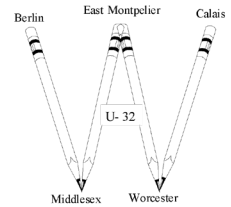


Washington Central Unified Union School District

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 Board Meeting
10.16.24 6:15-9:15 PM
U-32
1130 Gallison Hill Rd.
Montpelier, VT**

Virtual Meeting Information

<https://tinyurl.com/bduhp355>

Meeting ID: 849 3594 9997

Password: 297072

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. Annual Title I Presentation – pg. 4 | 20 minutes |
| 4. State Budget Update | 20 minutes |
| 5. Reports | 15 minutes |
| 5.1. Superintendent/COLT Report – pg. 24 | |
| 5.2. Principal Report – pg. 26 | |
| 5.3. Student Report | |
| 5.4. Central VT Career Center Report | |
| 5.5. VSBA Report | |
| 6. Board Operations (Discussion/Action) | 60 minutes |
| 6.1. Budget Discussion | |
| 6.1.1. Board Parameters & Criteria – pg. 32 | |
| 6.2. Ed Quality Student Monitoring Report – pg. 36 | |
| 6.3. Configuration Next Steps | |
| 6.4. VSBA Resolutions & Bylaws – pg. 45 | |

- 7. Policy Committee 15 minutes
 - 7.1. Second Reading for Policy to be Adopted 10.16.24: Educational Philosophy – pg. 63
 - 7.2. First Reading : Creating Learning Environments to Engage in Civil Discourse – pg. 64
 - 7.3. First Reading : F45 Fundraising – pg. 65

- 8. Personnel 5 minutes
 - 8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 68

- 9. Consent Agenda(Discussion/Action) 5 minutes
 - 9.1. Approve Minutes of 10.1.24 - pg. 69
 - 9.2. Approve Board Orders

- 10. Future Agenda Items
 - 10.1. Board Resolution Discussion

- 11. Board Reflection 10 minutes

- 12. Public Comment 15 minutes

- 13. 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

Annual Title I Meeting 2024-2025

Washington Central UUSD
October 16, 2024

Welcome and Logistics

- Welcome and Introductions
- Recording
- Agenda
 - Overview of Title I
 - Use of Title I Funds in Washington Central
 - Titles II and IV
 - Questions and Feedback

Required Topics

- How do our schools participate in Title I?
- What are our schools' requirements under Title I?
- What are your rights as parents?

Title I Purpose

- Per Every Student Succeeds Act (ESSA): “The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close the educational achievement gaps (Section 1001).
- This means that Title I schools receive federal money for academically struggling students in order to provide additional assistance.

Title I Funding

- The amount of funding received is driven by the number of children at the school in poverty, but that does not determine which children receive Title I services.
- Schools serving a higher percentage of low income families receive more Title I funds.
- Our served schools in 2024-2025 are Berlin Elementary and Doty Memorial School.
- We operate Schoolwide Programs (benefit and improve the entire school) rather than Targeted Assistance Programs (identified caseload).

Title I Funding (continued)

- Title I funds are allocated on a per pupil basis. The per pupil amount of the school with the highest percentage of low income students must be equal to or greater than the per pupil amount for the other schools, regardless of the number of students who are served.
- In FY25 Doty's low income percent based on FRL is 57%, or 36 students, for a per pupil amount of \$3,266.28. Berlin's low income percent is 49%, or 78 students, for a per pupil amount of \$3,258.04.

Berlin Elementary School

- Schoolwide Program
- 2024-2025 Title I Allocation (Original Application)
 - \$254,127.00
- Investments
 - Literacy Interventionist, 1.0 FTE
 - Literacy Teacher Leader, 0.6 FTE
 - Math Teacher Leader, 0.6 FTE

Doty Memorial School

- Schoolwide Program
- 2024-2025 Title I Allocation (Original Application)
 - \$117,536.00
- Investments
 - Literacy Teacher Leader, 0.5 FTE
 - Math Teacher Leader, 0.5 FTE

Other Title I Expenditures

- Neglected and Delinquent
 - Student Activities: \$3,000
- Equitable Services (Orchard Valley Waldorf School)
 - Math Tutoring: \$3,293.00
- Students Experiencing Homelessness
 - Supplies: \$500
 - Transportation: \$0*

*We did not receive a grant for excess transportation costs this year.

Title I Requirements

- Communication to Parents and Community
 - Annual district and school “report cards”
 - Assessment information including policy, procedure, or parental right to opt out where applicable
 - Student achievement results on State tests
 - Timely notice when teacher is not licensed appropriately
 - Parental right to request information about teacher’s qualifications

Title I Requirements (continued)

- Parent and Family Engagement
 - Consolidated Federal Programs (CFP) application
 - Parent and family engagement policy
 - Parent-School Compact
 - Set aside decisions, if applicable
- Consultation
 - Planning, designing, and implementation of Title activities and CFP application

Title I Requirements (continued)

- Inform families about the authority and ability to consolidate Title funds for SWP
- Coordinate and integrate student services
- Highly qualified paraeducators
- High quality, effective curricula
- Access for migratory students

General CFP Requirements

- Comprehensive Needs Assessment
- Professional Learning
- Homeless Education
- Persistently Dangerous Schools
- English Learners
- Assessment
- Program Reporting and Evaluation
- Title IV
- Safe and Drug-Free Schools and Communities
- Fiscal
- General
- Prohibited Uses

Title I Parental Rights

- Be provided with information on your child's level of achievement and academic growth
- Be provided with information about the qualifications of your child's teacher
- Request information about your child's participation in assessments and opt your child out of assessment, as applicable
- Request opportunities for regular meetings to make suggestions and participate, as appropriate in decisions about your child's education
- Engage in ongoing, meaningful two-way communication between parents and teachers
- Be involved in the development of certain policies and decisions about how Title I funds are used

Title II, Part A

- Purpose: The purpose of Title II, Part A is to improve students' academic achievement by increasing the capacity of the State, LEAs, and schools to:
 - Increase student academic achievement consistent with the challenging State academic standards;
 - Improve the quality and effectiveness of teachers, principals, and other school leaders;
 - Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement, and
 - Provide low-income and minority students with greater access to effective teachers, principals, and other school leaders.

Title II

- 2024-2025 Title IIA Allocation (Original Application)
 - \$122,165.00
- Investments
 - Schoolwide Program
 - Berlin and Doty: \$31,621.00
 - Instructional Coach, 1.0 FTE
 - \$82,762.00 (0.67 FTE)
 - Equitable Services (Orchard Valley Waldorf School)
 - Orton Gillingham Training, TBD: \$7,590.24

Title IV, Part A

- Purpose: The purpose of Title IV, Part A is to improve students' academic achievement by increasing the capacity of the State, LEAs, and schools to:
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for students learning, and
 - Promote the effective use of technology in supporting academic achievement and digital literacy of all students

Title IV

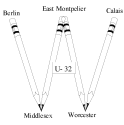
- 2024-2025 Title IVA Allocation (Original Application)
 - \$59,406.00
- Investments
 - Schoolwide Program
 - Berlin and Doty: \$500.00
 - Restorative In School Experience (RISE) Coordinator, 1.0 FTE
 - \$53,523.00 (0.45 FTE)
 - Equitable Services (Orchard Valley Waldorf School)
 - Neurodiversity Training: \$3,690.96²²

Next Steps

- Carry Forward
- Amendments

Questions and Feedback

- Questions and Answers
- Feedback
- Contact Information
 - Jen Miller-Arsenault
 - Email: jmillerarsenault@u32.org
 - Phone: 802-229-0553 x1310
- Thank you for participating!



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[Commission on the Future of Public Education in Vermont](#)

The Commission has started meeting along with an education finance subcommittee. The Commission was created by Act 183. The act states, “The Commission shall study the provision of education in Vermont and make recommendations for a statewide vision for Vermont’s public education system to ensure that all students are afforded substantially equal educational opportunities in an efficient, sustainable, and stable education system. The Commission shall also make recommendations for the strategic policy changes necessary to make Vermont’s educational vision a reality for all Vermont students.” Updates and upcoming meetings can be found on the website linked above.

Finance

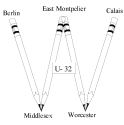
The FY 2024-25 Act 173 Special Education Plan is due to the AOE October 15, 2023. We must report the number of students on IEPs, staffing and service requirements, and budgets for students anticipated to reach the Extraordinary Cost level. Thank you to Renee Bates, Administrative Assistant to Special Services for her work to verify staff, students and tracking vendor expenses. Thank you to each of the building administrators for ensuring that we have the most up-to-date information.

The FY 2022-23 grant close out reports were submitted to the AOE in September along with the first reimbursement requests for FY 2023-24. Once these reports are approved by the AOE, any carry forward funds remaining from the previous year are made available for budget allocation in the current year.

Leave time for individuals out on Family Medical Leave (FMLA) is currently tracked by HR manually on paper. We are testing out a change to the Frontline Absence Management software to help us create a tracking and reporting system for FMLA that is accessible outside of paper. We anticipate this will be an improvement for payroll and benefits. Thank you to Carla for working on implementing this change.

We continue to update Frontline Time & Attendance to improve the function of the employee time clock system. We are learning more about how Absence Management communicates with Time & Attendance and how we can use that communication to increase efficiency. We appreciate the efforts of the school Administrative Assistants and Principals as we work together to work out all the kinks in the system.

Holly was able to create and pull a time report from Frontline Time & Attendance this month for reporting hours worked by support staff to the Vermont Municipal Employee Retirement System (VMERS). Previously this information was taken from paper timesheets and entered onto a spreadsheet to complete this reporting. Another successful efficiency attained with the new software! Nice work, Holly!



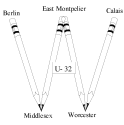
Tom has been working to update the Fixed Asset system to reflect all assets added or deleted in FY 2022-23. This is time consuming and involves communicating with the schools to ensure that our records are correct. All of your work in this project is greatly appreciated, Tom!

A huge shout out to Penny, who has set up the NEMRC Accounts Receivable module to allow for billing from that system. This creates a receivable upon billing, and updates the general ledger without a manual journal entry needing to be made. When Melissa receives payments and deposits them into the bank, Penny is able to record the payment to the invoice, and update the general ledger with a transfer. This will allow for more streamlined tracking of accounts receivable, using the system that we already own. Thank you for your work on this project, Penny!

Entering the next budget cycle, we are reviewing various models of service delivery including Food Service across the district. We will be developing an exploratory RFP for contracting with a Food Service Management Company (FSMC). This will give us very early information about whether it is viable for the Board to continue a larger discussion about this. We would begin with a very general comparison of costs and services to our current service delivery model, to identify 1. potential cost savings 2. improvements to products and services 3. efficiencies in service delivery 4. additional professional expertise 5. additional administrative support. If this initial look makes this feel like a viable option, a more detailed conversation would begin with the Finance Committee. The Committee will be updated as we learn more, but we wanted to make you aware early in the process.

Human Resources

HR has partnered with Shoes for Crews and Lenny's to provide an online ordering portal or vouchers for eligible ESP staff to purchase work-appropriate footwear. Additionally, HR is preparing for benefits open enrollment for WCUUSD-eligible employees, with any changes due to BC/BS by November 22nd.



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2024-2025 Priorities ([Strategic Plan Goals](#)):

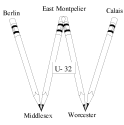
- Build and nurture a culture of well-being and inclusivity.
- Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.
- Foster and commit to responsible leadership that engages the community and communicates transparently.

**Update on Strategic Plan goals:
*Well-being and inclusivity***

Berlin: Berlin welcomed our community for our Open House on the 25th of September and had a glorious time showcasing the work and connections our students have made at the start of the year. On the 27th of September we had our first All School Meeting, welcomed each other to start the day, shared about our favorite parts of school so far and laughed along as teachers played a silly game of “Head, Shoulders, Knees and Cup!” This was a game where teachers had to utilize active listening skills and teamwork. We are looking forward to our next All School Meeting in October.

Calais: A couple of Fridays back we had our first all-school dance. All of our students, K-6, were invited and we had nearly 90% of students attend. They danced, they sang, they made a conga line, and they enjoyed popcorn and cotton candy. Parents stayed to hang out and there were even chances for parents to dance too! It was an awesome night. Also, this week we had our first all-school field trip. All of our students, PreK-6, traveled to Peck Farm Orchard and picked apples, enjoyed a hayride, and tried to find their way out of the corn maze. One of the best parts was watching our 5th/6th graders walk hand-in-and with our Prek and K students through the maze. So heartwarming! Finally, we had our first all-school celebration for filling our “Gem Jars” (part of our PBIS program) and celebrated with Movie Day last Friday afternoon. Calais is leaning deeply into our “all-school” approach and PBIS as our means to making an inclusive environment for all students.

Doty: We had our first student-led all school morning meeting. The sixth grade did a wonderful job engaging us in a greeting and our game was Freeze Dance. The grades take turns hosting the monthly meeting and look forward to it. Unfortunately the fall cold has hit Doty hard and heavy this year. We are working on handwashing skills and sniffles management. Part of well-being is figuring out how to be a good community member when there is sickness traveling around. How do we help our friends catch up on what they have missed? How do we make sure we aren’t spreading nasty bugs? How do we work together to make sure our shared spaces are kept clean? These aren’t the most fun parts of being a community but they are important!



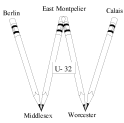
EMES: We've had a lot going on these past few weeks. Last Wednesday, we had our annual Open House where students showed their families all around our school. We tried something new this year with a "passport" that each student was given and asked to visit at least 10 different EMES spaces, including their own learning spaces. This gave families an opportunity to see places they wouldn't ordinarily visit, and gave our staff an opportunity to meet many more families. We also participated in our all-school hike on Friday, and students, staff, and many families participated in one of nine hikes around Vermont. This long-standing tradition included many beloved hikes as well as a few new ones that were accessible to all ages and abilities.

