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
4.2.25
6:15-9:15 PM
(In Person & Virtual Only)
East Montpelier Elementary School
665 Vincent Flats Rd.
Montpelier, VT

Virtual Meeting Information
https://tinyurl.com/c48fty3u
Meeting ID: 849 3594 9997
Password: 297072
Dial by Your Location: 1-929-205-6099

1. Call To Order

2. Welcome — 5 minutes
   - 2.1. Adjustments to The Agenda
   - 2.2. Reception of Guests
   - 2.3. Public Comments-Time limit strictly enforced, see note

3. Presentation: — 45 minutes
   - 3.1. Math Presentation - EMES
   - 3.2. Community Feedback: Configuration - Programs – pg. 4

4. Reports — 15 minutes
   - 4.1. Superintendent Update - Legislative
   - 4.2. Policy Committee Update

5. Board Operations (Discussion/Action) 45 minutes
   5.1. 2025-2026 School Calendar – pg. 26
   5.2. Superintendent Evaluation - Goal Setting – pg. 27
   5.3. Board Evaluation - pg. 44

6. Personnel (Discussion/Action) 5 minutes
   6.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE

7. Consent Agenda (Discussion/Action) 5 minutes
   7.1. Approve Minutes of 3.19.25 – pg. 47

8. Future Agenda Items 5 minutes
   8.1. Advocating as a Board

9. Board Reflections 5 minutes

10. Public Comments, Time limit strictly enforced, see note 15 minutes

11. 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

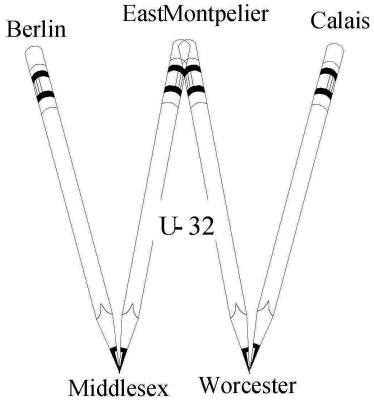
- **Public input** –Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members 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

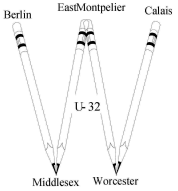
Agenda Section	Examples	Role/ Responsibility	Description
Call to Order	n/a	Board Chair or designee	Formal opening to meeting. Superintendent calls to order during annual reorganization
Public Comment			Opportunity for public comment on items not on the agenda. Board will adhere to a strict 1.5 minute 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

Configuration - Programs

March 2025

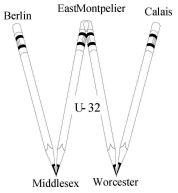


Goals of the Strategic Plan



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

Equity Definition



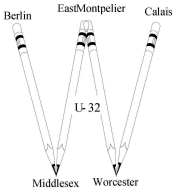
VT AOE definition of

EQUITY

“Every student [will have] access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.”

Board Policy C29

Inclusion



Katie Novak's definition of

INCLUSION

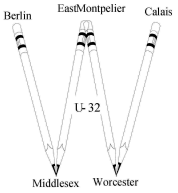
Equitable access to classrooms with grade level peers

Equitable access to grade level content

High expectations

Feeling of belonging and hope

How we can think of configuration…

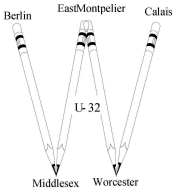


Mission/Vision: defined by our Strategic Plan

Programming: what we provide students to meet our Vision

Structures: how we provide the programming. Budgets are developed from the structure.

Enrollment

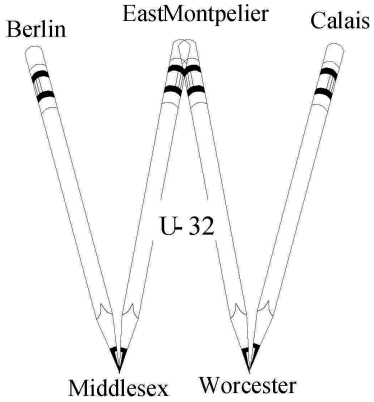


	FY15	FY25 (3/1/25)	FY26 (proj)
Berlin	**191**	**183**	**183**
Calais	**138**	**91**	**88**
Doty	**79**	**72**	**61**
EMES	**213**	**207**	**183**
Rumney	**177**	**119**	**112**
Total PK-6	**798**	**672**	**627**
U-32	**790**	**695**	**661**

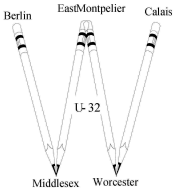
Projected Enrollment	K-6	7-12 (does not count tuition st)	Total
FY27	556	614	1170
FY28	539	607	1146
FY29	526	586	1112
FY30	529	560	1089
FY31	508	575	1083
FY32	508	570	1078

Community

Programs



School programs



Full time School Counselor, Nurse, Library/Media

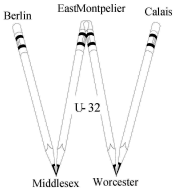
Languages

Outdoor Education

Music and Art

Transportation

Additional Programs



Recreational sports

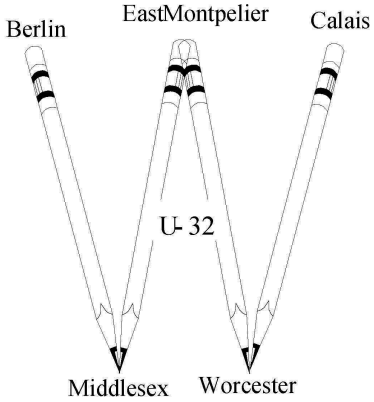
Before and After school care

Health clinic

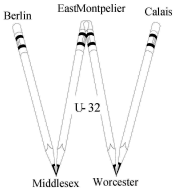
Community space - sport, meetings, etc.

