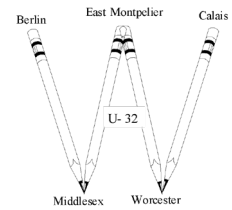


# Washington Central Unified Union School District

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



**Washington Central Unified Union  
School District  
School Board Meeting  
5.22.24 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. Board Operations (Discussion/Action)                     | 60 minutes |
| 3.1. Flag Request - pg. 4                                   |            |
| 3.2. Board Vacancies Interviews - pg. 8                     |            |
| 3.2.1. Executive Session : Board Vacancies                  |            |
| 3.3. Appoint Central Vermont Career Center Representative   |            |
| 4. Presentation: Equity Indicators                          | 45 minutes |

5. Reports to the Board 15 minutes
  - 5.1. Student Report
  - 5.2. Principal Report - pg. 12
  - 5.3. Superintendent/Central Office Leadership Team (COLT) Report - pg. 18
  - 5.4. Central Vermont Career Center (CVCC) Report – pg. 23
6. Finance Committee (Discussion/Action) 30 minutes
  - 6.1. Award Berlin Walk-in Cooler and Freezer Replacement Project Bid – pg. 24
  - 6.2. Accept Annual Fiscal Management Questionnaire – pg. 25
  - 6.3. Authorize Superintendent to Sign Contracts and Accept Grants for WCUUSD – pg. 28
  - 6.4. Blanket Authorization for Board Warrants/Check Orders – pg. 29
  - 6.5. Approve Capital Improvement Project Plan and Multi-year Budget – pg. 32
  - 6.6. Update from Configuration Committee
7. Policy Committee 5 minutes
  - 7.1. First Reading/ Revision F45 Fundraising Policy - pg. 50
8. Personnel 10 minutes
  - 8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE - pg. 58
9. Consent Agenda(Discussion/Action) 10 minutes
  - 9.1. Approve Minutes of 4.18.24, 5.1.24 – pg. 65
  - 9.2. Approve Board Orders
10. Future Agenda Items
11. Executive Session: Student Residency Request 10 minutes
12. Adjourn

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

#### WCUUSD Board Norms - Adopted November 18, 2020

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

#### AGENDA KEY

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

## WCUUSD Flag Request

As per the F46 Flag Raising policy, requests to fly a flag must come from student groups, explain the importance of the flag, link the flag to current district mission, goals, and learning outcomes, not harm any group of students, and be requested on an annual basis.

SSJ would like to mention that there has been no drastic change in student support or disapproval for the progress pride flag; the student turnover between this year and the previous is little compared to the total population. Because of this, **SSJ recommends the F46 flag policy request review to occur every 3 years instead of annually.**

**Date of Application:** 5/22/2024

Student Group Requesting Flag be flown: Seeking Social Justice (SSJ) and GLAMM; Black, Latino, Asian, and Many More (BLAAMM)

Club/Faculty Advisors: Meg Allison (SSJ) & Amy Koenigbauer (GLAMM); Krista Dy (BLAAMM), John Body (BLAAMM), & Zach Gonzalez (BLAAMM)

Location (circle all that apply):

District Office      Berlin      Calais      Doty      East Montpelier      Rumney      **U-32**

Flag Requested (attach image):



### Rationale for raising the Progress Pride flag:

In 2022, we raised the Progress Pride flag to represent a commitment to make U-32 a safe and inclusive learning environment for LGBTQ+ students and staff. Since then, we have continued to raise awareness of discrimination and educate our community on how to be inclusive. In the past, this has included: presenting to middle school on what it means to be LGBTQ+ and answering their questions; meeting and discussing with elementary students about their questions around the LGBTQ+ community, as well as meeting with staff to answer their questions; presenting

Please attach a visual representation of the flag to this request form.

to the district during the January inservice on inclusivity and creating a website with resources to help make classrooms more inclusive; presenting on youth organizing at the Education Justice Coalition's first conference in March; and organizing walkouts and celebrations to celebrate LGBTQ+ students and staff.

This year, we planned a callback discussion for May 20th, 2024 (which has yet to occur) to receive comments from students about what they would like to see in the future; this section will be updated as we receive more specific comments on what needs to be improved.

U-32 has an obligation to provide all students with a safe and supportive learning environment. This requires that all students, including LGBTQ+ students, feel welcome and supported at U-32. Flying an LGBTQ+ Progress Pride flag is an important step towards making U-32 a safe learning environment for LGBTQ+ students and brings an increased awareness of LGBTQ+ inclusivity and rights in our curricula and policies.

We believe that there is still a lot of work to be done to help the district be more inclusive. The Progress Pride Flag holds us accountable to keep striving for equity and shows the community that we value LGBTQ+ people and their rights.

**Proposed Date & Time for raising the Progress Pride flag:**

Wednesday June 5th, during callback

**Demonstrated Student Support:**

We sent an anonymous survey out to all high school students asking if they would like to see the flag re-raised. Of the 83 responses, 61 (73%) support re-raising the flag. 10% of the student body said that they noticed positive changes in the school since the pride flag was raised. 8th graders noticed the most change, 38% reported noticing positive change in school. Several responses also included that since the flag was raised, more teachers have started using pronoun sheets in their classes, and that other students have been more conscious of using correct pronouns.

Please attach a visual representation of the flag to this request form.

However, our survey still received some homophobic comments which need to be addressed, as well as sentiments which asked for more transparency to students about the administration's process for responding to hate speech. There is still more which needs to be done.

Flag Requested (attach image):



**Rationale for raising the Black Lives Matter Flag:**

Initially raised in 2018, the Black Lives Matter (BLM) flag represents solidarity with students of all backgrounds, especially their students of color. It shows that U-32 is committed to keeping the community educated on racism and how to be anti-racist in order to make for a safe and welcoming environment for people of color within the school. BLAAMM has continued to act according to this goal, educating the U-32 and WCUUSD community on racism and how to be anti-racist. Through our middle school, elementary school, and staff workshops on racism, we have worked with students from all grades and staff on what racism looks like in its various forms and how to shut it down and prevent those behaviors within classrooms and social circles. Additionally, initiatives such as our Black History Month Speaker Series and Orange Shirt Day Walkout that were planned in order to raise awareness surrounding historical events and uplift our Black community members are a demonstration of BLAAMM's ongoing commitment to fostering an inclusive U-32 environment. We have an upcoming callback discussion with students on May 21 to ensure people understand why the BLM flag is raised and what the flag being raised means and the actions that should follow.

**Proposed Date & Time for raising the Progress Pride flag:**

February 2025 (callback)

**Demonstrated Student Support:**

Please attach a visual representation of the flag to this request form.

Anonymous survey sent out to HS and MS students. Awaiting results.

Please attach a visual representation of the flag to this request form.

April 3, 2024

Dear Ms. Diaz and Washington Central Unified Union School District Board Members,

As a parent deeply invested in the education of my three children, who are proud attendees of schools in the Washington Central Unified Union School District, I am driven to contribute to the betterment of our schools. I believe that by actively participating in the open board position for Calais, I can play a significant role in shaping the future of our schools in a sustainable and meaningful manner.

I have had the pleasure of working in education for over 25 years. I earned my Bachelor's degree from Wheelock College in Human Development and my Master's degree from Mills College in Education with an emphasis in Early Childhood Education and The Medically Fragile Child. In my many years in the field, I have had the opportunity to work in various settings, including pediatric hospitals, camps, non-profit preschool programs, and Head Start. I currently work in a public school district as the Director of Early Education. Through my experience and education, I have had the opportunity to work with many different people, always focusing on identifying and utilizing their strengths and contributions to the work we are engaged in.

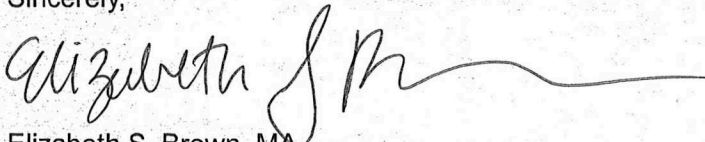
As the Executive Director of Fair Oaks Preschool and in my current position, I work alongside a board of trusted community members and parents within our school. I find board work to be excitingly complex, and when the right contributors are at the table taking on the work it is incredibly rewarding and impactful. As someone who has been in many leadership roles, I enjoy being challenged professionally, collaborating with others, and approaching challenges by considering various perspectives and possibilities. This helps me ensure that my decisions are well thought out and as intentional as possible.

Now more than ever, schools face increased regulatory oversight and budgets that are difficult to balance given the ever-changing and ever-increasing needs of our schools, students, and staff. It truly takes a village to find solutions that maximize our schools' ability to be the best they can be for the students, staff, and families we serve, and I would be honored to be a part of those solutions as a member of the WCUUSD school board.

Thank you in advance for your time and consideration.

I look forward to being able to share my hopes and aspirations for WCUUSD in the near future!

Sincerely,

A handwritten signature in cursive script, appearing to read "Elizabeth S. Brown", followed by a long horizontal flourish.

Elizabeth S. Brown, MA



William Wright  
2113 Max Gray Rd  
Plainfield, VT 05667

16 May 2024

Flor Diaz Smith, Chair  
WCUUSD School Board  
130 Gallison Hill Rd  
Montpelier, VT 05602

Re: WCUUSD School Board Vacancy—Calais

Dear Ms. Diaz Smith:

I write to express my interest in filling the vacancy on the WCUUSD School Board by serving the residents of Calais, VT, as the third community representative.

I am a 38-year-old father of two daughters: Harriet, age 4, who is finishing her first year at Calais Elementary School, and Vivienne, age 1, who will enter the school system in the next 2 years. Though my family has lived in East Calais for more than 7 years, I am originally from Windsor, VT. I attended State Street Elementary and Windsor Jr/Sr High School. I earned my BA in English from the College of William & Mary in Virginia.

As a member of the school board, I would bring no agenda other than a commitment to guaranteeing each student—pre-K through grade 12—equal access to every opportunity the district can provide. I believe in the value of a publicly provided liberal arts-based education, both for the individual student and for the wider community, as the foundation for our children to grow into the compassionate, empathetic, and wise adults that we are perhaps still striving to be. If we cannot guarantee outcomes, at the very least, we can and should start from a basis of acknowledging that education is a right and that every child can learn. From here, we can best determine how to support and guide our children and educators while balancing the hopes, needs, and concerns of our communities.

I instinctually work in a collaborative manner and embrace the concept of servant leadership. I do not have previous experience serving on a school board, but I bring an open mind and a willingness to learn, and, if nothing else from my experience as a commercial insurance underwriter and underwriting team supervisor at Vermont Mutual and lately as an underwriter/product manager for a London-based insurtech company, the humility to know when I am out of my depth and that I do not have all the answers. I hope to have the opportunity to work with you and the other board members to at least arrive at some.

Thank you for your consideration.

Sincerely,  
William Wright  
802-356-4070 (cell)

Ryan Joy  
6420 Route 14  
East Calais, Vermont, 05650  
[duffjoy@gmail.com](mailto:duffjoy@gmail.com)  
802 272 3605  
5/16/2024

Washington Central Unified Union School Board  
130 Gallison Hill Rd  
Montpelier, VT, 05602

Dear School Board Members,

This letter is drafted to express my strong interest in serving as a member of the school board for the requisite term in the Washington Central Unified District. While I may not have a large amount of formal experience in this specific role, my background in biology and as an educator with focus on community engagement leads me to believe I can contribute significantly to the work of the board.

With formal credentials of a BS and MS in biology and eight years of experience working as a faculty and Coordinator of Teaching and Learning at the Community College of Vermont (CCV), I feel that I have gained a good understanding of the importance of quality education and the ability to deliver that education within the constraints of a system. My professional background has provided me with the skills to analyze complex situations, work effectively in teams, and make informed decisions based upon evidence and data.

With a child just entering kindergarten, I have stakes in the success of the district. Subsequently, I am committed to working hard for all students in the district to provide high quality education with an eye for equity. Having travelled through the K-12 system in the Washington Central district, spending several years away from Vermont, and then returning to complete my undergrad/graduate work at CCV/Johnson State College/UVM, I have unique perspective on education in Vermont. I think this perspective would inform my work.

My experience in Science, Technology, Engineering, and Mathematics (STEM) education and course delivery would be an attribute to the board. In an increasingly technologically driven world, it is critical we set students up for success in this discipline and provide them the building blocks to leverage technology in order to achieve their goals and, more specifically, pursue careers in STEM fields.

