# 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 Retreat**
**8.6.25**
**9:00-3:00 PM**
**(In-Person)**
**Four Corners Schoolhouse**
**945 Vincent Flats Rd.**
**East Montpelier, VT**

1. Call to Order 9:00-9:20
   - Welcome and Introductions
2. Board Learning 9:20-11:45
   - EQS Presentation – pg. 4
   - DQS – pg. 28
3. Lunch 11:45-12:15
4. Working as a Board and with our Superintendent 12:15-1:00
   - How do we create conditions for the success of our work?
   - Update WCUUSD Board Norms
   -
5. Board Work 1:10-2:30
   - Reaffirm Board Goals
   - Update WCUUSD Board Workplan_2025-2026 – pg. 38
   - Committee Work and the implications of our work.
   - Legislative Update
6. Closure 2:30-3:00
   - Reflection "Understanding our Why" Activity.
7. Adjourn

Resources:

- WCUUSD Strategic Plan 2024-2030
- Core beliefs
- The Essential Work of Vermont School Boards Manual: https://www.vtvsba.org/copy-of-essential-work-tool-kit
- The Essential Work Tool Kit: https://www.vtvsba.org/copy-of-essential-work-tool-kit
- Eight characteristics of effective school board members NSBA: https://wearelee.org/sites/default/files/documents/eight_characteristics_of_effective_school_boards.pdf

**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<br>Student Matter<br>Negotiations | | Only for discussion of items covered in VSA §313.<br>Formal actions not taken in Executive Session |
| Reports to the Board | Superintendent/<br>COLT<br>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<br>Policy<br>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<br>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 |

# Partnering to Prepare for the Roll Out of Educational Quality Standards (EQS)

*The Role of the School Board*

# Remembering the Why

# Remembering the Why: 2017

The Act 54 report on "Racial Disparities in State Systems," issued by the Attorney General and Human Rights Commission Task Force, concluded:

"Education is one of the five state systems in which racial disparities persist and need to be addressed."

- We need to change the culture of our state with regard to race
- Suggests we "teach children from an integrated curriculum that fairly represents both the contributions of People of Color (as well as Indigenous people, women, people with disabilities, etc.), while fairly and accurately representing our history of oppression of these groups."

# Remembering the Why: 2017

The 2017 U.S. Department of Justice report on hate crimes in Vermont of the 35 hate crimes reported in 2017:

- 51 percent were based on a motivation involving racial bias
- 23 percent were based on a motivation involving sexual orientation bias
- 17 percent were based on a motivation involving religious bias
- and 9 percent were based on a motivation involving disability bias

# Remembering the Why: 2019

Key findings from the 2019 Youth Risk Behavior Survey include:

- LGBT youth are 2x as likely (31% vs 15%) to have been bullied in the last 30 days than their heterosexual peers.
- LGBT youth are 3.5x as likely (38% vs 14%) to have experienced unwanted sexual contact in their lifetime than their heterosexual peers.
- LGBT youth are 3x as likely (13% vs 5%) to have skipped school in the last 30 days because of feeling unsafe than their heterosexual peers.
- LGBT youth are 4.5x as likely (19% vs 4%) to have made an attempt at suicide in the last 12 months than their heterosexual peers.

# What is Act 1?

# 2019

## An Act Related to the Ethnic and Social Equity Standards for Public Schools

- Act 1 was advocated for by a coalition of BIPOC, LGBTQIA+, and people with disabilities to further education justice in VT

- The Ethnic and Social Equity Standards Advisory Working Group is established

# What is Act 1?

# 2019

## Role of The Ethnic and Social Equity Standards Advisory Working Group

- The Working Group shall review standards for student performance adopted by the State Board of Education under 16 V.S.A. § 164(9)

- The Working Group may review State statutes, State Board rules, and school district and supervisory union policies that concern or impact standards for student performance or curriculum used in schools

- Changes center inclusion, cultural responsiveness, anti-racism, anti-discrimination and equity

# Education Quality Standards

# What are the Education Quality Standards?

A governmental rule (in the form of a manual) authorized by the State Board of Education, which impacts all Vermont schools. A broad, multi-faceted guide, the EQS, broadly speaking:

(a) articulates important school values, objectives, and aspirations;

and

(b) provides direction to school districts as they develop curriculum and choose learning materials and instructional practices.

