional) Committee selects candidates based on identified criteria Administrator must confirm that a candidate is not under contract in another district. If they are under contract, forward the name to Superintendent to confirm with the other district's Superintendent that the candidate has permission to interview.	Size of applicant pool determines how many candidates are invited

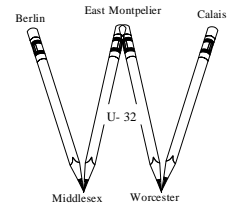


	<p><u>Internal teacher candidates:</u> 9.12 Applies: “Applicants for the vacancy shall be considered by the Superintendent or designee in the following order: (1) applicants from within the District; and (2) other applicants. The Superintendent or designee, however, shall make the final decision.”</p> <p>Internal candidates who are <u>already functioning in the role</u> (e.g., a current one-year hire), may be moved forward without considering outside candidates or be considered alongside the full applicant pool</p> <p><u>Any</u> internal candidate who <u>has not taught in the role</u> or <u>does not currently</u> possess a license for the vacant position cannot be moved forward without participating in an interview process as defined in these procedures. Suitably licensed external candidates must also be considered and an interview process conducted</p>	
First Round Interviews	<p>Interviews must be conducted with any outside candidate, even if they are the sole candidate.</p> <p>Committee facilitates first round interviews</p> <p>Candidates are rated based on identified criteria; committee determines which candidates are invited back for a second round</p>	Committee facilitates first round interviews and recommends candidates to move forward
Reference Checks	Completed by principals (see sample reference question list in WCUUSD Hiring Process Template)	Completed by principal/administrator Principal recommends final candidate to Superintendent for hire
Second Round Selection	<p>Guest lesson (with feedback from students)</p> <p>Small follow up interview with the full committee or a subset</p> <p>Committee informs principal of feedback</p> <p>Principal recommends final candidate for a Superintendent interview</p>	(only as needed)
Nomination & New Hire Form Submitted	Completed by principal/administrator. Nomination form required for licensed position	Completed by principal/administrator. Nomination form not required for non-licensed positions.
Final Interview with Superintendent	<p>Focuses on district initiatives</p> <p>Recommendation made to Board</p>	

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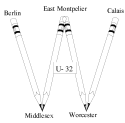
SUBSTITUTE RATE OF PAY

Effective 1-1-2024

	<u>Full Day</u>	<u>Half Day</u>	<u>Hourly</u>
Substitute	\$133.00	\$66.50	
Nurse *	\$225.00	\$112.50	
Food Services			\$19.00 (Step 1, Cat 1)
Custodial			\$19.00 (Step 1, Cat 1)
Office			\$19.95 (Step 1, Cat 2)
Maintenance & Mechanic			\$20.90 (Step 1, Cat 3)
Students (High School) - (minimum wage)			\$13.67 eff. 1-1-2024
Summer Technology Help: Students / Returning / College			\$13.67
Board Recorders			\$80 / meeting up to 3 hours \$20 / hour beyond 3 hours

Full Day – Time worked over 3.5 hours in a day
Half Day – Time worked 3.5 hours or less in a day

* Requires proof of RN/LPN License



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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: Our intervention team used PLC time to do some “deep data dives” using a new model developed in conjunction with Ellen Dorsey. The deep dives were facilitated by our interventionists and allowed our teams to think carefully about next steps for students. In teams we discussed a variety of supports in class for students and looked at different interventions that could be offered to best target the skills that the student(s) needed to work on. This professional learning time had direct impacts on classroom instruction in groupings and “next steps” for teachers. 4th Grade Students at Berlin elementary also completed NAEP testing.

Calais: This month a small team from Calais met with similar teams in Washington Central to examine growth data in our diagnostics in Ready Math and Reading. We had the opportunity to expand our knowledge about how to use the tools available to us in iReady. There was an experiential aspect to the learning as well where school teams were able to look at our own student achievement data using structured protocols and practices for examining data. This was such a valuable opportunity for professional development that will enhance our planning to move students towards proficiency.

Doty: We have settled into our work of looking at engagement for all learners. To that end, we are spending our staff meeting creating “libraries” of strategies for engagement during different learning activities. During our team meeting times, we are reviewing students and applying these strategies to all students. We are also digging into the new Acadience data and comparing it to what we gain from iReady as well as exploring the Acadience progress monitoring tools.

EMES: A big focus of our professional development this past month has been on the teaching of writing. Our teachers reviewed the single point rubric we developed last year which scores students writing conventions, based on our Foundations program. We updated this rubric and added data points for beginning, middle, and end of year. We’ve been using this rubric to score our all-school common writing pieces and will now also be



using it to score student writing in the three genres of narrative, informational, and opinion writing.

Rumney:

Our interventionists, special educators, and I reviewed our EST systems. We were able to determine what we want to keep for next year and where we want to make improvements. One area we identified as important is having an agenda item that asks “who else needs to know this information and how will it be distributed?” This ensures that our allied arts teachers have the information they need in order to support students.

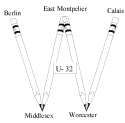
U-32: We spent our inservice time on January 16 as a staff reviewing our academic and executive function supports for students. Each teacher identified a student that was struggling in class and we looked at what instructional strategies worked and did not for the student, what support we have tried, and then we developed a hypothesis and plan for what the student needed and how we would provide additional support. We will revisit this work at our February faculty meeting to see what progress students are making and what adjustments we might need to make to eliminate any additional barriers that our students may be experiencing.

Update on District Priorities:
Student Health & Safety

Berlin: Our staff completed our second Options-Based drill. The drill went smoothly and teachers felt supported by the scripts offered. One teacher noted “smoothest drill ever!” The safety team will utilize the feedback collected to best inform next steps for our drills in the future. The team is planning on meeting with our outside agencies to model through best-practice steps for an off site evacuation. We will then create discussion guides for our staff to walk through this process.