Education Model

Programs

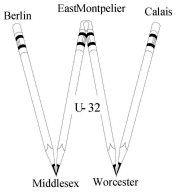


Multi-Layer System of Supports (Vermont Framework)



1. Systematic and Comprehensive
2. Collaborative
3. High-Quality Instruction and Intervention
4. Comprehensive and Balanced Assessment System
5. Expertise Development (Professional learning)
6. Data-Driven Decision-Making
7. Leadership and Organizational Structures

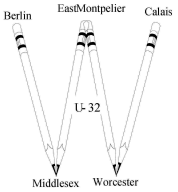
Desired Classroom Configurations



Allows:

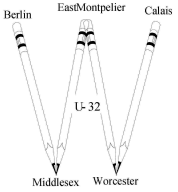
- Multiple Instructional groupings (whole class, varied small groups, individual)
- Diversity across as many demographics as possible (socio-economic, gender, race, ethnicity, abilities, etc.)

Curriculum



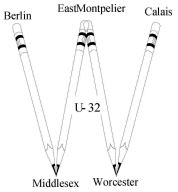
- Performance indicators aligned with national standards and articulated in grade levels or grade level clusters
- Importance of evidence-based Layer 1 instruction
- K-6 curriculum maps for global citizenship and science
- Changing class configurations year to year impacts our ability to implement our curriculum

Special Education Service Delivery



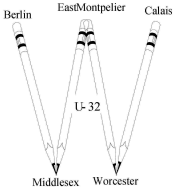
- Small Group vs 1:1 Instruction
  - Both have pros and cons and best approach depends on the needs of individual students
  - 1:1 tutoring allows for focused support. Can also limit social learning, be stigmatizing, and stunt peer relationships.
  - Small group can allow for more targeted instruction than large group, help students learn to collaborate, allow students to practice new skills with peers, and students are more likely to be engaged and participate than in large groups.
- Vermont DMG Report - Strengthening Best-Practice Supports for Students Who Struggle

Special Education Service Delivery



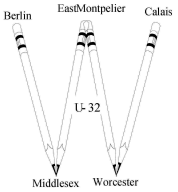
- Service Delivery:
  - Current Configuration
    - Constraints - Smallest school special educators support students in grades K-6 (7 grade levels) across all disability and skill areas. Limited opportunities for small group specialized instruction.
    - Opportunities - Consistency of case manager over many years.
  - Preferred Configuration
    - Opportunities - Reduced travel time for specialists (Psychs, OTs, ECSEs)
    - Narrower focus for special education services/supports, increased efficiency
      - EMES, currently three special educators, each serving 3 grade levels and/or focusing on student needs. Adding a 4th SE would allow for narrower focus.
      - Rumney, currently two special educators, serving 4 grade levels each. Adding a third, SE could serve 2-3 grade levels and/or specialize instructionally.

Middle School Program



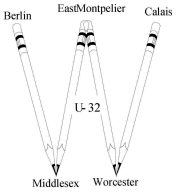
- Allows specialization for teachers (Middle Grade Endorsement for Grades 5-9)
- Greater access to co-curricular activities
- Allows for more middle school specific programming (could reduce the need for shared staff)
- Efficient use of space/facilities
- More diverse cohort of learners

Equitable Access



- Access to co-curricular activities (including transportation)
- Teachers endorsed in Middle Grades Education
- Intervention flexibility (individual, small group, multiple programs)

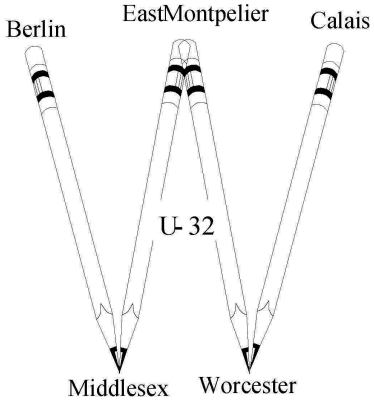
High School



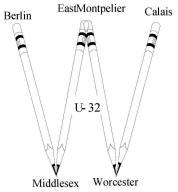
- Desire is to have a comprehensive high school with a variety of course offerings and diverse programming, ie. AP courses and Multiple Pathways.
- Access to co-curricular programming is also important to the school and community

Considerations

Constraints/Opportunities

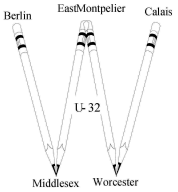


Constraints to consider



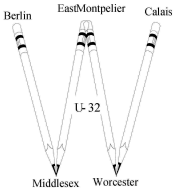
- Time: School day dictates the amount of time we can allocate to activities
- Space: Size of classrooms and schools can create limits on size of school
- Staffing: Hiring and retaining staff can be difficult for some programming
- Sustainability: Programs must be supported by staffing