EQS

Educational Quality Standards

## The Act 1 Working Group reviewed EQS to make sure it guides schools to:



Promote critical thinking around the history, contributions, and viewpoints of many different ethnic and social groups



Encourage students to explore questions about ethnic and social identities as well as issues around equality and racism



Provide welcoming spaces for all students



Develop pathways for families to talk about their child's experiences related to race, ethnic, or social group identity at school

# Ways the Updates Support All Students

| | |
|---|---|
| **Prepare Students** | **Prepare students to work, train, and learn in socially and culturally inclusive space** |
| **Create Spaces** | **Create learning spaces that improve student wellbeing including opportunities for movement in the classroom** |
| **Create Culture** | **Create classroom cultures based on restorative justice that center the values of relationships, respect, responsibility, repair, and reintegration** |
| **Reading Instruction** | **Provide students with high-quality, evidence-based reading instruction in the early grades** |
| **Administrative Accountability** | **Have administrators take part in professional development that will help further equity in the supervisory union/school district** |

# Ways the Updates Support All Students

| | |
|---|---|
| **Stakeholder Engagement** | **Engage students, parents/legal guardians, and community members when developing Ethnic Studies programming and resources embedded across the curriculum** |
| **Counseling Services** | **Offer counseling services that are respectful of students' identities and support students who experience or witness racism or discrimination** |
| **Innovative Teaching** | **Teach about ways different social, cultural, racial, linguistic, ethnic and Indigenous groups have throughout history and currently contributed to building and strengthening democracy in the US and globally** |
| **Recognizing All Students** | **There are also changes specific to:<br>Students living in poverty, BIPOC Students, LGBTQIA+ Students, Students with Disabilities, And Multilingual Students** |

# Statement of Purpose

The purpose of these rules is to ensure that all Vermont students are afforded educational opportunities that are substantially equal in quality and are equitable, anti-racist, culturally responsive, anti-discriminatory, and inclusive, thus enabling each student to achieve or exceed the performance standards approved by the State Board of Education…

In addition to the non-discriminatory protections in Section 2113 (Federal and State Entitlements Nondiscrimination; Federal and State Requirement; Student Records), discriminating against any student pursuing an education or participating in the general life or activities of a school as a result of or based upon, ethnicity, caste, language and linguistic diversity, socio-economic status, housing status, or non-citizenship or immigration status, is contrary to the State Board's intent that all students experience an equitable, anti-racist, culturally responsive, anti-discriminatory, and inclusive learning environment.

These rules further require each supervisory union, supervisory district, and school district, to strive for a culturally responsive pedagogy that critically examines and imparts a comprehensive historical and socially conscious understanding of:

(a) the causes and effects of bias and discrimination as a result of, or based upon, the reasons set forth in Section 2113 (Federal and State Entitlements Nondiscrimination; Federal and State Requirement; Student Records) and in this Statement of Purpose;

(b) why all persons should have equitable access to social and economic opportunity;

(c) why persons and institutions must identify and prevent individual, group, and systemic racism, discrimination, and all forms of unfair treatment; and

(d) the positive and multi-faceted contributions of different social, cultural, racial, linguistic, ethnic, and indigenous groups to the historical and ongoing project of building and strengthening democracy in the United States and globally.

Nothing herein shall be construed to entitle any student to educational programs or services identical to those received by other students in the same or different supervisory union, supervisory district, school district, or school. These rules are in addition to and, unless otherwise specifically stated, do not supersede other rules adopted by the Agency or State Board. Nothing herein shall create a private right of action.

# The Role of School Boards

# The Essential Work of School Boards

1. **Establish a Vision & Engage the Community**
2. **Establish Policy**
3. **Board & Superintendent Partnership**
4. **Effective & Ethical Operations**
5. **Monitor Progress and Performance**
6. **Budget & Financial Oversight**

# What does the revised EQS say about School Boards?

"To carry out Vermont's policy that all Vermont students will be afforded educational opportunities that are substantially equal in quality, and to ensure continuous improvement in student performance, each supervisory union, supervisory district, school district, and school to which these rules apply, pursuant to 16 V.S.A. § 165 shall meet the following education quality standards and annually report to their communities in an understandable, inclusive, and comprehensive form as required in 16 V.S.A. §165(a)(2)."

