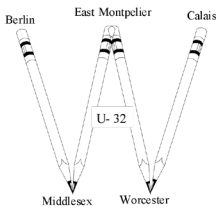
Washington Central Unified Union School District

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
2.19.25
6:15-9:15 PM
(Virtual and In-Person)
U-32 Middle & High School
930 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. Presentation: Math Presentation (Doty/U-32) — 45 minutes
   3.1. Community Q & A

4. Reports — 15 minutes
   4.1. Superintendent/ Central Office Leadership Team (COLT) Report – pg. 4
   4.2. Principal Report – pg. 7
   4.3. Student Report
   4.4. Central VT Career Center Report
   4.5. VSBA Report

5. Board Operations (Discussion/Action) — 45 minutes
   5.1. Update on the Context of State Education
   5.2. Configuration Committee Update
   5.3. Annual Meeting Board Roles

6. Finance Committee 5 minutes
   6.1. Review and Approve Project Manager Contract – pg. 12

7. Policy Committee
   7.1. First Readings 10 minutes
      7.1.1. Sanctuary School Policy – pg. 14
      7.1.2. C71 Emergency Medication – pg. 17
   7.2. Board of Education Resolution – pg. 19

8. Negotiations Committee Update 5 minutes

9. Transportation Committee Update – pg. 21 5 minutes

10. Personnel 5 minutes
    10.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE - pg. 22

11. Consent Agenda(Discussion/Action) 5 minutes
    11.1. Approve Minutes of 2.5.25 – pg. 24
    11.2. Approve Board Orders

12. Future Agenda Items 5 minutes
    12.1. Board Evaluation
    12.2. Advocating as a Board
    12.3. Superintendent Evaluation

13. Board Reflection 10 minutes

14. Public Comment

15. Executive Session: Personnel 60 minutes

16. Executive Session: Superintendent Evaluation

17. Adjourn

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

WCUUSD Board Norms - Adopted November 18, 2020

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

AGENDA KEY

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

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

Superintendent

The Leadership Team continues its work with Rebecca Haslam from Seed the Way. Our time with her is helping us develop a stronger anti-bias approach to our work. We currently are working on assessing our hidden curriculum through an equity audit. The hidden curriculum is the implicit messages that communicate the norms, assumptions, values and culture at school. The WCLT is committed to our core values and beliefs and this work helps us actualize our values of humanity, justice, community and belonging, and provides a rigorous curriculum and instruction.

A recent request from the public was to post the videos of our committee meetings. The Open Meeting (Act 133) guidance requires local and State decision-making bodies to electronically record their meetings and post the recordings in a designated electronic location for a minimum of 30 days. The Board deemed the committees of the board as advisory which have no requirement to record or post meetings electronically. Minutes of all meetings must be taken and posted.

We have now had several snow days and, as a reminder, we wait until sometime around April vacation to make the last day of school official. We will also be reviewing and approving the 2025-2026 School Calendar at an upcoming meeting.

Finance & Operations

Ronald Scholtz was hired as the District's new Food Service Director and began work on January 28th. Ron's career in the food service industry spans more than 30 years beginning in the marines, then various civilian positions. He spent 11 years as the Food Service Director at Orange North Supervisory Union. We are excited to welcome him to the Washington Central UUSD team, and believe he will have a lot of expertise to offer in support of the Food Service team across the District.

The child nutrition program in all schools receive annual on-site reviews by the School Food Authority (SFA). Ron and Susanne completed the required reviews of all school lunch programs and Tim completed the required breakfast program reviews. This was a great way for Ron to do his initial visit to each building to meet the staff and view them in action. Thank you to the Food Service professionals at each of our schools for all of their hard work delivering nutritious meals to students that also align with the required delivery of services. They clearly take a great deal of pride in the foodservice programs of the District.

The month of January was busy with budget preparations. Once the board approved the budget and signed the warning it was distributed to the individual towns and posted on the website. The ballot, trifold and annual report were developed, thoroughly reviewed and sent to the printer. Thank you to Melissa Tuller for all the support she provides over the course of the year, but especially during this time of budgets. Thank you for stepping into the role of District Clerk this past year, and all that has been done for the multiple votes and coordination with multiple towns, coordinating with the printer and election staff to prepare for the Town Meeting Day vote.

The District continues to comply with state recommendations for PCB monitoring at U-32 through Stone Environmental. The school will continue to have quarterly testing completed to monitor the PCB levels in areas that were previously identified above the action level, adjacent areas and those areas that tested with levels below the action level by 50 – 75%. Stone Environmental continues to issue reports on the monitoring, changes the carbon filters and provides waste disposal for filters being discarded. Stone Environmental also meets with the Building Principal, the Facilities Director, Director of Buildings and Grounds and Business Administrator to go over the monitoring report findings. The next step will be to complete an Evaluation of Corrective Action Alternatives (ECAA), which will be completed once the State of Vermont approves it. This evaluation will tell us what the scope will be for removal of materials that contain PCBs, and develop the timeline for completion. This will be similar to the capital project planning that the District does. An ECAA is not likely to be completed until next year.

The current fiscal year financial update and fund balance report for the Board will be completed in April. Susanne meets with Building Administrators regularly to review and analyze the current budget to actual numbers. Projections on revenues and expenditures will be adjusted as appropriate, prior to reporting to the Board.