Rumney: Staff designed a whole school Morning Meeting for Monday, September 23. It was a great way to start the week, and students showed true excitement and enthusiasm. The sixth grade students demonstrated the greeting, which was to say "good morning" in another language. Students could also share something with the whole group. It was amazing to see that our youngest students could project their voice to be heard by all. 6th graders then shared announcements, one of which was that we would have a drill at some point during the week (which ended up being very successful). Finally, they played a round of 4 Corners, and a good time was had by all. On Friday, October 18 we will be hosting a Fall Fun Day, where all students will rotate through stations and engage in various Fall activities. During this time, our PTNO is hosting a clothing swap. This will be a great way to demonstrate the importance of sharing when you have an abundance and taking when you have a need. We all do this on a regular basis, and by demonstrating it we hope to encourage the cycle of resources that create a supportive community.

U-32: We are continuing to work as a faculty and staff to clarify the practices that promote inclusive practices. In our professional learning, we are engaged in looking at exemplars to making connections between Universal Design and our own practices. In our systems and structures, we modified how we think about our clubs and callback activities to ensure that we are creating spaces where all students are welcome. The student council will be working to host the "Third Space Fair" and there is a new form for students to fill out to make sure that callback activities are aligned to our vision of inclusion. Additionally, we clarified the different Third Space categories to explicitly include and define our affinity spaces.

**Update on Strategic Plan goals:
*Curriculum, Instruction and Assessment***

Berlin: We have been hard at work to finish our LCAP assessments and have been meeting weekly with data teams to implement the new MLSS forms and accurately group students based on need. We are engaging in high quality discussions on classroom practices and support for all students. Our intervention teams are working to support all learners in and out of the classroom. We are looking forward to an all school writing prompt and scoring in the near future.

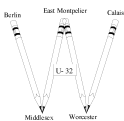


Calais: Following our field trip to the apple orchard, many of our classes are doing math and science lessons focused on apples. There was math around counting, weights, and estimation, and there will be plenty of science as we learn about cooking apples, growing apples, and composting. As a staff we are also streamlining and perfecting our MLSS process and how we respond to students with academic/SEL needs, including setting purposeful meeting times and giving staff the opportunity to collaborate and brainstorm how to best meet the needs of students.

Doty: We have been through one cycle of our biweekly check-ins and so far, so good. These are opportunities for us to catch up and make sure that we aren't having students fall through the cracks. Sonya Rhodes and I are also just starting a foray into iReady historical data. We are curious to see what our longitudinal trends are and use those as indicators of areas of growth. Our beginning of the year assessment cycle is finished and as I always say to families, assessments don't answer questions, they help us ask better questions in our work to support students.

EMES: Last month I shared a little about our all-school writing prompts. Over the past few weeks, I've spent time visiting each classroom, sharing a little about myself, reading a story to them, and engaging them in the first all-school writing prompt. Over the summer, I collected hundreds of pebbles on the coast of New Jersey. I brought these back to Vermont with me and gave each student their own special pebble. The prompt they were given was differentiated by age/grade and went something like this: "Imagine you are walking along the beach when you find a half-buried pebble in the sand. It's unlike any pebble you've ever seen before - it has strange colors, odd patterns, and mysterious markings. You bend over to pick it up and as soon as you do, something magical begins to happen..." Students were asked to write a story about their magical pebble, and the level of engagement and excitement over their pebbles was magical in itself. Our teachers then scored the writing pieces using a common writing rubric, and calibrated their scoring efforts with colleagues from across the grades. Next week, we will enter their scores onto our data wall and this will become our first common piece of writing data for the year.

Rumney: Our teachers reviewed our VTCAP scores and shared celebrations, such as "we noticed that our school scores are above the state average in all subject areas." We talked about our areas for growth and teachers identified that while our math scores are well above the state average, we want to see a much higher percentage of students at or above proficient. Our school has implemented our math program with fidelity, and our focus for this year will be on our math routines and ensuring all students have equitable access to their grade level curriculum. The math routine section of a lesson is where all students can participate and show what they know. This is important for building class culture and ensuring a sense of belonging for all children.



U-32: We are continuing to work on defining rigor, relevance, inclusion, and relate them to our transferable skills. Department facilitators are beginning to work on creating a system for teaching, tracking, and reflecting on habits of work, transferable skills, and proficiencies in order to leverage them in students learning experiences. We are starting to revisit interdisciplinary and project work as a part of those conversations. In the next month we will be focusing on create high quality tasks that assess each of those areas.

**Update on Strategic Plan goals:
*Community Engagement and Communication***

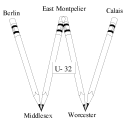
Berlin: Berlin hosted its second PTNA meeting this month and will host a special meeting for planning of the Fall Festival on the 16th of October. Additionally, we posted our monthly newsletter the Bobcat Beat. We also are communicating weekly about upcoming events or any other special announcements.

Calais: We have started to tap into our new “Volunteer Calais” program and have had parents sign up as dance chaperones, show up to field trips, come in and re-shelve books in the library, and even do some weed whacking and grounds clean up. We are going to continue and grow this program of bringing in volunteers to the school. Another community connection is the “Calais Town Tour” where Mrs. Jackson, our 3rd/4th grade teacher is working with several Calais Town leaders to put together a guided tour of our town and history. This tour will take place on Friday, October 18th. In terms of communication, I have started a video newsletter each week that goes out in Smore, YouTube, Instagram and Facebook in addition to a weekly “Tiny Mic Interview” where I use a very tiny, pink rhinestone bedazzled microphone to do quick interviews with students. Parents and kids love it!

Doty: Our sixth graders are well on their way to planning the annual Haunted Hallway, a historically popular event. We are also working to host increasing numbers of community events here at the school. We have just solidified that the annual Worcester holiday craft fair will be held here on December 8th.

EMES: We are in the beginning stages of revamping two long-standing traditions at EMES that bring in our community: our Harvest Feast and Gifts for Giving. After using the Traditions Protocol to further examine these traditions through an equity lens, we have decided to make some changes to both and will be combining the two into one day/evening long event later this fall. We’re excited to see what the next chapter for these will look like and feel like the changes we are making will break down some barriers that have been in place for some families for a long time.

Rumney: This year I am using our Smore newsletter templates for internal school communication as well as our family communication. Staff have appreciated this weekly communication as a way to know what’s coming up in our week. The Wildcats Weekly is



sent at the same day and time each week, so families are familiar with the routine and know where to check for information. The family newsletter links all class newsletters, as we know families rely on streamlined communication. We also use this resource to gather feedback about our community engagement events (Open House, Fall Fun Day, All School Meetings, etc.). Our staff is committed to using the traditions protocol to look at our entire school year and ensure we have a variety of times for events, so all families can attend at least some of our special events.

U-32: Pep is full of pep during homecoming week as work toward spirit week, hallway wars, and the bonfire. We hope that families will join us for the community bonfire on Friday after the football game to be in community together. This past week we also had a fingerprinting event to support our mentors and help to create links among mentors. As we move forward we hope to expand that to a mentor orientation event that allows community mentors to connect with each other.

Celebrations & Upcoming Events

Berlin:

- October 14—No School
- October 16—Special PTNA Meeting
- October 25—Fall Festival/Trunk or Treat
- November 11—No School/Family Conferences

Calais:

- All-School Meeting, Oct. 18th
- Calais Town Tour (3rd/4th), October 18th
- School-wide weeklong game of “Clue”, week of Oct. 28
- Trunk or Treat (Friends of Calais), Nov. 2

Doty:

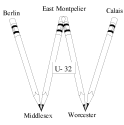
- Haunted Hallway, date TBD
- 10/17 - All school morning meeting, led by 5th grade

EMES:

- Week of October 21: Special all-school celebration with community guests
- October 25: Monster Mash (PTNO event)
- November 5: Voting Day at EMES

Rumney:

- October 16: School Picture Day
- October 18: Fall Fun Day
- October 31: Costume parade and All School Meeting



U-32:

- October 15-18: Spirit Week
- October 18: Football Game; Community Bonfire
- October 19: Homecoming Dance

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

Berlin: Berlin teachers spent time learning about and exploring the new and improved Domain 2 in the Danielson Framework. I will be observing all classroom teachers using this lens in the next three weeks. I am also supporting new teachers to our system with formal evaluations. I met with our ESP and we have rolled out the Evaluation Cycle year plan for the year. ESP will engage in individual meetings with me and receive feedback from the teachers in classrooms in which they work. This will all be combined to provide a comprehensive picture of the ESP's strengths and areas of growth.

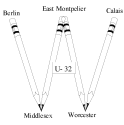
Calais:

Doty: Doty staff have received information regarding Domain 2 of the new Danielson Framework. We have also spent some time unpacking the walkthrough form so that can start becoming familiar with the new language in it. Teachers have done their self assessments and goals and we are ready to begin our formal walkthroughs for the year.

EMES: I recently spent time with the EMES ESP introducing them to our online supervision and evaluation system, Vector. This is the first time they will enter their goals into Vector like our teachers do. In the past, they have done everything by hand. I have also begun the formal observation process with our new teachers this year. It's always a pleasure for me to see how our new teachers engage and teach our students in a new setting. This year we have 5 teachers in this cycle.

Rumney: Teachers spent September completing their self-assessment and annual goals. This year, they were given a choice of using the previous tools or to use the 2022 Danielson for Clusters 2 and 4. They appreciated having the choice and having a smooth transition to the 2022 Danielson Framework.

U-32: Teachers spent time during PD learning about Danielson Cluster 2 and 4. They made connections between those clusters and our work on inclusion, rigor, and relevance. They set goals related to those focal areas and we are now in our cycle of goal setting meetings.



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

To: WCUUSD Board
From: Flor Diaz Smith, WCUUSD Board Chair
on behalf of the Finance Committee
Re: **APPROVED** Budget Parameters 2025-2026
Date: Updated Sep 18, 2024

WCUUSD School Board members,

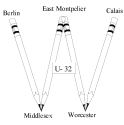
The Finance Committee met and want to share the following budget parameters we discussed. Before we get started I want to remind us that we approved an [equity policy](#) that defines educational equity as:

Educational equity occurs when each child receives what they need to develop to their full academic and social-emotional potential. Equity goes beyond formal equality where all students are treated the same. Working towards equity in schools involves:

- Expecting high outcomes for all participants in our educational system, and removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Identify and remove inequitable practices, examining biases and creating inclusive multicultural school environments for adults and children;
- Providing every student with access to high quality culturally responsive educational experiences
- Discovering and cultivating the unique gifts, talents and interests that every human possesses

Keep in mind the definition above as you review the following budget parameters:

1. Continue to offer and further develop the Muti-Layer System of Supports to all students across all schools and Professional Development for Teachers. (Strategic investment in building teacher capacity)(Most vulnerable students will have what they need)
2. Concentrate on the Services we should include and tie the parts of our budget to service delivery to students,
3. Frame budget to the Goals of our [Strategic Plan](#) and our [Core Beliefs](#).
4. Stay under the Excess spending threshold.



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

5. Continue to frame budget decisions around Ed Quality Standards, Equitable distribution of Resources (and meeting student need, *transportation Equity, Opportunity for extended before and after care*)
6. *Provide the lowest increase in net spending with meeting EQS and addressing equitable distribution of resources and student needs.(enrollment and program reductions)*
7. *Consider configurations that realize program quality improvements within optimal class sizes.*
8. *Move towards long Term Financial Sustainability of our system (Appropriate level of increase that we can sustain within our community)*

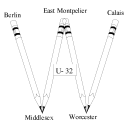
These parameters will be used to guide our administrators as they develop the Next Budget Draft. The finance committee is looking forward to working and collaborating with all of you as we get started in our budget process. Please review in advance for discussion at our meeting on September 18th,

DRAFT CRITERIA synthesized from the 7/31/24 Finance Committee Meeting

<p>Practices and processes:</p> <ul style="list-style-type: none"> ● Communicate clearly and with greater detail <ul style="list-style-type: none"> ○ Share data ○ Elaborate on costs AND benefits ○ Share proposals with credible arguments ○ Define equity ○ Provide more information on options ● Answer specific questions from the community data (FAQ) ● Acknowledge when data is inconclusive ● Communicate process, timeline, and opportunities for community input
--

Criteria	Core Belief
Impact on student well-being	Well-Being
Travel time <ul style="list-style-type: none"> ● Length of bus rides for various age groups ● Travel time for families to school 	Well-Being Humanity, Justice, Community, and Belonging
Implications of moving 6th grades to U-32 <ul style="list-style-type: none"> ● Student impacts: social, emotional, academic ● System impacts 	Well-Being Humanity, Justice, Community, and Belonging Rigorous Curriculum and Instruction
Sustainability and fiscal responsibility	Transparent and Responsible Leadership
Does this configuration set us up to enter a merger conversation with other districts?	Transparent and Responsible Leadership
Implications of different proposals on specific communities/towns and the community as a whole <ul style="list-style-type: none"> ○ Per pupil spending (we can't control taxes) ○ Community viability ○ Property values ○ Community well-being ○ Pros/Cons for all scenarios/options ○ Impact of closures on towns (center towns most impacted) 	Community Engagement and Relationships Humanity, Justice, Community, and Belonging
Specific educational improvements and opportunities for students	Rigorous Curriculum and Instruction Humanity, Justice, Community, and Belonging
Allow class sizes that meet Education Quality Standards and are sufficient to provide rich instruction	Rigorous Curriculum and Instruction Transparent and Responsible Leadership
Maintain full time nursing and counseling	Well-Being Humanity, Justice, Community, and Belonging

Maintain or expand enrichment opportunities that are consistent across the system (music, art, world language, etc.)	Rigorous Curriculum and Instruction Humanity, Justice, Community, and Belonging
Limit (or eliminate) shared positions across schools and very small FTE	Humanity, Justice, Community, and Belonging



To: WCUUSD School Board
From: Education Quality Committee

October 2024

Purpose/Charge:

According to our Student Achievement Monitoring plan adopted by the full board in the spring of 2023, the board is to receive 4 reports each year, 2 on math & reading achievement, 1 on a rotation of other Student Learning Outcomes (2 to 3 each year), and 1 report on post-secondary outcomes.

The committee has developed a working calendar and revised monitoring plan to ensure the delivery of these reports promptly.

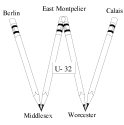
How are we doing? What are we doing?