Calais: In the last month we have dedicated two staff meetings to addressing concerns for our students. For some students, this means examining our behavior data for trends and identifying interventions. For other students, it means clarifying what to look for when students shut down or show less obvious signs of distress. Both types of behaviors can get in the way of learning and accessing education and staff need to be prepared with the skills to meet those very different needs. This work is a part of the MLSS work we are establishing at Calais to create a comprehensive system of support to social, emotional, and behavioral learning in alignment with the functional skills area outlined in Act 173.

Doty: Our safety team has been working on providing educational opportunities to staff around what we feel to be our most likely threats. We have also had a battery pack installed for our phone system and internet so that if there is a power outage, we have communication ability while we wait for our generator.



EMES: Our School Safety Team has been working on plans to perform a school-wide off-campus evacuation in late April. We developed plans for a non-threatening evacuation that would bring our entire school to the U-32 campus. We will participate in table-top discussion activities about this drill next month and will practice it for the first time in April. We also completed our options-based drill in January, which was conducted with no issue.

Rumney: We completed our options-based drill in January. Staff feedback was collected and will be used to inform our next steps. Students reported they felt comfortable during the drill, which was the biggest priority. Our school safety team created “go bags” that teachers will bring out during each evacuation drill. In February we will finalize our plans for when we complete a whole school relocation drill and/or event.

U-32: Our School Safety Team has started planning for a whole school relocation in the event of an emergency that forces us to leave campus. U-32 will need to carry out a relocation drill at some point this spring and we are working on the logistics to communicate with our staff, students and families.

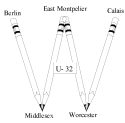
Update on District Priorities: ***Humanity, Justice & Equity***

Berlin: This month our focus has been on addressing race in the classroom and the importance of engaging in open discussions. At staff meeting we engaged in an opportunity to reflect on our current practices and make commitments to our students moving forward. Teachers are making conscious decisions to engage in conversations with students and expose them to a variety of cultures. Amy Young has created a beautiful collection of books to support this work and is working closely with classroom teachers to support their learning. Lastly, Berlin students have just completed or will be completing shortly a series of Anti-Bias lessons during wellness class.

Calais: Calais begins work with Shelley Vermilya this month on structuring learning for our 5/6 students on issues of identity, communication, and conflict resolution. Shelley will support teaching staff to feel confident and competent in helping students make connections with their own identity work as a springboard for future conversations about working with others in community.

Doty: We are continuing our work with Shelley Vermilya on incorporating sexual citizenship into our health curriculum. As a staff, we have been sharing and discussing short pieces around privilege and the challenge of both re-learning and re-teaching as we come to know more and more about the deep effects of institutional discrimination.





EMES: Our school-wide Wednesday afternoon PBIS groups are participating in a multi-series lesson around inclusion. Groups are reading books about inclusion and committing to practice an act of inclusion within our school community. For example, sitting with someone at lunch they don't normally sit with, playing with someone at recess who may not otherwise have someone to play with, etc. Our front lobby bulletin board is full of descriptions of different acts of inclusion that each of us participated in.

Rumney: Our Allied Arts are often a way to ensure social emotional learning and to further spread our humanity, justice, and equity work. I asked each Allied Arts teacher to share their thoughts on how their program is part of our school wide efforts. For the rest of this year, I will share a blurb from a different teacher each month. Enjoy!

"Our Pre- K through 6th grade library media classes focus not only on traditional literacy but also on essential social emotional learning (SEL) components. In these classes, students explore a carefully curated selection of books, promoting self-reflection and an understanding of personal identity.

Emphasizing empathy, students step into diverse characters' shoes, fostering a broader perspective and contributing to a supportive, inclusive community. Our commitment to diverse learning styles is evident through technology integration, ensuring accessibility through tools like audio books, videography and text-to-speech technology.

Inquiry and research projects play a crucial role in enhancing SEL. These projects empower students to explore interests, develop critical thinking, and foster skills such as curiosity and effective communication. Rumney Memorial School's library media classes are dedicated to feeding both the heart and the mind, equipping students with the skills needed to navigate our world with both intelligence and compassion." ~ Aly Mahoney

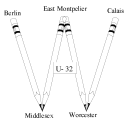
U-32: With this being Black History Month, we are sharing materials that can be used in classes and in TA. We will be hosting the Black Opry on February 9th for our students to attend a musical performance, and our library has several events planned throughout the month. We continue to review our curriculum so that we integrate the history and knowledge of underrepresented groups throughout the year, not just in stand alone months.

Celebrations & Upcoming Events

Berlin: We just completed our 5th band and chorus concert. Our 5/6th grade students are preparing to host a Spaghetti Dinner fundraiser on the 16th of February. Students also celebrated the 100th day of school!

Upcoming events TBD:

- PTNA Bingo Night



- Winter Wellness Celebration

Calais:

- Friends of Calais meeting, 2/8
- 5/6 Band Concert, 2/19
- Spirit Week and Beach Day, 2/29-2/23
- February break, 2/24-3/5

Doty:

- We had our annual Valentine extravaganza on the 14th, with an all school exchange of Valentines we all made for each other.
- Winter Concert, 2/19
- Winter Carnival (we need some snow!) 2/23

EMES: EMES will host our annual I Love EM lunch on the 15th, with a 5/6 band concert to immediately follow. We are also looking forward to participating in our next school-wide celebration on Friday afternoon with choice activities for all. Last week, we had a wonderful all-school 100th day friendly competition to find 100 Scout Fox mascots. This week, we participated in an all-school writing prompt on the best places to hide Scout. Students are participating in winter PE labs on Thursday mornings with skating fun at the local hanger building.

Rumney: Staff and students are excited to have Bolton as an option for Winter Wellness this year. Students will be able to take ski lessons and rent equipment at no cost. This program is funded through a combination of our local budget and local donations made to the principal's discretionary fund.

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](#). We have started a new semester as well. We are also starting to plan for the eclipse on April 8. Schools around the state are doing a variety of things from early dismissal to planned events. We have yet to decide on our final plan.

