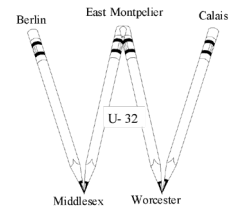


# Washington Central Unified Union School District

*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



**WCUUSD Finance Committee  
Meeting Agenda  
4.17.24 5:00-6:00 PM  
In-Person  
U-32  
Rm 128/131  
930 Gallison Hill Rd  
Montpelier, VT**

**Virtual Meeting Information**

**<https://tinyurl.com/45xb8m5e>**

**Meeting ID: 828 9367 8558**

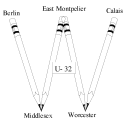
**Password:044520**

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

1. Call to Order
2. Discussion/Action
  - 2.1. Configuration Study – pg. 3
3. Future Agenda Items
  - 3.1. Next Regular Meeting: April 30, 2024
  - 3.2. Configuration Study Meeting: May 22, 2024

### **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, celebrate successes.



---

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

---

**Configuration Simulation:** *Summary of Themes, April 3rd Input Activity*

On April 3rd, 2024 the full Board and attending community members had an opportunity to view a presentation about the WCUUSD Strategic Plan and a presentation about configuration simulations originally developed as part of the work of the Finance Committee. As part of the presentation, those present were given the opportunity to form discussion groups to respond to the following:

- What is exciting about this?
- What questions does this raise?
- What concerns do you have?

After the input session, the survey was distributed to families and community members via our district newsletter and social media and received 26 additional responses. The following is a summary of the themes that were generated from the discussions and survey, provided to the finance committee to inform its discussion.

**What is exciting about this?**

- The possibility of a childcare/early education center

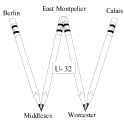
The most positive feedback shared was about the possibility of an early childhood center. Many cited how that would help with the availability of both childcare and PreK slots and were excited about how this could positively impact special education services. In addition, several respondents noted that this could provide more accessible childcare for faculty and staff.

- The ability to maintain or expand elementary programming

A similar number of comments centered around how exciting it is to expand and maintain programming; there was acknowledgement that over time things like music offerings have diminished. Several noted that having world language accessible to all elementary students was exciting. One commenter noted that they were excited about "the chance to provide kids on the margins a larger community...students of color, neurodiverse students, students of different ability levels."

- Middle school model

Many were excited about the possibility of a stand-alone middle school model for all students in grades 6-8, noting the different educational programming that is involved when you focus on that developmental level.



- Better/more sustainable for staff

A number of comments indicated that these models feel more sustainable for staff, both because of the decrease in part time or shared positions and because there would be less of a need to reduce year by year if schools were at scale.

### What questions does this raise? What concerns do you have?

- Transportation

There were a number of questions raised about transportation, especially about how route lines would be drawn and what the maximum route length might become. Several also asked about PreK being bussed to the early childhood center in that model. *Note: The district is working with a transportation consultant to continue modeling this for the Board.*

- How will we support teachers through the transition?

There are a number of questions about how to navigate the Reductions in Force that will over time, as well as concerns that we would be pitting teachers against one another for the remaining roles.

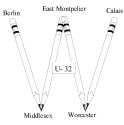
- Can we maintain our small (but not too small) class sizes with consolidation?

Several questions (and concerns) were raised in general about class sizes. Many wondered why there was excitement about increased class sizes, and wanted to be sure that the district would not be going to the top end of EQS. One respondent commented that the data from big city school mergers is not positive and wondered how the district would monitor the effectiveness of a merger. *Note: In the presentation, it is acknowledged that the class sizes in the models can be adjusted as the Board desires.*

- What will be the impact on communities as schools close, and how can buildings be repurposed to maintain vibrancy for those communities?

There were many comments in general about the loss of community centers in towns. Some questions focused on making sure the Board engages the community in these conversations so they can be part of the planning. Others acknowledged that this was the right move, but that it is important to include communities in the transition.

Overall there were a number of comments indicating general concern with closing great schools - the sense of loss that would cause in the community and the potential for creating conflict.



- How can we create a new identity for these schools rather than having an existing school “absorb” another?

Many questions and concerns were raised about how to approach this sensitively for those who will feel a sense of loss. They wanted to know how to make sure students feel welcome and not like outsiders in their new school, including ensuring the middle schoolers going to the high school have their own identity.

- What is the process for voting?

Several asked for clarity about what the district's articles of agreement require in terms of votes, and some wondered whether we should continue discussions about merging with Montpelier.

- What are the costs associated with repurposing any of the new schools?

Several questions and concerns were about the real costs as we move forward - from repurposing existing buildings and costs to create a standalone early childhood program. Some were concerned with the idea of a Birth-3 program because it is a population that schools are not responsible for, and it felt as though this takes on a costly responsibility. *Note: the models simulated would not take on year-over-year costs for childcare, but would rather partner with a separate entity for the service.*

- How do we ensure our most marginalized students are not disproportionately impacted by this transition?
- Communication and engagement with the community in the process needs to be clear and frequent