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
5.21.25
6:30-9:30 PM
(In-Person & Virtual)
U-32 Middle & High School
930 Gallison Hill 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. Board Correspondence
   - 2.4. Public Comments-Time limit strictly enforced, see note — 15 minutes

3. Reports — 15 minutes
   - 3.1. Student Report
   - 3.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 4
   - 3.3. Community Schools Report – pg. 64
   - 3.4. Principal Report – pg. 65
   - 3.5. Configuration Committee Update
   - 3.6. Central Vermont Career Center Report
   - 3.7. VSBA Report

4. Board Operations (Discussion/Action) 45 minutes
   4.1. Pride Flag Request – pg.71
   4.2. Turtle Island Partnership – pg. 75
      4.2.1. Lease
      4.2.2. Memorandum of Understanding (MOU)
   4.3. Advocating as a Board – pg. 78

5. Ed Quality 15 minutes
   5.1. Student Monitoring Report (Winter 2025) – pg. 81

6. Finance Committee (Discussion/Action) 15 minutes
   6.1. FY 2024-25 Financial Update – pg. 92
   6.2. Accept Annual Fiscal Management Questionnaire – pg. 96
   6.3. Authorize Superintendent to Sign Contracts and Accept Grants for WCUUSD – pg. 97
   6.4. Blanket Authorization for Board Warrants / Check Orders – pg. 98
   6.5. Review Capital Improvement Project Plan and Multi-year Budget – pg. 101

7. Policy Committee (Discussion/Action) 15 minutes
   7.1. Second Readings
      7.1.1. Procurement Conflict of Interest – pg. 130
      7.1.2. B30 Staffing & Job Descriptions – pg. 131
      7.1.3. A32 Board Goal Setting & Evaluation – pg. 132
      7.1.4. A34 Board Relations with School Personnel – pg. 133
      7.1.5. A24 Board/Superintendent Relationship – pg. 134

8. Personnel (Discussion/Action) 5 minutes
   8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 135

9. Consent Agenda (Discussion/Action) 5 minutes
   9.1. Approve Minutes of 5.7.25 – pg. 142
   9.2. Board Orders

10. Future Agenda Items 5 minutes

11. Board Reflections 5 minutes

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

13. Executive Session: Student Residency Request

14. 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

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Superintendent

The Education Reform Bill H.454 continues to make its way through the committees and may be voted on before this Board meeting. Please see this letter from the VSA, VSBA, and others with the concerns outlined. The current Senate version, as of writing this, will be detrimental to the funding of our district. The base foundation will lead to a significant loss of revenue from the state. I will also provide an update at the meeting on where we are now.

The Climate Survey has also been completed and the data is being prepared to share with the Board and community so we can reflect and plan based on the results. We will be reviewing the data with the Board at the first meeting in June.

Finance & Operations

On Wednesday April 30th the main septic line that services about 75% of U-32 backed up into the facility's floor sink drain down in the tunnel by the elevator. We called a local septic service and they were able to use high-pressure water (jetting) to clear the obstruction to free up the flow of wastewater. The next day, May 1st it backed up again. The previous contractor was about two hours away so we called several contractors before we were able to get someone onsite. After jetting the obstruction again to free up the flow of wastewater the contractor used their camera to inspect the pipe to determine what was causing the issue. Several large items including rubber door wedges, vaping devices, a credit card, jewelry and wax were identified. One large unidentified object was blocking the entire width of the 6" pipe. The contractor tried multiple times to jet the pipe to clean out these items, but were unsuccessful. The items had to be removed by cutting a 3' x 4' section of the 4" thick concrete floor above the pipe, hand digging several feet of gravel and cutting a 3' section of the pipe out. After doing this the contractor was able to jet the pipe again to remove the items blocking the pipe. The section of pipe was replaced, covered with backfill and a steel diamond plate in case it needs to be accessed in the future. The estimated costs of repair and clean up are less than $25,000. A maintenance plan will be developed to set up regular inspection and necessary clean out of all of our school septic systems

Chris O'Brien and I met with Jennifer Cypher, our PCB contractor from Stone Environmental and Rob Farley from the State of Vermont Department of Environmental Conservation (DEC) to discuss next steps for the PCB investigation at U-32. We discussed data gaps identified by Stone Environmental during the first supplemental assessment effort, including possible seasonal correlation to levels of PCBs in indoor air, expansion joint caulking and fireproofing material. Further evaluation and inventory of these building materials is also necessary in order to determine next steps for possible containment or removal in the future. Currently, there is approximately $56,000 in funding remaining from the budget for supplemental assessment that was approved by the DEC and awarded by the AOE. The State would not likely have additional funding to support ongoing supplemental assessment. The current plan is for Stone Environmental to prepare a no-cost extension and amended work plan that will allow us to address the data gaps and material inventory and evaluation, within the budget remaining from

the original effort. In addition, Stone Environmental will continue to change out the filters in the carbon filtration units, and dispose of previous filters as PCB waste.

Congratulations to both Anne Finegan and Jennifer Wiater at East Montpelier Elementary School for receiving the School Nutrition Association of Vermont's Serving Up Excellence award for 2025! According to the SNA-VT Award Nomination, "These employees make the difference between an outstanding program and an average one through customer service, interest in young people, creativity, participation in professional growth and training, and a willingness to face challenges on a daily basis." Anne and Jennifer were nominated by Food Service Director, Ron Scholtz who stated that, "East Montpelier Elementary struck gold by having Anne and Jen in their cafeteria." Thank you for your amazing work in the Washington Central Child Nutrition program!

Preparation for the audit for FY 2024 – 2025 has already begun. All year-to-date cash account reconciliations, required budget approval documents, debt service documentation and several financial reports have been shared with the auditors, RHR Smith & Company. Special thanks to Tom Hamlin for his work on preparing the pre-audit documents. Audit work goes hand in hand with preparation for the end of the year and beginning of the next fiscal year. There is work in process in payroll, accounts payable and the general ledger to get ready for both. This involves reviewing accounts, several account reconciliations, preparation for the final contract payments and fixed asset tracking to name a few things.

Human Resources

Recruitment efforts are currently underway with many positions already being filled, nominations pending and on the agenda for the 5/21/25 board meeting, or in the interview process.

The positions that we have remaining to fill are as follows:

- ⅝ Classroom Teacher, Berlin, 1.00 FTE
- Classroom Teacher (Health), Berlin, .20 FTE
- School Librarian, Doty, .30 FTE
- School Nurse, U-32, 1.00 FTE
- Classroom Teacher (English), U-32, 1.00 FTE
- Speech Language Pathologist, 1.00 FTE
- Accounts Payable Accountant, Central Office
- IT Director

Berlin Elementary School Continuous Improvement Plan

April 9, 2025

LEA Approving the Plan: Washington Central Unified Union School District

School Name: Berlin Elementary School

ESEA and State Designations (check all that apply):

- ☑ Title 1 Schoolwide Program
- ☐ Comprehensive Support and Improvement
- ☐ Targeted or Additional Targeted Support and Improvement (Equity 2 or 3)

School Continuous Improvement Plan Point of Contact Name: Celia Guggemos, Principal

School Continuous Improvement Plan Point of Contact Email: cguggemos@u32.org

Assurances:

- ☑ A Comprehensive Needs Assessment, including comprehensive data analyses (with student learning, demographic, school process, and perceptions data) and causal analyses has been completed at the school level and the results have informed the goals and change ideas included in this School Continuous Improvement Plan. Resources such as the Comprehensive Needs Assessment Toolkit, and the Data Profiles: Protocol for Analysis document may assist you in defining your current assets and challenges.
- ☑ A data inventory demonstrating the results of the CNA has been completed and has been uploaded with the submission of this CIP. This data inventory must include student proficiency levels for literacy and indicate universal screening instruments used in local assessment systems (per Act 139).

- ☑ This plan will be made available to the school community via the school website and in print form (if requested). If a language translation or other accommodation is required, please contact Celia Guggemos at cguggemos@u32.org.
- ☑ This plan was/will be approved by the school board.
- ☑ This plan was approved by the LEA Superintendent or designee.
- ☐ If your LEA is currently undergoing a formal Resource Allocation Review (RAR) with the AOE, please ensure that LEA leadership attaches/uploads a copy of the LEA's RAR improvement goals and strategies.
- ☑ This plan is developed in coordination with other Federal, State and local services, resources and programs such as Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- ☑ This plan is in effect for the 2025-2026 school year.
- ☑ This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows to ensure that the plan is based on student needs and is providing equitable access for all students to meet the challenging State academic standards. The AOE may request documentation of these monitoring practices at any time.

Section 1: Collaborative Stakeholder Input

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Danny Velez	Interventionist	Marc Chamberlain	Allied Arts
MaryBeth Downing	Classroom Teacher	Jessica Egizi	Interventionist
Sarah Rogers	Classroom Teacher	Erin Mullaney	School Nurse
Amber Dessureau	Classroom Teacher	Ashlyn Smith	Interventionist
Michele Turcotte	Classroom Teacher	Jennifer Chambers	Special Educator

Jessie Dall	Allied Arts	Rick Agran	Classroom Teacher
Lynn Wagner	Classroom Teacher	Jennifer Miller-Arsenault	Curriculum Director
Tyler Smith	Behavior Interventionist	Kim Knapp	Interventionist
Kealy Sloan	School Board Member		

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

Goal #	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.**	i-Ready Math Diagnostic VTCAP	Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-6 *(What Works Clearinghouse, EL 4)*. Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(National Center on Intensive Intervention, EL 1)*. Ensure that classroom teachers, interventionists, and/or special	Local budget Consolidated Federal Programs Time

	At least 80% of economically disadvantaged students will meet their annual typical growth goals.		educators are able to meet at least twice monthly to discuss student progress and coordinate support in our multi-layered system of supports *(What Works Clearinghouse, EL 4).*	
2	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. **By June 2026 we will increase the % of students who score as "typical" or "strength" from 85% to 92% in the social emotional composite score, with an emphasis on improvement in the area of self-management.**	DESSA	Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually *(What Works Clearinghouse, EL 4).* Support teachers and school counselors to implement classroom lessons and interventions in alignment with DESSA results *(What Works Clearinghouse, EL 1).* Ensure that students in need of instruction receive targeted intervention *(What Works Clearinghouse, EL 1).*	Local budget Time Professional learning

Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)

All schools with grades K-3 complete this section.

Goal #	School prioritized goals related to Act 139 (increasing reading proficiency)	Outcome Measures (directly related to goal)	Number and % students proficient on local and state literacy assessments (K-3)	Prioritized evidence-based strategies/ change ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
3	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well**	Acadience Reading K-6	Winter 2025 results K-3 indicate the following: ● Above Benchmark: 23% ● At Benchmark: 24% ● Below Benchmark: 11% ● Well Below Benchmark: 43% Berlin sent 36 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.	Ensure that the Fundations program is implemented with fidelity in Grades K-4 *(What Works Clearinghouse, EL 1)*. Ensure that new teachers have or will participate in professional learning about the science of reading. Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(What Works Clearinghouse, EL 1)*. Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate	Local budget Consolidated Federal Programs Time

	above typical progress on each Acadience reading benchmark assessment.			supports in our multi-layered system of supports *(What Works Clearinghouse, EL 4)*.	

Section 3: Schools Identified for Comprehensive or Targeted Support Not applicable

Section 4: Progress Monitoring

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
1	i-Ready Math Diagnostic VTCAP	i-Ready Math Diagnostic Winter 2025 Results: ● *Berlin* ● 30% proficient or above ● 42% progress toward typical growth ● *District* ● 46% proficient or above ● 58% median progress toward typical growth		Results: Was Goal Met? Next Steps:

VTCAP Spring 2024 Math Results: % proficient or above

	Berlin	District	State
Grade 3	30	32	35
Grade 4	7	22	30
Grade 5	36	65	36
Grade 6	39	65	46

The Winter 2025 i-Ready math diagnostic results show that 15% of students who are economically disadvantaged are currently meeting expectations for proficiency. 41% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 41% and the median % progress for students who are not economically disadvantaged is 48%.

2	DESSA	Berlin implemented the DESSA for the first time in Winter 2025. Results show 24% of students scored in the strength range, 61% scored in the typical range, and 14% scored in the need for instruction range.		
3	Acadience Reading K-6	Winter 2025 results K-3 indicate the following: ● Above Benchmark: 23% ● At Benchmark: 24% ● Below Benchmark: 11% ● Well Below Benchmark: 43% Berlin sent 36 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.		

Calais Elementary School Continuous Improvement Plan

April 9, 2025

LEA Approving the Plan: Washington Central Unified Union School District

School Name: Calais Elementary School

ESEA and State Designations (check all that apply):

- ☐ Title 1 Schoolwide Program
- ☐ Comprehensive Support and Improvement
- ☐ Targeted or Additional Targeted Support and Improvement (Equity 2 or 3)

School Continuous Improvement Plan Point of Contact Name: Jarrod Weiss, Principal

School Continuous Improvement Plan Point of Contact Email: jweiss@u32.org

Assurances:

- ☑ A Comprehensive Needs Assessment, including comprehensive data analyses (with student learning, demographic, school process, and perceptions data) and causal analyses has been completed at the school level and the results have informed the goals and change ideas included in this School Continuous Improvement Plan. Resources such as the Comprehensive Needs Assessment Toolkit, and the Data Profiles: Protocol for Analysis document may assist you in defining your current assets and challenges.
- ☑ A data inventory demonstrating the results of the CNA has been completed and has been uploaded with the submission of this CIP. This data inventory must include student proficiency levels for literacy and indicate universal screening instruments used in local assessment systems (per Act 139).

- ☑ This plan will be made available to the school community via the school website and in print form (if requested). If a language translation or other accommodation is required, please contact Jarrod Weiss at jweiss@u32.org.
- ☑ This plan was/will be approved by the school board.
- ☑ This plan was approved by the LEA Superintendent or designee.
- ☐ If your LEA is currently undergoing a formal Resource Allocation Review (RAR) with the AOE, please ensure that LEA leadership attaches/uploads a copy of the LEA's RAR improvement goals and strategies.
- ☑ This plan is developed in coordination with other Federal, State and local services, resources and programs such as Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- ☑ This plan is in effect for the 2025-2026 school year.
- ☑ This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows to ensure that the plan is based on student needs and is providing equitable access for all students to meet the challenging State academic standards. The AOE may request documentation of these monitoring practices at any time.

Section 1: Collaborative Stakeholder Input

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Jarrod Weiss	Principal	Cheryl Ecklund	5th/6th Grade Teacher
Callie Weller	Preschool Teacher	Jamie Bohn	Special Educator
Blakely Gilmore	1st Grade Teacher	Mary Carpenter	Math Interventionist
Lauralea Curavoo	2nd Grade Teacher	Jenna Howard	Reading Interventionist
Sam Jackson	3rd/4th Grade Teacher	Maryellen Munday	Behavior Support Spec.

David Kirk	Music Teacher	Ruth Frisenda	Counselor
Heidi Schmidt	SLP	Michelle Ksepka	Board Member
Linda Gray	Community Member		

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

Goal #	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.**	i-Ready Math Diagnostic VTCAP	Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-6 *(What Works Clearinghouse, EL 4).* Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(National Center on Intensive Intervention, EL 1).* Ensure that classroom teachers, interventionists, and/or special	Local budget Time

	At least 80% of economically disadvantaged students will meet their annual typical growth goals.		educators are able to meet at least twice monthly to discuss student progress and coordinate support in our multi-layered system of supports *(What Works Clearinghouse, EL 4).*	
2	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. **By June 2026 we will maintain or increase the % of students who score as "typical" or "strength" in the social emotional composite score.**	DESSA	Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually *(What Works Clearinghouse, EL 4).* Support teachers and school counselors to implement classroom lessons and interventions in alignment with DESSA results *(What Works Clearinghouse, EL 1).* Ensure that students in need of instruction receive targeted intervention *(What Works Clearinghouse, EL 1).*	Local budget Time Professional learning

Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)

All schools with grades K-3 complete this section.

Goal #	School prioritized goals related to Act 139 (increasing reading proficiency)	Outcome Measures (directly related to goal)	Number and % students proficient on local and state literacy assessments (K-3)	Prioritized evidence-based strategies/ change ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
3	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.**	Acadience Reading K-6	Winter 2025 results K-3 indicate the following: ● Above Benchmark: 38% ● At Benchmark: 25% ● Below Benchmark: 28% ● Well Below Benchmark: 13% Calais sent 5 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.	Ensure that the Fundations program is implemented with fidelity in Grades K-4 *(What Works Clearinghouse, EL 1)*. Ensure that new teachers have or will participate in professional learning about the science of reading. Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(What Works Clearinghouse, EL 1)*. Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate supports in our multi-layered system of supports *(What Works Clearinghouse, EL 4)*.	Local budget Time

Section 3: Schools Identified for Comprehensive or Targeted Support Not applicable

Section 4: Progress Monitoring

<table>
<tr><th>Goal #</th><th>Measures</th><th>Baseline Data (Initial Submission)</th><th>Mid-Year Progress Check and Next Steps</th><th>End-of-Year Results and Next Steps</th></tr>
<tr><td>1</td><td>i-Ready Math Diagnostic

VTCAP</td><td>i-Ready Math Diagnostic Winter 2025 Results:
Calais
64% proficient or above
73% progress toward typical growth
District
46% proficient or above
58% median progress toward typical growth
VTCAP Spring 2024 Math Results: % proficient or above<table><tr><th></th><th>Calais</th><th>District</th><th>State</th></tr><tr><td>Grade 3</td><td>42</td><td>32</td><td>35</td></tr><tr><td>Grade 4</td><td>20</td><td>22</td><td>30</td></tr></table></td><td></td><td>Results:

Was Goal Met?

Next Steps:</td></tr>
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<tr><td>Grade 5</td><td>n=7</td><td>65</td><td>36</td></tr>
<tr><td>Grade 6</td><td>n=9</td><td>65</td><td>46</td></tr>
</table>

The Winter 2025 i-Ready math diagnostic results show that 41% of students who are economically disadvantaged are currently meeting expectations for proficiency. 58% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 68% and the median % progress for students who are not economically disadvantaged is 48%.
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<tr>
<td>2</td>
<td>DESSA</td>
<td>Calais implemented the DESSA for the first time in Winter 2025.

Results show 28% of students scored in the strength range, 69% scored in the typical range, and 3% scored in the need for instruction range.</td>
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</table>

3	Acadience Reading K-6	Winter 2025 results K-3 indicate the following: ● Above Benchmark: 38% ● At Benchmark: 25% ● Below Benchmark: 28% ● Well Below Benchmark: 13% Calais sent 5 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.		

Doty Memorial School Continuous Improvement Plan

April 9, 2025

LEA Approving the Plan: Washington Central Unified Union School District

School Name: Doty Memorial School

ESEA and State Designations (check all that apply):

- ☑ Title 1 Schoolwide Program
- ☐ Comprehensive Support and Improvement
- ☐ Targeted or Additional Targeted Support and Improvement (Equity 2 or 3)

School Continuous Improvement Plan Point of Contact Name: Gillian Fuqua, Principal

School Continuous Improvement Plan Point of Contact Email: gfuqua@u32.org

Assurances:

- ☑ A Comprehensive Needs Assessment, including comprehensive data analyses (with student learning, demographic, school process, and perceptions data) and causal analyses has been completed at the school level and the results have informed the goals and change ideas included in this School Continuous Improvement Plan. Resources such as the Comprehensive Needs Assessment Toolkit, and the Data Profiles: Protocol for Analysis document may assist you in defining your current assets and challenges.
- ☑ A data inventory demonstrating the results of the CNA has been completed and has been uploaded with the submission of this CIP. This data inventory must include student proficiency levels for literacy and indicate universal screening instruments used in local assessment systems (per Act 139).

- ☑ This plan will be made available to the school community via the school website and in print form (if requested). If a language translation or other accommodation is required, please contact Gillian Fuqua at gfuqua@u32.org.
- ☑ This plan was/will be approved by the school board.
- ☑ This plan was approved by the LEA Superintendent or designee.
- ☐ If your LEA is currently undergoing a formal Resource Allocation Review (RAR) with the AOE, please ensure that LEA leadership attaches/uploads a copy of the LEA's RAR improvement goals and strategies.
- ☑ This plan is developed in coordination with other Federal, State and local services, resources and programs such as Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- ☑ This plan is in effect for the 2025-2026 school year.
- ☑ This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows to ensure that the plan is based on student needs and is providing equitable access for all students to meet the challenging State academic standards. The AOE may request documentation of these monitoring practices at any time.

Section 1: Collaborative Stakeholder Input

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Sonya Rhodes	Teacher	Allison Fayle	Teacher
Maureen McDermet	Teacher	Jen Frantz	Teacher
Julie McKinstry	Teacher	Mckalyn Leclerc	School board member
Julia Hewitt	School board member		

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

Goal #	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 we will eliminate the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and all students will meet their annual typical growth goals.**	i-Ready Math Diagnostic VTCAP	Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-6 *(What Works Clearinghouse, EL 4)*. Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(National Center on Intensive Intervention, EL 1)*. Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate support in our multi-layered system of supports *(What Works Clearinghouse, EL 4)*.	Local budget Consolidated Federal Programs Time

2	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. **By June 2026 we will increase the % of students who score as "typical" or "strength" from 80% to 90% in the social emotional composite score, with an emphasis on improvement in the area of responsible decision making.**	DESSA	Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually *(What Works Clearinghouse, EL 4)*. Support teachers and school counselors to implement classroom lessons and interventions in alignment with DESSA results *(What Works Clearinghouse, EL 1)*. Ensure that students in need of instruction receive targeted intervention *(What Works Clearinghouse, EL 1)*.	Local budget Time Professional learning

Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)

All schools with grades K-3 complete this section.