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

Berlin: I continue to visit classrooms and support teachers in their mid-year goals. All teachers and support staff completed a mid-year reflection on their goals. Some of the set goals are being achieved through individual PD and others are being achieved through whole group teaching at staff meetings or in PLC meetings. Teachers are focusing on collaboration and finding solutions to thorny problems. I am looking forward to another Support Staff inservice in March!



Calais: Staff have shared their mid-year reflection on goals and have been meeting with me to discuss how I can support them in achieving their goals in the second half of the year.

Doty: We are aligning this work with our professional learning around engagement of all learners. We are working as a team to share our successes and struggles and working with each other to improve our practices in the classroom. I have been doing focused visits in classrooms to observe particular strategies in action or to help problem solve around engaging a particular student.

EMES: I have been meeting with teachers for their mid-year check ins, which will continue up until the February break. When we return from break,, I will conduct my second formal observation on our new teachers, in preparation for our evaluation cycle to wrap up this year.

Rumney: This year paraeducators are participating in all of our in-service days. We have been using the time for supervision and evaluation. Each paraeducator has completed a self-evaluation survey and set a goal for the year. In March, we will do a check-in to see any support needed for them to complete their goals.

U-32: This is generally the time of year when new teachers have a second formal observation and we review their work and progress. U-32 Admin continue to visit classrooms to observe and reflect on learning with teachers. We are visiting classrooms to support teachers as they implement the supports discussed in our inservice training.

To: WCUUSD School Board
From: Flor Diaz Smith, on behalf of the Finance Committee
Re: Update from Finance Committee and next steps

For the past few years, our Board has been committed to year-round budgeting and board learning. Through the budget work we can make sure that we actualize our mission and our values. We start the process early and we collaborate with our Superintendent and her team to set parameters and direction. Each year we strive to make sure our budget reflects our commitment as a district to not just meeting our students and staff needs but also at creating opportunities for each of our students. **We develop broad budget parameters and expect the administration to create the line item details to best serve our School District.**

This budgeting season has been challenging to say the least. School Districts across the state are experiencing incredible inflationary pressures this year. In a typical year, we can more closely predict how our budget will impact property tax rates. That is not true this year, and it makes it harder to understand the impact of our budget decisions on taxpayers. We have all been following the updates from the different associations in the state and from our administrators. There is information in the COLT report regarding the proposed legislation, which would allow school districts to decide to cancel a district vote on the fiscal year 2025 budget, amend the proposed budget, and hold a vote at a later date.

The full board will need to understand the implications of keeping with our adopted budget from January 17th, and therefore NOT canceling or amending the budget vote. To aid in this discussion, the finance committee brainstormed some implications.

Reasons to maintain our proposed budget	Reasons to cancel the vote and revise our proposed budget
Less confusion for voters, less administrative time and expense	Given the projected impact on taxes, our proposed budget could fail.
Current projected tax impact is not significantly different from the one we approved in January.	The State's recent yield projections have been extremely variable and tax rates could well end up even higher than projected.
The tax rate may well be reduced from the current projection if other districts reduce their budgets.	Since the State pays for all school expenses, all schools have a collective responsibility to optimize expenses.
We still have the ability to redraft <u>if</u> our community does not support the budget (due	Our proposed budget will contribute to the economic challenges our communities are

to shorter warning requirements post-failure vs. the 30 days required for initial budget vote)	facing. Voters expect us to reduce expenses where it makes sense to, and we should at least try to meet their expectations
Less negative impact on staff morale, the deadline to issue teacher contracts is quickly approaching (April 15)	Long term trends will continue: if we don't reduce where we can now, we will likely need to consider the same reductions in the coming years.
Longer window to redraft if needed and have a systems approach to future cuts, allow us to come with a plan if the budget vote fails	The State may impose future cost containment measures.
If vote fails, it would be clear that we need to reduce expenses (potentially less clear if a lower cost proposal fails)	Because of the projected extreme increase in property taxes and the "lag" in applying income-sensitivity tax credits, protections for low-income property owners may be dramatically reduced next year. This budget will still impact them.
Changing the voting date may reduce voter turnout	
If the Board does not intend to actualize more reductions, it would not be worth the impact on the school community to ask administration to propose further reductions	

As a board, we need clarity on Wednesday about how we will handle this year's proposed budget. Here are key questions for our discussion:

- Considering everything, do you think we should revise our proposed budget or not? If so, what changes would you want to see?
- If the budget vote fails, we will need to quickly provide clear direction to our Leadership Team. If the budget does not pass, how much should we plan to cut (percentage or dollar amount)?

February 12, 2024

To: School Boards, Superintendents, and School District Clerks
From: Vermont Secretary of State, Vermont School Boards Association, and Vermont Superintendents Association
Re: H.850 - An act relating to transitioning education financing to the new system for pupil weighting

Hello,

As you may already be aware, the Legislature is considering [H.850](#). This bill revises the calculation that school districts use to determine their budget. H.850 is not yet law. There is some chance that it will be amended or not become law.

Under the current version of the bill, school districts that have already warned, printed, and/or mailed ballots for a March 5 annual meeting may cancel the vote on the budget-related article(s) and reschedule voting. They may also postpone the entire annual meeting.

A pre-existing law, [Act 1 \(2023\)](#), already allows districts to postpone the date of their annual meeting. This statute sunsets on July 1, 2024. Therefore, you do not need to wait for H.850 to become law in order to postpone the vote or the entire meeting. Although Act 1 (2023) does not contain the deadline of April 15th, it appears that school districts will have a deadline of April 15, 2024, in H.850. We suggest that if you wish to act under Act 1 (2023) you use a date on or before April 15th.

One difference between Act 1 (2023) and H.850 is that H.850 appropriates funds to reimburse districts for any costs incurred because of rescheduling. The reimbursable expenses include the costs to reprint and mail ballots for the rescheduled votes, inclusive of costs for additional staff/election worker time spent on these activities. The Vermont Secretary of State's Office will be overseeing the administration of those reimbursements.