Our students are making expected progress, however, there is a performance difference between sub-groups, our economically disadvantaged students (FRL), and our students on IEPs that continues to endure. We look at student performance relative to both proficiency and growth in order to understand how we are moving toward that goal. The district currently uses i-Ready data and Acadience Reading as defined in our [Local Comprehensive Assessment Plan](#). Our assessment tools are being used to inform action plans and intervention plans.

Current Report :

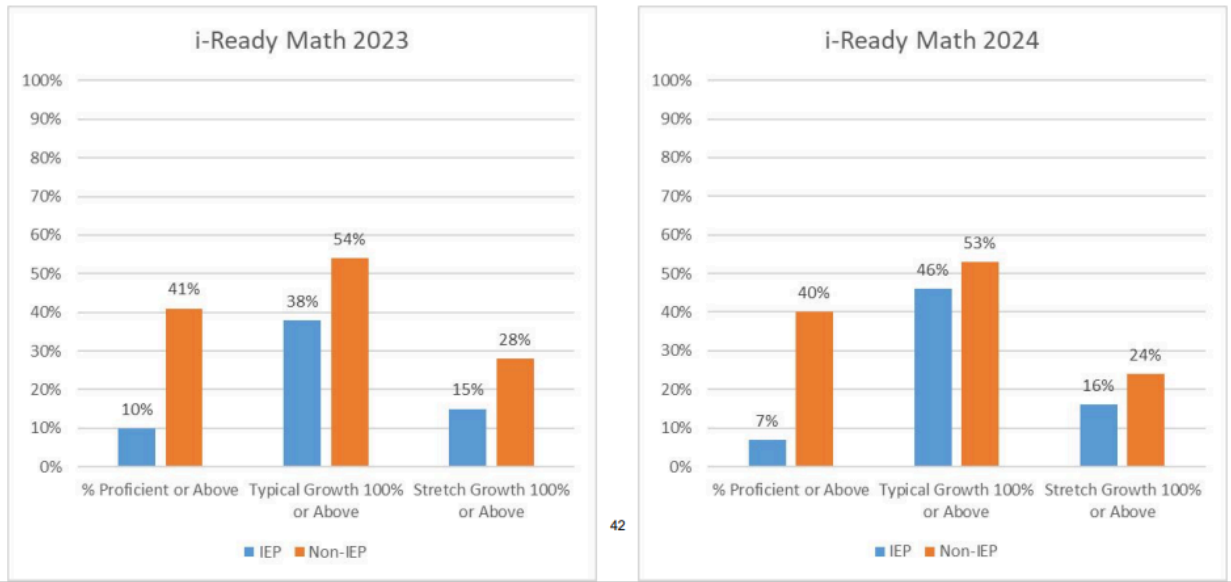
In September and October, the Education Quality Committee (EQC) examined the spring 2024 student achievement data on the i-Ready reading and math diagnostic assessments and Acadience reading assessment. Our district has been using i-Ready diagnostics long enough that we were able to review cross-sectional data (different students over time). The Acadience Reading assessment was implemented for K-6th grades last year. This is a new assessment tool introduced because it closely aligns with the skills being taught and with the requirements of [Act 139](#) (an act relating to supporting Vermont's young readers through evidence-based literacy instruction). This year we have added disaggregated data sets that allow us to incorporate the district equity indicators into our work. For our math and literacy/ reading analysis we look at 3rd grade reading skills and 8th grade algebra concepts. At a school and classroom level this assessment data is used to track performance and growth of classes and individual students so that appropriate action steps can be developed. Additionally this assessment data is used to inform intervention plans for students.

As we continue with our monitoring plan we will develop a collection of data that will allow us to look at cohorts over time (longitudinal data) and our progress towards our improvement goals.

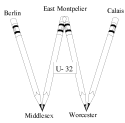


As a reminder, past reports and presentations can be found on the [Board Committee Resource Page](#).

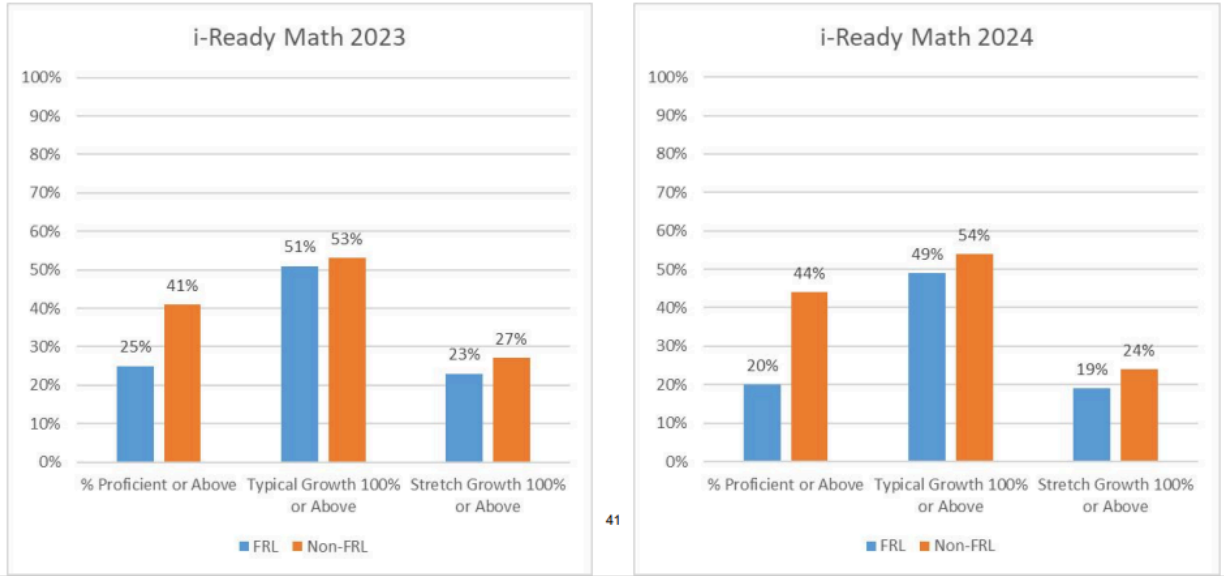
i-Ready **Math** by **IEP Eligibility** Spring 2023 and Spring 2024



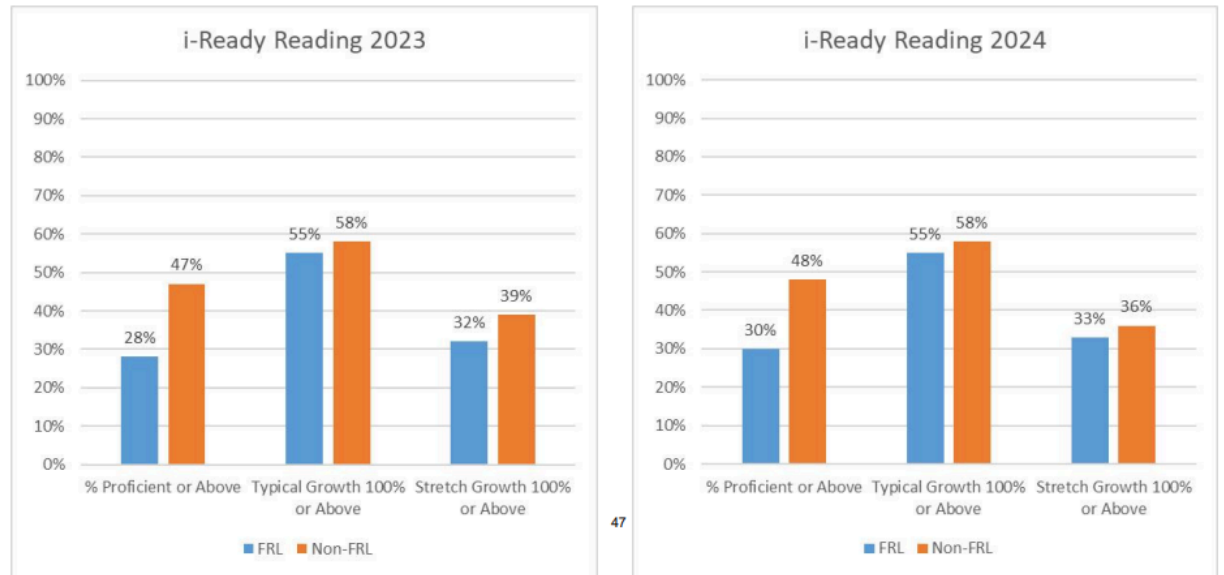
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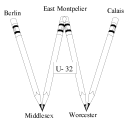


i-Ready **Math** by **FRL Eligibility** Spring 2023 and Spring 2024

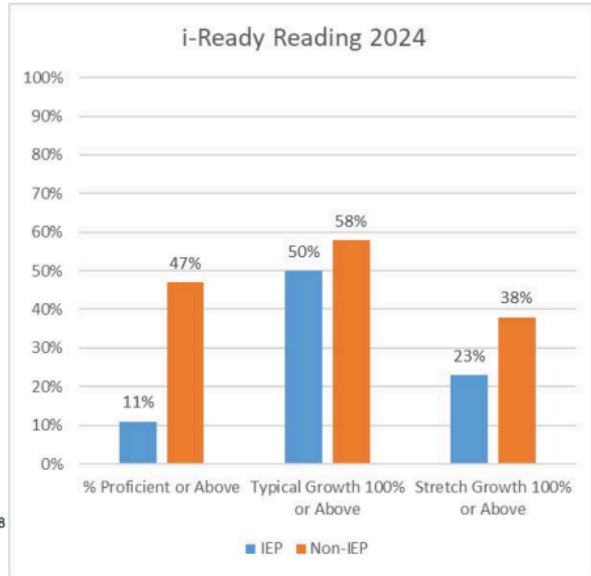
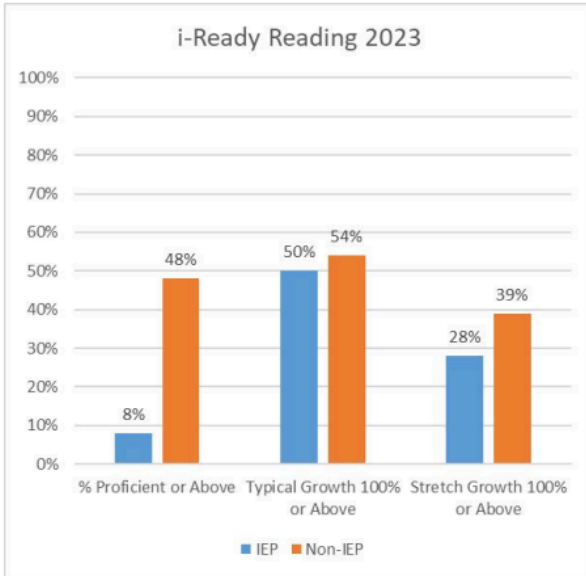


i-Ready **Reading** by **FRL Eligibility** Spring 2023 and Spring 2024





i-Ready Reading by IEP Eligibility Spring 2023 and Spring 2024



Acadience Reading K-6 Assessment

These Acadience Reading Measures...	...Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	• Phonemic Awareness	Individual
Phoneme Segmentation Fluency (PSF)	• Phonemic Awareness	Individual
Letter Naming Fluency (LNF)	• Indicator of risk	Individual
Nonsense Word Fluency (NWF)	• The Alphabetic Principle and Basic Phonics	Individual
Oral Reading Fluency (ORF), including Retell	• Advanced Phonics and Word Attack Skills • Accurate and Fluent Reading of Text • Reading Comprehension	Individual
Maze	• Reading Comprehension	Group-Administered

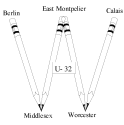
How Much Time is Needed for Benchmark Assessment?

The amount of time it will take to administer the benchmark assessment will vary by grade and time of year. All measures except for Maze are administered one-on-one with students.

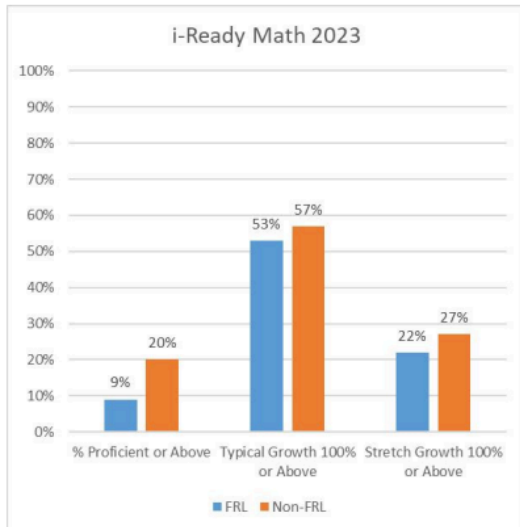
	Beginning of Year		Middle of Year		End of Year	
	Measures	Time	Measures	Time	Measures	Time
Kindergarten	FSF, LNF	3 minutes	FSF, PSF, LNF, NWF	6.5 minutes	LNF, PSF, NWF	5 minutes
Grade 1	LNF, PSF, NWF	5 minutes	NWF, ORF	8 minutes	NWF, ORF	8 minutes
Grade 2	NWF, ORF	8 minutes	ORF	6 minutes	ORF	6 minutes
Grades 3-6	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class

Student Performance Interpretations

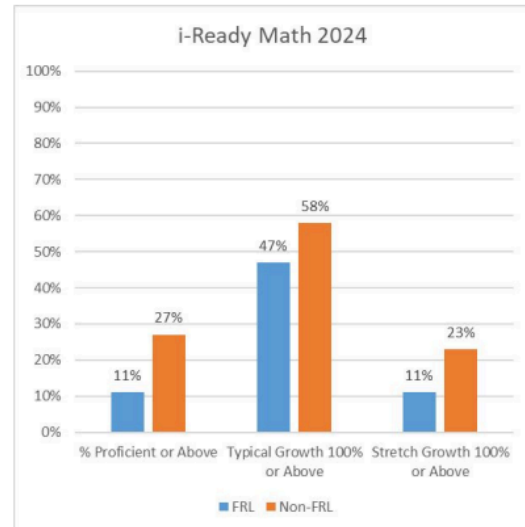
Likelihood of Meeting Later Reading Benchmarks	Benchmark Status	Benchmark Status Including Above Benchmark	What It Means
>99%		Above Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 90% to 99%	For students with scores in this range, the odds of achieving subsequent early literacy/reading benchmarks are very good. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may benefit from instruction on more advanced skills.
95%	At or Above Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 90% to 90%	At Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 70% to 85%	For students with scores in this range, the odds are in favor of achieving subsequent early literacy/reading benchmarks. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed.
90%			
80%			
70%			
60%	Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%	Well Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are approximately even, and hard to predict. Within this range, the closer students' scores are to the benchmark, the better the odds; the closer students' scores are to the out point, the lower the odds. These students likely need core instruction coupled with strategic support, targeted to their individual needs, to meet subsequent early literacy/reading benchmarks. For some students whose scores are close to the benchmark, effective core instruction may be sufficient; students whose scores are close to the out point may require more intensive support.
55%			
50%			
45%			
40%			
30%			
20%			
10%			
<5%			



