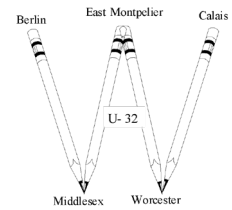


Washington Central Unified Union School District

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

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



**Washington Central Unified Union
School District
School Board Meeting
6.11.24 6:15-7:45 PM
U-32
Rm 128/131
930 Gallison Hill Rd
Montpelier, VT**

Virtual Meeting Information

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

Meeting ID: 863 7083 8599

Password: 625478

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

- | | |
|--------------------------------------------------------------------------|------------|
| 1. Call to Order | 6:15 PM |
| 2. Welcome | 15 minutes |
| 2.1. Adjustments to the Agenda | |
| 2.2. Reception of Guests | |
| 2.3. Public Comments-Time limit strictly enforced, see note | |
| 3. Board Operations (Discussion/Action) | 15 minutes |
| 3.1. Review Communications Plan - pg. 4 | |
| 4. Reports to the Board | 20 minutes |
| 4.1. Student Report | |
| 4.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 8 | |
| 4.3. Central Vermont Career Center (CVCC) Report | |
| 4.4. Configuration Committee Update | |
| 4.5. Education Quality Committee Update – pg. 12 | |
| 4.6. VSBA Update | |

- 5. Finance Committee (Discussion/Action) 15 minutes
 - 5.1. Quarterly Financial Update – pg. 17
 - 5.2. Award Revenue Anticipation Note (RAN) and Reinvestment Bid – pg. 19
 - 5.3. Award Wood Chip and Wood Pellet Bid for FY 25 – pg. 20
 - 5.4. Authorize Superintendent to Award Bids for Fuel for FY 25 – pg. 21
- 6. Personnel 10 minutes
 - 6.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE - pg. 22
- 7. Consent Agenda(Discussion/Action) 10 minutes
 - 7.1. Approve Minutes of 5.22.24 – pg. 25
 - 7.2. Approve Board Orders
- 8. Future Agenda Items
- 9. Executive Session: Student Residency
- 10. Adjourn

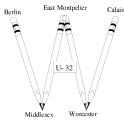
NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the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

WCUUSD Board Norms - Adopted November 18, 2020

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

AGENDA KEY

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



Washington Central Unified Union School District
Communication & Engagement Planning - Configuration

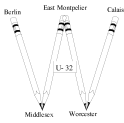
Strategy	Purpose	Responsibilities			Timeline
		Board	Building Leaders	District Leaders	
Phase I Goal: Gather community input on the viable configuration options, to inform the Board as they determine which option to bring to a vote					
Committee Work: <ul style="list-style-type: none">- Articulate what additional information is needed prior to engaging the community- Develop a detailed timeline, including roles & responsibilities, for the engagement (determine what Board structure is responsible for carrying/leading the work)					
In Person Forums (Daniel Keeney, Chris McVeigh, Mckalyn Leclerc)	Information Sharing: Inform & Educate Listen/ Learn Gather Info & Consult	<ul style="list-style-type: none">→ Schedule informal discussion sessions in each town→ Create common talking points/ slides→ Lead public presentations	<ul style="list-style-type: none">→ Gather with all District staff at U-32 on the afternoon of 6/21/24, present information on options, and facilitate break out groups→ Develop the protocols for facilitating the staff conversations→ Advertise	<ul style="list-style-type: none">→ Support Board in material preparation→ COLT distributes themselves around to the forums→ Gather with all District staff at U-32 on the afternoon of 6/21/24, present information on options, and facilitate break out groups→ Develop the protocols for facilitating the staff conversations	Staff Session: June 21, 2024 First Round of Input Sessions: Before June 30th Second Round of Input Sessions: July/August May include Focus groups: <ul style="list-style-type: none">→ Students; HJC; Association; topical groups (e.g., transportation)
Virtual Forums		<ul style="list-style-type: none">→ Repeat the format from in person	<ul style="list-style-type: none">→ Lead Break out rooms for virtual forums→ Advertise	<ul style="list-style-type: none">→ Organize/ schedule forums→ Lead Break out rooms for virtual forums→ COLT participates	
Survey (Flor Diaz)		<ul style="list-style-type: none">→ Identify survey questions	<ul style="list-style-type: none">→ Advertise/distribute survey	<ul style="list-style-type: none">→ Prepare the survey→ Advertise/distribute	

Purpose Codes:

IS - Information Sharing: Inform/Educate

L - Listening/Learning: Gather information & consult

E - Engage: Partner & influence



Washington Central Unified Union School District
Communication & Engagement Planning - Configuration

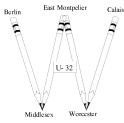
Strategy	Purpose	Responsibilities			Timeline
		Board	Building Leaders	District Leaders	
Smith, Zach Sullivan)				survey	
Selectboard contact (Chris McVeigh)					
Phase II Goal: Inform the public on the details of the selected configuration: Background, rationale, detailed information, etc					
Staff Engagement	Information Sharing: <i>Inform & Educate</i> Listening/Learning: <i>Gather Information & Consult</i>		→ Establish common protocol to collect questions & ideas from staff	→ Collaborate with the Labor Management Committee	
In Person Forums	Information Sharing: <i>Inform & Educate</i>	→ Schedule informal information sessions in each town → Create common talking points/ slides → Use the protocol to collect questions	→ Facilitate a session for staff in buildings → Coordinate community meeting logistics with Board	→ Support Board in material preparation → COLT distributes themselves around to the forums → Establish a common protocol for Board to collect questions	

Purpose Codes:

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Washington Central Unified Union School District
Communication & Engagement Planning - Configuration