At this point, the process for reimbursement would be:

1. Clerks will submit additional costs to the school districts;
2. School districts will tally the total costs for the district, which could include multiple towns;
3. School districts will submit the total costs to the Vermont Secretary of State's Office;
4. Funds will be mailed to school districts; and,
5. School districts will reimburse town(s).

We will keep you updated on the progress of this bill. We understand that not all districts will take advantage of this option to amend their budget vote or cancel their meeting and we don't know if H.850 will become law. However, we are encouraging boards and superintendents to begin discussions now. To help you navigate this process and reduce confusion among your voters as much as possible we are enclosing:

1. Memo for School Boards and Superintendents related to changes proposed within H.850 (An act relating to transitioning education financing to the new system for pupil weighting)
2. Memo for School District Clerks/Town Clerks related to the changes proposed within H.850 (An act relating to transitioning education financing to the new system for pupil weighting)

Any board discussions and actions must take place in a properly warned public meeting. It is important to remember that individual board chairs and board members do not have authority to act for the board.

School districts please reach out to your clerk to let them know your intention if H.850 passes and is signed into law. Clerks need this time to prepare and properly address ballots that are being returned before the annual meeting.

We understand the extra work and time this will require for all of you. Thank you in advance for the work you will do to reduce confusion and concern for your voters. The legislature was aware of this stress and burden as well and considered the changes to the budget calculation formula to be important enough to outweigh these concerns. Our most important guidance for those of you who navigate this process is to communicate as much and as clearly as possible about it with your voters. Please communicate with your voters in as many ways as possible – your website, newspapers, email lists, front porch forum, etc., to get the message out. Costs incurred for these communications will also be eligible for reimbursement.

Again, we recognize this is additional complexity for you all. We are here to support you.

February 12, 2024

To: School Boards and Superintendents
From: Vermont Secretary of State, Vermont School Boards Association, and Vermont Superintendents Association
Re: Memo for School Boards and Superintendents related to changes proposed within H.850 (An act relating to transitioning education financing to the new system for pupil weighting)

Dear School Board Members and Superintendents,

If you would like to move the vote for your school board budget or the entire district's annual meeting, please use the following guidance.

Act 1 (2023) Postponement

School boards currently have the option to utilize the provisions of Act 1 (2023) which allows the board to move the date of the district's annual meeting to a date later in the year. School boards that utilize the provisions of Act 1 (2023) prior to the passage of H.850 should do the following:

- 1. Hold a meeting and vote on the Act 1 provisions**
 - a. Hold a properly warned public meeting. This could be a special meeting.
 - b. At that meeting your board must vote on rescheduling the date of the school district's annual meeting/budget vote to a later date. In order to be consistent with H.850, set the date of the annual meeting on or before April 15, 2024. This vote should be on the board's meeting agenda and reflected in the minutes.
- 2. Follow the guidance below regarding revised warning, posting and rescheduling. This process will be the same regardless of whether you are acting under current law (Act 1 of 2023) or H.850 in the event of its passage.**

H.850 Postponement

School Boards who intend to utilize the provisions of H.850 *AFTER* it becomes law should do the following:

- 1. Hold a Meeting and vote on the H.850 provisions:**

a. When you receive notice that H.850 has been passed by both houses and signed by the governor you should hold a properly warned public meeting. This could be an emergency meeting. We recommend warning any emergency meeting.

b. At that meeting your board would call a vote on if it should cancel the vote on a previously warned budget article(s) or the entire school district meeting. This vote should be on your agenda and reflected in your minutes.

2. Revised Warning:

a. If the district is only canceling the budget-related articles, the district will need to issue a *revised warning*. The revised warning should reflect the decision of the district. If only the budget-related article(s) are being canceled those articles should be stricken through or blacked out, so the change is clear to voters. It should be clear on the revised Warning that a vote will be taken on those articles before April 15, 2024. If possible, it would be good to identify the date the vote(s) will occur.

b. If the district is canceling the whole meeting, the district will need to issue a *revised Warning*. The revised Warning should explicitly cancel the meeting, make it clear that vote(s) for the new meeting will occur on or before April 15, 2024, and, if possible, identify the date the vote(s) will occur.

3. **Posting:** Any revised Warning should be posted in the same locations at the current Warning with clear indications that it is a revised Warning. The district should also provide a copy to its clerk.

4. **Rescheduling:** Any rescheduled vote(s) on the budget article(s) or rescheduled meeting will require its own Warning. That Warning needs to be posted no less than 30 days in advance of the rescheduled budget vote(s).

Thank you. If you have any questions regarding the information above, we recommend contacting your school district legal counsel. This guidance was reviewed by Lynn, Lynn, Blackman & Manitsky.

February 12, 2024

To: School District Clerks and/or Town Clerks
From: Vermont Secretary of State, Vermont School Boards Association, and Vermont Superintendents Association
Re: Memo for School District Clerks/Town Clerks related to the changes proposed in H.850 (An act relating to transitioning education financing to the new system for pupil weighting)

Dear School District Clerks/Town Clerks,

We understand that you already have printed, live, and/or voted ballots. If your school districts vote to move the vote on its budget article(s) or the entire meeting, please follow this guidance:

1. If you have already sent ballots to some of the voters:

- a. *And your district only canceled the budget article(s):*
 - i. Ignore the budget vote article as you process the results for those ballots; and,
 - ii. Do not report those results.

You do not need to reprint ballots that omit the canceled budget article.

- b. *And if your district canceled its entire meeting, including the budget-related article(s):*
 - i. You should not process the ballot when it is returned; and,
 - ii. Do not report any results.

You will need to reprint ballots when you receive the new date and Warning.

2. If your ballots have been printed, but not sent to voters:

- a. *And your district only canceled the budget article(s):*
 - i. You can manually edit the ballot to omit the budget article(s), or you can reprint the ballots.
 - 1. If you manually edit:
 - a. We suggest blacking out/striking through the budget article language and including the word “postponed.”
 - b. Be very careful NOT to mark within the oval. This could lead to ballots being rejected for an ambiguous mark.
 - c. Include, if possible, a notice that the vote on the budget article has been canceled and will be rescheduled later in the spring and include the new date if you have it.