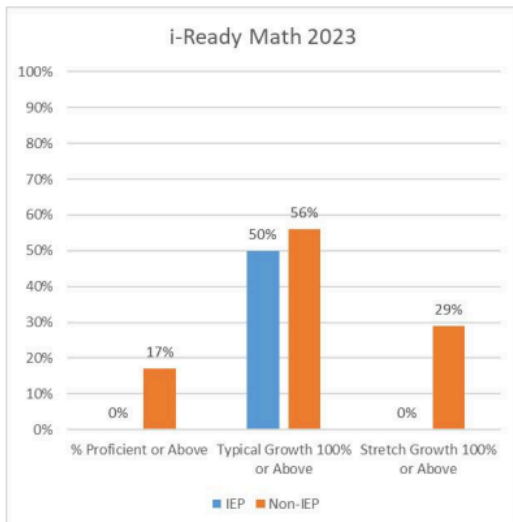
i-Ready Math **Grade 8 Algebra Concepts** by **FRL Eligibility** Spring 2023 and Spring 2024



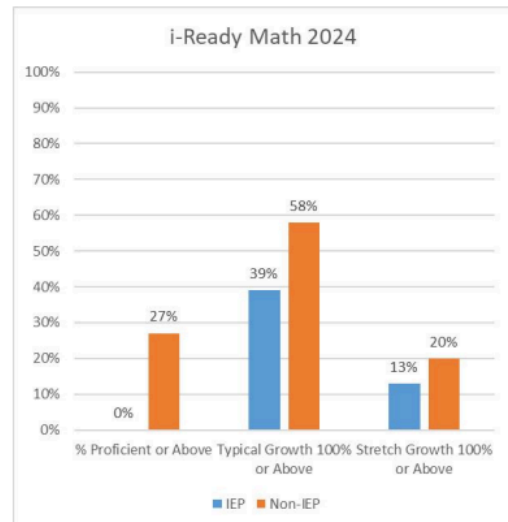
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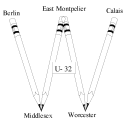


i-Ready Math **Grade 8 Algebra Concepts** by **IEP Eligibility** Spring 2023 and Spring 2024

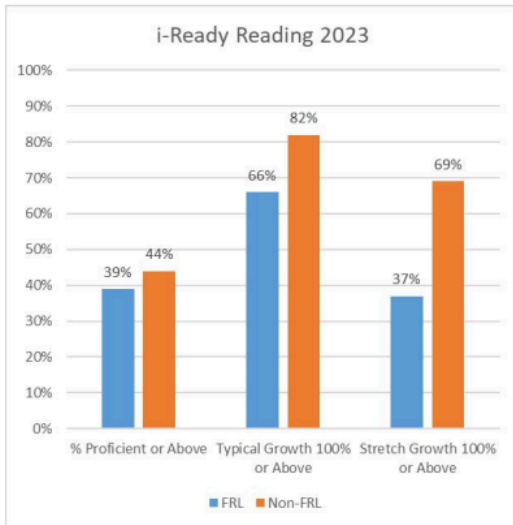


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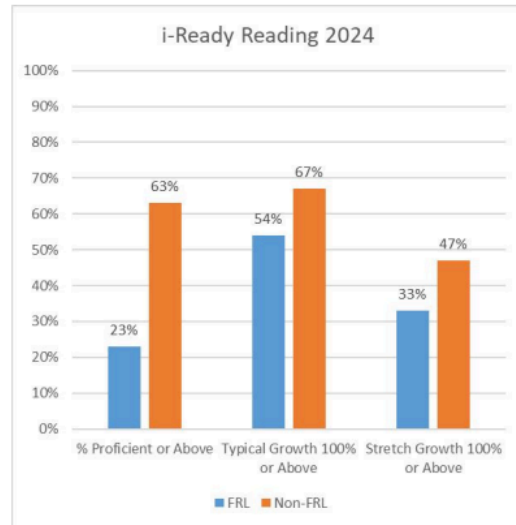




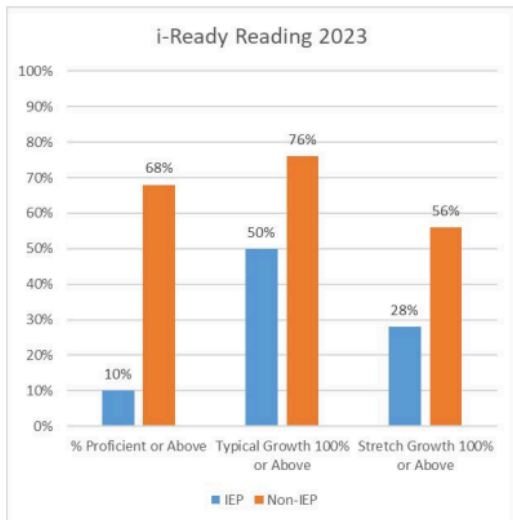
i-Ready Reading **Grade 3 Reading** by **FRL Eligibility** Spring 2023 and Spring 2024



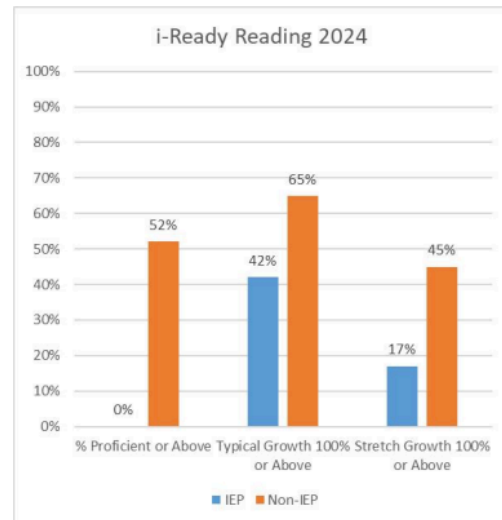
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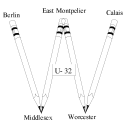


i-Ready Reading **Grade 3 Reading** by **IEP Eligibility** Spring 2023 and Spring 2024



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Below is a summary of our analysis.

System Successes:

- When we disaggregate by race/ethnicity and gender we are not seeing significant differences in performance between sub-groups.
- Overall, our students are making significant stretch growth, more than the national average.
- Data analysis at our school and class levels is being used to inform our support and intervention practices and plans.

System Challenges:

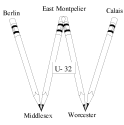
- We are currently using some grant funds to support our Local Comprehensive Assessment System. Some of these funds will be fully spent and expire this fiscal year.
- Our difference in performance between sub-groups in FRL (economically disadvantaged) and IEP demographics continues to endure.
- This was our first year using the Acadience reading assessment and there is a learning curve to the process, there were some technical glitches during some assessments that needed to be addressed.
- Some cohorts of students need further, deeper analysis as their results are outliers for our district.
- The committee has not yet been able to review State level standardized test (VTCAP) results and we were unable to include those results in this report. They will be reviewed at a later date.

System Needs:

- Analysis of what resources are being used to support FRL & IEP students, and what additional resources are needed.
- Analysis and comparison of I-Ready reading and Acadience Reading assessments.
- Continue to utilize the same assessment plans, assuming they are meeting our needs, to ensure we have time to collect the data needed to properly monitor the achievement of our students.

Changes to instructional and evaluation practices:

- We have revised our elementary literacy performance indicators to better align with current research and evidence. As a result, we have implemented a new elementary reading assessment that is better aligned with predictors of reading



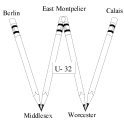
success to inform both our universal practices and our interventions. Both I-Ready reading and Acadience Reading assessments complement each other and have their own strengths in supporting our assessment system and informing our multi-layered system of supports. We are using the 2024 revised edition of i-Ready Classroom Mathematics in Grades K-8, including articulating and monitoring fidelity of implementation as we continue to build our multi-layered system of supports.

Implications for the School Board:

- Informed Oversight - we the members of the full board need to hold ourselves and the superintendent accountable for improved outcomes, including longitudinal improvements.
- Ensure that we are allocating resources to continue to build and implement our Local Comprehensive Assessment System, including resources for responsive instructional and assessment practices and associated professional learning. This includes budgetary and time resource needs.
- A need for a deeper understanding of Act 139 and how it impacts our practices.

Here are some terms that are important to know and understand related to student achievement.

- **Growth Measures** - A method to indicate how much a student has progressed towards proficiency. These measures are individual to each student. [Helpful video](#)
- **Typical Growth** - A year long measure of the average progress expected for a student. One way to think of this is “keeping up”
- **Stretch Growth** - A year long measure beyond average progress, that is both ambitious and achievable. “Catching up” may take more than one year of stretch growth for students to get on grade level.
- **Student Learning Outcomes (SLO)** - Essential academic and transferable skill that our students should know and be able to do by the time they graduate. They are aligned with Vermont’s Education Quality Standards.
- **Education Quality Standards (EQS)** - A set of rules describing what a high-quality education should look like for students attending Vermont’s public schools.
- **Local Comprehensive Assessment System** - An approach that integrates both assessments aligned to student learning outcomes and a system’s ability to make and sustain data-based decisions to serve students’ needs.
- **Equity Indicators** - allow us to compare outcomes for two groups to measure the disparity.



- **Cross-Sectional Analysis** - A data view comparing different students across years i.e. last year's 3rd grade and this year's 3rd grade.
- **Longitudinal cohort Analysis** - A data view of the same students over time i.e. last year's 3rd grade and this year's 4th grade.
- **MLSS** - Multi-Layered System of Supports

Support References

Video on i-Ready growth model and Typical Growth and Stretch Growth measures - <https://i-readycentral.com/view-resource/?id=14935>

One page review of Proficiency and Growth Data - <https://drive.google.com/drive/folders/1C-URY7H0d2pCvbCuYD1bGxkDoU2fQqyu>

During our full board meeting on October 16th we would like to engage in a discussion about this report. We offer the following questions for your consideration.

- What stands out to you?
- What questions do you have? About our analysis? About the data?
- Do you agree with our analysis?
- What other implications for the full board do you see?
- How is the format?

2024-2025 VSBA Resolutions Board Report
October 17, 2024

According to the VSBA Bylaws, resolutions are "positions taken by the Association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch...or other decision-making bodies." Resolutions are guidance for staff and the VSBA Board when they are working in the public policy arena or developing programs and services for our members.

Each year, the VSBA Resolutions Committee considers all resolutions submitted by a member school district board, develops resolutions on issues of importance that are not otherwise addressed in existing or submitted resolutions, and reviews all continuing and regular resolutions.

The VSBA Resolutions Committee and the VSBA Board make a recommendation to "Pass", "Do Not Pass" or "Take No Position" on any resolution submitted by a member school district board. All resolutions submitted by member boards will be submitted to the membership at our Annual Meeting, regardless of the recommendation of the Resolutions Committee or the VSBA Board.

After careful consideration of the resolutions submitted by member boards, and a review of all continuing and regular VSBA Resolutions, the VSBA Resolutions Committee submits the following Resolutions Report to the VSBA Board.

The Resolutions Committee Members were:

Tara Sweet, Chair
Linda Smith
Bart Bezio
Suzanne Buck
Dan MacArthur
Tara Arneson
Gaston Bathalon
Melanie Virgilio
Mark Kaufman
Nancy Russell
Laura Williams

VSBA Board Recommendations for the Resolutions Submitted
by Member School Boards and the VSBA Resolutions Committee

The VSBA Board reviewed all resolutions submitted by member school boards and by the Resolutions Committee.

<u>Res #</u>	<u>Submitted By</u>	<u>Subject</u>	<u>Board Recommendation</u> <i>(Pass/Do Not Pass/Take No Action)</i>
1	Norwich School District	Residential and Non-Residential Property Tax Rates	Pass as a Continuing Resolution
2	Lake Region Union High School	Data Collection and Reporting	Take No Position
3	Resolutions Committee	Artificial Intelligence	Pass as a Continuing Resolution
4	Resolutions Committee	Cell Phones in Schools	Pass as a Continuing Resolution
5	Resolutions Committee	Secretary of Education, Qualifications	Pass as a Continuing Resolution
NOTE: Pages 8-13 is the list of existing regular and continuing resolutions that the board considered.			

Resolution Proposal
#1: Norwich School Boards
Section II, Subsection X
Residential and Non-Residential Property Tax Rates

WHEREAS, in 2023 there were 85 towns where the Homestead Education Property Tax Rate was higher than the Non-Residential Education Property Tax Rate; and

WHEREAS, this property tax rate disparity can incentivize non-residential homeownership in these towns; and

WHEREAS, this property tax rate disparity places an increased burden on homestead property owners; and

WHEREAS, many Vermont towns are already facing high property costs and an acute shortage of housing; therefore

THEREFORE, BE IT RESOLVED: The VSBA calls upon the General Assembly to examine the impact and feasibility of raising the Non-Residential Tax Rate to the same rate as the Homestead Tax Rate in every town where the Non-Residential Tax Rate is lower than the Homestead Tax Rate.

The VSBA calls upon the General Assembly to examine the impact of Non-Residential Tax Rate and Homestead Tax Rates in every town where the Non-Residential Tax Rate is lower than the Homestead Tax Rate.

BOARD RECOMMENDATION: PASS as a Continuing Resolution

Resolution Proposal
#2: Lake Region Union High School
Amendment to: Resolution Section V, Subsection B
Data Collection and Reporting

WHEREAS, the passage of the federal Every Student Succeeds Act as well as state and local needs make the necessity for accurate and informative data more important than ever; and.