Goal #	School prioritized goals related to Act 139 (increasing reading proficiency)	Outcome Measures (directly related to goal)	Number and % students proficient on local and state literacy assessments (K-3)	Prioritized evidence-based strategies/ change ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation

3	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.**	Acadience Reading K-6	Winter 2025 results K-3 indicate the following: ● Above Benchmark: 33% ● At Benchmark: 30% ● Below Benchmark: 19% ● Well Below Benchmark: 16% Doty sent 6 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.	Ensure that the Fundations program is implemented with fidelity in Grades K-4 *(What Works Clearinghouse, EL 1).* Ensure that new teachers have or will participate in professional learning about the science of reading. Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *What Works Clearinghouse, EL 1).* Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate supports in our multi-layered system of supports *What Works Clearinghouse, EL 4).*	Local budget Consolidated Federal Programs Time

Section 3: Schools Identified for Comprehensive or Targeted Support Not applicable

Section 4: Progress Monitoring

<table>
<tr><th>Goal #</th><th>Measures</th><th>Baseline Data (Initial Submission)</th><th>Mid-Year Progress Check and Next Steps</th><th>End-of-Year Results and Next Steps</th></tr>
<tr>
<td>1</td>
<td>i-Ready Math Diagnostic

VTCAP</td>
<td>i-Ready Math Diagnostic Winter 2025 Results:

• Doty
• 49% proficient or above
• 56% progress toward typical growth
• District
• 46% proficient or above
• 58% median progress toward typical growth

VTCAP Spring 2024 Math Results: % proficient or above

<table>
<tr><th></th><th>Doty</th><th>District</th><th>State</th></tr>
<tr><td>Grade 3</td><td>n=9</td><td>32</td><td>35</td></tr>
<tr><td>Grade 4</td><td>n=7</td><td>22</td><td>30</td></tr>
<tr><td>Grade 5</td><td>42</td><td>65</td><td>36</td></tr>
<tr><td>Grade 6</td><td>n=4</td><td>65</td><td>46</td></tr>
</table>
</td>
<td></td>
<td>Results:

Was Goal Met?

Next Steps:</td>
</tr>
</table>

		The Winter 2025 i-Ready math diagnostic results show that 41% of students who are economically disadvantaged are currently meeting expectations for proficiency. 58% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 68% and the median % progress for students who are not economically disadvantaged is 48%.		
2	DESSA	Doty implemented the DESSA for the first time in Winter 2025. Results show 20% of students scored in the strength range, 59% scored in the typical range, and 20% scored in the need for instruction range.		

3	Acadience Reading K-6	Winter 2025 results K-3 indicate the following: ● Above Benchmark: 33% ● At Benchmark: 30% ● Below Benchmark: 19% ● Well Below Benchmark: 16% Doty sent 6 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.		

East Montpelier Elementary School Continuous Improvement Plan

April 9, 2025

LEA Approving the Plan: Washington Central Unified Union School District

School Name: East Montpelier Elementary School

ESEA and State Designations (check all that apply):

- ☐ Title 1 Schoolwide Program
- ☐ Comprehensive Support and Improvement
- ☐ Targeted or Additional Targeted Support and Improvement (Equity 2 or 3)

School Continuous Improvement Plan Point of Contact Name: Alicia Lyford, Principal

School Continuous Improvement Plan Point of Contact Email: alyford@u32.org

Assurances:

- ☑ A Comprehensive Needs Assessment, including comprehensive data analyses (with student learning, demographic, school process, and perceptions data) and causal analyses has been completed at the school level and the results have informed the goals and change ideas included in this School Continuous Improvement Plan. Resources such as the Comprehensive Needs Assessment Toolkit, and the Data Profiles: Protocol for Analysis document may assist you in defining your current assets and challenges.
- ☑ A data inventory demonstrating the results of the CNA has been completed and has been uploaded with the submission of this CIP. This data inventory must include student proficiency levels for literacy and indicate universal screening instruments used in local assessment systems (per Act 139).

- ☑ This plan will be made available to the school community via the school website and in print form (if requested). If a language translation or other accommodation is required, please contact Alicia Lyford at alyford@u32.org.
- ☑ This plan was/will be approved by the school board.
- ☑ This plan was approved by the LEA Superintendent or designee.
- ☐ If your LEA is currently undergoing a formal Resource Allocation Review (RAR) with the AOE, please ensure that LEA leadership attaches/uploads a copy of the LEA's RAR improvement goals and strategies.
- ☑ This plan is developed in coordination with other Federal, State and local services, resources and programs such as Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- ☑ This plan is in effect for the 2025-2026 school year.
- ☑ This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows to ensure that the plan is based on student needs and is providing equitable access for all students to meet the challenging State academic standards. The AOE may request documentation of these monitoring practices at any time.

Section 1: Collaborative Stakeholder Input

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Alicia Lyford	Principal	Katrina Kilpatrick	Para
Victoria Capitanelli	Para	Jacqueline Hunt	Music Teacher
Amadeus Dorfman	Special Educator	Dina Lehrer	Para
Susie Deforge	Para	Noelle Drown	Classroom teacher
Melissa Purchase	Para	Kimberly Brown	Para

Jodi Parker	Admin Assistant	Danielle Laquerre	Para
Melanie White	Para	Karla Eberlein	Special Educator
Andrew McCarthy	Health Teacher	Michael Sherwin	Behavior Coach
Jenny Bradley	Classroom Teacher	Claire Gallagher	Classroom Teacher
Laura Giammusso	Classroom Teacher	Carrie Fitz	Special Educator
Cathie Ely	Interventionist	Hilary Paquet	Special Educator
Christine Christiano	Interventionist	Dave Willard	Classroom Teacher
Ellen Shedd	Classroom Teacher	Lisa Gariboldi	Classroom Teacher
Jillian Zeilenga	Classroom Teacher	Jessica Fecura	Classroom Teacher
Liz Bevins	Interventionist	Arlyn Bruccoli	Librarian

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

Goal #	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation

1	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.** **At least 80% of economically disadvantaged students will meet their annual typical growth goals.**	i-Ready Math Diagnostic VTCAP	Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-6 (What Works Clearinghouse, EL 4). Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (National Center on Intensive Intervention, EL 1). Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate support in our multi-layered system of supports (What Works Clearinghouse, EL 4).	Local budget Time
2	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. **By June 2026 we will increase the % of students who score as "typical" or "strength" from 91% to 95% in the social emotional composite score.**	DESSA	Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually (What Works Clearinghouse, EL 4). Support teachers and school counselors to implement classroom lessons and interventions in	Local budget Time Professional learning

			alignment with DESSA results (What Works Clearinghouse, EL 1). Ensure that students in need of instruction receive targeted intervention (What Works Clearinghouse, EL 1).	

Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)

All schools with grades K-3 complete this section.

Goal #	School prioritized goals related to Act 139 (increasing reading proficiency)	Outcome Measures (directly related to goal)	Number and % students proficient on local and state literacy assessments (K-3)	Prioritized evidence-based strategies/ change ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
3	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional	Acadience Reading K-6	Winter 2025 results K-3 indicate the following: • Above Benchmark: 35% • At Benchmark: 20% • Below Benchmark: 14%	Ensure that the Fundations program is implemented with fidelity in Grades K-4 *(What Works Clearinghouse, EL 1)*. Ensure that new teachers have or will participate in	Local budget Time

	strategies and curriculum and varied educational opportunities. **By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.**		• Well Below Benchmark: 31% EMES sent 30 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.	professional learning about the science of reading. Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(What Works Clearinghouse, EL 1)*. Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate supports in our multi-layered system of supports *(What Works Clearinghouse, EL 4)*.	

Section 3: Schools Identified for Comprehensive or Targeted Support Not applicable

Section 4: Progress Monitoring

<table>
<tr><th>Goal #</th><th>Measures</th><th>Baseline Data (Initial Submission)</th><th>Mid-Year Progress Check and Next Steps</th><th>End-of-Year Results and Next Steps</th></tr>
<tr><td>1</td><td>i-Ready Math Diagnostic

VTCAP</td><td>i-Ready Math Diagnostic Winter 2025 Results:

● EMES
● 53% proficient or above
● 57% progress toward typical growth
● District
● 46% proficient or above
● 58% median progress toward typical growth

VTCAP Spring 2024 Math Results: % proficient or above

<table><tr><th></th><th>EMES</th><th>District</th><th>State</th></tr><tr><td>Grade 3</td><td>20</td><td>32</td><td>35</td></tr><tr><td>Grade 4</td><td>37</td><td>22</td><td>30</td></tr><tr><td>Grade 5</td><td>70</td><td>65</td><td>36</td></tr><tr><td>Grade 6</td><td>72</td><td>65</td><td>46</td></tr></table>
The Winter 2025 i-Ready math diagnostic results show that</td><td></td><td>Results:

Was Goal Met?

Next Steps:</td></tr>
</table>

		30% of students who are economically disadvantaged are currently meeting expectations for proficiency. 61% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 45% and the median % progress for students who are not economically disadvantaged is 62%.		
2	DESSA	EMES implemented the DESSA for the first time in Winter 2025. Results show 16% of students scored in the strength range, 74% scored in the typical range, and 9% scored in the need for instruction range.		
3	Acadience Reading K-6	Winter 2025 results K-3 indicate the following: ● Above Benchmark: 35% ● At Benchmark: 20% ● Below Benchmark: 14%		

		• Well Below Benchmark: 31% EMES sent 30 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.		

Rumney Memorial School Continuous Improvement Plan

April 9, 2025

LEA Approving the Plan: Washington Central Unified Union School District

School Name: Rumney Memorial School

ESEA and State Designations (check all that apply):

- ☐ Title 1 Schoolwide Program
- ☐ Comprehensive Support and Improvement
- ☐ Targeted or Additional Targeted Support and Improvement (Equity 2 or 3)

School Continuous Improvement Plan Point of Contact Name: Karoline May, Principal

School Continuous Improvement Plan Point of Contact Email: kmay@u32.org

Assurances:

- ☑ A Comprehensive Needs Assessment, including comprehensive data analyses (with student learning, demographic, school process, and perceptions data) and causal analyses has been completed at the school level and the results have informed the goals and change ideas included in this School Continuous Improvement Plan. Resources such as the Comprehensive Needs Assessment Toolkit, and the Data Profiles: Protocol for Analysis document may assist you in defining your current assets and challenges.
- ☑ A data inventory demonstrating the results of the CNA has been completed and has been uploaded with the submission of this CIP. This data inventory must include student proficiency levels for literacy and indicate universal screening instruments used in local assessment systems (per Act 139).

- ☑ This plan will be made available to the school community via the school website and in print form (if requested). If a language translation or other accommodation is required, please contact Karoline May at kmay@u32.org.
- ☑ This plan was/will be approved by the school board.
- ☑ This plan was approved by the LEA Superintendent or designee.
- ☐ If your LEA is currently undergoing a formal Resource Allocation Review (RAR) with the AOE, please ensure that LEA leadership attaches/uploads a copy of the LEA's RAR improvement goals and strategies.
- ☑ This plan is developed in coordination with other Federal, State and local services, resources and programs such as Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- ☑ This plan is in effect for the 2025-2026 school year.
- ☑ This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows to ensure that the plan is based on student needs and is providing equitable access for all students to meet the challenging State academic standards. The AOE may request documentation of these monitoring practices at any time.

Section 1: Collaborative Stakeholder Input

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Ben Weiss	Teacher	Ursula Stanley	Parent/Board member
Heather Bower	Teacher	Patrick Whelley	Parent/Board member
Diana Costello	Teacher	Veronica Fair	Teacher
Linda Emmons	Teacher	Daniel Diddleyer	Teacher
Sharon Spector	School Counselor	Kristi Brown	Paraeducator

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

Goal #	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.** **At least 80% of economically disadvantaged students will meet their annual typical growth goals.**	i-Ready Math Diagnostic VTCAP	Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-6 *(What Works Clearinghouse, EL 4)*. Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(National Center on Intensive Intervention, EL 1)*. Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate support in our multi-layered system of	Local budget Time

			supports *(What Works Clearinghouse, EL 4)*.	
2	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. **By June 2026 we will increase the % of students who score as "typical" or "strength" from 85% to 92% in the social emotional composite score, with an emphasis on improvement in the areas of responsible decision making and optimistic thinking.**		Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually *(What Works Clearinghouse, EL 4)*. Support teachers and school counselors to implement classroom lessons and interventions in alignment with DESSA results *(What Works Clearinghouse, EL 1)*. Ensure that students in need of instruction receive targeted intervention *(What Works Clearinghouse, EL 1)*.	Local budget Time Professional learning

Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)

All schools with grades K-3 complete this section.

Goal #	School prioritized goals related to Act 139 (increasing reading proficiency)	Outcome Measures (directly related to goal)	Number and % students proficient on local and state literacy assessments (K-3)	Prioritized evidence-based strategies/ change ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
3	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well**	Acadience Reading K-6	Winter 2025 results 1-3 indicate the following: ● Above Benchmark: 52% ● At Benchmark: 25% ● Below Benchmark: 4% ● Well Below Benchmark: 19% Rumney sent 9 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.	Ensure that the Fundations program is implemented with fidelity in Grades K-4 *(What Works Clearinghouse, EL 1)*. Ensure that new teachers have or will participate in professional learning about the science of reading. Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(What Works Clearinghouse, EL 1)*. Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate	Local budget Time

	above typical progress on each Acadience reading benchmark assessment.			supports in our multi-layered system of supports *(What Works Clearinghouse, EL 4)*.	

Section 3: Schools Identified for Comprehensive or Targeted Support Not applicable

Section 4: Progress Monitoring

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
1	i-Ready Math Diagnostic VTCAP	i-Ready Math Diagnostic Winter 2025 Results: ● *Rumney* ● 59% proficient or above ● 58% progress toward typical growth ● *District* ● 46% proficient or above ● 58% median progress toward typical growth		Results: Was Goal Met? Next Steps:

VTCAP Spring 2024 Math Results: % proficient or above

	Rumney	District	State
Grade 3	55	32	35
Grade 4	31	22	30
Grade 5	92	65	36
Grade 6	80	65	46

The Winter 2025 i-Ready math diagnostic results show that 44% of students who are economically disadvantaged are currently meeting expectations for proficiency. 65% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 72% and the median % progress for students who are not economically disadvantaged is 56%.

2	DESSA	Rumney implemented the DESSA for the first time in Winter 2025. Results show 42% of students scored in the strength range, 43% scored in the typical range, and 15% scored in the need for instruction range.		
3	Acadience Reading K-6	Winter 2025 results 1-3 indicate the following: ● Above Benchmark: 52% ● At Benchmark: 25% ● Below Benchmark: 4% ● Well Below Benchmark: 19% Rumney sent 9 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.		

U-32 Middle and High School Continuous Improvement Plan

April 9, 2025

LEA Approving the Plan: Washington Central Unified Union School District

School Name: U-32 Middle and High School

ESEA and State Designations (check all that apply):

- ☐ Title 1 Schoolwide Program
- ☐ Comprehensive Support and Improvement
- ☐ Targeted or Additional Targeted Support and Improvement (Equity 2 or 3)

School Continuous Improvement Plan Point of Contact Name: Rebecca Tatistcheff, Principal

School Continuous Improvement Plan Point of Contact Email: ratatistcheff@u32.org

Assurances:

- ☑ A Comprehensive Needs Assessment, including comprehensive data analyses (with student learning, demographic, school process, and perceptions data) and causal analyses has been completed at the school level and the results have informed the goals and change ideas included in this School Continuous Improvement Plan. Resources such as the Comprehensive Needs Assessment Toolkit, and the Data Profiles: Protocol for Analysis document may assist you in defining your current assets and challenges.
- ☑ A data inventory demonstrating the results of the CNA has been completed and has been uploaded with the submission of this CIP. This data inventory must include student proficiency levels for literacy and indicate universal screening instruments used in local assessment systems (per Act 139).

- ☑ This plan will be made available to the school community via the school website and in print form (if requested). If a language translation or other accommodation is required, please contact Rebecca Tatistcheff at rtatistcheff@u32.org.
- ☑ This plan was/will be approved by the school board.
- ☑ This plan was approved by the LEA Superintendent or designee.
- ☐ If your LEA is currently undergoing a formal Resource Allocation Review (RAR) with the AOE, please ensure that LEA leadership attaches/uploads a copy of the LEA's RAR improvement goals and strategies.
- ☑ This plan is developed in coordination with other Federal, State and local services, resources and programs such as Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- ☑ This plan is in effect for the 2025-2026 school year.
- ☑ This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows to ensure that the plan is based on student needs and is providing equitable access for all students to meet the challenging State academic standards. The AOE may request documentation of these monitoring practices at any time.

Section 1: Collaborative Stakeholder Input

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Rebecca Tatistcheff	Principal	Alden Bird	Department Facilitator and HS English Teacher
Maria Paris	Department Facilitator and Special Educator	Anne Decker	Department Facilitator and Performing Arts Teacher
Georgia Cody	Department Facilitator and MS Math Teacher	Drew Junkins	Department Facilitator and Math Teacher

Adam French	Department Facilitator and Spanish Teacher	Krista Dy	Department Facilitator and Visual Arts Teacher
Flor Diaz-Smith	Board Chair	Elizabeth Brown	Board Member

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

Goal #	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. U-32 learning target: We can plan and implement rigorous and relevant learning tasks that result in engagement for all learners. **By June 2026 increase the 4-year high school graduation rate by 5%.**	4-year graduation rate	Create a system for assessing, tracking, and reporting Student Learning Outcomes in order to track progress towards graduation. Name universal instructional practices that help students build capacity to engage in learning *(What Works Clearinghouse, EL 2)*. Define rigorous and relevant curriculum and instruction. (*Rigor by Design, Not Chance: Deeper Thinking Through Actionable Instruction and Assessment, EL 4).* Analyze exemplars of tasks (what we ask students to do) by grade and	Local budget Time Professional learning

			department *(What Works Clearinghouse, EL 4)*. Reconnect with key indicators and rubrics for Transferable Skills and Content Proficiencies based on the definition of Rigor and Relevance. Plan task implementation aligned to transferable skills and content area proficiencies. Determine implementation strategies that constitute high quality instruction. Implement tasks aligned to transferable skills and content area proficiencies *(What Works Clearinghouse, EL 1)*. Design and implement professional learning that gives teachers knowledge and skills and time to develop tasks aligned to both content and transferable skills.	
2	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. U-32 learning target: We can implement inclusive practices that will contribute to equitable outcomes for all learners. **By June 2026 we will reduce the difference in performance**	i-Ready Math Diagnostic i-Ready Reading Diagnostic VTCAP	Define inclusion and inclusive practices. Identify disaggregated data to examine (*What Works Clearinghouse, EL 4)*. Analyze disaggregated data (*What Works Clearinghouse, EL 4)*. Engage in focus groups with particular student groups based on	Local budget Time Professional learning

	between students who have IEPs and students who do not have IEPs in both math and reading. **At least 60% of students on IEPs will meet their annual stretch growth goals in both math and reading.**		initial findings (*What Works Clearinghouse, EL 4).* Determine goals and actions targeting particular subgroups of students (*What Works Clearinghouse, EL 4).* Develop a sequence for engaging teachers and teams in the work of looking at disaggregated data (*What Works Clearinghouse, EL 4).* Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(National Center on Intensive Intervention, EL 1).* Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate support in our multi-layered system of supports (*What Works Clearinghouse, EL 4).*	

Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation) Not applicable

Section 3: Schools Identified for Comprehensive or Targeted Support Not applicable

Section 4: Progress Monitoring

<table>
<tr><th>Goal #</th><th>Measures</th><th>Baseline Data (Initial Submission)</th><th>Mid-Year Progress Check and Next Steps</th><th>End-of-Year Results and Next Steps</th></tr>
<tr><td>1</td><td>4-year graduation rate</td><td>4-year graduation rate
<table><tr><th>Year</th><th>U-32</th><th>VT</th></tr><tr><td>2016-17</td><td>89%</td><td>89%</td></tr><tr><td>2017-18</td><td>90%</td><td>85%</td></tr><tr><td>2018-19</td><td>82%</td><td>85%</td></tr><tr><td>2019-20</td><td>84%</td><td>83%</td></tr><tr><td>2020-21</td><td>77%</td><td>83%</td></tr><tr><td>2021-22</td><td>85%</td><td>83%</td></tr><tr><td>2022-23</td><td>76%</td><td>82%</td></tr></table></td><td></td><td>Results:
Was Goal Met?
Next Steps:</td></tr>
<tr><td>2</td><td>i-Ready Math Diagnostic
i-Ready Reading Diagnostic
VTCAP</td><td>VTCAP Spring 2024 Results: % proficient or above: U-32 in black, VT in blue
<table><tr><th></th><th>ELA</th><th>Math</th><th>Science</th></tr><tr><td>Grade 7</td><td>64%
57%</td><td>46%
43%</td><td>NA</td></tr></table></td><td></td><td></td></tr>
</table>

			Grade 8	56% 57%	49% 34%	44% 41%
			Grade 9	51% 47%	38% 39%	NA
			Grade 11	NA	NA	13% 46%
		The Winter 2025 i-Ready math diagnostic results show that 10% of students who have IEPs are currently meeting expectations for proficiency. 53% of students who do not have IEPs are meeting current expectations for proficiency. The median % progress toward typical growth for students in Grades 7 and 8 who have IEPs is 70% and the median % progress toward typical growth for students who do not have IEPs is 89%. The median % progress toward annual stretch growth for students who do and do not have IEPs is 31% and 43%, respectively. The Winter 2025 i-Ready reading diagnostic results show that 15% of students who have IEPs are currently meeting expectations for proficiency. 63% of students who do not have IEPs are meeting current				

		expectations for proficiency. The median % progress toward typical growth for students in Grades 7 and 8 who have IEPs is 33% and the median % progress toward typical growth for students who do not have IEPs is 58%. The median % progress toward annual stretch growth for students who do and do not have IEPs is 12% and 19%, respectively.		