- d. If those ballots are returned with the budget article voted, despite being crossed out, you simply ignore those votes on the budget article when processing results, as stated above.
 - e. The process is the same for hand count towns and tabulator towns.
- 2. ***If you choose to reprint ballots:***
 - a. If you use a tabulator you may need to reprogram the tabulator.
 - b. In the case of a reprint, all costs associated with doing so will be covered by the reimbursement process.
- b. *And your district canceled the entire meeting:*
 - i. You will not send out a ballot for the school district.
 - ii. Consider talking to your district about what notice could be included in your mailing of other ballots to voters.
- 3. **If your ballots have not yet been printed:** simply omit the budget article before printing the ballots. When you receive the new warning, prepare the ballot, and all costs associated with doing so will be covered.
- 4. **For any ballots you intend to use for in-person voting at the polling place that have already been printed:**
 - a. Either striking out/blacking out the budget article with an indication it has been postponed, or having those ballots reprinted with the budget article omitted.
 - b. We recommend that all voters receive the same form of ballot; therefore, how you treat early ballots (manually editing or reprinting) is the same way ballots at the polling place should be treated.
- 5. **Mandatory mailing of ballots to voters who requested them for the March 5th meeting:** H.850 directs that any voter who requested an early/absentee ballot for the March 5 annual meeting of the school district should be sent a ballot for the rescheduled vote on the budget article, without making an additional request.
- 6. **Floor votes:** If your community holds a floor vote on the school budget, that could be moved to another date. The Warning would be revised by your school board to reflect the cancelation of the budget-related article(s) or the entire meeting. A new Warning would be issued by the school district with a new date for a floor vote. If your district wants to change the budget itself on the floor at the annual meeting, that change can be done without moving the date of the annual meeting.

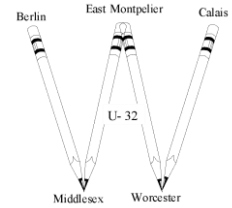
Thank you. If you have questions related to the guidance, please contact the Secretary of State's Office.

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 School Board
FROM: Susanne D. Gann, Business Administrator
Chris O'Brien, Director of Facilities
RE: Award U-32 Baseball Field Refurbishment Project Bid
DATE: February 13, 2024

Summary: The invitation to bid for the U-32 Baseball Field Refurbishment Project was sent to seven contractors on January 19th and publicly advertised for a week in the Times Argus and on ConstructConnect. Four contractors attended the pre-bid walk-through on January 30th. One contractor declined to bid and four did not respond to the invitation.

The District received two bids on February 13, 2024, both exceeding the Board-approved budget for the project. Bids were reviewed by Chris O'Brien, Bill Ford and Kevin Worden of Engineering Ventures in preparation for bringing a recommendation to the Board. The anticipated timeline for the project based upon the bid documents is a construction start date of June 24th with completion no later than August 16th. The District will request a bid waiver from the AOE after Board approval.

Bidders	Dirt Tech Company, LLC Colchester, VT	Rich's Sports Fields, Inc. Lancaster, NY
Base bid	\$182,881	\$186,900
Substantial completion date:	8/16/2024	8/16/2024
Total Cost Plus 10% Contingency:	\$201,170	\$205,590

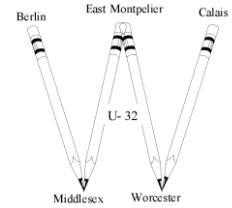
Recommended Board Action: The Board authorize the allocation of \$73,921 additional capital reserve funds to the budget for the completion of the U-32 Baseball Field Refurbishment Project and approve awarding the U-32 Baseball Field Refurbishment Project contract to Dirt Tech Company, LLC in an amount not to exceed \$201,170.

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Meagan Roy Ed.D.
Superintendent



TO: WCUUSD School Board
FROM: Susanne D. Gann, Business Administrator
Chris O'Brien, Director of Facilities
RE: Award WCUUSD 2024 Combined Construction Project Contract
DATE: February 16, 2024

Summary: The invitation to prequalify for the WCUUSD 2024 Combined Construction Project was sent to seven contractors and publicly advertised in the Times Argus and Construct Connect trade service. Two contractors responded. The Board prequalified Farrington Construction Co., Inc. and E.F. Wall & Associates as bidders for the project at the December 20, 2023 Board meeting. The two contractors pre-qualified both attended the optional pre-bid walk-through on January 29, 2024.

The District received one bid from E.F. Wall & Associates on February 15, 2024. The proposed contract sum is within the Board approved budget for the project. The bid was reviewed by Chris O'Brien, Bill Ford and Polly Wheeler of Black River Design in preparation for bringing a recommendation to the Board. The anticipated timeline for the project based upon the bid documents is a construction start date of June 24th with completion no later than August 23rd. The District will request a bid waiver from the AOE after Board approval.

Bidders	E.F. Wall & Assoc. Inc. Barre, VT	Farrington Construction Co. Inc. Shelburne, VT
Proposed Contract Sum	\$537,406	No Submission
Substantial completion date:	8/23/2024	
Total Cost Plus 10% Contingency:	\$591,147	

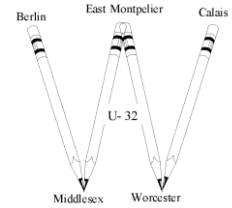
Recommended Board Action: The Board approve awarding the WCUUSD 2024 Combined Construction Project contract to E.F. Wall & Assoc., Inc. in an amount not to exceed \$591,147.

Washington Central Unified Union School District

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

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Fax (802) 229-2761

Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, Business Administrator
RE: Review and Approve Project Manager Contract
DATE: February 8, 2024

Summary: For many years, Bill Ford of WF Project Inspections has provided Owner Project Manager and Clerk of the Works services as an independent contractor for the District. Bill's expertise and knowledge in management of construction projects and coordination of contractors and District needs is extremely important to the successful planning and completion of capital improvement projects. With Bill's guidance and expertise, the District consistently completes capital projects on time and on budget.