Human Resources

The Director of Human Resources will be attending the Educator Emerging Pathways summit on April 9, 2025. This all day event is hosted by the Agency of Education in partnership with the Department of Labor with the goal of exploring educator apprenticeship pathways while also addressing local educator workforce needs. Attendees will learn about educator apprenticeship pathways that are being explored and implemented in Vermont and to contribute to the conversation about benefits and challenges of potential pathways.

Curriculum, Instruction and Assessment

On February 12 we engaged in professional learning regarding i-Ready Classroom Mathematics, our K-8 math program, and the i-Ready reading and math diagnostic.

Elementary classroom teachers met in grade alike groups. First, they analyzed winter math data with a particular focus on meeting student needs based on both their current performance and their current growth trajectories. Then they learned about and used a number of planning tools related to program pacing and priority topics.

Teachers in Grades 7-10 met in cores/teams to analyze i-Ready diagnostic data with an emphasis on digging more deeply into individual students' performance data. They identified bright spots and areas for growth and considered how they can use the assessment data to leverage students' strengths and structure supports and scaffolds across content areas.

The leadership team also spent time with the consultant diving into both school and classroom level data and considering next instructional leadership steps.

The professional learning activity with Curriculum Associates is directly aligned to our district's Strategic Plan Goal #2: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.

Our elementary principals and teachers are preparing to administer the DESSA (Devereux Student Strengths Assessment), a social and emotional learning screener. The DESSA is a research-based tool that helps us understand students' skills related to self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and optimistic thinking. The DESSA is designed to help us better understand students' strengths and areas for support. The results will help us design classroom lessons and interventions to support students' social and emotional growth.

Implementing the DESSA is directly aligned to our district's Strategic Plan Goal #1: Build and nurture a culture of well-being and inclusivity.

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 (HJC school and School Safety Team committee report out?)

Berlin: Our school community recently completed our second Run, Hide, and Fight Drill this year. Students and staff practiced what to do if we were "hiding" during an event. The staff and students did a wonderful job and our Superintendent happened to be there to observe! Our school community has been working on creating more opportunities to include our HJC work building wide. Our "small, but mighty" group is looking towards creating a small opportunity for a drop-in learning/conversation weekly event for staff in the spring.

Calais: Our staff had a great work session with Shelley V. about how to better align and pursue our Humanity and Justice within our school community. We are excited to strengthen this work and for putting plans in action. We recently had our winter options-based drill and students/teachers had the chance for quality conversation about what to do in the event of an emergency. Staff are going to be completing training on DESSA and will be administering the assessment to all students soon. On February 4th, we hosted Nick from the American Heart Association to kick-off the "Kids Heart Challenge". Over the next several weeks, our students will be participating in heart healthy challenges in school and families will be participating as well.

Doty: Our fifth and sixth graders are continuing to wrestle with big ideas as they work their way through Stamped, For Kids. Shelley Vermilya has been supporting this work along with Maureen McDermet. The various winter viruses have hit Doty hard and we are getting real world practice with how to function as a supportive community when no one is at their best. The Worcester Fire Department, accompanied by neighboring town fire chiefs, toured Doty to familiarize themselves with the building in the event of an emergency. Doty has numerous crawl spaces and attics that could function as chimneys during a fire so firefighter familiarity with the building is key.

EMES: We recently had our winter options-based drill. Students and staff practiced the "lockdown" drill in the event of an emergency, and it went without a hitch. Our school-wide safety team is working on the next set of plans, which we hope to roll out to staff later this spring ("Run"). Our teachers were also trained on our new district-wide SEL screener, Devereux Student Strength Assessment (DESSA). Classroom teachers will administer the

DESSA mini to all K-6 students, and those students who are flagged will receive a lengthier screener to identify ways to support and instruct areas in need of instruction.

Rumney: We had our second options-based drill. Students did a great job practicing our lockdown procedures. We had an unexpected bus evacuation on February 7th. A bus slid off the road at a bus stop. First Student responded and changed the bus stop, as it was in a tricky spot. This bus stop was new to us, as it was a result of a combined bus route. Previously, the bus came from the opposite direction, which is a straight shot as opposed to a turn and intersection. Special thanks to Jerry Maranville, Buffy Langlois, and Sue Verchereau for helping to navigate the situation in a way that increased safety.

U-32: We are beginning our work with Rebecca Haslam of Seed the Way February 19th as a staff community. The purpose of this work is to build our collective capacity to engage in conversations about equity and inclusion together as well as with young people. Our second iteration of teen Mental Health First Aid assembly is on February 21st.

Update on Strategic Plan goals:
Curriculum, Instruction and Assessment

Berlin: As part of our ongoing work to become, a system that utilizes data to make informed decisions we have been digging into instructional next steps with Winter assessments in our data teams. We also participated in a PD session with Curriculum Associates. This session allowed us to look closely at our school wide and class data, think critically about pacing and access new tools to support instructional groups. We will continue this work in the upcoming data meetings.

Calais: On February 11, teaching staff and I attended training at U-32 with Curriculum Associates to better understand our usage and implementation of iReady. We now have a better understanding of pacing of curriculum and alignment with the iReady curriculum, how to analyze data to better inform student groupings and differentiate, and how to identify the needs of students and meet their needs individually. Our plan is to take this information back to Calais and start to incorporate that learning into our Professional Development.

Doty: Doty teachers also participated in the iReady math training with Curriculum Associates. We debriefed the day as a team in the afternoon and overwhelmingly teachers spoke to their appreciation of the time to do this learning with their grade alike peers. Doty teachers felt supported, energized, and were given time to expand their thinking in the community.