“Baseline” Agreements for Time Allocation K-6



Subject	# days a week	# of minutes a day
Morning Meeting	5	20
Literacy (includes phonics/word study, reading, writing, read aloud, handwriting)	5	150
Math (includes first instruction lesson, math menu, i-Ready MyPath)	5	90
Science & Global Citizenship	5	25
Art, Music, PE, Health, Library	5	45
Lunch & recess	5	60

Community Schools



A Community School Program in WCUUSD would be a collaborative, student-centered approach that integrates academics, health and social services, youth and community development, and family engagement. It would transform schools into hubs that provide wraparound support, expand learning opportunities, and strengthen partnerships to ensure every student thrives academically and personally.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
2025-2026 SCHOOL CALENDAR
Berlin, Calais, East Montpelier, Rumney (Middlesex), Doty (Worcester) and U-32

AUGUST

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	(22)
(25)	(26)	27	28	29

3 Student Days
6 Teacher Days

8/20 New Faculty Orientation
8/22 Flex
8/22-26 In-Service
8/27 First Day of School (Students)

SEPTEMBER

M	T	W	T	F
*	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

21 Student Days
21 Teacher Days

9/1 Holiday (Labor Day)

OCTOBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
*	14	15	16	17
20	21	22	23	24
27	28	29	30	31

22 Student Days
22 Teacher Days

10/13 Indigenous Peoples Day

NOVEMBER

M	T	W	T	F
3	4	5	6	7
(10)	11	12	13	14
17	18	19	20	21
*	*	*	*	*

14 Student Days
15 Teacher Days

11/10 In-Service (Conferences)
11/24 – 28 Thanksgiving Break

DECEMBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	*	*	*
*	*	*		

17 Student Days
17 Teacher Days

12/24-31 Holiday Break

JANUARY

M	T	W	T	F
			*	*
5	6	7	8	9
12	13	14	15	16
*	(20)	21	22	23
26	27	28	29	30

18 Student Days
19 Teacher Days

1/1 -1/2 New Year's Day /HolidayBreak
1/19 Martin Luther King Day (Holiday)
1/20 In-Service Day

FEBRUARY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
*	*	*	*	*

15 Student Days
15 Teacher Days

2/23-28 Winter Break

MARCH

M	T	W	T	F
*	*	4	5	6
9	10	11	12	13
16	17	18	19	(20)
23	24	25	26	27
30	31			

19 Student Days
20 Teacher Days

3/2-3/3 Winter Break Cont'd
3/20 Conferences

APRIL

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
*	*	*	*	*
27	28	29	30	

17 Student Days
17 Teacher Days

4/20-24 Spring Break

MAY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
*	26	27	28	29

20 Student Days
20 Teacher Days

5/25 Holiday (Memorial Day)

JUNE

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	(17)	18	*
22	23	24	25	26
29	30			

12 Student Days
13 Teacher Days

6/16 Last day(pending snow days)
6/17 In-service
6/23 Last Day for students if Snow days Contingency days
6/19 Holiday (Juneteenth)

Notes

( ) = In-service Days: No School Students / required for teachers

*** = Holidays/Vacations**

Dismiss at 2:00 for U-32 and 3:00 for Elementary Schools

Total Student Days = 178
Total Teacher Days = 185

Semester Schedule
1st Marking Period Ends
2nd Marking Period Ends
3rd Marking Period Ends
4th Marking Period Ends

Teacher In-service Days
8/22-26 In-Service Prep Work
11/10 In-Service Day
1/20 In-Service Day
3/20 In-Service Day
6/17 In-Service Day

Strategic Plan Goal #1
Build and nurture a culture of well-being and inclusivity.

Goal/Focus *(Specific)*	**Indicators of Progress** *(Measureable)*	**Supports & Resources** *(Attainable)*	**Connection to District Priorities & VSBA Standards** *(Relevant)*	**Timeline** *(Timely)*	**Reflection/Evidence**
Design and implement social-emotional learning standards, instruction, and assessments that foster emotional well-being and mental health.	• Regular reports to Board • SEL learning standards • Assessments • Climate Survey	• Engagement of Curriculum Council in the development of standards and assessments	VSBA Standards: Policy (2A, B) Operational Management & Leadership (5C, D) Instructional Leadership (6C, E, F, G)	August 2024 - September 2025	
Design and implement plans to engage and build community and connectedness, both within and beyond school buildings.	• WCUUSD Communication and Engagement Plan • Regular communication through newsletters, forums, and website	• WCLT • Website development • Coordination with the Board on communication • Great Schools Partnership coaching	VSBA Standards: Community Relations (4A-F) Operational Management & Leadership (5A, B, E)	December 2024 - June 2025+	
Create a professional learning plan to ensure that all staff can create a safe and welcoming learning and working environment that supports equity, diversity, and inclusion in our schools.	• WCUUSD Professional Learning Plan developed	• Work with WCLT to build and implement PLP • Work with Associations to develop PLP	VSBA Standard: Policy (2A) Operational Management & Leadership (5A, B, E) Instructional Leadership (6C, E, F, G)	February 2024 - September 2025	
Expand our comprehensive assessment system to include measures of	• Common Assessment System • Equity Indicators		VSBA Standard: Policy (2C, E) Operational Management & Leadership (5C, J)	September 2025 - June 2026	

well-being and belonging so that we can celebrate strengths, provide opportunities for reflection, and hold schools accountable to high expectations for all students			Instructional Leadership (6C, E, F, G)		

Strategic Plan Goal #2
Challenge, empower, and engage each student through evidence based instructional strategies and curriculum and varied educational opportunities.