Bill's current contract ends this month. A proposed contract not to exceed \$87,500 to cover the period from 2/10/24 through 2/9/25 is included in the packet. The fee schedule confirms OPM/COW duties for the District on proposed 2024 construction projects plus planning for future capital improvements. The proposed hourly rate for his services is \$80 per hour, with an anticipated 855 hours of services, plus reimbursable expenses.

Recommended Board Actions: The Board authorize the superintendent to sign the contract with WF Project Inspections for his services as Owner Project Manager and Clerk of the Works through 2/9/25, not to exceed \$87,500.

February 2, 2024
Owners Project Manager/Clerk of the Works for WCUUSD
Proposed Fee Schedule

This fee schedule is based upon contracted Owners Project Manager (OPM)/Clerk of the Works (COW) services. WF Project Inspections would be providing services as an independent contractor. Confirmation of the OPM/COW duties for the district for the term of one year should be discussed prior to finalizing a total amount for services.

Services:

OPM/COW, Bill Ford invoiced at; \$80.00 per hour
Reimbursables: Mileage & travel at two hours per site visit. Long distance communication, copies, photos, postage and handling at cost plus 10%

Proposed Fee Schedule:

Perform OPM/COW duties for the period February 10, 2024 through February 9, 2025 based on up to 855 hours of services averaging 14.75 hours September through May and 22 hours per week June through August for the "not to exceed" amount of \$87,500.

project budgets	school	Proposed 2024 WCUUSD construction projects plus planning for 2025 projects
600,000	district	Security – card/camera system
95,000	Doty	Generator
100,000	Berlin	Fire alarm
125,000	Calais	Bathrooms
20,000	Calais	Kitchen door
20,000	Calais	Windows
150,000	U32	Baseball field
20,000	Rumeny	Lobby doors
120,000	U32	Event lobby storefront
69,000	U32	Windows
20,000	U32	Atrium stairs
100,000	Doty	ADA canopy and ramp
20,000	Doty	Boiler room
100,000	Doty	Entry lobby
100,000	Doty	Drainage
1,659,000	Total project budgets	

Equipment provided by WFPI for use by the OPM/COW:

Laptop computer

iPad and iPhone for project photos and communication

To be provided by the Owner:

1. Access to workspace with desk, chair, table, and power
2. Access to an internet connection & printer

I suggest the "not to exceed" fee so if the work to be accomplished moves along better than expected the owner can benefit from fewer hours expended by the OPM/COW and a lower cost for those services.

William W Ford

WCUUSD School Board
Superintendent Personnel Summary and Recommendations

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

2. Retirement

3. Re-Hires

4. Resignations

James Haseltine – 5/6 Classroom Teacher – EMES

Uriah Proctor Mattingly – School Wide Student Support – Calais

Daisy Scarzello – Classroom Teacher – U-32 1.0 FTE

Kim McKellar – Work Based Learning Coordinator – U-32 .8 FTE

5. Extended Leave of Absence Request:

6. Change in FTE:

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

Bernadette “Bernie” Skrocki – Interventionist/Special Educator – EMES

8. Change in Position (23-24)

Washington Central Supervisory Union
Employee Nomination Form

7/11/24

Name: Bernadette (Bernie) Skrocki

School: E. Montpelier Elementary School Employer: _____

(If different)

Position: Long term sub for interventionist/special educator vacancy

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

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

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

[If leave of absence or resignation, name of terminated employee: Partial coverage for Carrie Fitz vacancy

Educational Preparation:

College _____ Degree _____ Date Attained _____

See file

Experience: _____

Years of Related Experience: Educator for over 30 years.

Salary Schedule Placement:

Start Date:

Step

January 29, 2024 / pending provisional

Salary or Wage Rate:

Date of Board Appointment:

\$ _____

FTE: 0.43 Days / Year: 4 days per week Hours / Day: 4 hours/day

Interviewed by: Alicia Lyford

This candidate is recommended for employment by: Meagan Roy

Cc (check as appropriate):

☒ PERSONNEL ☐ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

Document1

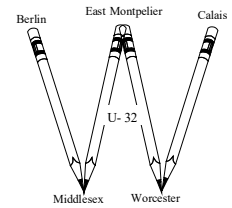
2/16/24 Provisional approved

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 School Board
From: Flor Diaz Smith, on behalf of the Steering Committee
Re: Update Superintendent Search

At the Steering Committee meeting on February 14, 2024, the committee reviewed all applications and selected the committee members to be appointed. There were more applicants for the committee than available slots to be filled, and the Steering Committee decided to compile a team with representation from professional and support staff, students, community/parents, administration, and the Board. Other factors were the commitment to attend all appointed dates, having fair representation across our district, and including a diversity of experience. Finally, it was necessary to make sure the representation of the entire interview committee was equitably distributed from all five towns that comprise our school district.

Here are the Superintendent Search & Interview Committee's members:

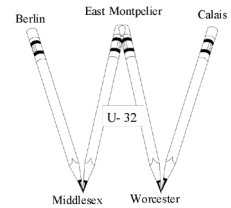
- | | |
|--------------------|----------------------------|
| • Student | Paige Oakes |
| • Student | TBD |
| • Parent/Citizen | Blaise Laing Smith |
| • Parent/Citizen | Jarrold Weiss |
| • Central Office | Susanne Gann |
| • Staff | Daniel (Diddy) Diddlemeyer |
| • Staff | Danielle Laquerre |
| • Staff | Ellen Dorsey |
| • Leadership Team | Lisa LaPlante |
| • Leadership Team | Cat Fair |
| • Board | Natasha Eckart |
| • Board | Ursula Stanley |
| • Board/Ex Officio | Flor Diaz Smith |

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**Washington Central Unified Union
School District
School Board Meeting
U-32
Gallison Hill Rd. Montpelier, VT
2.7.24 6:15-8:15 PM**