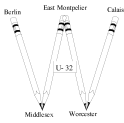
Strategy	Purpose	Responsibilities			Timeline
		Board	Building Leaders	District Leaders	
Virtual Forums		→ Repeat the format from in person	→ Advertise	→ Organize/ schedule forums → COLT participates	
Survey		→ Develop and review ongoing survey to inform Phase III (transition)	→ Distribute	→ Distribute → Compile & share data with the Board	
Building Tours		→ Participate in events across the district	→ Plan and develop community events to show our community our buildings → Connect the scheduling with a curriculum-based focus (e.g., district-wide equity art project or prompt) → Model the possibilities for the “new” schools to showcase in these tours		
FAQ Document		→ Identify what information the community needs to inform their vote (budget, etc)	→ Distribution → Develop (& update) a staff-specific FAQ	→ Develop and update the FAQ → Post & market the FAQ	
Phase III Goal: Deeply engage the community on the transition to the new configuration					
		→ Market proposal in affected towns to address opportunities for students → Use feedback about what would support new configuration (rebranding of schools/mascots) → Host Board meetings at Calais and Doty in October.	→ Every principal communicates support of Boards proposal in communication in person, writing, staff meetings to all stakeholders	→ WCLT creates common talking points in support of the process that we are engaging in. → Superintendent will hold building leaders to a high standard in regard to support of configuration → Central Office needs to	

Purpose Codes:

IS - Information Sharing: Inform/Educate

L - Listening/Learning: Gather information & consult

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Washington Central Unified Union School District
Communication & Engagement Planning - Configuration

Strategy	Purpose	Responsibilities			Timeline
		Board	Building Leaders	District Leaders	
		→ Publish fliers (with student pics) that clearly articulates what the communities are voting on in November to include impact on taxes.		clearly articulate how licensure, RIF's and re-assignments will occur with the new configurations	

Who will this reach?

Who might this miss? *(and what's the plan?)*

Purpose Codes:

IS - Information Sharing: Inform/Educate

L - Listening/Learning: Gather information & consult

E - Engage: Partner & influence



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

Consolidated Federal Programs Updates

As you know, Washington Central UUSD receives federal funds through Consolidated Federal Programs (CFP). Specifically, we receive Title IA (Improving the Academic Achievement of the Disadvantaged), Title IIA (Supporting Effective Instruction), and Title IVA (Student Support and Academic Enrichment) funds.

The purposes of these funds, as articulated on the VT Agency of Education website, are:

- Title IA: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
- Title IIA: To increase student achievement consistent with challenging state academic standards; to improve the quality and effectiveness of teachers, principals, and other school leaders; to increase the number of teachers, principals, and other school leaders who are effective in improving state academic achievement; and to provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
- Title IVA: To provide all students with access to a well-rounded education; to improve school conditions for student learning; and to improve the use of technology in order to improve the academic achievement and digital literacy of all students.

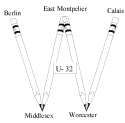
Jen Miller-Arsenault, Director of Curriculum, Instruction, and Assessment, serves as our district's CFP Grant Manager. June is a very busy month in the life of the CFP Grant Manager. There are a lot of rules and regulations to follow regarding the fiduciary stewardship of federal funds. June is a time of wrapping up all grant requirements for the current fiscal year and writing the grant application for the following fiscal year in order to obtain substantial approval by July 1.

Most of our CFP funds support personnel. Specifically, we use CFP funds to partially or fully fund some literacy and math interventionists, an instructional coach, and our RISE (Restorative In School Experience) Coordinator at U-32. Additionally, we are required to provide equitable services to independent schools based on various funding formulas and to set aside funds to support students who are experiencing homelessness.

It will be important for us to regularly reevaluate our ability to support all of these positions with federal dollars going forward, as salaries, benefits, and the VT AOE's required contribution of federal allocations to the Teacher Retirement System are outpacing any increases to our grant allocations.

Ability Challenge

The Student Services Department is excited to share the findings from the Ability Challenge (ABC) Needs Assessment. The analysis provides an in-depth understanding of our special education service delivery models and structures. As you may recall, students, families and



staff provided information through surveys, interviews and focus groups. Additionally, ABC staff, Sarah and Kristen, joined our schools for two days to observe our learning communities and to connect with our community members. After conducting the analysis, Sarah and Kristen joined a leadership team meeting to share the outcomes and suggestions from their work here at WCUUSD.

The needs assessment and culminating report set out to answer three questions:

- What are Washington Central Unified Union District's (WCUUSD) biggest strengths and areas of opportunity in how special education is currently being implemented across schools?
- To what degree are special education students being served adequately by the District?
- What are the recommended next steps for the District to address the identified areas of opportunity?

As anticipated, the findings of the report provide clarity and direction for WCUUSD's special education system and structures. The most salient recommendations that emerged include:

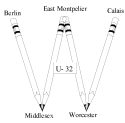
- Establish a definition of *inclusion* in alignment with current best practices and knowledge
- Integrate disability and ableism into our anti-bias framework to support all students furthest from success and justice
- Align educator knowledge of best practice and inclusion with implementation of those practices
- Reconsider the understanding of special education services as the outer layers of our multi-layered system of support
- Conduct a gap analysis across our the schools to understand where tiered supports are functioning well and where there is need for improvement

The ABC Needs Assessment also outlined areas of strength to serve as a launching pad for this important work. Our schools are thriving in the areas of strong inclusive beliefs, an established culture of collective responsibility for all students and shared knowledge of special education law and regulation. We are glad to have such a strong foundation of inclusion and responsibility for all students to move this analysis into action.

Recruitment, Retention & Diversifying the Educator Workforce Updates

One of the identified priorities for our Director of Human Resources, Heidi Dimick, has been to increase WCUUSD outreach efforts in order to have a more robust platform in which to attract candidates to available jobs and increase our efforts to diversify our workforce.