WHEREAS, the General Assembly should continue to fund the integration and close linkage of state and local information systems to maximize the efficiency and productivity of data collection, analysis and reporting at both levels.

THEREFORE, BE IT RESOLVED: The passage of the federal Every Student Succeeds Act as well as state and local needs make the necessity for accurate and informative data more important than ever. The General Assembly should continue to fund the integration and close linkage of state and local information systems to maximize the efficiency and productivity of data collection, analysis and reporting at both levels.

1. The State Agency of Education should promulgate consistent and understandable definitions of data.
2. The Agency must analyze and coordinate all its requests for data from local districts to assure that all such data are needed and utilized in a way that improves student learning and provide an explanation and statistical justification for the collection of such data.
3. All requirements for information from local districts should be accompanied by a streamlined and easy-to-use mechanism for collection and submission with the goal of reducing the negative impact on local districts.
4. The Agency should gather input regularly from local districts to ascertain how the data collection process could be improved in order to:
 - a. make it more useful for informing curriculum and program development
 - b. make it more useful for evaluation of curriculum and programs
 - c. evaluate the usefulness of the data and identify possible ways to streamline the data gathering process and reduce the burden on local districts.
5. The Agency should report regularly to policy makers, educators, and the public on what the input was and how it was used.

The VSBA strongly supports the protection of student privacy rights. Any data collection, maintenance or distribution system must be developed with the primary objective of protecting personally identifiable information about students.

BOARD RECOMMENDATION: TAKE NO POSITION

Resolution Proposal
#3: Resolutions Committee
Section III, Subsection L
Artificial Intelligence

WHEREAS, only 7% of school systems in the United States have provided guidance on the responsible use of Artificial Intelligence (“AI”) or have banned the latest AI tools.¹

WHEREAS, 81% of parents and 72% of students believe that guidance on the responsible use of generative AI for schoolwork would be helpful.²

WHEREAS, engagement with communities in developing thoughtful guidance, an education system may realize the potential benefits of AI to improve learning outcomes, support teacher instruction and quality of life, provide students with critical skills, and enhance educational equity.³

WHEREAS, it is necessary for schools to be able to take advantage of the extraordinary benefits of AI while guarding against its hazards, schools must be able to access and implement an effective and responsible AI Model Policy.

THEREFORE, BE IT RESOLVED: The VSBA advocates for legislation that would require the Agency of Education, in consultation with the Agency of Digital Services, Division of Artificial Intelligence, to take all needed actions necessary for the responsible use of Artificial Intelligence in Vermont schools. This may include: model policies, Guidelines for Use, and a Code of Ethics.

BOARD RECOMMENDATION: PASS as a Continuing Resolution

¹ Taken from independent, non-partisan research center, PACE’s “AI Policy Guidance for Schools.” See <https://edpolicyinca.org/publications/ai-policy-guidance-schools>

² *Id.*

³ *Id.*

Resolution Proposal
#4: Resolutions Committee
Section III, Subsection M
Cell Phones in School

WHEREAS, the use of social media platforms via cell phones and other personal electronic devices to access social media has the potential for positive and negative consequences on students.

WHEREAS, the Surgeon General of the United States has stated that, “The mental health crisis among young people is an emergency — and social media has emerged as an important contributor.” The Surgeon General notes that “Adolescents who spend more than three hours a day on social media face double the risk of anxiety and depression symptoms, and the average daily use in this age group, as of the summer of 2023, was 4.8 hours.”⁴

WHEREAS, students also report that “they post about their accomplishments on social media, while 44% say they post about their family. Around one-third (34%) say they share things related to their emotions and feelings on these sites, while 22% report posting about their dating life.”⁵

WHEREAS, schools use technology to communicate with students individually and collectively for curricular and non-curricular activities related to the school. Technology is an important element of many individualized education plans. Schools also use social media platforms as a means of developing and maintaining a learning community.

WHEREAS, this complexity requires thoughtful engagement with students, parents, teachers, administrators, and the wider community, local school districts are best positioned to adopt model policy.

THEREFORE, BE IT RESOLVED: The VSBA supports legislation that would require school districts to adopt a policy concerning use of cell phones and other personal electronic devices in schools. The policy shall address, at a minimum, the specific circumstances or time periods during which cell phone or personal electronic device use is permitted, when their use is prohibited, and any relevant exceptions for instances such as disability accommodation, medical need, or other emergency.

BOARD RECOMMENDATION: PASS as a Continuing Resolution

⁴ <https://www.nytimes.com/2024/06/17/opinion/social-media-health-warning.html>

⁵ <https://www.pewresearch.org/internet/2018/11/28/teens-and-their-experiences-on-social-media/>

Resolution Proposal
#5: Resolutions Committee
Section I, Subsection Q
Secretary of Education

WHEREAS, education in Vermont is of the highest priority, being necessary to foster both a vibrant democracy and a vibrant economy.

WHEREAS, Vermont is faced with unprecedented challenges to schools, including mental health needs, funding, enrollment, transportation, consolidation, and the need for the highest level of achievement for our students to compete/participate in the global marketplace.

WHEREAS, the Vermont Agency of Education represents the most important oversight and regulatory body of education in the state, the Agency needs to be led by a Secretary equal to its many tasks/demands. Minimum qualifications for the position of Secretary best ensures that the Secretary will be able to meet the challenges of the day.

THEREFORE, BE IT RESOLVED that the Vermont School Board Association proposes the following language be added to 3 V.S.A. § 2702:

§ 2702. Secretary of Education

(a) With the advice and consent of the Senate, the Governor shall appoint a Secretary of Education from among no fewer than three candidates proposed by the State Board of Education. The Secretary shall serve at the pleasure of the Governor.

(b) The Secretary shall report directly to the Governor and shall be a member of the Governor's Cabinet.

(c) At the time of appointment, the Secretary holds an advanced degree in education, public administration, or a related field. Shall have held a position of teacher, professor, educational administrator, or equivalent position. The Secretary shall have expertise in public education management and policy and demonstrated leadership and management abilities, including knowledge of public educational policy and practice, and a familiarity with school governance structures.

BOARD RECOMMENDATION: PASS as a Continuing Resolution

Board Recommendations for Existing Resolutions

<u>Res #</u>	<u>Resolution Name</u>	<u>Board Recommendation</u> <i>(Retain, Amend, Repeal)</i>
I.J	Timely/Reliable Information*	Retain
I.N.	Governance Standards*	Retain
I.O.	Collaboration to Benefit All Students*	Repeal
II.U.	Separation of Church and State*	Retain
V.E.	Universal Meals*	Retain
I. E.	Roles of the State in Education	Amend
II.Q.	Emotional Wellness of Students	Amend to Merge
V.A.A.	Social and Medical Services in Schools	Amend to Merge
V.F.	Youth Mental Health	Amend to Merge
III. B.	Student Assessment	Amend
III. E.	Prekindergarten	Retain
IV. G.	Healthcare for School Employees	Retain

Note: Resolutions marked with an asterisk () will sunset if no action is taken by the membership at the annual meeting.*

Resolution I. J. TIMELY AND RELIABLE INFORMATION & IMPLEMENTATION*

The VSBA will prioritize and use its influence to support Vermont School Boards in ensuring that Business Managers, Superintendents, and School Boards receive required, useful and timely information from the Agency of Education.

BOARD RECOMMENDATION: Retain as a regular resolution, given the work of the Task Force on Collaboration to Benefit All Students.

Resolution I. N. GOVERNANCE STANDARDS*

The VSBA advocates for significant input on the school district quality standards adopted by rule of the AOE regarding the business, facilities management, and governance practices of school districts. Further, the VSBA advocates for collaboration with the AOE on implementation of the District Quality Standards.

BOARD RECOMMENDATION: Amend and retain as a regular resolution.

Resolution I. O. COLLABORATION TO BENEFIT ALL STUDENTS*

That VSBA convene a task force to assess concerns regarding and failures of the State Board of Education and/or the Agency of Education, and thereafter provide to the Governor and the legislature no later than January 2025 a list of recommended actions they should take in order to provide appropriate support toward the education of Vermont's students. This task force may include support from groups such as the Vermont Superintendents Association, the Vermont Principals Association, the Vermont Council of Special Education Administrators, and the Vermont Business Managers Association.

BOARD RECOMMENDATION: Repeal because (1) Task Force on Collaboration to Benefit All Students will have finished its work by October and (2) Commission on the Future of Public Education has begun its work.

Resolution II. U. SEPARATION OF CHURCH AND STATE*

The General Assembly must act to bring Vermont tuition reimbursement policy and practice into compliance with the U.S. Supreme Court's ruling in the Carson v. Makin without violating the Compelled Support Clause in Article III of Chapter I of the Vermont Constitution.

BOARD RECOMMENDATION: Retain as a regular resolution because this has not been resolved.

Resolution V.E. UNIVERSAL MEALS*

VSBA supports Universal School Meals in Vermont schools. The funding should come from a source other than the education fund.

BOARD RECOMMENDATION: Retain as a continuing resolution because this has not been resolved.

Resolution I. E. Roles of the State in Education recommend rewrite:

Current: The VSBA believes that the role of the State Board of Education and the State Agency of Education is:

1. To guide the creation of a broad design for the education system in a rapidly changing world where information is no longer confined to books or geographic locations. The broad design must include a focus on: assuring success for every student; supporting a new vision for teaching and learning; engaging and supporting families and communities; delivering and using world-class technology; and providing effective leadership.
2. To provide support for local boards in their efforts to design and implement the best possible educational program.
3. To promote equity of educational opportunity for students throughout Vermont.
4. To provide assistance when requested by individual school districts and local boards to help them meet statewide per-pupil spending goals.

In order to accomplish these goals, the Agency of Education must be properly staffed and resourced. VSBA desires to be a strong partner with the State Board of Education in overseeing Vermont's education system. VSBA believes that the State Board should include an active school board member, an administrator and a teacher. The Governor should consult with the VSBA in the selection of the school board member.

Recommended: The role of the State Board of Education and the State Agency of Education is to guide the creation of a broad design for the education system in a rapidly changing world. The broad design must assure success for every student that includes delivering and using world-class education while engaging and supporting families and communities. The Agency must also promote equity of educational opportunity for students throughout Vermont. In addition, the Agency should provide assistance to school districts and local boards to help them meet statewide per-pupil spending goals. In order to accomplish these goals, the Agency of Education must be properly staffed and resourced to fulfill the statutory obligations.

The State Board of Education should be composed of members who have insight and experience with the delivery and administration of public education and school systems in

Vermont. The State Board should model good governance by complying with the governance standards outlined in the District Governance Standards and include an active school board member, a school administrator, and a licensed educator. As school boards are in the best position to assess the needs of Vermont schools, the Governor should consult with the VSBA prior to the nomination of the school board member.

BOARD RECOMMENDATION: Amend and continue.

Resolution II. Q. EMOTIONAL WELLNESS OF STUDENTS

The VSBA urges the General Assembly to expand funding support to local schools to increase the availability of mental health counseling, emotional wellness, and psychological supports. These efforts will further support schools to meet Vermont's Agency of Education's Education Quality Standards, specifically Healthy and Safe Schools through the Whole School, Whole Community, Whole Child model's domains 4 and 7.

AND

Resolution V.A. A. SOCIAL AND MEDICAL SERVICES PROVIDED IN SCHOOLS

VSBA supports the delivery of social and medical services in public schools, by use of contracted services for which Vermont schools are reimbursed at full actual cost.

AND

Resolution V. F. YOUTH MENTAL HEALTH *

The VSBA urges the General Assembly and Congress to champion the health and well-being of Vermont's youth by enacting legislation that supports our youth's mental health and protects them against intentional self-harm, and ensures adequate funding for any programs or requirements that are mandated by enacted legislation. Further, the VSBA calls upon the Governor to develop a comprehensive plan to support and protect youth mental health through meaningful collaboration among the Administration, schools, Designated Agencies, and other community partners.

BOARD RECOMMENDATION: Merge these three resolutions and emphasize funding other than the Education Fund for mental health and emotional wellness of students, thus:

In support of efforts to meet Vermont's Agency of Education's Education Quality Standards, the VSBA urges the General Assembly and Congress to champion the health and well-being of Vermont's youth. Legislation must be enacted to ensure adequate funding for all mental health support services and programs. Further, the VSBA advocates for an approach that supports and protects youth mental health through

meaningful collaboration among the Agency of Education and Department of Mental Health, schools, Designated Agencies, and other community partners.

Resolution III. B. STUDENT ASSESSMENT

The VSBA recognizes the value of standardized assessments as one tool to be used in evaluating student performance. It must be used in conjunction with other means of evaluation to present an accurate picture of student achievement. The VSBA does not support the use of standardized assessments alone to determine the success of schools, to evaluate teacher performance, to promote students from grade to grade or as a final “gate” to a high school diploma. State standardized assessments should be designed to provide information about student growth over time, and should include interim assessments so that students and educators are able to measure student performance throughout a school year, rather than just once a year. The Vermont Agency of Education should also continue to support development and administration of local assessment plans which may include national norm-referenced achievement and/or aptitude tests as well as other locally administered evaluation methods. As the reliability of additional local assessments is assured, it may be of value to give more weight to local assessments, and other tools, in the State’s Accountability System.

BOARD RECOMMENDATION: Amend and continue.

Resolution III. E. PRE-KINDERGARTEN

The VSBA encourages the General Assembly to support fully-funded, full-day pre-kindergarten education through a system that emphasizes equity, high-quality, ~~and~~ simplicity, and sustainability regardless of type or location of the setting. School districts must ensure equitable access, quality and accountability in public funded pre-kindergarten education.

Consideration: Should there be an amendment to 1) address full-day for four-year-olds, and 2) require the most cost-effective statewide model? What about public dollars across state lines?

BOARD RECOMMENDATION: Amend and continue to reflect the work of the Act 76 (2023) Prekindergarten Implementation Committee.

Resolution IV. G. HEALTH CARE FOR SCHOOL EMPLOYEES

Any legislative approach to addressing health care for school employees must: demonstrate that it will reduce costs to school districts, and thus tax payers, over the near and long term; reflect the health insurance plan norms for the majority of Vermonters.

BOARD RECOMMENDATION: Amend and continue.

2023-2024 VSBA Bylaws

ARTICLE I. NAME

The name of this corporation shall be the Vermont School Boards Association, Inc.

ARTICLE II. VISION, MISSION, GOALS

VISION, MISSION, GOALS

Vision:

The VSBA is the trusted leadership organization advancing the essential work of Vermont school boards so that each and every student is supported in their educational journey.

Mission:

Develop and provide systems and resources that support school boards and their members, informed through inclusive community engagement.

Goals:

The VSBA Board of Directors will annually review and revise established goals, as deemed necessary. Established goals will be made available to the membership.

ARTICLE III. MEMBERSHIP

Any supervisory union or supervisory district board or private school in the State of Vermont may become a member by notifying the executive director of its intentions and by paying the annual dues as provided in Article IV. Any school board within a supervisory union or supervisory district that is a regular member shall be eligible for all the regular benefits of membership, except as provided in Article VI – DELEGATES AND VOTES.

ARTICLE IV. DUES

Membership dues shall be assessed annually according to the following process:

Supervisory unions and supervisory districts shall be the entities upon which the VSBA calculates and assesses dues, unless the member is a private school.

On an annual basis, the VSBA Board of Directors will determine the amount of revenue to be raised by dues. The VSBA believes that it is important to manage the organization's finances in a manner that minimizes the financial burden on its membership. To that end, the VSBA intends to hold dues increases, over time, to a rate not exceeding the rate of increase in education spending in Vermont. Individual years can vary significantly in terms of statewide education spending growth and of the needs of the membership for services from the VSBA. Therefore, to measure success against this goal, the VSBA will annually compare the cumulative growth in dues with the cumulative growth in education spending over the prior three fiscal years, and report such comparison to the membership with each year's proposed budget.

Dues assessed to members shall be calculated as follows:

- 50% of the total amount to be raised by dues will be assessed equally across all member supervisory unions and/or supervisory districts.
- 50% will be assessed based on the Average Daily Membership (ADM) within the member supervisory union/district.

As a part of the annual Budget process, by March 31, the Executive Director shall estimate the projected revenue needed from member dues for the VSBA in the subsequent year. The Executive Director will recommend an amount to be raised by membership dues for the next fiscal year to the Finance Committee. The Finance Committee is charged with developing a full Budget proposal for consideration of the VSBA Board prior to the end of the current fiscal year.

The Executive Director shall thereafter prepare a report regarding such estimate, including an explanation of budgetary needs of the VSBA, and shall distribute the report to the membership of the VSBA at the annual meeting.

Any other changes to dues assessments and calculations shall be approved in advance by the membership at the annual meeting of the VSBA.

Dues are payable by September 1.

ARTICLE V. ASSOCIATION MEETINGS

The annual meeting of the association shall be each year at a time, date, and place to be set at least 8 months in advance by the board of directors. Other meetings of the association may be called by the president with concurrence of the board of directors. Each member board shall be notified of the date, time and place together with the agenda of the business meeting at least 30 days prior to the meeting date. If the meeting has been duly warned, the board representatives present, as designated under article VI, shall constitute a quorum.

ARTICLE VI. DELEGATES AND VOTES

Each regular member in good standing shall be entitled to one vote at the annual or special association meetings. Each regular member shall designate a delegate from its members to cast one vote on behalf of the member. Each regular member may be represented by as many school board members as it chooses, and those school board members shall determine the method for casting its one vote. When an individual casts a vote at a meeting, the member shall be presumed to have authority to vote for their regular member entity. All school board members shall have the right of discussion.

The VSBA Board of Directors is authorized to adopt policies and procedures permitting attendance, participation and voting at association meetings through remote electronic communication. In no case shall an individual be permitted to participate or vote unless the individual is able to hear and/or see the proceedings as they happen substantially and concurrently with such proceedings.

ARTICLE VII. BOARD OF DIRECTORS

The board of directors shall consist of the president, ~~vice president, treasurer,~~ immediate past president, and two regional representatives from each of 11 regions. Each regional representative is elected at the regional meeting for a two- year term on a staggered schedule.

The board of directors shall administer the affairs of the association in accordance with bylaws approved by the association at the annual meeting or by vote of the board of directors in accordance with the stated objectives and purposes of the organization. The board of directors shall select the place of meetings and be responsible for the programs of all meetings of the association, and shall direct the payment of claims and accounts against the association, including necessary expenses for members of the board of directors attending board meetings. A quorum shall consist of eight members which shall include at least two officers and at least one representative from six regions. The board shall meet upon the call of the president or upon written request of three members of the board, addressed to the executive director. Such written request shall state the purpose of the meeting and upon receipt the executive director shall issue the call for the meeting. Members of the board of directors shall be notified of all regular meetings at least five days prior to any meeting. Members of the board of directors shall be notified of all special meetings at least 24 hours prior to any meeting.

Members of the VSBA Board of Directors fulfill two distinct roles.

- First, the board is responsible for oversight of the organization. It must assure that the organization has a clear vision and goals, is fulfilling its mission, is fiscally sound, and has a strong connection with the membership.
- Second, the regional representatives will develop a liaison relationship with boards in their area, promoting local board involvement in association activities and services, and hearing their concerns and input on matters of broad public policy.

The board shall meet at least six times annually, including in a planning retreat, or as needed, to fulfill its duties.

The board shall have the power to hire and fire the executive director, shall adopt the annual budget, shall develop the vision and mission of the organization for adoption by membership, as well as official policies. The board shall provide broad guidance for the executive director around public policy, in the absence of clear membership resolutions.

Vacancies

A VSBA officer's position (president, vice-president, treasurer, members at large) on the board of directors shall be treated as vacant if the holder of that position:

1. submits a written resignation, or
2. fails to attend three consecutive board meetings without notification to the president and without concurrence of the board of directors that the absence(s) are reasonable

Such a vacancy may be filled by the board of directors from among the current members of the board.

A regional representative's seat on the VSBA Board shall be treated as vacant if the holder of that position

1. submits a written resignation, or
2. fails to attend three consecutive board meetings without notification to the president and without concurrence of the board of directors that the absence(s) are reasonable

In the event a regional representative position is vacant, such a vacancy may be filled by the board of directors after consultation with the regional representatives.

If a region is not represented at three consecutive VSBA Board meetings by either regional representative without notification to the president and without concurrence of the board of directors that the absence(s) are reasonable, the board may declare both seats vacant and appoint regional voting representatives after consultation with member boards in that region.

ARTICLE VIII. OFFICERS AND THEIR DUTIES

There shall be a president, vice president, treasurer, two at-large members elected from the Board of Directors, and an immediate past president. Their duties shall be the usual duties of such officers. With the exception of the immediate past president, only those persons who are members of a school board shall be eligible to serve in the above offices. The president is elected from among active board members at the August meeting of each year, to serve a term from November 1 of one year until October 31 of the following year. If the election of a president creates a vacancy in a regional seat, that seat is filled at the next regional meeting in their region. Should the current president of the association cease to be a local school board member that individual shall step down from the VSBA board leaving a vacancy that will be filled by the board of directors from amongst its membership. The president shall serve as an ex-officio member of all committees. Officers will support their regional representatives in their outreach duties.

The following officers shall lead the organization and comprise the Executive Committee:

- The **president** shall lead the board, oversee meetings and the establishment of committees, serve as a spokesperson for the board, and head the Executive Committee.
- The **vice-president** will shall serve in the role of president upon the absence of the president and will perform such duties as are assigned.
- The **treasurer** shall provide board oversight of the finances to assure strong internal controls and to chair the finance committee.
- The **immediate past president** will shall serve on the Executive Committee.
- **Two at-large members** elected from the Board of Directors will shall serve on the Executive Committee.

Elections and terms of service are as follows:

- The president is elected by the board of directors from among its members at its August meeting, the term to take effect on November 1.
- The vice-president, treasurer, and two at-large members will be elected from among the members of the board of directors at the November meeting.
- The immediate past president will serve for one year after the expiration of their presidency.

ARTICLE IX. STAFF

The board of directors may engage such professional staff as they find necessary to conduct the business of the association and shall set compensation for said staff.

ARTICLE X. COMMITTEES OF THE BOARD OF DIRECTORS

The board may create such committees as it finds necessary to conduct the business of the association. Standing committees of the board may include, but are not limited to, the following:

- A. *Resolutions Committee.* Consisting of the vice-president, who shall serve as chair, and one representative from each region. This committee will solicit and recommend positions to the board of directors for action by membership at the association's annual meeting

- B. *Finance Committee.* Consisting of the treasurer, who shall serve as chair, and at least two (2) members of the board of directors appointed by the president with the advice of the board of directors. The committee shall present a proposed budget to the board of directors and recommend adjustments to the board's financial monitoring policies as needed.

- C. *Executive Committee* is comprised of the six officers (the president, who shall serve as chair, vice-president, treasurer, two at-large board members and the immediate past president.) The Executive Committee meets most months during the year to assure the timely conduct of the business of the association, including an annual performance review of the executive director and an annual review of the bylaws of the association. This committee will recommend bylaws changes to the board of directors for action by the membership at the association's annual meeting.

The Executive Committee is empowered to take action on behalf of the full board in all areas except those identified specifically in Article VII.

ARTICLE XI. REGIONAL ORGANIZATION

For organization and administrative purposes, the state shall be divided into eleven regions: Addison, Bennington, Kingdom South, Western Chittenden, Eastern Chittenden, Franklin/Grand Isle, Central Vermont, Kingdom North, Rutland, Windham, and Windsor. Regions are not defined solely by county, as no supervisory union shall be split between regions. A full listing of supervisory unions and VSBA regions can be found on the VSBA website.

Regional representatives shall be elected to two-year staggered terms from each of the eleven regions at the regional meeting preceding the annual meeting, with terms of office to begin at the conclusion of the annual meeting. In the event that a position of the regional representative becomes vacant, the vacancy may be filled by the board of directors after consultation with the regional representatives until the next regional meeting.

Only those persons who are members of a school board within a regular member entity in good standing shall be eligible to vote at a regional meeting and serve as a regional representative. The regional representative shall be responsible for promoting the interests of the association within their region as members of the board of directors. They shall have the responsibility for holding at least one regional meeting each year. The regional representatives will select which of them will serve on the Resolutions Committee.

ARTICLE XII. FISCAL YEAR

The fiscal year shall be from July 1 through June 30.

ARTICLE XIII. FINANCIAL REPORTS AND INSURANCE

The financial report of the Association and the auditor's report shall be presented at the annual meeting of the association. The Association shall maintain insurance coverage that is adequate in light of the activities undertaken by the Association.

ARTICLE XIV. ASSETS

All of the assets of this Association shall, during its existence, be deemed to be held in trust by the board of directors of the association for the purposes set forth in the objectives and purposes. In the event of a winding-up or dissolution of the association, after paying or adequately providing for the debts and

obligations of the association, the board of directors shall dispose of any remaining assets by distributing them on a prorated basis, the same as used for dues assessment, to the member school districts to be used for education purposes.

ARTICLE XV. RULES OF ORDER

All meetings of the Association or of any committee shall be governed by the policies and bylaws of the Association and then by Robert's Rules of Order.

ARTICLE XVI. RESOLUTIONS

Resolutions are positions taken by the association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch of Vermont government, or other decision-making bodies. The process for submitting and approving resolutions is as follows:

- A. The president shall supply ample notice to the membership requesting that proposed resolutions be submitted to the chair of the resolutions committee no later than three (3) months before the annual meeting.
- B. The resolutions committee shall meet prior to the annual meeting to consider all proposed resolutions it has received. The committee shall make a recommendation to "Pass" or "Do Not Pass" each resolution submitted by a member school board. In the alternative, the committee may submit a proposed resolution to the annual meeting with the statement that it "Takes No Position" on the proposal. All resolutions from member boards submitted to the resolutions committee as prescribed in paragraph A above, regardless of the position of the committee or the board, shall be placed by the board before the membership at the annual meeting. The committee may develop its own resolutions, which shall be included in its report to the board of directors, and, if approved by the board, shall be presented to the annual meeting as recommendations of the board. The committee shall prepare a report of resolutions and its recommendations which shall be presented to the board of directors. Each member board shall be notified of the recommendations made by the board of directors at least 30 days prior to the annual meeting.
- C. Other resolutions may be presented at the annual meeting, provided they are in writing with sufficient copies for voting delegates and 60% of the voting delegates present at the beginning of the meeting are in attendance for consideration of such resolutions. A majority of the voting delegates present must approve a motion to allow the resolution to be introduced for discussion.
- D. Amendments to resolutions must also be in writing and if the amendment is detailed in nature, sufficient copies for voting delegates shall be furnished.
- E. When passed by sixty percent (60%) of the voting delegates, a resolution shall become a position or statement of the association. Each position shall be voted as a resolution or continuing resolution. Continuing resolutions shall be statements of association policy which are of an ongoing or permanent nature and shall be in effect until amended at a subsequent annual meeting of the association. Resolutions shall be statements of specific positions on behalf of the association and shall be in effect until the next annual meeting when they may be deleted, continued or amended by vote of the membership.
- F. When a position has not been taken at the annual meeting, the board of directors may take a position on the question as a result of a vote of 60% of the members of the board present and voting at a regular or special meeting of the board. Notice of the discussion of any such position by the board shall be placed on the agenda prior to the meeting.

ARTICLE XVII. AMENDMENTS TO THE BYLAWS

These bylaws may be amended only at an annual meeting of the association or a special meeting duly called by the president and bylaws committee, and then by two-thirds of those members present and voting, providing all member boards shall have been notified of the changes at least 30 days prior to such a meeting.

ARTICLE XVIII. MEMBERSHIP LISTS

Lists of school board members maintained by the association will not be released to individuals or organizations whose stated intentions are to promote commercial or partisan political interests.

EDUCATIONAL[1] PHILOSOPHY

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.

(SLO unifying statement/vision)

The Washington Central Unified Union School District is dedicated to taking concrete actions that provide a safer and more supportive learning environment that is free of barriers; one that affirms the identity of each of us and acknowledges and celebrates differences to create a sense of belonging for each person connected to our schools. The school district is committed to creating inclusive educational opportunities that are relevant both historically and culturally, addressing the impacts of bias, prejudice, and discrimination while building more opportunity for us to thrive rather than merely survive. This statement represents a commitment within our school district to acknowledge and end oppression and oppressive systems, to center our full humanity of all in our community, and to keep broadening our perspectives. These identities — including and not limited to race, color, religion, creed, national origin, ethnicity, marital status, family composition, sex, sexual orientation, gender identity, varying physical and mental abilities, and socioeconomic status — carry socially constructed meaning and value. Our commitment is to the development of cultural humility and personal growth that is best supported in a climate that respects differences and provides a sense of belonging and inclusion.

(Humanity and Justice Coalition Vision Statement)

To those ends, we believe in the following core beliefs:

- *Rigorous Curriculum and Instruction:* ALL students can learn, thrive, and make a difference in their communities. Schools hold high expectations for all students and ensure they see their lives and the lives of others reflected in a meaningful curriculum. Educators nurture and inspire students so that students can direct their learning, celebrate their developing identities, pursue interests, and create meaningful pathways to graduation and lifelong learning.
- *Well Being:* Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.
- *Community Engagement and Relationships:* Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.
- *Transparent and Responsible Governance:* All decisions about our schools must be student centered. We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent.

Cross References:

WCUUSD Strategic Plan

Humanity and Justice Coalition Vision Statement

Student Learning Outcomes

EQS (once passed)

I.R.I.S Framework (once passed)

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

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

POLICY: F45

WARNED: 10.16.24

ADOPTED: _____

EFFECTIVE: _____

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.
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 for 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 ~~superintendent or designee 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 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 student's 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.

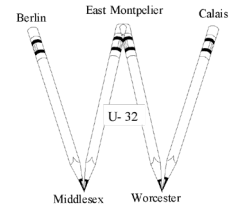
WCUUSD School Board
Superintendent Personnel Summary and Recommendations

- 1. New Hire Nominations (for 24-25 school year)**
- 2. Retirement**
- 3. Re-Hires**
- 4. Resignations**
Brian Fischer – Food Service Director – U-32
- 5. Extended Leave of Absence Request:**
- 6. Change in FTE:**
- 7. Long-Term Substitutes (24-25 School Year)**
- 8. Change in Position (24-25)**

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
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Washington Central Unified Union School District School Board Meeting 10.1.24 6:15-9:15 PM Calais Elementary 321 Lightning Ridge Rd. Plainfield, VT

Present: Superintendent Dellinger-Pate, Flor Diaz Smith, Ursula Stanley, Natasha Eckart, Chris McVeigh, Julia Hewitt, Elizabeth Brown, Daniel Keeney, Zach Sullivan, Diane Nichols-Fleming, Patrick Whelley, Amelia Contrada, Michelle Ksepka, Mckalyn Leclerc, Jonathan Goddard, Susanne Gann, Jen Miller-Arsenault, Alicia Lyford, Gillian Fuqua, Julia Pritchard, Celia Guggemos, Karoline May, Becca Taitischeff, Jarrod Weiss

Chani Waterhouse, Rachel S, Alex Wheeler, Ainsley, Alena Berube, Amy, Andrea Tucker, Austin Cate, Bekah Mandell, Buffy Langlois, Carrie Fitz, Chelsea, David Delcore, David Lawrence, Ellen Knoedler, Emilia Harlow, Emily A, Felicia Weeks, Hillary Paquet, Isla Stalburg, Jeff Dean, K Joy, Laura Giammusso, Dell Waterhouse, Caitlin Howansky, Lila Richardson, Lisa Hanna, M McLane, M Purchase, Robert M, Trina, Adrian Wade-Keeney, Noah Weinstein, Robert M, Honi Bean Barrett, Deborah Bloom, Michael Sherwin, Leigh Garrity, Bekah Mandel, Rachel, Lauralea Curavoo, Allen Gilbert, Andrea Tucker, April Davis, Arlyn Brucculi, Blakely Gilmore, Carter Stowell, Daisy Scarzello, Lauren Chaveau, Callie Weller, Dorinda, Ellen Knoedler, Hannah Brown, Hans Melhus, Holly Weiss, Jenna Howard, John Riley, Marc Mihaly, Maria Melekos, Marianne Miller, Mark Brown, Michael Duane, Michele Hill, Will Baker, Veronica Eldred, Susan DeForge, Justin Kenney, Steve Coteus, Sonya Rhodes, Samantha Jackson, Ralph, Catherine McCauley-Flippin, J Franz, Jane Dudley, Jamie Bohn, Jaiel Pulskamp, Megan McLane, Christine Pollard, Lauren Chabot, Cynthia & Mack Gardner-Morse, John Kaeding, Toni Kaeding, Rosemary Leach, Anya Skibbie, Dell Waterhouse, Chani Waterhouse, Bodo Carey, Rachel, Alan Erdossy, Alice, Alison Novak, Allison Fayle, Andy A, Auntie Nnany, Avram Patt, Beth Parker, Barbara, Brian Bailey, Carly Humpke, Cathay Donohue, Claudia Welch, Dena Brown, Dena Cox, Denise Roy, Diane Mackay, Erin Mullaney, Ginny Callan, Holly Taylor, Jamie Moorby, Janet Chambers, Jen Campbell, Jill Koger, Jill, JL, Jordan Nobler, Kate McCann, Kathryn Biggam, Kerri Zurowski, K Brown, Laura Giammusso, Laura Lafaille, Laura Maciera, Lei, Linda Gray, Lucretia Bruce-Guajardo, Margaret Thompson, Mark Powell, Mary Carpenter, Melanie Kehne, Mimi Hill, Maggie McGlynn, Patrick, M Richardson, Nancy G, Pelk, Rachel Bliss, Rachel Hernandez, Reenie DeGeus, Rolf, Sarah Davis, Scott Hess, Scott Starr, Shelby Quinn, Sonja Andrews, Sonya Rhodes, Stephanie Kaplan, Steve Coteus, Tom Hamlin, Tony Kaeding, Victor Ehly, Melanie Webster, Meredith Cowart, Ashley Moore, Beth Stern, Chelsea, Elizabeth Copeland, Emilia Harlow, Erica Zimmerman, Faith, Jade Walker, Jennifer Taylor, Joanne Campisi, J Shore, Kayla Becker, Kerri Zurowski, Lindsay Wilson, Martha Lange, Meredith Crandall, Neha Shukla, Nora Blaine, Rachael Bliss, Richard Maizell, Ross Lieblappin, Sam, Tyler Smith, Margaret MacLean, Rory McLane, Katie Spring, Sabra Fairbank,

Felicia Weeks, Paul Bliss, Charlotte Hanna Bassage, Scott Bassage, Rose Pelchuck, Hanna Howard, Mack Gardner-Morse, Andy Seaman, Deb Bogart, John Brabant, Pam DeAndrea, Sara Bell, Craig Lyon, Mary Alice Proffitt, Bob Martin, Sharon, Kathleen, Rachel Seelig, Tom Frazier, Ross, Fred Jones, (many community members in person)

1. Call to Order: Flor Diaz Smith called the meeting to order at 6:16 p.m.

2. Welcome

2.1. Adjustments to the Agenda

2.2. Reception of Guests: Flor Diaz Smith welcomed everyone to the meeting, she spoke about the duty of the board, and the purpose of tonight is meeting.

2.3. Public Comments-Time limit strictly enforced, see note: A member from the public stated that item 4.1 on the agenda should be restated/ rewritten, as it indicates that we are going to vote to close Calais and Doty schools as if it is a foregone conclusion. Katy Spring: stated that she does not believe the board and administration have made a case that closing Doty is in the best interest of the town, the families, the children and WCUUSD as a whole. She read from a statement indicating that the board and the superintendent had not fairly considered Doty School in this deliberation. Sabra Fairbank: asked how many representatives there are from the towns that will be taking the students of Calais and Worcester. She does not see fair representation across the board. Caitlin Howansky asked whether the board has shown that the three elementary school model will improve student outcomes, and she read from the criteria that the board had stated regarding creating this configuration. Naomi H: expressed deep concerns about the equity in the recommendations that the board presents, especially around low-income families and equity. She spoke about per pupil costs and how Doty has addressed small school issues and has operated with a comparatively favorable per pupil cost.

3. Configuration Presentation: Flor Diaz Smith introduced Jess DeCarolis, who shared a slide deck regarding *Community Schools in Vermont*. Craig Lyon: A member of the public interrupted the presentation and stated that they are here to talk about the board's proposal to close Doty School and Calais School. Ms. DeCarolis completed the presentation and thanked the board and the audience. Superintendent Dellinger-Pate shared a slide deck: *WCUUSD FY 26 Configuration Updates and Other Information*. He invited some questions for clarification from the board. Amelia Contrada asked for some clarification around preschool funding and around transportation. Daniel Keeney stated that the transportation information did not answer questions that he had asked specifically, for example, would the bus routes be longer. Steven Dellinger-Pate stated that according to estimates at this time, travel times would not be longer than present. Chris McVeigh asked whether there is an idea of when a bus driver might be available. He asked what the cost of a bus is - Superintendent Dellinger-Pate stated that the cost is approximately \$400+ per day for an additional bus. Chris McVeigh asked for clarification around Pre-K classroom space with 6th grade classroom space (without 6th grade moving to U32). Diane Nichols-Fleming asked whether there is the ability to take a closer look at bus routes and possibly consolidate. Steven Dellinger-Pate stated that we started this year with two fewer buses already so we have done some consolidation; he restated the bus driver shortage at this time. Some discussion followed around bus routes at Doty. Superintendent Dellinger-Pate stated that we continue to address this. Julia Hewitt asked for some clarification around 6th grade students going to U-32. Will teachers at U-32 be prepared to teach these students and provide the same level of universal attention to students as they receive at their elementary schools?

Superintendent Dellinger-Pate explained some of the changes in enrollment and configuration at U-32 that allow for accommodation of 6th grade students. Julia Hewitt asked for the data to support this assertion. Superintendent Dellinger-Pate explained that this had been provided in a previous presentation.

3.1. Public Comment: Mimi Hill expressed concern about the community of Worcester. She stated that Doty is part of the immediate downtown community; closing the school would be like pulling a front tooth. She stated that no one has spoken about what happens to a building after it closes. She stated that Worcester could not afford the upkeep of the building or the renovation of the building. She stated that this is a case where the poorest community gets the hardest hit. Felicia Weeks asked how closing of a rural school would save money for the district. She cited research that showed there is no savings. She stated that families often leave the town; she expressed nervousness about changing the school environment for her child and she indicated that all of the parents present want what is best for their children. Allen Gilbert shared an article about school closures and the impact that became known in the aftermath. He asked board members to consider how they vote tonight - it is such an event and it will become part of the feelings of the board members about how children are educated. He stated that the board is not thinking in big enough terms for budgets going forward. Commit toward merging with Montpelier, specifically at the high school level. Do not waste time closing schools that serve their communities well. Cole Bliss spoke about his family having sought a home in Calais, and compared with his experiences of his children attending other schools. There is no evidence of people from merged districts who are happy with the outcome. He asked the board to please not close the small town schools. Richard Kehne stated that he does not support this proposal. He stated that a single configuration of a larger school might have a larger impact. He does not think it is worth the impact that it will have on the communities. Lisa Hanna stated that the presentation around Community Schools was poorly timed and indicates that the board is not prepared to make this decision tonight. She asked, if Doty were to keep its school open - if you send 6th graders to U32, will this impact the configuration at Doty, with Pre-K through 5. Charlotte Hanna Bassage expressed concern about the very limited search or solutions around declining enrollment. She asked for creative solutions; she stated that she has not been provided financial information to consider these creative solutions. If you want to save money, bring the high school students from the flood plain (Montpelier) up to the top of the hill. That would save money and make sense. She stated that this was a limited consideration of alternatives; not a good job. Sonja Andrews spoke about when Calais Elementary School first opened. She noted that the tax savings from the proposed configuration is miniscule. She asked the board to come up with more solutions that are creative to what is a crisis. Hanna Howard spoke about the challenges to the Worcester residents (for example, taking on the upkeep of the school building.) She stated that some people see this proposal as systemic classism. She noted the anxiety to the community, families, children, and teachers. She asked what the consequences from dragging out these debates are. She asked the board to acknowledge that the case has not been made, and to move on to a more creative solution. A member in the community asked at what time the board expects to deliberate. Flor Diaz Smith stated that in approximately 15 minutes. She is trying to honor all of the community members that are present and who want to provide community input. (time now 7:35 p.m.) Mack Gardner-Morse asked why we are considering closing Calais and Doty when Rumney is the school with the largest decline in enrollment; he stated that this is not fair. Andy Seaman spoke about the value of Doty as it is, as a

community school. He stated that the board is moving too fast; this is a mistake we need to slow down. Deb Bogart spoke about the value of students connecting with their community. She does not agree with sending sixth graders to U32; this is not protecting the innocence of childhood. The world is filled with too much information; we need to “nest” with our young children. Pam DeAndrea asked the board to consider thinking outside of the box. She spoke about Act46 when we were discussing consolidation; we heard about all of the benefits that would come from the consolidation (e.g. a gifted program). She stated that closing the small schools would have a great negative impact on young children. Catherine Coteus spoke as a mother of a Pre-K student. She shared the negative impact of moving her preschool child to Calais school - this has not been a good change; she shared that there are several children who wear noise canceling headphones because it is so overwhelming. Sara Bell stated that Doty School already has a Community School experience. She shared that she had spoken with Flor Diaz Smith about change, and she felt that there was not room to hear other voices. She has felt that many of the meetings have not felt open to really hearing the community input. She stated that taking resources from the neediest communities is not equitable. She asked the board to consider what is really driving this decision because it does not seem to be money. Craig Lyon apologized for his outburst earlier. He stated that we are proud to be members of the small towns. He expressed gratitude for the crowd that is present tonight, expressing love for their communities and schools. A Doty student spoke about the likely impact of the closure of Doty. She stated that Doty is a small school in a small town, in Vermont, a small state. Flor Diaz Smith read aloud a comment from a community member from a neighboring community. He spoke about the challenge of smaller classes. He wondered if we were making a decision based on what is best for children versus what is best for the community. He stated that there is potential in joining resources; he asked the board to consider all perspectives. Scott Bassage stated that young children need to be educated close to home. Older students might benefit from being in a larger class size; but younger children need to be close to home. He stated that he believes affordable housing will be coming in the near future and this will affect enrollment. Mary Alice Profitt stated that the state of Vermont has a viability issue. We are one of the whitest and oldest states in America. We are not having this discussion in a vacuum. We are at a place where we need leaders who will be direct. Vermonters will step up to the plate and do what is needed. What is the real issue? The community is ready to solve the problem. We need more housing, more diverse communities. She stated that we are ready to do what is needed. We need less “value talk” and more direct talk about what is needed. The only constant in life is change, and we are willing to change as long as we have information. Allison stated that data is what we need to rely on, and we do not have good data. She stated that it is progressive to offer sports opportunities to children and offer transportation. She asked people to consider what is best for students, for taxpayers, for the convenience of parents/ families. Marilyn stated that Worcester may be a poor town but we are a rich community. Lucretia Bruce-Guajardo stated that she moved from Texas to Calais for the school systems. She stated that one of the largest barriers is attracting people to move to Vermont and raise their families here. She stated that closing a small school has an impact on that. Bob Martin - asked how much it would cost taxpayers to maintain the Doty School building. He stated, if the town takes the building over, how much it is going to cost the town to pay the school for money that has been invested into the building. He asked whether there is a capital plan. Sharon (East Montpelier) spoke about her experience at a small school. She asked the board to take more time and think about solutions that are more creative. Kathleen stated that the current experiment that is taking place (Pre-K and kindergarten configuration at Middlesex and Worcester) is creating a hard experience for the

youngest children. She asked the board to put a lot of thought and creativity into the solution. John Brabant reiterated the previous comment about seventh grade at U-32 (Regarding the proposal to send sixth graders to U-32). He spoke about exposure to marijuana at U-32. He asked the board to slow the decision making down and think creatively. Chani Waterhouse spoke about Doty's lowest per pupil spending, despite being the smallest school. Our own data shows that in the past, our larger elementary school have spent more per pupil. Michele Hill stated that, according to our own informal count of projected Doty enrollment, the draft that is shared seems low. She stated that economies of scales rarely happen with school closures. She asked to gather the best possible information about per pupil spending at each school, both now and projected into the future. She asked the board to bring in an independent reviewer to provide confidence that we have the most reliable data. Rachel Seelig stated that moving forward to close these schools is an act of fear. She stated that the people present tonight are acting with courage. This process does not encourage trust; she expressed disappointment in the process. She asked that the board vote no on closing the schools. Dell Waterhouse shared some of the ideas that have been suggested throughout this process. She suggested reviewing class sizes at U32; she suggested income-generating ideas such as childcare or early childhood services at U32. She suggested considering merging with Montpelier. Tom Frazier (from Roxbury) suggested that the towns of Calais and Worcester take advantage of their right to vote against closure of their schools. He shared the experience in Roxbury following the school closure. He stated that the friendships of students and parents that are formed, last forever. He stated that Roxbury is going to have to spend at least \$60K per year to maintain the school building until a decision is made about what to do with it. Ross shared that his kindergartener has had to attend three different schools thus far in his schooling because of the changes in configuration. He thanked the board for the opportunity to share voices tonight. He stated that all of the statements tonight about the value of small schools are true of all of the schools. He asked the board to respond to what has been heard tonight. Fred Jones asked the board, do you have enough information? It seems not from his perspective. Have you been creative about processing all of the ideas that have been shared? If not, it is not time to make such a decision.

4. Board Operations

4.1. Configuration Vote to Close Worcester Memorial and Calais Elementary: Ursula Stanley moved to close Calais Elementary School and cease operation of the building for providing direct instruction to students, effective June 30, 2025. Seconded by Zach Sullivan. Discussion: Diane Nichols-Fleming asked for clarification. Flor Diaz Smith shared that legal counsel has provided guidance - the board should take action regarding closing each of the two schools, and then vote for verbiage on the ballot. Chris McVeigh proposed to change the language to move to put a ballot to the community. It is not the authority of the board to close a school. It is the town's vote. Zach Sullivan clarified that this board action reflects what is in the articles of agreement- this is step one in the process; step two is to put it to the voters of the town. Diane Nichols-Fleming stated that, as a board we have not decided which configuration we are in support of, so she does not understand why we are voting to take action. Flor Diaz Smith stated that we had agreed that tonight is the last possible time to take action in time for a vote as planned. This motion would allow

the board to discuss and then vote in favor or not. Natasha Eckart stated that she has felt that this has been a rushed timeline and she has expressed this all along. Dan Keeney suggested that the motion be rescinded and that the board take action on a singular configuration. Ursula Stanley expressed that the intention is to take action and then to allow the towns to vote as per town ballots. Patrick Whelley reiterated that we created this timeline because it was the last possible date to have this on the ballot for Election Day. He advocated that we have taken a great deal of time to gather information from our community. If we reflect on the core values of rigorous instruction, a sense of belonging, and equity, along with all of the input from the communities, he recommends that the board not suggest closing a school and to not suggest a configuration that moves from five elementary schools to three. **Ursula Stanley respectfully rescinded her motion; Zach Sullivan agreed with this revocation. Dan Keeney moved that the WCUUSD formally adopt the configuration model of closure of Calais Elementary School and Doty Memorial School, and moving 6th grade to U32. Seconded by Zach Sullivan.** Julia Hewitt stated that the configuration model is what the members of administration have presented, and that she is strongly against this configuration. Mckalyn Leclerc expressed concerns about equity with this proposed configuration. She expressed frustration that she has not received specific numbers around tax dollars/ implications, except for what the community members of Doty came forward with tonight by their own calculations. Natasha Eckart expressed that she is not in support of this motion. She has been asking for a long time to consider other, creative models. She has been frustrated with the process and she does not feel that we have been presented with enough accurate data to deliberate. Chris McVeigh asked whether there has been any discussion about whether the configuration that is recommended will be imposed regardless of the vote, maintaining one class at each school. Steven Dellinger-Pate stated that the administration has had no formal discussion about this. Chris McVeigh stated that there is a symbiotic relationship between students, their school, and the community. It matters to students and to the environment in which they live. He stated that he appreciates the comment from tonight indicating that there is hard work ahead, but we (the communities) are up for it. He does not think the current proposed configuration is in the best interest of the WCUUSD as a whole, or in the best interest of the students in his town of Calais. Michelle Ksepka stated that this has been a difficult process; she stated that every student has a unique experience. She stated that she would rather give the towns a chance to vote. Amelia Contrada stated that she is in strong support of the proposed configuration. She stated that the board has heard the plea for more time; she agrees that more time is needed. However, we cannot ignore what is going on at the state level; she spoke about the failure of school budgets across the state last year. She asked the board to consider this financially responsible proposed configuration. She spoke about the issue of equity and classism. She stated that the configuration as proposed lowers education spending for everyone in the school district. Safeguarding the resources that we have, we can and will meet high standards. She expressed trust in our School Board Chair, our Superintendent, our school board members, and our communities to work together in the best interest of our students. Elizabeth Brown stated that we are in unprecedented times regarding budgets, financial pressure and the impacts on families. She stated that at this time she still has many questions and does not feel prepared to vote in support of this configuration. She wants the board to walk away knowing (1) we made the best decision for all of the children in our communities, and (2) that the decision is intentional. She is excited to come up with a solution that minimizes the negative impact and maximizes the benefit, for all students at WCUUSD. Diane Nichols-Fleming stated that she is not in support of the proposed configuration. She spoke about our core values. The reason that she does not support this

configuration is because we have asked for specific financials and have not been provided clear information. We also have not received information about expanded opportunities. She is not clear how we came to the decision to propose closing these two particular schools. She stated that, while we do need to make some changes, we do not have enough information yet to decide how to move forward with what changes. Daniel Keeney stated that he came into this process in favor of the configuration; he truly feels that it is the best approach. He stated that he continues to be disappointed in the articulation of the benefits. He would like to imagine three new school communities coming out of this process. He does not think it is fair to ask the voters to vote without specific information about benefits from the proposed configuration. Patrick Whelley would like to consider the true concept of equity, celebrating the things that might be different from one building to the next, identifying and removing barriers. He stated that we have not fully fleshed out the benefits and he would like to focus on this over the next months or years. He suggested keeping the configuration that we have and focus on celebrating the resources that we have and how to lift up each student. Jonathan Goddard stated that doing things too quickly could lead to worse outcomes. His viewpoint is that this current configuration proposal is premature. There is much that we do not know - one being, what is the legislature going to do? He is against closing any school right now. Ursula Stanley stated that she is in support of this configuration. She spoke about the experience of students with special needs in the smaller schools who are provided 1:1 services when small group might be the least restrictive option. She spoke about before and after school care being understaffed. She stated that our staff is spread thin. She stated that we have heard from our administrators that the opportunities for all students will be strong. She stated that this is a difficult conversation and she has heard all of the feelings and emotions, and she would like us all to be brave for our children and assure them that change can be good. Zach Sullivan shared that it is difficult to attract and keep good staff when the school configuration from year to year is unstable. The administration is not able to be intentional in class configuration in the smallest of schools. He spoke about the value of a larger peer group. He stated that we need to be cognizant of the reality - keeping things, as they are not a choice. Do we keep five elementary schools that are forced to hollow out? Alternatively, do we want to intentionally and proactively create a configuration? He spoke about the idea to merge with Montpelier. He stated that he believes the proposed configuration puts us in a better position to negotiate this proposed merge. A vote was called. Yay: Five nay: Eight **this motion failed**. Flor Diaz Smith stated that, unless there is another motion on the table, the board would move forward in the agenda for tonight. Julia Hewitt asked whether we could move public comment to now so that the public can speak and leave earlier in the evening. Flor Dias Smith stated that the board has some business to take care of, that will be brief, and she would like to honor everyone's time.

4.2. Ed Quality Update: Ursula Stanley provided an update from the Ed Quality Committee. She shared with someone from the community who asked where to access resources from this committee.

4.3. Board Reflection

5. Policy Committee

5.1. First Reading for Policy Educational Philosophy: Natasha Eckart introduced this draft of this policy, which brings together overarching student learning outcomes statement, humanity and justice coalition vision statement, and core beliefs, strategic plan, framed from

the standpoint of implementing education quality standards. Chris McVeigh asked for input from the board members. Michelle Ksepka asked whether this is required by the VSBA. Flor Diaz Smith stated that this is an outcome of our work with Greater Schools Coalition. This policy will come to the board at the next meeting for adoption.

6. Personnel

6.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Ursula Stanley moved to approve long-term substitute: John Dube – LTS U-32 Social Studies (.6 FTE). Seconded by Natasha Eckart, this motion carried unanimously.

7. Consent Agenda

7.1. Approve Minutes of 9.18.24, 9.25.24: Patrick Whelley moved to approve these minutes as presented. Seconded by Ursula Stanley, this motion carried unanimously.

8. Future Agenda Items

8.1. Board Resolution Discussion

9. Board Reflection: Daniel Keeney stated that he has concerns about capacity issues as a board and as an administration, while trying to develop a budget. He suggested considering enlisting an outside agency to help with this work. He spoke about, for example, information about after school care and early childhood care. He stated that he does not want the board to drop the ball. Ursula Stanley stated that she is disappointed in us as a board. We could have put this out to the communities to vote. Mckalyn Leclerc expressed that needs to be creativity and coming together around this. She asked whether there is a way to invite community input in a larger way; there are many people who are engaged and wanting to help with the problem solving. She stated that the presentation on Community Schools was ill timed; she realizes that people have been asking about Community Schools and she is excited about this but feels that it was ill timed. Patrick Whelley appreciates the thoughtfulness that the board has brought to this process; this has been very difficult and we have all lost sleep over it, and the discourse among the board has been thoughtful and civil. Elizabeth Brown echoed what Patrick had said. She stated that we do have to have change, and the clock is ticking. She wants to be sure that our constituents have clear data and information so that when they are voting, they are doing so from data driven information. She is eager to get to work and she believes there is a lot of good energy, and if we find a way to harness that energy, we will get there more quickly. Zach Sullivan echoed Ursula Stanley's sentiment about disappointment. He stated that we have been having school merger discussions for ten years. He stated that the writing has been on the wall for a long time and he worries that we are running out of runway. Flor Diaz Smith expressed appreciation to the community.

10. Public Comment: Community member spoke about Friends of Calais as a creative, forward thinking group. She challenged board members to not leave the meeting downtrodden; she asked the board to take some time to think more entrepreneurially about pitching the vision. She spoke about the effort on the Calais board to engage 1:1 with their constituents. She suggested that the board address public relations challenges. Noah Weinstein expressed gratitude to board members, regardless of how each voted. He stated - re: process, he does not want to "buy what you are selling." He wants the board to come to the communities and ask, "What is it you want." He invited the board and administration to a community forum in Worcester, hosted by the community. Find out from the community what they want, what they are willing to let go of,

what number are they willing to accept? He asked, at community forums, have food (even potluck). More people will come. He would like the administration to track per pupil cost per School every year. He expressed support for the idea of having an independent auditor or outside facilitator to help with the process, especially through the lens of equity. Community member stated that it sounded like the board was not “sold” as a whole. It was concerning to hear that there is a lack of information shared amongst the board. He asked the board to listen to the message that was sent; embrace the opportunity to think outside the box, come up with another solution, and move forward. Dell Waterhouse thanked the board for the hard work. She stated that she would like to hear more from Jess regarding Community School. Callie Weller stated that she loved the original idea about an early education/ childcare center. It is what we need, what Vermont needs, what our families need. Caitlin Howansky thanked the board and indicated that the community is ready and eager to work together with the board going forward. She asked the board to consider what messaging should go to our young students - stability is important, going forward. She asked the board to please provide specific data. Another community member thanked the board and expressed support for the idea of external resources. Is this something that needs to be elevated? We need more resources as a school board, as administration, to figure this out. She stated that the board has a pivotal responsibility and she encouraged the board to work with the state legislature. Another community member expressed appreciation and stated that it is the responsibility of the community to remain engaged in the process and not simply show up on the night of an important vote.

11. Adjourn: Michelle Ksepka moved; Daniel Keeney seconded, to adjourn at 10:05 p.m.

Respectfully submitted,
Lisa Grace, Board Recording Secretary