Washington Central Unified Union School District

Continuous Improvement Plan

April 9, 2025

LEA Approving the Plan: Washington Central Unified Union School District

School Name: Not applicable

ESEA and State Designations (check all that apply):

- ☐ Title 1 Schoolwide Program
- ☐ Comprehensive Support and Improvement
- ☐ Targeted or Additional Targeted Support and Improvement (Equity 2 or 3)

School Continuous Improvement Plan Point of Contact Name: Steven Dellinger-Pate, Superintendent

School Continuous Improvement Plan Point of Contact Email: sdpate@u32.org

Assurances:

- ☑ A Comprehensive Needs Assessment, including comprehensive data analyses (with student learning, demographic, school process, and perceptions data) and causal analyses has been completed at the school level and the results have informed the goals and change ideas included in this School Continuous Improvement Plan. Resources such as the Comprehensive Needs Assessment Toolkit, and the Data Profiles: Protocol for Analysis document may assist you in defining your current assets and challenges.

- ☑ A data inventory demonstrating the results of the CNA has been completed and has been uploaded with the submission of this CIP. This data inventory must include student proficiency levels for literacy and indicate universal screening instruments used in local assessment systems (per Act 139).
- ☑ This plan will be made available to the school community via the school website and in print form (if requested). If a language translation or other accommodation is required, please contact Steven Dellinger-Pate at sdpate@u32.org.
- ☑ This plan was/will be approved by the school board.
- ☑ This plan was approved by the LEA Superintendent or designee.
- ☐ If your LEA is currently undergoing a formal Resource Allocation Review (RAR) with the AOE, please ensure that LEA leadership attaches/uploads a copy of the LEA's RAR improvement goals and strategies.
- ☑ This plan is developed in coordination with other Federal, State and local services, resources and programs such as Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- ☑ This plan is in effect for the 2025-2026 school year.
- ☑ This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows to ensure that the plan is based on student needs and is providing equitable access for all students to meet the challenging State academic standards. The AOE may request documentation of these monitoring practices at any time.

Section 1: Collaborative Stakeholder Input

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Michael Sherwin	PBIS Behavior Coach, East Montpelier Elementary	Shelley Vermilya	Scholar-in-residence
Flor Diaz Smith	School board member	Ellen Cooke	School Counselor, U-32 Middle and High School

Amy Molina	Assistant Principal, U-32 Middle and High School	Erica Zimmerman	Washington Central Friends of Education
Zach Sullivan	School board member	Daniel Keeney	School board member

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

Goal #	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 60% of 8th graders will perform at or above proficient in algebra concepts.**	i-Ready Math diagnostic	Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-8 *(What Works Clearinghouse, EL 4)*. Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(National Center on Intensive Intervention, EL 1)*. Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate support in	Local budget Consolidated Federal Programs Time

			our multi-layered system of supports *(What Works Clearinghouse, EL 4)*.	
2	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. **By June 2026 create and implement a sustainable plan for school nurse services across all schools.**	Time studies	Ensure that all schools have adequate access to and support from school nurses including times when school nurses are not physically present in a school building *(VT Education Quality Standards)*.	Local budget Time
3	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. **By June 2026 ensure that teachers are implementing units of study aligned with IRIS framework across all schools.**	Curriculum audit tool WCUUSD units of study	Use curriculum audit tool to determine findings and next steps in all schools *(Vermont Education Quality Standards)*. Ensure that global citizenship and science units of study are aligned with IRIS framework K-6 *(Vermont Education Quality Standards)*. Ensure that units of study Grades 7-12 are aligned with IRIS framework *(Vermont Education Quality Standards)*. Monitor implementation of units of study across all grade levels	Local budget Time Professional learning

Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)

All schools with grades K-3 complete this section.

Goal #	School prioritized goals related to Act 139 (increasing reading proficiency)	Outcome Measures (directly related to goal)	Number and % students proficient on local and state literacy assessments (K-3)	Prioritized evidence-based strategies/ change ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
4	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. **By June 2026 at least 50% of K-3 students receiving intervention**	Acadience Reading K-6	Winter 2025 results indicate the following: Kindergarten: • Above Benchmark: 11% • At Benchmark: 25% • Below Benchmark: 33% • Well Below Benchmark: 31% Grade 1: • Above Benchmark: 35% • At Benchmark: 14%	Ensure that the Fundations program is implemented with fidelity in Grades K-4 *(What Works Clearinghouse, EL 1)*. Ensure that new teachers have or will participate in professional learning about the science of reading. Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring *(What Works Clearinghouse, EL 1)*.	Local budget Consolidated Federal Programs Time

	services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.		• Below Benchmark: 12% • Well Below Benchmark: 40$ Grade 2: • Above Benchmark: 46% • At Benchmark: 25% • Below Benchmark: 5% • Well Below Benchmark: 25% Grade 3: • Above Benchmark: 41% • At Benchmark: 32% • Below Benchmark: 9% • Well Below Benchmark: 18% Across our 5 elementary schools we sent 80 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.	Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate supports in our multi-layered system of supports *(What Works Clearinghouse, EL 4)*.	

Section 3: Schools Identified for Comprehensive or Targeted Support Not applicable

Section 4: Progress Monitoring

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
1	i-Ready math diagnostic	i-Ready Math Diagnostic Spring 2024 Results Algebra Readiness Indicator: ● 24% of students were proficient overall ● 11% of economically disadvantaged students were proficient or above ● 27% of non-economically disadvantaged students were proficient or above		Results: Was Goal Met? Next Steps:
2	Time studies	The FY25 budget includes full-time school nursing services in all 6 schools. The FY26 budget includes a reduction in FTEs, resulting in		

		part-time nursing services in 3 schools.		
3	Curriculum audit tool WCUUSD units of study	Baseline will be established in Spring and Summer 2025.		
4	Acadience Reading K-6	Winter 2025 results indicate the following: Kindergarten: ● Above Benchmark: 11% ● At Benchmark: 25% ● Below Benchmark: 33% ● Well Below Benchmark: 31% Grade 1: ● Above Benchmark: 35% ● At Benchmark: 14% ● Below Benchmark: 12% ● Well Below Benchmark: 40$ Grade 2:		

		• Above Benchmark: 46% • At Benchmark: 25% • Below Benchmark: 5% • Well Below Benchmark: 25% Grade 3: • Above Benchmark: 41% • At Benchmark: 32% • Below Benchmark: 9% • Well Below Benchmark: 18% Across our 5 elementary schools we sent 80 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.		

Community Schools Board Report
May 21, 2025

The work of Community Schools is centered around three focus areas:

1. Promoting equitable outcomes for students through rigorous, relevant, and inclusive curriculum and instruction
2. Acting as a hub for community wellness to bridge the barriers to access and learning for families and community members
3. Engaging in comprehensive thirdspace programming that is multi-age, intergenerational, and transforms our buildings into centers of community activity.

As I have built an understanding over the last month and a half on the work being done in this district, it is clear that the work of community schools is already being actualized in spaces within classrooms, and afterschool across multiple buildings. Folks across the district are thinking deeply about how students are engaged in relevant learning experiences, like planning the design and construction of new community garden beds, and through support of 3rd space programming like babysitting certifications with UVM 4H.

This past month, we have engaged with Transcend, a national not-for-profit, that is helping us synthesize work that we are already engaging in as a school; how students are experiencing learning and their time at U32. The folks from Transcend visited U32 this past week, visiting classrooms, TA, afterschool activities, and interviewing students, staff and caregivers in focus groups. The school community was asked for volunteer participants, while a process was utilized to ensure broad, deep, and wide representation of experiences, towns, and backgrounds. Our partners at Transcend surveyed the entire student body of U32, with over 500 responses. 80% of students shared their experience in school. They held focus groups with upwards of thirty students, twenty staff, and representatives from about ten families throughout the district. Their information collection was focused on better understanding the student experience here at U32 so we can continue to prop up the practices and opportunities that are clearly being celebrated as successful, and give support and thought to the areas where we can do better.

Ultimately, we are working to have a full picture of how learners are experiencing school so that we can work together to eliminate barriers, grow opportunities, and offer more ways to deeply engage in experiences that help make all learners successful.

Looking forward, a team from the Community Schools Initiative will head to Minneapolis, Minnesota for the National Community School and Family Engagement Conference. Here, we will learn from experts nationally, and other districts from throughout the country who are doing this work.

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

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: The "Joy Squad" in our building has been operating with great care. They promoted an Underground Spirit week in April. In May we are having a "Spring Chicks" contest. Where students will see if they can match the staff member to their baby picture. In June they have a fun summer themed staff community building event planned. We will start to debrief and discuss the "run" protocol. We will practice the protocol in June with staff.

Calais: Our school HJC group has been meeting, and met again with Shelley, to continue their work. The school counselor has met with the group "Just Basics" and that group is going to come in and talk to our entire staff about what they do and how our school can help support their efforts. We are also planning two different "Guess Who" events for students and staff. First, staff had an outing where they worked with an artist to paint a portrait of an owl. We are going to post those paintings in the school and students will guess "WHOO" painted that owl. Second, we are going to post baby pictures of staff and have students guess whose baby picture is who. All of the work will go to help with our PBIS school-wide program.

Doty: Doty will be reviewing and practicing the "Run" portion of Run, Hide, Fight over the next couple of weeks. We will be walking to rally points, assessing viability and safety. Having the river right behind us creates some unique challenges as we do this work. We are also finishing up our remediations from our own fire marshal visit. Doty is also partnering with the Town of Worcester to become a Red Cross emergency shelter.

EMES: We've had several "Spirit" weeks at EMES since April break. Students created a traditional spirit week the week after the break, where students and staff had fun dressing up as famous people, in fancy attire, as twins, and in disco. For the past two weeks (and continuing through the end of May), our staff have been participating in PATH wellness activities with the goal of drinking more water. We've had friendly competitions and lots of team-building opportunities, which have brought our staff together in many fun ways.
In regards to our safety team, EMES will be practicing the "Run" portion of Run, Hide, Fight next week at our staff meeting. We have identified areas on and around our school grounds that we will practice going to in the event of an emergency. This will slowly be rolled out to our students next year.

Rumney: A few members of our safety team practiced our "Run" route. This is part of Run, Hide, Fight. Staff will be practicing this as well. When we have students practice, we do it in an age and developmentally appropriate way. We have talked about using animals as examples to help students learn why sometimes we run and sometimes we hide.
As we look towards next year, we are planning our professional development and are hoping to secure some time with Rebecca Haslam. The work she has done with our leadership has been valuable and our staff are interested in broadening their practices around humanity, justice, and inclusion.

U-32: Our Equity Team has met several times to review some of the work we have done with Rebecca Haslam as well as consider our work moving into next year. This team will help us to facilitate the work to identify key focal areas for work as we move into next year so that we keep our eye toward equitable outcomes for young people in our community through a culture of belonging and inclusion.

Update on Strategic Plan goals:
Curriculum, Instruction and Assessment

Berlin: We have been busy here in Berlin discussing PD opportunities for our staff for next year as well as gearing up for the end of the year assessments. We want to build on the systems that we have created this year to increase our collective knowledge and growth as a teaching team. Our configuration has been settled for next year, we will have a K, 1, 2, 2, 3, 4, 4, ⅝, ⅝. A few of our teachers will be looping with classes and we're very excited about that. We believe that this will create great continuity for students and further acceleration of student success at the start of the year.

Calais: Staff has continued to work on our configurations of classrooms for next year. As we have added students, and may add more, there is strategic and intentional planning taking place with our staff so that we can maximize where we place students and how we best use our staff. Additionally, we are talking about how to restructure our day next year to include more time for professional development, staff common planning time, and a time for an innovative WIN day to drive more personalized instruction.

Doty: As we prepare for all grades to transition, we are reviewing plans and progress. It's a chance for us to celebrate growth and to make sure we have concretized all of the supports we have organically added over the past few months. We will use this, and our spring assessment data, to create our list of "Be Sure To's" for the fall so that students with needs are scooped up as soon as possible

EMES: I recently had an opportunity to share some work our staff created around writing and MTSS with a neighboring district principal and MTSS coordinator. It's always a pleasure for me to share work and resources with others, and exciting to see it in the hands of educators and learners across our region. We just finalized our spring assessment schedule and our

interventionists have blocked out June 16th to review all data to determine our beginning of year interventions for students. Finally, EMES welcomed six new students to K-6 since May, and have registered several more children for next year. Because of this, we had to make a change in our configurations for next year. We will now have a K, 1, ⅔, ⅔, ⅔, ⅘, ⅘, ⅘, and 6.

Rumney: Our final assessment window starts in May. This is the data that we use to measure our progress for the school year and make decisions about any shifts that are needed. We will have a group of teachers meeting with me over the summer to plan our professional development for next year, and the iReady and Acadience data from will help guide our work.

We have been building our resource bank for students that need intervention in the area of functional skills. Our SLP and school counselor have been working together to provide goals and support to students. We are at the early stages with this work, in terms of progress monitoring. The systems we use for math and literacy are helpful to identifying the holes we have in the area of functional skills (i.e. social communication, engaged peer interactions, etc.)

U-32: Our Department Facilitators met to focus on 3 areas moving into next year in order to continue to create coherence across our school community in our proficiency based system. Grade teams for next year met for the first time last week to help to create common expectations and look at shared experience for 7/8; 9/10; and 11/12. We are continuing the work of creating coherence across our school community so that we can tell one story of teaching and learning.

Update on Strategic Plan goals:
Community Engagement and Communication

Berlin: Berlin is getting ready to host a two day Artist in Residence with Wunderle's Big Top Adventures on the 15th and 16th of May. We will host Troy to perform his "one man show" on Friday night May 16th. This will be a fun community event that will be free to all. We are grateful for our PTNA for supporting this joyful, creative experience for us all.

Calais: We held our first "Break (for Parents) After April Break" event on May 2nd. This was an event to give parents a "night off" to have a chance to relax, get dinner, go shopping, or take a nap, whatever. We had 10 staff members run stations, there was a movie, and the playground was open and for 2 hours about 60 students enjoyed a beautiful Friday evening. Also, during Teacher Appreciation Week our Parent Advisory Team hosted a breakfast for staff EACH DAY of the week and the Friends of Calais provided a wonderful lunch on Thursday - all parent driven!

Doty: The Doty community has been having multiple meetings and communications as we all grapple to come to terms with approaching change.

EMES: Our PTNO provided EMES staff with a week-long spread of treats for Staff Appreciation last week. We're looking forward to welcoming families next Thursday evening

for our spring music concert. On May 30th, we will participate in a school-wide wellness day at Wrightsville.

Rumney: Our PTNO is excited to announce the upcoming annual Spring Fair.. After a brief hiatus, the event made a successful return last year. This year, we aim to spread the word widely to attract families from across our district.

Our educators are diligently working on a transition plan that prioritizes our students. It seems that students are particularly eager to meet their future teachers. Therefore, we will arrange for our 1st, 5th, and 6th grade teachers to visit Doty and participate in Morning Meeting, which is a valued tradition at both schools. Teachers are enthusiastic about learning which traditions students wish to carry with them if they join Rumney next year.

U-32: Tonight is Mentor Appreciation night, our 7th graders were able to see this in action during their Flex time and we are excited to see the fabulous work from our Flex programs.

Celebrations & Upcoming Events

Berlin:

- May 15: 16th-Two Day Residency
- May 16th: Troy Wunderle's One Man Show
- May 23th: Den Groups Celebrate Memorial Day
- May 21st: Reading to End Racism
- May 27th: Art/Music Show 5:45-7:00
- June 9th: VINS Visit
- June 13th: Field Day/Family Picnic
- June 18th: 6th Grade Graduation 6:00pm

Calais:

- May 2: Music & Art Show 6:00 pm
- May 29: 1st Grade Book Buddies @ U-32
- June 18: 6th Grade Graduation
- June 20: Preschool Graduation / 6th Grade Trip to Boulder Beach

Doty:

- May 14: Our Arts Night was a smashing success!
- May 15: We walked to school from the fire station today and are thinking of doing it more regularly
- May 29: Book Buddies at U-32
- June 18: 6th grade graduation
- June 23: All school trip to Elmore

EMES:

- May 22: Spring Music Concert 6pm
- May 30: Spring wellness day at Wrightsville
- June 11: Celebration of Learning and BBQ
- June 12: Talent Show
- June 18: 6th grade graduation
- June 23: Field Day

Rumney:

- May 14: Spring Music Concert
- May 29: Kindergarten information night
- May 29: Book Buddies at U-32
- May 29: *Winnie The Pooh* opening night
- May 30: *Winnie The Pooh* final performance
- June 18: 6th grade graduation
- June 23: Step Up Day and Field day

U-32:

- May 21: Mentor Night (5:30-7: 30)
- May 29: 7th Grade Elementary Book Buddies (10: 00-11: 00am)
- June 2-7: DC trip - Departs 7: 00pm on Monday
- June 3: Green Team Clothing Swap
- June 4: Career Fair for 7th Grade (Flex: 12-1pm)
- June 5: District Elementary Music Night
- June 6: Last Day for Seniors
  MS Detailed Schedule for June 6
- June 6: Art Show (5:30-9: 00pm)
- June 8: Senior Award Ceremony @ 3pm
- June 9-12: History Day Trip
- June 9: HS Spring Sports Dessert
- June 10: HS Award Ceremony
- June 10: Move Up Day
- June 11-12: Senior Trip
- June 12: Student Council Retreat 1/2 day
- June 13: Graduation (6: 30pm)
- June 14: Graduation Rain date (3:00) indoors or outdoors
- June 18: High School Theater Studies presents: The Lord of the Flies (7:00-8:30)
- June 20: 9th Grade Field Trip to Hubbard Park
- June 20: 8th Grade Celebration of Learning
- June 20: MS Dance
- June 23: 8th Grade Step Up & Celebration of Learning (6:00-8:00)

Supervision & Evaluation Updates (EQS 2121.3; 2121.4)

Berlin: We are working on our End of Year goals reflections. This is always a great time to celebrate what was accomplished this year and be planful about the next year. I am wrapping up final evaluations of 13 paraprofessionals.

Calais: Currently finishing up the year's evaluation process. I am going to collaborate with staff on a schedule/plan for next year to improve our process and structure, including a schedule and focus for the year. It has been fantastic to be in classrooms, seeing the great things our teachers are doing, and watching our students succeed in real time.

Doty: Our focus for the past several weeks has been on drafting and implementing successful transition plans for all of our transitioning students, from kindergarten through sixth grade. It is very much a time where we have been focusing on the "back end" of teaching, all the things that need to happen outside of classroom teaching time; these are the tasks that ensure that we are mindful of all of students' needs and support them.

EMES: Earlier this spring, I met with all of our ESP staff, six of whom were on the evaluation cycle this year. I'm now meeting with teachers for their end-of-year reflection on their goals. This is an enjoyable time for me to celebrate accomplishments with teachers and begin thinking ahead to next year and the work ahead.

Rumney: The supervision and evaluation committee is working to update the WCUUSD supervision and evaluation document. Last Spring, we adopted the most recent edition of Danielson. This year, we looked through the document and discussed what was important to keep, and what parts are outdated or unnecessary. Once we complete all our edits, staff with have time to provide feedback. Our goal is to have a final version ready to implement in the Fall.

U-32: Several members of our school community piloted a student survey about their practice that was rooted in years of work and held by the student council. We will begin our end of year reflection meetings to reflect on practice together and then look towards next year.

WCUUSD Flag Request

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

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

Date of Application: May 14, 2025

Student Group Requesting Flag be flown:

- Intersex Inclusive Progress Pride Flag is represented by SSJ (Seeking Social Justice) and GLAMM (Gay, Lesbian, and Many More)
- Black Lives Matter flag is represented by BLAAMM (Black, Latino, Asian, and Many More)

Club/Faculty Advisors: Meg Allison and Shelley Vermilya (SSJ), Amy Koenigbauer (GLAMM), Krista Dy, John Boyd, & Zach Gonzalez (BLAAMM)

Location (circle all that apply):

District Office Berlin Calais Doty East Montpelier Rumney U-32

Flag Requested (attach image):



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

Rationale for raising the Intersex Inclusive Progress Pride flag:

We request to raise the flag to show U-32's support and inclusivity for all students. Support also conveys U-32's intention to do better when it comes to inclusivity and acceptance of students. As one student said in our anonymous survey asking for student support, "If the pride flag was lowered it would send the message that U32 no longer cares for it's LGBTQ+ students, and in fact actively wants to participate in dismantling the work that students have put in to make sure that U32 is a kind and loving place where all students are welcome." Our current political climate is taking a toll on many students, especially LGBTQ+ students, with their rights being under attack. This is making many students afraid to even come to school every day. We are aware that students and staff alike in U-32 have these concerns. It is important now, more than ever, to come together as a community to ensure that every person in the building feels that they are safe and welcome. There is a long way to go to ensure this is always the case, but reraising the Progress Pride flag is a powerful way to start.