EMES: EMES teachers and I participated in a district-wide training with Curriculum Associates (iReady math program). We looked at our winter data and placed students into one of four categories (high performing/high growth; high performing/low growth; low performing/high growth; low performing/low growth). We will take this information back to our PD time together and begin to unpack what these results mean for each of our students. Teachers are also working on mapping out the remainder of the year in math, focusing on identifying the power standards that need to be taught and assessed by June.

Rumney: Teams met recently and discussed ways to build students' altruism and caring for others. We had great discussions around how to use student interest to build these skills and increase success in the transferable skill, ENGAGED CITIZENSHIP: Take care of classroom and materials. Create and follow classroom expectations. Advocate for self and others. Relate to others by finding similarities and celebrating differences. Identify the feelings of others.

U-32: Department facilitators met to look at the tasks they are working on creating and documenting aligned to transferable skills. The purpose of this is to begin to create a system that allows us to teach, assess, and track transferable skills in a more meaningful way. We also met with Curriculum Associates to look at data and our next step will be to consider what aspects of the iReady assessments should be used in high school.

Update on Strategic Plan goals:
Community Engagement and Communication

Berlin: Our Den Groups met in the first week of February and did some community building games together. Our Den Groups are multi-grade groups of 12-14 students, we gather at least once a month to build community and engage in an activity together. The students will have the same den leader and group for the time that they are at Berlin. We have gotten positive feedback from staff and students in enjoying the time with students and getting to know more members of the school community. We are looking forward to continuing this tradition for years to come.
PBIS—From February 9th to the 17th our students are engaging in a "Paws–Off" challenge. They are earning double paws for being safe with their bodies/words. The class who collects the most paws during the challenge will get the opportunity to slime the Principal at our All School Meeting.

Calais: On Saturday, Feb. 8th, our Parent Advisory Team hosted the first annual Winter Carnival @ Calais. The afternoon was filled with carnival games, arts & crafts, a cakewalk, face painting, and a hot cocoa station. It was a great turnout and everyone seemed to have a great time. The event was completely organized by our Parent Advisory Team and we could not be more thankful for their time and effort! We are looking forward to growing this event in the future. Also, on February 1, Calais hosted 4 basketball games back to back to back-to-back! Each of our 3/4 and 5/6 teams played, we hosted a concession stand to raise funds for athletics, and hosted teams from Northfield and Montpelier.

Doty: I am thrilled that Doty is once again partnering with the community and hosting the Mud Season Talent Show, which has not been held since Covid. The community organizers are going to be coming to Doty, encouraging students to participate in whatever ways they wish. Within our community, we are working on our annual valentine exchange, where every student and staff member both give and receive a Valentine. It is a small gesture that reinforces that every other community member values every member of our community.

EMES: We are excited for our first-ever Buddy Lunch on Friday, February 14th. Our classrooms have big/little buddies, and they will be matched up on Friday for a special lunch and heart exchange. We are also excited for a school-wide assembly on Friday morning where the NED Show will be coming to present to students character-building lessons focusing on: "Never Give Up, Encourage Others, and Do Your Best." On our 100th day of school, students had to search for 100 missing Scout mascots that were hidden throughout the building. Our Kindergarteners reported this was "the best day ever!"

Rumney: Staff have been working with our PTNO to provide community events. This month we are hosting Morning Mug, and we made this an inclusive event by providing a muffin and hot chocolate to all students. We will also be hosting our first movie night. There will be a movie and popcorn and it is a great way for a family outing or a parent's night alone. Town Meeting will be in person and childcare will be provided. Sabrina is taking the lead on the community dinner, which will be a great way for the community to connect inside our school.

U-32: We have held our incoming 9th grade and incoming 7th grade family information nights. We look forward to hosting our second music concert on March 6th, sports seasons are wrapping up and our middle school musical is engaged in auditions.

Celebrations & Upcoming Events

Berlin
February 18-All School Meeting/Slime the Principal Challenge
February 18- BES PTNA Bingo Night
February 20-Winter Wellness

Calais
Feb 11 - 100th Day of School Celebrations
Feb 14 - Valentine's Day Celebrations
Mar 4 - Town Meeting

Doty
February 14 - Valentine exchange
March 4 - Town Meeting
April 5 - Mud Season Talent show

EMES
Feb 11: 100th Day of School Fun
Feb 14: NED Show
Feb 14: Buddy Lunch and heart exchange
Week of Feb 17 - 21: School-wide read-aloud and writing prompt

Rumney
February 11: 100th Day of School- Zero the Hero made his annual appearance.
February 14: Morning Mug
February 21**:** Movie Night

U-32
February 14: Stage 16 Auditions
February 16-21: Branching out Presentations
February 17: Stage 32 Spring Play Auditions
February 21: Teen Mental Health First Aid Assembly
February 21: Black History Month Concert

Supervision & Evaluation Updates (EQS 2121.3; 2121.4)

Berlin: Our teaching staff are working on identifying strengths and areas of growth in our schoolwide schedule and I am eliciting feedback to inform scheduling for next year and to create a PD plan for the staff based on their needs. We are also looking closely at class configurations for next year with the goal of creating stability in configuration over time.

Calais: The current focus is how we are configuring our classrooms for next year. We are looking at being more creative and doing things differently than we have done before. We are also going to keep breaking down the Danielson rollout and how that improves our classroom teaching.