To date, WCUUSD has been represented at two job fairs since January 1st of this year. We participated in the first annual educators job fair held on March 22nd at Middlebury High



School and the Central VT Job Fair on April 18th in Barre. Both events were a great opportunity to meet future and present educators as well as meet candidates that may be interested in filling support staff positions for the district.

In an effort to make sure WCUUSD available jobs are seen by a large candidate pool, the Director has set up accounts with various vendors to ensure ease of posting positions on platforms such as National Alliance of Black School Educators, Diversity in Ed, Edweek, Front Porch Forum, Association for Latino Administrators and Supervisors, New England School Development Council and Jobsinvt.com.

Heidi has been a member of the Great Schools Partnership Diversifying the Educator Workforce Communities of Practice group. This team meets regularly in an effort to identify connections, exchange ideas, and foster professional relationships across New England school districts. The goal is to share resources, best practices and discuss strategies for diversifying the educator workforce.

Finally, Heidi is meeting with a group of other District HR professionals and AOE employees who are leading the implementation of Rule 100 as it pertains to personnel management. This group is working to review possible criteria to establish proficiency in the areas of employing staff in accordance with State and Federal law and implements equitable and inclusive personnel practices that support effective recruitment and retention of staff, licensure, background checks and ensuring policies and procedures are in place.

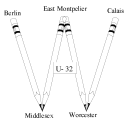
Year End Activities - Finance

Tom Hamlin is leading the effort to ensure that FY 2023-24 purchase orders are closed out or left open as appropriate, with any unpaid invoices at the end of the year recorded as a liability. This process involves frequent communication with and support provided to the administrative assistants in the buildings as well as the Project Manager for Capital Improvement Projects.

The Finance, HR and Operations Team continues to work with school staff to close out the FY 2023-24 financial and student information systems. The official close of the fiscal year is planned for completion by July 3, 2024.

Transportation Update

Tim Couture, Operations Manager, has been working with First Student to identify the bus route adjustments that will occur as a result of the two routes eliminated during the budget process. Buffy at First Student developed the route first, and Tim and Buffy rode the route together to identify any potential issues with the bus's ability to turn around. This may result in students needing to walk further than they currently do to get to their homes, meeting at a closer common stop. The students identified as impacted by the change are high school students. Communication about routes happens over the summer, and families will be notified in the usual timeframe.



Procedures Review Updates

Policy [A30](#) requires regular reporting to the Board regarding administrative procedures. Some policies require annual reporting of procedures, while others are by Board request. The Board will recall that during the 22-23 school year the Superintendent and leadership team conducted an analysis of Washington Central's procedures and policy reporting structures. This report (see the [April 2023 COLT Report](#) - pg 17 in the packet) summarized the current status of district procedures so that the leadership team could propose a procedure reporting structure for the Board. This would include both policy-driven procedures (e.g., procedures that are required under our policies and include regular reporting to the Board) as well as administrative procedures that are important for the cohesive and coherent functioning of the district.

As a result of this work, the Board workplan now includes a schedule for when Board members can expect to receive a report on procedures. We are still refining this process, as the ongoing review of procedures often results in the leadership team needing to develop or update procedures before sharing with the Board.

The following chart summarizes which procedures were presented to the Board over the past two school years:

22-23 School Year	23-24 School Year
Strategic Planning (required annually, per A23 - ongoing) Hiring Procedures (administrative - Jan 2023) Class Size (required annually, per D6 - Dec 2022) Implicit Bias in Hiring (required annually, per B20 - May 2023) Supervision & Evaluation (required annually, per B31 - monthly, in Principal Reports) Non-discriminatory Mascots & Branding (initial report required then when changes made, per F2 - April & May 2023)	Strategic Planning (required annually, per A23 - ongoing) Supervision & Evaluation (required annually, per B31 - monthly, in Principal Reports) Class Size (required annually, per D6 - Dec 2023) Hiring Procedures (administrative - Feb 2024) Rule 4500 (per C34 - Mar 2024) Grade Retention & Acceleration (Mar 2024) Title I Comparability (per D4 - May 2024) English Learners (per C4 - May 2024) Home Study (per C6 - May 2024) Equity Indicator Reporting (required annually, per C29 - May 2024) Consolidated Federal Programs (administrative - June 2024)

In the coming years, the Superintendent and administration will continue to provide Board members with annual procedure reports as outlined in the Board workplan.

To: Education Quality Committee

From: Ursula

May/June 2024

It has been some time since we last met as a committee, and we have a lot of work to get through in our last meeting on May 29. Our last meeting was April 3, when we met virtually and received a presentation on [Spring Math and Literacy assessment data](#). I am requesting that committee members please review that presentation and notes you may have taken during the meeting so that we arrive prepared and ready to jump into the making meaning protocol:

- What do you see?
- What Questions do you have?
- What is significant to you?
- What are the implications for our work as a committee?
- What are the implications for the full board?
- What information should the Full Board receive in our report

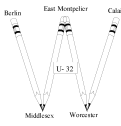
We will be reviewing a presentation from Jen and her team on the SLO Global Citizenship, our committee will likely receive the slides the day before our meeting. We will also use our making meaning protocol for that presentation, but I am also aware we all are very busy this time of year and we are scheduled for a 1 hour meeting. I want to respect all of our time.

Previously we were scheduled to finish our work on the Spring data, and GLObal citizenship in May, with a review of our goal, calendar and Post secondary Outcomes at our June (aka May 29th) meeting. However a few changes were needed to accommodate our other work as board members. We will discuss our meeting calendar and work calendar for 2024-2025 in this meeting and adjustments were made to allow for the contents of this year to continue into next year.

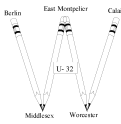
Both the meeting calendar and work calendar are included in this packet. Please review and come prepared with questions or comments.

Draft Committee Meeting Calendar 2024-25

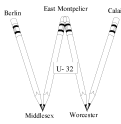
	Date	Topic(s)
September	9/4/24	EQC Goal, Student Monitoring reports (Spring Data)
October	10/2/24	Post Secondary Outcomes
November	11/6/24	Student Monitoring Report (Fall 2023 Data)
December	12/4/24	Financial Literacy
January		Off
February	2/5/25	Health/ Physical Education
March		Off
April	4/2/25	Student Monitoring Report (Winter 2024)
May	5/7/25	Transferable Skills
June	5/28/25	25-26 Work Calendar, EQC Goal, Post Secondary Outcomes



Committee Goal: Develop a consistent reporting format to the Full Board (2023-24)						
	Presentation to Committee	Discussion	Action	Reports to Full Board	EQS	Equity Indicators
September 4 5:00 pm Committee	Spring 2024 Data	Making Meaning Protocol Significant items for board report Committee Goal				Grade 3 Reading Grade 8 Algebra
September 18 Full Board						
October 2 5:00 pm Committee	Post Secondary Outcomes (23/24)	Making Meaning Protocol Significant Items for board report Review report to the board (spring data)	Approve report to the Board (spring Data)			Post Secondary Outcomes
October 16 Full Board				Spring Data Report		Grade 3 Reading Grade 8 Algebra
November 6 5:00 pm Committee	Fall 2025 data	Making Meaning Protocol Review report to the board (post Secondary Outcomes)	Approve report to the Board (Post Secondary Outcomes)			
November 20 Full Board				Post Secondary Outcomes Report		Post Secondary Outcomes
December 4 5:00 pm Committee	SLO Presentation: Financial Literacy	Making Meaning Protocol Significant items for board report				



	Committee Goal: Develop a consistent reporting format to the Full Board (2023-24)					
	Presentation to Committee	Discussion	Action	Reports to Full Board	EQS	Equity Indicators
December 18 <i>Full Board</i>						
January 1 <i>5:00 pm Committee</i>	No Committee Meeting					
January 15 <i>Full Board</i>						
February 5 <i>5:00 pm Committee</i>	SLO Presentation: Health/ Physical Education	Making Meaning Protocol Significant items for board report				
February 19 <i>Full Board</i>						
March 5 <i>5:00 pm Committee</i>	No Committee Meeting					
March 19 <i>Full Board</i>						
April 2 <i>5:00 pm Committee</i>	Winter 2025 Proficiency Data	Making Meaning Protocol Significant items for board report				Grade 3 Reading Grade 8 Algebra



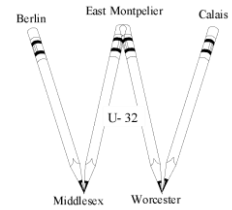
	Committee Goal: Develop a consistent reporting format to the Full Board (2023-24)					
	Presentation to Committee	Discussion	Action	Reports to Full Board	EQS	Equity Indicators
April 16 <i>Full Board</i>						
May 7 <i>5:00 pm Committee</i>	SLO Presentation: Transferable Skills	Review report to the Full Board Committee Goal(s)				
May 21 <i>Full Board</i>				Winter 2025 Proficiency Data		Grade 3 Reading Grade 8 Algebra
June 4 <i>5:00 pm Committee</i>	Post Secondary Outcomes	Making Meaning Protocol Significant items for board report Review SLO Report to Board Committee Goals, workplan	Approve: Goals for 25-26 Committee work plan			
June 18 <i>Full Board</i>				SLO Report to Board		

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

Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: Quarterly Financial Report
DATE: June 7, 2024

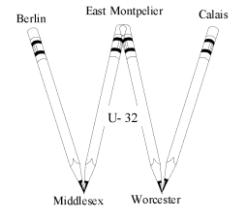
General Fund Balance Summary: The beginning fund balance available for operation of the school district at the beginning of FY 2023-24 was \$2,725,822.78. The projected net change in the fund balance from operations this fiscal year is an increase of \$7,734. This reflects a combined estimated decrease in revenue of \$168,996 plus reduced spending of \$176,731. This potential increase in the fund balance is more than was planned by \$69,734. The total unassigned / unallocated fund balance is anticipated to be \$1,519,338, which is \$1,226,203 beyond the targeted 2% of the current year budget. This includes \$485,291 budgeted to offset FY 2024-25 expenditures.

Washington Central Unified Union School District

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Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: Quarterly Financial Report
DATE: June 11, 2024

General Fund Balance Summary: The beginning fund balance available for operation of the school district at the beginning of FY 2023-24 was \$2,725,822.78. The projected net change in the fund balance from operations this fiscal year is an increase of \$7,734. This reflects a combined estimated decrease in revenue of \$168,996 plus reduced spending of \$176,731. This potential increase in the fund balance is more than was planned by \$69,734. The total unassigned / unallocated fund balance is anticipated to be \$1,519,338, which is \$740,912 beyond the targeted 2% of the current year budget. This includes \$485,291 budgeted to offset FY 2024-25 expenditures.

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
GENERAL FUND PROJECTIONS JUNE 11, 2024
FOR THE YEAR ENDED JUNE 30, 2024**

	Amount Increase / (Decrease)
CHANGES IN REVENUES	
Tuition	\$ (194,333)
Miscellaneous Income	\$ (74,217)
Special Ed Revenues	\$ 99,554
TOTAL REVENUE CHANGES	\$ (168,996)
CHANGES IN EXPENDITURES	
Salaries & Benefits	\$ (386,544)
Transportation	\$ (140,143)
Unexpended Lines	\$ 703,418
TOTAL EXPENDITURE CHANGES	\$ 176,731
PROJECTED NET CHANGE IN FUND BALANCE IN FY 2023-24	\$ 7,734

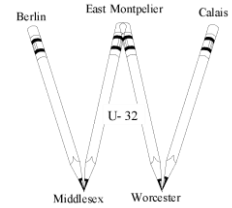
BEGINNING FUND BALANCE AS OF JULY 1, 2023	\$ 2,725,823
Previously reserved for Technology Equipment	\$ (357,928)
Previously reserved for Fiscal Software & Related Costs	\$ (309,000)
TOTAL BEGINNING FUND BALANCE - AVAILABLE FOR OPERATIONS	\$ 2,058,895
PROJECTED NET CHANGE IN FUND BALANCE IN FY 2023-24	\$ 7,734
PROJECTED ENDING FUND BALANCE - JUNE 30, 2024	\$ 2,066,629
RESERVE ITEMS FOR FY 2023 - 24 BUDGET	
Great Schools Partnership - Strategic Plan	\$ (62,000)
TOTAL RESERVE ITEMS FOR FY 2023 - 24 BUDGET	\$ (62,000)
RESERVE ITEMS FOR FY 2024 - 25 BUDGET	
Fund Balance Usage to Offset Expenditures	\$ (485,291)
TOTAL RESERVE ITEMS FOR FY 2024 - 25 BUDGET	\$ (485,291)
TOTAL UNASSIGNED / UNALLOCATED FUND BALANCE	\$ 1,519,338
FUND BALANCE TARGET (2% OF CURRENT YEAR BUDGET)	\$ (778,427)
AMOUNT AVAILABLE BEYOND THE 2% TARGET	\$ 740,912

Washington Central Unified Union School District

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

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

Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: Award Revenue Anticipation Note & Investment Bid
DATE: June 7, 2024

Summary: The District invited seven local financial institutions to bid on the revenue anticipation note for \$2,938,750 and investment of funds for Washington Central UUSD for the period July 1, 2024 – June 30, 2025. The District received three bids.

Revenue Anticipation Borrowing and Investment Evaluation – FY 2024-25

Lending Institution	Loan Interest Rate	Reinvestment Rate	Estimated Net Profit (Cost)
Union Bank	4.72%	5.02% (on entire deposit balance)	\$140,875
Community Bank, N.A.	4.90%	5.30% (on balance up to loan amount)	\$11,755
Community National Bank	4.74%	4.99% (on entire deposit balance)	\$138,613

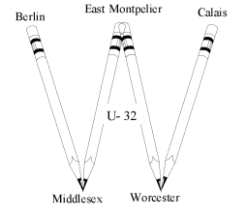
Recommended Board Action: The Board approve the revenue anticipation note for an amount not to exceed \$2,938,750 and investment bid with Union Bank and authorize the Board Chair, Board Clerk and District Treasurer to sign the necessary loan documents.

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Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne Gann, WCUUSD Business Administrator
RE: Award bids for FY 25 wood chips and wood pellets
DATE: June 7, 2024

Summary: The Washington Central UUSD anticipates burning approximately 1,640 tons of wood chips at East Montpelier Elementary School and U-32 Middle and High School during the period July 1, 2024 – June 30, 2025. The District anticipates burning approximately 125 tons of wood pellets at Calais Elementary School and Rumney Memorial School during the period July 1, 2024 – June 30, 2025.

Eight local vendors were invited to bid on supplying and delivering the wood chips for the District for this time period. One vendor declined to bid, six vendors did not respond, one vendor provided a bid, this vendor is the current vendor in FY 2023-24. Three local vendors were invited to bid on supplying and delivering the wood pellets for the District for this time period. One vendor did not respond, two vendors provided bids.

FY 2024-25 Wood Chip Bid Results

Vendor	Cost per ton	Total Estimated Annual Cost
Cousineau Forest Products	\$74	\$121,360

FY 2024-25 Wood Pellet Bid Results

Vendor	Cost per ton	Total Estimated Annual Cost
Vermont Renewable Fuels	\$295	\$36,875
Lyme Green Heat, Inc.	\$314	\$39,250

Recommended Board Action: The Board award the bid to supply and deliver wood chips for WCUUSD for the Fiscal Year 2024-25 to Cousineau Forest Products for \$74/ton.

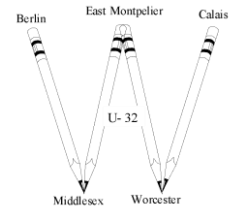
Recommended Board Action: The Board award the bid to supply and deliver wood pellets for WCUUSD for the Fiscal Year 2024-25 to Vermont Renewable Fuels for \$295/ton.

Washington Central Unified Union School District

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Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne Gann, WCUUSD Business Administrator
RE: Authorize Superintendent to Award FY 25 Bids for Liquid Heating Fuels
DATE: June 7, 2024

Summary: The District will receive bids for liquid heating fuels this month, including propane and #2 fuel oil. Given the volatility of the energy market, prices for fuel change daily, so it is necessary to make a quick decision on awarding bids to suppliers. For this reason, it would be beneficial for the Superintendent to have Board approval to award the bids for liquid heating fuel.

Recommended Board Action: The Board authorize the Superintendent to award bids for propane and #2 fuel oil on behalf of Washington Central Unified Union School District (WCUUSD) for Fiscal Year 2024-25.