Proposed Date & Time for raising the Intersex Inclusive Progress Pride flag:
Monday June 9th during callback (1:10-1:46)

Demonstrated Student Support:

A survey was sent out to the entire student body to gauge student support for reraising the Pride Flag and 213 students responded. Out of those respondents, 66.2% (141 students) said they would support reraising the Progress Pride Flag this June, and 33.8% (72 students) were opposed to reraising the Progress Pride Flag.

Students in favor of reraising the flag explained that the flag represents U-32's commitment to supporting LGBTQ+ students. Additionally, many students noted that due to the current state of the world, it allows them to feel safe and accepted. One student stated, "I think that the Pride flag is important to show that our community is inclusive and welcoming to everyone, and what better way to do this than to have the flag in front of our building?" Another student explained, "Displaying a Pride flag is a powerful way to show support and visibility for the LGBTQ+ community. It creates a welcoming and inclusive environment, signaling that a space is safe and accepting for individuals of all sexual orientations and gender identities. It's a symbol of solidarity and celebrating diversity as well as promoting equality. Being in the community myself, I would love to see more inclusion in our school."

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

Students opposed to reraising the flag cited reasons such as religious beliefs, feelings of inequity by only representing certain groups, and wanting the Pride flag to be on a separate pole from the Vermont and United States flags.

Overall, despite some students being opposed to reraising the flag, it seems as though more students would benefit from this action.

Flag Requested (attach image):



Rationale for raising the Black Lives Matter Flag:

What does the Black Lives Matter flag mean to you?

Saying that reiterates something black people feel is being pushed under the rug.
Emphasizes the struggle that black people face. Flag signals solidarity.
Represents supporting the cause. Acknowledges issue.
Anti-police brutality.
Something that people don't take as seriously, just see the term, forget the actual meaning.
Some have negative views (riots, violence, etc.)

In what ways does BLM represent values and ideals of our school and community?

Represents black students (big time minority)
Represents that BLM is not a trend, constant thing, reflects constant fear of brutality in black teens, hasn’t gone away. Acknowledges that shit still happens.
Even if it didn't happen in Vermont, it is an issue in the US. Just because you don't see or hear it does not mean it doesn't happen.
U32 is about inclusivity and listens to students. Students are advocating for keeping it up.

What additional work does our school have to do to uphold the principles the flag represents?

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

Putting work in, holding people accountable. Repeat offenders work on it! Dig deeper, root of the issue. Acknowledge bad and good fr. opportunities for students of color to do culture, embrace culture. Faculty desensitized 2 racism. Encourage peer accountability.

Taking it down subjects POC students to weird comments and actions from peers. Taking it down says we don't agree with the message. Taking it down would cause a bunch of little stuff that could build up to bad. Net negative.

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

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

Steven Dellinger-Pate
Superintendent

MEMORANDUM

To: WCUUSD School Board
From: Steven Dellinger-Pate
Date: May 15, 2025
RE: Turtle Island Update

Proposed Lease Adjustment and Program Update
We are modifying the proposed lease agreement with Turtle Island in response to community concerns and after further consultation with our architect and engineer. Under the revised proposal, Turtle Island will lease four classrooms at Doty Memorial School, totaling approximately 3,500 square feet. Doty will continue to utilize the primary wing, Art/Music room, gym, library, and administrative offices. A new door will be constructed between the library and the Art/Music room to ensure that the leased area meets regulatory requirements and maintains safe and appropriate access.

Grade Reconfiguration: Rumney and Doty 5th/6th Grades
Our proposal to combine the 5th and 6th grade classes at Rumney and Doty remains unchanged. These two classes are currently the smallest in the district. Combining them will provide a more academically and socially enriching experience and will help students prepare for their transition to U-32 by fostering a larger, more diverse peer group.

Addressing Community Concerns
We have heard concerns related to transportation and potential funding impacts at Doty. Below is a summary of our responses to each:

Transportation
Transportation has been a key concern in the Worcester community. The revised transportation plan is designed to impact as few students as possible, reduce overall bus time—particularly for the U13 Doty route—and ensure all students arrive at and depart from school in a timely manner. The plan will affect a maximum of 19 students (nine at Rumney and ten at Doty) who will wait briefly for their respective pickups.

U13 A.M. Route
The morning route will run in reverse, with a drop-off at Rumney at 8:32 a.m. followed by a drop-off at Doty at 8:45 a.m.

U5 P.M. Route

Based on current data, 15 Doty students will need transportation to Rumney, six of whom are not currently bus riders. Rumney will return to using three afternoon buses. The U5 bus will have a lighter RMS load and will transport six Doty 5/6 students and ten Doty PK–4 students home via the Eagle Ledge, Elmore Road, and Calais Road route. After the RMS drop-offs, the bus will stop at Doty, pick up the PK–4 students, and proceed with the route through Worcester. The estimated route time is one hour, which is 25 minutes shorter than the current travel time. Doty would need to hold ten students until 3:47 p.m. for pick-up.

U13 P.M. Route

The U13 bus will pick up the remaining 40 Doty students who are not waiting for U5 and begin its route toward Rumney. After dropping off Community Connections students at 3:48 p.m., the bus will pick up the remaining nine Doty 5/6 students and complete its route through the Hampshire Hill, West Hill, and Minister Brook areas. This route will also take approximately one hour. Rumney will need to hold nine students until the 3:48 p.m. pick-up.

To make this plan work, Calais will operate two afternoon buses (which is sufficient for their needs), and the additional bus will take over the current U-32 U5 p.m. route, renamed U12 p.m.

Funding at Doty

The concern regarding potential funding loss at Doty is more complex. Our funding model allocates resources based on student needs as reflected in the Long-Term Weighted Average Daily Membership (LTW ADM). These instructional funds cover basic staffing, and additional funds are allocated by building administrators to support specific student interventions. Allocations may vary across schools and years due to shifting demographics and student needs. Doty will continue to receive funding to meet the needs of its students. While fewer students, due to either declining enrollment or grade consolidation, may lead to fewer overall dollars, funds will still be distributed according to need. We are not proposing any change in Doty's services for FY26, except for:

- Reducing one 5/6 teaching position, and
- Not filling the .42 FTE Pre-K position due to low projected enrollment. Worcester students will instead have access to Turtle Island’s Pre-K program.

Centralized Funding

Transportation, building operations (utilities and custodial), and special education funding are managed centrally. Allocations are based on fixed costs and student needs but are not part of the allocation that supports Doty’s Multi-Tiered System of Supports (MTSS). Each building receives funds according to factors such as square footage and bus requirements. No reductions to centralized funding are proposed, unless efficiencies are achieved.

Federal Title Funds

Doty will continue to receive Federal Title funding, which currently supports student intervention services.

Scenarios	Current Per Pupil Allocation	FY 26 LTW ADM Prek - grade 6	FY 26 LTW ADM Prek - grade 4	Total Allocation
Scenario 1	$8,236	130.74		$1,076,775
Scenario 2	$8,236		106.40	$876,310

Under the current FY26 budget model, relocating the 5th and 6th grade students to another school would have reduced the amount allocated to Doty for instructional programming and services by **$200,464.24**. At the same time, the savings from the elimination of 1.42 FTE is **$156,200.** This difference will not result in reductions for FY26 and therefore all other programming and positions will be maintained. Calculations for the FY27 year will depend on the allocation per pupil and the student needs at Doty.

The community has expressed concern that this shift will accelerate the "decline" of Doty. We do not believe that it will. Again, it is important to remember that within our current structure, funding is proportional and that Doty's allocation is going to be decreasing regardless as enrollment drops. Even if the funding structure on the state level were to remain exactly the same for FY27, declining student numbers would cause a K-6 Doty's allocation to drop enough that we would have to present a budget with significant decreases that require restructuring of our instructional model. In that same scenario with K-4 in the building, those significant decreases would be proportional and result in the same level of restructuring of our instructional model.

The current legislation, H. 454, has been consistent in its call for many fewer school districts, dissolving current Articles of Agreement, and pushing for a significant reduction in the number of small elementary schools statewide. This places Doty, and all very small, schools in a very vulnerable position. The goal of the lease with Turtle Island is not to have merely a landlord/tenant relationship or to generate enough income to subsidize Doty. The goal of the lease to Turtle Island is to form a collaborative educational partnership that reimagines early/primary education that could then serve as a model across the area. If Doty becomes an innovative early education "lab school", it has something that sets it apart from other small schools. This may give the new, large district a reason to pause and look more closely at Doty before moving toward closure. We don't know if this sort of change will make a difference for the long term and we don't believe that not knowing is a reason not to try.

To: WCUUSD School Board
From: Flor Diaz Smith, School Board Chair
Ursula Stanley, School Board Vice Chair
Date: May 1, 2025
Re: Advocating as a Board Discussion Framework

Advocating as a School Board
Frame advocacy around student needs, equity, and local impact.
Staying grounded in our Mission, core beliefs and Strategic Plan.

1. Work Through the VSBA When Possible

- The VSBA is the official advocacy voice of school boards across Vermont. Aligning with their positions adds weight and credibility.
- Use the VSBA's legislative priorities as a starting point. Boards can submit resolutions or policy recommendations to influence the VSBA's agenda.
- We should be active in VSBA processes like policy setting, regional meeting, annual meeting, annual conference and advocacy webinars.

2. Coordinate with our Superintendent

- Our advocacy efforts should be aligned with our district leadership to ensure consistency and clarity.
- The Vermont Superintendents Association is working in parallel with other Associations including the VSB, NEA and VPA. We should support joint messaging as it can be more powerful.

3. Coordinate Information from other organizations to have multiple perspectives.

- Our advocacy efforts should be aligned with our district leadership to ensure consistency and clarity and avoid any conflicts of interest. Invite representatives or reports from other organizations as needed.
- Draft a list of the other organizations at the meeting with the board:

DRAFT

4. Advocate as a Unified Board (Not as Individuals)

- Discussions and decisions around advocacy should happen in open session with a board vote, so you speak with one voice.
- Avoid board members advocating independently in a way that may be seen as representing the full board without consensus.
- Focus our advocacy on issues that have direct impact on our district (foundation formula, consolidation, special education, unfunded mandates, community school funding, infrastructure funding, CTE, dual enrollment, early college, etc.).
- If an issue is broader, we could work with other districts to co-sign letters or statements. That keeps our board within its role

4. Engage Lawmakers Respectfully and Transparently

- It's completely appropriate for a school board to:
    - Write letters to legislators
    - Testify in committees (with clarity when speaking as the board)
    - Meet with our representatives and senators to explain district impacts (legislative breakfast)
- Make it clear when we are speaking *as a board*, and when it's our personal opinion.
- When needed, we can state:
  "While we support the work of the VSBA, we feel it's important to share the specific perspective of our district on this issue."

6. Strategic and Solution-Oriented (we have talked about this in our self evaluation staying solution oriented)

- Lawmakers are more likely to listen if your advocacy is constructive, data-informed, and offers realistic suggestions.

7. Process and communication (brainstorm with board what questions to ask)
- Getting an advocacy item into the agenda
    - Board Work plan
    - how to submit an advocacy topic/item mid -year (ie after the work plan is set) - contact Board Chair (or the Steering comittee) & Superintendent. - what information should be included (topic, supporting information, proposed advocacy direction)
    - Policy Work plan
    - State legislative schedule
    - Submitting Resolutions (we need to schedule time!) - ad hoc resolution Comittee, advisary. full board brain storming & selection. Committee then focuses on developement of a proposed resolution? To be brought to the board for final approval.

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- Holding a separate meeting for advocacy at the beginning of the legislative session and during?
- Reporting on advocacy in our agenda?
- Next steps?

8. Board education that would strengthen and support advocacy work
    - Open meeting & email communication
    - Board procedure for adding an item to an agenda (ideas above as well)
    - Responding to action alerts.

DRAFT

To: WCUUSD School Board May 2025
From: Education Quality Committee

Purpose/Charge:
According to our Student Achievement Monitoring plan, adopted by the full board in the spring of 2023, the board is to receive four reports each year: two on math and reading achievement, one on a rotation of other Student Learning Outcomes (two to three each year), and one on post-secondary outcomes.

This is the third report to the full board by the committee, our second report on Math and Reading achievement

During our full board meeting on May 21st we would like to engage in a discussion about this report. We offer the following questions for your consideration.

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

How are we doing? What are we doing?
In math, our students are showing slightly more progress toward typical growth than we would expect for the winter assessments. In reading, our students are showing more progress in typical growth than we would expect for winter assessments.

i-Ready results show ongoing proficiency gaps for economically disadvantaged students and those on IEPs. While most groups had similar winter 2025 growth, math scores revealed lower growth for students on IEPs.

Equal growth isn't enough to close these gaps; students facing these challenges need additional growth to eventually reach proficiency levels.

Winter assessment data helps teachers and school staff guide classroom instruction and tailor individual student support. By providing strong initial instruction and additional support as needed, we create an environment where students can achieve greater growth.

Current Report :
In April and May, the Education Quality Committee (EQC) examined the Winter 2025 student achievement data. We also had the opportunity to discuss the Spring 2024 VTCAP data that was not available at the beginning of the year for us to review.

The district continues to use the i-Ready reading and math diagnostic assessments and continues to implement the Acadience reading assessment. The Acadience Reading assessment was implemented for K-6th grades last year. This is a new assessment tool introduced because it closely aligns with the skills being taught and with the requirements of Act 139 (an act relating to supporting Vermont's young readers through evidence-based literacy instruction).

The expected progress towards the annual typical growth, at the time of the winter assessments, is 50%. In math, our students are showing 58% progress in typical growth, which is slightly above the 50% we want to see in the winter assessments. In reading, our students are showing 73% progress in typical growth, which is above the expected 50% for winter assessments.

We continue to examine disaggregated data sets that allow us to incorporate the district equity indicators into our work. At this time we disaggregate our students by gender, historically marginalized students, economically disadvantaged, and students on Individual Education Plans (IEPs). i-Ready results show that proficiency gaps persist between economically disadvantaged students and their peers, as well as between students on IEPs and those without. However, winter 2025 growth scores indicate minimal differences between these groups, except in math, where students on IEPs exhibited less growth than their peers.

On the positive side, this suggests that most students are progressing at similar rates within the school system. However, equal rates of growth alone will not be enough to close existing proficiency gaps. To achieve true equity, students who are economically disadvantaged or on IEPs must demonstrate greater growth than their peers over time.

At a school and classroom level, this assessment data is used to track the performance and growth of classes and individual students so that appropriate action steps can be developed. Additionally, this assessment data is used to inform intervention plans for students in our Multi-Level System of Supports (MLSS).

Over the past few years, we have consistently collected assessment data on our students, allowing us to analyze trends across different cohorts (cross-sectional data) as well as follow a specific cohort of students over time (longitudinal data). In this review cycle and report, we focused on equity markers, specifically, 8th-grade math and 3rd-grade literacy.

To examine trends in math, we analyzed i-Ready results from the past three years for our current eighth graders. For literacy, we reviewed i-Ready reading results for our current 5th graders, tracing their progress since 3rd grade. Tracking literacy forward over time provided a more consistent basis for comparison, as the i-Ready reading assessment is optional for grades K-2.

The spring 2024 VTCAP data graph is included at the end of our tables. Our students are doing well when compared to the state results. The one anomaly is the 11th grade VTCAP science results. There has been discussion about ways to increase student investment in the tests.

As a reminder, past reports and presentations can be found on the Board Committee Resource Page.

How assessment data is used in our district:



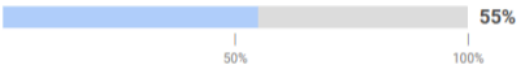
1. **Assessment Testing** – Students take standardized assessments, such as i-Ready, to measure their achievement levels in core subjects like math and literacy. These assessments provide baseline data on individual progress and overall cohort performance.
2. **Data Review** – Educators analyze the assessment results to identify trends, strengths, and areas of concern. This step involves examining longitudinal data to understand student growth over time, comparing cohorts, and evaluating equity markers (e.g., differences across demographic groups). Regularly, the School board also reviews district-wide assessment data to inform their work on district policy, goals, and budget setting.
3. **Implementation of First Instruction** – Based on the data insights, educators refine their teaching strategies, ensuring that core instruction aligns with student needs. This may involve adjusting curriculum pacing, incorporating differentiated instruction, or emphasizing key skills to improve foundational understanding. **Interventions and Support Plans** – Students who need additional assistance receive targeted interventions. These could include small-group instruction, tutoring, personalized learning plans, or specialized programs for students facing challenges. The goal is to provide equitable access to learning resources.
4. **Reassessment (Testing Again)** – After a set period, students are reassessed using the same or similar standardized tests. This helps educators determine the effectiveness of instructional adjustments and interventions, measure progress, and refine strategies for the next cycle.

i-Ready Math Performance and Growth
Grades K/1-8, Winter 2022 and 2023

Winter 2022

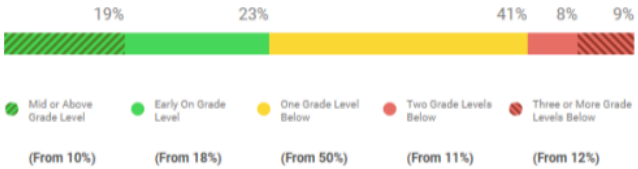
Students Assessed/Total: **759/859**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 55%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

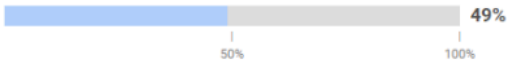
Current Placement Distribution



Winter 2023

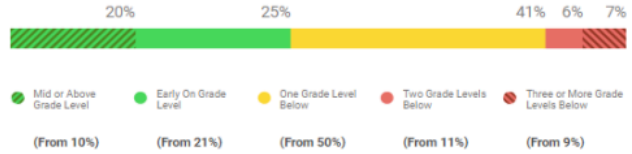
Students Assessed/Total: **756/809**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 49%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

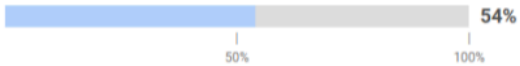


i-Ready Math Performance and Growth
Grades K/1-8, Winter 2024 and 2025

Winter 2024

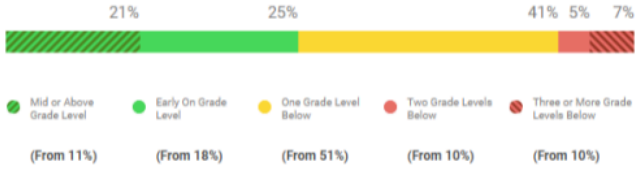
Students Assessed/Total: **770/803**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 54%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

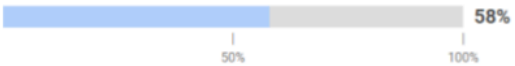
Current Placement Distribution



Winter 2025

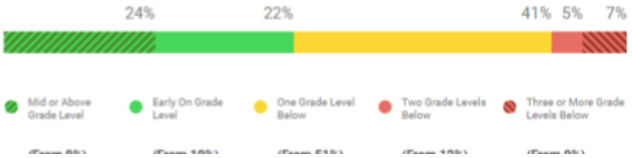
Students Assessed/Total: **716/754**

Progress to Annual Typical Growth (Median)

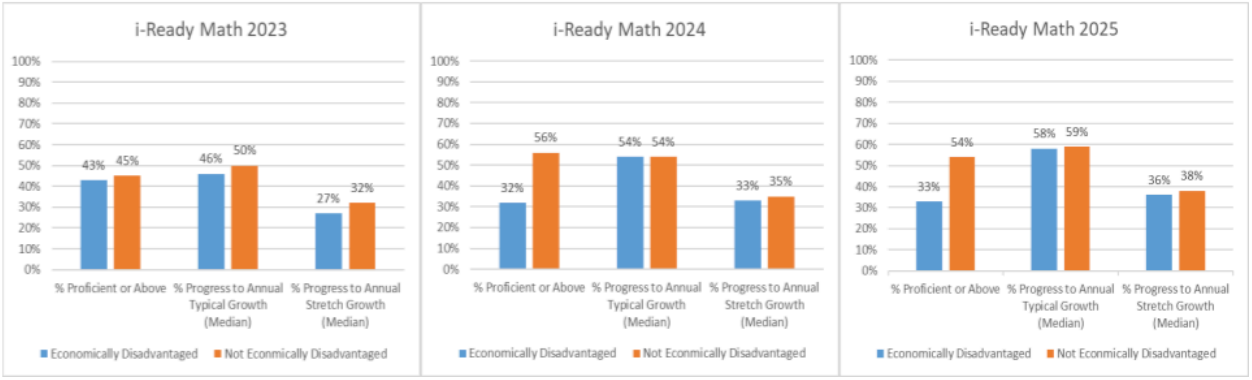


The median percent progress towards Typical Growth for this school is 58%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