Board Members: Flor Diaz Smith, Chris McVeigh, Kari Bradley, Amelia Contrada, Mckalyn Leclerc, Ursula Stanley, Daniel Keeney, Zach Sullivan, Kealy Sloan, Joshua Sevits, Natasha Eckart, Diane Nichols Fleming, Jonathan Goddard

Others: Superintendent Meagan Roy, Steven Dellinger-Pate, Jen Miller-Arsenault, ORCA Media, Beth Parker, Mindy, David Delcore, Deweese Consulting, Karoline May, Lauren Chabot, Veronica Eldred, Susanne Gann, Jes Wills, Amy Molina, Alycia Lyford, Ben, Brian, Kerra Holden, Honi Bean Barret, Tony Snow, The Family Room, Betsy Parah, Linnea Darrow, Heidi Dimick

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 6:17 p.m.
2. **Welcome:** Flor Diaz Smith noted that it is School Board Appreciation Month; she thanked board members for their work, and expressed thanks to the Superintendent who understands the work of the board. She stated that she is proud of the board's work around development and commitment to civil engagement. "Greatness is what we do for others."
 - 2.1. **Adjustments to the Agenda:** Flor Diaz Smith would like to add 5.2: update from the Finance Committee to the agenda.
 - 2.2. **Reception of Guests:** Flor Diaz Smith thanked Jeanne and Mike Deweese for being present tonight.
 - 2.3. **Public Comments:** no public comments tonight
3. **Presentations:**
 - 3.1. **Local Presentation - U-32 Social Emotional Learning (SEL):** Steven Dellinger-Pate prefaced his presentation with an incident that had happened at a sports event last night where someone had written a slur on the dirt on a car's windshield; he stated that investigation is still underway. He stated that these types of incidents underscore the

importance of Social Emotional Learning for all students. He introduced Lisa LaPlante who presented to the board: *SEL at U-32*. Student representative Linnea Darrow spoke about her experience with student mentor relationships.

4. Board Operations

4.1. Superintendent Search Update: Jeanne Collins Deweese and Michael Deweese introduced themselves to the board and shared a slideshow about their work to consult around the superintendent search. Diane Nichols-Fleming: Do you anticipate that interviews will be virtual or in person? Jeanne C Deweese: could be in either form. Kealy Sloan: Can you tell when the Thought Exchange survey to parents and families went out? Flor Diaz Smith stated it was shared with all of our families via email; she had also shared the information with board members via email. There is also a Superintendent Search link on our website. Some discussion followed about the makeup of the Screening and Interview Committee. Flor Diaz Smith asked board members if there is anyone interested in serving on the committee. **Diane Nichols-Fleming moved to approve the charge of the committee. Seconded by Chris McVeigh.**

Superintendent Search Process: Screening and Interview Committee Charge

The WCUUSD Board hereby adopts the following charge: The Board will form a single "Screening and Interview Committee" in service to the Board's interests and needs related to its current superintendent search process. The committee will be comprised of up to eleven members, distributed accordingly:

- *Students: 1*
- *Parents/citizens: 2*
- *Central office: 1*
- *Faculty/staff: 3*
- *Leadership team: 2*
- *Board: 2*

The Board's Steering Committee will name the committee's members on February 14, 2024. The committee will work under the direction of Board consultants Jeanne Collins Deweese and Michael R. Deweese d.b.a. Deweese2Consulting. The committee will commence its work at its first meeting on February 19, 2024 and will conclude its work no later than March 27, 2024. The committee's tasks are to:

- *Recognize it is not a hiring committee, as the Board retains hiring authority;*
- *Appreciate the ambassadorial and representational facets of this committee;*
- *Use the Board's position posting, and other materials supplied by the Board as the foundation of its work;*
- *Screen all complete applications received by the posting deadline;*
- *Identify those applicants (semi-finalists) it wishes to meet who potentially satisfy the board's desired candidate profile;*
- *Create a question set to be posed to those semi-finalists it will interview;*

- *Interview semi-finalists and narrow the candidate pool to a list of finalists;*
- *Forward a list of unranked finalists to the Board for its consideration not later than March 18 2024;*
- *Electively coordinate and manage details for outbound suite visits to finalists' districts; and,*
- *Electively participate in finalists' site visits to WCUUSD.*

The committee is expected to conduct its work in an ethical and lawful fashion, as guided by the consultants.

Discussion: Dan Keeney asked, is the expectation that there will be exactly two finalists coming from the committee? Flor Diaz Smith: we do not know for sure; it depends on the viable candidates. Jeanne Collins Deweese stated that it would depend on the pool of candidates; we will strive to bring as many viable candidates as possible to the board. Chris McVeigh shared an experience from the past, and he indicated that he hopes we will have at least three viable candidates that come to the board. Diane Nichols–Fleming stated that in the past it has been challenging when there have been two candidates, which has turned out, to be only one when a candidate backs out. Ursula Stanley stated that in her recent experience, it helped to not have a specific number of candidates to move forward; we wanted the number to be driven by the number of viable candidates. Chris McVeigh asked, if there were no viable candidates, would you say so? Jeanne and Mike Deweese: yes, we would definitely say so. Natasha Eckart asked, re: the staff spots in the committee (the three spots) will include at least one from the union. Flor Diaz Smith we are assuming that will be criteria. Steven Dellinger-Pate stated that in the past that has always been the case. Natasha Eckart stated that she would like to have on record that she would like to require one of the staff to be a union representative. Mckalyn Leclerc stated that if there were more student interest than just one, she would like to have more than one student involved in the process. Natasha Eckart stated that the site visit is an important part of the process; her own children have had input on the candidates based on site visits from candidates in the past. **This motion carried unanimously. Ursula Stanley moved to set the final “gauntlet day” as March 27, 2024. Seconded by Chris McVeigh, this motion carried unanimously.** Linnea Darrow, Student Representative shared that February is Black History month; she shared some of the related activities. She shared about sports events, parent night, and the Student U.N.’s visit to Boston. She spoke about “YES” week, which is when students can choose specific activities. Zach Sullivan thanked Linnea and Willow for arranging for board members to visit the school.