Doty: Our focus has been on using our team time effectively to review winter assessment data, take deeper looks at students whose performance was flagged, and determine appropriate next steps for these students.

EMES: The big item on the agenda these days is determining grade-level configurations for the 2025-26 school year. With a decrease in a classroom teacher and special educator next year, we are working together to determine how best to meet all student needs next year.

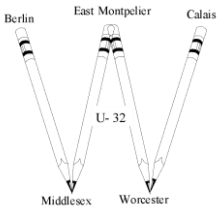
Rumney: Our supervision and evaluation committee met and we are improving our work on the Danielson 2022 rollout. We have identified areas of improvement and are drafting a new supervision and evaluation document. This committee is made up of administrators and teachers.
U-32: We have made some shifts to our supervision assignments for the second semester and each supervisor is engaging in mid-year check-ins to connect with teachers around their practice and progress. We have also made some shifts in our schedule moving into next year in order to ensure that we are solidifying the team models we use to wrap around students in grades 7-10.

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Phone (802) 229-0553
Fax (802) 229-2761

Steven Dellinger-Pate
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, Business Administrator
RE: Review and Approve Project Manager Contract
DATE: February 7, 2025

Summary: For many years, Bill Ford of WF Project Inspections has provided Owner Project Manager and Clerk of the Works services as an independent contractor for the District. Bill's expertise and knowledge in management of construction projects and coordination of contractors and District needs is extremely important to the successful planning and completion of capital improvement projects. With Bill's guidance and expertise, the District consistently completes capital projects on time and on budget.

Bill's current contract ends this month. A proposed contract not to exceed $57,287 to cover the period from 2/10/25 through 2/9/26 is included in the packet. This is a decrease of $30,213 from the contract for last year, which was $87,500. This is below the $90,000 budgeted for this service. The fee schedule confirms OPM/COW duties for the District on proposed 2025-2026 construction projects plus planning for future capital improvements. The proposed hourly rate for his services is $85 per hour, with an anticipated 507 hours of services, plus reimbursable expenses.

Recommended Board Actions: The Board authorize the superintendent to sign the contract with WF Project Inspections for his services as Owner Project Manager and Clerk of the Works through 2/9/26, not to exceed $57,287.

WFPI
WF Project Inspections
PO Box 86, Ripton VT 05766
email: wfpi@sover.net
cell: (802) 989-6019
office: (802) 388-6625

January 29, 2025
Owners Project Manager/Clerk of the Works for WCUUSD
Proposed Fee Schedule

This fee schedule is based upon contracted Owners Project Manager (OPM)/Clerk of the Works (COW) services. WF Project Inspections would be providing services as an independent contractor. Confirmation of the OPM/COW duties for the district for the term of one year should be discussed prior to finalizing a total amount for services.
Services:

OPM/COW, Bill Ford invoiced at; $85.00 per hour
Reimbursables: Mileage & travel at two hours per site visit. Long distance communication, copies, photos, postage and handling at cost plus 10%

Proposed Fee Schedule:
Perform OPM/COW duties for the period February 10, 2025 through February 9, 2026 based on up to 507 hours of services averaging 7.0 hours September through May and 18 hours per week June through August for the "not to exceed" amount of $57,287.

Project budget	Proposed 2025 WCUUSD construction projects plus planning for 2026
$582,461	Rumney building envelope, siding, insulation, windows, painting
$155,780	Berlin utility infrastructure demolition, well, woodchip bunker
$42,246	Berlin water service entrance, extend 4" line into building
$26,403	Berlin lighting
$72,610	U32 chiller refurbishment/replacement
$48,566	EMES exterior storefront doors
$4,000	lighting retrofit, convert to LED, low voltage controls (Design Services)
$932,066	

Equipment provided by WFPI for use by the OPM/COW:
Laptop computer
iPad and iPhone for project photos and communication
To be provided by the Owner:
1. Access to workspace with desk, chair, table, and power
2. Access to an internet connection & printer

I suggest the "not to exceed" fee so if the work to be accomplished moves along better than expected the owner can benefit from fewer hours expended by the OPM/COW and a lower cost for those services.

William W Ford
_____

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY TO ENSURE SAFETY & RESOURCES FOR FAMILIES IMPACTED BY IMMIGRATION ENFORCEMENT

POLICY: _____

WARNED: 2.19.25

ADOPTED: _____

EFFECTIVE: _____

POLICY:

In order to provide a public education, regardless of a child's or family member's immigration status, absent any applicable federal, state, or local law, regulation, ordinance or court decision, the Washington Central Unified Union School District shall establish itself as a safe place for its students and their families to seek help, assistance, and information if faced with fear and anxiety about immigration enforcement efforts; Furthermore:

1. The Superintendent will offer all K-12 schools, be established as resource and information sites for immigrant students and families. Community based organizations and legal services organizations who provide resources for families facing deportation; will have access to school facilities under the District's Building Use policy for community organizations doing immigration rights work such as know your rights trainings and resource and information sites as described above.
2. The Superintendent will have available in-language Know Your Rights resources for students and family members to cover their rights regarding interactions with law enforcement and immigration agents.
3. District personnel will not inquire about or record a student's or a family member's immigration status, and pursuant to the Family Education Rights and Privacy Act ("FERPA") and The Health Insurance Portability and Accountability Act "HIPAA", will not disclose, without parental consent, the immigration status of any student or other personally identifiable information.
4. Neither the school nor any district employee will initiate any communication to federal agencies or officials concerning confidential information about a student or a student's family member, including but not limited to: information about gender identity; sexual orientation; status as a survivor of domestic violence; survivor of sexual assault; crime witness; recipient of public assistance; actual or perceived immigration or citizenship status; national origin; school discipline record; and all information included in an individual's or household's income tax records, is prohibited, unless permission is granted by the student if 18 years of age or student's parent or guardian.
5. The District will refuse all voluntary information sharing with immigration agents across all aspects of the District possible under the law.