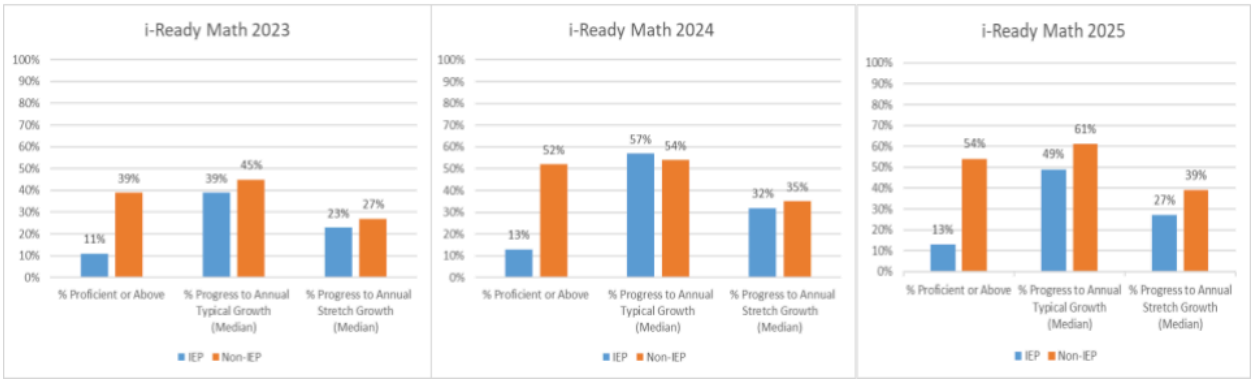
Current Placement Distribution



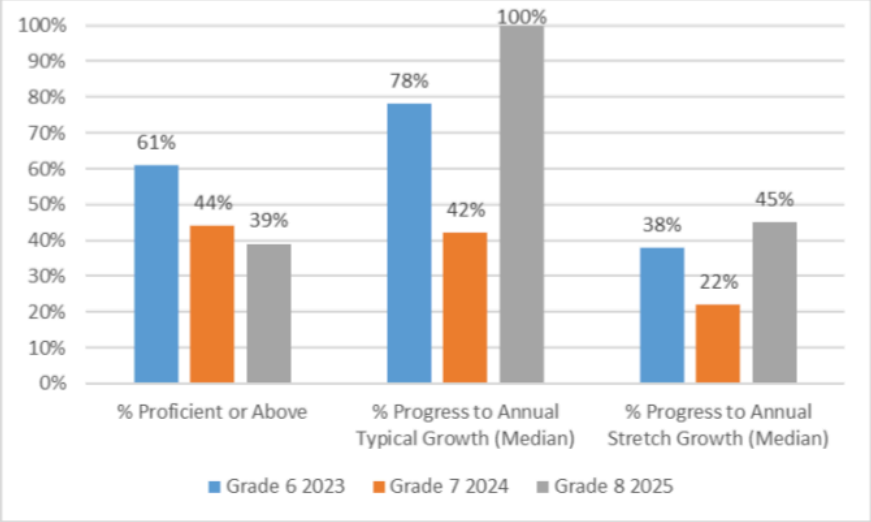
i-Ready ***Math*** by ***Economic Classification***
Winter 2023,Winter 2024, and Winter 2025



i-Ready ***Math*** by ***IEP Eligibility***
Winter 2023, Winter 2024, and Winter 2025



i-Ready 3-Year Comparison in Math
Winter 2023, 2024, and 2025

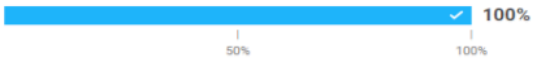


i-Ready Reading Performance and Growth
Grades K/1/2/3-8, Winter 2023 and 2024

Winter 2023

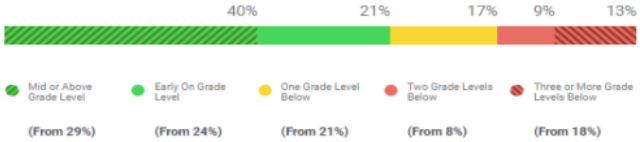
Students Assessed/Total: **536/807**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

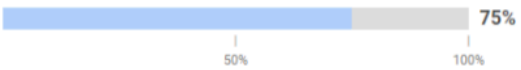
Current Placement Distribution



Winter 2024

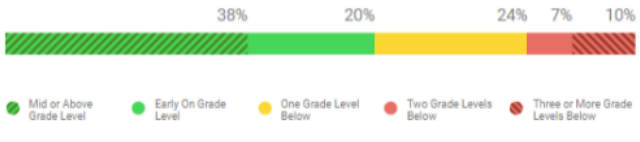
Students Assessed/Total: **657/802**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

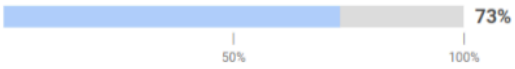


i-Ready Reading Performance and Growth
Grades K/1/2/3-8, Winter 2025

Winter 2025

Students Assessed/Total: **634/754**

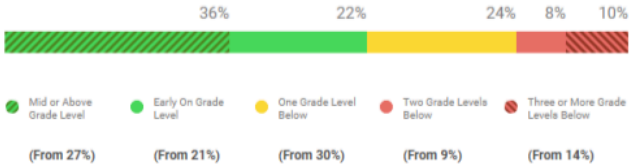
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 73%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

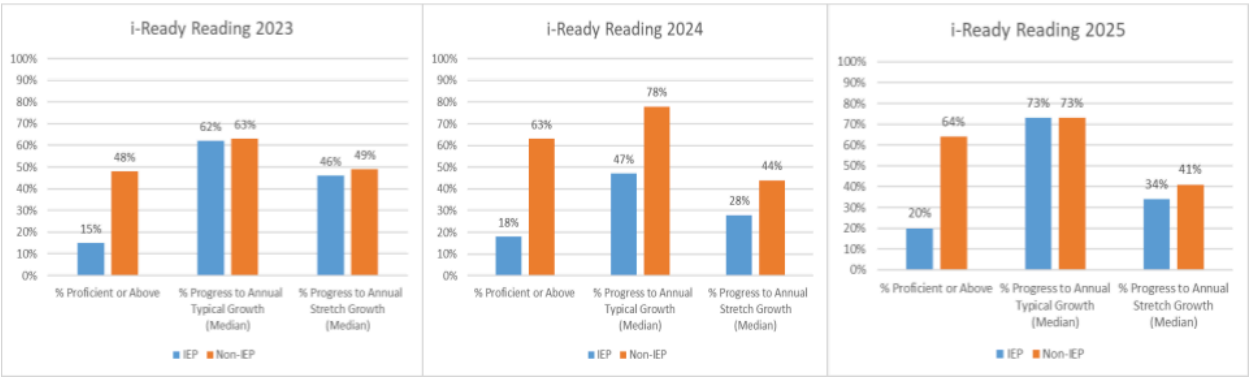
Current Placement Distribution



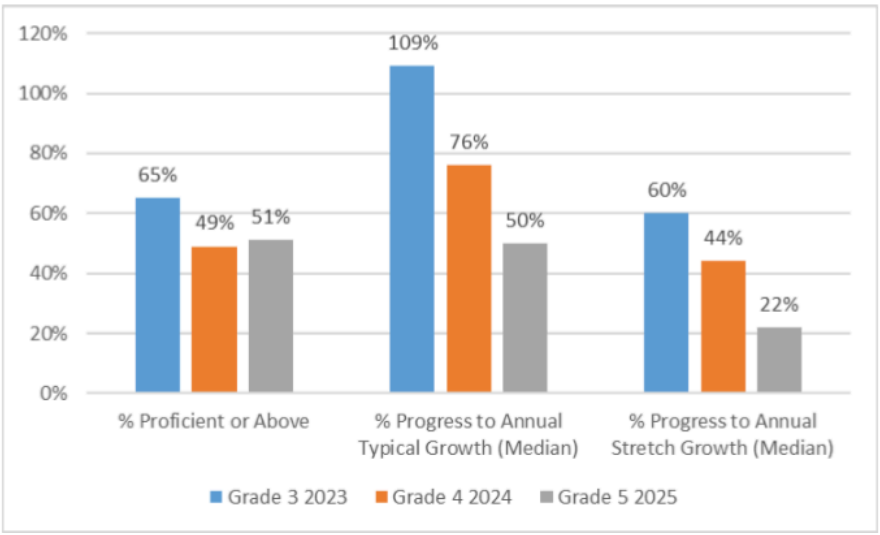
i-Ready ***Reading*** by ***Economic Classification***
Winter 2023, Winter 2024, and Winter 2025



i-Ready ***Reading*** by ***IEP Eligibility***
Winter 2023, Winter 2024, and Winter 2025

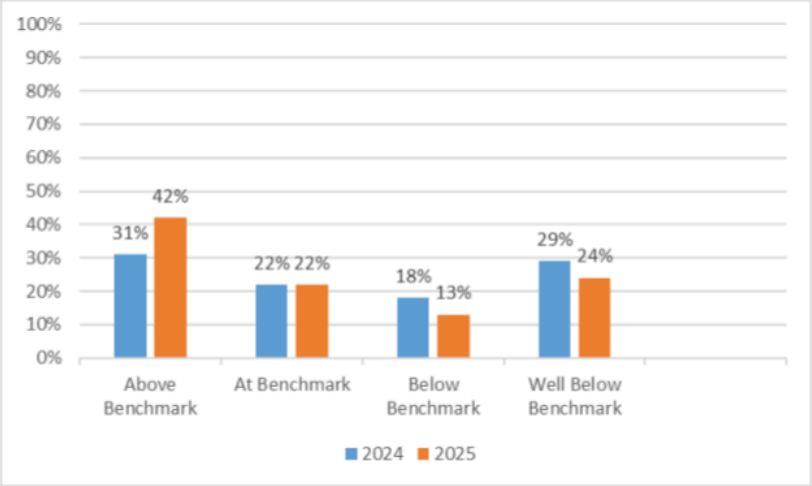


i-Ready 3-Year Comparison in Reading
Winter 2023, 2024, and 2025

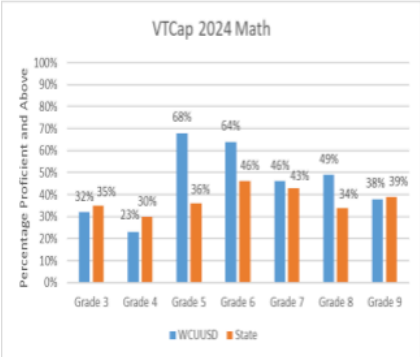


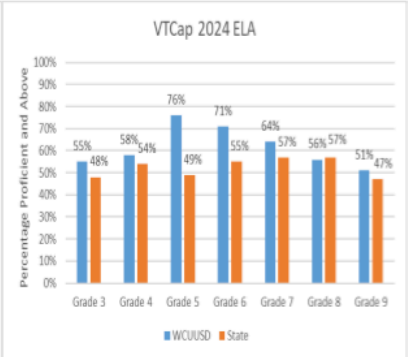
Acadience District Summary, Winter 2024 and Winter 2025

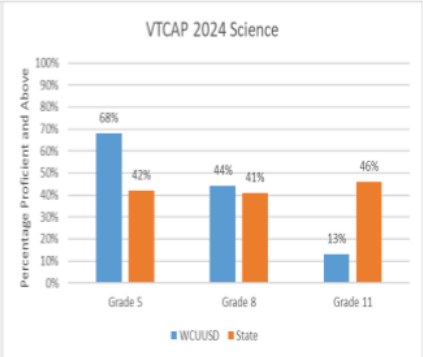
Reading Composite Scores K-6



VTCAP Results WCUUSD Compared to State Spring 2024







Below is a summary of our analysis.

System Successes:

- Overall, our students are making significant stretch growth, more than the national average.
- Our students' typical growth is at or slightly ahead of what we would expect during winter assessments
- Our staff are using assessment data and data protocols to review class and student data to inform first instruction and intervention, and support levels for individual students.

System Challenges:

- Our difference in performance between sub-groups in economically disadvantaged and IEP demographics continues to endure.
- Implementation of the Acadiance Reading assessment is a growth area for the district. There have been continued tech issues however, there are plans to address them.

System Needs:

- Continued support for robust and relevant professional development for our staff members.

Changes to instructional and evaluation practices:

- Act 139 has been implemented, family letters have been sent, and we are incorporating the professional development plans in the district's PD plans
- We have been invited to take part in a correlation study to review the correlation of i-Ready results and VTCAP results.

Implications for the School Board:

- What is the board's role in influencing student achievement?
- Are the budget parameters we are setting supportive of Professional Development, robust first instruction, and MLSS needs?

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

- **Growth Measures** - A method to indicate how much a student has progressed towards proficiency. These measures are individual to each student. Helpful video
- **Typical Growth** - A year long measure of the average progress expected for a student. One way to think of this is "keeping up"
- **Stretch Growth** - A year long measure beyond average progress, that is both ambitious and achievable. "Catching up" may take more than one year of stretch growth for students to get on grade level.
- **Student Learning Outcomes (SLO)** - Essential academic and transferable skill that our students should know and be able to do by the time they graduate. They are aligned with Vermont's Education Quality Standards.
- **Education Quality Standards (EQS)** - A set of rules describing what a high-quality education should look like for students attending Vermont's public schools.
- **Local Comprehensive Assessment System** - An approach that integrates both assessments aligned to student learning outcomes and a system's ability to make and sustain data-based decisions to serve students' needs.
- **Equity Indicators** - allow us to compare outcomes for two groups to measure the disparity.
- **Cross-Sectional Analysis** - A data view comparing different students across years i.e. last year's 3rd grade and this year's 3rd grade.
- **Longitudinal cohort Analysis** - A data view of the same students over time i.e. last year's 3rd grade and this year's 4th grade.
- **MLSS** - Multi-Layered System of Supports

Support References

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

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

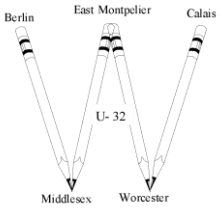
During our full board meeting on May 21st we would like to engage in a discussion about this report. We offer the following questions for your consideration.

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

Washington
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 Steven Dellinger-Pate
Phone (802) 229-0553 Superintendent
Fax (802) 229-2761



TO: WCUUSD School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: FY 2024-25 Financial Update
DATE: May 16, 2025

General Fund Balance Summary: The beginning fund balance available for operation of the school district at the beginning of FY 2024-25 was $2,779,542. The projected net change in the fund balance from operations this fiscal year is an increase of $252,613. This reflects a combined estimated increase in revenue of $169,110 plus reduced spending of $83,503. This potential increase in the fund balance is offset by the reserved use of $485,291 that was planned as offsetting revenue in the FY 2024-25 budget. The total unassigned / unallocated fund balance is anticipated to be $1,879,936.

The Finance Committee discussed possible targets for the fund balance and decided to use the auditor's recommendation of one month of expenditures, which is $3,471,864. This means we are currently under the targeted fund balance by $1,591,928.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
GENERAL FUND PROJECTIONS MAY 16, 2025
FOR THE YEAR ENDED JUNE 30, 2025

CHANGES IN REVENUES		**Amount Increase / (Decrease)**
Tuition	$	(9,737)
Interest	$	65,709
Miscellaneous Income	$	71,149
State Aid	$	104,714
Special Education	$	(62,725)
TOTAL REVENUE CHANGES	**$**	**169,110**
CHANGES IN EXPENDITURES		
Salaries & Benefits	$	(185,840)
Unexpended Lines	$	269,343
TOTAL EXPENDITURE CHANGES	**$**	**83,503**
PROJECTED NET CHANGE IN FUND BALANCE IN FY 2024-25	**$**	**252,613**

BEGINNING FUND BALANCE AS OF JULY 1, 2024	**$**	**2,779,542**
Previously reserved for Technology Equipment	$	(357,928)
Previously reserved for Fiscal Software & Related Costs	$	(309,000)
Previously reserved for use of Fund Balance	$	(485,291)
TOTAL BEGINNING FUND BALANCE - AVAILABLE FOR OPERATIONS	**$**	**1,627,323**
PROJECTED NET CHANGE IN FUND BALANCE IN FY 2024-25	**$**	**252,613**
PROJECTED ENDING FUND BALANCE - JUNE 30, 2025	**$**	**1,879,936**
FUND BALANCE TARGET (One Average Month of Exenditures)	**$**	**(3,471,864)**
AMOUNT AVAILABLE BEYOND THE FUND BALANCE TARGET	**$**	**(1,591,928)**

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

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

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

	Yes	No	Don't know	Who is responsible?
Does each Town and School District official have copies of these policies and procedures?		X		In progress
Is there a standard procedure to ensure that gate receipts reflect the event's attendance?	X			Athletic Director turns in Ticket sales/signup forms to School Bookkeeper
Is interest in School District accounts apportioned to each account?	X			Financial Accountant & Business Administrator
Have there been any changes in authorized signatures during the fiscal year?		X		
Has a signature stamp ever been used for any School District account?	X			Accounts Payable Accountant and Payroll Specialist (School District Treasurer and Assistant Treasurer)
Do you have pre-numbered receipt books for cash payments?	X			Accounts Payable Accountant and School Building Admin Assistants and Bookkeeper
Have you attended trainings on recordkeeping?	X			Business Administrator, Financial Accountant, Accounts Payable Accountant
Are any School District financial records maintained in manual form?		X		Business Administrator
Do you maintain separate pages, columns or running balances for each fund?	X			Business Administrator
Are checks written by the same individual who approves payments?		X		Accounts Payable Accountant and Business Administrator
Do you participate in any business which does business with the School District?		X		Business Administrator
Does any employee that you know of participate in any organization as a vendor?		X		Business Administrator
Have you questioned if the lifestyle of any associate reflects their normal income?		X		Business Administrator
Are bank accounts and fund balances reconciled on a monthly basis?	X			Financial Accountant & Business Administrator
Does the School District loan money to town employees?		X		Business Administrator

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

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

Title: Business Administrator Date submitted: May 9, 2025

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

Name: _____ **Title:** _____ **Date:** _____

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

Steven Dellinger-Pate
Superintendent

TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: Accept Annual Financial Management Questionnaire
DATE: May 9, 2025

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

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Steven Dellinger-Pate
Superintendent

TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: Authorize Superintendent to Sign Contracts and Accept Grants
DATE: May 9, 2025

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

Recommended Board Action: The Board authorize the appointed Superintendent to sign all contracts and accept grants on behalf of Washington Central Unified Union School District effective throughout FY 2025 - 2026.

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Steven Dellinger-Pate
Superintendent

TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: Blanket Authorization for Board Warrants
DATE: May 9, 2025

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

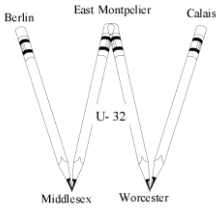
Recommended Board Action: The Board authorize the Blanket Authorization for Board Warrants (included in packet) effective throughout FY 2025-26.

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Steven Dellinger-Pate
Superintendent



EFFECTIVE THROUGH FY 2025 - 26

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

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

This authorization will remain in effect throughout FY 2025-26, unless the WCUUSD Board of Directors vote to rescind the authorization.

WCUUSD Board of Directors:

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

WCUUSD Board of Directors:

_____ Date: _____

_____ Date: _____

_____ Date: _____

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_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

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Steven Dellinger-Pate
Superintendent

TO: WCUUSD School Board
FROM: Susanne D. Gann, Business Administrator
RE: Review Capital Improvement Project Plan and Multi-Year Budget
DATE: May 16, 2025

Review: The Board approved the Capital Improvement Plan and adopted the initial Five-year Capital Improvement Budget on June 15, 2022 and approved an updated version of that plan May 24, 2023. The Board approved the projects recommended in the FY 2024 – 2025 Budget, and has awarded a contract for the work at Berlin, East Montpelier and Rumney to be completed as one combined project. Most of the projects in the FY 2025 – 2026 Budget will begin work in June 2025 after the last day of school, with anticipated completion before school begins again in August 2025. The Board will receive a detailed progress report for each open project in August.

The Capital Improvement Plan with proposed revisions is included in this packet, along with an updated Multi-year Capital Improvement Budget and Timeline. Grease interceptors for Doty and Calais, replacement of the underground fuel tank at U-32 and a kitchen renovation for the dishwashing area at U-32 have been moved up in the timeline due to urgent system needs. The plan proposes an increase in the annual transfer to the Capital Reserve Fund for the FY 2026-27 budget development. This amount and future transfers will be reviewed again during the budget development process.

Fund Balance Summary: The beginning balance for the Capital Improvement Fund this fiscal year was $2,384,169. After the budgeted transfer from the general fund budget, projected interest income and grant funding revenue, the fund balance is estimated at $3,378,958.

The projected expense balance for open FY 24 and FY 25 projects is $1,277,897. Current projections for future expenditures necessary to close those projects total $743,431. The projected ending Capital Improvement Fund Balance for FY 25 is now $1,461,541 plus $639,520 reserved for East Montpelier Elementary School. The projected Capital Improvement Fund Balance Available for Future Projects at the end of this fiscal year is $2,101,061. The balance at the end of FY 2025 – 2026 is projected to be $919,020. If the

Review Capital Improvement Project Plan and Multi-Year Budget

Board chooses to fund the FY 2026-2027 projects, the fund balance at the end of FY 2026 – 2027 would be $438,118.