5. Finance

5.1. Berlin Fire Alarm Panel Bid Award: Ursula Stanley moved that the Board approve awarding the Berlin Fire Alarm System Replacement Project contract to Local Electric, LLC in an amount not to exceed \$72,804. Seconded by Zach Sullivan, this motion carried unanimously.

5.2. Act 127 Update: Flor Diaz Smith and Superintendent Roy shared an update from the legislature regarding school budgets in light of Act 127. Superintendent Roy explained the “Cap” that a great majority of proposed school budgets are reaching. She spoke about the fear that school budgets will fail because of a much higher tax impact than was originally expected. Legislation draft includes proposal to eliminate the 5% cap; protection mechanism for districts that have lost re: ADM. She stated that either of these protections would not affect our district. The legislation would give boards a mechanism to re-warn budgets - cancel the warning and choose a different vote date. She shared that this is still draft legislation; still needs to go through the usual steps to become law. Flor Diaz Smith stated that the Finance Committee had agreed that we would like to as aboard decide what to do next rather than spend a great deal of time debating the merits or the evolution or the impact of Act 127. Superintendent Roy stated that the statewide budget will have an impact on our district budget; the “yield. Flor Diaz Smith invited board members to respond to the draft legislation. Kari Bradley suggested that we could paint some scenarios - is there appetite from the board to go back to the drawing board on the budget? The worst-case scenario is that the budget fails and we cannot pull it together to get an updated budget passed and we are required by law to revert to this year’s budget minus 10%. Flor Diaz Smith: will need to think about how changes will affect the system as a whole. She spoke about the dollar amount at the previous board meeting that was decided to increase; that this would be a possible consideration. Mckalyn Leclerc asked what kind of time frame we are talking about. Superintendent Roy: Up until 48 hours before Town Meeting Day, you can consider canceling a warning. She spoke about the challenge of printing a ballot under such a timeframe. Superintendent Roy: we can create our own timeline and cancel the vote, or we can wait, see, and respond to the vote on Town Meeting Day. Zach Sullivan: if we warn another budget, how long before the vote do we have to warn and send out ballots? Superintendent Roy: statute is 30 days, so March 15 would become the deadline. Some discussion of the factors that are not known. Joshua Sevits asked for clarity: what are we asking the board to empower the Finance Committee with? Flor Diaz Smith: to empower the Finance Committee to work together with administration to work on a budget reduction. This is contingent on the legislation. (On creating April 15 as vote date).Superintendent Roy: could signal “intent” Flor Diaz Smith: to come up with a contingency plan. Zach Sullivan asked about what constitutes an invalid mail-in ballot. Mckalyn Leclerc expressed concern with putting this on the Finance Committee; she feels it is important that all five towns be represented (for example she cannot attend the Tuesday morning Finance Committee meeting). Finance Committee is meeting on Tuesday morning as a warned meeting. Flor Diaz Smith suggested the committee decide at that time how to arrange for a committee meeting when all the committee members can attend. Chris McVeigh asked that

any information that is shared with the Finance Committee be shared with the board widely and in a timely matter. Ursula Stanley stated that we set the budget and the administrators get to decide how it is allocated. Chris McVeigh stated that the board could make policy decisions around how to allocate funds. Ursula Stanley stated, “That is out of the fire tower,” regarding the role of the board. Kari Bradley asked whether we should message to the community about the budget issues and the legislation draft as discussed tonight. Flor Diaz Smith suggested that a brief message be shared on Front Porch Forum, a very brief update regarding the legislation draft, as well as information about the Superintendent Search.

6. Personnel

6.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Joshua Sevits moved to accept the resignation of Mark Kline. Seconded by Ursula Stanley, with appreciation for the work he has done for WCUUSD. This motion carried unanimously.

7. Consent Agenda

7.1. Approve Minutes of 1.17.24: Joshua Sevits moved to approve the minutes of January 17, 2024. Seconded by Chris McVeigh. Flor Diaz Smith shared that she had provided a list of names to include in the January 17, 2024 attendance list.

8. Future Agenda Items

8.1. 2023-2024 Board Work Plan

9. Board Reflection

10. Executive Session: Student Discipline (this took place earlier in the meeting): Executive Session: At 7:46, Joshua Sevits moved to go into Executive Session to consider multiple student disciplinary matters, residency request, as authorized by 21 V.S.A. Section 313(a) (7) to include Meagan Roy, students, family members and support staff. Seconded by Chris McVeigh. This motion carried unanimously and the board went into Executive Session. At 8:05, the board came out of executive session. Joshua Sevits moved to accept the administrations' recommendation regarding student discipline. Seconded by Natasha Eckart, this motion carried unanimously.

11. Executive Session: Student Discipline (this took place earlier in the meeting): At 8:06, Joshua Sevits moved to enter executive session for a student disciplinary matter, as authorized by 21 V.S.A. Section 313(a) (7), to include Meagan Roy, students, family members and support staff. Seconded by Chris McVeigh. This motion carried unanimously and the board went into Executive Session. At 8:22, the board came out of

Executive Session. **Joshua Sevits moved to accept the administration's recommendation regarding student disciplinary issue as discussed in Executive Session. Seconded by Kealy Sloan, this motion carried unanimously.**

12. Executive Session: Student Residency Request (this was done earlier in the meeting): At 8:38, Joshua Sevits moved to enter Executive Session to consider a student residency request, as authorized by 21 V.S.A. Section 313(a) (7). Seconded by Chris McVeigh, this motion carried unanimously. At 8:56, the board came out of Executive Session. No action was taken.

13. Executive Session: Superintendent Evaluation, Strategic Plan: No action taken

14. Adjourn: The board adjourned by consensus at 9:00.

Respectfully submitted,
Lisa Grace, Board Recording Secretary