6. Any request by immigration agents for information or to access a school site shall be initially denied and immediately forwarded to the Superintendent for review and a decision on whether to reverse the denial and allow access to the site, and/or a decision on whether the information will ensure District compliance with Plyler v. Doe and other applicable laws. The request must be provided with adequate notice so that the Superintendent can take steps to provide for the emotional and physical safety of its students and staff.
   Furthermore,

   a) Should an immigration agent request access to a school site, the Superintendent will ask for the immigration agent's credentials, ask the agent why the agent is requesting access, and ask to see a warrant signed by a federal or state Judge and copy the warrant produced.

   b) Immigration agents must provide written authority from ICE instructing them to enter District property and for what purpose as well as a warrant signed by a federal or state Judge which specifies the name of the person under arrest, and the Superintendent or designee shall copy the paperwork provided.

7. The District will not enter into agreements with state or local law enforcement agencies, ICE, or any other federal agency for the enforcement of federal immigration law, except as required by law.
8. Neither the District nor its staff, faculty, employees, agents, or site-based officers will honor or comply with or otherwise reveal information in response to ICE detainers or other ICE requests within district sites absent a duly executed judicial warrant.
9. The Superintendent or designee will ensure that students are aware of opportunities to gain access to college, in-state tuition, financial aid, scholarships, internships and career opportunities, regardless of their status.
10. The Superintendent or designee will report to the United We Dream hotline at 1-844-363-1423 if an immigration raid occurs at the school or ICE (or direct partners of ICE) violate its policy to stay off school grounds.
11. The Superintendent or designee will identify multilingual staff and/or volunteer community members that are willing and well-equipped to assist in an emergency situation. This list will be made available to students, family members, and caregivers.
12. The Superintendent shall ensure that all teachers, school administrators, and other staff gain timely awareness of this policy and notification in the appropriate languages spoken by students throughout the District to be distributed to families to fully inform them of their rights in the District;
13. The Superintendent shall develop a procedure for implementation of this policy that is inclusive of guidance for teachers, administrators and other staff on how to respond to ICE personnel who are requesting information about students and families and/or are attempting to enter school property. The procedure shall also include steps for notifying families about ICE efforts to gain information about students and families, and how to support students whose family members have been displaced because of ICE. This plan shall be communicated to all school district families in all supported languages.

Definitions

"Citizenship or immigration status" means all matters regarding questions of citizenship or nationality of the United States or any other country, the authority to reside in or otherwise be present in the United States, the time or manner of a person's entry into the United States, a person's past or present immigration status under federal law, or any other civil immigration matter administered or enforced by the Department of Homeland Security or other federal agency charged with the administration or enforcement of civil immigration law.

- "Immigration agent" shall mean an agent of the U.S. Department of Homeland Security, such as the U.S. Immigration and Customs Enforcement or U.S. Customs and Border Protection, any individuals authorized to conduct enforcement of civil immigration laws under 8 U.S.C. §1357(g) or any other federal law, other federal agents charged with enforcement of civil immigration laws, and any successors.

- "Enforcement actions" include checkpoints; arrests; interviews; searches; surveillance; obtaining records, documents, and similar materials; and other actions for the purposes of civil immigration law administration or enforcement.

Appreciation to these organizations who helped create this model policy:
ACLU of California
Advancement Project
Asian Americans Advancing Justice-California (AAAJ-CA)
Americans Advancing Justice-Los Angeles (AAAJ-LA)
National Immigration Law Center (NILC)
Services, Immigrant Rights, and Education Network (SIREN)

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

POSSESSION & ADMINISTRATION OF EMERGENCY & NON-EMERGENCY MEDICATION

POLICY: C71

WARNED: 2.19.25

ADOPTED:

EFFECTIVE:

Policy

The Washington Central Unified Union School District (District) shall have procedures in place to ensure compliance with laws and regulations governing the possession, administration, and storage of all prescription medications needed by students at school or during school sponsored activities.

Definition:

"Health care professional" means a physician licensed pursuant to 26 V.S.A. Chapters 23 and 33, an advanced practice registered nurse licensed to prescribe drugs and medical devices pursuant to 26 V.S.A. Chapter 28, or a physician assistant licensed to prescribe drugs and medical devices pursuant to 26 V.S.A. Chapter 31.

Administrative Responsibilities:

The superintendent or designee will develop a procedure governing the possession, administration and storage of emergency and non-emergency medication needed by any student during the regular school day or during school sponsored activities. The procedure will comply with the following:

1. In an emergency, epinephrine may be given by the school nurse, or a person designated and trained by the school nurse.[1]
2. In an emergency, medication may be given by the school nurse, or a person designated and trained by the school nurse, upon written orders from a medical provider, and upon written request or documented permission when written permission is not possible (ie: a phone call) from a student's parent or guardian that the School District comply with the medical provider's order. The medical provider's orders must detail the name of the drug, route of administration, dose, and the time interval the emergency medication is to be given, diagnosis and reason for giving.
3. Other than emergency medication authorized by the Commissioner of Health, medication must be brought to school in a container labeled by the pharmacy or medical provider and stored by the school nurse or designee in a secure storage place.