Next Steps: The amounts budgeted for the recommended FY 2026 – 2027 projects are conceptual. The District will need a scope and budget to be developed by engineers in order to develop firmer project budgets. The following projects have been identified for completion in FY 2026 – 2027:

Project Description	**Building**	**Budget FY 2026-2027**
Pellet Boiler heating system replacement, building addition for relocation	Doty	$480,000
Grease intercepter, for kitchen pot sink	Doty	$20,000
Grease intercepter	Calais	$20,000
Underground Fuel Oil tank replacement	U-32	$250,000
Kitchen renovation with relocation of 3-bay sink for dishwashing	U-32	$250,000
Backup boiler	Central Office	$12,000
Clerk of the Works-Allocate to projects	Multiple	$50,000
	Total:	**$1,082,000**

Recommended Board Action: The Board approve the revised Multi-year Capital Improvement Plan, Budget and Timeline and authorize the use of capital reserve funds, not to exceed $50,000, to develop the necessary scope and budget for the FY 2026-27 approved capital improvement projects.

Washington Central Unified Union School District

Capital Improvement Plan

FY 2025~~4~~ – 2031~~29~~

Adopted by WCUUSD Schoolboard June 15, 2022

Updated May 24, 2023

Updated May 22, 2024

Updated May 21, 2025

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

THE DISTRICT'S MOTIVATION AND INSPIRATION

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

Introduction: The Washington Central Unified Union School District (the District), formed in 2019 with the six schools located in the towns of Berlin, Calais, Middlesex, East Montpelier, and Worcester. The District consists of five elementary schools, one middle/high school and one office for centralized services. In 2020, the District created a reserve fund to support necessary capital improvements and replacement projects for the District buildings and grounds. The Board approved the Capital Improvement Plan and adopted the initial Five-year Capital Improvement Budget on June 15, 2022 and approved an updated version of that plan May 24, 2023, ~~and~~ May 22, 2024, and May 21, 2025.

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

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

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

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

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

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

~~DEFINITION OF A CAPITAL IMPROVEMENT PROJECT~~CAPITALIZATION OF ASSETS

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

schedule of capitalized assets reported in conjunction with the Washington Central Unified Union School District's annual audit.

Implementation: Capitalization of assets, inclusive of computing devices, equipment, general purpose equipment, information technology systems, special purpose equipment and supplies, occurs when all of the following criteria are met:

1. The asset is tangible and complete. Construction in progress is included in the schedule of capitalized assets reported, but not depreciated until construction is completed;
2. The asset is used in the operation of the district's activities;
3. The asset has a value and useful life at the date of acquisition that meets or exceeds the following:
   - $10,000 individual component value and one year of useful life;
   - Has a useful life of at least one year or more;
   - All buildings and land must be reported regardless of value and useful life at date of acquisition.

Assets acquired through donation will be recorded at their estimated fair market value on the date of donation and capitalized according to the criteria above.

Annual depreciation will be charged in equal amounts over the estimated useful lives of all capital assets. The assets' estimated useful life will be assigned by management in accordance with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board (GASB) rulings.

Legal Reference(s):

2CFR 200.1

Adoption of this policy is recommended by a joint VASBO/Agency of Education work group on federal grant compliance.

~~A capital asset:~~

- ~~Is tangible and complete. Construction in progress is capitalized but not depreciated until construction is completed;~~
- ~~Is a major expenditure that has a gross cost or fair market value of at least $5,000, and~~
- ~~Has a useful life of at least one year or more or~~

DEFINITION OF A CAPITAL IMPROVEMENT PROJECT

A Capital Improvement Project can be identified as:

- A capital asset which is also a physical betterment or improvement to current buildings or grounds, either when first constructed or replaced; or

- Any preliminary studies and surveys relating to any physical betterment or improvement to the District's buildings or grounds; or
- Buildings; or
- Land or rights in land (grounds); or
- ~~Any project that requires bond financing; or~~
- Any combination of these.

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

Examples of capital improvement projects include:

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

STAKEHOLDER ROLES

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

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

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

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

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

Director of Facilities – may complete a Capital Project Request Form (Appendix A) for a capital improvement project. The Director of Facilities should complete this form with a Building Administrator. The Director will conduct an informal needs assessment to

identify and prioritize the proposed project. The Director of Facilities will assist in developing a clear description of the project, define the reason for the project, select priority reasons, and identify an initial placement in the ~~budget schedule~~Multi-year Capital Improvement Budget along with ~~and~~ an estimated budget for the project. The Director of Facilities holds a key role in identifying issues of inequity and access in the school environments. When issues of inequity across the District arise, the Director of Facilities will bring the issue to the WCLT for collaboration and decision-making. The Director of Facilities and Building Administrator will submit all completed Capital Improvement Project Requests to the Business Administrator for review.

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

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

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

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

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

~~recommending the~~may recommend the project for review by the ~~Capital Improvement Plan and Five-year Capital Improvement Budget to the~~ WCUUSD ~~School~~ Board for inclusion in the Multi-year Capital Improvement Budget.

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

COMMUNICATION PLAN

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

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

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

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

FUNDING SOURCES

Capital Reserve Fund: The District has authorized a reserve fund, for funding necessary capital improvement/replacement projects. The WCUUSD School Board includes funding in the annual general fund budget for transfers to the Capital Reserve Fund for approval by the voters of the District. It is recommended that the annual transfer amount be set each year in a manner that adequately plans for reserve funds for projects identified in the FiveMulti-year Capital Improvement Budget. As debt is retired, the District will transition the amount previously budgeted for debt service payments to increase the amount transferred to the Capital Reserve Fund. In the FY 20254 – 20265 voter-approved general fund budget, $500,000923,252 is budgeted for transfer to the Capital Reserve Fund.

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

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

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

PRIORITIZING CAPITAL PROJECTS

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

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

Priority 2: End of useful life, prolong facility life, energy efficiency, improve the quality of existing infrastructure and enhance the learning environment. If State or Federal grant

funds or private funds that would meet at least 50% of the project cost are available to assist in funding the project or asset.

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

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

CAPITAL ASSET MANAGEMENT

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

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

INDIVIDUAL CAPITAL PROJECT DETAIL

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

CAPITAL PROJECT MONITORING AND REPORTING

The Capital Improvement Plan and ~~Five~~Multi-year Capital Improvement Budget will be reviewed annually by the WCLT and Finance Committee before the Board approves it,

Projects over $40,000 will be awarded by the Board through the bid process. The Business Administrator will provide the Board an accounting of the balance in the Capital Reserve Fund in May and December, ~~with~~ plus the official year-end accounting ~~in December~~ from the accounting firm hired to do the annual financial audit.

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

REFERENCES

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

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

Washington Central Unified Union School District

Capital Improvement Plan

FY 2025~~4~~ – 2031~~29~~

Adopted by WCUUSD ~~SchoolbB~~oard June 15, 2022

Updated May 24, 2023

Updated May 22, 2024

Updated May 21, 2025

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

Input received from the Washington Central Leadership Team

THE DISTRICT'S MOTIVATION AND INSPIRATION

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

Introduction: The Washington Central Unified Union School District (the District), formed in 2019 with the six schools located in the towns of Berlin, Calais, Middlesex, East Montpelier, and Worcester. The District consists of five elementary schools, one middle/high school and one office for centralized services. In 2020, the District created a reserve fund to support necessary capital improvements and replacement projects for the District buildings and grounds. The WCUUSD Board approved the Capital Improvement Plan and adopted the initial Five-year Capital Improvement Budget on June 15, 2022 and approved an updated version of that plan May 24, 2023, ~~and~~ May 22, 2024, and May 21, 2025.

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

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

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

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

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

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

~~DEFINITION OF A CAPITAL IMPROVEMENT PROJECT~~CAPITALIZATION OF ASSETS

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

schedule of capitalized assets reported in conjunction with the Washington Central Unified Union School District's annual audit.

Implementation: Capitalization of assets, inclusive of computing devices, equipment, general purpose equipment, information technology systems, special purpose equipment and supplies, occurs when all of the following criteria are met:

1. The asset is tangible and complete. Construction in progress is included in the schedule of capitalized assets reported, but not depreciated until construction is completed;
2. The asset is used in the operation of the district's activities;
3. The asset has a value and useful life at the date of acquisition that meets or exceeds the following:
   - $10,000 individual component value and one year of useful life;
   - Has a useful life of at least one year or more;
   - All buildings and land must be reported regardless of value and useful life at date of acquisition.

Assets acquired through donation will be recorded at their estimated fair market value on the date of donation and capitalized according to the criteria above.

Annual depreciation will be charged in equal amounts over the estimated useful lives of all capital assets. The assets' estimated useful life will be assigned by management in accordance with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board (GASB) rulings.

Legal Reference(s):

2CFR 200.1

Adoption of this policy is recommended by a joint VASBO/Agency of Education work group on federal grant compliance.

~~A capital asset:~~

- ~~Is tangible and complete. Construction in progress is capitalized but not depreciated until construction is completed;~~
- ~~Is a major expenditure that has a gross cost or fair market value of at least $5,000, and~~
- ~~Has a useful life of at least one year or more or~~

DEFINITION OF A CAPITAL IMPROVEMENT PROJECT

A Capital Improvement Project can be identified as:

- A capital asset which is also a physical betterment or improvement to current buildings or grounds, either when first constructed or replaced; or

- Any preliminary studies and surveys relating to any physical betterment or improvement to the District's buildings or grounds; or
- Buildings; or
- Land or rights in land (grounds); or
- ~~Any project that requires bond financing; or~~
- Any combination of these.

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

Examples of capital improvement projects include:

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

STAKEHOLDER ROLES

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

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

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

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

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

Director of Facilities – may complete a Capital Project Request Form (Appendix A) for a capital improvement project. The Director of Facilities should complete this form with a Building Administrator. The Director will conduct an informal needs assessment to

identify and prioritize the proposed project. The Director of Facilities will assist in developing a clear description of the project, define the reason for the project, select priority reasons, and identify an initial placement in the ~~budget schedule~~Multi-year Capital Improvement Budget along with ~~and~~ an estimated budget for the project. The Director of Facilities holds a key role in identifying issues of inequity and access in the school environments. When issues of inequity across the District arise, the Director of Facilities will bring the issue to the WCLT for collaboration and decision-making. The Director of Facilities and Building Administrator will submit all completed Capital Improvement Project Requests to the Business Administrator for review.

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

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

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

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

WCUUSD Finance Committee - will function as a capital improvement program ~~review~~ advisory committee for the District. The Committee will review the project, ask questions, provide feedback and return the request to an earlier stage in the review process, if necessary and may recommend the project for review by the WCUUSD

~~School~~ WCUUSD Board. The Finance Committee ~~will also be responsible for developing and recommending the~~may recommend the project for review by the ~~Capital Improvement Plan and Five-year Capital Improvement Budget to the~~ WCUUSD ~~School~~ School Board for inclusion in the Multi-year Capital Improvement Budget.

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

COMMUNICATION PLAN

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

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

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

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

FUNDING SOURCES

Capital Reserve Fund: The District has authorized a reserve fund, for funding necessary capital improvement/replacement projects. The WCUUSD WCUUSD School Board includes funding in the annual general fund budget for transfers to the Capital Reserve Fund for approval by the voters of the District. It is recommended that the annual transfer amount be set each year in a manner that adequately plans for reserve funds for projects identified in the FiveMulti-year Capital Improvement Budget. As debt is retired, the District will transition the amount previously budgeted for debt service payments to increase the amount transferred to the Capital Reserve Fund. In the FY 20254 – 20265 voter-approved general fund budget, $500,000923,252 is budgeted for transfer to the Capital Reserve Fund.

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

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

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

PRIORITIZING CAPITAL PROJECTS

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

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

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CAPITAL ASSET MANAGEMENT

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

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

INDIVIDUAL CAPITAL PROJECT DETAIL

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

project. The scope of the project should include any necessary plans or diagrams, expenditure estimates and projected offsetting available revenues.

CAPITAL PROJECT MONITORING AND REPORTING

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

REFERENCES

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

Washington Central Unified Union School District
Multi-year Capital Improvement Budget - Revised 5/6/25
FY 2024 - 2025 through FY 2030 - 2031

Project Description	Building	Projected FY 2024-2025	Budget FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029	Budget FY 2029-2030	Budget FY 2030-2031
Playground	Berlin	$ 100,000	$ -	$ -	$ -	$ -	$ -	$ -
Fire Alarm Panel update	Berlin	$ 88,465	$ -	$ -	$ -	$ -	$ -	$ -
Boiler - woodchip replacement	Calais	$ 327,151	$ -	$ -	$ -	$ -	$ -	$ -
Windows - glazing, broken seals becoming more frequent	Calais	$ 30,198	$ -	$ -	$ -	$ -	$ -	$ -
Door - Exterior, replace at kitchen/music room corridor	Calais	$ 34,188	$ -	$ -	$ -	$ -	$ -	$ -
Bathrooms (2) - Lobby, renovate and make ADA accessible	Calais	$ 263,923	$ -	$ -	$ -	$ -	$ -	$ -
Security - Card / Camera System	Calais, Doty, EMES, Rumney, Berl	$ 546,625	$ -	$ -	$ -	$ -	$ -	$ -
Generator	Doty	$ 86,150	$ -	$ -	$ -	$ -	$ -	$ -
Boiler room - equipment, expansion tank, day tank, pumps, etc.	Doty	$ 52,200	$ -	$ -	$ -	$ -	$ -	$ -
Doors - Interior security barrier, second set of controlled doors	Doty	$ 78,249	$ -	$ -	$ -	$ -	$ -	$ -
Drainage - Site pooling water in front of building	Doty	$ 77,489	$ -	$ -	$ -	$ -	$ -	$ -
Exit/Entrance - playground hcp access, on grade landings/ramps and canopy	Doty	$ 7,217	$ -	$ -	$ -	$ -	$ -	$ -
Sound System - Gym, upgrade	E. Montpelier	$ 5,041	$ -	$ -	$ -	$ -	$ -	$ -
Doors - hardware, security function on classroom doors, closers	Rumney	$ 856	$ -	$ -	$ -	$ -	$ -	$ -
Doors - Lobby, frame, hardware	Rumney	$ 41,509	$ -	$ -	$ -	$ -	$ -	$ -
Doors - Exterior replacement	U-32	$ 118,674	$ -	$ -	$ -	$ -	$ -	$ -
Fields - refurb Baseball field	U-32	$ 210,123	$ -	$ -	$ -	$ -	$ -	$ -
Windows - Exterior Window Replace Frames	U-32	$ 69,000	$ -	$ -	$ -	$ -	$ -	$ -
Stairs - Atrium, repair broken nosings, failure of existing	U-32	$ 43,808	$ -	$ -	$ -	$ -	$ -	$ -
Utility Infrastructure Demolition, well, woodchip bunker	Berlin	$ -	$ 189,185	$ -	$ -	$ -	$ -	$ -
Water Service Entrance, Extend 4" service into building	Berlin	$ -	$ 51,305	$ -	$ -	$ -	$ -	$ -
Lighting retrofit, convert to LED, low voltage controls	Berlin	$ -	$ 32,065	$ -	$ -	$ -	$ -	$ -
Door - Exterior storefront door replacement	East Montpelier	$ -	$ 58,980	$ -	$ -	$ -	$ -	$ -
Building envelope, siding, insulation, windows, painting	Rumney	$ -	$ 707,361	$ -	$ -	$ -	$ -	$ -
Chiller for A/C for Admin area, library and special services refurbishment	U-32	$ -	$ 72,610	$ -	$ -	$ -	$ -	$ -
Lighting retrofit, convert to LED, low voltage controls (Design services)	East Montpelier, Rumney, U-32	$ -	$ 4,000	$ -	$ -	$ -	$ -	$ -
Pellet Boiler heating system replacement, building addition for relocation	Doty	$ -	$ -	$ 480,000	$ -	$ -	$ -	$ -
Grease intercepter, for kitchen pot sink	Doty	$ -	$ -	$ 20,000	$ -	$ -	$ -	$ -
Grease intercepter	Calais	$ -	$ -	$ 20,000	$ -	$ -	$ -	$ -
Underground Fuel Oil tank replacement	U-32	$ -	$ -	$ 250,000	$ -	$ -	$ -	$ -
Kitchen renovation with relocation of 3-bay sink for dishwashing	U-32	$ -	$ -	$ 250,000	$ -	$ -	$ -	$ -
Backup boiler	Central Office	$ -	$ -	$ 12,000	$ -	$ -	$ -	$ -
Clerk of the Works-Allocate to projects	Multiple	$ -	$ -	$ 50,000	$ -	$ -	$ -	$ -
Regrade soccer field	Calais	$ -	$ -	$ -	$ 50,000	$ -	$ -	$ -
Replace electrical panels	Calais	$ -	$ -	$ -	$ 33,500	$ -	$ -	$ -
Flooring - Gym refurbishment	U-32	$ -	$ -	$ -	$ 67,200	$ -	$ -	$ -
Replace bleachers (out of code?)	U-32	$ -	$ -	$ -	$ 30,000	$ -	$ -	$ -
Folding wall partition replacement (middle school and 128/131)	U-32	$ -	$ -	$ -	$ 50,000	$ -	$ -	$ -
recessed walk-off grate, replace inserts	U-32	$ -	$ -	$ -	$ 20,000	$ -	$ -	$ -
HVAC - replace AC in Main Office RTU #1 and RTU #2	U-32	$ -	$ -	$ -	$ 137,612	$ -	$ -	$ -
Roof replacement, lower roof by locker rooms by gym, front office, loading dock and A and B roof	U-32	$ -	$ -	$ -	$ 200,000	$ -	$ -	$ -
Windows - Exterior Window Replace Frames	U-32	$ -	$ -	$ -	$ 100,000	$ -	$ -	$ -
Electrical phase protection to be available for quick replacement	U-32	$ -	$ -	$ -	$ 20,000	$ -	$ -	$ -
Clerk of the Works-Allocate to projects	Multiple	$ -	$ -	$ -	$ 95,000	$ -	$ -	$ -
Flooring - Gym, current VCT in adequate condition	Calais	$ -	$ -	$ -	$ -	$ 100,000	$ -	$ -
Paving and sealing, walkways, basketball court	Calais	$ -	$ -	$ -	$ -	$ 70,000	$ -	$ -

Washington Central Unified Union School District
Multi-year Capital Improvement Budget - Revised 5/6/25
FY 2024 - 2025 through FY 2030 - 2031

Project Description	Building	Projected FY 2024-2025	Budget FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029	Budget FY 2029-2030	Budget FY 2030-2031
Windows - Exterior Window Replace Frames	U-32	$ -	$ -	$ -	$ -	$ 100,000	$ -	$ -
Lighting retrofit, ongoing conversion to LED 4026-08-1305	U-32	$ -	$ -	$ -	$ -	$ 165,022	$ -	$ -
Wall - Exterior panels, repair damaged panels	U-32	$ -	$ -	$ -	$ -	$ 20,000	$ -	$ -
Flooring - weight room	U-32	$ -	$ -	$ -	$ -	$ 20,000	$ -	$ -
Clerk of the Works-Allocate to projects	Multiple	$ -	$ -	$ -	$ -	$ 100,000	$ -	$ -
Bunker removal and new storage shed on woodchip bunker foundation, demo existing shed	Berlin	$ -	$ -	$ -	$ -	$ -	$ 130,000	$ -
Lighting retrofit, convert to LED, low voltage controls	Calais	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -
Lighting retrofit, convert to LED, low voltage controls	Doty	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -
Ceiling grid and tile replacement (except gym)	Doty	$ -	$ -	$ -	$ -	$ -	$ 50,000	$ -
Flooring - entire school except bathrooms, gym and library	Doty	$ -	$ -	$ -	$ -	$ -	$ 150,000	$ -
Storage shed, replace containers	Rumney	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -
Lighting retrofit, convert to LED, low voltage controls 4026-06-1181	Rumney	$ -	$ -	$ -	$ -	$ -	$ 125,417	$ -
Lighting retrofit, ongoing conversion to LED 4026-08-1305	U-32	$ -	$ -	$ -	$ -	$ -	$ 165,022	$ -
Clerk of the Works-Allocate to projects	Multiple	$ -	$ -	$ -	$ -	$ -	$ 105,000	$ -
Roof replacement, boiler room and storage area	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000
Exit/Entrance - playground drainage	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ 75,000
Playground Equipment Pre-K and upper level	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ 150,000
Ventilation and Lighting for three offices	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000
Playground Equipment Replace All	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ 150,000
Fence replacement between road and treeline	East Montpelier	$ -	$ -	$ -	$ -	$ -	$ -	$ 25,000
Main Stadium Field drainage repair	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ 200,000
Security System speaker/blue strobes	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ 20,000
Clerk of the Works-Allocate to projects	Multiple	$ -	$ -	$ -	$ -	$ -	$ -	$ 110,000
EV Chargers	Berlin	$ -	$ -	$ -	$ -	$ -	$ -	$ -
PE Storage and Facilities Maintenance Room Renovation	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Kitchen Renovation - counters	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EV Chargers	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Heat pumps replace A/C units	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace flooring	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pave Parking Lot (requires replacement of sub-base)	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pave Parking Lot (requires replacement of sub-base)	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Storage shed, replacement	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EV Chargers	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lighting retrofit, convert to LED, low voltage controls 4026-05-1091	East Montpelier	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Basketball Court - Resurface	East Montpelier	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pave Upper Parking Lot (requires replacement of sub-base)	East Montpelier	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EV Chargers	East Montpelier	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pave Parking Lot (requires replacement of sub-base)	Rumney	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fence replacement along playground	Rumney	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace external windows and metal frame with new double pane windows	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Tennis Courts (grind and resurface)	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Chiller for A/C for Admin area, library and special services replacement	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Storefront doors at main entrance (replacement)	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lighting retrofit, ongoing conversion to LED 4026-08-1305	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pave Parking Lots (middle school and upper gravel lot)	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Auditorium stage lighting	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Washington Central Unified Union School District
Multi-year Capital Improvement Budget - Revised 5/6/25
FY 2024 - 2025 through FY 2030 - 2031

Project Description	Building	Projected FY 2024-2025	Budget FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029	Budget FY 2029-2030	Budget FY 2030-2031
Auditorium sound attenuation	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Auditorium increase Accessibilty	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Auditorium seating	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Auditorium stage	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Library renovation	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EV Chargers	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Flooring - main office carpet	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Clerk of the Works-Allocate to projects	Multiple	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Improvement Project Budgets		**$ 2,180,868**	**$ 1,115,506**	**$ 1,082,000**	**$ 803,312**	**$ 575,022**	**$ 1,025,439**	**$ 830,000**

Washington Central Unified Union School District
Multi-year Capital Improvement Budget
FY 2024 - 2025 through FY 20230 - 2031

Capital Fund Balance	Projected FY 2024-2025	Budget FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029	Budget FY 2029-2030	Budget FY 2030-2031
Beginning Capital Fund Balance	$ 2,384,169	$ 2,101,061	$ 1,498,560	$ 1,017,658	$ 976,937	$ 1,326,603	$ 1,347,860
Plus General Fund Transfers to the Capital Reserve Fund	$ 923,252	$ 500,000	$ 650,000	$ 800,000	$ 950,000	$ 1,100,000	$ 1,250,000
Plus Interest Income	$ 16,537	$ 13,005	$ 10,743	$ 9,088	$ 9,635	$ 12,133	$ 12,989
Plus Possible Grant Funding	$ 55,000	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal Fund Balance & Revenues	$ 3,378,958	$ 2,614,066	$ 2,159,303	$ 1,826,746	$ 1,936,572	$ 2,438,736	$ 2,610,850
Less Balance on Open Projects	$ 1,277,897	$ 1,115,506	$ 1,082,000	$ 803,312	$ 575,022	$ 1,025,439	$ 830,000
Less 5% Inflationary Factor on Future Projects	$ -		$ 59,645	$ 46,497	$ 34,947	$ 65,437	$ 55,614
Projected Ending Capital Fund Balance	$ 2,101,061	$ 1,498,560	$ 1,017,658	$ 976,937	$ 1,326,603	$ 1,347,860	$ 1,725,236
Less East Montpelier Capital Reserve Funds	$ 639,520	$ 579,540	$ 579,540	$ 579,540	$ 579,540	$ 579,540	$ 554,540
Projected Capital Fund Balance Available for Future Projects	**$ 1,461,541**	**$ 919,020**	**$ 438,118**	**$ 397,397**	**$ 747,064**	**$ 768,321**	**$ 1,170,696**

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

PREVENTION OF CONFLICT OF INTEREST IN PROCUREMENT

POLICY:

5.7.25

WARNED:

ADOPTED:

EFFECTIVE:

Policy

It is the policy of the Washington Central Unified Union School District Board that all purchasing and contracting comply with state and federal laws.