Goal/Focus *(Specific)*	**Indicators of Progress** *(Measureable)*	**Supports & Resources** *(Attainable)*	**Connection to District Priorities & VSBA Standards** *(Relevant)*	**Timeline** *(Timely)*	**Reflection**
Improve our proficiency-based system to further hold high expectations while being responsive to student strengths, needs and interests.	• Supervision and evaluation process for all staff • Education Quality Reports on student performance	• Work with COLT, WCLT to develop plan •	VSBA Standard: Operational Management & Leadership (5C, J) Instructional Leadership (6C, E, F, G)	Plan Development: Summer/Fall 2025 Implementation: Fall 2026+	
Partner with students to inform curriculum and instruction.	• Student participation in curriculum and professional development • Climate Survey	• Partner with Up for Learning, Student Council and Student Board Members	VSBA Standards: Operational Management & Leadership (5C, D) Instructional Leadership (6C, E, F, G)	Spring 2025	
Audit the opportunities in PreK-12 classrooms to ensure robust engagement in real-world authentic skills in and with the community, flexible pathways, and outdoor/place-based experiences.	• Education Quality Reports • Course offerings and enrollment	• Partner with WCFE • WCLT - align with Supervision and Evaluation	VSBA Standards: Policy (2A, E) Community Relations (4B, C, E) Operational Management & Leadership (5C, D) Instructional Leadership (6F, G)	School Year 2024-25	
Create and implement professional development that supports educators in learning about:	• UDL System and Educator Assessments • Equity Indicators • Performance Data • Climate Survey	• WCLT works with Seed the Way • HJC • Curriculum Council • COLT	VSBA Standards: Community Relations (4E) Operational Management & Leadership (5C, D)	Plan Development Spring 2025 Implementation: Fall 2025+	

Anti-bias and antiracist practices Universal Design for Learning The integration of transferable skills			Instructional Leadership (6C, E, F, G)		

Strategic Plan Goal #3
Foster and commit to responsible leadership that engages the community and communicates transparently.

Goal/Focus *(Specific)*	**Indicators of Progress** *(Measureable)*	**Supports & Resources** *(Attainable)*	**Connection to District Priorities & VSBA Standards** *(Relevant)*	**Timeline** *(Timely)*	**Reflection**
Work with the Board Configuration Committee to propose a financially sustainable configuration plan that supports the strategic plan.	• Develop a proposal with the configuration committee that provides a sustainable program	• VSA and VSBA training and resources • Active and engaged leadership team • Collaboration with Central Office Leadership (Curriculum & Instruction, Special Services) • Clerical support/ central office infrastructure	VSBA Standard: Board and Superintendent Relationship (1A - G) Policy (2A - E) Business and Finance (3A - C) Community Relations (4A - F) Operational Management & Leadership (5A, C, E) Instructional Leadership (6A-G)	July 24 - June 25	
Work with staff and board to support the strategic plan.	• Meet the goals of the strategic plan and the CIP			Ongoing	
Create and strengthen connections between WCUUSD and the community	• Community events and engagement in school functions			Ongoing	
Establish structures, policies, procedures, and accountability frameworks that	• Policy Workplan			Summer 2025 - June 2026	

support the implementation of the strategic plan.					
Work with the Board to utilize its Education Monitoring Plan to monitor district progress.	• Education Quality Committee Reports • Report on equity indicators	• Strategic Plan	<u>VSBA Standard:</u> Board and Superintendent Relationship (1A - G)	Ongoing	

Superintendent Goals & Evaluation Rubric **2024-2025**

Evaluation Rubric Reflection

1). Board and Superintendent Relationship

	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps
A: Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps the board informed with professional, timely communication so it may perform its responsibilities.		
B: Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided in a timely manner with supporting information in order to make informed decisions.		
C: Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.		
D. Input & Feedback	Does not solicit or accept input or feedback from the board.	Accepts input or feedback from the board but does not demonstrate to the board how its input is reflected in decisions.	Accepts input or feedback from the board and clearly indicates how that input has been incorporated into decisions.	Actively and continuously encourages board input and feedback on decisions before they are presented to the board for approval.		

E. Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.		
F. Operating Results	Doesn't review operating results with board(s).	When asked, provides board(s) with information about operating results.	Provides board(s) with operating results and compares them to established objectives.	Provides board with operating results compared to established objectives and informs board of successes and corrective steps taken, if needed.		
G. Inter-personal Skills	Does not collaborate, build consensus, resolve conflicts and/or manage crises.	Collaborates with some individuals but not a variety of individuals. Limited ability to build consensus, resolve conflicts and/or manage crises.	Collaborates with a variety of individuals on a regular basis. Satisfactory ability to build consensus, resolve conflicts and/or manage crises.	Actively collaborates with a variety of individuals. Is highly skilled in consensus building, conflict resolution and crisis management.		