[1] Act 175 of 2008, codified as 16 V.S.A. § 1387, requires that public and approved independent schools have procedures in place to ensure that students with life-threatening allergies or with asthma are permitted to possess and self administer emergency medication at school, on school grounds, at school sponsored activities, on school provided transportation, and during school related programs. The Act does not require the adoption of a school board policy. This model is intended to provide guidance to school boards and administrators who choose to revise current policies on emergency medication or who wish to adopt new board policies on this subject.

[1] *See,* 16 V.S.A. § 1388 Stock supply and emergency administration of epinephrine auto-injectors

[1] *See,* 16 V.S.A. § 1387(b). Parents must provide annual written authorization and documentation from the student's physician as to the need for emergency medication. Parents must also annually develop, in consultation with the school nurse

4. Students with life-threatening allergies or with asthma, whose parents or guardians have complied with all of the requirements outlined in 16 V.S.A. §1387, shall be permitted to possess and self-administer emergency medication at school, on school grounds, at school-sponsored activities, on school-provided transportation, and during school-related programs.[2]

The school shall:

1. Provide an opportunity for communication with the pupil, parent or guardian, and medical provider regarding the efficacy of the emergency medication administered during school hours.
2. In the case of emergency medication possessed by students with life-threatening allergies or with asthma, the school shall provide forms for parents to submit authorizing possession of the emergency medication and releasing the school from liability as a result of any injury arising from the student's self-administration of the emergency medication.

VSBA Version:	*October 7, 2024*
Date Warned:	
Date Adopted:	
Legal Reference:	*16 V.S.A. §1387 (Possession and self-administration of emergency medication)* *16 V.S.A. § 1388 (Stock supply and emergency administration of epinephrine auto-injectors)* *26 V.S.A. chapters 23, 26, 28, 31, 33*
Cross Reference	*Student Alcohol and Drugs* *Wellness & Comprehensive Health*

[2] *See,* 16 V.S.A. § 1387(b). Parents must provide annual written authorization and documentation from the student's physician as to the need for emergency medication. Parents must also annually develop, in consultation with the school nurse or designee, a plan of action for the school and student to follow when possessing emergency medication, and must sign a statement releasing the school and its agents from liability as a result of any injury arising from the student's self-administration of the emergency medication.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

WCUUSD BOARD OF EDUCATION RESOLUTION

RESOLUTION NO. _____

WARNED: 2.19.25

ADOPTED: _____

EFFECTIVE: _____

WHEREAS, it is the right of every child, regardless of race, color, religion, creed, national origin, ethnicity, marital status, family composition, sex, sexual orientation, gender identity, varying physical and mental abilities, and socioeconomic or immigration status, to access a free public K-12 education and the District welcomes and supports all students;

WHEREAS, the District has a responsibility to ensure that all students who reside within its boundaries, regardless of 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 or immigration status, can safely access a free public K-12 education;

WHEREAS, through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance;

AND WHEREAS, educational personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

NOW, THEREFORE, BE IT RESOLVED that the District meets its duty to provide all students, regardless of race, color, religion, creed, national origin, ethnicity, marital status, family composition, sex, sexual orientation, gender identity, varying physical and mental abilities, and socioeconomic or immigration status, access to a free public K-12 education;

BE IT FURTHER RESOLVED, that the District is dedicated to taking concrete actions that provide a safer and more supportive learning environment that is free of barriers (1)

BE IT FURTHER RESOLVED, that the Board declares the District to be a Safe Zone for its students, meaning that the District is a place for students to learn, to thrive and to seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience (2)

BE IT FURTHER RESOLVED, that the District exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities. (3)

BE IT FURTHER RESOLVED, that 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. (4)

BE IT FURTHER RESOLVED, that 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. (4)

BE IT FURTHER RESOLVED, that our students need the freedom to learn authentic and complex histories through multiple global perspectives. Only an honest and comprehensive education can prepare the next generation to contribute to their local and global communities. (5)

BE IT FURTHER RESOLVED, that the District supports the free exchange of ideas as a vital element of our democracy and in our public schools. Access to instructional and library media materials that foster critical thinking and respectful civil discourse are important to our students as they prepare to be responsible and involved citizens in our democracy**.** (6)

BE IT FURTHER RESOLVED, that our schools respect, value, and welcome all people**;** (7)

BE IT FURTHER RESOLVED, the District shall post this Resolution at every school site and distribute it to District staff, students, and parents using usual means of communication, and that the Resolution will be translated into all languages spoken by students at home;

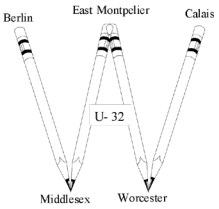
BE IT FURTHER RESOLVED, the Board affirms that District employees have the academic freedom to discuss this Resolution and all District policies during the school day including class time provided it is age-appropriate.