While I may lack some of the formal experience others may have that would be suitable for this type of role, I am dedicated to working hard, learning fast, and being a team player. It seems that the future holds challenges, but I think through collaborative, empathetic, and data-driven hard work these challenges can be met to provide the best educational environments possible within the means we have to work with. Thank you for your consideration.

WCUUSD Schoolboard  
1130 Gallison Hill Rd  
Montpelier, VT 05602

Patrick Whelley  
186 Wood Rd,  
Middlesex VT  
05682

June 14, 2024

Dear Members of the Washington Central Unified Union School District School Board,

I'm writing to express my interest in serving on the WCUUSD School Board. With a commitment to the advancement of education and a dedication to the welfare of our community, I am eager to contribute my skills and experiences to the betterment of our schools.

Throughout my career and personal endeavors, I have consistently advocated for the importance of quality public education as the cornerstone of a thriving society. As a parent, I understand the significance of providing a nurturing and intellectually stimulating environment for our children to learn and grow. Moreover, my professional background as a research scientist has equipped me with valuable insights into the various facets of educational governance and policymaking.

My own education occurred at public schools, and I grew up with parents working in public schools. I know first-hand the importance of community involvement and engagement in the local schools and understand the amazing resource schools can be. I want to be a part of a school board that helps their schools reach their full potential through equity, inclusivity, and community.

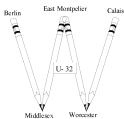
If granted the opportunity to serve on the board, I pledge to bring a collaborative and inclusive approach to decision-making, ensuring that the voices of our community members are heard and valued. I am committed to fostering an environment of transparency, accountability, and innovation, where every child has access to a high-quality education that prepares them for success in an ever-evolving world.

In conclusion, I am deeply honored to submit my application for consideration for the Washington Central Unified Union School District School Board. I am eager to bring my dedication, experience, and vision to this esteemed role and to collaborate with you in shaping the future of education in our community.

Thank you for considering my candidacy. I look forward to the opportunity to further discuss how I can contribute to the ongoing success of our schools.

Sincerely,

Patrick Whelley



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

**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:** In April we completed all the VTCAP State assessments. This is a big lift for staff and teachers and it went off with soaring success. Our spring assessments are underway and we are looking forward to continuing to use the tools that we have learned about this year. This data will help inform our practices and will help us better plan for next year.

**Calais:** The focus from this month and last has been on supporting students with state testing and spring assessments. This was our second year conducting the new testing and it's still feeling like a heavy lift. I'm incredibly impressed by our students' resilience (especially 3rd graders!) and look forward to what we will learn about our students to inform our programming for next year. Our local spring assessments are underway in math and literacy as well. This information will help us identify instructional next steps for the remainder of the school year and identify needs for the fall.

**Doty:** We too have finished up our VTCAP testing and are curious to see the results. We are also seeing the fruits of our data examination as we can really see how kids have progressed and come to deeper understandings of the barriers to learning other students are facing.

**EMES:** Students in Grades 3-6 wrapped up VTCAP assessments and we are now gearing up for our spring assessments in math and literacy through our Local Comprehensive Assessment Plan (LCAP). In addition, teachers are collaborating together on our annual Celebration of Learning, which will take place on June 13th and will focus heavily on design engineering, science, and transferable skills.

**Rumney:** In April students in grades 3-6 completed the VTCAP assessments. This year's assessment went smoother than last year, so it was nice to see that the VT AOE had taken feedback and made corrections. Our staff continue to discuss ways to use the data to support students.

**U-32:** Like all the elementary schools, U-32 students completed the VTCAP assessments and we are wrapping up our learning to meet proficiencies in our Student Learning



Outcomes. We are also looking at our student data to begin planning for next year's academic and social/emotional supports for next year. Students have chosen their courses and will be able to meet their teachers on our Move Up day in June.

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

**Berlin:** BES is working hard to refine our systems of support to keep all students safe. Berlin is in the planning stages of an off-site evacuation to be completed in the next school year. Staff and students are using our new calls for safety with fidelity.

**Calais:** CES is preparing for an off-site evacuation drill. This is something we have not ever had an opportunity to work on and I think it will be an important next step to prepare students for future evacuations should we ever find ourselves in need of it.

**Doty:** With the arrival of warmer weather, we have been talking with students about sun protection and tick protection. Nurse Lydia has removed ticks from students almost every day. We have also been working with students about managing discomfort; you might be a little thirsty at the moment and you also can wait to get a drink of water without ill health effects. One of the biggest things we have noticed post-Covid is that students have not had the experience of feeling under the weather without testing or worry attached. Periodic sniffles are part of life, we are working with students to help them understand when to worry and when to keep going.

**EMES:** EMES participated in a successful off-campus evacuation drill on April 30th. Our entire student and staff body practiced what it would look like in the event that we would need to leave campus and evacuate to an off-site location. We loaded up five buses and traveled to U-32 where we unloaded and went to the auditorium. This is the first time an off-campus evacuation drill has been done in my 14 years at EMES and it was successfully completed within 45 minutes! The overall experience was so positive and seamless and the students loved sitting in the "movie theater" seats in the auditorium - even if only for a few moments 😊

**Rumney:** Next fall we hope to have a few mornings where we invite our school community to meet our safety team and learn about how we work together to make decisions. Rumney's school safety team met to discuss April's use of "Secure." The team agreed that we made the right decision for the situation. We received feedback from the community regarding the communication after the event, and we used all we heard to create a plan that we will utilize in the future. Most importantly, the entire safety team will meet after any use of our safety procedures to discuss the implementation, any data points, as well as the communication to our school community.

**U-32:** Our spring sports are in full swing with lots of students participating in co-curricular activities throughout the building. We have been reviewing our safety drills



and practicing an in-school relocation to the gym. Our Safety Team will continue to review our procedures and refine how we respond to incidents in the school.

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

**Berlin:** Berlin has hosted both BLAAMM and GLAMM groups here at Berlin to present to our students. They both presented and offered opportunities for us to engage in conversation and reflection on our commitments to humanity, justice and equity. We have also reached out to other community partners to help move our work forward.

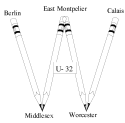
**Calais:** Students have been struggling at Calais with being kind, safe, and inclusive at recess. We spent several weeks with competitive games off the table of options during recess while we focused on what makes for a safe, welcoming, and inclusive community. Students were really upset by the loss of something they felt they were entitled to and they were surprised by what they learned about the policies and procedures that govern recess and our approach to discipline. We even had a mini but mighty (loud) protest during 4-6 recess one day. For some reason, I found myself ridiculously proud of those who protested during recess then checked in with me on their transition to lunch. They wanted me to know they were showing solidarity with each other and meant no disrespect to me. Love it!

I also love the learning this brought on. Some of our students needed to understand that not everyone has the privilege of playing club sports and when that intense level of play comes out during recess games, it leaves many feeling less able to access this time and unprepared for the emotions it can bring up. It also brought up that problems most often occur when folks are focused on their wants as an individual rather than as a group. Understanding why we need to work towards what connects us rather than divides us is at the heart of humanity, justice, and equity.

**Doty:** Our work with the sexual citizenship curriculum is wrapping up. In the next couple of weeks, I will be surveying staff about a possible group read for us next year so that we may think and learn together.

Shelley Vermilya continues to visit weekly, most recently she engaged in a conversation around calling in vs calling out that was supportive and helpful!

**EMES:** EMES has used the “Protocol for Considering Traditions with an Equity Lens” several times this year as we look at EMES traditions that are near and dear to our hearts. This protocol was designed in the Spring of 2023 as a legacy project through the course Shelley Vermilya teaches in WCUUSD each year. We recently completed this protocol as we look ahead to some spring traditions at EMES, including our annual Spring Wellness Day and our Celebration of Learning. Through this protocol, we have identified several areas that we tweaked/modified in our commitment to humanity and justice for all EMES students and families.



**Rumney:** This month grade level teams have been discussing the impact a diagnosis can have on the student experience. We discussed ways that a 504 or IEP should be a bridge between a disability and access to the learning environment. Teams had deep discussions around accommodations (the how) vs. modifications (the what) and how we use what we know about students to determine which is needed. Sometimes the answer is both. Our district's ability challenge informed us that this is work our system needs in order to support and include all our students.

**U-32:** Our students in Seeking Social Justice are working on recertifying the flying of the Pride Progress Flag by surveying students and reapplying to the Board. Student groups have been making their voices heard by walking out in protest of the war in Gaza. They have consulted with a variety of local organizations as they planned so they gained many different perspectives.

Our staff also had training from a guest speaker on Wednesday, May 8. Our speaker was Hannah Markos, coordinator of the Neurodiversity and Inclusion graduate program with VT-HEC.

Hannah Markos holds an M.Ed from the University of Massachusetts Amherst and an MFA from Warren Wilson College. She has worked in education in a wide variety of settings and roles serving learners from birth through adulthood, including within Early Intervention, the Massachusetts public schools, and as education faculty at Berkshire Community College. Prior to joining VT-HEC as coordinator of the Neurodiversity and Inclusion Graduate Certificate Program, Hannah served as Assistant Professor of Education and Academic Coordinator for Diversity, Equity, and Inclusion at Landmark College, which exclusively serves students with learning disabilities or who identify as neurodivergent.

### Celebrations & Upcoming Events

**Berlin:** It's hard to believe that the end of the year is already here! We have many individual class trips that are happening. In addition we have the following full school events:

- Art Show/Walk 5/30—5:30-6:30
- PTNA Picnic 6/12
- Field Day 6/12
- 6th Grade Graduation 6/13—6:00

**Calais:** The end of the year is a busy busy time! The list below is still a work in progress so be sure to check our newsletters for important dates.

5/17: 3/4 Field Trip to Ethan Allen Homestead

5/30: K-2 field trip to VINS

6/4: Concert and Art Show

6/7: PreK end of year celebration and Potluck



6/11: Move Up Day for 6th graders  
6/12: Field Day  
6/13: 6th grade trip to Boulder Beach  
6/14: Last day of PreK for students  
6/18: Last half day for K-6 students and 6th grade graduation at 5:30  
6/19: no school in observance of Juneteenth  
6/20: Inservice for staff  
6/21: Inservice for staff

**Doty:**

**5/30** - Book Buddies at U32  
6/5 - Doty Reads  
6/6 Student Showcase  
6/10-12 - Exploratories  
6/13 - Sixth grade graduation

**EMES:** As always, it's a busy spring at EMES! In addition to many grade-level end-of-year field trips, we have our Spring Wellness Day on May 31st, our Talent Show on June 6th, our Celebration of Learning on June 13th, our Field Day on June 14th, and Graduation on June 18th. Phew!

**Rumney:** Rumney is hosting an artist in residence again this year. Jen Campbell arranged for the "No Strings Marionettes" to come for two weeks! Rumney and EMES have hosted them in the past with rave reviews. Thank you to our PTNO for your financial support as well as all the staff that are making this experience available to our students.

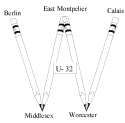
**U-32:** There are so many activities happening at U-32 so the best place to see what is going on is to take a look at our [Tandem Calendar](#). There are many upcoming activities around graduation and the end of year events

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

**Berlin:** Teachers will begin scheduling their end of year meetings with me to reflect on their goals for the year. I am looking forward to meeting with teachers so that I can better understand and plan for their needs and growth for the 24-25 school year.

**Calais:** End of year reflections are beginning this month. Staff did a mid year check in on goals and made some adjustments at that time. I anticipate the end of year reflections will





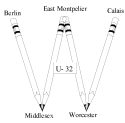
help set the framework for goal setting at the beginning of next year. We will also be wrapping up evaluations with our ESP staff this month.

**Doty:** As we wrap up this year, we are starting to look to next year and what our goals will be. We are reflecting on our MLSS work for the year and reviewing how our work in the system has enabled students to get their needs met.

**EMES:** I am wrapping up end of year evaluations with our ESP staff and we are beginning to make plans for ESP placement for the 2024-25 school year. I also recently completed the second round of formal observations with our new teachers. It is always such a celebration as I see the growth in not only the students but our new teachers as well! My goal for end of year teacher meetings is to have them all wrapped up by the end of May this year. Teachers and I spend about 45 minutes reflecting on their year, addressing the work they've done on their goals, and beginning to think about what this all means for next year. Teachers learned this week where they will be assigned to teach next year after sharing their hopes with me.

**Rumney:** Teachers are scheduling their end of year meeting, where they will share their reflections on their goals. This year we set the time well in advance, so they didn't all fall on the final in-service days. These meetings are always a great time to hear how teachers feel about their success with their goals and to have 1:1 conversations about their strengths.

**U-32:** We all continue to meet with teachers to review progress and start to formulate goals for next year. What do we need to do to make our school more inclusive is a common question we are asking these days. Our training mentioned above helped us start to answer this question.



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### Title I Comparability

Title I, Part A is a federal program, the purpose of which is to "provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps" (VT AOE Consolidated Federal Programs webpage). Washington Central's Title IA allocation in FY24 was \$369,808. We use the funds primarily to fund academic interventionists who support our students who are most in need of supplemental academic interventions.

Title I eligibility is based on a measure of poverty. We use our free and reduced lunch rates in order to determine which of our schools are eligible to receive Title IA funds. Our served schools in FY24 include Berlin Elementary, Doty Memorial, and U-32 Middle and High School.

Our required Title I Comparability Policy, D4, specifies that we "shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools." Further, the policy requires that the superintendent or their designee develop procedures to ensure compliance with the policy.

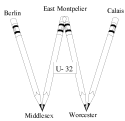
Each fall Susanne Gann, our Business Administrator, and Jen Miller-Arsenault, our Consolidated Federal Programs grant manager, engage in a Title I comparability check. Per VT Agency of Education guidance, they use the October 1 census data to conduct a comparability calculation to ensure compliance with the policy. Should the comparability calculation ever reveal that we are not providing comparable services, staffing levels, curriculum materials, and/or instructional supplies for our Title I eligible and non-Title I eligible schools, we would need to make adjustments to our funding allocations in order to get back into compliance.

For more information about Title I funds, feel free to watch [this recording](#) (20:15) from our district's required Annual Title I Meeting, held on November 14, 2023.

### Finance Office Transitions

We are excited to share that we have filled all of the open positions in the Finance Office. Penny Andrews has accepted the Payroll Specialist position; she has been a Washington Central Team member since 2018. She has several years of business experience, specifically processing payroll, and has provided backup to the Washington Central payroll position for almost two years now.

Tom Hamlin has accepted the Financial Accountant position. He has been a Washington Central team member since 2022. Tom is a dedicated accounting professional with a mind



for deadlines, accounting standards and district procedures and has worked closely with the Financial Accountant, assisting with several of the position duties.

And, Shannon Knowles has accepted the Accounts Payable Accountant position and will transition to this new role at the end of the month. Most recently, Shannon has been the Administrative Assistant at the Rumney School. Shannon brings to the position several years of experience in accounts payable and office management as well as her specific knowledge of this District.

### Child Nutrition Audit

The Agency of Education Child Nutrition Program was onsite at East Montpelier and U-32 in February to assess Food Service operations and how well the district is meeting the required Child Nutrition standards. Penny Andrews, Anne Finegan, Brian Fischer and Susanne Gann are working on providing the Agency with the documentation needed to address their findings and close out the audit.

A significant finding from the audit was that Washington Central lacks district-level oversight in the school meals program. It is a federal requirement that the School Food Authority (SFA) have one designated Food Service Director who is an employee of the SFA. Currently, each school oversees its own food service program, which means there are a number of staff completing different aspects of the duties of a Food Service Director without adequate oversight and coordination. Managing each site differently is not an efficient use of program funds or staff time, and does not allow the district to explore efficiencies and expansion of programming (including collaborating around farm to school programming).. Many of the findings in the review stem from lacking a single individual dedicated to overseeing child nutrition program operations over all sites, with oversight and authority over site-based program staff.

The AOE strongly recommends the District hire a designated Food Service Director as soon as possible to oversee the child nutrition program. The District is pursuing different options within our current budget that will allow us to address this finding.

### IT Updates

In addition to improving our Cybersecurity readiness over the past three years the district has been working to ensure that our network infrastructure and other technology equipment are up to date. This summer, in addition to annual tasks (preparing devices, setting up new accounts, improving network configuration, and so much more) we will also be replacing the last three groups of aging equipment that help to make the use of technology in our schools effective and efficient. Wireless Access Points (WAPs) will be replaced to complete the updating of our network infrastructure. In classrooms, projectors and document cameras, some of which go back a decade or more, will also be replaced.

### Radon Testing

Radon testing was completed at all locations in April, and we are pleased to report that results indicate all District buildings are well under the allowable limit for radon exposure.



### Procedures Review

The Student Services department oversees the implementation of WCUUSD's Home Study and English Learner policies. The leadership team reviews these procedures (currently scheduled for June of 2024) to ensure their adherence to State and Federal regulations and update for implementation in their buildings. As you may know, both Home Study and English Learner policies are governed by state and, in the case of English Learners, Federal law to ensure the protection and education of students in our district.

### *English Language Learners* ([C4](#))

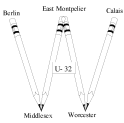
English Learners include students ages 3-22, who are enrolled at WCUUSD and whose English proficiency limits their access to state-level standards as well as participation in their classrooms and community. WCUUSD employs a Teacher of English Learners to support students in increasing their English proficiency and engaging fully in their learning, classrooms and broader community. When students who are learning English enter our schools, they are referred for support from our Teacher of English Learners. English proficiency skills are assessed through a standardized assessment (known as the [WIDA](#)) and appropriate supports are provided based on the collected data. As with all student growth, progress monitoring tools point to areas for improvement and highlight skills gained. The WCUUSD English Learner procedures will outline the procedures to ensure continued compliance with the WCUUSD English Learner policy and provision of services to our English Learner students.

### *Home Study* ([C6](#))

Similarly, WCUUSD's Home Study Students Policy ensures compliance with "Act 119 of 1998 by allowing home-study students to participate in courses, programs, activities, and services and use school educational materials and equipment." Students enrolled in Home Study programs are required to have their program approved by the Vermont Agency of Education (AOE). At least 60% of their core courses must be conducted through their approved home study program. Students can access coursework in their local school, including up to 40% of core content as well as participation in allied arts and extracurricular activities. The WCUUSD procedures will ensure efficient communication and partnering with families and students engaged in Home Study programming through the VT AOE.

### Superintendent Transition

In order to facilitate an effective transition on July 1, the Steering Committee has reviewed a transition plan to guide the work of the exiting and entering Superintendent between now and the end of the school year. Below is an outline of the plan.

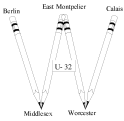


**To:** WCUUSD Steering Committee  
**From:** Meagan Roy, Superintendent  
 Flor Diaz Smith, Chair  
 Ursula Stanley, Vice Chair  
**Date:** May 13, 2024  
**Re:** Transition Plan

Prior to the naming of the new WCUUSD Superintendent, the Board identified specific work tasks for the current Superintendent to focus on prior to the end of the school year. In addition, there will be some key areas for the incoming Superintendent to be involved with in order to facilitate a seamless transition. The following outlines priority work through the end of the year.

The incoming Superintendent will also have access to the Superintendent Monthly Desk Procedures, a general outline of key work over the school year. Although this document is meant to be iterative, it does highlight key touchpoints. Where appropriate, these activities are referenced in the outline below.

Task	Description	Next Step	Role of Incoming Superintendent
Completion of Strategic Plan Process	Strategic plan is scheduled for adoption by the Board on April 17th	Finalize Goals and Indicators (FY25)	Will lead the development of goals & objectives in FY25
Configuration Study	Board to consider configuration options on April 3rd and determine next steps. Actions taken prior to June 30th will be determined by the Board	Implementation dependent on Board decision making	Should remain an admin rep on the Finance Committee
Key Leadership Hires	U-32 principal and WCUUSD Director of Student Services will be vacant in FY25. I will work with a search consultant to fill both positions		Will have an opportunity to work with the consultant to provide input for these key hires
Equity Indicator Presentation	Baseline data presentation of the WCUUSD's Equity Policy Indicators Develop initial recommendations based on the data review		Carry out the recommendations of the Equity Indicator Presentation in



# Washington Central Unified Union School District

## Superintendent Transition Planning

			FY25
WCUUSD Board Retreat Planning	Planning of the June 2024 retreat (administration and Board)	The Board and Superintendent typically plan the next retreat based in part on outcomes from the first retreat	Participant as principal Planning of the August retreat
Administrator Supervision	I will have met with each administrator to review their climate survey data and discuss next steps In the typical cycle, I meet over the summer with administrators to review their goals, complete their self-reflections and generate their written evaluation. This will <u>not</u> be completed prior to my exit	Share current supervision and evaluation themes with incoming Superintendent	Will complete the formal goal review process after July 1
General Duties as Outlined in Desk Procedures	In general the remaining items in April, May and June will be my responsibility	Identify a transition structure for the remainder of the school year	We will schedule transition-focused meetings for the remainder of the school year to ensure insight into these elements
Transition Team	A transition team will be identified to support the district's transition; team will include the current Central Office Leadership Team, Executive Assistant to the Superintendent and an elementary principal	Board chair will reach out to the transition team to identify purpose and scope	Collaborate with transition team
Post July 1	As defined and requested by the Board and incoming Superintendent		



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## WHY A NEW CENTER

Vision: CVCC's state of the art facility serves all eligible students in our region, staffed and resourced appropriately.

- **Expanded** capacity for increased enrollment versus applicant percentage;
- **Increased** academic achievement through full day programming in a full school day schedule;
- **Pathways** to advanced career credentials;
- **Strengthening** partnerships with middle schools across the region to improve student access and eliminate barriers to participation



## GETTING STARTED

- Becoming our own school district.
- Working with TruexCullins & Lavallee Brensinger to create lab prototypes & determine building space needs.
- Gathered industry input.
- Connecting with the community



## GATHERING INPUT

We want your option!

- What are the ideal qualities of a CTE Graduate?
- What are the ideal skills of a CTE Graduate?
- What programs should CVCC offer in the new facility?
- What kind of resources would you take advantage of at the new center?

Scan the QR Code and fill out a survey!

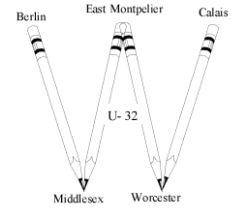
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Fax (802) 229-2761

Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne D. Gann, Business Administrator**  
**Chris O'Brien, Director of Facilities**  
**RE: Award Berlin Walk-in Cooler and Freezer Replacement Project Bid**  
**DATE: May 10, 2024**

---

**Summary:** Four qualified contractors were contacted for bids to replace the walk-in cooler and walk-in freezer in the kitchen at the Berlin Elementary School. One vendor did not provide a complete quote including installation of the equipment.

Bidders	VHV Company	KC Mechanical	Alpine AC/R	Singer Kittredge
Base bid	\$51,869	\$59,275	\$72,900	\$48,021
Bid Includes Installation of Refrigeration Systems and Plumbing Work	Yes	Yes	Yes	No
Total Cost Plus 10% Contingency:	\$57,056	\$65,203	\$80,190	Unknown

**Recommended Board Action:** The Board approve awarding the Berlin Walk-in Cooler and Freezer Replacement Project contract to VHV Company in an amount not to exceed \$57,056.



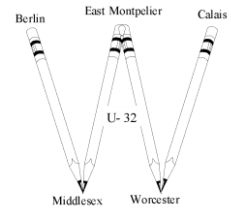
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Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne D. Gann, WCUUSD Business Administrator**  
**RE: Accept Annual Financial Management Questionnaire**  
**DATE: May 10, 2024**

---

**Recommended Board Action:** The Board accept the annual financial management questionnaire prepared by the Business Administrator and included in the Board packet.

**Financial Management Questionnaire - School Districts, Supervisory Unions, Supervisory Districts**

	Yes	No	Don't know	Who is responsible?
Do you know by whom the following is maintained?				
School District Checkbook	X			Financial Accountant
School District receipts	X			Executive Assistant to the Superintendent and Financial Accountant
Student Activity Cash/Check receipts	X			Financial Accountant & U-32 Bookkeeper
School District payments:				
Payroll	X			Payroll Specialist and Benefits Specialist
Accounts Payable	X			Accounts Payable Accountant, Financial Accountant & Benefits Specialist
Bank Deposit slips	X			Executive Assistant to the Superintendent & Financial Accountant
Bank reconciliations	X			Payroll Specialist & Business Administrator
Are the all bank statement and ledger balances reconciled monthly, by whom?	X			Payroll Specialist
Does someone other than the treasurer review bank reconciliations?	X			Business Administrator
Are checks always written to specified payees and not to cash?		X		Accounts Payable Accountant & Senior Payroll Accountant, exception for cash advance for travel abroad and replenishment of petty cash, which requires back up with receipts.
Are financial records maintained in a computerized system?	X			Accounts Payable Accountant, Financial Accountant, Payroll Specialist, Business Administrator
Are all payees registered in accounting software?	X			Accounts Payable Accountant
Are all invoices, original, on vendor letterhead or format, with individual invoice number?		X		Accounts Payable Accountant & School Admin Assistants. Exceptions are faxed and emailed invoices.
Are all payments recorded and mailed with notation to the associated invoice number?	X			Accounts Payable Accountant
Does the School District hold current W9 forms for all vendors?	X			Accounts Payable Accountant
Does the same individual open the mail and deposit checks?		X		Special Ed Executive Assistant opens mail, Executive Assistant to the Superintendent deposits checks; Financial Accountant records deposits in the accounting software.
Are pre-numbered checks used for all bank accounts?	X			Financial Accountant & Check Supplier
Are unopened bank statements delivered directly to the treasurer as received?		X		Statements downloaded from Bank/Financial Institution website by Financial Accountant
Have you borrowed money from the School District?		X		
Do you know of anyone who has borrowed money from the School District?	X			Employee computer purchase program
Have School Board members attended financial trainings?	X			Board Chair and Superintendent
Do the financial accounting personnel take regular vacations?	X			business administrator and Superintendent
Have you deposited School District monies anywhere other than a School District account?		X		Executive Assistant to the Superintendent, Financial Accountant & Business Administrator
Have you deposited any non-School District monies into a School District account?		X		Executive Assistant to the Superintendent, Financial Accountant & Business Administrator
Is it common practice for staff members to rotate responsibilities or cross train periodically?	X			Financial Accountant, Payroll Specialist, Benefits Specialist, Accounts Payable Accountant and Business Administrator cross train to cover each other during absences
Are student activity receipts deposited within 48 hours of the event?		X		Exception - small deposits may be deposited weekly vs. 48 hours.
Have you experienced a theft or embezzlement during the last five years?		X		
Does the School District have written policies and procedures for financial operations?	X			Business Administrator & Superintendent
Does each Town and School District official have copies of these policies and procedures?		X		In progress
Is there a standard procedure to ensure that gate receipts reflect the event's attendance?	X			Athletic Director turns in Ticket sales/signup forms to School Bookkeeper
Is interest in School District accounts apportioned to each account?	X			Financial Accountant & Business Administrator
Have there been any changes in authorized signatures during the fiscal year?		X		
Has a signature stamp ever been used for any School District account?	X			Accounts Payable Accountant and Payroll Specialist (School District Treasurer and Assistant Treasurer)

# Financial Management Questionnaire - School Districts, Supervisory Unions, Supervisory Districts

	Yes	No	Don't know	Who is responsible?
Do you have pre-numbered receipt books for cash payments?	X			Accounts Payable Accountant and School Building Admin Assistants and Bookkeeper
Have you attended trainings on recordkeeping?	X			Business Administrator, Financial Accountant, Accounts Payable Accountant
Are any School District financial records maintained in manual form?		X		Business Administrator
Do you maintain separate pages, columns or running balances for each fund?	X			Business Administrator
Are checks written by the same individual who approves payments?		X		Accounts Payable Accountant and Business Administrator
Do you participate in any business which does business with the School District?		X		
Does any employee that you know of participate in any organization as a vendor?		X		
Have you questioned if the lifestyle of any associate reflects their normal income?		X		
Are bank accounts and fund balances reconciled on a monthly basis?	X			Financial Accountant & Business Administrator
Does the School District loan money to town employees?		X		

***As a signer below, I certify to the best of my knowledge that the answers provided in this self-assessment questionnaire are an accurate representation of the operation of the supervisory union, supervisory district, or school district of Washington Central Unified Union School District, East Montpelier, Vermont***

Preparer: Susanne D. Gann Printed Name: Susanne D. Gann

Title: Business Administrator Date submitted: May 10, 2024

***As an official of the School District board, I certify that the board has reviewed this questionnaire within two months of receiving it from the Superintendent.***

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

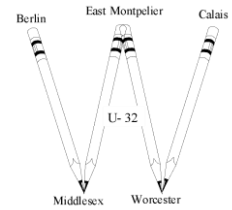
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Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne D. Gann, WCUUSD Business Administrator**  
**RE: Authorize Superintendent to Sign Contracts and Accept Grants**  
**DATE: May 10, 2024**

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**Summary:** Annually the WCUUSD School Board authorizes the Superintendent to sign all contracts and accept grants on behalf of the School District.

**Recommended Board Action:** The Board authorize the appointed Superintendent to sign all contracts and accept grants on behalf of Washington Central Unified Union School District effective throughout FY 2024 - 2025.

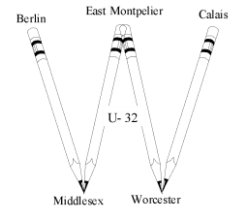
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Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne D. Gann, WCUUSD Business Administrator**  
**RE: Blanket Authorization for Board Warrants**  
**DATE: May 10, 2024**

---

**Summary:** Annually the Board of Directors approves the Blanket Authorization for Board Warrants, which allows vendor payments to be issued when the Board does not meet, with the understanding, the Board will review and approve the warrant at the next warned business meeting.

**Recommended Board Action:** The Board authorize the Blanket Authorization for Board Warrants (included in packet) effective throughout FY 2024-25.

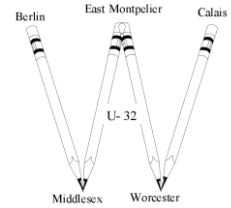
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Meagan Roy Ed.D.  
Superintendent



## EFFECTIVE THROUGH FY 2024 - 25

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The Washington Central Unified Union School District (WCUUSD) Board of Directors hereby authorizes the Superintendent (or designee) to process payments and print checks for payroll, related benefits and accounts payable. This includes, but is not limited to checks issued in payment for insurance premiums, utilities, bonds, contracts or other vendor invoices prior to a regularly scheduled or postponed board meeting in order to meet obligations to vendors and issue timely payments.

The WCUUSD Board of Directors hereby authorizes the WCUUSD Treasurer to sign all checks processed and printed by the Superintendent (or designee) during months and weeks that the WCUUSD Board does not meet to approve board warrants. Any checks that are signed by the WCUUSD Treasurer without an approved warrant will be reviewed and approved at the next warned business meeting of the Board.

This authorization will remain in effect throughout FY 2024-25, unless the WCUUSD Board of Directors vote to rescind the authorization.

WCUUSD Board of Directors:

_____	Date: _____
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WCUUSD Board of Directors:

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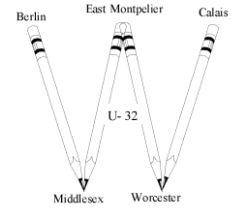
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Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD School Board**  
**FROM: Susanne D. Gann, Business Administrator**  
**RE: Review Capital Improvement Project Plan and Five-Year Budget**  
**DATE: May 17, 2024**

---

**Review:** The Board approved the Capital Improvement Plan and adopted the initial Five-year Capital Improvement Budget on June 15, 2022 and approved an updated version of that plan May 24, 2023. The Board approved the projects recommended in the FY 2024 – 2025 Budget, and has awarded contracts for work on projects over \$40,000. Most of the projects in the FY 2024 – 2025 Budget will begin work in June after the last day of school, with anticipated completion before school begins again in August. The Board will receive a detailed progress report for each open project in August.

The Capital Improvement Plan with proposed revisions is included in this packet, along with an updated Five-year Capital Improvement Budget and Timeline. The plan proposes an increase in the annual transfer to the Capital Reserve Fund for the FY 2025-26 budget development. This amount and future transfers will be reviewed again during the budget development process.

**Fund Balance Summary:** The beginning balance for the Capital Improvement Fund this fiscal year was \$4,180,517. After the budgeted transfer from the general fund budget, projected interest income and possible grant funding revenue, the fund balance is estimated at \$5,927,661.

Fiscal year to date expenditures for open FY 23 and FY 24 projects have been \$3,056,242. Current projections for future expenditures necessary to close those projects total \$743,431. The projected ending Capital Improvement Fund Balance for FY 24 is now \$1,498,508 plus \$629,481 reserved for East Montpelier Elementary School. The projected Capital Improvement Fund Balance Available for Future Projects at the end of this fiscal year is \$2,127,989.

**U-32 PCB Assessment Update:** In March, Stone Environmental tested all of the previously un-tested rooms at U-32 and the results show that none of those rooms have detections above the Vermont School Action Level (SAL). Stone re-tested some of the rooms that had



## Review Capital Improvement Project Plan and Five-Year Budget

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air filtration units installed, and those results came in below the SAL as well. Stone also re-tested the auditorium at two heights (eye level and near the exhaust duct) and it appears that the mitigation strategy of increasing airflow in that space was successful, as the results in that room are also below the SAL. **These tests are assurance that the indoor air quality throughout the school has been mitigated, and no one is currently exposed to levels over the SAL.**

Stone received all of the results from the building materials sampling that was completed in February and identified two main categories of contamination:

1. Acute contamination – this includes things like caulking around doorways, some paint or expansion joints, which can be relatively easily remedied by encapsulation or by removal of the material. In this case, the material itself has high levels of PCBs, but it is a relatively small volume of product.
2. Widespread contamination – there is fireproofing material that is widespread throughout the school in the ceiling, under the roof deck, which has comparatively low levels of PCBs; however, the volume is so high and the use so widespread that it is influencing indoor air quality. This will require a more complicated plan to remediate and certainly a longer timeframe.

The next step in the formal process is for Stone Environmental to draft an Evaluation of Corrective Action Alternatives (ECAA)—that is a document where Stone makes a recommendation for remediation, which will include cost estimates. That document goes to the state for their approval. Once this is approved, Stone will write a Corrective Action Plan for remediation. The expected timeline to begin implementation of the Corrective Action Plan is as follows:

May 2024 – Stone staff to conduct further evaluation and assessment of fireproofing material

August 2024 – Stone to draft ECAA

December 2024 – State approval/comments on ECAA

Early 2025 – Stone to create Corrective Action Plan, scope, budget, bid documents and begin seeking subs to complete work, possibly for summer of 2025, and possibly over multiple years.

Stone Environmental will continue with quarterly monitoring of the facility and continue to monitor the air quality to ensure it stays below the SAL. At this time it is too early in the process to determine cost estimates, and it is unknown what the schedule and availability for state funding will be, so additional expenses associated with PCB mitigation have not been incorporated into the current Five-year Capital Improvement Budget.

**Next Steps:** The amounts budgeted for the recommended FY 2025 – 2026 projects are conceptual. The District will need a scope and budget to be developed by engineers in order to develop firmer project budgets. The following projects have been identified for completion in FY 2025 – 2026:

## Review Capital Improvement Project Plan and Five-Year Budget

Project Description	Building	Budget FY 2025 – 2026
Building envelope, siding, insulation, windows, painting	Rumney	\$ 500,000
Utility Infrastructure Demolition, well, woodchip bunker	Berlin	\$ 100,000
Water Service Entrance, Extend 4" service into building	Berlin	\$ 20,000
Lighting retrofit, convert to LED, low voltage controls	Berlin	\$ 15,000
Door - Exterior storefront door replacement	East Montpelier	\$ 30,000
Lighting retrofit, convert to LED, low voltage controls	East Montpelier	\$ 100,000
Lighting retrofit, convert to LED, low voltage controls	Rumney	\$ 100,000
Lighting retrofit, ongoing conversion to LED	U-32	\$ 100,000
Windows - Exterior Window Replace Frames	U-32	\$ 75,000
EV Chargers	U-32, EMES, Berlin	\$ 100,000
Clerk of the Works-Allocate to projects	Multiple	\$ 90,000

**Recommended Board Action:** The Board approve the revised Five-year Capital Improvement Plan, Budget and Timeline and authorize the use of capital reserve funds, not to exceed \$50,000, to develop the necessary scope and budget for the FY 2025-26 approved capital improvement projects.

**Washington Central Unified Union School District**  
**Capital Improvement Plan**  
**FY 2024 – 2029 ~~2023 – FY 2028~~**

**Adopted by WCUUSD Schoolboard June 15, 2022**

**Updated May 24, 2023**

**Updated May 22, 2024**

Prepared for the WCUUSD by Susanne D. Gann, Business Administrator, Chris O'Brien, Director of Facilities, William Ford, WF Project Inspections

Input received from the Washington Central Leadership Team

## THE DISTRICT'S MOTIVATION AND INSPIRATION

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**Mission Statement:** The Washington Central Unified Union School District exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

**Introduction:** The Washington Central Unified Union School District (the District), formed in 2019 with the six schools located in the towns of Berlin, Calais, Middlesex, East Montpelier, and Worcester. The District consists of five elementary schools, one middle/high school and one office for centralized services. In 2020, the District created a reserve fund to support necessary capital improvements and replacement projects for the District buildings and grounds. The Board approved the Capital Improvement Plan and adopted the initial Five-year Capital Improvement Budget on June 15, 2022 and approved an updated version of that plan May 24, 2023.

The buildings and grounds for the District are the physical foundation for providing services to students. In order to maintain the District buildings and grounds effectively and efficiently, the District must plan capital improvement projects proactively while being mindful of resource constraints. The District considers maintaining high quality educational buildings and grounds an important factor in creating a sense of safety and well-being, pride in our students and improving educational outcomes. Improvements to the physical environment, translate to an increased sense of culture, and community connection for faculty, staff and students. Capital planning processes the District implements to maintain the quality of those buildings and grounds will support the overall District goals and Student Learning Outcomes.

**Advantages of a Capital Improvement Plan:** The District has identified many advantages to adopting a Capital Improvement Plan that undergoes annual review and revision. Those advantages include:

1. The evaluation of all buildings and grounds to determine if they still provide the appropriate environment to deliver educational services to students.
2. The Development of an understandable and reliable process for measuring the condition of buildings and grounds, including functional performance standards.
3. The identification of mandated safety requirements or professional standards to help identify projects for buildings and grounds.
4. The establishment of a prioritization process for evaluating capital requests on the basis of needs and costs, ensuring equitable distribution of community resources among each of the District schools.
5. The provision of a basis to coordinate capital improvement projects to avoid or mitigate impacts on District facilities or services and to combine projects in a manner that best benefits the District.

6. The development of a communications plan for public participation and stakeholder involvement in order to explain capital needs, options and strategies and to collect feedback. This should allow the District to effectively communicate the impact to service levels or current asset levels in the event a project does not proceed. This should ensure that capital projects deliver the expected and desired outcomes and adequate stakeholder support for the investment.
7. The identification of a process for incorporating input and participation in planning for capital improvements from major stakeholders and the general public, creating a transparent budgetary process.
8. The collection of information to support projections for future revenues and expenditures allocated to capital improvement projects.
9. The stabilization in capital expenditures by planning for major purchases or improvements considering asset replacement planning.
10. The consideration of capital needs as a whole, balancing fiscal capacity, planning for debt issuance, and understanding the impact on reserves and operating budgets.
11. The strengthening of the District's borrowing position by demonstrating sound fiscal management. A properly prepared capital plan is essential to the future financial health of the District and continued delivery of services to students.

The Capital Improvement Plan provides a list of the capital projects to be undertaken during the next five fiscal years and estimates the cost for each project, identifying how each project will be funded. Year one of the Capital Improvement Plan is the proposed capital budget for the next fiscal year. It is a working document intended to provide guidance for the District's future decisions on capital projects.

The Capital Improvement Plan is a tool to use in conjunction with other District planning documents such as the Continuous Improvement Plan and Implementation Report. The District shall assess whether current facilities are adequate to serve the current and future needs of the District, accounting for enrollment trends. The Capital Improvement Plan then identifies the scheduling and funding of projects over the course of the plan.

## **DEFINITION OF A CAPITAL IMPROVEMENT PROJECT**

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In order to provide for the proper control and conservation of the District's buildings and grounds, as well as proper accounting for financial reporting purposes, the District shall maintain an inventory of capital assets used in the operation of the district's activities and implement an asset replacement schedule.

A capital asset:

- Is tangible and complete. Construction in progress is capitalized but not depreciated until construction is completed;

## Washington Central Unified Union School District

### Capital Improvement Plan FY ~~2024 – 2029~~ ~~2023 – FY 2028~~

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- Is a major expenditure that has a gross cost or fair market value of at least \$5,000, and
- Has a useful life of at least two years or more or

A Capital Improvement Project can be identified as:

- A capital asset which is also a -physical betterment or improvement to current buildings or grounds, either when first constructed or replaced; or
- Any preliminary studies and surveys relating to any physical betterment or improvement to the District's buildings or grounds; or
- Buildings; or
- Land or rights in land (grounds); or
- Any project that requires bond financing; or
- Any combination of these.

Capital assets acquired through donation will be recorded at their estimated fair market value on the date of donation and capitalized according to the criteria above. Annual Depreciation will be charged in equal amounts over the estimated useful lives of all capital assets.

Examples of capital improvement projects include:

- Building or land acquisition
- Major building or facility renovations and repairs
- Drainage infrastructure
- Field improvements

## STAKEHOLDER ROLES

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The various stakeholders in the school district must collaborate to prepare a Capital Improvement Budget that best meets the operational and financial needs of the District. A request must be approved by the Building Administrator, Director of Facilities, Business Administrator, Superintendent, Leadership Team and Finance Committee before a request is included in the Five-year Capital Improvement Budget and proposed for Board approval.

**Parent or other Member of the Community** – may propose a capital improvement project to a Building Administrator.

**Member of the Student Body or Student Organization** – may propose a capital improvement project to a Building Administrator.

**Department Heads / Maintenance Leads** – may propose a capital improvement project to a Building Administrator.

**Building Administrator** – may complete a Capital Project Request Form (Appendix A) for a capital improvement project. Building Administrators should complete this form with the Director of Facilities.

**Director of Facilities** – may complete a Capital Project Request Form (Appendix A) for a capital improvement project. The Director of Facilities should complete this form with a Building Administrator. The Director will conduct an informal needs assessment to identify and prioritize the proposed project. The Director will assist in developing a clear description of the project, define the reason for the project, select priority reasons, and identify an initial placement in the budget schedule and an estimated budget for the project. The Director of Facilities holds a key role in identifying issues of inequity and access in the school environments. When issues of inequity across the District arise, the Director of Facilities will bring the issue to the WCLT for collaboration and decision-making. The Director of Facilities and Building Administrator will submit all completed Capital Improvement Project Requests to the Business Administrator for review.

**Business Administrator** - will facilitate the development of a Capital Improvement Plan and Five-year Capital Improvement Budget, collaborating with all of the various stakeholders in the process. The Business Administrator will be responsible for shepherding a Capital Improvement Project Request through the various stages of the review process and adding it to the Five-year Capital Improvement Budget once approved by the WCLT. The Business Administrator is responsible for establishing accounts and budgets for projects in any fiscal year and accounting for the Capital Reserve Fund and providing regular reports to the District Board on the Five-year Capital Improvement Budget and Capital Reserve Fund balance.

The Business Administrator will review any Capital Improvement Project Requests, ask questions, provide feedback and return the request to the Building Administrator and Director of Facilities for revision if necessary. The Business Administrator will submit all completed Capital Improvement Project Requests to the Superintendent for review and will update the Five-year Capital Improvement Budget annually, prior to Finance Committee review, based upon requests approved by the WCLT.

**Superintendent** – will review any Capital Improvement Project Requests, ask questions and provide feedback and return the request to the Business Administrator for revision if necessary. The Superintendent may recommend the project for review by the Washington Central Leadership Team (WCLT).

**Washington Central Leadership Team (WCLT)** – will function as a capital improvement program review committee for the District. The WCLT will review the project, ask questions, provide feedback and return the request to an earlier stage in the review process if necessary. The WCLT may recommend the project for review by the WCUUSD Finance Committee for inclusion in the Five-year Capital Improvement Budget.

## Washington Central Unified Union School District

### Capital Improvement Plan FY ~~2024 – 2029~~ **2023 – FY 2028**

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**WCUUSD Finance Committee** - will function as a capital improvement program review committee for the District. The Committee will review the project, ask questions, provide feedback and return the request to an earlier stage in the review process, if necessary and may recommend the project for review by the WCUUSD School Board. The Finance Committee will also be responsible for developing and recommending the Capital Improvement Plan and Five-year Capital Improvement Budget to the WCUUSD School Board.

**WCUUSD School Board** – will review the Five-year Capital Improvement Budget annually. The WCLT will provide the School Board with detailed information on any newly added projects. The Board will ask questions, provide feedback and return the plan to the Superintendent for revision if necessary. The Board will host a Community Forum for the public to ask questions and provide feedback. It is the responsibility of the Board to adopt the final Capital Improvement Plan and Five-year Capital Improvement Budget. The Board will review the Capital Improvement Plan and Five-year Capital Improvement Budget annually and approve the use of Capital Reserve funds when the project scope and budgets are determined. The Board also awards bids to vendors.

## COMMUNICATION PLAN

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The District will clearly communicate project benefits, costs, impacts, and schedules and at a level of detail appropriate for the audience. The District will present information clearly and avoid using communications to sell or unnecessarily advocate for any project. Information will be transparent and accurate, setting clear expectations.

The District will review and update the Capital Improvement Plan and Five-year Capital Improvement Budget annually. The initial review, prioritization and planning will be completed by the Business Administrator and Director of Facilities every March, with a recommendation brought to the WCLT for approval in April. The WCLT will make a recommendation to the Finance Committee and full Board in ~~April~~May, ~~and the full Board at the May Community Forum~~, where public feedback will be received and the. ~~The Board Finance Committee~~ will request receive requests for changes to the plan and budget. The Superintendent ~~will direct members of the WCLT~~and Business Administrator will ~~to~~ make the changes as directed by the Board, and bring the final Capital Improvement Plan and Five-year Capital Improvement Budget to the Board's ~~second meeting in May~~ for them to approve and authorize the scope and budget development for projects designated for completion in the following fiscal year.

The Board will use the WCUUSD website; school-sanctioned Facebook and Instagram pages; school newsletters and the local Front Porch Forums to post information regarding the Capital Improvement Plan and Five-year Capital Improvement Budget. The Board will reach out to the Friends of Washington Central to invite them to the



## Washington Central Unified Union School District

### Capital Improvement Plan FY ~~2024 – 2029~~ ~~2023 – FY 2028~~

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~~Community Forum Board Meeting~~ and provide them with a copy of the plan each year ~~in advance of the Community Forum~~.

During the development of the General Fund Operating Budget, the Board will explain the process for developing the Capital Improvement Plan and Five-year Capital Improvement Budget, to explain the importance of budgeting an annual transfer to the Capital Reserve Fund.

## FUNDING SOURCES

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**Capital Reserve Fund:** The District has authorized a reserve fund, for funding necessary capital improvement/replacement projects. The WCUUSD School Board includes funding in the annual general fund budget for transfers to the Capital Reserve Fund for approval by the voters of the District. ~~In FY 2022-23 that amount is \$880,000. It is recommended that~~ the annual transfer ~~this amount be set each year in a manner that~~ adequately plans for reserve funds for projects identified in the Five-year Capital Improvement Budget. As debt is retired, the District will transition the amount previously budgeted for debt service payments to increase the amount transferred to the Capital Reserve Fund. In the FY 2024 – 2025 voter-approved general fund budget, \$923,252 is budgeted for transfer to the Capital Reserve Fund.

**State, Federal and Local Grants:** State and federal funding may become available from time to time for funding capital improvement projects. The Business Administrator or Superintendent shall explore possible uses of state and federal funding as identified by any Stakeholder.

**Construction Bond Initiative:** As a government entity, the District may identify the need to plan for debt issuance to fund capital improvement projects. If bond financing is used, the bond initiative must be reviewed and approved by the Board before it is placed on the ballot for approval by the voters. Cost estimates developed during the planning process will be used to determine the size of the bond initiative.

The District is committed to funding the approved Five-year Capital Improvement Budget through a combination of these funding sources. Each year the Board will consider possible combinations of transfers from the General Fund Balance, increases in the amount raised through taxes on the General Fund Budget, or the potential for a Construction Bond Initiative in order to adequately fund the anticipated Five-Year Capital Improvement Budget without expected shortfalls.

## PRIORITIZING CAPITAL PROJECTS

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## Washington Central Unified Union School District

### Capital Improvement Plan FY ~~2024 – 2029~~ ~~2023 – FY 2028~~

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In order to identify which capital projects should be included in the Capital Improvement Plan, the following process will be used to review and establish their priority. Capital projects will be evaluated based on the criteria below to assess the need and readiness of the project for incorporation into the plan.

**Priority 1:** Legal requirements and/or mandates, contractual obligation, physical access to learning for all students; health, safety, security needs and failure of existing capital assets.

**Priority 2:** End of useful life, prolong facility life, energy efficiency, improve the quality of existing infrastructure and enhance the learning environment. If State or Federal grant funds or private funds that would meet at least 50% of the project cost are available to assist in funding the project or asset.

**Priority 3:** Expanded service, program accommodations, aesthetic improvements, State or Federal grant funds or private funds that would meet less than 50% of the project cost are available to assist in funding the project or asset.

The District will consider possible ways to improve energy efficiency when completing any Capital Improvement Projects, under all three priority categories. The District has completed a baseline assessment to identify the capital improvement project needs, determined the financial impact, and prioritized capital projects at each school and the central office building for the next five years. The assessment includes a financial plan that identifies estimated costs and the proposed year of completion for each project. The District has also developed an initial asset replacement schedule and Multi-year Capital Improvement Budget for the next 25 years, based upon the anticipated life of current capital assets. This is a living document, and development will continue and refine ~~in the next 1–3 years~~ each year.

## CAPITAL ASSET MANAGEMENT

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The District plans to develop a capital asset management process over the course of the next year, to help assess asset replacement needs, and categorize based upon priorities 1 - 3 identified above. This will include regular inspection of the facilities by custodians, lead maintenance personnel and the Director of Facilities and will include condition and service reliability.

~~In the next year, the District will identify a facilities management software and implement use of the software for managing all requests for maintenance and repairs on assets.~~

Maintenance and repair reports made through the facilities management software will be utilized to track data on frequency of maintenance on each asset as well as the date of last service. This information will be used in assessing asset replacement needs.

## INDIVIDUAL CAPITAL PROJECT DETAIL

Once a project is prioritized and placed in a year for completion, preliminary revenue and expenditure estimates will be developed in order to include the project in the Five-year Capital Improvement Budget. The District will request architectural or engineering plans to develop a detailed scope and budget for the projects in the next annual budget and incorporate the project into the timetable for completion of the project. The scope of the project should include any necessary plans or diagrams, expenditure estimates and projected offsetting available revenues.

### **CAPITAL PROJECT MONITORING AND REPORTING**

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The Capital Improvement Plan and Five-year Capital Improvement Budget will be reviewed annually by the WCLT and Finance Committee before the Board approves it, Projects over \$40,000 will be awarded by the Board through the bid process. The Business Administrator will provide the Board an accounting of the balance in the Capital Reserve Fund in ~~April, July~~ May and December, with the official year-end accounting in December from the accounting firm hired to do the annual financial audit.

Prior to the start of school each year, and again upon project completion, the Director of Facilities and Business Administrator will provide the WCLT, Finance Committee and Board a progress report for each open Capital Improvement Project. Bond attorneys and financial advisers also need to be informed periodically of the progress of projects using debt funds. See the Annual Timeline for Capital Improvement Projects for anticipated timing for financial updates and progress reports (Appendix B).

## REFERENCES

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Allison, Gregory S. and Johnson, Frank. Financial Accounting for Local and State School Systems: 2014 Edition. March 2015. U.S. Department of Education.

Best Practices, Capital Budget Presentation. September 28, 2018. Government Finance Officers Association. <https://www.gfoa.org/materials/capital-budget-presentation>

Capitalization Policy. Revised 2021. Vermont Association of School Business Officials (VASBO). <https://www.vasbo.net/grants-mgmt>

Town of Woodstock Capital Improvement Plan FY 2023 – FY 2028. January 2022. Town of Woodstock, VT.

Washington Central Unified Union School District  
Five-year Capital Improvement Budget - Updated 05-10-2024  
FY 2023 - 2024 through FY 2028 - 2029

Project Description	Building	Updated Budget FY 2023-2024	Budget FY 2024-2025	Budget FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029
Security - Card / Camera System	Calais, Doty, EMES, Rumney	\$ 600,000	\$ -	\$ -	\$ -	\$ -	\$ -
Boiler - woodchip replacement	Calais	\$ 475,000	\$ -	\$ -	\$ -	\$ -	\$ -
Boiler - woodchip upgrades	E. Montpelier	\$ 125,000	\$ -	\$ -	\$ -	\$ -	\$ -
Boiler - woodchip upgrades	U-32	\$ 125,000	\$ -	\$ -	\$ -	\$ -	\$ -
Paving - Parking Lot & Sidewalks	U-32	\$ 2,090,354	\$ -	\$ -	\$ -	\$ -	\$ -
HVAC - AHU Damper Replacement, currently not adjustable	Doty	\$ 6,875	\$ -	\$ -	\$ -	\$ -	\$ -
Boiler - Circulator pump replace #1	U-32	\$ 34,375	\$ -	\$ -	\$ -	\$ -	\$ -
HVAC - Energy Recovery Unit (ERU) 20 year upgrade	U-32	\$ 1,348,497	\$ -	\$ -	\$ -	\$ -	\$ -
Interior Door Replacement	E. Montpelier	\$ 8,371	\$ -	\$ -	\$ -	\$ -	\$ -
Playground swings and slide	E. Montpelier	\$ 43,183	\$ -	\$ -	\$ -	\$ -	\$ -
Generator	Doty	\$ 143,812	\$ -	\$ -	\$ -	\$ -	\$ -
Doors - Exterior replacement	U-32	\$ 120,000	\$ -	\$ -	\$ -	\$ -	\$ -
Clerk of the Works-Allocate to projects	Multiple	\$ 89,732	\$ -	\$ -	\$ -	\$ -	\$ -
Playground	Berlin	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ -
Fire Alarm Panel update	Berlin	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ -
Windows - glazing, broken seals becoming more frequent	Calais	\$ -	\$ 41,250	\$ -	\$ -	\$ -	\$ -
Door - Exterior, replace at kitchen/music room corridor	Calais	\$ -	\$ 20,625	\$ -	\$ -	\$ -	\$ -
Bathrooms (2) - Lobby, renovate and make ADA accessible	Calais	\$ -	\$ 343,750	\$ -	\$ -	\$ -	\$ -
Boiler room - equipment, expansion tank, day tank, pumps, etc.	Doty	\$ -	\$ 27,500	\$ -	\$ -	\$ -	\$ -
Doors - Interior security barrier, second set of controlled doors	Doty	\$ -	\$ 48,125	\$ -	\$ -	\$ -	\$ -
Drainage - Site pooling water in front of building	Doty	\$ -	\$ 61,875	\$ -	\$ -	\$ -	\$ -
Exit/Entrance - playground hcp access, on grade landings/ramps and canopy	Doty	\$ -	\$ 100,375	\$ -	\$ -	\$ -	\$ -
Sound System - Gym, upgrade	E. Montpelier	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -
Doors - hardware, security function on classroom doors, closers	Rumney	\$ -	\$ 4,869	\$ -	\$ -	\$ -	\$ -
Doors - Lobby, frame, hardware	Rumney	\$ -	\$ 55,000	\$ -	\$ -	\$ -	\$ -
Fields - refurb Baseball field	U-32	\$ -	\$ 223,921	\$ -	\$ -	\$ -	\$ -
Windows - Exterior Window Replace Frames	U-32	\$ -	\$ 69,000	\$ -	\$ -	\$ -	\$ -
Stairs - Atrium, repair broken nosings, failure of existing	U-32	\$ -	\$ 20,625	\$ -	\$ -	\$ -	\$ -
Clerk of the Works-Allocate to projects	Multiple	\$ -	\$ 90,000	\$ -	\$ -	\$ -	\$ -
Building envelope, siding, insulation, windows, painting	Rumney	\$ -	\$ -	\$ 500,000	\$ -	\$ -	\$ -
Utility Infrastructure Demolition, well, woodchip bunker	Berlin	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Water Service Entrance, Extend 4" service into building	Berlin	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	Berlin	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ -
Door - Exterior storefront door replacement	East Montpelier	\$ -	\$ -	\$ 30,000	\$ -	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	East Montpelier	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	Rumney	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Lighting retrofit, ongoing conversion to LED	U-32	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Windows - Exterior Window Replace Frames	U-32	\$ -	\$ -	\$ 75,000	\$ -	\$ -	\$ -
EV Chargers	U-32, EMES, Berlin	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -
Clerk of the Works-Allocate to projects	Multiple	\$ -	\$ -	\$ 90,000	\$ -	\$ -	\$ -

Washington Central Unified Union School District  
Five-year Capital Improvement Budget - Updated 05-10-2024  
FY 2023 - 2024 through FY 2028 - 2029

EV Chargers	Calais, Doty	\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ -
Flooring - Gym, current VCT in adequate condition	Calais	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Paving and sealing, walkways, basketball court	Calais	\$ -	\$ -	\$ -	\$ 70,000	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	Calais	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Lighting retrofit, convert to LED, low voltage controls	Doty	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Ceiling grid and tile replacement (except gym)	Doty	\$ -	\$ -	\$ -	\$ 50,000	\$ -	\$ -
Grease interceptor, for kitchen pot sink	Doty	\$ -	\$ -	\$ -	\$ 40,000	\$ -	\$ -
Storage shed, replace containers	Rumney	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Flooring - main office carpet	U-32	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Windows - Exterior Window Replace Frames	U-32	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
Electrical phase protection to be available for quick replacement	U-32	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -
Wall - Exterior panels, repair damaged panels	U-32	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -
Flooring - weight room	U-32	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -
Ice Maker - replace	U-32	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -
operable CR partitions, some repairs required	U-32	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -
recessed walk-off grate, replace inserts	U-32	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -
HVAC - replace AC in Main Office RTU #1 and RTU #2	U-32	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -
Clerk of the Works-Allocate to projects	Multiple	\$ -	\$ -	\$ -	\$ 95,000	\$ -	\$ -
Regrade soccer field	Calais	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ -
Replace electrical panels	Calais	\$ -	\$ -	\$ -	\$ -	\$ 33,500	\$ -
Flooring - entire school except bathrooms, gym and library	Doty	\$ -	\$ -	\$ -	\$ -	\$ 150,000	\$ -
Pellet Boiler heating system	Doty	\$ -	\$ -	\$ -	\$ -	\$ 280,000	\$ -
Flooring - Gym refurbishment	U-32	\$ -	\$ -	\$ -	\$ -	\$ 67,200	\$ -
Replace bleachers (out of code?)	U-32	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -
Clerk of the Works-Allocate to projects	Multiple	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -
Roof replacement, boiler room and storage area	Calais	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000
Fence replacement between road and treeline	East Montpelier	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000
Fence replacement along playground	Rumney	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000
Roof replacement, lower roof by locker rooms by gym, front office, loading dock and A and B roof	U-32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000
Underground Fuel Oil tank replacement	U-32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 250,000
Replace external windows and metal frame with new double pane windows	U-32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 250,000
Main Stadium Field drainage repair	U-32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000
Auditorium stage lighting	U-32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500,000
Auditorium sound attenuation	U-32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 250,000
Backup boiler	Central Office	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,000
Heat pumps replace A/C units	Central Office	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000
Replace flooring	Central Office	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000
Ventilation and Lighting for three offices	Central Office	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000
Clerk of the Works-Allocate to projects	Multiple	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 105,000
<b>Total Capital Improvement Project Budgets</b>		<b>\$ 5,210,199</b>	<b>\$ 1,326,915</b>	<b>\$ 1,230,000</b>	<b>\$ 1,020,000</b>	<b>\$ 710,700</b>	<b>\$ 1,967,000</b>

Washington Central Unified Union School District  
Five-year Capital Improvement Budget - Updated 05-10-2024  
FY 2023 - 2024 through FY 2028 - 2029

Capital Fund Balance	Updated Budget FY 2023-2024	Budget FY 2024-2025	Budget FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029
Beginning Capital Fund Balance	\$ 4,180,517	\$ 2,127,989	\$ 1,739,582	\$ 1,458,705	\$ 1,445,021	\$ 1,805,910
Plus General Fund Transfers to the Capital Reserve Fund	\$ 901,234	\$ 923,252	\$ 1,000,000	\$ 1,050,000	\$ 1,100,000	\$ 1,150,000
Plus Interest Income	\$ 25,409	\$ 15,256	\$ 13,698	\$ 12,544	\$ 12,725	\$ 14,780
Plus Possible Grant Funding	\$ 820,501	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Fund Balance & Revenues	\$ 5,927,661	\$ 3,066,497	\$ 2,753,280	\$ 2,521,248	\$ 2,557,746	\$ 2,970,689
Less Actual Expenditures to Date	\$ 3,056,242	\$ 132,211	\$ -	\$ -	\$ -	\$ -
Subtotal Fund Balance	\$ 2,871,419	\$ 2,934,286	\$ 2,753,280	\$ 2,521,248	\$ 2,557,746	\$ 2,970,689
Less Current Outstanding	\$ 743,431	\$ 1,194,704	\$ 1,230,000	\$ 1,020,000	\$ 710,700	\$ 1,967,000
Less 5% Inflationary Factor on Future Projects	\$ -	\$ -	\$ 64,575	\$ 56,228	\$ 41,136	\$ 119,545
Projected Ending Capital Fund Balance	\$ 2,127,989	\$ 1,739,582	\$ 1,458,705	\$ 1,445,021	\$ 1,805,910	\$ 884,144
Less East Montpelier Capital Reserve Funds	\$ 629,481	\$ 609,481	\$ 454,481	\$ 454,481	\$ 454,481	\$ 424,481
<b>Projected Capital Fund Balance Available for Future Projects</b>	<b>\$ 1,498,508</b>	<b>\$ 1,130,101</b>	<b>\$ 1,004,224</b>	<b>\$ 990,540</b>	<b>\$ 1,351,429</b>	<b>\$ 459,663</b>

Washington Central Unified Union School District  
Annual Timeline for Capital Improvement Projects

Responsible Person/Team	January	February	March	April	May	June	July	August	September	October	November	December
Director of Facilities								Provide the WCLT, Finance Committee and Board a progress report for each open project.		Work with Building Administrators to complete a Capital Project Request Sheet for any new projects that they want added to the Capital Improvement Budget.	Collaboration with Project Manager and Business Administrator begins on prioritizing and developing estimates for new projects.	
Project Manager	Bid documents out to invited list no later than second week of January to allow three weeks before bid opening for next fiscal year.	Bid opening (end of) first week of February for next fiscal year.	Execute contract and start submittal process for next fiscal year.	Submittal process, order long lead items for next fiscal year.	Submittal process, order long lead items for next fiscal year.	1. Construction duration for next fiscal year.  2. Hire engineer for projects requiring the year for planning (2 fiscal years out).  3. Engage architect to scope and budget projects for the next fiscal year.	Construction duration for current year.	1. Construction duration for current year.  2. Engage architect to complete design development plans and bid documents for next fiscal year projects.	Close out O&M manuals, submit final invoice for current year projects.	1. Close out O & M manuals, submit final invoice for payment for current year projects.  2. Recommend defined prequalification requirements, solicit interest, review submissions, select bidders for projects greater than \$500,000 for next fiscal year.		1. Prequalified bidders receive bid documents for projects greater than \$500,000 for next fiscal year.  2. Review design development, plans, bid documents completed for next fiscal year.
Architects & Engineers						Develop scope and budget projects for the next fiscal year.	Develop scope and budget projects for the next fiscal year.	Authorized to begin design development, plans, bid documents prepared for next fiscal year.	Establish eligibility and criteria for prequalifying vendors for projects greater than \$500,000 for next fiscal year.	Design development, plans, bid documents prepared for next fiscal year.	Design development, plans, bid documents prepared for next fiscal year.	Design development, plans, bid documents completed for next fiscal year.
Business Administrator	1. Prepare Summary Report for the Finance Committee / Board to award bids.  2. Submit bid waivers to AOE for projects not receiving 3 bids.	1. Prepare Summary Report for the Finance Committee / Board to award bids.  2. Submit bid waivers to AOE for projects not receiving 3 bids.  3. Review Capital Project Requests, return for revision or forward to Superintendent for review.	Review Capital Improvement Project Plan and Budget and prepare recommendations for the Superintendent and WCLT review.	Update fixed asset list for completed projects.	Report capital fund balance to Board.		Update fixed asset list for completed projects.	1. Provide the WCLT, Finance Committee and Board a progress report for each open project.	Set up accounts and budgets for projects in next fiscal year.			Report capital fund balance to Board.
Superintendent			Review Capital Improvement Project Plan and Budget with the Business Administrator.									



Washington Central Unified Union School District  
Annual Timeline for Capital Improvement Projects

Responsible Person/Team	January	February	March	April	May	June	July	August	September	October	November	December
WCLT		Capital Project Requests due to Business Administrator, no later than February 15th.		Review Capital Improvement Project Plan and Budget and approve recommendation for the Board.						Building Administrators will work with the Director of Facilities to complete a Capital Project Request Sheet for any new projects that they want included in the update to the Capital Improvement Budget.		
Board	Award bids for next fiscal year.	Award bids for next fiscal year.	Award bids for next fiscal year.	Award bids for next fiscal year.	1. Review Capital Improvement Project Plan and Budget at with Board. Solicit community feedback.  2. Approve Capital Improvement Project Plan and authorize the scope and budget development for next fiscal year.			Approve scope and budget on projects for the next fiscal year and authorize bid document development for next fiscal year.			Approve eligibility and criteria for prequalifying vendors for projects greater than \$500,000 for next fiscal year.	Approve list of prequalified vendors for projects greater than \$500,000 for next fiscal year.

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:** **F45**

**WARNED:** **6/1/19**

**ADOPTED:** **6/26/19**

**EFFECTIVE:** **7/1/19**

**FUNDRAISING & SALES TO  
STUDENTS ON SCHOOL PROPERTY**

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**PURPOSE**

The Washington Central Unified Union School District board of directors recognizes that some individuals or groups in the WCUUSD community may wish to raise funds for the purpose of financing additional educational opportunities for students that are outside the regular budgeted curricular and co-curricular programs of the school. Additionally, the board recognizes that funds or other resources may need to be raised on behalf of organizations or individuals with acute needs that are part of our community and/or part of our citizenship responsibility. "Fund-raising" for the purpose of this policy includes fund-raising drives for cash donations from individuals, businesses, and other groups; sales of school-related items, food, apparel, or other household items; raffles; and donations for goods and/or services. The school board recognizes that fundraising may benefit students' overall experiences as a supplement to taxpayer funding for curricular and co-curricular activities. The school board also recognizes that fund-raising activities can be an important learning experience for students, in part through encouraging the development of business skills, honest dealing, and personal, as well as group, goal attainment. Nevertheless the school board intends to limit fund-raising and establish controls over the fund-raising that does occur.

**I. SCOPE OF POLICY**

**A. This policy applies to:**

1. All fundraising activities conducted at WCUUSD schools, represented as sponsored by WCUUSD schools, or intended to support curricular or co-curricular activities at the school. This includes fundraising efforts by the booster club, class trips, athletic teams and clubs, and any other groups and individuals at WCUUSD schools.
2. On-campus sales and fund-raising activity occurring on school grounds, whether for student projects, school programs, commercial, or other purposes (charitable causes).

**B. This policy does not apply to:**

1. General admission to school-sponsored activities such as athletic and drama events and student dances.

2. Sales related to student programs that are managed by the administration, which include but are not limited to the lunch program, yearbook sales, graduation supplies, student supplies in classrooms, or the formation of a school store.

## **II. AUTHORIZATION FOR FUNDRAISING**

- A. Fundraising activities and use of WCUUSD school names or logos require advance approval of the principal, or designee.
- B. The principal shall establish the procedure for application, management, and reporting for all fund-raising efforts at WCUUSD schools.
- C. The principal, or designee, in consultation with the school board has the authority to limit the number of fund appeals during a school year, so that the community is not overburdened by excessive requests for funding support from WCUUSD.
- D. The principal, or designee, has the authority to use discretion in approving methods and timing of fund-raising in a manner that will avoid potential confusion because of duplication or multiple efforts by fund-raising groups.

## **III. THE FOLLOWING CONDITIONS APPLY TO FUNDRAISING:**

- A. All funds raised on behalf of WCUUSD schools become the property of the school and must support the educational mission of the school. Any unused funds remain the property of the school and will be used in succeeding years in a manner consistent with the spirit of the original effort as much as is reasonably possible. Items purchased with funds raised under this policy become and remain the property of the school as public property. Individuals who raised the funds have no special claim to the administration of leftover funds or priority claim as to the use of any school property acquired from fund-raising.
- B. Fundraising must be conducted in a manner that strengthens student learning of valued behaviors, such as honest dealings, business accountability, and compliance with the mission that was originally established for the need or desire to raise funds.
- C. Student time at school is valuable, and time spent on fundraising should not detract in any significant way from students' academic school day or co-curricular activities after school.
- D. Persons proposing or promoting any type of fundraising shall disclose to the principal any financial or other tangible benefit of any type that they may derive from the activity. Additionally, any significant costs relating to the fundraising will be disclosed.
- E. Proceeds of any fundraising efforts on behalf of the school shall be submitted to the treasurer of the student activities account, who shall be accountable to the organization, as well as the principal or designee, for the funds.
- F. Fund-raising at WCUUSD schools must be for group benefit only. Fund-raising solely for the benefit of an individual is prohibited with the following exceptions: an individual happens to be the

only remaining member of a team or group program that has been qualified by the governing body of that activity to continue participating in a competition or performance at a higher level than the rest of the team or group; funds are being raised to support the 8th grade Washington, D.C. trip: or funds are being raised for an individual with acute needs.

G. Fund-raising incentives or prizes offered by professional fund-raising companies to individual students are prohibited.

H. Donations of equipment, supplies, uniforms, or services by anyone or any entity in return for promotional recognition are prohibited unless approved in advance by the school board.

I. All fund-raising efforts must have a staff or administrative sponsor from the application process to the final reporting. This sponsor is responsible and accountable for supervising the fund-raising group's compliance with this policy.

J. Coin drops that impede public traffic are strictly prohibited.

K. Employees or others requesting donations from general fund-raising organizations such as the Booster Club must have their request approved by the principal or designee prior to submitting that request to any school-affiliated fund-raising organization.

L. Employees may fundraise from other employees or adults for gifts or charitable causes if approved by the administration.

#### **IV. SALES TO STUDENTS**

A. No person, outside the school community, shall sell or attempt to sell anything to a student on school premises without advance approval of the principal, or designee.

B. The principal, or designee, is authorized to approve vendors to sell on school grounds school logo apparel or other items, student photographs, and traditional graduation materials.

C. Transactions related to authorized sales to students are not to occur during classroom time. Such transactions may occur only during students' free time, TA, before school, or after school.

D. The school is not responsible for casual sales of personal property between students, or between students and school employees, on school premises.

E. All other sales of products by outside vendors to students require the approval of the school board.

## Recommended

### WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

#### Board of Directors' Policy

### FUNDRAISING & SALES TO STUDENTS ON SCHOOL PROPERTY

**POLICY:** F45

**WARNED:** 6.1.19 5-22-24

**ADOPTED:** 6.26.19

**EFFECTIVE:** 7.1.19

#### Purpose

The Washington Central Unified Union School District board of directors recognizes that some individuals or groups in the WCUUSD community may wish to raise funds for the purpose of financing additional educational opportunities for students that are outside the regular budgeted curricular and co-curricular programs of the school. Additionally, the board recognizes that funds or other resources may need to be raised on behalf of the organizations or individuals with acute needs that are part of our community and/or part of our citizenship responsibility. "Fund-raising" for the purpose of this policy includes fund-raising drives for cash donations from individuals, businesses, and other groups; sales of school related items, food, apparel, or other household items; raffles; and donations for goods and/or services. The school board recognizes that fundraising may benefit students' overall experiences as a supplement to taxpayer funding for curricular and co-curricular activities. The school board also recognizes that fund-raising activities can be an important learning experience for students, in part through encouraging the development of business skills, honest dealing, and personal, as well as group, goal attainment. Nevertheless the school board intends to limit fund-raising and establish controls over the fund-raising that does occur.

#### I.SCOPE OF POLICY

##### A. This policy applies to:

1. All fundraising activities conducted at WCUUSD schools, represented as sponsored by WCUUSD schools, or intended to support curricular or co-curricular activities at the school. This includes fundraising efforts by the booster club, class trips, athletic teams and clubs, and any other groups and individuals at WCUUSD schools **that choose to utilize the name or logo of the WCUUSD or its individual schools to promote fundraising activity.**
2. On-campus sales and fund-raising activity occurring on school grounds, whether for student projects, school programs, commercial, or other purposes (charitable causes).

B. This policy does not apply to :

1. General admission to school sponsored activities such as athletic and drama events and student dances.
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- A. All funds raised on behalf of WCUUSD schools become the property of the school and must support the educational mission of the school. Any unused funds remain the property of the school and will be used in succeeding years in a manner consistent with the spirit of the original effort as much as is reasonably possible. Items purchased with funds raised under this policy become and remain the property of the school as public property, **with the exception of clothing or gifts of modest value purchased through approved fundraising efforts and gifted to students, staff and/or coaches**. Individuals who raised the funds have no special claim to the administration of leftover funds or priority claim as to the use of any school property acquired from fundraising.

- B.** Fundraising must be conducted in a manner that strengthens student learning of valued behaviors, such as honest dealings, business accountability, and compliance with the mission that was originally established for the need or desire to raise funds.
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- E.** All other sales of products by outside vendors to students require the approval of the school board.



## **WCUUSD School Board**

### **Superintendent Personnel Summary and Recommendations**

#### **1. New Hire Nominations (for 24-25 school year)**

Rebecca Tatistcheff- U-32 Principal

Julia Pritchard - Student Services Director

#### **2. Retirement**

#### **3. Re-Hires**

#### **4. Resignations (1.00 FTE unless otherwise noted)**

Steven Dellinger Pate –U-32 Principal

Benton Larrow - Interventionist Doty Memorial

Christine McGrath - Classroom Teacher Rumney Memorial

Samantha Mishkin - Classroom Teacher East Montpelier Elementary

Bethany Parker - Interventionist East Montpelier Elementary

Christina Pollard - Classroom Teacher Doty Memorial School

Amy Jo Young - Library/Media Berlin Elementary

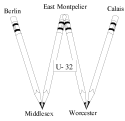
#### **5. Extended Leave of Absence Request:**

#### **6. Change in FTE:**

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

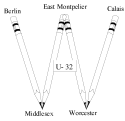
#### **8. Change in Position (24-25)**

Tyler Smith - Berlin Interventionist/Coach transitioning to Berlin Schoolwide SEL Behavior Coordinator

**ADMINISTRATOR NOMINATION**

<b>POSITION: Director of Special Services</b>		<b>FTE: </b> __1.0__
<b>REASON FOR VACANCY:</b> <input checked="" type="checkbox"/> Retirement/Resignation <input type="checkbox"/> New Position <input type="checkbox"/> Leave of Absence		
<b>SCHOOL BUILDING: Washington Central UUSD</b>		
<b>SEARCH COMMITTEE COMPOSITION:</b> __2__ Administrators __4__ Teachers (numbers and groups represented) __1__ Support Staff __ Parents/Community Members __ Other:		
<b>EDUCATIONAL PREPARATION:</b> (College, degree, date obtained)	BS in Speech Communication from Northern Michigan University Masters in Social Work from Grand Valley State University Postgraduate work in Special Education at Eastern Michigan University	
<b>PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION:</b> (objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)	The Search Committee was comprised of teachers and administrators from across the district. Their process included reviewing candidates, selecting the highest qualified for interviews, and conducting interviews. She brings a wealth of experience from her previous positions as Director of Student Support at Essex High School and Director of Special Services in both the Washington Northeast Supervisory Union and the Barre Supervisory Union.	
<b>CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD:</b> (resume and cover letter attached)		<b>NAME: Julia Pritchard</b>
<b>SALARY INFORMATION:</b> Salary Schedule Placement: __N/A__ Step: __N/A__ Salary/Wage Rate: __137,500__ Number of 2 <sup>nd</sup> Round Interviews: __		

(If the board has additional questions about the candidate or other applicants, this should be discussed in executive session due to privacy rights and should not include information that would not be asked as a part of an interview process such as marital status, where candidate lives, etc.)



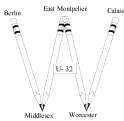
**Washington Central Unified Union School District**  
**Administrator Nomination - Board**

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NOMINATED BY \_\_\_\_\_  
*Principal/Administrator* *Date*

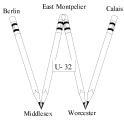
RECOMMENDED BY \_\_\_\_\_  
*Superintendent* *Date*

BOARD APPROVAL DATE: \_\_\_\_\_



## ADMINISTRATOR NOMINATION

<b>POSITION: Principal</b>		<b>FTE: </b> __1.0__
<b>REASON FOR VACANCY:</b> <input checked="" type="checkbox"/> Retirement/Resignation <input type="checkbox"/> New Position <input type="checkbox"/> Leave of Absence		
<b>SCHOOL BUILDING: U-32 Middle &amp; High School</b>		
<b>SEARCH COMMITTEE COMPOSITION:</b> __3__ Administrators __3__ Teachers <i>(numbers and groups represented)</i> __2__ Support Staff __2__ Parents/Community Members __3__ Other: 1 Board member and 2 students		
<b>EDUCATIONAL PREPARATION:</b> <i>(College, degree, date obtained)</i>		City University of NY : School Leadership Degree Conferred: June 2017 Teachers College, Columbia University: Doctor of Education Degree Conferred : May 2009 University of Wisconsin-Madison: Bachelor of Science Degree Conferred: May 2000
<b>PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION:</b> <i>(objective, not subjective, narrative of skills and experience of the recommended candidate &amp; summary of reference check results)</i>		Tatistcheff was hired after a thorough search that included input from the community, parents, faculty, staff, and students, including a community-wide survey and a day-long site visit to U-32 High School and faculty and parent/community forums. The fourteen-member search committee represented all communities and all stakeholder groups. The Screening Committee was unanimous in its recommendation to the superintendent. Becca has served as Principal of Cabot School where her focus was on the development of rigorous, relevant, place-based, and literacy-rich curriculum. She began her educational career at St. Johnsbury Academy (Vermont) as a Math teacher before spending the bulk of her career in New York City, first as a Math teacher at the Bank Street School, and later as a Teacher Leader, Whole School Coach, Principal, and District Level Administrator.



**Washington Central Unified Union School District**

**Administrator Nomination - Board**

**CANDIDATE RECOMMENDED TO  
SUPERINTENDENT AND BOARD:**

*(resume and cover letter attached)*

**NAME: Rebecca Tatistcheff**

**SALARY INFORMATION:**

Salary Schedule Placement:   N/A   Step:   N/A  

Salary/Wage Rate:   130,000  

Number of 2<sup>nd</sup> Round Interviews:       

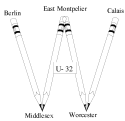
*(If the board has additional questions about the candidate or other applicants, this should be discussed in executive session due to privacy rights and should not include information that would not be asked as a part of an interview process such as marital status, where candidate lives, etc.)*

RECOMMENDED BY \_\_\_\_\_

*Superintendent*

*Date*

BOARD APPROVAL DATE: \_\_\_\_\_

**TEACHER NOMINATION**

<b>POSITION:</b> SEL/Behavior Coordinator		<b>FTE:</b> _1.0_
<b>REASON FOR VACANCY:</b> <input type="button" value="Retirement/Resignation"/> <input checked="" type="button" value="New Position"/> <input type="button" value="Leave of Absence"/>		
<b>SCHOOL BUILDING:</b> Berlin Elementary School		
<b>SEARCH COMMITTEE COMPOSITION:</b> (numbers and groups represented) ____ Administrators      ____ Teachers ____ Support Staff      ____ Parents/Community Members __x__ Other: Internal /External , 3 Applicants,		
<b>EDUCATIONAL PREPARATION:</b> (College, degree, date obtained)	Tyler has a Master's degree in Curriculum and Instruction and holds a teaching license.	
<b>PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION:</b> (objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)	Tyler has 15 years of experience teaching and has a wide range of skills in teaching K-6 students. He has established relationships with students/teachers in our educational setting. His skills and experience as a district coach will support the need for additional coaching of classroom teachers in behavior practices and approaches. He will continue education in supportive practices through the VTPBIS Network.	
<b>CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD:</b> (resume and cover letter attached) <b>NAME:</b> Tyler Smith		
<b>SALARY INFORMATION:</b> Salary Schedule Placement: ____M30+____ Step: _____ Salary/Wage Rate: _____ Number of 2 <sup>nd</sup> Round Interviews: ____		

(If the board has additional questions about the candidate or other applicants, this should be discussed in executive session due to privacy rights and should not include information that would not be asked as a part of an interview process such as marital status, where candidate lives, etc.)

NOMINATED BY \_\_\_\_\_  
Principal/Administrator Date

RECOMMENDED BY \_\_\_\_\_  
Superintendent Date

BOARD APPROVAL DATE: \_\_\_\_\_



Melissa Tuller &lt;mtuller@u32.org&gt;

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**Fwd: 24-25 Leave of Absence request.**

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**Meagan Roy** <mroy@u32.org>  
To: Melissa Tuller <mtuller@u32.org>

Thu, May 9, 2024 at 5:04 PM

This will go in the packet for 5/22, along with the new hire form for his new position (Celia will have that soon).

--

Meagan Roy, Ed.D.  
Superintendent  
Washington Central Unified Union School District  
[1130 Gallison Hill Road](#)  
[Montpelier, VT 05602](#)

She/Her/Hers ([Why include pronouns?](#))



----- Forwarded message -----

From: **Meagan Roy** <mroy@u32.org>  
Date: Thu, May 9, 2024 at 5:04 PM  
Subject: Re: 24-25 Leave of Absence request.  
To: Tyler Smith <tysmith@u32.org>  
Cc: Flor Diaz-Smith <fdiazsmith@u32.org>, Celia Guggemos <cguggemos@u32.org>

Hi Tyler,  
We're very excited for this new opportunity. We will bring this request to the Board at their May 22nd meeting.  
Best,  
Meagan

--

Meagan Roy, Ed.D.  
Superintendent  
Washington Central Unified Union School District  
[1130 Gallison Hill Road](#)  
[Montpelier, VT 05602](#)

She/Her/Hers ([Why include pronouns?](#))



On Thu, May 9, 2024 at 2:04 PM Tyler Smith <tysmith@u32.org> wrote:  
Dear Dr. Roy and Ms. Diaz-Smith,

I applied for and was offered the position of Schoolwide SEL Behavior Coordinator at Berlin Elementary School. I would like to request a leave of absence from my Intervention/Coaching position at Berlin for the 2024-'25 school year. If you have any questions or need any additional information, please let me know.

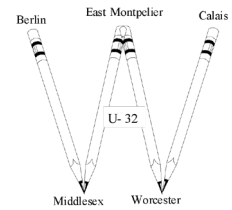
Thank you for your consideration,  
Tyler Smith

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



## Washington Central Unified Union School District School Board Meeting 4.18.24 7:30-8:30 AM Virtual Only

Present : Ursula Stanley, Flor Diaz-Smith, Michelle Ksepka, Amelia Contrada, Kealy Sloan, Chris McVeigh, Mckalyn Garrity, Natasha Eckart, Diane Nichols-Fleming, Meagan Roy, Amy Molina, Steven Dellinger-Pate

1. **Flor Diaz Smith meeting was called to order 7:39 am**
2. **Executive Session: Student Hearing : Amelia Contrada moved that the Board enter into Executive Session for the purpose of considering matters related to the discipline of a student as authorized by 21 V.S.A. Section 313(a)(7) to include the family and student, and Meagan Steven and Amy. Seconded by Natasha Eckart. Ursula Stanley moved to leave Executive session at 8:49 a.m. Seconded by Michelle Ksepka. Diane Nichols-Fleming moved to affirm the administration's recommendation regarding the student matter with amendments. Seconded by Michelle Ksepka. Vote to affirm was unanimous.**
3. **Adjourn: Ursula Stanley moved to adjourn at 8:49 a.m. and was seconded by Kealy Sloan.**

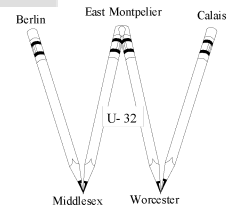
Submitted by Diane Nichols-Fleming Board clerk



# Washington Central Unified Union School District

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



## Washington Central Unified Union School District School Board Meeting 5/1/24) 5:00PM ( Virtual via Zoom)

**Present:** Flor Diaz-Smith, Ursula Stanley, Michelle Ksepka , Jonathan Goddard ,  
Amelia Contrada , Chris McVeigh, Mckalyn Leclerc , Zach Sullivan , Diane Nichols-Fleming

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 5:01 p.m.
2. **Executive Session:** Amelia Contrada moved that the Board enter into Executive session for the purpose of considering a student matter as authorized by 21 V.S.A. Section 313(a)(7) to include the family and student, and Jessica Wills, Steven Dellinger-Pate and Meagan Roy. Seconded by Diane Nichols-Fleming.
3. Ursula Stanley moved to come out of Executive Session. Seconded by Michelle Ksepka.
4. Diane Nichols-Fleming moved to affirm the administration's recommendation. Seconded by Zach Sullivan. Vote was unanimous.
5. Adjourned at 5:33.