2). Policy

	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps
A: Policy Execution	Does not carry out the policies adopted by the board(s).	Carries out the policies adopted by the board(s), but in an inconsistent manner.	Carries out the policies adopted by the board(s) in a consistent manner.	Is proactive in carrying out the polices adopted by the board(s) in a consistent manner and recommending changes when appropriate.		
B: Policy Development & Administration	Is not involved in the development of district policies. Makes decisions without regard to adopted policy.	Is minimally involved in the development of district policies. Makes decisions after consulting district policy, but in an inconsistent manner.	Is actively involved in the development and recommendation of district policies. Policies are administered consistently and with fidelity.	Is proactive in the determination of district needs and policy priorities. Encourages board participation in the development of policies to meet district needs.		
C: Procedure Development & Administration	Has not created administrative procedures to implement board policy.	Has created a minimal number of administrative procedures to implement district policies.	~~Has developed~~ ***Is developing*** district procedures to accompany district policies where called for in policy.	Has developed district procedures when called for by policy and takes proactive steps to ensure procedures are updated to reflect changes in practice or policy.		
D: Policy Maintenance	Has no system for the maintenance of board policy.	Provides the board with information when a policy change is needed per change in law or regulation.	Supports the board in developing a schedule for monitoring and updating district policy.	Establishes and maintains a system for the development and codification of board policy.		

Updated: ***Presented to Board: December 4, 2024***

E: Dissemination	Has no system to disseminate policies and procedures to staff and community.	Policies and procedures are available on the district's website.	Policies and ***required*** procedures are available on the website and staff are trained on new policies as needed.	Has a system in place to assure staff and community awareness of all existing and proposed policies.		

3). Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps

A:Budget development and maintenance	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A system exists to ensure the continuous monitoring of budgets so the board has sufficient data for accurate decision-making.	Budget actions are proactive and consider both current and long range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.		
B. Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board and ensures annual audit is completed in a timely manner.	Regularly reports to the board concerning the budget and financial status. Annual audit and financial reports indicate the district's finances are being well managed.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.		
C. Budget Education	Doesn't assist the board(s) with presentation and explanation of the budget.	Assists the board(s) with presentation and explanation of the budget when asked.	Assists board(s) with presentation and explanation of the budget.	Proactively and skillfully assists board(s) in presentation and explanation of the budget.		
D.Facility Management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.		

4). Community Relations

	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps
A: District Advocacy	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district.	Actively promotes public education and a positive image of the district. Represents the district's interests with the board, faculty, staff and public.		
B:Communication with community	Isn't readily available	Provides appropriate information only when asked.	Actively seeks two-way communication with all stakeholders as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with all stakeholders.		
C: Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.		
D:Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.		

E: Collaboration & Engagement	Does not collaborate with other community groups to promote effective engagement	Collaborates with one or two community groups on specific topics of mutual interest.	Collaborates with a range of community groups to promote effective engagement.	Actively seeks opportunities to build new alliances with community groups and maintains existing relationships. Directs a communications program designed to enlist the understanding, support, and participation of the community in solving the major challenges of the school system.		
F: Interpersonal Skills	Does not work cooperatively with community members.	Works cooperatively with specific community members on specific projects.	Works cooperatively with a variety of community members on a range of projects.	Actively seeks opportunities to work with community members on a range of projects in order to enlist the support of the community for the school system.		
G: Local and State Agency Relations	Does not establish a positive working relationship with local and state agencies.	Has a limited working relationship with local and state agencies.	Has a positive working relationship with local and state agencies.	Proactively builds and maintains a positive working relationship with state and local agencies.		

5). Operational Management and Leadership

	Ineffective	Developing	Effective	Highly Effective	Reflections	Next Steps
A: Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.		
B: Personnel matters	There is no ***formal*** system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.		
C: Supervision & Evaluation	There is no system to handle supervision and evaluation in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address supervision and evaluation with consistency, fairness, discretion and impartiality.	Supervision and evaluation system is aligned with district vision and goals and implemented at all levels of the district.		
D: Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision making skills.		
E: Interpersonal Relations	Doesn't collaborate or build relationships with staff and administrators.	Collaborates and builds relationships with staff and administrators in an inconsistent manner.	Collaborates and builds relationships with staff and administrators in a consistent manner.	Collaborates and builds relationships with staff and administrators in a proactive and effective manner.		

F: Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.		
G: Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.		
H: Operational Objectives	Doesn't review operational objectives with staff.	Is inconsistent in keeping staff informed of operational objectives.	Consistently keeps staff informed of operational objectives and their role in achieving objectives.	Inspires staff to meet or exceed operational objectives.		
I:Investigations and Negotiations	Does not plan or direct investigations and negotiations.	Directs investigations and negotiations to meet immediate needs.	Plans and directs investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).	Is innovative in establishing plans for investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).		

J: Supervisory Objectives	Does not carry out supervisory responsibilities in accordance with district's policies and applicable laws.	Is inconsistent in carrying out supervisory responsibilities in accordance with district's policies and applicable laws.	Consistently carries out supervisory responsibilities in accordance with district's policies and applicable laws.	Is proactive in carrying out supervisory responsibilities in accordance with district's policies and applicable laws.		

6). Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps
A: Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledge-able of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.		
B: Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district.		

				Participates actively in professional groups and organizations.		
C: Focus on students	Focus is on the management of the district and maintaining dayto-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Equity and student achievement are important and guide decisions made within the district.	Places equity and student achievement as the top priorities and consistently communicates this to others. Bases decisions on improving equity & student achievement. These priorities are reflected in budget recommendations.		
D: Goal development	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district aligned with the board's vision. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district aligned with the district's vision. Aligns the district and building-based strategic plans and available resources within the budget to accomplish these goals.		

E: Staff development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.		
F: Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is developmentally-appropriate, aligned to the state standards and flexible enough to meet the needs of students throughout the district.		
G: Implements Continuous Improvement	A continuous improvement plan is not being developed.	A continuous improvement plan is being developed.	A continuous improvement plan is in place.	There is on-going development and implementation of a comprehensive plan for continuous improvement based on individual student and systems data.		

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Steven Dellinger-Pate
Superintendent

MEMO

TO: School Board Members, Leadership Team, and Central Office Staff
FROM: Flor Diaz Smith, Board Chair
DATE: March 28, 2025
SUBJECT: Board Evaluation Survey Results and Possible Areas for Growth (Board Discussion) Link to raw data.

I want to take a moment to thank each of you for your time and thoughtful participation in the recent board evaluation survey. Your feedback is incredibly valuable as we reflect on our work and find ways to grow and learn together.

Survey Participation

Twenty three (23) individuals participated in the survey, including members from the Central Office, principals, assistant principals, and board members, including student board members. Of those, 10 were Board Members, 11 were central office and principals, and one was a student board member, all providing valuable perspectives on our governance practices and opportunities for improvement. We almost had full participation.

Key Themes from the Survey

Several themes emerged from the survey responses, highlighting our strengths as well as areas for continued growth:

1. Commitment to Governance, Strategic Vision, and Student Outcomes.
    - The board demonstrates a strong understanding of its governance role, ensuring that district goals align with our vision and mission.
    - There is a shared commitment to monitoring district performance and student outcomes.
    - The board needs to remember that our work has a tremendous impact on student outcomes.

2. Board-Superintendent Relationship
    - The board values collaboration with the superintendent and strives to maintain a productive, goal-oriented relationship.
    - There is room to improve in ensuring that board members feel fully engaged in shaping strategic priorities alongside the superintendent.

3. Communication and Professionalism
    - While many noted positive communication strategies, some responses indicated that board discussions could become contentious.
    - There is a need to reinforce norms of respectful discourse and ensure that disagreements remain constructive and solutions-focused.

- One respondent shared, *"Asking questions is not necessarily micromanaging. I feel that questions are sometimes shut down without understanding the purpose behind them. How can I be sure that I am supporting the superintendent in his role if I do not fully understand decisions or procedures within our schools without asking questions? I do appreciate that we can respectfully disagree on things as a board but continue to move forward as a cohesive unit."*
- Another response noted, *"I am grateful for the work of our school board members and feel, overall that the board is performing at a strong level."*
- One area for continued growth is related to communication. There are times when the board does not follow its norms during meetings. Indeed, on more than one occasion this past year, our student board reps have reminded board members to take a deep breath, find common ground, and engage in civil discourse.

4. Board Development and Learning
    - Many board members and stakeholders expressed interest in ongoing professional development.
    - Orientation for new board members and additional training on best practices in governance and evaluation would be beneficial.
    - Another area for continued consideration is professional learning. A response noted "It has happened in different ways (or not) over time. I believe it is important for school board members to model their commitment to learning in service to our students."

Suggested Areas for Growth

Rather than prescribing specific actions, I suggest we brainstorm *goals for growth together, some a*reas where we can push ourselves to be intentional and effective. Here are some DRAFT goals for discussion based on the feedback we received:

1. **Enhance Board-Superintendent Collaboration**
    - Establish a clear, shared framework for board involvement in district goal setting and evaluation processes.
    - Ensure that expectations around the superintendent's evaluation are well communicated and followed consistently.
2. **Improve Communication and Board Norms**
    - Reinforce group norms for respectful, solutions-focused discussions, especially in moments of disagreement.
    - Provide additional training on effective board communication strategies to strengthen trust and collaboration.
    - Improve Communication generally with all stakeholders.
3. **Increase Board Learning and Development**
    - Offer ongoing training opportunities for board members to deepen their understanding of governance best practices.
    - Ensure that all board members, particularly new members, receive a structured orientation on their roles and responsibilities.
4. ***Strengthen Data-Driven Decision-Making***
    - *Ensure that board discussions remain focused on student outcomes and strategic priorities.*
    - *Work toward a clearer understanding of how resource allocation affects student achievement across the district.*

Conclusion

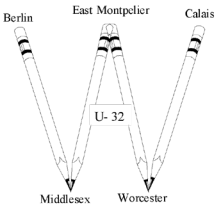
This evaluation process highlights our collective dedication to ALL of our students and the health of our governance team. By fostering open dialogue, continuous learning, and mutual respect, we can continue to build a strong, effective board that serves our district well. Additionally, by engaging in the board evaluation survey, we ensure that our work aligns with the Board governance standards that will go into effect on July 1. We will also spend time finalizing our goals at our Board retreat this summer, ensuring that we have a clear and focused path forward.

Thank you again for your engagement and commitment.

Washington Central Unified Union School District

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

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Washington Central Unified Union School Board Meeting
3.19.25
6:15-8:15 PM
(Virtual)
U-32 Middle & High School
930 Gallison Hill Rd
Montpelier, VT

Present: Elizabeth Brown, Zach Sullivan, Daniel Keeney, Ursula Stanley, Chris McVeigh, Mckalyn Leclerc, Patrick Whelley, Natasha Eckart, Julia Hewitt, Kealy Sloan

Administrators: Superintendent Steven Dellinger-Pate, Susanne Gann, Julia Pritchard

Others: Lila Richardson, ORCA Media, David Delcore, Allison Fayle, Andrea Chandler, Marilyn Martin, Jen Campbell, Shelby Quinn

1. **Call to Order: Ursula Stanley called the meeting to order at 6:19 p.m.**

2. **Welcome**
   2.1. **Adjustments to The Agenda:** none
   2.2. **Reception of Guests:** Ursula Stanley welcomed guests and invited public comment.
   2.3. **Public Comments-Time limit strictly enforced, see note**: (none at this time)

3. **Presentation: Strategic Plan Updates**: Steven Dellinger-Pate shared a slide deck providing a brief update of the status of the strategic planning. He spoke about tracking goals and populating a chart of data around strategic plan goals and what we are doing to meet those goals. He shared a slide deck: *WCUUSD Strategic Plan, Accountability Measures.* He invited feedback and responses from board members and the public.
   3.1. Q & A:
   Elizabeth Brown: In regards to assessment for social/ emotional learning in elementary school, when a child is screened and there are areas identified, what have schools done to mediate that? Superintendent Dellinger-Pate noted that we have administered this once to date, teachers gather for data consideration, and teacher teams and school counselors,

behavior support, etc., and reach out individually to students to delve further as needed. There is a follow up for every student who is flagged in the screening. For example, intervention/ support re: executive functioning skills, etc. He shared that we are learning from this first round of assessment and data consideration.

Chris McVeigh asked when we expect a curriculum audit. Superintendent Dellinger-Pate estimates that it will go into the next school year.

Chris McVeigh: Are you satisfied that the measures that are currently being used and are they effective? Is the assessment measuring what you want it to measure, for example, the writing assessment? Steven Dellinger-Pate stated that they are being used to make decisions about instruction for students and to measure progress over time.

Daniel Keeney noticed that there are many ways we are collecting data, from baseline to aspirational goal. The one that he sees as absent is the Climate Survey. A thoughtful Climate Survey would help to inform goals from the Strategic Plan. Superintendent Dellinger-Pate stated that we will be conducting a climate survey this year - we had been on a schedule to do this every two years but the board has asked that it be done this year due to new leadership.

Julia Hewitt: How are writing prompts being assessed? Steven Dellinger-Pate stated that teachers have developed rubrics. He offered to share the rubrics; Julia Hewitt stated that she would like to see them.

Ursula Stanley invited any feedback from the public.

Lila Richardson: Expressed concern about what is discussed at the board retreat, without public participation. How does that process work if substantive discussions are going on? Steven Dellinger-Pate stated that the retreat is a chance for the board to do longer, more thorough planning. Whatever data is discussed at the retreat can be made public. Lila Richardson responded that, ideally, you would not have a retreat that does not involve public participation. Ursula Stanley shared that the board retreat this past year involved board training and working out specifics of the board work plan.

4. Reports

4.1. Superintendent/Central Office Leadership Team (COLT) Report: Superintendent Dellinger-Pate had provided a written report. Susanne Gann provided some updated information about federal funding for school systems. She shared that, for example, Medicaid funding and child nutrition funding may be impacted by federal action.

Patrick Whelley noted that the Department of Education has lost a number of employees, what impact do you see? Susanne Gann responded that we have only one grant this year that we communicate directly with the DOE - she stated that cuts would affect the ability that the state agency of education will have in being able to address/ answer questions as they are in contact with DOE often.

Diane Nichols-Fleming asked for information about the change in schedule at U-32. It is difficult to help people understand changes in the system when we are not made aware of them. She had been hoping to see more information in the report tonight. Steven Dellinger-Pate stated that this information will be shared with the board later this week and Principal Tatistchef will be at the next board meeting to share information.

Julia Pritchard highlighted some of the information from the report about extended school year services for students with IEPs.

Steven Dellinger-Pate shared that we are at the beginning of a fact-finding process with Turtle Island about the possibility of shared space. More information will be forthcoming.

Steven Dellinger-Pate stated that we do not have an action item in tonight's agenda about a feasibility study with the Montpelier-Roxbury School District. He will leave it to the board as to whether this should be an action item tonight. He proposes at least getting bids on this study and then bringing the board bids at the next board meeting. The idea at this stage is to hire an outside agency to prepare a feasibility study, side-by-side of both of the districts, and some early discussions about possibilities of shared resources, and what are the possibilities of including other districts in the future. He shared some information within the chat. He noted that we are in the earliest conversations, and the study intends to share the cost equally and not spend more than $5K.

Diane Nichols-Fleming: Is there thinking about how this might be informing the Configuration Committee? Superintendent Dellinger-Pate expects that gathering information would provide fodder for the Configuration Committee. Diane Nichols-Fleming posed, as a board, how do we stay ahead of it, in the driver's seat as opposed to being told what to do? Should we as a board, is there a point person to help navigate this? The board agreed to move forward with seeking bids at this point. Superintendent Dellinger-Pate stated that a Principal's Report would be included in the next board meeting packet.

4.2. Student Report: (none tonight)

4.3. Central Vermont Career Center Report: Patrick Whelley shared that the career center is in the process of seating students for the upcoming school year and considering which programs do not have enough students to move forward. The Emergency Services II program and Design/ Stone working program were cut due to a lack of participation/ enrollment. He stated that it is a dynamic time right now for the Career Center. He stated that he would have more information to share about plans for a new career center facility. He noted that an opening remains on the board at the career center; he invited people to reach out to him or Jody Emerson.

4.4. VSBA Report: Ursula Stanley reminded the board to read the Tuesday email and to consider attending webinars as offered. VSA: Superintendent Dellinger shared a resource - a summary/ analysis of Trump administration executive action. This information is updated regularly.

5. Board Operations

5.1. Reflect on Budget Process: What worked?

Mckalyn Leclerc: Appreciated the way that leadership team approached the budget this year. It was done in a way that was clear and put individual decisions in the hands of the principals. Seemed like a clear and equitable process.

Chris McVeigh: Echoed what Mckalyn Leclerc said; however would like to discuss further how to not put principals in a position to make decisions about prioritizing one thing at the expense of another (e.g. school nursing.)

Natasha Eckart: Appreciated that the budget was presented from the standpoint of "here is what is best for kids" as opposed to "here is how much money you want us to spend. " This set a different tone for the conversation. Student-focused as opposed to money-focused.

Diane Nichols-Fleming would appreciate an opportunity to have this conversation with the leadership team as well. We named a number of things that would be monitored and adjusted as needed. We as a board need to know how to support our schools, moving forward, especially in light of what is changing in the federal (and state) government.

5.2. Configuration Committee Update: Superintendent Dellinger-Pate shared briefly from tonight's meeting. Programming is how to meet our vision - our structure comes from the programming and our budget comes from the structure. How do we define the core needs of our students? Then what are the other things that we want for our students? How can the structure of our schools meet the programming needs? Many components of MTSS, many times our schools can do a couple of them well. The question is, where do we "give" within these components, in maintaining our current structure? He had shared his slide deck on the website as well as in the chat tonight. Natasha Eckart asked about the term "configuration" - defining the term or coming up with a different term to frame the work. Kealy Sloan shared that the committee had agreed that transparency is important; it might not seem transparent to change the name from "configuration." The committee had worked on clearly defining the term "configuration."

5.3. Board Vacancies: The District Clerk position is open. A seat in Berlin remains open. Chris McVeigh shared a vacancy on the configuration committee for a Worcester representative. Steven Dellinger-Pate noted that we had another person from Worcester who had applied initially to the Configuration Committee, should we appoint that person? Board members agreed with this. Steven Dellinger-Pate will reach out to that person. If that falls through, we will post the position as a vacancy. The Communication Committee will create a post related to these vacancies.

6. **Finance Committee**
   6.1. **Should the Board Approve the Berlin Volunteer Fire Department's request its tenancy for the lease of land on Berlin Elementary School property to the Town of Berlin? Patrick Whelley moved to approve the Berlin Volunteer Fire Department's request regarding tenancy for the lease of land on Berlin Elementary School property to the Town of Berlin. Seconded by Natasha Eckart.** Discussion: Chris McVeigh asked, does this need to be something we do in writing? Steven Dellinger-Pate stated that there would be documents prepared and someone will need to assign on behalf of the board; he had sought legal counsel on this matter. Patrick Whelley amended the motion to make it clear that this is limited to the language from the previous agreement and to authorize the superintendent and chair of the board to sign the agreement. Natasha Eckart agreed to this amendment. **Amended motion: Patrick Whelley moved to approve the Berlin Volunteer Fire Department's request regarding tenancy for the lease of land on Berlin Elementary School property to the Town of Berlin, limited to the language from the previous agreement, and to authorize the superintendent and chair of the board to sign the agreement. This motion carried unanimously.**

7. **Policy Committee**
   7.1. **Second Readings**
      7.1.1. **Sanctuary School Policy: Chris McVeigh moved to approve this policy. Seconded by Zach Sullivan.** Discussion: Steven Dellinger-Pate stated that legal counsel had noted there is one slight risk, the Immigration and Nationality Act of 1965 indicates that public officials need to answer to public officials. He does not see this as a significant risk; it is not something that has been called upon but did want to bring it to the awareness of the board. **This motion carried unanimously.**
      7.1.2. **C71 Emergency Medication: Chris McVeight moved to adopt policy C71 as presented. Seconded by Kealy Sloan.** Discussion: Ursula Stanley asked about the numbering of this policy. **This motion carried unanimously.**
      7.1.3. **Repeal C30 Student Medication: Chris McVeigh moved to repeal C30. Seconded by Kealy Sloan, this motion carried unanimously.**

8. **Personnel**
   8.1. **Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:** None tonight

9. **Consent Agenda**
   9.1. **Approve Minutes of 2.19.25, 3.3.25, and 3.12.25: Chris McVeigh moved to approve the minutes of 2.19.25, 3.3.25, 3.12.25. Seconded by Kealy Sloan, this motion carried unanimously.**
   9.2. Board Orders: Diane Nichols-Fleming moved to approve the board orders in the total amount of $608,706.56. Seconded by Zach Sullivan, this motion carried unanimously

10. Future Agenda Items

10.1. Board Evaluation

10.2. Advocating as a Board

10.3. Superintendent Evaluation

Diane Nichols-Fleming asked whether the Climate Survey is included in the Superintendent Evaluation. Superintendent Dellinger-Pate - yes.

11. Board Reflections: none

12. Public Comments, Time limit strictly enforced, see note 15 minutes: Lila Richardson: There are things that are discussed in the meeting that never make it into the meeting record. There should be a process for including those presentations into the board record, regularly, for example links that were shared in the chat for tonight's meeting.

13. Adjourn: The board adjourned by consensus at 7:37 p.m.

Respectfully submitted, Lisa Grace, Board Recording Secretary