No employee, officer, or agent of the Washington Central Unified Union School District may participate in the selection, award, or administration of a purchase or contract if that person has a real or apparent conflict of interest. Any employee, officer, or agent with a real or apparent conflict of interest shall notify the superintendent of the conflict and not participate in the selection, award or administration of the purchase or contract at issue. The superintendent or his or her designee will develop written procedures to implement this policy.

A conflict of Interest arises if an employee, officer, agent, immediate family member, partner, or an organization which employs or is about to employ any of the parties indicated herein, has a direct or indirect financial or other interest in, or a tangible personal benefit from any vendor considered for a purchase or contract.

An employee will not solicit any favor, gratuity, or anything of monetary value from such vendors. An employee may accept any favor, gratuity, or anything of monetary value less than $50.00 unless the employee has a conflict of interest with the vendor involved.

In the event of a violation of this policy, the Superintendent may take disciplinary action against the employee, officer or agent according to procedures in the Washington Central Unified Union School District personnel manual and/or collective bargaining agreement.

Legal Reference(s): 2 CFR 200.318 NOTE: This policy satisfies the federal regulatory requirement in 2 CFR 200.318. Alternatively, the district or supervisory union may fulfill this legal requirement by developing "written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY:	**B30**
WARNED:	**5.7.25**
ADOPTED:	
EFFECTIVE:	

STAFFING & JOB DESCRIPTIONS

Policy

It is the policy of the Washington Central Unified Union School District to provide the level of staffing needed to accomplish the school system's goals and objectives. All staff positions will be created by the Board and only the board may abolish a position. Positions may remain unfilled.

Implementation

Each time a new position is established by the board or an existing position is reclassified from bargaining to non-bargaining or vice versa, the superintendent will present for approval a job description for the position that specifies the qualifications required for the position, performance responsibilities, evaluation criteria, terms of employment, and supervisor. Employee evaluation will be based substantially on the criteria stated in approved job descriptions.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

BOARD GOAL SETTING & EVALUATION

POLICY: A32

WARNED: 5.7.25

ADOPTED: _____

EFFECTIVE: _____

Policy

The board will participate annually in goal-setting and self-evaluation, which could include activities developed or recommended by the superintendent annually.

Implementation

Particular attention will be given to board goals and performance in the following areas:

- Policy making
- Policy implementation
- Community relations
- Board interpersonal communication skills
- Board-Superintendent relations
- Fiscal/budget management
- The instructional program
- Labor relations
- Board in-service training
- Government relations
- Strategic Plan
- Core beliefs

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY:	**A34**
WARNED:	**5.7.25**
ADOPTED:	
EFFECTIVE:	

BOARD RELATIONS WITH SCHOOL PERSONNEL

It is the policy of Washington Central Unified Union School District to encourage school board interactions with school personnel while respecting appropriate reporting relationships.

At School Board Meetings

The board will request the superintendent to invite school personnel to school board meetings regularly to discuss student achievement relative to their programs.

Relations with the Principal

The superintendent and the board chair will develop guidelines for board relations with principals and other administrators. Guidelines for board relations with principals should take into account:

1. The responsibility of the superintendent to direct the administration and coordination of educational programs in the district, and the responsibility of the board for overall operation of the district;
2. The periodic need of board members for information most readily available from school principals; and
3. The need to respect the distinction between the administrative role of the principal and the policy making role of the board.

Relations with Other School Staff

1. While board members can work directly with the superintendent and Central Office staff, board members may not give substantive direction to a staff member or suggest a course of action that staff perceives as substantive direction.
2. Staff participation in the development of educational and personnel policies will be encouraged and facilitated by the board
3. Board members will adhere to procedures required by board policy and Vermont law related to collective bargaining and teacher evaluation.
4. When presented with citizen concerns about school staff or school operations, board members shall refer them to appropriate levels of authority, in accordance with the district's policy on complaints.

When a staff member has concerns that an interaction with a board member violates this policy, the staff member shall communicate their concerns in writing to the superintendent who will, in writing, bring it to the attention of the board chair, who will discuss the matter with the board member. If the concern involves the board chair, then the superintendent will communicate with the vice chair who will then address the chair. All communications in this process shall be confidential unless disclosure is required by law.

Legal Reference(s): 16 V.S.A. §§1981 et seq. (Labor Relations)
16 V.S.A. §§1751 et seq. (Contracts, etc.)
16 V.S.A. §§243 et seq. (Principals)
21 V.S.A. §§1721 et seq. (Municipal Labor Act)

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	**POLICY:**	**A24**
	WARNED:	**5.7.25**
Board of Directors' Policy	**ADOPTED:**	
BOARD/SUPERINTENDENT RELATIONSHIP	**EFFECTIVE:**	

Policy

The board recognizes and values the superintendent's experience and expertise in instructional and administrative matters. The superintendent recognizes and values the board's experience in issues related to the Washington Central Unified Union School District and the board's connections and responsibilities to the community it represents.

The superintendent and the board members respect the confidentiality of communication in both directions and work toward open communication and trust. The superintendent works only for the board as a whole, not for any individual member. Only decisions of the board as a body are binding on the superintendent.

When presented with citizen concerns, board members refer them to appropriate levels of authority, in accordance with the district's policy on complaints.

The board guides the superintendent through written policies that prescribe the results the board wants to achieve. The board is realistic in setting expectations about what can be accomplished, given the school district's available resources. The superintendent is accountable to the board for the performance of staff.

Annually, the board evaluates the superintendent's performance. The superintendent is accountable to the school board for the achievement of the board's goals. The board is responsible for clearly setting forth and communicating its expectations before evaluation takes place. The board will evaluate the superintendent's job performance in a way that is systematic, fair, and effective.

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. **New Hire Nominations (for 25-26 school year)**
   Kathryn Saunders – School Nurse 1.0 FTE – Calais and Doty
   Jessica Maurais – Special Educator 1.0 FTE - Berlin
   Jessie Dall – Library Media Specialist/Technology Integrationist (1.0 FTE .8 Berlin/.2 Rumney)
   Maryellen Munday - Math Interventionist 1.0 FTE - Calais
   Rory Woodard - Librarian - Calais/EMES

2. **Retirement**

3. **Re-Hires**

4. **Resignations**

5. **Change in FTE:**

6. **Long-Term Substitutes (25-26 School Year)**
   John Dube – LTS Social Studies-U-32

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

TEACHER NOMINATION

POSITION: School Nurse	**FTE:** 1.00
REASON FOR VACANCY: X Retirement/Resignation ___ New Position ___ Leave of Absence	
SCHOOL BUILDING: Calais and Doty Elementary Schools	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	X Administrators ___ Teachers ___ Support Staff ___ Parents/Community Members ___ Other: Internal /External , 3 Applicants,
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Midwife - Graduate Study and Certificate Master of Science in Pediatric Nurse Practitioner Bachelor's of Science in Nursing
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	More than qualified, history of positive experiences in health care (including as a school nurse), can provide our school/district with broad view of health services in schools and a larger view of how we can provide expanded services.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME:** Kathryn Saunders

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

NOMINATED BY David Weiss 5/6/25
Principal/Administrator *Date*

RECOMMENDED BY _____
Superintendent *Date*

BOARD APPROVAL DATE: _____

M30+, Step 15 $89,365.00

TEACHER NOMINATION

POSITION: Special Educator K-6	**FTE:** 1.00
REASON FOR VACANCY: X Retirement/Resignation __ New Position __ Leave of Absence	
SCHOOL BUILDING: Berlin Elementary School	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	_x__ Administrators _x__ Teachers _x__ Support Staff _x__ Parents/Community Members ___ Other: Director of Student Services
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	See resume attached.
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Jessica has a strong background in special education and has experience as a practitioner and as an evaluator. Jessica is looking for a new setting that allows her a different level of balance. She has some connections in the community already. Jessica brings a unique skill set in that she has experience as a paraeducator as well. She demonstrates a desire to learn and grow. The hiring team was interested in learning more about her from her references. Jessica's references noted strong work ethic, ability to work on a team, attention to detail.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Jessica Maurais** M30+, Step L, $82,284.00

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

NOMINATED BY_____Celia M. Guggemos_____May 7, 2025
Principal/Administrator

RECOMMENDED BY_____
Superintendent *Date*

BOARD APPROVAL DATE: _____

TEACHER NOMINATION

POSITION: Library Media Specialist	**FTE:** 1.00 (.8 Berlin, .2 Rumney)
REASON FOR VACANCY: __ Retirement/Resignation X New Position __ Leave of Absence	
SCHOOL BUILDING: Berlin Elementary School (.8) Rumney Elementary School (.2)	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	_X__ Administrators _X__ Teachers _X__ Support Staff ___ Parents/Community Members ___ Other:
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	See application—attached
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Jessie has a love of books and literature. Jessie stepped into this role of school librarian about a week before the school year started. Jessie has excelled in this role. She has had a large community impact in both of our school buildings. Jessie uses her experience at the Historical Society and her experience at the Kellog-Hubbard library to make real life connections with students. She has compiled a strong program and understands the work ahead of her to move from a provisional license to a full license. Jessie is kind, punctual, open to feedback and wants to keep doing this work. We are excited to put forth her nomination.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Jessie Dall** M00-M14, Step B, $59,017.00

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

NOMINATED BY_____Celia M. Guggemos _____5/7/25_____
Principal/Administrator *Date*

RECOMMENDED BY_____
Superintendent *Date*

BOARD APPROVAL DATE: _____

TEACHER NOMINATION

POSITION: Long-Term Sub - Social Studies	**FTE:** 1.0
REASON FOR VACANCY: __ Retirement/Resignation __ New Position **X** Leave of Absence	
SCHOOL BUILDING: U-32	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	___ Administrators __x_ Teachers ___ Support Staff ___ Parents/Community Members ___ Other:
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Salem State College, B.A. History, May 1983. Salem State University, M.A. American History, May 2001.
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	John has been a substitute at U-32 since retiring from his full time teaching position. He is a licensed educator with over 20 years of experience and has been both a regular sub and long-term sub in our district both this year and last.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: John Dube** **M00-M14 Step O $84,399, per diem $456.21/$60.82**

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

NOMINATED BY _____ 5/14/25
Principal/Administrator *Date*

RECOMMENDED BY _____
Superintendent *Date*

BOARD APPROVAL DATE: _____

TEACHER NOMINATION

POSITION: Math Interventionist	**FTE:** 1.00
REASON FOR VACANCY: X Retirement/Resignation ___ New Position ___ Leave of Absence	
SCHOOL BUILDING: Calais Elementary School	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	X Administrators ___ Teachers ___ Support Staff ___ Parents/Community Members ___ Other: Internal /External , Applicants,
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Current staff member, history/experience in teaching in Vermont (including in WCUUSD) and another state, science and math background
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Current staff member, filling need in building. Understands current philosophy in building.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME:** Maryellen Munday B15+, Step O, $71,477.00

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

NOMINATED BY _____ 5/14/25
Principal/Administrator *Date*

RECOMMENDED BY _____
Superintendent *Date*

BOARD APPROVAL DATE: _____

TEACHER NOMINATION

POSITION: Library Media Specialist	**FTE:** 1.00
REASON FOR VACANCY: **X** Retirement/Resignation __ New Position __ Leave of Absence	
SCHOOL BUILDING: .2 FTE at Calais; .8 FTE at EMES	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	**__2_** Administrators **__4_** Teachers **_1__** Support Staff ___ Parents/Community Members ___ Other:
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	University of Vermont, Master's Degree, May, 2024
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Rory applied to the EMES/Calais position after turning down the offer for the Rumney/Berlin position. EMES/Calais participated in an abbreviated interview process, which consisted of a first round interview, a demonstration lesson with ⅔ graders, and a follow-up interview. Rory demonstrated the skills and experience necessary to provide library services to students in both buildings. She also expressed interest in obtaining her tech integrationist endorsement and has engaged in these opportunities in her current school. It was clear to the interview committee that Rory would like to be in the East Montpelier/Calais learning communities. Reference checks consisted of consulting with the previous interview committee, led by Celia Guggemos and Karoline May.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Rory Woodard**

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

NOMINATED BY: Alicia Lyford, Jarrod Weiss — May 15, 2025
Principal/Administrator — *Date*

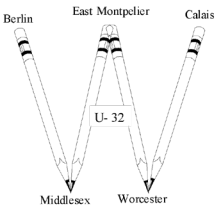
RECOMMENDED BY_____
Superintendent — *Date*

BOARD APPROVAL DATE:

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
5.7.25
6:15-9:15 PM
(In-Person & Virtual)
Calais Elementary School
321 Lightning Ridge Rd
Plainfield, VT

Present: Board Members: Elizabeth Brown, Zach Sullivan, Daniel Keeney, Ursula Stanley, Chris McVeigh, Patrick Whelley, Julia Hewitt, Kealy Sloan, Flor Diaz Smith, Michelle Ksepka, Mckalyn Leclerc, Diane Nichols-Fleming, Zach Sullivan, Natasha Eckart

Administration: Superintendent Steven Dellinger-Pate, Susanne Gann, Julia Pritchard, Alicia Lyford, Jen Miller-Arsenault, Gillian Fuqua, Becca Tatistcheff, Celia Guggemos, Jarrod Weiss, Karoline May, Lisa LaPlante, Amy Molina

Others: Virginia, Will Baker, Alison, Allen Gilbert, Allison Fayle, Amanda Mackenzie, Anya Skibbie, April Davis, Barb Kennedy, Becca Gentile, Bloom, Brian Slopey, Caitlin Howansky, Carly Humke, Catherine Coteus, Christina, David Delcore, Dell Waterhouse, Ellen Knoedler, Erin Mullaney, Hannah Wirth, Honi Bean Barrett, Jen Campbell, Jill, Laura LaRosa, Lauren Chabot, Lisa Hanna, Marilyn Martin, Marisa Green, Megan McLane, Michael Duane, Michael Sherwin, Noah Weinstein, Paul, Perry Bellow-Handelman, Shannon Miller, Sonya Rhodes, Sophia Emigh, Veronica Fair, Virginia, Becca Webb, Act 166 Preschool Coordinator, Linda Gray, Kathleen (some others were present in person)

1. **Call to Order: Flor Diaz Smith called the meeting to order at 6:17 p.m.** She read a statement to preface and set the intention for the meeting.

2. **Welcome**
   - **2.1. Adjustments to the Agenda:** Julia Hewitt suggested that the agenda include discussion of the lease in the open part of the meeting versus Executive Session. Flor Diaz Smith suggested that the board decide at that point in the meeting. **Daniel Keeney moved to approve the agenda. Seconded by Ursula Stanley, this motion carried unanimously.**
   - **2.2. Reception of Guests**

2.3. Public Comments- Time limit strictly enforced, see note: Noah Weinstein: Stated that he would like to provide an alternative proposal for the Doty School Building. He had provided this proposal in writing to the board. He shared a drawing of the proposed floor plan, which preserves more of the space of the school building for Doty students, while also accommodating Turtle Island students.

Lisa Hanna stated that the number one factor needs to be considered for Worcester students. She asked the board to consider all aspects so as not to be surprised by repercussions later - for example, she asked the board to consider parking space and student space within the building under the new proposed plan. She stated that if a thorough plan cannot be provided within the timeline, then the timeline is too short for the board to consider and take such action.

Alison spoke about the value of the program at Turtle Island. She stated that she hopes we can come up with a plan to provide space for Turtle Island to utilize at the Doty School building.

Caitlin Howansky stated that the Worcester community has spoken in great numbers to ask the board to reconsider the proposal.

Honi Bean Barrett had shared a letter to the board in support of the collaboration with Turtle Island. She stated that she has spoken with students about moving to Rumney for fifth and sixth grade, and they are curious about the new proposal but are accepting of it. She spoke about the challenge of small classes at Doty. She stated her hopes that the Worcester community will be welcoming to Turtle Island.

Sophia Emigh asked the board to only consider proposals that do not remove Worcester students from the Doty School.

Will Baker had shared comments with the board members in writing. He stated that the Worcester select board is a steward of the public assets in Worcester. He stated that the school district has not sought bids for use of the space; he noted that the school board is a steward of public education for students pre-K through 12. He stated that this proposal to evict students from Doty in order to allow space to a private entity with no RFP process, with not enough time to thoroughly consider and discuss, is not right, and is unfair. He spoke about tax-exempt status being in question under the proposed partnership between a public school and a private entity.

Lila Richardson asked the board to go ahead with the discussion of the lease in an open meeting, rather than going into Executive Session. She stated that the Executive Session for this item was not included on the agenda 48 hours in advance of the meeting. She asked (and doubts) whether this proposed partnership will, in fact, make Doty more viable. She had asked for information from the AOE to support this proposal. She does

not believe there is any guidance from the AOE under these circumstances. She does not believe that this proposal comports with common sense.

A student from Doty spoke about their feeling that it is mean for Turtle Island to want to kick students out of Doty School to use the building.

Lauren Chabot stated that the board's duty is for pre-K-12 students in our district. She asked the board to come up with a proposal that does not negatively affect Doty students. Please provide a floor plan of the space; ask for a map of the parking lot with designated spaces. She asked that the board hire a structural engineer to consider such things as inserting doors. She asked the board to seriously consider Will Baker's letter and the points made within. She stated that this is a reactive decision, and the administration should have considered this early in the fall during budget development. She stated that there has been no effort to bring together the Doty and Rumney students, as had been promised. She stated that her student would lose instructional time should this proposal go forward.

Naomi had provided a letter to the board today. She stated that she is disappointed that the proposal has not changed after the community input from the previous forum. This represents a not very lucrative rental to a private entity on a very quick timeline. She reiterated the concerns that Will Baker had indicated earlier. She asked the board to share details about the lease and memorandum of understanding so that the community can have unanswered questions addressed.

Flor Diaz Smith stated that she believes many of the concerns that have arisen will be answered during the presentation and discussion around Turtle Island Partnership.

3. **Presentation: Continuous Improvement Plan:** Jen Miller-Arsenault presented a slide deck on *Continuous Improvement Planning, May 7, 2025.* The entire meeting group was divided into smaller groups and considered the Continuous Improvement Planning document.
   3.1. Community Feedback

4. **Reports**
   4.1. Policy Committee Update: Chris McVeigh shared that the committee had met earlier today and had discussed Student Discipline policy, the Library policy, and reviewed the work plan.