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

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

Amy Koenigbauer – U-32 Pilot Program

Anna Gerretson – U-32 Social Studies Teacher

Cat Fair - U-32 Assistant Principal for Special Education

2. Retirement

3. Re-Hires

4. Resignations

Kevin Richards – U-32 Social Studies Teacher

Julia Pritchard – U-32 Special Services Coordinator

5. Extended Leave of Absence Request:

6. Change in FTE:

7. Long-Term Substitutes (24-25 School Year)

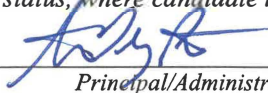
8. Change in Position (24-25)

TEACHER NOMINATION

POSITION: Social Studies Teacher - High School		FTE: <u>1.0</u>
REASON FOR VACANCY: <input checked="" type="checkbox"/> Retirement/Resignation <input type="checkbox"/> New Position <input type="checkbox"/> Leave of Absence		
SCHOOL BUILDING: U-32		
SEARCH COMMITTEE COMPOSITION: <input type="checkbox"/> Administrators <input checked="" type="checkbox"/> Teachers <i>(numbers and groups represented)</i> <input type="checkbox"/> Support Staff <input type="checkbox"/> Parents/Community Members <input type="checkbox"/> Other:		
EDUCATIONAL PREPARATION: <i>(College, degree, date obtained)</i>	University of Vermont, B.A. English & History, May 2015 University of Vermont, M.A. Teaching English & Social Studies May 2020	
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: <i>(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)</i>	See attached (due to length)	
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: <i>(resume and cover letter attached)</i> NAME: Anna Gerretson		
SALARY INFORMATION: Salary Schedule Placement: <u>M00-M14</u> Step: <u>E</u> Salary/Wage Rate: <u>\$61678</u> Number of 2 nd Round Interviews: <u>x</u>		

(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

6/3/24
Date

RECOMMENDED BY

Superintendent

Date

BOARD APPROVAL DATE: _____

New Hire / Transfer Form

Upon completion, send to Heidi Dimick (hdimick@u32.org). If it is a teacher, include a Teacher Nomination Form with cover letter and resume.

Location:	U-32				
Name:	Anna Gerretson				
Process:	<input type="checkbox"/> Internal Only <input checked="" type="checkbox"/> Internal/External Number of Applications: <u>24</u> Number of 1 st Round Interviews: <u>1</u> Number of 2 nd Round Interviews: <u> </u>				
Reference Checks:	Date of Reference Checks: <u>6/3</u> Number of References Contacted: <u>3</u>				
Position Type:	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> ESP	<input type="checkbox"/> Non-Bargaining		
	<input checked="" type="checkbox"/> Permanent	<input type="checkbox"/> Prorated Non-renewable/Leave Replacement			
	<input type="checkbox"/> Temporary	<input type="checkbox"/> Long Term Sub	<input type="checkbox"/> Other:		
Position Title:	Social Studies Teacher - High School				
New or Replaces: <i>(If replacing, send termination form)</i>	<input type="checkbox"/> New Position				
	<input checked="" type="checkbox"/> Replaces: Kevin Richards				
Status:	<input type="checkbox"/> Temporary/LTS	<input type="checkbox"/> One Year	<input checked="" type="checkbox"/>	Permanent/Regular	
Budget/Account Code:					
Start Date/End Date:	Start date: 07/01/2024		End date (if applicable):		
Days/Year:	<input checked="" type="checkbox"/>	School year (up to 200 work days)			
	<input type="checkbox"/>	Extended year (201-230 work days)			
	<input type="checkbox"/>	Full Year (230-261 work days)			
On SchoolSpring?	<input checked="" type="checkbox"/>	If yes, Job posting # 4658455			
	<input type="checkbox"/>	If no, attach application/resume			

Administrator Signature: _____

TEACHER NOMINATION

POSITION: U32 Assistant Principal for Special Education		FTE: _1.00_
REASON FOR VACANCY: <input checked="" type="checkbox"/> Retirement/Resignation <input type="checkbox"/> New Position <input type="checkbox"/> Leave of Absence		
SCHOOL BUILDING: U32		
SEARCH COMMITTEE COMPOSITION: _2_ Administrators <input type="checkbox"/> Teachers (numbers and groups represented) <input type="checkbox"/> Support Staff <input type="checkbox"/> Parents/Community Members _1_ Other: Student		
EDUCATIONAL PREPARATION: (College, degree, date obtained)	Post Graduate Work: St. Michael's College: Collaboration & Consultation (2014), Social Cognition (2012) Upper Valley Educators Institute: Educational Leadership (2013) Master in Counseling (School Counseling) Johnson State College (2004) Bachelor of Business Administration Norwich University (1990)	
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: <i>(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)</i>	The initial interview process identified two possible candidates to move forward. However, the subsequent follow-up interviews and reference checks resulted in no applicant emerging as a viable candidate that we could move forward in alignment with our values and mission. Therefore, the initial process to identify the next Director of Special Education at U32 resulted in a failed search. Through the AP search it became clear that Cat demonstrated the skills and characteristics we were looking to find in our next U-32 SE Director.	
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: <i>(resume and cover letter attached)</i>		
NAME: Catherine Fair		

(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

Teacher Nomination Form - Board

(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

Kerra Holden - Kerra Holden
Principal/Administrator

6/10/2024
Date

RECOMMENDED BY

Mary E. Fry
Superintendent

6/10/24
Date

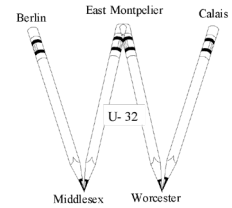
BOARD APPROVAL DATE: _____

Washington Central Unified Union School District

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Phone (802) 229-0553
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Washington Central Unified Union SD School Board Meeting 5.22.24 6:15-8:15 PM U-32 High School



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

Others Present: Superintendent Meagan Roy, Susanne Gann, Debbie Goodwin, Dell Waterhouse, Principal Steven Dellinger-Pate, ORCA Media, Gillian Fuqua, Shelley Vermilya, Celia Guggemos, Karoline May, Edie, Kerra Holden, Patrick Whelley, Kathryn Biggam, Lauralee Curavoo, Lisa Hanna, Robert M, Vaughn O'Hanlon, Mayla Landis-Marinello, Meg Allison, Ace LaFountain, Ainsley, Allen Gilbert Allison Fayle, Amelia Garland, Anya Skibbie, Chani Waterhouse, Yolanda Bansah, Cat Fair, Larraby Fellows, Alicia Lyford, Sarah Bell, Elizabeth Brown, Laren Chabot, Rebecca Tatistcheff

1. Call to Order: Flor Diaz Smith called the meeting to order at 6:17.

2. **Welcome:** Flor Diaz Smith welcomed that present and expressed gratitude for supporting the budget; she spoke about the hard work going forward and expressed faith in the board and the administration to come together and work creatively and collaboratively to create opportunities that will benefit all students.

2.1. Adjustments to the Agenda: (no adjustments noted)

2.2. Reception of Guests

2.3. Public Comments-Time limit strictly enforced, see note: Flor Diaz Smith invited public comments. Lisa Hanna had sent a letter to the board. She asked for clear information about tax implications of proposed budgets. Please provide direct information about opportunities/benefits to students. She stated that the decision to close a school is huge. Chani Waterhouse asked for robust community discussion; she stated that the communities really need information - e.g. tax rate information - how pupil spending decrease? What does data from other schools/ towns show? How significant are savings? Educational opportunities - what, specifically, are these? She asked to consider data - e.g., how are Doty students faring compared to the other schools. We need to consider carefully the data that is driving the decision making. Lauralee Curavoo stated that in all three scenarios, Doty and Calais are "consumed" by other neighboring schools. She stated that there is a feeling of unsettledness within the Calais school building. She asked, when considering financial impact, to be sensitive to how these scenarios are communicated - for two separate communities to come together to create one, united communities. We are not just merging buildings - we are merging communities - is there a plan to create unity and respect diversity and the culture of each town? Lauren Chabot: stated a need for specific information about cost savings and

opportunities for students. It is very important to have a full picture of what people are voting on. She spoke about opportunities that exist for Doty students, for example, planning and serving a meal in the community; although this does not fit into “EQS,” it is very valuable. She asked that a draft schedule be created that includes these opportunities that are spoken of - the school day is only so long - how will this be fit into the students’ days? Sara Bell stated that she moved to Worcester specifically to be close to the elementary school. She stated that living close to the school in the community has been magical and they have felt so supported. She stated that she loves the community involvement, and that the multi-grade opportunities are very valuable. She would like to always consider, and weigh, that these are human beings. Young students are just coming out of COVID-19; and do not have a history of a consistent school experience. It feels like one school will be consuming a smaller school; we cannot really expect them to merge. What tangibles will be implemented to ensure that our students are feeling safe? Will there be some sense of familiarity? She likes the idea of creating a new mascot. That being said, if there is a way to avoid merging schools she would love to be able to do so. She thanked the board for the hard work they do.

3. Board Operations

- 3.1. **Flag Request:** Students, represented by Mayla Landis-Marinello and Vaughn O’Hanlon presented a request to raise the Progress Pride flag on June 5, 2024. Yolanda Bansah, member of BLAM, presented a request to raise Black Lives Matter flag, February 2025. Students reviewed the applications that had been submitted, speaking about the rationale and demonstrating student support. **Ursula Stanley moved to approve the raising of the Progress Pride Flag and the Black Lives Matter, in an act of expressing board support for the issues and related matters. Seconded by Amelia Contrada.** Discussion: The board thanked the students for their advocacy. Diane Nichols-Fleming noted that some of the derogatory comments that were shared, from survey feedback - the board intends to address. Ursula Stanley followed up on the request and asked Chris McVeigh if the Policy Committee is willing to hear from students and consider policy work around these issues. **This motion carried unanimously.**
- 3.2. **Board Vacancies Interviews:** Elizabeth Brown and Patrick Whelley, two community members who had expressed interest in serving on the board, spoke to the board.
 - 3.2.1. **Executive Session: Board Vacancies:** The board felt that an Executive Session was not needed as part of this process. **Diane Nichols-Fleming moved to appoint Elizabeth Brown and Patrick Whelley to the WCUUSD Board. Seconded by Chris McVeigh, this motion carried unanimously.**
- 3.3. **Appoint Central Vermont Career Center Representative:** Flor Diaz Smith asked Patrick Whelley, with his background experience, if he would be willing to serve as the CVCC representative. He indicated that he would. **Ursula Stanley moved to appoint Patrick Whelley as CVCC representative. Seconded by Amelia Contrada, this motion carried unanimously.**

4. **Presentation: Equity Indicators:** Administrators, led by Superintendent Roy, presented a slide deck: *WCUUSD Equity Indicators, May 22, 2024*. Much discussion followed around attendance, suspension, and AP offerings (including through the lens of equity.) Some discussion followed around barriers to AP courses. Willow Mashkuri suggested that tutoring and academic support would be very helpful to students taking AP courses. Michelle Ksepka stated that another barrier is scheduling conflicts. Discussion: What do you see? Diane Nichols-Fleming - the need to have this embedded into our work plan and review it - this is not a “one and done” consideration; need time to process and revisit. Kealy Sloan thanked administrators for this information. She stated that the graphs within the document would need further explanation when shared with the public. What questions does this presentation raise for you? / What strikes you as significant? Zach Sullivan - how accurate is “free and reduced lunch” as a metric. Daniel Keeney - who drives this process? Superintendent Roy - the superintendent ultimately holds it but she believes it is guided and driven by the entire admin team. It does not sit with one certain person; this is why it is embedded into our Strategic Plan, and it will be embedded into the teacher evaluation system. Patrick Whelley- it would be helpful to know specific data/ numbers around “significance.” What are the implications for our work? Ursula Stanley - we have started to talk in the Education Quality Committee about whether and how we add this topic: Equity, into the cycle of information we consider and report on. Daniel Keeney - anxious to hear next steps about how we are going to affect these outcomes.

5. Reports to the Board

5.1. Student Report: Willow Mashkuri and Linnea Darrow provided an update. Prom was held this past weekend - it was a great time, and Willow expressed gratitude for everyone’s safety! Linnea reported on the sports season. The 8th grade DC trip is upcoming, a new U-32 principal has been hired, and a trip to Peru is planned for next year. AP Exams are underway. Willow Mashkuri shared that a lockdown occurred last week; she stated that a positive was that students knew exactly what to do. In the same vein, it can be seen as negative that students need to know what to do in a lockdown situation. She stated that the senior prank is upcoming and that the senior trip to Boston is upcoming. She stated that everyone is ready for the year to end. Willow Mashkuri thanked the board for the opportunity to work with them. Board members thanked and applauded Willow for her dedication.

5.2. Principal Report: Board members were invited to ask questions or comment on this written report.

5.3. Superintendent/Central Office Leadership Team (COLT) Report: Susanne Gann explained that the Business Office is now fully staffed and she feels very confident about the strength of this team.

5.4. Central Vermont Career Center (CVCC) Report: Flor Diaz Smith had provided a written report.

6. Finance Committee

6.1. Award Berlin Walk-in Cooler and Freezer Replacement Project Bid: Ursula Stanley moved to approve awarding the Berlin Walk-in Cooler and Freezer Replacement Project contract to VHV Company in an amount not to exceed \$57,056. Seconded by Kealy Sloan; this motion carried unanimously.

6.2. Accept Annual Fiscal Management Questionnaire: Daniel Keeney moved to accept this document as presented. Seconded by Zach Sullivan; this motion carried unanimously.

- 6.3. **Authorize Superintendent to Sign Contracts and Accept Grants for WCUUSD:** Michelle Ksepka moved to 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. Seconded by Amelia Contrada; this motion carried unanimously.
- 6.4. **Blanket Authorization for Board Warrants/Check Orders:** Zach Sullivan moved to authorize the Blanket Authorization for Board Warrants (included in packet) effective throughout FY 2024-25. Seconded by Michelle Ksepka; this motion carried unanimously.
- 6.5. **Approve Capital Improvement Project Plan and Multi-year Budget:** Daniel Keeney moved to 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. Seconded by Ursula Stanley; this motion carried unanimously. Flor Diaz Smith thanked everyone involved in this work, specifically, Susanne Gann.
- 6.6. **Update from Configuration Committee:** Flor Diaz Smith shared that the committee met earlier this evening. She shared with the board that the committee planned for the months going forward to work through a communication plan and prepare for a possible vote in November. Diane Nichols-Fleming stated that it would be important for board members to have a central and articulated place to go for related information. Superintendent Roy stated that there would be a link on the front page of the website to house all of this information. Patrick Whelley stated that it will be important to engage members of the community from all corners - some have not attended previous forums and board meetings, and we will have to think creatively about how to reach out to all stakeholders and hear all voices, and engage with all.

7. Policy Committee

- 7.1. **First Reading/ Revision F45 Fundraising Policy:** Superintendent Roy shared this revised policy. She explained that the focus on this update was to align current practice with policy, especially related to Boosters Club.

8. Personnel

- 8.1. **Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:** Daniel Keeney asked whether we are receiving contracts in a timely manner as expected and are there any updates. Ursula Stanley moved to accept new hires as presented: Rebecca Tatistcheff, Julia Pritchard, Jennifer Pelletier, Liza Semler, Scott Benerofe, Nicole Mintken, Cathie Ely, Lydia Faesy. Seconded by Michelle Ksepka, this motion carried unanimously. Board members welcomed Principal Tatistcheff and Julia Pritchard (Student Services Director). Ursula Stanley moved to accept resignations as presented Steven Dellinger-Pate, Christine McGrath, Samantha Mishkin, Bethany Parker, Christina Pollard, Amy Jo Young, and Benton Larrow. Seconded by Daniel Keeney. Discussion: Diane Nichols-Fleming asked whether exit interviews are scheduled for these employees. Superintendent Roy stated that this is not a regular practice but can be offered. This motion carried unanimously. Ursula Stanley moved to approve a change in position for Tyler Smith, and to accept his request for leave of absence. Seconded by Michelle Ksepka, this motion carried.

9. Consent Agenda

9.1. Approve Minutes of 4.18.24, 5.1.24: Chris McVeigh moved to approve the minutes from April 18 and May 1, 2024. Seconded by Zach Sullivan; this motion carried unanimously.

9.2. Approve Board Orders: Ursula Stanley moved to approve the board orders dated 4-18-24 through 5-15-24 for a total of \$959,254.58; seconded by Zach Sullivan, this motion carried unanimously.

10. Future Agenda Items: Flor Diaz Smith reminded board members to sign up for graduation, and a reminder that there is a board meeting tomorrow as well. Chris McVeigh suggested that we change our public comment procedures so that we can have more of a dialogue like the one we had at our May meeting. He would like to at least try it; he thinks there is much to be gained by having more back-and-forth dialogue. Flor Diaz Smith stated that we can address this at a future meeting, for instance at a board retreat. She noted that the first meeting of each month is intended for more community dialogue. Chris McVeigh asked for follow-up about data that Mckalyn Leclerc had requested based on the Equity presentation. Superintendent Roy stated that she had not heard a specific request for information immediately but that she had heard a desire for more specific, disaggregated data for consideration, related to each school, and this would require some further investigation and more time to generate.

11. Executive Session: Student Residency Request: At 9:05, Kealy Sloan moved to go into Executive Session for a Student Residency Request, and to include Superintendent Roy. Seconded by Ursula Stanley, this motion carried unanimously. At 9:15, Mckalyn Leclerc moved to come out Executive Session. Seconded by Ursula Stanley, this motion carried unanimously. Ursula Stanley moved to accept the student residency request. Seconded by Amelia Contrada, this motion carried unanimously.

12. Adjourn: The board adjourned by a motion by Ursula Stanley and unanimous consent at 9:18 p.m.

Respectfully submitted,
Lisa Grace, Board Recording Secretary