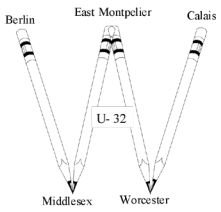
Washington Central Unified Union School District

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
6.25.25
6:15-9:15 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. Public Comments-Time limit strictly enforced, see note — 15 minutes

3. Presentations: — 30 minutes
   - 3.1. Climate Survey – pg. 4
     - 3.1.1. Board Q & A

4. Reports — 15 minutes
   - 4.1. Superintendent/Central Office Leadership Team (COLT) Report – pg. 14
   - 4.2. Community Schools Report – pg. 18
   - 4.3. Principal Report – pg. 19
   - 4.4. Configuration Committee Update
   - 4.5. Central Vermont Career Center Report
   - 4.6. VSBA Report

5. Board Operations (Discussion/Action) 30 minutes
   5.1. Turtle Island Update

6. Ed Quality 30 minutes
   6.1. Student Monitoring Report (Winter 2025) – pg. 27
   6.2. Student Monitoring Report (SLO) Financial Literacy, Health, and PE – pg. 38

7. Finance Committee (Discussion/Action) 15 minutes
   7.1. Review Capital Improvement Project Plan and Multi-year Budget – pg. 50
   7.2. Authorize Superintendent to Award FY 25 Bids for Liquid Heating Fuels, Wood Chips, and Wood Pellets – pg. 67
   7.3. Award Berlin Playground Project Contract – pg. 68

8. Policy Committee (Discussion/Action) 15 minutes
   8.1. Committee Report

9. Personnel (Discussion/Action) 5 minutes
   9.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 69

10. Consent Agenda (Discussion/Action) 5 minutes
    10.1. Approve Minutes of 5.20.25 – pg. 78
    10.2. Board Orders

11. Future Agenda Items 5 minutes

12. Board Reflections 5 minutes

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

14. Executive Session for Residency Exemption Request

15. Executive Session for Personnel

16. 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.

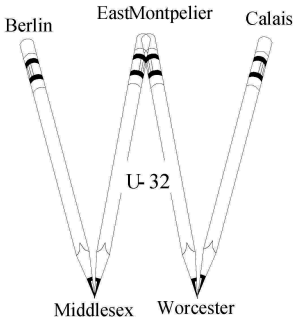
WCUUSD Board Norms - Adopted November 18, 2020

- **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.

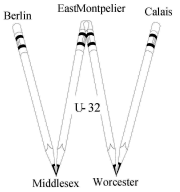
AGENDA KEY

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

Climate Survey Summary

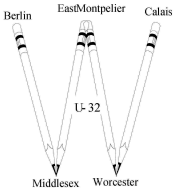


Equity Indicator - Experiences



In addition to the outcomes and implementation of our Strategic Plan, the climate surveys provide insight into the experiences of our staff, students and families.

The Data

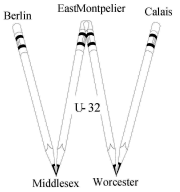


Faculty and Staff Survey Results

Student Survey Results

Parent/Caregiver Survey Results

Participation

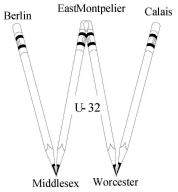


Staff - 125 responses

Students - 288 responses

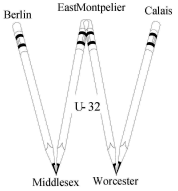
Families - 199 responses

Reflecting on the Data - Faculty



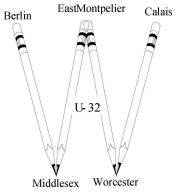
- Decrease in scores on morale, recognition, and feelings of respect are most pronounced.
- Opportunities to build teacher's capacity to provide evidence-based instruction to all students.

Reflecting on the Data - Students



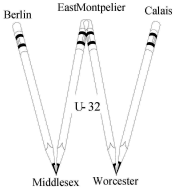
- Overall student scores are consistent with last year, with a few slight increases.
- Students “sometimes” follow the rules, but individually they “often” or “always” follow them.
- Opportunities for increasing student input into their learning and learning more about what interests or excites them.

Reflecting on the Data - Parents/Caregivers



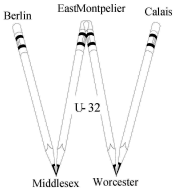
- Slight gains in scores around welcoming schools, treated with respect, and feelings of safety.
- Overall scores are consistent with last year's results.
- There is a small, but consistent number of families that respond with "never" in several categories that must be addressed.

Implications for our work



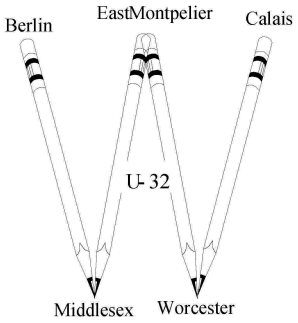
- Work on improving teacher/staff morale
- Continue Community School work to build stronger relationships between families, students, staff, and community
- Identify where the greatest disparities are for access to school and learning opportunities for our students and remove barriers.

Next steps



- Results have been shared with building administrators for them to use in planning
- Planning for professional learning will include building more instructional strategies
- Work on including more student voice in learning (community school work)
- Build better systems of recognition for good work

Thank you



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

Superintendent

PreK

Currently, there are 5 Middlesex and Worcester PreK children signed up for the district PreK program. In the two towns there are 24 preK 3 and 4 children that we are aware of. 15 families are enrolled in programs and will receive Act 166 funding. 4 families have not completed paperwork to enroll. Kim Bolduc has been in communication with families and we posted again on Front Porch Forum to see if there are any additional children. We still have fewer than 8 students and therefore will not be running a program at Doty or Rumney.

Our first meeting of the PreK/Early Childhood task force occurred on Monday, June 16. The first meeting focused on introductions, setting subsequent meeting schedules (there will be some summer meeting times tbd by the group), setting the norms, and reviewing parameters for any proposal. The role of this committee will be to involve the community to include their ideas, collaborate on possible solutions, and gather some community feedback. The final decision on a proposal will be made by the Administration and the Board through the budget process. Our next meeting will be virtually July 25th.

PD Plan Report (B21)

Our recently revised and approved Continuous Improvement Plans outline specific student outcomes that we will be striving for in the next few years. The outcomes are part of our Equity Indicator outcomes and align with our overall Strategic Plan. The CIPs will guide our professional learning.

During our Leadership Team time this spring, the principals and central office have been developing the structures to deliver embedded PD to staff during the school week in addition to the Wednesday after school time and in-service days that have been used for professional learning as well. Professional learning time will be designated for the following:

Strategic Plan Goal	Area of professional learning
Goal 1: Build and nurture a culture of well-being and inclusivity	**Functional Skills Work/ DESSA unpacking and instructional next steps**
Goal 1: Build and nurture a culture of well-being and inclusivity **Goal 2:** Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities	**Ed Quality Standards, Rebecca Haslam Equity Work, HJC Work**
Goal 2: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational	**Universal Design for Learning**

opportunities	
Goal 2: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities	**Science of Writing**
Goal 2: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities	**MLSS work with Ellen Dorsey**
Goal 2: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities	**Act 139 Professional Development**
Goal 2: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities	**Student Support Services/Special Education**

This summer our Curriculum Camps will be designing the professional learning modules for each of these areas. We will also be incorporating regular data reviews in the Leadership Team to monitor the student outcomes outlined in the CIPs.

Finance & Operations

Bradley Rice was hired as the new Cook/Food Service Agent at U-32 and began work on May 27th. Brad comes to the District with an Associates Degree in Applied Sciences for Culinary Arts and more than 35 years of experience in the culinary field. Brad has worked in a variety of commercial kitchens from restaurants and hotels to retirement homes and schools. Most recently, he was the Chef/Assistant Kitchen Manager for Exeter High School in New Hampshire for 8 years, serving more than 600 meals a day. We believe that Brad's knowledge and experience will help the U-32 Team continue the high production and customer service standards, and provide supportive leadership as some delivery initiatives move forward for next year. We are excited to welcome him to the Washington Central UUSD team!

We have done a final reconciliation of employee contracts in preparation for the issuance of summer checks. All summer biweekly contract payments for school year employees will be made on Friday, June 20, 2025, and final contract pay checks will be issued Friday, June 27, 2025. This information has been shared with all employees along with an updated paycheck schedule for FY 2025-26.

Shannon is leading the effort to ensure that FY 2024-25 purchase orders are closed out or left open as appropriate, with any unpaid invoices at the end of the year recorded as a liability. This process involves frequent communication with and support provided to the administrative assistants in the buildings as well as the Project Manager for Capital Improvement Projects.

Shannon has decided not to return to the District next fiscal year, due to a move out of state. She is working with Tom Hamlin, Financial Accountant, to ensure continuity in accounts payable until we are able to fill her position. We are grateful to Shannon for her service to the District and wish her all the best in the next chapter of her life!

The Finance, HR and Operations Team continues to work with school staff to close out the FY 2024-25 financial and student information systems. The official close of the fiscal year is planned for completion by July 3, 2025. Washington Central UUSD receives federal funds through Consolidated Federal Programs (CFP). Specifically, we receive Title IA (Improving the Academic Achievement of the Disadvantaged), Title IIA (Supporting Effective Instruction), and Title IVA (Student Support and Academic Enrichment) funds. June is a time of wrapping up all grant requirements for the current fiscal year and writing the grant application for the following fiscal year in order to obtain substantial approval by July 1. Most of our CFP funds support personnel. In FY 26 the District will use CFP funds to partially or fully fund some literacy and math interventionists and an instructional coach. Additionally, we are required to provide equitable services to independent schools based on various funding formulas and to set aside funds to support students who are experiencing homelessness. The ability to support the same positions with federal dollars is evaluated during the budget development process and again when the grant allocations are provided to the district. The analysis of the grant for FY 26 resulted in general budget funding of the RISE position at U-32 due to an anticipated reduction in funding combined with cost increases. Salaries and benefits are increasing while our grant allocations are decreasing. It is notable that in FY 2024-25, the State of Vermont required school districts to contribute to the Vermont State Teachers Retirement System (VSTRS) an amount equal to 25.64% of employee salaries paid through federal grants. This federal grant assessment has an inflationary increase every year. This assessment significantly affects the ability to fund teaching positions with federal dollars.

Human Resources

As the year draws to a close, there is a huge increase in the amount of background checks that the District needs to process. Contractors for the summer construction projects, new employees, and volunteers for field trips must be processed through a variety of agencies including the Agency of Human Services, VCIC, the National Sex Offender Registry, the Vermont Sex Offender Registry and the AOE for licensed educators. Just since April, the District has processed 62 background checks. Background checks require monitoring for agency responses, review with the Superintendent for approval, and updates to our Monthly Reflections building administrators for employee and volunteer results and informing the Project Manager of results for contractors. A huge shout out goes to Heidi, Holly and Melissa for their expert management of the influx of background checks and all that goes into that body of work!

A few nominations are in front of the School Board this evening. At this time, we are still recruiting for licensed positions for Special Education Teachers and Speech/Language Pathologists. We will also continue our recruitment efforts for ESP Paraeducator staff as we learn that employees are not returning for the 2025/2026 school year.

Curriculum Instruction, & Assessment

As mentioned above, plans for Curriculum Camp are underway. Curriculum Camp sessions are designed to support our district to meet its strategic plan goals, continuous improvement plan goals, and state requirements.

Tasks for Curriculum Camp sessions this summer include:

- Develop or revise elementary global citizenship and science units of study in alignment with the curriculum map and the IRIS Framework;
- Design professional learning sessions about the science of writing and further develop common writing assessments;
- Design professional learning for the special education department (see more details in the next section);
- Design intervention groups, resources, and curriculum for middle school academic supports;
- Design professional learning related to the new Education Quality Standards; and
- Design professional learning related to effective practices in functional skills, including leveraging the DESSA (social emotional screener) tools and resources to support instruction and intervention.

We will also design professional learning related to universal design for learning and Act 139, Vermont's K-3 literacy bill.

Additionally, we are planning to host Responsive Classroom course(s) and will offer a workshop regarding productive meetings and facilitating adult learning.

Teachers across all of our buildings have signed up to engage in these opportunities. It will be a busy and productive summer!

Special Education

We are pleased to share that representatives from the Special Education Department will be participating in this summer's Curriculum Camp. Together, we will develop a comprehensive professional learning plan and an agenda map to guide our work for the upcoming school year. The team is scheduled to meet on July 15 and 16, and we currently have twelve participants confirmed. We're excited about the collaborative opportunities ahead and look forward to the outcomes of this important work.

Renee Bates has served as the Administrative Assistant to the Special Services Office at Washington Central for many years, and her dedication and support have been deeply valued. As she prepares to leave at the end of this month, we want to acknowledge the important contributions she has made to our team and express our sincere gratitude. She will be greatly missed. Renee has developed a strong transition plan and has been working closely with Lynnea Timpone, who will be stepping into the role beginning July 1, 2025. This thoughtful handoff will help ensure a smooth and successful transition.

Community Schools Board Report
May 21, 2025

Recently, someone asked me if I did this work before coming to U-32. He was asking about Community Schools (which, no, not specifically), but I answered as, “yes, always.” This work is the work of building communities of learning that center the experiences and lives of our young people, and prop up the people, resources, and communities that support them. This is my, our, work.

Community Schools is a strategy. A way of being, and doing. It pushes us to see who is in, who is out (of class, school, groups), and to use this framework to bring all kids and families to the center. Through the commitment of WCUUSD to this approach, we are given a go-ahead to shift, to disrupt, to move, and interrupt so that we are meeting the needs of all our young people.

Last month, in Minneapolis, Minnesota, Principals Becca Tatistcheff and Celia Guggemos, Assistant U-32 Principal, Amy Molina, Berlin School Counselor, Jessica Heinz, School Board Chair, Flor Diaz-Smith, Erica Zimmerman, Executive Director of Washington Central Friends of Education, and I went to the National Community Schools Conference. Here were some of the ways my colleagues said they want to be showing back up in this work:

> *“I want to show up curious and ready to go and have community schools be contagious- showing up as a champion but with clarity too so we can build together.”*
>
> *“I love teaching. I love being in the classroom. It’s not about what we have to do next, it’s what’s in service of our kids.”*
>
> “*Our students and communities are whole entities, and this provides a framework to help us get to heal. The now is because our young people are giving us a demand that we should do better as adults, and that [we need to be] seeing them and being along side of them as whole people and whole communities.”*

I will end by sharing one final takeaway from the conference, and a unanimous best-practice our team is bringing back to WCUUSD. In a shared framework, with evolving circles and spheres of influence, we are grounded in the belief that **all students flourish in thriving school communities.**

Take care, in community,
Bec Dezan

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: HJC hosted the group Reading to End Racism on May 14th. Students participated in a whole school assembly and then spent an hour in their classroom with a local volunteer reading and connecting with different books. Following this the HJC team designed a learning experience for our building around Memorial Day. Classes participated by listening to a book called *A Day for Rememberin': Inspired by the true events of the first Memorial Day* by Leah Henderson. Students then engaged in a conversation and completed a craft. The HJC team is committed to creating shared experiences for all the Federal Holidays for our learning community next year.

Calais: The School Safety Team has been meeting and there have been a good number of positive conversations about safety in the building and our overall approach to ensuring a safe school environment. One example is that we met as a Safety Team about our "rally" points, had constructive discussions, and then presented the plans to the entire staff. It allowed us to have more open conversation with staff and come up with more future needs for our Safety Team.

Doty: This past year the Doty team spent time working on some class HJC projects . Two examples are looking at classroom libraries and reading Stamped For Kids. As a staff, we have spent time discussing and exploring the ways that privilege can rear its head, both within and around us. It has been a year of both learning and unlearning for us here at Doty as we have explored the barriers our students face.

EMES: This spring, EMES students participated in a school-wide survey for the second year. They shared who good learning partners are for them and we used this data to help place students in classrooms for next year. They also identified whether or not they had a trusted adult(s) in our school and who they were. Last year at this time, we had 21 students unable to identify a trusted adult. This year, that number decreased to 4. We are working hard as a school community to make sure all students believe they have someone they can go to who they trust at school.

Rumney: This year, we had multiple discussions about the best way for Rumney to form a humanity and justice committee. Ultimately, to engage in the practice as a community, we decided to do the work as a whole staff. We reached out to Shelly when we had students that voiced their beliefs in a way that caused harm to others and was unacceptable. When a situation falls under Policy C10, the procedures are clear. When it does not, then we want to make sure our practice reflects the values of our district and teaches students the importance of citizenship.

U-32: This year, we spent time ensuring that we have a meaningful equity team that is engaging in work around our strategic planning process utilizing our work with Rebecca Haslam of Seed the Way and now our work with Transcend Education to elicit student voice and create a plan moving forward for identifying equitable outcomes and ensuring that we are monitoring progress towards those goals over time.

Update on Strategic Plan goals:
Curriculum, Instruction and Assessment

Berlin: Our intervention team just spent a day with Ellen Dorsey to look closely at our schoolwide data and make effective plans for next year. Some of our PD next year will be to increase the utilization of data in Layers 1 and 2 in the classroom. We will work closely with the intervention team and SPED to ensure that this PD is effective. We are also in the process of creating a team of teachers and community members to help increase voice and participation in our school curriculum. We want to utilize current data sources and work to find other ways to ensure that our students are seen and heard across the curriculum.

Calais: Our recent focus has been on how to configure our classrooms for next year and those conversations led us to some fruitful discussions about our priorities and values. At the heart of those discussions was a desire to look at how we are "doing school" and how that should look different. To us what that means is finding ways to include more cross-curricula and cross-grade learning experiences, creating a "WIN" block to give students more intentional and focused instruction, and building in PD/Team/Data time into our school day.

Doty: As we have finished up our spring iReady math testing, we are celebrating that 74% of our students scored in the green and that our only students who scored in the red are already well into our MLSS system and receiving services. We are also looking forward to reviewing this year's Acadience data. Now that we have used it for a full year, we can look back on what it has shown over the year and how it aligns with our other sources of student reading data.

EMES: As we wrap up our spring assessments, we've had a chance to review our data as a school, by classroom, and for individual students. We used the MLSS Progression document for a second time this year, in order to place students who need interventions in the fall, using specific criteria in both math and reading. We are beginning to use homegrown data to identify students who need interventions in writing and functional skills as well. As I've shared before, the goal is that all students will make one year's growth (or 100%) in a year. I

am pleased to share today that our median growth as a school in math is 114% and our median growth as a school in reading is 133%.

Rumney: We are continuing to build and broaden our knowledge of the Orton-Gillingham approach to literacy. Our teachers made this shift as a whole team years ago, and it's been beautiful watching the support each colleague has for one another and how that translates into more expertise in a practice. Two years ago, when we were implementing Fundations for grades K-3, our special educator co-taught Fundations with the 3rd grade literacy teacher. Now that teacher has confidence in the program. Next year will be our first year that grade 3 will be using level 3 Fundations for the entire year. That's because they had level 1 in grade 1 and level 2 in grade 2. Previously, 2nd grade was using level 1 because it was their first exposure to the program.

U-32: We are identifying the work of next year through a process of centering our students' voices. This means next year we will begin to engage more deeply with relevance as well as determine how we align across departments to build clarity around the pathways to graduation for all learners. We will continue to inform our choices with data that centers equity and addresses disproportionality as well move forward.

Update on Strategic Plan goals:
Community Engagement and Communication

Berlin: The last push of the year is always a busy one. Our fabulous PTNA hosted the annual BES Picnic with support from the Barre Rotary Club. We had local volunteers grill and support food service. We had beautiful weather, lots of volunteers and it was a spectacular way to cap off a year with our community. We are actively seeking ways to increase community engagement and feedback. We've had some special events this year and are hoping to host them again next year and engage even more families in our community.

Calais: With all of the end-of-year activities it has us thinking a great deal about how to purposefully engage with our community, particularly parents, next year. We have already started to brainstorm what that means and looks like, ensuring that we increase opportunities for parents and families next year. One idea is to create a Field Day next year that includes parents/families in some fashion and how we can get them more involved in that activity.

Doty: At Doty we are continuing to work towards having all voices feel heard and welcomed in every conversation. We have a good start on community involvement but recognize that we need to determine what barriers are preventing larger representation in important conversations.

EMES: The end of the year is always a time we see more parents, families, and community members engage at school. Whether it's to volunteer to chaperone a field trip, come in as a special guest "mystery" reader, participate in our Celebration of Learning, or attend one of our

many spring concerts, talent shows, and BBQs, it's always wonderful to see so many families and loved ones participating in the culmination of much learning that has taken place.

Rumney: Internal and external communication was one of the priorities for this school year. I am so thankful to have S'More, as its templates and user-friendly platform make it easy for families and staff to find importation information easily. I looked back at this year, and we sent out 35 editions of the *Wildcats Weekly* (newsletter to families) and *Wildcats Weekly Pulse* (newsletter to staff).

U-32: We are planning for how we can engage families and gather input from them more consistently about the range of experiences young people are having as we roll out our focal areas for next year. I will create some spaces for small groups of families to engage in the learning work. We are also considering how we use already existing spaces (sports games, arts events, etc.) as spaces of family engagement. This year our 8th graders will end their year with a celebration of learning that is modeled off our Mentor Appreciation Night.

Celebrations & Upcoming Events

Berlin:
- Field Day/Picnic- 6/13
- Graduation–6/18 6:00
- 6/24 Last Day for Students 12:30 dismissal

Calais:
- Tuesday 6/17: 5/6 Genius Hour Celebration (2:15pm)
- Wednesday 6/18: All School Meeting (9:20am), 6th Grade Graduation (6pm)
- Friday 6/20: 6th Grade Trip to Boulder Beach, 6th Grade Clap Out, Preschool Potluck

Doty:
- Tuesday, 6/17 - 6th grade Celebration of Learning
- Friday, 6/20 - final exploratory session
- Monday, 6/23 - All school trip to Elmore State Park
- Tuesday, 6/24 - Step-Up and final picnic lunch

EMES:
- Wednesday, 6/18: Grade 6 Graduation 6pm
- Friday, 6/20: Grades 2/3 to Boulder Beach
- Friday, 6/20: Grade 6 special celebration and lunch with families
- Monday, 6/23: Field Day and BBQ
- Tuesday, 6/24: Final celebration and picnic lunch - 12:30 dismissal!

Rumney:
- Wednesday 6/18: 6th Grade Celebration of Learning
- Friday 6/20: Principal's Breakfast (6th grade)
- Monday 6/23 Field Day and potluck lunch

- Tuesday 6/24 All School Meeting (9:15 AM), Gauntlet (12:15 PM)

U-32:

- Friday 6/20: 9th Grade Trip to Hubbard Park
- Monday 6/23: 8th Grade Celebration of Learning
- Tuesday 6/24: Last Day of School for Students (Half Day)

Supervision & Evaluation Updates (EQS 2121.3; 2121.4)

Berlin: This is the time of year where myself and teachers are getting to sit down and talk about progress towards goals for this year and potential next steps for the following year. This is always a flurry of activity but I enjoy the moment of pause and celebration that I get to engage in with each staff member.

Calais: As the leader of the building I believe this to be my greatest area of opportunity for next year. One thing I am planning on doing to make sure I face the opportunity is that I am already planning a schedule and process for next year when it comes to S&E. I think it is important for me to carve out the time and make the process more intentional next year so it is effective for our staff and students.

Doty: We are looking forward to having our dedicated, embedded professional development next year. We are going to be using that time to learn together, share ideas, and grow as a teaching community.

EMES: At the time of writing this, I have finished meeting with 22 of 26 certified teachers to review their annual goals and reflect on their year. This is always such a time of great pride and celebration for me to share with each of these individuals. It's exciting to look over artifacts of student learning and see how well-thought-out plans and goals unfolded over the course of the year. It's also a time to begin planting the seeds for what next year will look like and think about how this year's goals can carry over into the years ahead. While incredibly time consuming, these meetings and written reflections for each teacher are truly some of the greatest highlights of this very busy time of year.

Rumney: This is the time of year that End of Year Summaries are completed. This is a wonderful time to hear a teacher's reflection of their goals as well as to celebrate their overall success. These conversations are valuable and create long lasting connections.

U-32: We are wrapping up our end of year conversations in order to reflect on progress towards individual goals. Many of these conversations provide a bridge to our work next year in teams and it's exciting to think about how they inform our work moving forward.

To: Education Quality Committee

From: Ursula

June 2025

For our June meeting, we will be reviewing our committee's Goal(s), Work Plan & Calendar, and the report to the full board on the Student Learning Outcomes we reviewed this year. Drafts of all of these are included in this memo or packet.

Committee Goals:

As a reminder, our goal for this year was to complete and deliver the 4 reports to the full board that the Student Achievement Monitoring Plan requires. To achieve this goal, the committee made changes to our work plan and has seen improvements in report delivery.

The following are goals or goal ideas that have been raised to enhance our committee's work:

- Align our work plan with the review of the district's Continuous Improvement Plan, the work of the Humanity and Justice Coalition, Other monitoring systems, and the review of our strategic plan progress.
    - Coherently monitor Student data, CIP/Strategic Plan, Student Voice
- Improve accessibility to the data review of student achievement
    - How do we provide as much information as possible that is easy to understand
- Professional DevelopmentDevelopment 360 review
    - What and how do we prioritize with staff Professional Development?
    - How much latitude is there to self-identify areas of growth?

I would like us to evaluate the above goals/ ideas to create 1-2 SMART goals for the committee. We can use the following template:

2025-2026 Education Quality Smart Goal outline

Proposed SMART Goal	
Specific	*Who, What, Why of the goal*
Measurable	*How will we track our progress?*
Achievable	*Do we have the time and space for this now?*
Relevant	*Does this goal help the committee carry out its charge*
Time-Bound	*What is the completion date, interim check-in dates?*

Draft Work Calendar & Plan

Our new meeting time means that there will be times when the 1st Wednesday and 2nd Thursday of the month occur in the same week, next year, which will be in January. This is something to be mindful of.

The New meeting time also means we are meeting on the day that we would need to have materials ready for the central office to include in the meeting packet, which does not leave much time for editing of reports to include the committee feedback. The work plan has been adjusted such that the full board will receive our reports the month following completion of our review.

	'25-'26 Draft Work Calendar	
	Date	Topic(s)
September	9/11/25	Student Monitoring, Spring Data #1
October	10/9/25	Student Monitoring, Spring Data #2
November	11/13/25	Post Secondary Outcomes
December	12/11/25	Transferable Skills/ SEL/ Functional Skills/ MLSS (MTSS)
January	*1/8/26*	Off
Feburary	2/12/26	Science
March	3/12/26	Off
April	4/9/26	Student Monitoring, Winter/ Fall Data #1
May	5/14/26	Student Monitoring, Winter/ Fall Data #2
June	6/11/26	26-27 Workplan/Calendar, EQC Goal

SLO Full Report to the Board

The two SLO presentations are linked here for your review, You can also find them on the committee meeting resource page:

Financial Literacy - pages 5-17
https://resources.finalsite.net/images/v1732628268/wcsu32org/zwlz2zfmgjkzgygtsh4z/12424EdQualitypacket.pdf

Physical Education/ Health - pages 6-24
https://resources.finalsite.net/images/v1738331346/wcsu32org/o6znx8fcwrt2r2kpezkn/2525EdQualityPacket.pdf

I would like us to focus on the following items for the report:

- Changes, additions, or removals of specific slides
- Format/layout changes - Is the way the data is presented understandable?
- What is missing from the report?
- What do you notice as successes or celebrations?
- What do you notice as challenges or areas of growth?
- What does the system (staff, curriculum, students, etc.) need to make progress towards improving our student achievement?

Our adjustments this year, which have allowed us to complete and deliver all four reports, have moved us to a three-year SLO review cycle. For the 2025-2026 year, we will be back to year one of the cycle, looking at Science and Transferable Skills/ SEL/ Functional Skills/ MLSS (MTSS)

SLO Review Cycle

	Year 1 (25/26)	**Year 2 (26/27)**	**Year 3 (27/28)**
Math	**O**	**O**	**O**
Literacy	**O**	**O**	**O**
Post Secondary	**O**	**O**	**O**
Science	**X**		
Transferable Skills/ SEL/ Functional Skills/MLSS	**X**		
Global Citizenship		**X**	
Artistic Expression		**X**	
Finacial Literacy			**X**
Physical Education			**X**
Health			**X**

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:



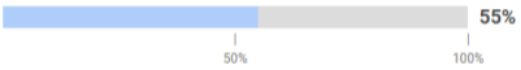
1. **Assessment Testing** – Students take standardized assessments, such as i-Ready, to measure their achievement levels in core subjects like math and literacy. These assessments provide baseline data on individual progress and overall cohort performance.
2. **Data Review** – Educators analyze the assessment 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

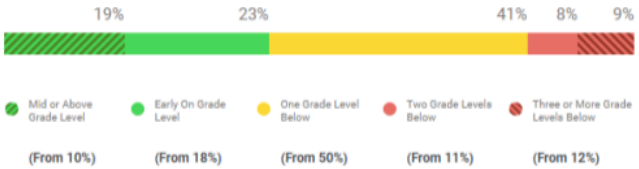
Students Assessed/Total: **759/859**

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.

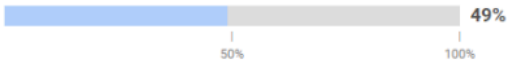
Current Placement Distribution



Winter 2023

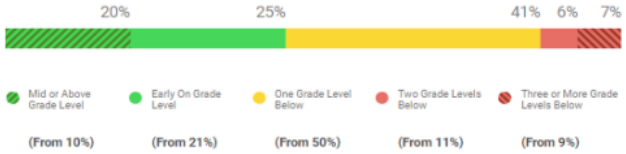
Students Assessed/Total: **756/809**

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

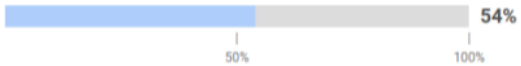


i-Ready Math Performance and Growth
Grades K/1-8, Winter 2024 and 2025

Winter 2024

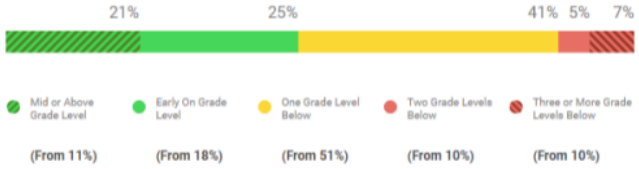
Students Assessed/Total: **770/803**

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.

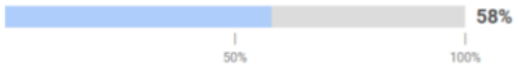
Current Placement Distribution



Winter 2025

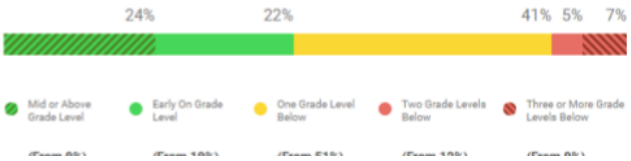
Students Assessed/Total: **716/754**

Progress to Annual Typical Growth (Median)

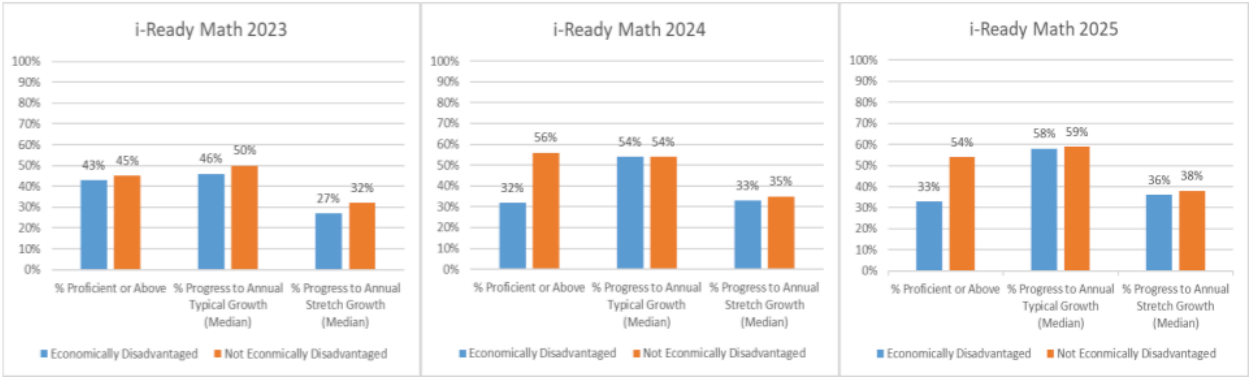


The median percent progress towards Typical Growth for this school is 58%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

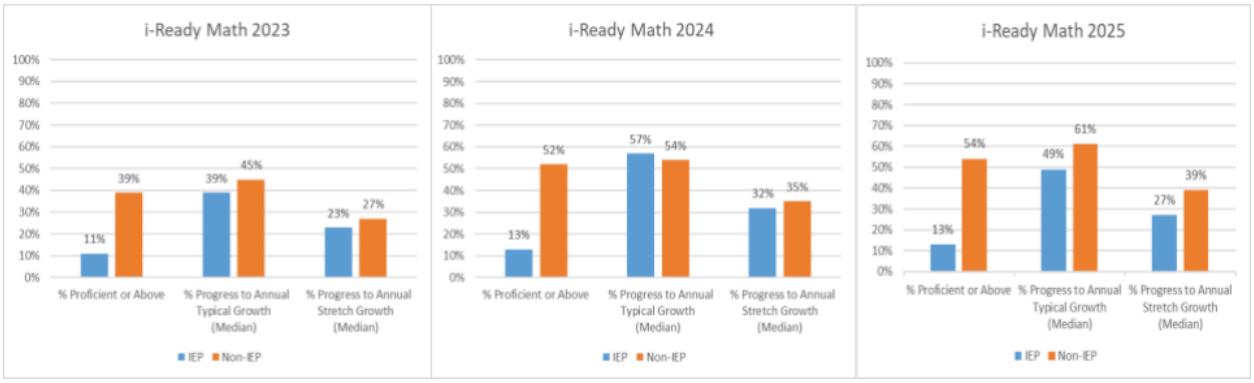
Current Placement Distribution



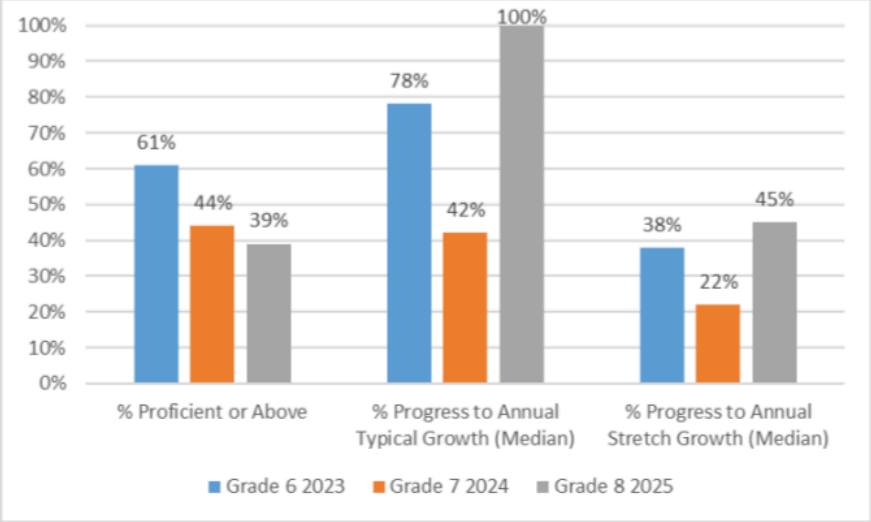
i-Ready ***Math*** by ***Economic Classification***
Winter 2023,Winter 2024, and Winter 2025



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

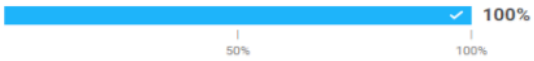


i-Ready Reading Performance and Growth
Grades K/1/2/3-8, Winter 2023 and 2024

Winter 2023

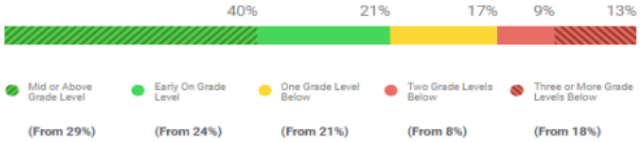
Students Assessed/Total: **536/807**

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.

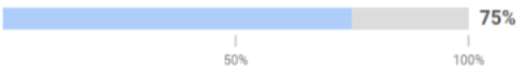
Current Placement Distribution



Winter 2024

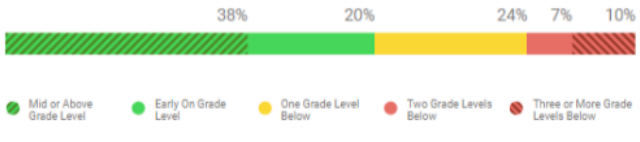
Students Assessed/Total: **657/802**

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

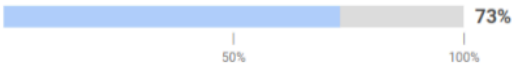


i-Ready Reading Performance and Growth
Grades K/1/2/3-8, Winter 2025

Winter 2025

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

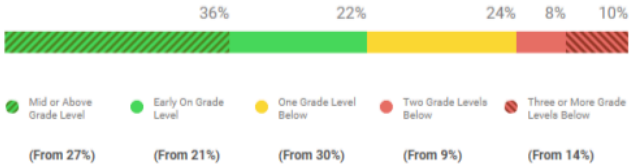
Progress to Annual Typical Growth (Median)



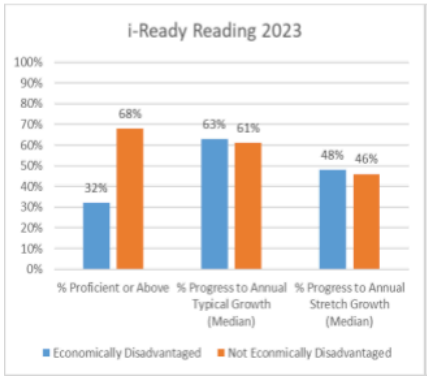
The median percent progress towards Typical Growth for this school is 73%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

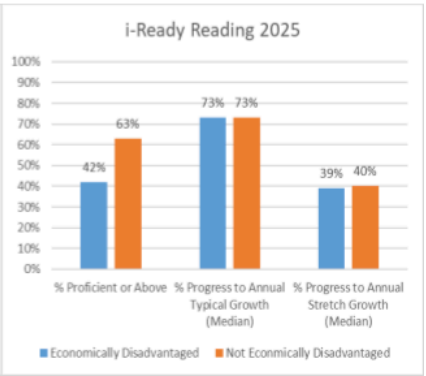
Current Placement Distribution



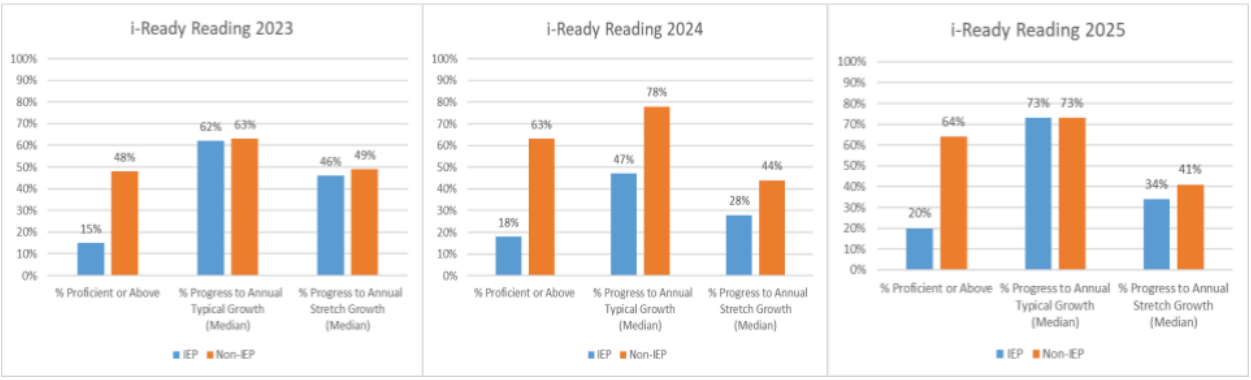
i-Ready ***Reading*** by ***Economic Classification***
Winter 2023, Winter 2024, and Winter 2025



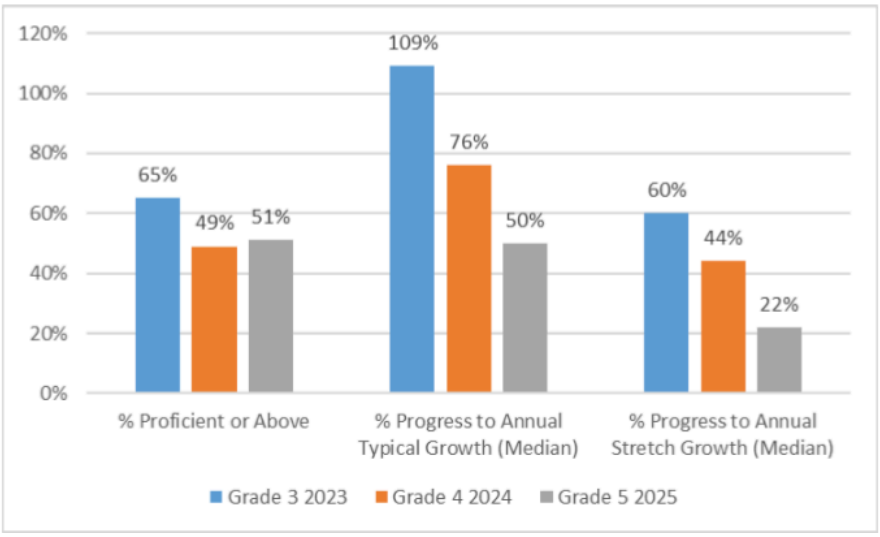




i-Ready ***Reading*** by ***IEP Eligibility***
Winter 2023, Winter 2024, and Winter 2025

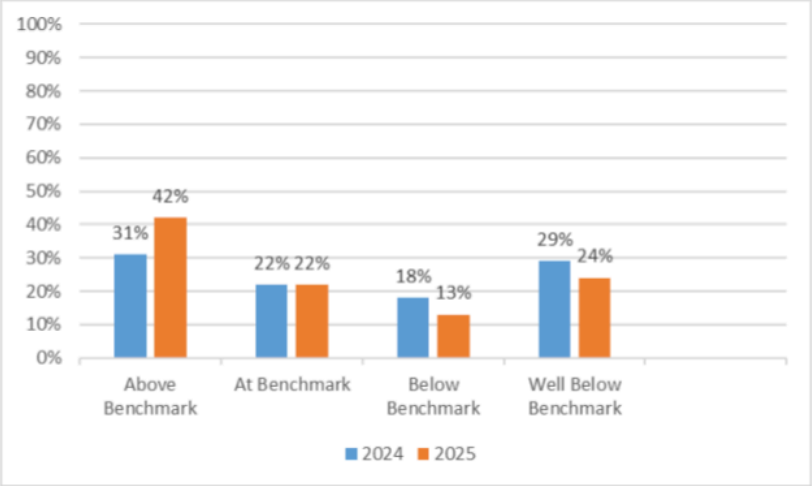


i-Ready 3-Year Comparison in Reading
Winter 2023, 2024, and 2025

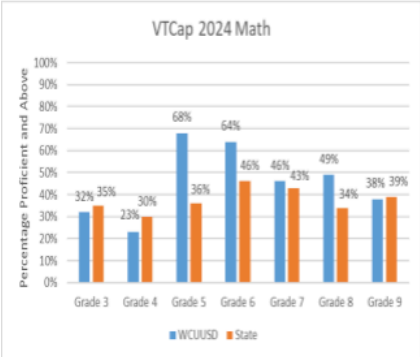


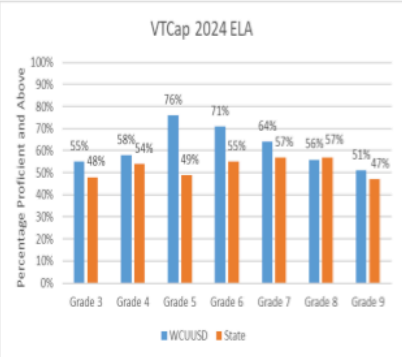
Acadience District Summary, Winter 2024 and Winter 2025

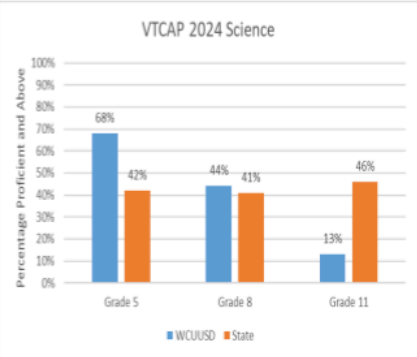
Reading Composite Scores K-6



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?

June 2025

To: WCUUSD School Board
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 report is on the two Student Learning Outcomes (SLOs) that were reviewed this year. In December, we examined Financial Literacy Learning Outcomes, and in February, we reviewed Physical Education and Health Learning Outcomes

How are we doing? What are we doing?

U-32 continues to require financial literacy, ensuring students gain essential financial skills through a one-semester course aligned with Jump$tart National Standards. High school students consistently achieve proficiency, while younger students are introduced to key concepts through integrated coursework in math, career readiness, and global citizenship. Additional business courses, such as Accounting and Entrepreneurship, provide practical learning opportunities.

In PE and Health, the district is adjusting to updated state standards and addressing challenges, such as the loss of the U-32 ropes course and ongoing middle school scheduling constraints. Despite difficulties in securing a certified health educator, students receive health-related instruction from school staff. The newly launched Teen Mental Health program, the first of its kind in the state, offers students valuable learning and certification opportunities.

Student Performance in Financial Literacy, PE, and Health is going well, with 90% or more of the population achieving proficiency.

Current Report:

Financial Literacy

In December, the Education Quality Committee welcomed George Cook to present on financial literacy education at U-32. The district's Proficiency-Based Graduation Requirements (PBGRs) align with the Jump$tart National Standards for K-12 Personal Finance Education, which were adopted by the Vermont State Board of Education in January 2018.

High school students typically demonstrate proficiency in the three Financial Literacy standards—and thereby meet the Student Learning Outcome—by completing a one-semester

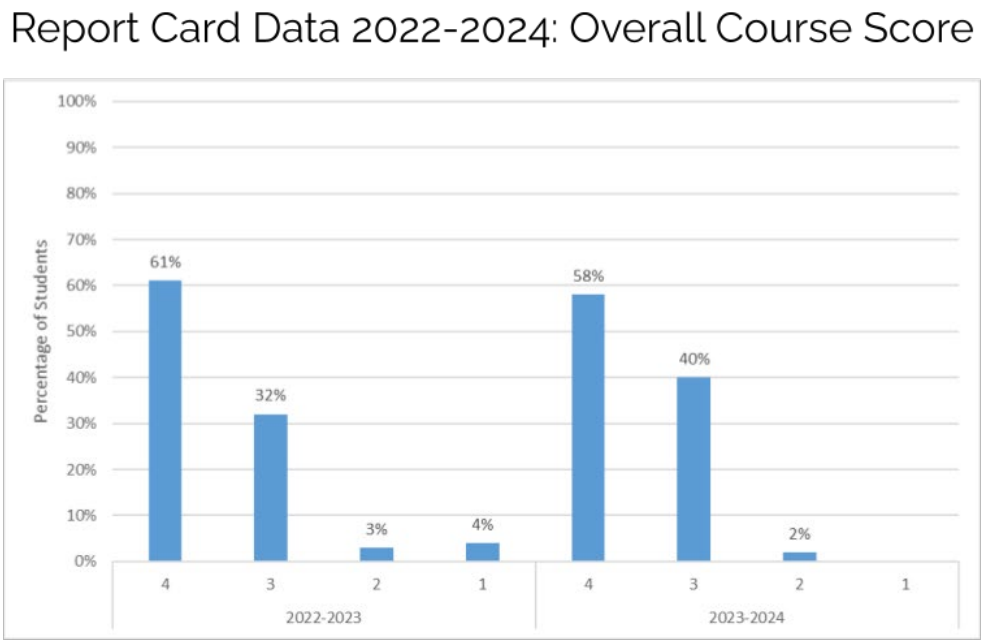
Financial Literacy course. This course covers key topics such as financial responsibility and decision-making, income and careers, money management, credit and debt, risk management and insurance, as well as saving and investing.

Beyond this core financial literacy course, students have access to additional business and finance offerings that help them build practical skills and explore career pathways. Courses such as Accounting I and II, "Inc." (Entrepreneurship through Project-Based Learning), Sports and Entertainment Marketing, and Community-Based Learning provide opportunities for hands-on experience and deeper financial understanding.

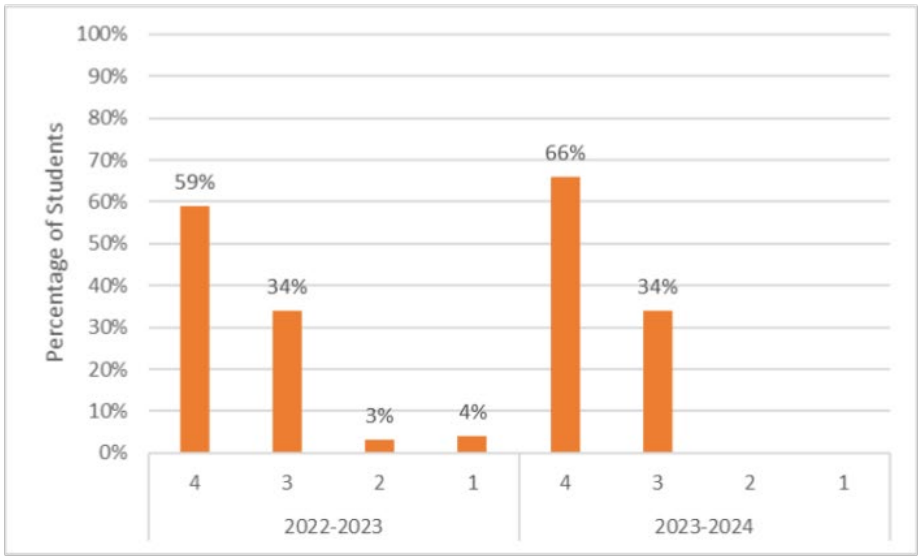
While the district has not formally outlined performance indicators for Grades Pre-K-8, essential financial concepts are integrated into mathematics, global citizenship, and career readiness courses to support foundational learning.

Students in the financial literacy course consistently perform at a high level, with 90% or more reaching proficiency in this key learning outcome.

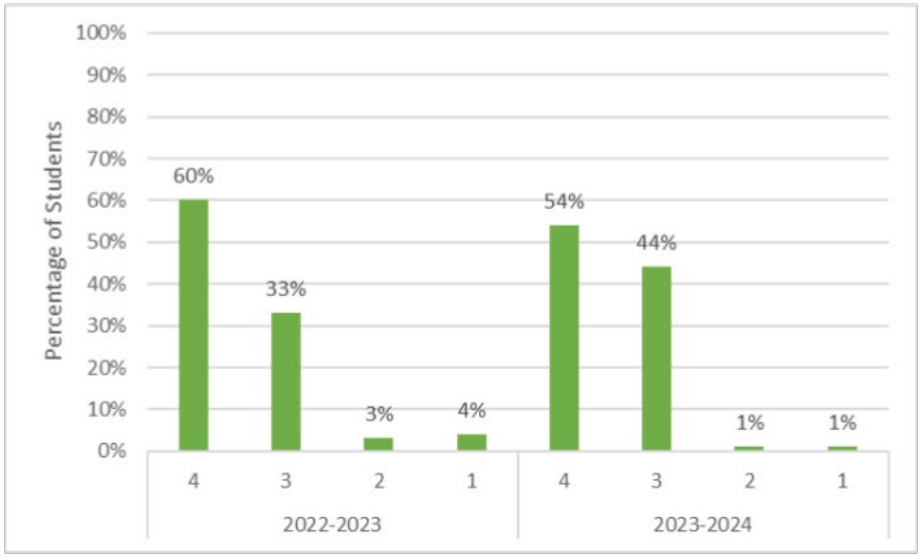
This version improves readability while maintaining the original meaning. Let me know if you'd like any further refinements!

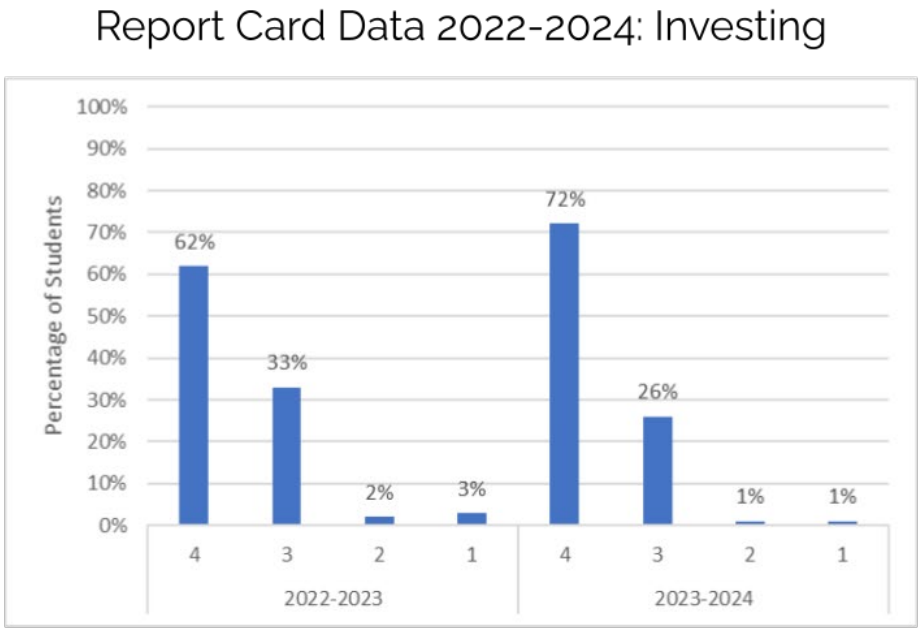


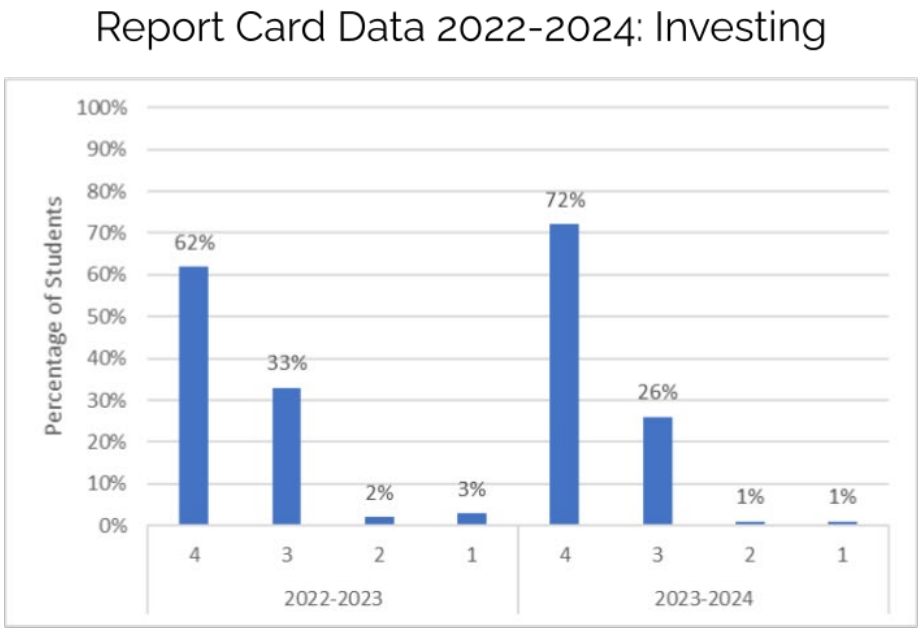
Report Card Data 2022-2024: Spending and Saving



Report Card Data 2022-2024: Credit and Debt







Physical Education and Health

In February, the committee reviewed Physical Education (PE) and Health Learning Outcomes. The district's curriculum aligns with the Society of Health and Physical Educators (SHAPE) Standards (2013 version).

On December 18, 2024, the State Education Board adopted new health and PE standards. Updating our standards and performance indicators will require time and resources as we cross-check and revise existing guidelines.

Finding a certified health educator remains a challenge. While students receive health-related content from the school nurse and counselor, this material is not formally assessed. In November 2024, the Vermont Agency of Education issued a memo stating that an elementary educator endorsement satisfies elementary health requirements. We will need to review this guidance and determine how best to implement it.

The U-32 ropes course, a key component of the adventure PE program, was destroyed by a winter windstorm in December 2023. Due to extensive damage, rebuilding is unlikely, especially in the woods. With the course no longer available, the PE department has identified a gap in offerings for students who do not find independent PE or lifetime games to be suitable alternatives.

Scheduling constraints continue to pose challenges in meeting Education Quality Standards (EQS) requirements for middle school PE. Currently, students participate in PE three times per week for a semester, rather than twice per week throughout the full year. However, planned schedule changes for 2025-2026 at U-32 may help address these concerns and better support students.

This year, U-32 launched a Teen Mental Health program, making it the first school in the state to implement this initiative. Through this program, students gain valuable knowledge while working toward certification in Teen Mental Health First Aid.

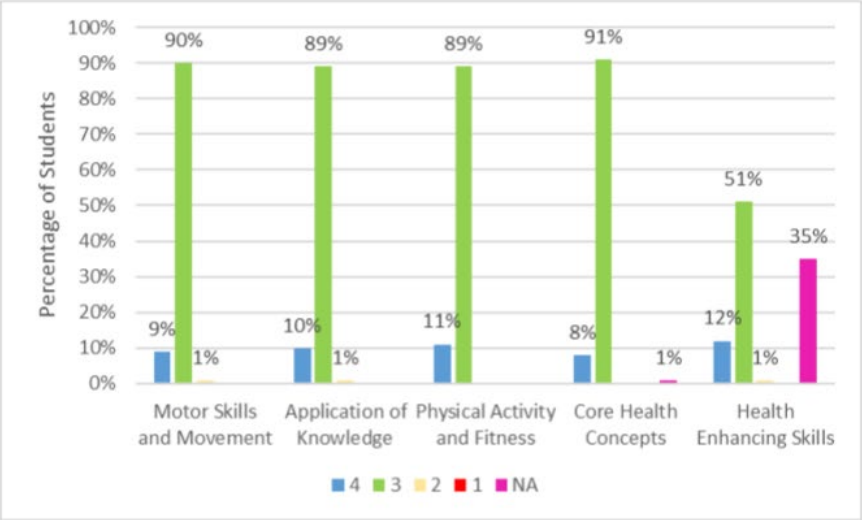
Limited data sources for PE and Health make a comprehensive analysis difficult. The Fitnessgram is not included in VTCAP, and while there are no significant differences among student groups in the available data, elementary-level Health standards assessment requires further attention to ensure consistent evaluation.

Overall, students are performing well in both PE and Health Learning Outcomes, with minimal differences between disaggregated groups.

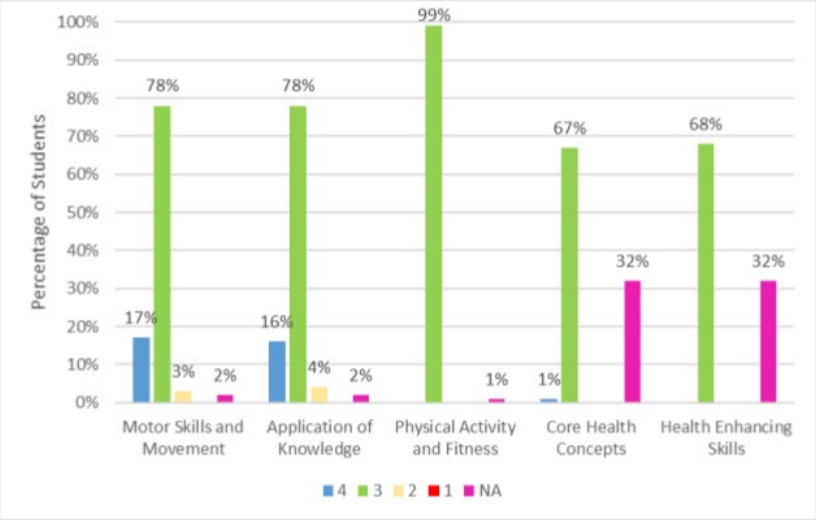
Elementary PE Report Card Data Summary June 2024

	% proficient or above female n=254	% proficient or above male n=325	% proficient or above historically marginalized n=41	% proficient or above not historically marginalized n= 538	% proficient or above FRL eligible n=197	% proficient or above not FRL eligible n=382	% proficient or above IEP eligible n=99	% proficient or above not IEP eligible n=480
Standard 1 PE	99%	95%	98%	96%	97%	97%	96%	99%
Standard 2 PE	96%	93%	95%	95%	94%	97%	95%	99%
Standard 3 PE	99%	99%	100%	99%	99%	99%	99%	99%

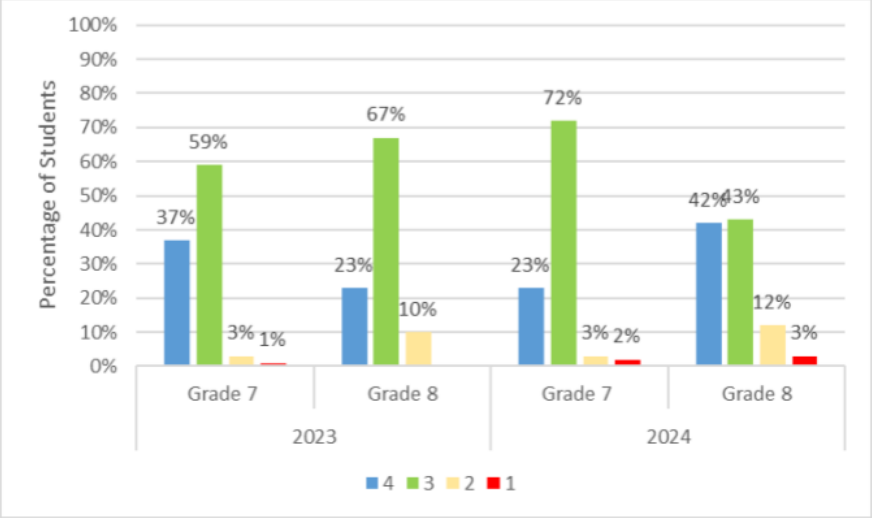
Elementary Report Card Data K-6, June 2023



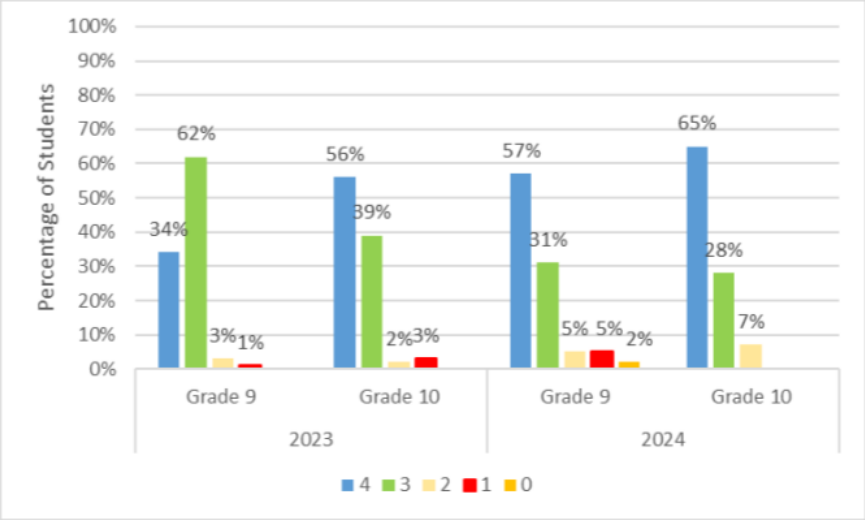
Elementary Report Card Data K-6, June 2024



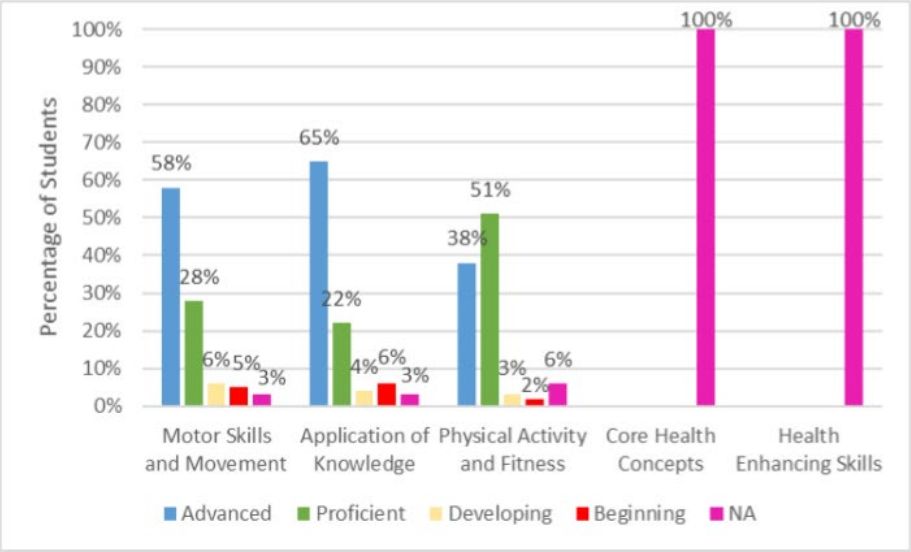
Middle School PE Course Scores June 2023 and June 2024



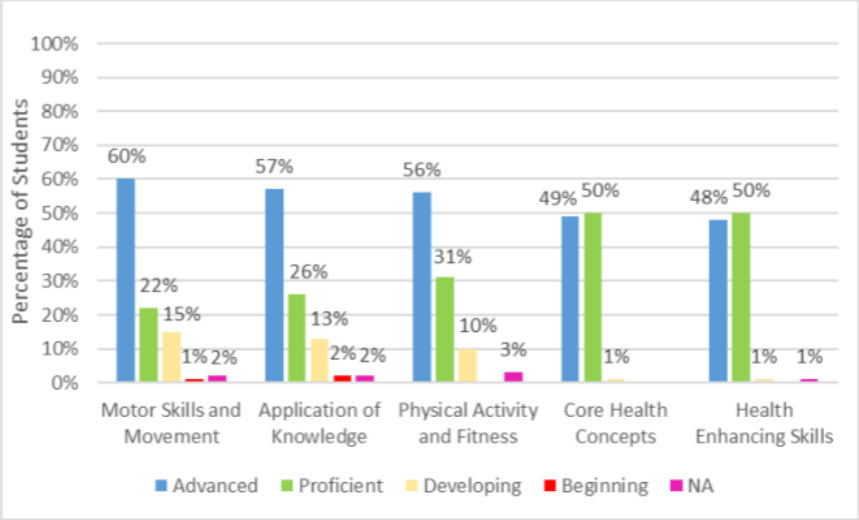
High School PE Course Scores
June 2023 and June 2024



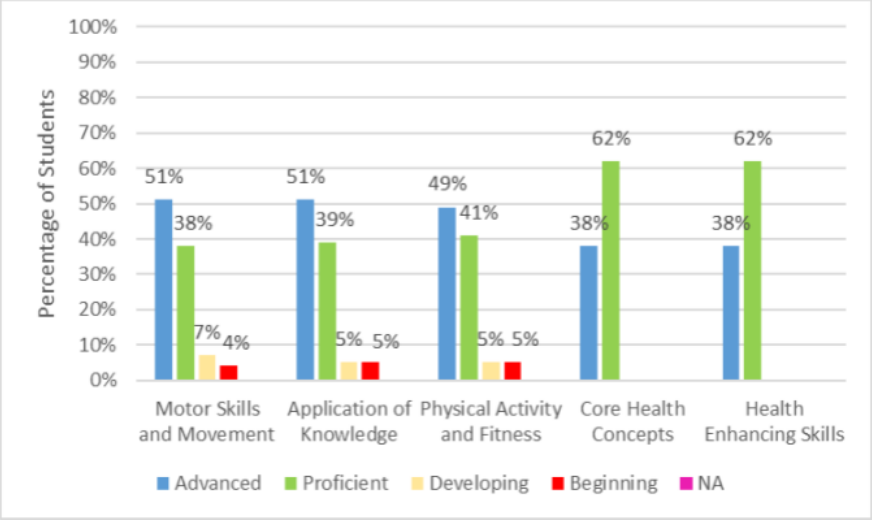
PBGR Data, June 2024
End of 9th Grade (Current Grade 10 Students)



PBGR Data, June 2024
End of 10th Grade (Current Grade 11 Students)



PBGR Data, June 2024
End of 11th Grade (Current Grade 12 Students)



The two SLO presentations are linked here for your review, You can also find them on the committee meeting resource page:
Financial Literacy - pages 5-17
https://resources.finalsite.net/images/v1732628268/wcsu32org/zwlz2zfmgjkzgygtsh4z/12424EdQualitypacket.pdf

Physical Education/ Health - pages 6-24
https://resources.finalsite.net/images/v1738331346/wcsu32org/o6znx8fcwrt2r2kpezkn/2525EdQualityPacket.pdf

Support References

- Financial Literacy Standards and Performance Indicators - https://docs.google.com/document/d/1B2Wy2Vrgvbga4fwBzrAqMEOjOiYR1DjsjBdK99GS_uw/edit?tab=t.0
- JumpStart National Standards - https://www.jumpstart.org/education/national-standards/
- Physical Education & Health Standards and Performance Indicators - https://docs.google.com/document/d/1368kUNX_giEtg_wpkR51h0kh6bp3TbxBbgFnNYHPCX4/edit?tab=t.0
- Society of Health and Physical Educators (SHAPE) Standards (2013 Version) - https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- New VT Standards for Health and PE - https://education.vermont.gov/sites/aoe/files/documents/edu-pe-health-standards-adopted.pdf
- VT AOE Updated Elementary School Guidance on Health Education, 11-22-24 - https://education.vermont.gov/sites/aoe/files/documents/edu-k-6healtheducation%20Nov2024.pdf
- PE II Lifetime Games Archery Video (2:51) - https://www.wevideo.com/view/3578511550

Below is a summary of our analysis.

System Successes:

- Our Students are performing well in the financial literacy course
- Our financial literacy course strengthens functional skills
- Our younger students are exposed to financial literacy skills through mathematics, career readiness, and global citizenship classes.

System Challenges:

- Our district does not have a formally aligned financial literacy curriculum or performance indicators for our PreK-8th grades
- Significant time and energy will be needed to cross-check and align our financial curriculum for PreK-8th grades, and there is other more pressing concerns
- Winter Storm of 2023 took down the ropes course previously at U-32

System Needs:

- Significant time and energy will be needed to cross-check and align our financial curriculum for PreK-8th grades, and other more pressing areas of concern have risen recently.
- Time and resources to cross-check and revise our PE & Health standards and performance indicators to ensure compliance with the new State Standards.

Changes to instructional and evaluation practices:

- Revised health standards to better reflect practices and alignment to SHAPE standards
- Articulated Health performance indicators aligned to National Sex Education Standards as part of our sexual citizenship work
- U-32 introduced a new program that allows students to work toward certification in Teen Mental Health First Aid

Implications for the School Board:

- Ensure our budget continues to support financial literacy and our health and PE curricula

We would like to discuss this report during our full board meeting on June 25th. 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?

June 2025

To: WCUUSD School Board
From: Education Quality Committee

Student Achievement Monitoring Plan

SLO Review Cycle

	Year 1 (25/26)	Year 2 (26/27)	Year 3 (27/28)
Math	**O**	**O**	**O**
Literacy	**O**	**O**	**O**
Post Secondary	**O**	**O**	**O**
Science	**X**		
Transferable Skills/ SEL/ Functional Skills/MLSS	**X**		
Global Citizenship		**X**	
Artistic Expression		**X**	
Finacial Literacy			**X**
Physical Education			**X**
Health			**X**

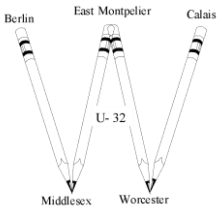
	2025-2026 Work Calendar	
	Date	Topic(s)
September	9/11/25	Student Monitoring, Spring Data #1
October	10/9/25	Student Monitoring, Spring Data #2
November	11/13/25	Post Secondary Outcomes
December	12/11/25	Transferable Skills/ SEL/ Functional Skills/ MLSS (MTSS)
January	*1/8/26*	Off
Feburary	2/12/26	Science
March	3/12/26	Off
April	4/9/26	Student Monitoring, Winter/ Fall Data #1
May	5/14/26	Student Monitoring, Winter/ Fall Data #2
June	6/11/26	26-27 Workplan/Calendar, EQC Goal

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



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.

Best Practices, Capital Budget Presentation. September 28, 2018. Government Finance Officers Association. https://www.gfoa.org/materials/capital-budget-presentation

Capitalization Policy. Revised 20251. Vermont Association of School Business Officials (VASBO). https://www.vasbo.net/grants-mgmt

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

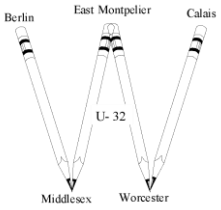
Capital Fund Balance	Projected FY 2024-2025	Budget FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029	Budget FY 2029-2030	Budget FY 2030-2031
Beginning Capital Fund Balance	$ 2,384,169	$ 2,101,061	$ 1,498,560	$ 1,017,658	$ 976,937	$ 1,326,603	$ 1,347,860
Plus General Fund Transfers 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**

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
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: Authorize Superintendent to Award FY 25 Bids for Liquid Heating Fuels, Wood Chips and Wood Pellets
DATE: June 5, 2025

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

Recommended Board Action: The Board authorize the Superintendent to award bids for propane, #2 fuel oil, wood chips and wood pellets on behalf of Washington Central Unified Union School District (WCUUSD) for Fiscal Year 2025-26.

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

TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, Business Administrator
RE: Award Berlin Playground Project Contract
DATE: June 6, 2025

Summary: The multi-year capital improvement project plan has $100,000 allocated to the Berlin Playground Project. The scope of the project includes the purchase, delivery and installation of a playground structure with 3 – 4 slides and climbing apparatus. The playground project also includes the purchase and delivery of wood fiber surfacing

Bidders	Description	Cost
Pettinelli & Associates, Inc.	**Miracle Recreation "Kids Choice" 5-12 Unit, including install and wood fiber surfacing**	**$99,967.15**
O'Brien & Sons, Inc.	Game Time "Blevins Gap" 5-12 Unit including install and wood fiber surfacing	$114,666.10
AAA State of Play	"Tale of Titans" 5-12 Unit including install and rubber surfacing nuggets	$121,689

Recommended Board Action: The Board award the Berlin playground project contract to Pettinelli & Associates, Inc. in an amount not to exceed $99,967.15.

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. **New Hire Nominations (for 25-26 school year)**
   Mary Clare Armstrong – Classroom Teacher 1.0 FTE – Berlin
   Amy Young - Librarian, .30 FTE - Doty
   Lilith Blackwell – Middle School English/Language Arts Teacher - U-32
   Katherine Dawes – U-32 Nurse

2. **Retirement**

3. **Re-Hires**

4. **Resignations**
   Noah Fink – Special Educator-U-32
   Madeleine Dougherty – Special Educator – U-32
   Danielle Kent - Speech Language Pathologist – EMES

5. **Change in FTE:**

6. **Long-Term Substitutes (25-26 School Year)**
   Abel Alaniz – Music LTS – U-32
7. **Change in Position (24-25)**

Washington Central Unified Union School District

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

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

TEACHER NOMINATION

POSITION: Librarian	**FTE:** .30
REASON FOR VACANCY: __ Retirement/Resignation __ New Position __ Leave of Absence 1 year contract, emergency license prior person	
SCHOOL BUILDING: Doty Memorial	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	__**1**_ Administrators __**2**_ Teachers ___ Support Staff ___ Parents/Community Members ___ Other:
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	On File
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Amy is highly qualified both as a librarian and in her work for humanity and justice. Recommendations are all strong.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Amy Young**

(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: Gillian Fuqua, Principal, May 28, 2025
RECOMMENDED BY: Steven Dellinger-Pate, Superintendent, June 17, 2025
BOARD APPROVAL DATE: _____
M30, Step O - $26,809.50 (.30 FTE)

TEACHER NOMINATION

POSITION: School Nurse	**FTE:** ~~1.0~~
REASON FOR VACANCY: X - Retirement/Resignation — - New Position __ - Leave of Absence	
SCHOOL BUILDING: U-32	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	—X– Administrators __X_ Teachers __X_ Support Staff ___ Parents/Community Members __X_ Other: Nurse, Students
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	BSN, University of Vermont, May 2004 RN
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Katherine has a BSN with over 20 years of experience in many different nurse settings. The committee was very impressed with her knowledge and professionalism. Current supervisor & colleague both state that they are sad to see her leave and that they would hire her back in a moment. Great with time management and organization and empowers people.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Katherine Dawes**

(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 Lisa A Clark 6/6/25
Principal/Administrator *Date*

RECOMMENDED BY _____ _____ _____ _____
Superintendent *Date*

BOARD APPROVAL DATE: _____

B00-B14, Step O - $67,577

TEACHER NOMINATION

POSITION: ⅝ Classroom Teacher	**FTE: 1.0**
REASON FOR VACANCY: __ Retirement/Resignation **X** New Position __ Leave of Absence	
SCHOOL BUILDING: Berlin Elementary School	
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)*	A team of 6 BES staff interviewed Mary Clare and then brought her back to teach a morning meeting and run an ELA activity. She excelled in the classroom environment and connected with students easily. Mary Clare comes to the field of education with a strong passion for teaching. She has recently completed her Master's Degree in Education and is passionate about the middle level learner. Her references commented on her work ethic and desire to change and adapt to feedback.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Mary Clare Armstrong**

(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 _____5/23/25_____
Principal/Administrator *Date*

RECOMMENDED BY_____
Superintendent *Date*

BOARD APPROVAL DATE: _____

M00-M14 Step A - $57,415.00

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

TEACHER NOMINATION

POSITION: **Music Long-Term Substitute**	**FTE:** _1.00___
REASON FOR VACANCY: __ Retirement/Resignation __ New Position **X** Leave of Absence	
SCHOOL BUILDING: **U-32 Middle/High School**	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)* _**x**__ Administrators _**x**__ Teachers ___ Support Staff ___ Parents/Community Members ___ Other: Students	
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	**Texas State University-San Marcos** **San Marcos, Texas** **Master of Music** **Major: Jazz Studies, Minor: N/a** **GPA: 3.750** **Credit Hours: 36** **Attended January 2018 to December 2019** **Degree conferred December 2019** **Texas State University-San Marcos** **San Marcos , Texas** **Bachelor of Arts** **Major: Music, Minor: Psychology** **GPA: 2.630** **Credit Hours: 152** **Attended August 2012 to December 2017** **Degree conferred December 2017**

PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Two candidates were interviewed for the long-term music substitute position. Abel Alaniz was selected based on his strong academic background, including a Master of Music in Jazz Studies and a Bachelor of Arts in Music from Texas State University. He brings both professional performance experience and recent, relevant classroom experience as a long-term substitute working with students in grades 4–12, including those with behavioral and social-emotional challenges. His references describe him as reliable, adaptive, and student-centered. Abel demonstrates a deep understanding of music education and a strong commitment to student engagement and relationship-building, which make him a strong fit for this temporary role.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Abel Alaniz**

(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_____Amy Molina/Rebecca Tatistcheff_____05/29/25_____
Principal/Administrator *Date*

RECOMMENDED BY_____
Superintendent *Date*

BOARD APPROVAL DATE: _____

M00-M14, Step A, $57,415/$310.35 per diem/$41.38 per hour

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

TEACHER NOMINATION

POSITION: Middle School English/Language Arts	**FTE:** _1___
REASON FOR VACANCY: **X** Retirement/Resignation __ New Position __ Leave of Absence	
SCHOOL BUILDING: U-32 Middle/High School	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)* _**x**__ Administrators _**x**__ Teachers ___ Support Staff ___ Parents/Community Members _**x**__ Other: Students	
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	**St Mary's University, Twickenham, London** Twickenham, London, , United Kingdom Bachelor of Arts **Major:** Education Social Science and English Literature Attended September 2018 to June 2021 Degree conferred June 2021 **Champlain College** Burlington, Vermont Teacher Certification Program **Major:** Teacher Apprenticeship Program Attended August 2021 to April 2022 Degree conferred April 2022 **Middlebury College** Middlebury, Vermont Master of Arts **Major:** English **GPA:** 4.000 **Credit Hours:** 27 Attended June 2021 to Present **Degree conferred July 2025**

PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	We considered over 18 applications for the position and conducted initial phone screenings with 8 candidates, led by Georgia Cody, Becca Tatistcheff, and Amy Molina. From those, 6 candidates advanced to interviews with a search committee composed of educators, students, and administrators. The committee selected 5 applicants to interview and interviewed 3 after 2 pulled out of the process. Following her interview, Lilith Blackwell successfully taught a demonstration lesson with 8th-grade students in the Maple Core. Lilith brings a strong background in trauma-informed, equity-centered, and interdisciplinary literacy instruction, with experience across rural and urban school settings. Her references consistently praised her inclusive classroom practices, collaborative mindset, and ability to build strong relationships with students and colleagues. Based on her qualifications, performance, and reference feedback, we recommend Lilith for this position.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Lilith Blackwell**

(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_____Amy Molina/Rebecca Tatistcheff_____05/28/25_____
Principal/Administrator *Date*

RECOMMENDED BY_____
Superintendent *Date*

BOARD APPROVAL DATE: _____

New Hire / Transfer Form

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

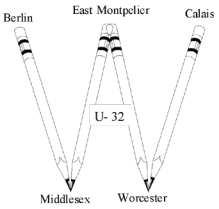
Location:	U-32 Middle/High School					
Name:	Lilith Blackwell					
Process:	__ Internal Only **X** Internal/External Number of Applications: _18__ Number of 1st Round Interviews: _8__ Number of 2nd Round Interviews: _3__					
Reference Checks:	Date of Reference Checks: _5/28/25___ Number of References Contacted: _3__					
Position Type:	**X**	Faculty	__	ESP	__	Non-Bargaining
	X	Permanent	__	Prorated Non-renewable/Leave Replacement		
	__	Temporary	__	Long Term Sub	__	Other:
Position Title:						
New or Replaces: *(If replacing, send termination form)*	__	New Position				
	X	Replaces: Sean McIntyre who moved to replace Elizabeth Marks				
Status:	__	Temporary/LTS	__	One Year	**X**	Permanent/Regular
Budget/Account Code:						
Start Date/End Date:	Start date:		End date (if applicable):			
Days/Year:	**X**	School year *(up to 200 work days)*				
	__	Extended year *(201-230 work days)*				
	__	Full Year *(230-261 work days)*				
On SchoolSpring?	**X**	If yes, Job posting # 5144762				
	__	If no, attach application/resume				

Administrator Signature: _____

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

Present: Elizabeth Brown, Zach Sullivan, Daniel Keeney, Ursula Stanley, Chris McVeigh, Patrick Whelley, Natasha Eckart, Julia Hewitt, Kealy Sloan, Flor Diaz Smith, Linnea Darrow, Michelle Ksepka, Mckalyn Leclerc, Diane Nichols-Fleming, Kealy Sloan, Lei DeGroot, Linnea Darrow, 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, Peter Bogart, Sarah Callahan, Ainsley, Alison Byrnes, Allen Gilbert, Allison Fayle, April Davis, Becca Webb, Ben, Brian Slopey, Cash, Chani Waterhouse, Christina, D Crowell, Daniel Mackay, David Delcore, David Hershey, David Lawrence, Dell Waterhouse, Edith Lane, Ellen Knoedler, Hanna Howard, Jaiel Pulskamp, Jamie Bohn, Jessica Heinz, Jessica Maurais, Jill, Joe H, Katie O'Rourke, Meg Allison, Mike Webster, ORCA Media, Sam, Shelley Vermilya, Sonya Rhodes, Vanessa Weinstein, Veronica Fair, Kathleen Bookchin, Larraby Fellows, Lynn, Marilyn Martin, Lisa Hanna, M. McLane, Noah Weinstein, Perry Bellow-Handelman, Honi Bean Barrett, Kathryn Biggam, Caitlin Howansky, Noah Weinstein, Sophia, Michael Close, Lauren Chabot, Martha, Andy Shapiro, Will Baker, Lila Richardson

1. **Call to Order: Flor Diaz Smith called the meeting to order at 6:35 p.m.**

2. **Welcome:** Flor Diaz Smith read a statement. She invited a moment of silence in honor of a loss in the community.
   2.1. Adjustments to The Agenda: Flor Diaz Smith noted that "Pride Flag Request" would be changed to reflect more than the pride flag. Chris McVeigh suggested changing the agenda to discuss decoupling moving fifth and sixth grade students from Doty, from the Turtle Island partnership. This will be Item: 4.2.3 Julia Hewitt would like to move public comment to earlier in the meeting and to extend the time to 30 minutes. **Chris McVeigh moved to**

accept the agenda amendments. Seconded by Ursula Stanley, this motion carried unanimously.

2.2. Reception of Guests

2.3. Board Correspondence

2.4. Public Comments-Time limit strictly enforced, see note: Flor Diaz Smith reminded guests that a time limit of 1.5 minutes would be imposed tonight to allow all voices to be heard within a reasonable period.

Lisa Hanna asked for data to support the anecdotal discussions about fifth and sixth-grade students' experiences, outcomes/ concerns. She asked for more specifics.

David Hershey thanked the board for its hard work on this topic.

Noah Weinsten read a statement expressing opposition to the idea of moving Doty's fifth/sixth-grade students from the Doty School.

A student read from a statement.

Joe H asked for some specifics around the Turtle Island proposal, specifically the parking lot expansion.

Jaiel Pulskamp spoke about her children's experiences at Doty and the connection to the Worcester community, through the lens of the proposed 5th/ 6th grade student relocation to Rumney.

Michael Close stated that he works in the district but did not know this meeting was happening; he feels it should be more widely publicized. He spoke about the stress to students with the proposal for the Doty students. He stated that this would be a difficult thing to undo if it does not work out; it feels like a rushed timeline, based on Turtle Island's needs. He spoke about the unique opportunities to students in the Doty community.

Lauren Chabot had shared various letters to the board. She asked how this proposal is a benefit to Doty students. She expressed concern with the language in the MOU around preschool enrollment. She stated that the calendars with Turtle Island and WCUUSD do not align; she asked to see a cost comparison between Community Connections offerings and the Turtle Island offerings. She spoke about the shortage of childcare.

Andrew Callahan stated that it sounds like we are trading two public school grades in exchange for a two-year lease. He stated that it feels like we are whittling away at Doty and we are moving toward consolidation.

Caitlin Howansky read from a statement to the board, asking the board to consider keeping fifth and 6th grade students at Doty.

Lila Richardson spoke about the MOU and lease drafts. She shared that it is a confusing concept and she pointed out some of the language in the documents that is confusing and concerns around some of the shared spaces.

Andy Shapiro read a statement and expressed opposition to the proposal for 5th and 6th grade students to join Rumney 5th and 6th grade.

Sophia shared a collective vision scenario where the board separates the lease with Turtle Island from moving fifth and sixth grade students, takes the time to make decisions, students feel stable, and stay in their town. The Turtle Island agreement could uplift both parties.

Will Baker spoke about the lease, $5800 monthly? He spoke about the additional costs to the Doty buildings. He stated that there has been no competitive bidding. He stated that the parking situation is a safety issue; Worcester has no sidewalks.

Larraby reiterated the concern that the board had not raised the question of moving fifth and sixth-grade students until the Turtle Island proposal. She spoke about the hardships to the families of Worcester with the proposal, she spoke about transportation concerns, and the impact the proposal will have on working Vermonters.

Martha spoke about her family's experience; her children will be new to Doty in the fall, and had she known the proposed change, her family would likely not have chosen to move to the Worcester community.

Sarah Callahan asked the board to slow down and consider this proposal; she feels there are logistical problems to the plan that need to be considered. She stated that this is being presented as a "golden parachute" to the district; however, the parachute has not been examined for holes. She stated that we have witnessed deeply thoughtful and caring parents and she asked the board to listen to the creative input from this community, many of the proposals involve not moving fifth and 6th grade students to Rumney.

3. Reports

3.1. Student Report: Linnea Darrow shared her experience of having attended Doty. She spoke about Mentor Appreciation Night, earlier this evening. She shared some of the sports results from the past weeks/ month. Prom was this past weekend; SAT and AP exams are upcoming. She shared about "Senior Splash-In," which is an annual tradition.

3.2. Superintendent/Central Office Leadership Team (COLT) Report: This written report had been provided in the board information packet. Superintendent Dellinger-Pate shared that the data from the Climate Survey will be shared at the next board meeting. Jen Miller-Arsenault shared that the Continuous Improvement Plan has been created, aligned with the district's Strategic Plan; the board is asked to approve this plan. Heidi Dimick provided an update to hiring and recruiting. **Ursula Stanley moved to accept the Continuous Improvement Plan(s) included in the board packet. Seconded by Kealy Sloan, this motion carried unanimously.**

3.3. Community Schools Report: This written report had been included in the packet; Superintendent Dellinger-Pate invited questions or feedback.

3.4. Principal Report: Karoline May, Rumney Principal, provided a brief update from the written report. Principals from the elementary schools each provided a brief update from the report. Patrick Whelley asked what is the plan for information/ preparing parents for the "Run Drill" and "Relocation Drill" as part of "Run, Hide, and Fight." Gillian Fuqua spoke to express her full support for the proposal that has been discussed, to collaborate with Turtle Island and to have Doty's fifth and 6th grade students join Rumney's fifth and 6th grade students. She spoke about the topic of equity and the need for equity to be applied across all students. She stated that she believes that Doty's long-term viability is equally fragile, with or without the 5th and 6th grade students in attendance. She spoke about Doty's significantly declining enrollment. She stated that the best chance a small school has to remain open is to do something creative and student-centered.

3.5. Configuration Committee Update: Flor Diaz Smith shared that the committee had met earlier this evening. She spoke about Becca Tatistcheff's presentation about the future of middle schools. Patrick Whelley asked for clarification around backward planning for September. Flor Diaz Smith shared that by September, the hope is that a fleshed-out model can be provided to the board, with action in October. Diane Nichols-Fleming spoke about the idea of community engagement in the process. She hopes for an open opportunity for the community to be engaged in the process, and not just informed. Chris McVeigh reiterated the desire for community engagement in the process.

3.6. Central Vermont Career Center Report: Patrick Whelley shared that there is a proposal for a new location for CVCC in Barre. He shared that there will be facilities forums (one on June 11 at 6 pm at Montpelier High School.) He shared some student accomplishments.

3.7. VSBA Report: Flor Diaz Smith shared that there is a weekly update provided on Tuesdays. She stated that the recent legislation H.454, is an urgent matter and important for board members to keep abreast. She stated that there are some webinars on the VSBA website, for board member professional development. Kealy Sloan thanked Superintendent Dellinger-Pate for the email alert reminders to keep abreast of legislative happenings.

4. Board Operations

4.1. Flag Requests: Amelia Garland, sophomore at U-32, from Seeking Social Justice presented a flag proposal. She spoke briefly about the request that had been submitted in writing. Edith Lane, senior at U-32, spoke on behalf of this request. **Julie Hewitt moved, enthusiastically, to approve the proposal to raise both flags. Seconded by Mckalyn Leclerc. This motion carried unanimousl**y. Shelley Vermilya thanked the board for showing support to the students.

4.2. Turtle Island Partnership: Flor Diaz Smith asked for a motion to approve the Lease and MOU and then discuss this issue. **Daniel Keeney moved to approve the superintendent to sign the lease as presented. Seconded by Amelia Contrada.** Discussion: Natasha Eckart stated that she had a comment to make before the motion was made and seconded. She stated confusion about why we as a board cannot have discussion and take action to speak to the idea of disconnecting 5/6 grade proposal from the Turtle Island proposal. She stated that we as a board have the authority to have some management over this, based on our community's feedback. Daniel Keeney stated that he agrees with that. Ursula Stanley stated that this district has a precedent in the past of moving students amongst campuses based on student enrollment; this was a decision made by the administration, supported by the board; this in her mind is the day-to-day operations of the schools and not within the purview of the board. The board does not get to dictate how we configure our grade levels.

Patrick Whelley expressed confusion that we are talking about the possibility of signing a lease without the movement of students to Rumney. He asked what had happened in the meantime from the previous board meeting. He stated that in order to support these documents in the motion, he needs to have some understanding. Is moving five and six from Doty necessary to accommodate Turtle Island? Superintendent Dellinger Pate stated that the administration would like to reserve the right to configure in a way that provides the best opportunity to students. He spoke about the use of the art/ music space in the Doty building. He asked, Is this even the will of the board to have a lease and MOU? He also heard the possibility of tabling this motion and putting this to the Configuration Committee. He stated that since the previous meeting, we had located the building plans and consulted with an engineer to discover that we can put a doorway in place to create room. Kealy Sloan stated that at this point, it feels like we are being asked to take action, not in good faith. We are being asked to consider an "either/ or" and that both are a "lose/ lose. Flor Diaz Smith stated that we do not want to be in the position to tell the administration what to do with student configuration. Mckalyn Leclerc suggested that we table the motion and rescind the motion from the last time, which alluded to ⅝, and then address the lease and MOU. **Daniel Keeney withdrew the motion. Amelia Contrada accepted this withdrawal.**

Michelle Ksepka stated, regarding moving fifth and sixth-grade students, we do not dictate to the administration how to configure students. She stated that she feels that the Turtle Island issue is separate. How classroom configuration happens, or where students go, we have not dictated that in any other case; this is not a precedent we should set. **Julie Hewitt moved to rescind the motion from the previous meeting (*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.*), based on updated information.** We have discovered that there is room at Doty for the full cohort of students through 6th grade. We also discovered that the money involved is greater than was originally presented. **Seconded by Mckalyn Leclerc.** Flor Diaz Smith stated that there is no need according to Roberts Rules to rescind the motion. Some discussion followed. **This motion carried. Chris McVeigh moved that we have a specific conversation about the configuration of 5th and 6th grade students at Doty School, transferred to Rumney School for the upcoming school year.** Daniel Keeney asked him to consider amending the motion. **Chris McVeigh moved that we would not authorize the moving of 5th and 6th grade students from Doty. Seconded by Julia Hewitt.** Discussion: Michelle Ksepka asked that we follow the agenda; she stated that if we do not take action on the lease and MOU then there is no reason to take action regarding fifth and sixth grade students.

Zach Sullivan stated that there is a significant amount of research from public comment that was misrepresented (about the welfare of fifth and sixth grade students). Diane Nichols-Fleming stated that one of the big factors in this determination is in the timing. Patrick Whelley stated, regarding the research that had been presented, there is a lot of opinion on both sides; his suggestion is to use the Configuration Committee to flesh out this discussion.

Ursula Stanley stated that the board has a limited time to be able to discuss together this issue while at the same time being inundated with emails and supporting documents. She spoke about the difficulty of the board to do its work under these circumstances. She spoke

again of equity and stated that the 6th grade cohort that will go to U-32 from Doty in two years will be six students, among a cohort of 100 seventh-grade students.
Daniel Keeney appreciated the feedback that we have received from the community; it is important to realize that we are all amateurs who bring our love and passion for students and for the community to the table. He expressed opposition to the motion because he does not feel it is within the purview of the board; he would prefer a resolution.
Amelia Contrada read the description of the roles of superintendent and board.
Kealy Sloan expressed support for Daniel's idea of a resolution. She stated that, with the new information that we have, it is a bad time to move fifth and sixth-grade students.
Superintendent Dellinger Pate stated that because of the difficulty that we are having, and because of his desire that the board not overstep, he would propose that this go to the Configuration Committee (the lease, MOU) - we are not in a place where we are ready to make a decision. He feels that it is our best option. That way, the administration reserves its role and the board reserves its role. **Chris McVeigh suggested amending his motion to transform it into a resolution that the Doty 5th 6th grade students should not be moved to Rumney School as part of a partnership with Turtle Island. Seconded by Julia Hewitt.**
Superintendent Dellinger Pate stated that, whether this is a motion by the board or a resolution, it still puts the administration in a position to go against the will of the board.
Diane Nichols-Fleming asked whether it would make most sense in this case to withdraw the motion/ resolution and take action to table this. **Chris McVeigh retracted his motion/ resolution. Seconded by Julia Hewitt. Chris McVeigh moved to not table this.** He feels that it is important to move forward with the lease and MOU so that we can move forward with Turtle Island. Ursula Stanley suggested that the motion have affirmative language.
Chris McVeigh moved to approve the lease and MOU. Seconded by Zach Sullivan.
Patrick Whelley asked for clarification regarding parking, in the MOU. He asked whether twelve spots are enough for Turtle Island. He would like to have "or designee" added to the Emergency Preparedness in the MOU.
Diane Nichols-Fleming expressed concern about the fire lane. She asked is there a way to adjust in the lease, the monthly rental cost, based on actual costs? E.g., a six month review of the monthly rental rate.
Julia Hewitt asked a question regarding designated play space, next to the fire lane. The suggestion was made that the fire marshal be consulted on this. Daniel Keeney asked if we have a cost estimate on the building improvements that are needed. Diane Nichols-Fleming expressed concern that we do not have an estimate, especially at this time with construction costs. It is not how we would typically do business. She is not comfortable with a "guesstimate."
Chris McVeigh had made some proposals for changes in the language of the lease and MOU. He stated that allowing 24/7 access to the building is not desirable; he spoke about the percentage of utilities for which Turtle Island would be responsible. Inconsistency between lease and MOU with internet service.
Daniel Keeney stated that he believes they should be granted 24/7 access. He stated that a certain amount of predictability of cost increases should be provided to the lessee, and he suggested that we create a cap, e.g. up to 10% within a one-year window. (Chris McVeigh asked how you would quantify cost. Daniel: increase in trash, increase in utilities, a review of actual costs)

Lease being tied to CPI is reasonable; however, the suggestion around shared utilities cost is unusual for a commercial lease. **Board agreement to tie the rent to CPI: consumer price index.**
Zach Sullivan stated, thinking in the longer term, further down the road, we want to be a good partner if we are looking to do this on other campuses at WCUUSD. Susanne Gann cautioned against attributing cost increases to Turtle Island exclusively, rather than to the entire building. Julia Hewitt asked whether air conditioning is included in the MOU.

Julie Hewitt asked whether we would see an updated lease/ MOU, based on the discussion tonight. She asked whether there is any language within the MOU about prioritizing Worcester students. She would include that in any MOU.

Natasha Eckart asked whether the use of the building for town meeting or election, etc., would be impacted. Superintendent Dellinger-Pate: No Natasha Eckart - are we going to get any specific information about the number of families, cars, etc., and the flow of traffic for drop off/ pick up? Flor Diaz Smith - This is included in the MOU, that the administration will provide a procedure. Julia Hewitt confirmed: Did Superintendent Dellinger-Pate suggest that the discussion of 5th and 6th grade students go to the Configuration Committee? Yes

Chris McVeigh asked about nursing services. Steven Dellinger-Pate stated that this would be provided as needed, if needed, at an hourly rate. Julia Hewitt asked: Can we host Turtle Island and have fifth and sixth grade students at Doty, in your opinion, to Superintendent Dellinger-Pate? He replied that yes, it is possible; however, it will have an impact on programming.

Ursula Stanley asked, regarding shared spaces, how would this align with the district's policy about building use? Superintendent Dellinger-Pate stated that he does not think the use of the building under these circumstances would fall under the same policy.

Daniel Keeney: Can we say unequivocally that the fifth and sixth grade will remain at Doty for the coming year? Superintendent Dellinger-Pate stated that this is an issue that needs to be discussed with the administration and staff at Doty. Daniel Keeney stated that it feels like an impasse at this time.

Kealy Sloan stated that the Configuration Committee does not meet until June - that is too long to wait to answer the question of 5th and 6th grade at Doty or joining Rumney. Kealy Sloan stated that we have formed a Configuration Committee (in second iteration) so we have acknowledged in creating this committee that the board representation does in fact have some say in configuration.

Flor Diaz Smith reminded the board that they had decided earlier to address the lease and MOU. Chris McVeigh moved to amend his original motion to add: contingent upon keeping 5th 6th grade at Doty for the next year. The person who seconded the motion did not accept this amendment.

Natasha Eckart asked for clarification about what is happening right now regarding fifth and sixth grade next year, and regarding the work of the Configuration Committee. Daniel Keeney stated that his understanding of the work of the Configuration Committee at this time is to vision configuration over a longer timeline, one of the considerations being sixth grade at U-32 under a middle school model. He is not comfortable with the destiny of fifth sixth graders at Doty/ Rumney next school year falling under the purview of the Configuration Committee.

Diane Nichols-Fleming stated that she is not comfortable with discussing the MOU and lease in detail and approving a working document in process, especially given the confusion this evening about how different people are hearing what is discussed.

Mckalyn Leclerc called the question. Seconded by Zach Sullivan. Ursula Stanley clarified that we are approving the superintendent moving forward to negotiate a lease and MOU with Turtle Island, with edits as discussed. **The motion to call the question carried with a ⅔ or greater vote of the board. A vote was called on the motion.** Natasha Eckart clarified that voting on the lease/ MOU is separate from the fifth and sixth grade issue. Chris McVeigh indicated that it is not.
Nine in favor
Four voted no
Diane Nichols-Fleming stated that, due to the lack of specificity, she votes against this.
This motion carried.

Superintendent Dellinger Pate stated that we would keep fifth and sixth at Doty for fall 2025 and put the question to the Configuration Committee about what comes next; however, he would like to be clear that this will affect programming; this will require resolution via discussion amongst administration and teaching staff at Doty. Julia Hewitt thanked Superintendent Dellinger Pate and Principal Fuqua for responding to the community.

4.2.1. Lease

4.2.2. Memorandum of Understanding (MOU)

4.2.3. Disconnect 5th/ 6th grade move to Rumney from the Lease/ MOU

Flor Diaz Smith thanked Linnea Darrow for her participation on the board as student representative. The board thanked and applauded her!

4.3. Advocating as a Board

5. **Ed Quality:** Ursula Stanley would like to table this report until the June meeting, given the late hour.
   5.1. Student Monitoring Report (Winter 2025)

6. **Finance Committee**
   6.1. FY 2024-25 Financial Update: Susanne Gann had provided a written report. She invited questions or comments from board members.
   6.2. Accept Annual Fiscal Management Questionnaire: Zach Sullivan moved to accept the annual financial management questionnaire prepared by the Business Administrator and included in the Board packet. Seconded by Ursula Stanley; this motion carried unanimously.

6.3. Authorize Superintendent to Sign Contracts and Accept Grants for WCUUSD: Zach Sullivan moved to authorize the appointed Superintendent to sign all contracts and accept grants on behalf of Washington Central Unified Union School District effective throughout FY 2025 - 2026. Seconded by Patrick Whelley; this motion carried unanimously.

6.4. Blanket Authorization for Board Warrants / Check Orders: Zach Sullivan moved to approve this blanket authorization through FY25-26, as provided in the board packet. Seconded by Ursula Stanley; this motion carried unanimously.

6.5. Review Capital Improvement Project Plan and Multi-year Budget: at the next meeting

7. Policy Committee: Chris McVeigh moved to approve the following slate of policies. Seconded by Amelia Contrada. Discussion: Ursula Stanley asked to assign a number to the first policy following the current system. **This motion carried unanimously.**

7.1. Second Readings

7.1.1. Procurement Conflict of Interest

7.1.2. B30 Staffing & Job Descriptions

7.1.3. A32 Board Goal Setting & Evaluation

7.1.4. A34 Board Relations with School Personnel

7.1.5. A24 Board/Superintendent Relationship

8. Personnel

8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Ursula Stanley moved to approve the following new hires: 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. Seconded by Zach Sullivan. Discussion: Daniel Keeney asked for clarification around the shared school nurse position: .4 Calais .6 Doty. **This motion carried unanimously.** Ursula Stanley expressed an excited welcome to the new hires. **Ursula Stanley moved to approve the following long-term substitute for the 2025-26 school year: John Dube – LTS Social Studies-U-32. Seconded by Amelia Contrada, this motion carried unanimously.**

9. Consent Agenda

9.1. Approve Minutes of 5.7.25: Chris McVeigh moved to approve the minutes from May 7, 2025, as presented. Seconded by Amelia Contrada, this motion carried unanimously.

9.2. Board Orders: Diane Nichols-Fleming moved to approve the board orders for a total amount of $923,549.82. Seconded by Kealy Sloan, this motion carried unanimously.

10. Future Agenda Items

10.1. Review Capital Improvement Project Plan and Multi-year Budget

10.2. Ed Quality Report from tonight

11. Board Reflections

12. Public Comments Time limit strictly enforced, see note 15 minutes: Debra Bloom thanked the board and stated that the Configuration Committee has a lot of work to do around integrating our fifth and sixth grade students with other campuses. Lisa Hanna rehashed the confusion from tonight's meeting. Concerns around space at the Doty building have been discussed, ongoing. She stated that tonight's meeting was an embarrassment, and she feels that Doty students will suffer.

13. Executive Session: Student Residency Request: Julia Hewitt moved to go into Executive Session at 10:14 to discuss a Student Residency Request. Seconded by Ursula Stanley, this motion carried unanimously. At 10:23, Ursula Stanley moved to come out of executive session and seconded by Patrick Whelley. Diane Nichols-Fleming moved to accept the administration's recommendation regarding both student residency requests. Kealy Sloan seconded. Approved unanimously.

14. Adjourn: Zach Sullivan moved to adjourn at 10:24. Seconded by at Kealy Sloan. Approved unanimously.

Respectfully submitted,
Lisa Grace, Board Recording Secretary and
Diane Nichols-Fleming, Board Clerk