1. Educational Philosophy/Humanity and Justice Coalition Vision Statement
2. Sanctuary Schools policy
3. Student learning Outcomes
4. C29- Equity Policy
5. D24- Creating Learning Environments to Engage in Civil Discourse
6. D22- Library Media Selection and Reconsideration Policy
7. Strategic Plan/Core Beliefs

Washington Central Unified Union School District

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

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



Washington Central Unified Union School District
Transportation Committee
2.12.25 4:00-5:00 PM
Central Office
1130 Gallison Hill Rd.
Montpelier, VT

Present: Michelle Ksepka, Patrick Whelley, Susanne Gann, Steven Dellinger-Pate

1. **The meeting was called to order at 4:10 p.m.**

2. **Updates to Service:** The committee reviewed the updates to service.

3. **Transportation Data:** The committee reviewed the transportation data. Discussion about the number of students on buses and if there are any policies or procedures about minimum number of riders before routes are combined or cancelled? Ridership survey shows that almost 1,080 students are signed up to ride buses (request stops) but actual rider counts average about 500 students riding the buses. Susanne shared the cost per route at $80,000 per route (morning and afternoon run), and overall contract, which is approximately $1.5 million. The committee agreed to share ridership data with the full board. The Committee discussed its role in configuration modeling. The committee agreed to look at transportation for different configurations as they were developed and consider overall cost, ride times, equity of access, and service models. Questions about combining Elementary routes with U-32 were raised. Steven will find information from the previous school start time committee about combining bus routes.

4. **Next Steps:**
   - Review the survey questions about requesting service.
   - Consider/review guidelines about student ride times maximums, distance to stops, and removal from service if not riding the bus.

5. **Adjourn: the meeting adjourned by consensus at 4:55 p.m.**

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. **New Hire Nominations (for 24-25 school year)**
   Jennifer Stanworth – U-32 School Nurse

2. **Retirement**

3. **Re-Hires**

4. **Resignations**
   Lydia Faesy – East Montpelier Nurse

5. **Extended Leave of Absence Request:**
   Annalissa Kirby – requesting extended leave of absence through end of the 24-25 School year

6. **Change in FTE:**

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

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

TEACHER NOMINATION

POSITION: School Nurse	**FTE:** _1.0___
REASON FOR VACANCY: X - Retirement/Resignation __ - New Position __ - Leave of Absence	
SCHOOL BUILDING: U-32	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	_x__ Administrators _x__ Teachers _x__ Support Staff ___ Parents/Community Members _x__ Other: Student
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Colorado Mesa University, A.A.S Nursing (2011), LPN (2009-2010)
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	The interview team was impressed with this applicant's level of school from inpatient mental health, to office pediatric to emergency room. As the applicant is an internal candidate, Cat Fair, current supervisor and other U-32 professionals provided glowing reference checks.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Jennifer Stanworth**

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

NOMINATED BY _____ 2/14/25
Principal/Administrator *Date*

RECOMMENDED BY _____ 2/14/25
Superintendent *Date*

BOARD APPROVAL DATE: _____

Associates Degree w/14 Years of Experience

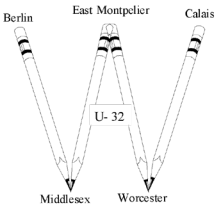
$52,314 (to be prorated based on remaining days in school year from start date)

Provisional License in process

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
2.5.25
6:15-9:15 PM
(Virtual and In-Person)
U-32 Middle & High School
930 Gallison Hill Rd
Montpelier, VT

Present: Flor Diaz Smith, Elizabeth Brown, Zach Sullivan, Daniel Keeney, Ursula Stanley, Chris McVeigh, Mckalyn Leclerc, Patrick Whelley, Natasha Eckart, Lei DeGroot, Julia Hewitt, Kealy Sloan, Diane Nichols-Fleming, Linnea Darrow

Superintendent Steven Dellinger-Pate, Principal Becca Tatistcheff, Jen Miller-Arsenault, Julia Pritchard, Lisa LaPlante

Others: Erin Mullaney, Honi Bean Barrett, Lila Richardson, Bekah Mandell, Allison Fayle, ORCA Media, Allen Gilbert, David Delcore, Scott Hess

1. **Call to Order: Flor Diaz Smith called the meeting to order at 6:15.** She shared that the purpose of tonight's meeting is to have a public forum, to share information about our budget.
   - **1.1. Welcome:** Flor Diaz Smith welcomes those present and she presented a statement reflecting the core beliefs of the board as well as honoring the spirit of Black History Month, all year round.
   - **1.2. Adjustments to the Agenda:** Flor Diaz Smith suggested moving the Executive Session to the end of the meeting. **Julia Hewitt moved to approve this agenda change. Seconded by Diane Nichols-Fleming, this motion carried unanimously.**
   - **1.3. Reception of Guests**
   - **1.4. Public Comments-Time limit strictly enforced. See note:**

2. **Executive Session: Student Residency Request**: (this occurred at the end of the meeting.)

3. **Budget Presentation:** Board members presented a slide deck: *FY26 Budget Presentation, February 5, 2025.*

3.1. Community Q & A: Flor Diaz Smith invited questions from the public. Bekah Mandell asked about the Library FTE reduction at Rumney. She asked if this is an additional decrease from the current staffing. Her understanding is that the staff at Rumney are sort of "pinch hitting" for library staffing. Steven Dellinger-Pate indicated that this reduction reflects the unfilled position from this year. Bekah Mandell stated that as these positions are part-time it becomes harder to fill them with qualified applicants. Steven Dellinger-Pate stated that the goal is always to fill the positions with certified teaching staff.
Flor Diaz Smith stated that we will be posting budget information on Front Porch Forum, and she invited people to contact board members with any questions about the budget as presented. She shared that the Configuration Committee meets on Feb 10 online - this meeting information is posted on the website.