5. **Board Operations**
   5.1. Turtle Island Partnership: Flor Diaz Smith stated that Superintendent Dellinger-Pate will provide an overview; then Becca Wells will present, and she will invite Turtle Island to speak; she stated that at that time the board would decide whether to go into Executive Session. She stated that we would not be taking action on a lease tonight; we will be deciding whether to move forward with this proposal.

Superintendent Dellinger-Pate shared a brief slide deck including WCUUSD Core Values and Beliefs, a Proposal Overview, Rationale for Turtle Island at Doty, Early Childhood Education Expansion, Addressing Childcare Needs, Grades 5-6 Transition to Rumney (Principal Gillian Fuqua spoke about plans to transition to Rumney, opportunities to bring the students together), Financial Considerations, Lease and MOU Elements, Conclusion. Superintendent Dellinger-Pate stated that at this time he would like to ask the board's opinion about whether to continue to pursue this proposal. He assured that regardless of the board's will regarding this proposal, WCUUSD will move forward with the best interest of students at heart.

Becca Webb spoke about the issue of public schools collaborating with private entities - this is not a unique situation; other Vermont schools do this. She spoke about Act 166 funding for preschool students. She stated that Doty School had not participated in the Act 166 preschool programming last year due to low student enrollment, and as it stands now, Doty would not participate next year.

Chris McVeigh asked for clarification around the education funding that follows preschool students.

Daniel Keeney asked whether there are tensions in some of the other situations, and can she share approaches that are used, resources, best practices, etc., regarding this issue. Becca stated that it varies, depending on where you are in the state - in Mt Mansfield, the primary tension has been around the number of students that can access preschool programming. She stated the importance of well-thought-out and articulated leases and MOUs. She stated that Turtle Island already has a working relationship via Act 166 for the past five years.

Diane Nichols-Fleming asked, does she have a sense of how long the planning took, and the transition into buildings took, in other cases? Becca stated that she does not know this but she can find out.

Julia Hewitt asked whether there are any other schools that have had to displace other students in order to make room for the preschool programming. Becca stated that she is not aware but can find this out.

Mckalyn Leclerc asked for follow up around a tax issue that had been brought up. Steven Dellinger-Pate stated that this is a detail that would be worked out in the lease.

Jocelyn York and Phoebe Stone from Turtle Island introduced themselves. Jocelyn York answered some of the questions and issues that had come from previous discussions. The topic of tuition for Turtle Island was clarified.

Mckalyn Leclerc asked whether there would be opportunities for the elementary age students to interact with the younger children at Turtle Island. Phoebe Stone spoke about the potential for a "Big Buddy" program between elementary age students and the childcare students.

Daniel Keeney asked whether any transportation is offered. He asked what the sense of how management might change for Turtle Island in the future, thinking about this as a sort of "pilot program." To what degree do you believe that this is a replicable arrangement - would it be feasible elsewhere?

Steven Dellinger-Pate stated that the use of the term "pilot program" comes from WCUUSD, rather than Turtle Island. Jocelyn York stated that there has been ongoing discussion about utilizing the bus system for transportation and the possibility of partnership with the district. Phoebe Stone stated that, regarding change in management, a business plan has been prepared as part of the proposal for the Barre Elks Club.

Becca Webb spoke about the need for an on-site childcare director for at least 40% of the time.

Chris McVeigh asked whether Worcester students would be guaranteed sites in the preschool program at Doty via Turtle Island. (Yes) He asked whether Worcester children younger than preschool age would be guaranteed such a space. Phoebe Stone stated that they are open to discussing this, but cannot answer definitively at this time. Chris McVeigh asked whether Turtle Island is open to a potentially different configuration of the site.Phoebe Stone stated that Turtle Island is working around what the school district has offered. If the school district offers something different, then they will consider and are interested in collaborating.

Patrick Whelley asked about typical drop off and pick up time and how traffic would be affected. Drop off window between eight and nine, most typically around 8:30. Phoebe Stone stated that there is a clear flow of traffic and drivers go very slow, aware of young children. Pick up window generally between three and 3:30. If that becomes a difficult issue then they are willing to consider other options.

Diane Nichols-Fleming asked how much infrastructure change is needed for the licensing and what the period is. Phoebe Stone stated that there is very little infrastructure change that is needed. She stated that there are sufficient sinks and toilets to meet requirements.

Flor Diaz Smith stated that the board will continue to discuss this, and will consider whether to discuss the lease in open session or in Executive Session or both. Chris McVeigh stated that it is fitting to go into Executive Session because this is discussing a negotiation.

Chris McVeigh moved to go into Executive Session and to invite Superintendent and Gillian Fuqua for negotiating a lease. Seconded by Zach Sullivan. Daniel Keeney asked when the board would discuss the proposal. He stated that he opposes going into Executive Session at this time. **Chris McVeigh agreed to table this motion; this was seconded by Zach Sullivan and approved by the board.**

Mckalyn Leclerc asked whether there is some sort of legal reason to go into Executive Session to discuss the lease; why not have the discussion in open session. Flor Diaz Smith stated that there is no legal reason to go into Executive Session; it is not yet finalized and the impetus is to respect the other party that is involved in the lease. Flor Diaz Smith asked the board whether they are in favor or not to move forward with this proposal.

Patrick Whelley asked for clarification around some of the budget figures that had been provided. He asked for some hypothetical student ratio to adults, for example, at Rumney School, if 5th and 6th grade students move from Doty. Some discussion followed around staffing such as nurse, library, behavior support, depending on student population.

Susanne Gann clarified further the budget figures, which do not include transportation or other centralized services.

Mckalyn Leclerc stated that we should consider the effect on Doty regarding funds that follow students, should two grades go to Rumney School. She stated that she likes the potential for a larger fifth and sixth grade cohort and for the potential for having preschool and childcare at Doty. She stated that the very fast period is difficult, and she would like to consider not rushing to move the ⅝ grade students at this time.

Gillian Fuqua stated that the Art & Music room may not be suitable to be transformed into the classroom space as has been discussed in the hypothetical scenario of keeping fifth and sixth grade students in that wing (something related to load bearing walls and doorways).

Julia Hewitt asked for clarification around the district leasing space to Turtle Island and losing its tax-exempt status. She would like to know the financial implications for the district. Superintendent Dellinger-Pate stated that he has sought legal counsel, which has indicated that a request for exemption will be required (submitted to the town), and this is an issue that would be addressed in the lease.

Daniel Keeney asked Superintendent Dellinger-Pate for the long-term plan, realizing that the future is unknown regarding legislation. Seems like a clear argument that, without the element of students moving around, back and forth, etc., it is a win. He wonders

what happens after the two-year lease. What are we looking at regarding the long-term plan? Is there a possibility of reducing, for example, Turtle Island's usage of the building and putting out an RFP for early education in all of the elementary buildings?

Steven Dellinger-Pate stated that the lease would be a two-year lease with an option to renew. The numbers that we have heard from Turtle Island indicate that there is no lack of need. How do we, as a district, use available space in a way that can address the need? Some of the spaces in WCUUSD would not be suitable for all of the needs. We, for example, might say that in five of our schools, we want early childhood care, and in one of the schools, we want elder care. He stated that the loss of funding that we are going to see in any of the models that are being floated in the legislature would mean that we are going to have to think very creatively. He also noted the student enrollment projection. We are going to have to come up with other solutions and more options for our buildings so that we can maintain facilities. In his mind, this starts the process of creating solutions for our facilities, and his biggest hope is that this creates an impetus for families with young children to move to our district. This is a way to look at how to provide service to the community, and educational opportunities to our students. He noted that this is going to be an ongoing challenge for all of the schools in WCUUSD, with the possible exception of Berlin.

Gillian Fuqua noted that this is not the first time that we have considered moving students within WCUUSD (for example, kindergarten.)

Zach Sullivan asked for student numbers in the classrooms, related to literacy and math instruction. Gillian Fuqua spoke about the current model of instruction for the grades at Doty School. She stated that in the smaller classes, student grouping is less flexible.

Diane Nichols-Fleming reflected that what she continues to hear from everyone is a concern that we have not engaged the community that is impacted, from the beginning. The ideas are wonderful and the need is credible, but she feels this was a misstep.

Superintendent Dellinger-Pate reiterated that until the Friday that it became a real possibility, it was not known to be a possibility (for example, the fire marshal visited the site). This has been a fast-moving timeline but he also reminded the board that the issue of having broader early childhood opportunities at all of the schools in the district has been discussed for two years now.

Flor Diaz Smith asked board members to share their opinion on moving forward with this proposal, keeping in mind core values.

Patrick Whelley stated that he would like to hear what the Worcester representatives say first.

Julia Hewitt stated that she is opposed to moving the fifth and sixth graders to Rumney. She joined the board to represent the students in her community, and she feels that this is a disservice to the students. If we are framing this in a way that it behooves fifth and sixth-grade students, then it is an opportunity that we should consider offering to all of the students in WCUUSD. She spoke about the challenge of the traffic flow in the Doty parking lot. There is no clear sense of how parking will be reconfigured, although it has been mentioned. She noted that some of the people have provided very creative suggestions/ solutions, and she has not seen that they have been given any consideration. The proposal before us does not take into account much of what we heard at the forum, and a lot of what we have heard in correspondence.

Natasha Eckart stated that she has missed the most recent presentations and discussions and does not feel that she has enough information to offer an informed opinion tonight. She stated that we do, however, need to be thinking about alternative and creative ways to reimagine how Doty can move forward.

Mckalyn Leclerc stated that she supports welcoming Turtle Island to Doty, and she supports combining fifth and sixth-grade students at Doty and Rumney. She feels that linking these two things together - and she does not think we have to link these two things together - creates discomfort for the Worcester community, and she feels uncomfortable rushing the one piece (of combining fifth and sixth grade students.) She asked us to look one more time at what we can do about the 5th and 6th grade at Doty, at least for this next year.

Zach Sullivan stated that he thought that we were going to discuss as a board and not be asked to lock into a decision one way or the other at this time - he does not think that is productive.

Michelle Ksepka stated that she believes this is a great opportunity. She spoke about the struggle of the very small cohort of students and lack of friend groups.

Kealy Sloan stated that the partnership with Turtle Island is a great opportunity. She stated that she had not been aware of the hardship for the small fifth and sixth grade cohort until now. On the other hand, she does not know how to separate the two parts of the proposal (Turtle Island + combining grades 5 & 6). She feels that the timeline is unfortunate, but she believes that we should take this opportunity to do what it seems the fifth/6th grade teacher and the school principal think is best for the students.

Amelia Contrada stated that the complexity of the situation is real. She appreciates the efforts for transparency and engagement; she feels that it was a very thorough effort. The concerns that are articulated are based on our perspectives and frames of reference. The pros and cons that have been articulated have been subjective. She spoke about the oath that the board takes to be as objective as possible. She stated that it is ok that we

are criticized and it is ok that we are misunderstood. This is for the children; let us put faith in the resilience of our students. She stated that she is in awe of the commitment of this board. When bias cannot be avoided, we have to abstain. She stated that, considering this proposal, respect is everything. "Luck is what happens when preparedness meets opportunity." We have amazing teachers and systems in place, which is what prepares us; we have the opportunity to make something creative and beautiful, and she thinks that we should move forward with this proposal.

Elizabeth Brown stated, connected communities are stronger communities. In education, we need to be connected. She sees opportunities for connection in this proposal. She stated that she has heard from teachers about the competence and resilience of our students. We need to take any opportunities we can to connect; it will define us as a district. We have an opportunity to wrap our arms around two communities - Doty and Turtle Island, and our entire district. She stated that she was initially worried about the quick timeline, but there is never a perfect timeline.

Zach Sullivan stated that we need to look broader at what we need to do to sustain this district. One of our most important resources is our people. We have people who are saying they do not know if they can do their jobs anymore if they do not have childcare. We need to look at our role in supporting that infrastructure. How do we bring more families in? At least not make the student enrollment trend worse? In a region that needs growth in a younger population and with families that want a child or more children but are faced with a childcare shortage, we need to consider our role. It is very hard to see how Doty will continue as a school if we continue to present the same model repeatedly. He stated that this proposal is "bringing life" into the town. He spoke about the town plan - what is the benefit here? He spoke about the AOE definition of equity. Our teachers are telling us that moving the fifth and sixth grades will provide access to greater academic rigor and opportunities. We have been told that Worcester students are less prepared when they arrive at U-32.

Patrick Whelley stated that we need to learn from this process to keep the communities that we serve at the top of mind in our decision-making and when we consider changes to our schools. He recalled during budget development comments about how we need to think more broadly about how our schools get revenue. This is an opportunity, a potential to use our assets (facilities) to ease the financial burden. We know the future financial situation is uncertain, but we know that we are going to have to be creative. This is an example of being creative. This is a different proposal than we have discussed in previous years (especially, e.g., closing schools altogether). He stated that many people have spoken eloquently on different issues and perspectives; he is in favor of moving forward with this proposal; he would like to involve the community in considering the documents, lease, and MOU.

Chris McVeigh expressed support for Turtle Island being in the district, but not with this configuration. He supports keeping Doty students in the school building. He stated that this proposed configuration, the proposed revenue from Turtle Island would not benefit Doty. The economics will be even worse next year, and this does not bode well for Doty. Turtle Island is not going to save Doty, and he does not think that it is necessarily going to solve our area's childcare needs. There has been no guaranteed access indicated. He stated that our duty as a board is to have great input into the MOU, should this proposal go forward. He stated that the use of the word "partnership" is not appropriate in this case. A lease is just a landlord/ tenant agreement.

Kealy Sloan asked whether there is an estimate for installing a door to support a different building configuration - the question is what the estimated cost is. Or is it even possible with the building structure? This is an important consideration.

Daniel Keeney stated that it is extraordinary that this opportunity has landed in our laps. He is not comfortable with the characterization that this process has not been transparent. He feels that this has been a good, albeit rushed, process. He stated that this is a possible way to anchor this town, and the entire board, not just the Worcester board representatives, has the interests of Worcester students in mind.

Gillian Fuqua stated that, regardless of the configuration, there will be a replacement of a door and a firewall installed. She stated that this proposed building configuration is the only one that is feasible.

Ursula Stanley stated that she is in support of this proposal and that we, as board members, are stewards for all of our students. The Turtle Island conversation is very recent, but the conversation about how to think creatively and configure has been years-long. She referred to communication in 2024, expressing broad support for preschool options, schools as community centers, and younger students in their community schools. She stated that we have to move quickly. We are in a position where we have to look at transitioning students to a nearby school; however, she noted the opportunities for the students in a larger peer group. This proposal supports our community, our district (she noted that 40% of Turtle Island children are from our district). This brings a preschool option back to Doty.

Michelle Ksepka moved to support the proposal as presented in the memo, May 6, 2025 by Superintendent Dellinger Pate and Gillian Fuqua. Seconded by Zach Sullivan. Discussion: Diane Nichols-Fleming stated that we have identified as a core value community engagement and transparency. She is not in support of this because she feels that more people should have been at the table for the discussion. We are hearing from community members about the impact; we need a bigger table.

Patrick Whelley asked why we are not discussing the lease first. Flor Diaz Smith stated that we are not ready to work out the details of the lease until the next board meeting; we first need to take direction to continue to move forward. Patrick stated that he is not comfortable indicating that he supports the partnership until we know what the partnership looks like.

Patrick Whelley moved to amend the motion to approve moving forward in the process, but short of supporting the proposal (since we do not know the details of the lease). Seconded by Chris McVeigh. This motion to amend was rescinded.

Zach Sullivan stated that it is important to take action to indicate whether to move forward, so that students can know.

Patrick Whelley stated that he believes this decision-making process is in the wrong order.

Daniel Keeney suggested that we could take this action contingent on an acceptable lease and MOU.

Chris McVeigh proposed working on the lease and the MOU at a community forum so that they can have a voice in the documents before the board takes action.

Daniel Keeney suggested a friendly amendment adding: contingent on an acceptable lease and MOU. Seconded by Patrick Whelley. This amendment was carried unanimously. The original motion with amendment was voted upon: *to support the proposal as presented in the memo, May 6, 2025, by Superintendent Dellinger Pate and Gillian Fuqua, contingent on an acceptable lease and MOU.* Three nays, 1 abstention, 10 in favor - this motion carried. The board considered the lease, item by item.

Diane Nichols-Fleming asked, if there is needed construction, who is responsible? Steven Dellinger-Pate - we are responsible; however, there is not a significant amount needed. He will provide details when they are available.

Superintendent Dellinger-Pate stated that he has used leases from two other school districts, and this draft mirrors theirs. $19/ square foot, not including utilities, which would include general custodial duties.

Daniel Keeney asked, regarding property tax, if an exemption is not offered, have we quantified what that amount would be? Superintendent Dellinger-Pate reviewed what legal counsel had advised him on this. He will ask for further clarification about the possible/ hypothetical dollar amount of tax burden should that be the case.

Chris McVeigh asked for clarification around language in the lease. He asked, who bears the legal cost, should it come to that, regarding the exemption from property tax?

5.2. **Advocating as a Board:** Flor Diaz Smith had provided a memo to board members. The board will address this later.

5.3. **Board Retreat Reminder and Update:** June 4 beginning at 5 p.m.; another retreat in August.

6. **Policy Committee: Chris McVeigh moved to table this. Seconded by Ursula Stanley, this motion carried unanimously.**
   6.1. Second Readings
      6.1.1. Procurement Conflict of Interest
      6.1.2. B30 Staffing & Job Descriptions
      6.1.3. A32 Board Goal Setting & Evaluation
      6.1.4. A34 Board Relations with School Personnel
      6.1.5. A24 Board/Superintendent Relationship

7. **Personnel**
   7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Zach Sullivan moved to accept the following resignations, with appreciation. Elizabeth Marks – Social Studies Teacher – U-32; Nancy Robinson - .20 FTE Health Teacher - Berlin; Arlyn Bruccoli – Library Media/Technology Specialist – EMES. Seconded by Michelle Ksepka. Discussion: Zach Sullivan stated that the reconfiguration of positions such as Library Media/ Tech Specialist has repercussions, and it is worth noting. Flor Diaz Smith clarified that the position had not been reduced in full-time equivalency; it had been shared between two campuses. **This motion carried unanimously. Zach Sullivan moved to approve the hiring of long-term substitute: Josselyne Blakely – LTS-School Counselor – U-32. Seconded by Daniel Keeney, this motion carried unanimously.**

8. **Consent Agenda**
   8.1. Approve Minutes of 4.16.25, 4.30.25: Ursula Stanley moved to approve the minutes from April 16, 2025, and April 30, 2025. Seconded by Daniel Keeney, this motion carried unanimously.

9. **Future Agenda Items**
   9.1. Advocating as a board
   9.2. MOU/ Lease: Turtle Island: (Draft of MOU will be posted tomorrow, and there will be an opportunity for community input)
   9.3. Early college admission/ high school student count
   9.4. Policies

10. **Board Reflections:** Flor Diaz Smith stated that she is proud of the work of this board.

11. **Public Comments: Time limit strictly enforced, see note**: Lisa Hanna read a statement regarding the board's discussion and action re: Turtle Island. She spoke about the decision to move a fire door. She stated that she is appalled that there were no questions about what student life at Doty will look like next year. She indicated that she respectfully disagrees with the Doty 5/ 6 teacher's opinion as stated earlier tonight.

    Lauren Chabot corrected that 27% of children served by Turtle Island represent families from WCUUSD. She stated that this is not a service to families of WCUUSD. She reiterated Mckalyn Leclerc's position that Turtle Island at Doty School and moving grades 5 and 6 should be two separate conversations. She asked if the education and experience of Doty's 5 and 6 grade students are concerns, then why has this not been discussed in the past? Why has no one been concerned about Doty's 5th and 6th-grade students before this Turtle Island issue?

    Lila Richardson expressed disappointment that many concerns and other possibilities were not addressed. She stated that there would be deficits felt at the school under this proposal. She stated that feedback for the MOU is simply a feedback form. This level of community involvement is adequate.

    Flor Diaz Smith stated that the Steering Committee would meet and discuss the agenda and the forum for community input for the MOU.

    Sophia expressed concern and disappointment with the board's decision; she stated that multiple viable proposals have been brought forward. Why are the other configurations not on the table for consideration?

    Allison Fayle, teacher at Doty, stated that there are teachers who are not happy with this proposal; she stated that teachers are expected to use evidence-based practice, and there is a great deal of research about the experience of students with fragmented school attendance, such as the ones being imposed on Worcester students. She stated that the student enrollment numbers and class configurations in grades five and six at Doty have been mischaracterized. She reiterated that she does not feel it is necessary to move grades five and six from Doty.

    Kathleen asked why Doty was considered for Turtle Island when other schools were not. Steven Dellinger-Pate indicated that it was considered but not viable at this time. Kathleen expressed disappointment that Principal Fuqua is no longer present at the meeting to hear from the community. She expressed concern about a two-year lease. She stated, Do not ask the community to come to the table; do not pit our communities against each other. If we feel this is so important for the fifth and sixth grade students, why haven't we addressed this

in the past? She spoke about Superintendent Kimball stating that ten years ago that he could tell Worcester students when they arrive at U-32 because they are less prepared. She suggested that ALL of the schools combine for grades five and six. She supports a middle school. She asked the board to move thoughtfully.

12. **Executive Session:** Student Residency Request (not tonight)

13. **Adjourn: Ursula Stanley moved and Patrick Whelley seconded: the board adjourned by consensus at 10:46.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary