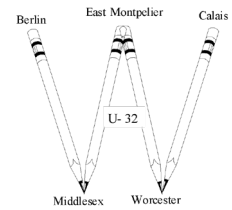


Washington Central Unified Union School District

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
4.17.24 6:15-9:15 PM
U-32
930 Gallison Hill Rd
Montpelier, VT**

Virtual Meeting Information

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

Meeting ID: 863 7083 8599

Password: 625478

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

- | | |
|--|------------|
| 1. Call to Order | 6:15 PM |
| 2. Welcome | 15 minutes |
| 2.1. Adjustments to the Agenda | |
| 2.2. Reception of Guests | |
| 2.3. Public Comments-Time limit strictly enforced, see note | |
| 3. Presentation: Proposed Budget Information and Article of District Warning | 60 minutes |
| 4. Reports to the Board | |
| 4.1. Student Report | |
| 4.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 4 | |
| 4.3. Central Vermont Career Center (CVCC) Report | |

- | | |
|---|------------|
| 5. Board Operations (Discussion/Action) | 60 minutes |
| 5.1. Approve 2024-2025 Calendar - pg. 9 | |
| 5.2. Approve Last Day of School | |
| 5.3. Adopt Strategic Plan – pg. 12 | |
| 5.4. Board Vacancies | |
| 6. Finance Committee (Discussion/Action) | 5 minutes |
| 6.1. Approve FY24 Audit Report – pg. 21 | |
| 7. Personnel | 5 minutes |
| 7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE | |
| 8. Consent Agenda(Discussion/Action) | 10 minutes |
| 8.1. Approve Minutes of 4.10.24 – pg. 27 | |
| 8.2. Approve Board Orders | |
| 9. Future Agenda Items | 5 minutes |
| 10. Adjourn | 10 minutes |

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

WCUUSD Board Norms - Adopted November 18, 2020

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

AGENDA KEY

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



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

Finance Office Transitions

The Central Office Team has experienced some transitions in the last month with the departure of Carla Messier, who left her position as HR Coordinator in March. Carla worked for Washington Central since 2019, first as a member of the Fiscal Services Team, later moving into the HR Coordinator position. The entire Central Office Team, Leadership Team and co-workers in the school buildings will miss her, and we wish her the best on her new projects.

The District advertised to replace the HR Coordinator position with a Benefits Specialist, and Holly Poulin was chosen to fill the position. Carla was able to spend some time training Holly and Heidi Dimick, Director of HR, on some of the most critical responsibilities of her job. Holly's transition to the Benefits Specialist position creates a vacancy in the Payroll Specialist position, which we are currently attempting to fill. These positions, along with the Director of HR position, are critical to the accurate biweekly processing of payroll, regular state and federal payroll and benefits reporting, employee benefit enrollments, the processing of leave requests and terminations, employee communications, and the implementation of other compensation and benefits agreed to by the District Board of Directors and the Association. It is critical that this vacancy is filled as soon as possible.

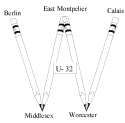
Capital Projects Updates

Chris O'Brien and Bill Ford continue the work of preparing for completion of the capital projects approved for this summer including the Berlin fire alarm system replacement, the district-wide physical security update, U-32 exterior door replacement, U-32 baseball field refurbishment, Doty generator purchase and installation, and other building improvements to windows, doors, bathrooms, stairs and drainage across the District.

We have also been preparing the updates to the Five-year Capital Improvement Budget to bring to the Board for review in May. This has involved identifying priorities based on the Capital Improvement Project Plan and determining rough cost estimates for presentation to the Leadership Team in April and the Finance Committee and Board in May.

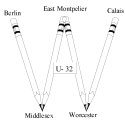
Policy Committee Update - Residency Exception Procedure

The policy committee has had several discussions about the possibility of developing an intra-elementary school choice policy (e.g., a policy that allows students from within WCUUSD to attend a different WCUUSD school than where they reside). This has been an ongoing discussion, with the committee reviewing various district examples and weighing



the benefits and drawbacks of a policy. After much deliberation, the policy committee is recommending that the Board not adopt a policy for intra-district choice. It believes that the Board already has a mechanism for granting exceptions to residency requirements, and would benefit from clarity around those procedures rather than a policy. Of particular importance to the Board was the fact that school choice policies almost always advantage families who are able to transport their children across town lines. This create a significant inequity in who can access the policy. In addition, the district's current configuration study will have an impact on this discussion and developing a policy at this time does not feel prudent.

The committee did discuss and clarify the procedures used for families requesting a residency exception. They are provided here for the Board's information.



Definitions

Intra-District Elementary School Requests: Students who reside in one of the district towns (Berlin, Calais, East Montpelier, Middlesex or Worcester) and are requesting a residency exception from the Board to enroll in another district school in which they do not reside. If approved, transportation must be provided by the parent/guardian.

Out of District Requests: Students who reside out of the WCUUSD district are not entitled to enroll in the WCUUSD per Vermont education law ([16 V.S.A. § 1075](#)). Parents/guardians requesting that their child attend WCUUSD schools would need to request a residency exception from the Board. If approved, transportation must be provided by the parent/guardian.

Requests to Attend and Pay Tuition: Parent/Guardians of non-resident students may petition the Superintendent to attend a WCUUSD school and pay tuition. The Superintendent can approve such requests based on the enrollment capacity of the requested school. The tuition rates for the school year are announced annually. Parents and school administrators sign a tuition contract stating the payment parameters. If approved, transportation must be provided by the parent/guardian.

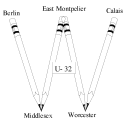
Students who move during the school year¹

Elementary In-District Moves - Elementary students who move out of their town and into another WCUUSD town during the school year may petition the Board requesting that their student stays at the original elementary school. Approvals are for the duration of a school year and parents/guardians must make the request each year. If approved, transportation must be provided by the parent/guardian.

Elementary Out of District Move - Students who move out of the WCUUSD district during the school year are not entitled to remain in the WCUUSD per VT law; however, WCUUSD believes it is essential to foster smooth transitions for impacted students. It is our typical practice for students to be allowed to continue at the elementary school until an agreed-upon natural transition (school break, end of semester, etc). At the end of the semester, the student should be registered at the school in their new district. Semester one or year end grades will be forwarded to the new school once records requests are received. Families requesting that their child remain in WCUUSD schools longer than this transition period would need to request this of the Board.

U-32 District moves - Similarly, students who move out of the WCUUSD or their school choice district during the school year are not entitled to remain; however, they will typically be allowed to continue at U-32 until the end of the semester, unless they move

¹ A student's IEP/504 team can work with a receiving school to develop an alternate transition plan. Extended enrollment would be done by MOU and would be approved by the Special Services Director



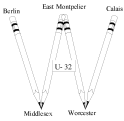
at the beginning of the school year. At the end of semester one or two, the student should be registered at the school in their new district so they can start the new semester at a good transition point. Semester one or year end grades will be forwarded to the new school once U-32 receives a records request.

Seniors - Parents/guardians of seniors who move out of the U-32 district or their school choice district during their senior year and want to graduate from U-32 may write to the U-32 principal to request an exemption to the residency rules. If the principal recommends approving the request, it would be forwarded to the WCUUSD Board for final approval. If the request is then approved by the Board, the senior will be allowed to stay at U-32. Transportation must be provided by the parents/guardians.

Board Consideration Factors

Requests for residency exceptions are made by parents/guardians and submitted to the Board. The Board will consider the request in executive session at a Board meeting. Again, the Board does not have a legal obligation to grant residency exceptions. The following are factors that the Board should use as they make their decision:

- Is there room in the grade of the school where enrollment is being requested? Does the enrollment of the non-resident student cause the receiving school to be out of WCUUSD class size guidelines or education quality ratios?
- *For intra-district elementary requests:* Would granting the exception cause the school of residence to dip under the WCUUSD class size guidelines or education quality ratios?
- Is the student enrolled in a specific or specialized program that cannot be replicated at the school where they reside?
- Is the student enrolled in a specific or specialized program that does not exist in the school where they are requesting enrollment? The Board decision should not cause the district to create programming that does not exist for non-resident students.
- Is the student approaching a transition (end of elementary school; end of middle school) where it would be beneficial to remain in our district until the grade transition point?



Petition to WCUUSD Board for Residency Exemption

U-32 Student – this form is to be used if a U-32 student's parent/guardian is moving out of the U-32 district or out of their school choice district and the student wants to stay at U-32.

Elementary Student – this form is to be used if an elementary student's parent/guardian is residing in one WCUUSD town and requesting enrollment at another WCUUSD town school or for families seeking a temporary or long-term residency exception to remain in a WCUUSD school though residing outside of the district.

*****If exemption is granted, transportation is the responsibility of the parent/guardian*****

Date: _____

Student Name: _____

Student Date of Birth: _____

Student Grade: _____

Student Current School: _____

Student Current Physical Address: _____

Date of Move: _____

New Physical Address: _____

Why are you requesting an exemption?

Parent/Guardian Signature: _____ **Date:** _____

Board Approved/Denied _____ **Date:** _____

Superintendent Signature: _____



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

To: WCUUSD Board
From: Meagan Roy, Superintendent
Re: Calendar

The following memo provides the Board background information for two action items related to the School Calendar:

- Last day of school for students and staff, 2023-2024 school year
- The proposed 2024-3025 school calendar

Last Day of School

Background information

The WCUUSD school calendar for School Year 23-24 reflects 178 student days and includes five contingency days. The contingency days are identified as June 13th, 14th, 17th, 18th and 20th, 2024. The Vermont Agency of Education requires students to attend school a minimum of 175 days each school year. Per the WCUUSD Bargaining Agreements, the length of the teacher work year is up to 185 days, Educational Support Personnel is 183 days, and cooks/food service agents are 180 days.

All WCUUSD schools were closed for inclement weather on four dates this school year (November 27, 2023, December 4, 2023; December 12, 2023; and April 4th, 2024) and closed on April 8th for the Eclipse. In addition, U-32 was closed on February 7th, 2024 for a water main break.

Recommendation for last day of school for students:

I recommend that the last day of school for all students be Tuesday, June 18th with dismissal at 12:30 for elementary students and 11:30 for U-32 students. This will mean that elementary students will have attended school for 177 days and U-32 students will have attended school for 176 days in 2023-2024. This requires that the Board waive 2 school days for U-32 students and 1 school day for elementary students. This does not require a state-level waiver, as that is required only when attendance dips below the state-mandated 175 days.

Recommended Motion:

To set the last day of school for all WCUUSD students to be Tuesday, June 18th, resulting in waiving 1 school day for WCUUSD elementary students and 2 school days for U-32 students.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT 2024-2025 SCHOOL CALENDAR

Berlin, Calais, East Montpelier, Rumney (Middlesex), Doty (Worcester) and U-32

AUGUST					SEPTEMBER					OCTOBER					NOVEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	*	3	4	5	6		1	2	3	4					1
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	16	17	18	19	20	*	15	16	17	18	(11)	12	13	14	15
19	20	21	22	(23)	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
(26)	(27)	28	29	30	30					28	29	30	31		*	*	*	*	*
3 Student Days 6 Teacher Days					20 Student Days 20 Teacher Days					22 Student Days 22 Teacher Days					15 Student Days 16 Teacher Days				
8/20, 8/21, 8/22 New Teacher Days 8/23 Teacher Flex Day 8/26, 8/27 Inservice 8/28 First Day All Elementary Students and U-32 gr. 10-11-12 8/29 First Day U-32 gr. 7-8-9 8/30 All U-32 students					9/2 Holiday (Labor Day)					10/14 Holiday (Indigenous Peoples Day)					11/11 Family Conferences 11/25 - 11/ 29 Vacation				
DECEMBER					JANUARY					FEBRUARY					MARCH				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			*	2	3	3	4	5	6	6	*	*	5	6	7
9	10	11	12	13	6	7	8	9	10	10	11	12	13	14	10	11	12	13	14
16	17	18	19	20	13	14	15	16	17	17	18	19	20	21	17	18	19	20	(21)
*	*	*	*	*	*	(21)	22	23	24	*	*	*	*	*	24	25	26	27	28
*	*				27	28	29	30	31						31				
15 Student Days 15 Teacher Days					20 Student Days 21 Teacher Days					15 Student Days 15 Teacher Days					18 Student Days 19 Teacher Days				
12/23-1/1 Vacation					12/23-1/1 Vacation 1/20 Holiday (MLK) 1/21 Inservice Day					2/24-3/4 Winter Break					2/23-3/4 Winter Break 3/21 Family Conferences				
APRIL					MAY					JUNE					Notes () = Inservice Days: No School Students / required for teachers * = Holidays/Vacations Dismiss at 2:05 for U-32 and 3:00 for Elementary Schools Total Student Days = 178 Total Teacher Days = 185 Final – Approved by the WCUUSD School Board on				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
	1	2	3	4				1	2	2	3	4	5	6					
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13					
14	15	16	17	18	12	13	14	15	16	16	17	(18)	*	20					
*	*	*	*	*	19	20	21	22	23	23	24	25	26	27					
28	29	30			*	27	28	29	30	30									
17 Student Days 17 Teacher Days					21 School Days 21 Teacher Days					12 Student Days 13 Teacher Days									
4/21-25 Spring Break					5/26 Holiday (Memorial Day)					6/17 Last day 1/2 day students (pending snow days); 1/2-day grading 6/18 Inservice 6/13 U-32 Graduation 6/19 Holiday (Juneteenth) 6/18, 20, 23, 24 Contingency days									
Semester Schedule								Teacher Inservice Days 8/23 Teacher Flexible Prep Day 8/26, 8/27 Pre Inservice 11/11 Family Conferences 1/21 Teacher Inservice and 1/2 Professional Work Day 3/21 Family Conferences 6/18 Teacher Inservice and 1/2 Professional Work Day (pending inclement weather days)											
1 st Marking Period Ends 10/30/24 2 nd Marking Period Ends 1/17/25 3 rd Marking Period Ends 4/4/25 4 th Marking Period Ends 6/12/25																			

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT STRATEGIC PLAN

2024 - 2030



Letter to the Community

To the Washington Central Community:

Those of us in education spend a lot of time thinking about the purpose of our schools. Public education is, for me, perhaps the single most important public service that our society provides for our children. Our schools are here to serve the children in our communities - all of our children - and make sure that when they leave our system they are prepared for whatever they want to pursue in life.

And if schooling is so important to the children in our communities, having a strong, collective vision for what we want for our children is critical. I'm thrilled to share with you the culmination of more than a year's worth of efforts listening to our communities to help define what we believe Washington Central Schools need to be for our students.



Our strategic planning process began in early 2023 with the convening of our Strategic Planning Steering Committee. Over the next 18 months, this committee worked to engage our communities to develop our Vision & Core Beliefs, and then define what steps our district will take over the next several years to enact that Vision. Each step of our process was responsive to what we were learning along the way, and I am so grateful for the many voices who helped us on this journey.

I am proud to be part of a school district that believes that these Core Beliefs are foundational to our work:

1. Humanity, Justice, Community and Belonging
2. Well-being
3. Transparent & Responsible Leadership
4. Community Engagement and Relationships
5. Rigorous Curriculum and Instruction

I know that these values will guide Washington Central well in the years to come, and give our schools the grounding they need to work for all of our children. It has been a privilege to serve as your superintendent through this process.

Meagan Roy, Superintendent

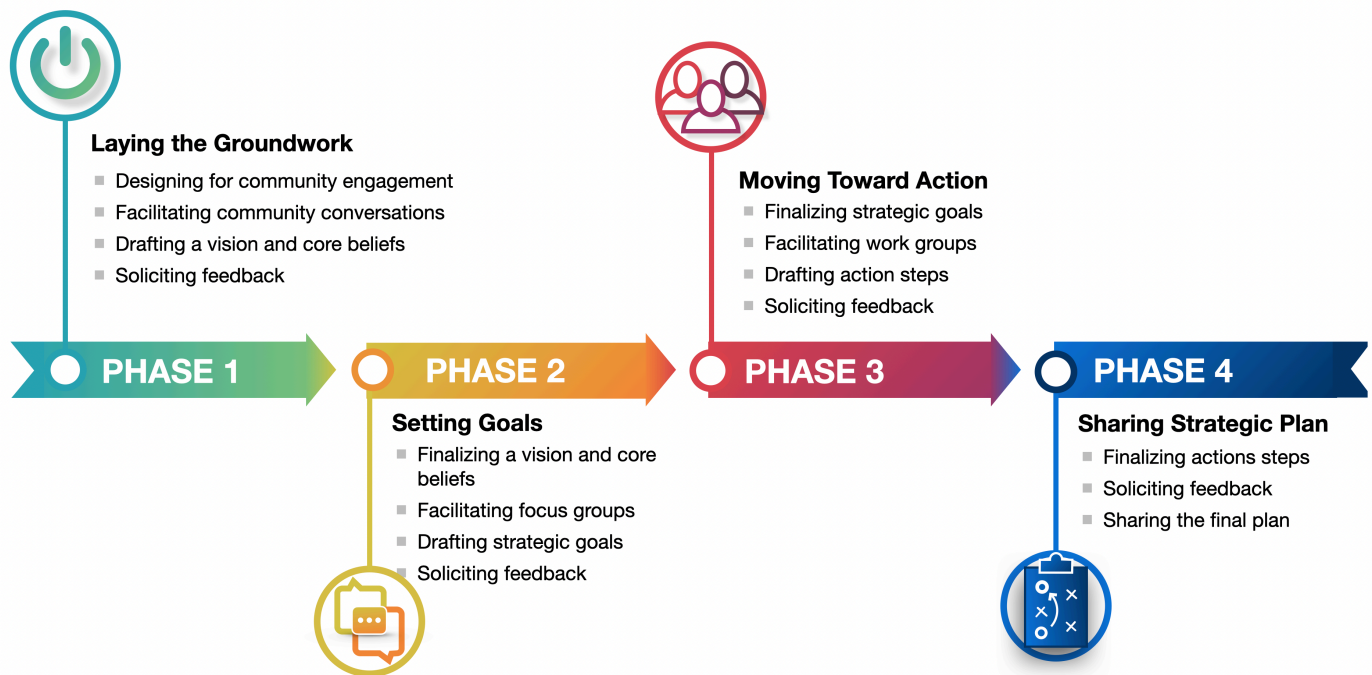
Strategic Plan Development Process

The Strategic Planning Steering Committee began by asking the Washington Central community four key questions:

1. What are the hopes and dreams our community has for our young people?
2. What are the core values that should guide WCUUSD as we make important decisions?
3. What skills and qualities are most important for our students?
4. How will our young people know WCUUSD cares for and about them?

In the spring of 2023, Educators at all 6 WCUUSD schools engaged in conversations about these questions while steering committee members recorded their feedback. Community members gathered at U-32 to share their thoughts and ideas. Three Zoom forums were held for community members who could not attend in person. An asynchronous survey collected additional feedback. The steering committee used this data to draft the WCUUSD core beliefs.

In June of 2023, educators at all six schools reflected on school policies and practices using an Equity Pulse Check tool. These conversations led to rich data highlighting each school's strengths and opportunities for growth, and providing additional data for the strategic plan.



In the fall of 2023, the steering committee facilitated 25 focus groups to solicit feedback on the draft core beliefs and ideas for making those beliefs a reality at WCUUSD. Focus groups responded to these prompts:

1. What do you find most exciting or important?
2. Is there something that is missing or confusing?
3. I see this happening now... We do a good job with...
4. If we do this will, we will see... A school that is really doing this well looks like...
5. What are some things we need to do in order to turn these beliefs into reality? If we do ____, we can accomplish this.



Focus groups were held in all five towns, at U-32, and via Zoom. Staff and students at each school were invited to participate in focus groups. In addition, community members had the opportunity to respond and give feedback via ThoughtExchange.

During the winter of 2023-2024, the steering committee used this data to refine the core beliefs and to draft strategic goals. Work groups developed action steps informed by community input. The steering committee once again sought community feedback via ThoughtExchange.

The strategic plan reflects the WCUUSD's core beliefs:

- Well-being
- Transparent and responsible leadership
- Community engagement and relationships
- Rigorous curriculum and instruction
- Humanity, justice, community, and belonging.

These values are woven into each of the three goals and reflected in the action steps. The strategic planning steering committee is grateful to the community for engaging in the process and sharing their vision for Washington Central Schools.

Strategic Planning Steering Committee

Special thanks to this dedicated group of educators and community members. They worked tremendously hard to solicit community input and synthesize community perspectives to create a vision that reflects our hopes and dreams for all WCUUSD students. Their thoughtful insights, deep listening, and collaborative work resulted in a strategic plan that will guide us for many years to come

Eric Anderson	School Board Member	East Montpelier
Yolanda Bansah	Student	Berlin
Kari Bradley	School Board Vice Chair	Calais
Arlyn Bruccoli	Teacher	Calais
Steven Dellinger-Pate	Principal	U-32
Flor Diaz Smith	School Board Chair	East Montpelier
Cat Fair	Principal	Calais
Jim Nichols-Fleming	Community Member	Berlin
Adrienne Magida	Community Member	Middlesex
Bekah Mandel	Parent	Middlesex
Jen Miller-Arsenault	Curriculum Director	Middlesex
Julie Moore	Community Member	Middlesex
Uriah Proctor-Mattingly	Teacher	Calais
Beth Stern	Educational Support Staff	Worcester
Chani Waterhouse	Parent	Worcester
Erica Zimmerman	Community Partner	East Montpelier



WCUUSD Mission and Core Beliefs

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

Humanity, Justice, Community and Belonging:

Schools respect, value, and welcome all people. Our schools build belonging by honoring diversity, centering equity, and celebrating the different experiences we all bring to our community. We will continue to learn and adjust our practices to create a more just and humane world.

Rigorous Curriculum and Instruction:

ALL students can learn, thrive, and make a difference in their communities. Schools hold high expectations for all students and ensure they see their lives and the lives of others reflected in a meaningful curriculum. Educators nurture and inspire students so that students can direct their learning, celebrate their developing identities, pursue interests, and create meaningful pathways to graduation and lifelong learning.

Well-Being:

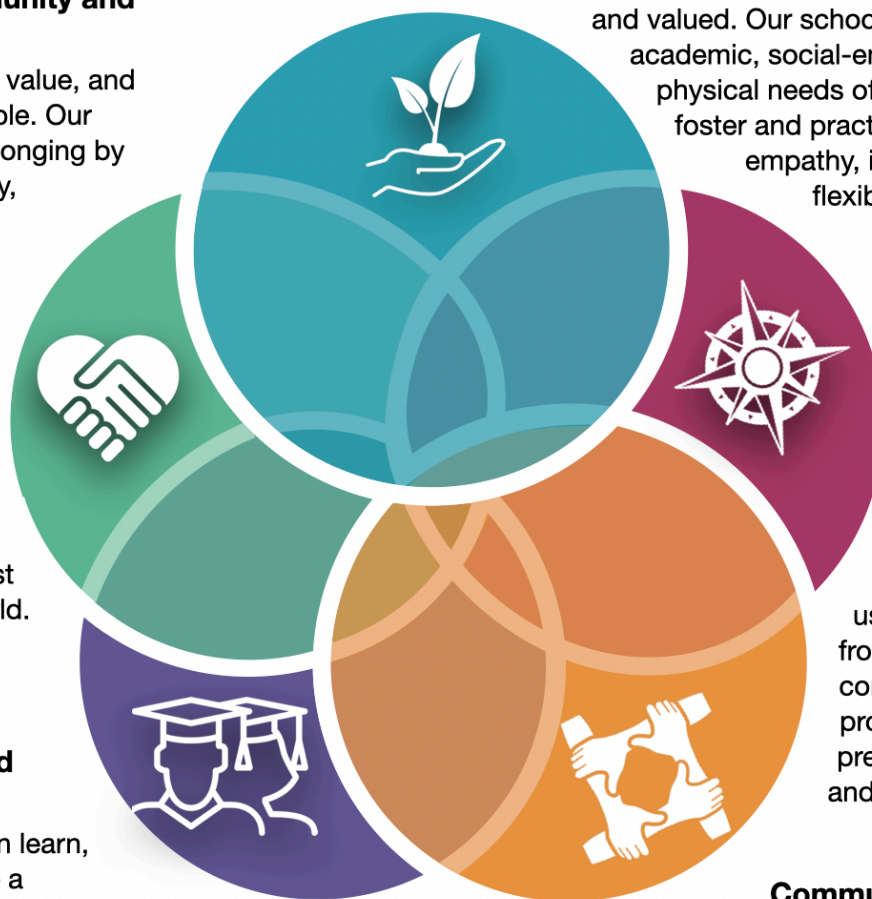
Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

Transparent and Responsible Leadership:

All decisions about our schools must be student-centered. We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent.

Community Engagement and Relationships:

Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.



Goals, Action Steps, & Indicators of Progress

Goal #1:

Build and nurture a culture of well-being and inclusivity.

Action Steps:

- WCUUSD will design and implement social-emotional learning standards, instruction, and assessments that foster emotional well-being and mental health.
- All WCUUSD schools design and implement plans to engage and build community and connectedness, both within and beyond their school buildings.
- WCUUSD will create a professional learning plan to ensure that all staff can create a safe and welcoming learning and working environment that supports equity, diversity, and inclusion in our schools.
- WCUUSD will expand our comprehensive assessment system to include measures of well-being and belonging so that we can celebrate strengths, provide opportunities for reflection, and hold schools accountable to high expectations for all students.

Indicators and Progress Measures

Existing indicators:

- Common Assessment System
- Board Monitoring Plan/Cycle
- Equity Indicators
- WCUUSD Communication and Engagement Plan

Potential indicators:

- WCUUSD Professional Learning Plan

Goal #2:

Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.

Action Steps:

- WCUUSD will leverage its Comprehensive Assessment System to improve our proficiency-based system that holds high expectations for all students and is responsive to their strengths, needs, and interests.
- WCUUSD will partner with students to inform curriculum and instruction.
- WCUUSD will audit the opportunities in PreK-12 classrooms that ensure robust engagement in real-world authentic skills in and with the community, flexible pathways, and outdoor/place-based experiences.
- WCUUSD will leverage its professional development systems to support educators in their learning about:
 - ✦ Antibias and antiracist practices that create more inclusive learning environments and more diverse representation across the curriculum.
 - ✦ Universal Design for Learning so all students are engaged in the curriculum, have the supports they need to learn, and are challenged to meet high expectations.
 - ✦ The intentional integration of transferable skills into their instruction.

Indicators and Progress Measures

Existing indicators:

- Common Assessment System
- Education Quality Monitoring Plan
- Youth participation in existing structures (Curriculum Council, for example)

Potential indicators:

- Youth advisory council
- Regular feedback mechanisms
- UDL System and Educator Self Assessments
- WCUUSD Professional Learning Plan

Goal #3:

Foster and commit to responsive leadership that engages the community and communicates transparently.

Action Steps:

- W WCUUSD leaders will propose a financially sustainable configuration plan that supports the curriculum and culture goals.
- WCUUSD leaders will invest in staff and board development to support our three goal areas.
- WCUUSD leaders will create and strengthen existing connections between families, students, and communities.
- WCUUSD leaders will establish structures, policies, procedures, and accountability frameworks that support the implementation of the strategic plan and report on progress.
- The WCUUSD School Board will utilize its Education Monitoring Plan to monitor district progress toward the strategic plan, identify priority areas for investment, and support the work of the Superintendent as they implement the plan goals

Indicators and Progress Measures

Existing indicators:

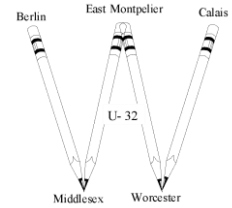
- Configuration Study
- Board Goals
- Board Workplan
- WCUUSD Communication and Engagement Plan
- Board Handbook
- WCLT Structures
- Education Quality Monitoring Plan
- Educational Quality Standards

Washington Central Unified Union School District

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

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

Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne Gann, WCUUSD Business Administrator
RE: Review and Accept the FY 2022-23 Final Audit Report
DATE: April 5, 2024

Summary: The FY 2022-23 Audited Financial Statements for the year ended June 30, 2023 are included in the Board packet along with a letter from the independent auditors, RHR Smith & Company, CPAs. We have reviewed the audit, reconciled statements with our internal accounting software and accept the report as a complete and accurate report for the year.

The final page of the audit includes a Summary of the Auditor's Results reporting no material weaknesses or significant deficiencies in internal controls, no financial statement findings and no federal award findings to report. The District qualified as a low-risk auditee.

Recommended Board Action: The Board accept the audited financial statements for the Washington Central Unified Union School District for the year ended June 30, 2023 from RHR Smith & Company.



Proven Expertise & Integrity

March 22, 2024

Board of Directors
Washington Central Unified Union School District
Montpelier, Vermont

We have audited the financial statements of the governmental activities, business-type activities, each major fund and the aggregate remaining fund information of the Washington Central Unified Union School District for the year ended June 30, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated January 20, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Washington Central Unified Union School District are described in Note 1 of Notes to Financial Statements. All significant transactions have been recognized in the financial statements in the proper period.

As described in Note 1 of Notes to Financial Statements, the Washington Central Unified Union School District changed accounting policies related Governmental Accounting Standards Board (GASB Statement) No. 94, “*Public-Private and Public-Public Partnerships and Availability Payment Arrangements*”, No. 96, “*Subscription-Based Information Technology Arrangements*” and No. 99, “*Omnibus 2022*” in 2023. There was no impact in the financial statements based on the cumulative effect of these accounting changes.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management’s knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the governmental activities, business-type activities, each major fund and the aggregate remaining fund information of the Washington Central Unified Union School District’s financial statements were:

3 Old Orchard Road, Buxton, Maine 04093
Tel: (800) 300-7708 (207) 929-4606 Fax: (207) 929-4609
www.rhrsmith.com

- ☐ Depreciation expense which is based on the estimated useful lives of capital assets
- ☐ Pension and OPEB related assets, liabilities and expenses which are based on actuarial valuations
- ☐ Accrued compensation
- ☐ Retirement incentive
- ☐ Deferred revenues

Management's process for determining the above estimates is based on firm concepts and reasonable assumptions of both historical and future events. We evaluated the key factors and assumptions used to develop the estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements are reflected in the capital assets, other long-term obligations and fund balance footnotes.

The financial statement disclosures are neutral, consistent and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial and communicate them to the appropriate level of management. A schedule of any uncorrected misstatements has been presented to management with the management representation letter. We did not identify or propose any adjustments of misstatements as a result of audit procedures that were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated August 11, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the Washington Central Supervisory Union’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Washington Central Unified Union School District’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

However, we noted certain other matters that we reported to management of the Washington Central Unified Union School District in a separate letter dated August 11, 2023.

Other Matters

We applied certain limited procedures to the Budgetary Comparison Schedule - Budgetary Basis - Budget and Actual - General Fund, Schedule of Proportionate Share of the Net Pension Liability, Schedule of Contributions - Pensions, Schedule of Proportionate Share of the Net OPEB Liability, Schedule of Contributions - OPEB and Notes to Required Supplementary Information, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the Budgetary Comparison Schedule - Budgetary Basis - Budget and Actual - General Fund Revenues, Schedule of Departmental Operations - General Fund, combining and individual nonmajor fund financial statements, capital asset schedules and schedule of expenditures of federal awards, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the information and use of the Board of Directors and management of the Washington Central Supervisory Union and is not intended to be and should not be used by anyone other than these specified parties.

Very Best,

A handwritten signature in cursive script that reads "RHR Smith & Company". The letters are dark and fluid, with a stylized 'R' and 'H'.

RHR Smith & Company, CPAs



August 11, 2023

Board of Directors
Washington Central Unified Union School District
1130 Gallison Hill Road
Montpelier, VT 05602

MANAGEMENT LETTER

In planning and performing our audit of the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Washington Central Unified Union School District as of and for the year ended June 30, 2023, in accordance with auditing standards generally accepted in the United States of America, we considered the district's internal control. We did so to determine our auditing procedures for the purpose of expressing an opinion on the financial statements, but not for expressing our opinion on the effectiveness of the School District's internal control over financial reporting or compliance.

Management is responsible for the selection and use of appropriate accounting policies and procedures. The significant accounting policies and procedures practiced by the Washington Central Unified Union School District are described in Note 1 of Notes to Financial Statements. In performing our test work and other auditing procedures, we noted no transactions of the Washington Central Unified Union School District for the above-mentioned year end audited, for which there was a lack of authoritative guidance or consensus or deviation from best practice.

This report is intended solely for the information and use of the Board of Directors, management, and others within the entity and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

These matters do not modify our opinion on the financial statements for the year ended June 30, 2023, where we expressed an unmodified opinion on our independent auditors' report dated March 22, 2024.

We would like to thank Susanne and all of the staff at the Washington Central Unified Union School District for their cooperation throughout this audit process.

If there are any questions regarding this letter, please do not hesitate to call.

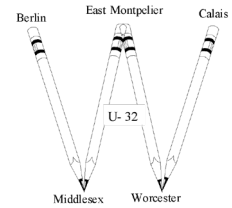
Very Best,

RHR Smith & Company, CPAs

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 4.10.24 6:15-8:15 PM Calais Elementary School 321 Lightening Ridge Rd. Plainfield, VT

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

Others Present: Superintendent Meagan Roy, Susanne Gann, Jen Miller-Arsenault, Principal Steven Dellinger-Pate, ORCA Media, Celia Guggemos, Karoline May, Cat Fair, Jes Wills, Kerra Holden, Daniel Velez, David Delcore, David Hannigan, April Davis, Alden Bird, Alicia Lyford, Allen Gilbert, Aly Mahoney, Amy Young, Kara Rosenberg, Kathryn Dodge, Maggie McGlynn, Penny, Shelley Vermilya, Sonya Rhodes, Susanne Gann, Brigitte Kalat, Carl P, Carrie Fitz, Cheryl Ecklund, David Lawrence, Derek Dunning, Elizabeth Marks, Erin Mooney, Erin Mullaney, Anne Decker, Ben and Krista Larrow, Ben Weiss, Beth Parker, Blakely Gilmore, Brian Albee, Dena Brown, Denise Roy, Don, Eanna, Elizabeth Brown, Ella Lyford, Ellen Dorsey, Gus, Hannah O'Brien, Hollis St Peter, Honi Bean Barrett, Jen Campbell, Jen Donovan, Jes Wills, Jessica Heinz, Jill Abair, John Riley, Julie Arms, Kathryn Biggam, Lauren, Lisa Hanna, LP, Lynn Wagner, Mallory Russell, Maria Melekos, Mark Brown, Matt Davide, Meg Allison, Megan McLane, Megan Mitchell, Nate Lovitz, Nathaniel Schwartz, RTerri, Samantha Jackson, Scott Hess, Spencer, Talitha Landis-Marinello, Tony Snow, Tyler Smith, Veronica Eldred

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 6:19 p.m.
2. **Welcome**
 - 2.1. **Adjustments to the Agenda:** Flor Diaz Smith suggested adding 4.2 Communication plan for budget and 4.3 Appoint board member to superintendent search committee. **Ursula Stanley moved to approve the adjustments to the agenda. Seconded by Michelle Ksepka, this motion carried unanimously.**
 - 2.2. **Reception of Guests:** Flor Diaz Smith shared some effective school board characteristics to set the tone for the work of the board.
 - 2.3. **Public Comments-Time limit strictly enforced, see note:** A person spoke about concerns around proposed cuts to the arts programs. The proposed cut of 0.8 FTE will damage the arts programs. She suggested no more than 0.4 FTE reduction to maintain a high quality art program for students. Larry Gilbert asked the board to consider a 5% version of the

budget: (1) too high of tax burden (2) doesn't want to be in the same position in 5 weeks, another revote, (3) hopeful for a community wide discussion around reconfiguration; he does not believe the public will be in favor of reconfiguration unless they feel that the board has done everything in its power to reduce the budget. He stated that he feels the board could have communicated better to the public about board meetings/ budget discussion. He stated that the budget draft that is presented tonight does not give specifics around the salary line. Aly Mahoney expressed concerns with reductions to the library positions and the impact this will have on the library programs. Kyle Landis-Marinello stated that he is surprised with the proposed cuts after all of the public input in the past about positions such as library, arts, guidance, school nurse. He stated that he would expect the board to consider "a la carte" options as discussed at the previous meeting. Honi Bean Barrett asked whether the board continues to stand by the need for full time school nurse positions for each school. She stated that the format for sharing with the board is difficult, when she prepares something to say and then board members nod and do not reply; she would like to have more back and forth conversation. Dena Brown expressed concerns with the quality of care that students will get. She stated that she feels it is up to the board to think more creatively, with their hearts, about what is best for students. Kathryn Dodge (student) spoke about how students rely on school counselors, nurses and the art teachers. Mayla Landis-Marinello (student) spoke about the importance of library positions and she shared an experience today at U-32, a statewide library event. Ainsley referred to allied arts, Rumney Spanish, and school counselor positions - all of these positions the community has spoken their opinions against reducing these positions. She stated that education quality would be affected by these proposals. She spoke about the concept of "equity" particularly she expressed a belief that the central office budget as opposed to the budget items for the schools is inequitable. Callie Weller spoke to the proposed 1.0 teaching position at Calais - she spoke about the ramifications of the decrease, which will require a combination of kindergarten and first grade. She spoke about the differences in the development of kindergarten and first-grade children. Traci Leibowitz expressed concerns about combining Rumney and Doty Pre-K and kindergarten classrooms. She expressed concerns that this seems like an arrangement that lacks stability for children at that age. The long-term plan for those students is unclear; she would like to hear more information. Rivers expressed concern with the proposed budgets that take from the fund balance; he feels that this is misleading to taxpayers. He suggested that the board, to be honest with taxpayers, consider reductions actual spending reductions as opposed to drawing it down from the fund balance. Be honest with the voters about what you are spending. Jen Campbell expressed concerns with the reduction in art education positions. She spoke about the logistics of students passing in classes, and that teacher planning time, which will be affected. Talitha Landis-Marinello spoke about concerns with the proposed decrease in teaching positions; she spoke about the challenge of an aging population and that younger families do not choose to settle in the smaller schools. She stated that they moved to Middlesex after careful consideration and that the school was a factor; at this point, she stated that she would not recommend to friends to move to the town.

3. **Presentation: Social Emotional Learning: Calais Elementary:** Cat Fair presented a slide deck about Social Emotional Learning at Calais Elementary.

4. Board Operations

4.1. Approve Revised FY25 Budget: Flor Diaz Smith invited clarifying questions from board members. Chris McVeigh stated that he would like to consider an a la carte version of the budget. He shared some ideas about this type of model budget. Diane Nichols-Fleming asked for clarification about the idea of equitable distribution of resources. Superintendent Roy stated that this refers to personnel in buildings; it is a rough calculation of the percentage of students in the building to personnel in the building. Diane Nichols-Fleming stated that it would be important to explain this clearly to the public, as this is difficult to understand. Ms. Nichols-Fleming asked for clarification around tax increase impacts per town; Susanne Gann shared a slide to explain this. Kealy Sloan asked, if there is a zero percent increase in education spending, what is the tax rate increase? She feels it is helpful to show this. Susanne Gann shared a per-pupil spending chart, for consideration of percentage increases for the budget drafts as presented. Natasha Eckart asked about resignations in the board packet tonight; she asked whether there is consideration for not filling the positions. Steven Dellinger-Pate spoke about the Assistant Principal position at U-32. He spoke about the role of supervision/ evaluation in that position and that eliminating that position does not seem prudent. Flor Diaz Smith spoke about the board's role in guiding the administration. The board's role is to monitor, create goals, to set parameters; she stated that it is important for the board to honor the expertise of the administrative staff that we have hired to make decisions that are not within the purview of the board. Chris McVeigh stated that we represent the community as a whole. The proposed cuts are almost exclusively positions that provide direct services to students. Superintendent Roy explained the justification for the administration to propose the budget drafts as presented. Chris McVeigh asked Cat Fair to speak to proposed cuts in light of the presentation she provided tonight. Kealy Sloan stated that there are some cuts proposed to U-32 staff; she does not want the messaging to be that the staffing cuts are only in the elementary schools. Zach Sullivan read a letter from an East Montpelier community member expressing that the board is considering creating an "a la carte" model despite the work, expertise, and consideration that the administration put into the budget drafts. Diane Nichols-Fleming stated that board members who voted in favor of the budget last year have known that this is coming this year. This creates a ripple. She stated that asking questions, as a board member does not indicate that she does not trust the administration. She needs to ask questions to understand the bigger picture. We are trying to figure out our role as board members representing our community, and have an understanding of the ripple effect. She stated that at this time she is not sure what her final decision is about the proposed budgets. Kealy Sloan stated that we need to balance what we hear from the people in the room, with what he heard from the voters a few weeks ago (in a failed budget vote.) She stated that she is leaning toward the 8% budget version. Ursula Stanley stated that given what we have heard from community members about the tax impact, and the very thoughtful process of the administration, she would support the 6% or 8% budget. Zach Sullivan stated that our responsibility is to be sure to pass a budget that can support our students. He is not comfortable in gambling on a tax increase that is so high, the budget fails again. He stated that we have received a lot of feedback from the community and from the people who are directly affected. It is our responsibility as a board to recognize that this is not necessarily representative of the community at large. Jonathan Goddard stated that he feels that we have to make the best decision we can with the information we currently have. Michelle Ksepka stated that she does not agree with using fund balance. Daniel Keeney stated that he is interested in

exploring creative ways of covering a shortage of nursing staffing, for example, using tele-health. He would like to be not as focused on the proportionality of resources in the schools. He expressed concerns with reductions in art teaching positions and other allied arts positions. He stated that he is frustrated with our continued focus on education quality standards. He would like to consider looking through WCUUSD's education quality standards. He rejects the notion that a statewide Ed quality standard is going to apply to WCUUSD. He stated that at this time he supports the 8% version. Natasha Eckart stated that these cuts are going to affect students in all three of the pillars that we have established. She has heard from the community that there is a want and a need for all of the positions to remain intact. She stated that she struggles to weigh the tax impact on our community with these concerns. She stated that education costs money; she does not think we have done a good job of communicating with our constituents about the nuances of education spending/ funding/ costs. Mckalyn Leclerc stated that she had fought to keep positions in the budget, but it has failed; it breaks her heart to have to shave away at some of the positions as proposed; however, she feels that we are in a position that we have to pass a budget. She would opt for the 6% version. If we were discussing "a la carte", she would opt for 6% and add in the positions of nursing and art. Chris McVeigh stated that he is supportive of the 8% version of the budget, but not with the configuration of resources; he does not feel that it is disrespectful for the board to ask these questions/ considerations. Amelia Contrada expressed concerns that if the budget fails, we are faced with a dire situation. Beginning with the end in mind, she agrees with going with the 6% version but not use the fund balance, with a vision of a sustainable solution through reconfiguration. **Ursula Stanley moved to accept the 8% budget increase version, as presented tonight. Seconded by Zach Sullivan. Discussion:** Superintendent Roy and Steven Dellinger-Pate spoke about the impetus for creating the various versions of budget drafts. Daniel Keeney reiterated that the use of the fund balance gives him pause. He stated that he supports the reduction to 8% spending increase but he is not endorsing this particular list of cuts. Chris McVeigh stated that if we vote on this motion as stated, we do not have an opportunity to come back and ask for any reallocation of positions. Ursula Stanley clarified that we are approving the amount in the budget; we are not indicating precisely how positions are allocated. Mckalyn Leclerc stated that she is concerned with landing on 8%, as she fears it will not please anyway; by landing in the middle, we might lose people on both sides. Zach Sullivan stated that we have heard comments that we need to do a better job of communicating budget information to our community. Flor Diaz Smith stated that if we are able to approve the budget, we could work together, forward, to communicate and outreach about the budget. **Chris moved to amend the current pending motion to accept the cuts in the 6% budget but restore nursing and counseling in Doty and Calais. Seconded by Mckalyn Leclerc. Discussion:** Susanne Gann clarified that this results in \$41,640,348. (7.76% increase). Some discussion followed to clarify some of the details of this proposed version of the budget. **Chris McVeigh moved to amend the motion to add 0.2 nurse position to Rumney. Seconded by Natasha Eckart. Discussion: This reflects a 7.83% local education spending increase \$41,662,364 Joshua Sevits called the vote. Roll call vote: The motion to amend carried. Roll call for the amended motion: This motion carried.** Flor Diaz Smith clarified that this vote approves the warning, with update information as per details in the budget draft.

4.2 Budget Communication: Flor Diaz Smith stated that the Finance Committee had met to discuss communication for this budget. Superintendent Roy suggested a list of FAQ (Frequently Asked Questions) to post on the website; she invited board input. Discussion followed around details for FAQ and for info to be included in the mailer. Board discussion ensued about budget communication. Some discussion followed about communication on Front Porch Forum and Facebook.

4.3. Michelle Ksepka and Amelia Contrada and Diane Nichols-Fleming expressed interest in participating on the principal search committee. Some discussion followed around logistics and a time commitment for this process. **Diane Nichols-Fleming/ Ursula - appoint Michelle Ksepka to the Principal search committee. Seconded by Ursula Stanley, this motion carried unanimously.**

5. Personnel

5.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Ursula Stanley moved to accept the resignations of Jes Wills and Kerra Holden, with many thanks for their services. Seconded by Natasha Eckart, this motion carried.

6. Consent Agenda:

6.1. Approve Minutes of 3.11.24, 3.13.24, 4.3.24: Chris McVeigh moved to approve the minutes of March 11 & 13, 2024, and April 3, 2024. Seconded by Mckalyn Leclerc, this motion carried unanimously.

7. Future Agenda Items

7.1. 2023-2024 Board Work Plan

8. Adjourn: Daniel Keeney moved to adjourn at 8:55. Seconded by Natasha Eckart, this motion carried unanimously.

Respectfully submitted,
Lisa Grace, Board Recording Secretary