3.2. Board Operations

3.2.1. Legislative Breakfast Priorities and Questions: Patrick Whelley asked, what is our scope? Are we trying to get more information to do our jobs as board members better or are we trying to share our concerns with them, for their work in the legislature? Flor Diaz Smith stated that the idea is to establish a relationship with them and to be sure that they understand our priorities, as well as to gain an understanding of their priorities in their work. Some discussion followed briefly about the legislative breakfast from last year. Steven Dellinger-Pate stated that it was a good opportunity to establish an in-person relationship, and it was very much a back-and-forth exchange-us asking them questions, them asking us questions. Flor Diaz Smith had prepared a list of four priorities. She invited input from board members. Patrick Whelley stated that dialogue with our legislators about the regressive tax system for education funding is critical.

Diane Nichols-Fleming suggested that we speak about some of the higher-level pictures, for example, some of the unintended consequences (e.g. PCB testing) of legislation.

Natasha Eckart asked if an alternative funding proposal was presented and is there was any insight into where VSBA's stance is on the alternative funding. She stated that Vermont NEA has presented another proposal. Is VSBA providing feedback to school board members as to their response to the alternative funding? Flor Diaz Smith stated that the foundation formula has not been presented in detail yet, so she thinks the position of VSBA is to wait to see what the details are. She does not hear from any of the members of VSBA or VPA who are in favor of a foundation formula. Flor Diaz Smith will look into this from the perspective of VSBA and Superintendent Dellinger-Pate will look into this from the perspective of VSA.

Patrick Whelley stated that there are a lot of parts in our budget that are out of our control, can we have that taken out of our budgets and have that included in ed funding?

Chris McVeigh asked whether we have an idea of the cost of some of the "unfunded mandate" items that we provide as part of our local budget. Steven Dellinger-Pate stated that the VSA is working on this as a whole.

Natasha Eckart asked for clarification under the statewide bargaining process on the list of talking points. Flor Diaz Smith explained. Some discussion followed around salaries and healthcare. The topic of healthcare costs increasing yearly in an unsustainable way was discussed. Natasha Eckart asked, with that concern, is VSBA supporting or backing any of the healthcare reform ideas that are being presented. Flor Diaz Smith stated that VSBA does not have a position at this time on that. She noted that healthcare as it is, is unaffordable for all of us as Vermonters.

There was some discussion about the one page handout from VSBA about legislative issues. Patrick Whelley clarified that we as a board are not presenting this handout at the legislative breakfast; this is not our position necessarily.

Kealy Sloan asked if there is a way for community members to engage or watch, or will we be reporting to the community. Flor Diaz Smith stated that we could prepare a summary to share; she also invited the student representatives to attend the breakfast.

4. **Personnel**
   - 4.1. **Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Ursula Stanley moved to accept the resignation of Nicole Mintken – U-32 School Nurse, with appreciation. Seconded by Zach Sullivan.** Discussion: Chris McVeigh asked, what does this do to the capacity of our school nurses at U-32? Steven Dellinger-Pate stated that we would have one school nurse at U-32 until a new hire occurs. He noted that we already have a pool of applicants. **This motion carried unanimously.**

5. **Student Representatives:** Lei DeGroot shared that J-term occurred in January; students enjoyed this. The U-32 newsletter shares some photos and experiences from J-term. Linnea shared about the Hadestown musical, a collaboration between U-32 and Montpelier. She stated that the shows sold out and were very popular; she noted that it was a great opportunity to collaborate with Montpelier. Lei DeGroot shared that this week is National School Counselor's Week. He named the school counselors at U-32. Lei DeGroot shared that VPR is having a student podcast competition (due in May). He shared about a project-based learning opportunity, he shared that the middle school theater is holding auditions for their spring show. Lei shared about the Basement Teen Center in Montpelier and about VSAC's college and career pathway event in March. Linnea provided some updates about sports events. Zach Sullivan stated that the Hadestown production was amazing. Other board members concurred!

6. **Consent Agenda**
   - 6.1. **Approve Minutes of 1.22.25: Patrick Whelley moved to approve the minutes from January 22, 2025. Seconded by Diane Nichols-Fleming, this motion carried unanimously.**

7. **Future Agenda Items**
   7.1. Board Evaluation
   7.2. Advocating as a Board
   7.3. Superintendent Evaluation
   7.4. Conversation with students about joining National Student Board Member Association

8. **Board Reflection**: Daniel Keeney would like to clarify who board representation is on the Transportation Committee. Flor Diaz Smith stated that this is a temporary committee until board reorganization

9. **Public Comment**:(none at this time)

10. **Executive Session: Superintendent Evaluation**: (this did not occur tonight)

11. **Executive Session: Student Residency: At 7:37, Diane Nichols-Fleming moved to go into Executive Session to discuss a student residency request, and to invite the Superintendent. Seconded by Kealy Sloan. At 7:54, Ursula Stanley moved to come out of Executive Session. Seconded by Kealy Sloan, this motion carried unanimously. Diane Nichols-Fleming moved to accept the recommendation from the superintendent, to grant residency to the student as discussed. Seconded by Ursula Stanley, this motion carried, with one abstention.**

12. Adjourn: Ursula Stanley moved, Zach Sullivan seconded, to adjourn at 7:56 p.m.

Respectfully submitted,
Lisa Grace, Board Recording Secretary