- Instructional Strategies
- College and Career Counseling, Flexible Pathways
- Career and Technical Education
- Curriculum Coordination
- Graduation Requirements
- Supporting School Leadership and Needs-Based Professional Learning
- Access to Instructional Materials
- Continuous Improvement Plan

# Instructional Strategies (2120.1)

## What can the School Board do?

- Hire and retain superintendents that have demonstrated values and leadership skills that align with promoting more equitable and inclusive education systems

- Support high-quality professional development through Collective Bargaining Agreements (CBAs) and budget adoption

- Request data related to climate, such as student sense of belonging, disaggregate when possible

# College and Career Counseling, Flexible Pathways (2120.2)

What can the School Board do?

- Request data from administrators on who is accessing flexible pathways and why or why not students are participating in flexible pathways
- Actively pursue student voice on flexible pathway experiences
- Ensure the budget reflects opportunities for access to flexible pathways

# Graduation Requirements (2120.8)

What can the School Board do?

- "It is the responsibility of the supervisory union board to ensure alignment in expectations for all students within a supervisory union."
- Have a clear vision for student outcomes (e.g. Portrait of a Graduate, Vision for Student Learning)
- Ensure the vision for student learning maintains high expectations for all students
- Use data to investigate disproportionate negative outcomes for students (e.g. disciplinary action, academic achievement) and invest resources in services that aim to improve success of those on the margins

# Curriculum Content (2120.6) and Coordination (2120.7)

## What can the School Board do?

Each supervisory union, supervisory district, and school district board shall align existing policies and create new policies as needed to accomplish the following:

(a) promote research, coordination and professional learning that leads to the development of age appropriate and grade-appropriate programming and resources in ethnic and social equity studies that are integrated into all learning content areas in Subsection 2120.6 (Curriculum Content Areas) and that are responsive to the developmental needs of all students, pre-kindergarten through grade twelve; and

(b) create systems for regularly, systematically, and continuously evaluating performance in attaining the above goals.

# Graduation Requirements (2120.8)

## What the changes ask school districts to do:

- Align the changes of the manual with expected graduation requirements
- Added information outlining a district's responsibilities in supporting English Learners on their path to graduation, particularly as it pertains to the student's personalized learning plan

## What can the School Board do?

- "It is the responsibility of the supervisory union board to ensure alignment in expectations for all students within a supervisory union."
- Have a clear vision for student outcomes (e.g. Portrait of a Graduate, Vision for Student Learning)
- Ensure the vision for student learning maintains high expectations for all students
- Use data to investigate disproportionate negative outcomes for students (e.g. disciplinary action, academic achievement) and invest resources in services that aim to improve success of those on the margins

# School Leadership; Professional Resources (2121)

## What can the School Board do?

"Supervisory union, supervisory district, and school district boards shall establish and make accessible an inclusive process for receiving public feedback, to include students, legal guardians, and staff feedback regarding their experiences in the school system. especially as it relates to racial, ethnic, or social identity group experiences. Boards and school leadership must also establish procedures for handling and responding directly to complaints regarding compliance with school policies, practices, and these Education Quality Standards. These documented complaints and responses shall be included in annual reporting to the Agency as required in Section 2126 (System for Determining Compliance with Education Quality Standards)."

# School Board Policy and the EQS

“Each supervisory union, supervisory district, and school district board shall ensure the alignment of existing policies and create new policies as needed to ensure compliance with these Education Quality Standards. When undertaking this policy work, boards and school leadership shall engage with the communities they serve and seek input and guidance through a process that includes the diverse voices and experiences of students, parents and legal guardians and other community members who are often underrepresented in this work and in school decision-making.”

Policies to Consider/Revise in Support of the EQS Revisions:

- Equity Policy
- Library Materials Selection Policy (now required by July 1, 2025)
- Community Engagement and Vision Policy

# State and Local Comprehensive Assessment System (2125)

## What can the School Board do?

"The Plan shall be designed to improve student learning and maintain a safe, orderly, and civil learning environment that is equitable, anti-racist, culturally responsive, antidiscriminatory, inclusive, and free from harassment, hazing, and bullying.

The Plan shall be developed by involving a culturally and socially diverse group comprised of school board members, students, teachers, administrators, families, and other community members. The Plan shall be reviewed at least annually for effectiveness toward meeting the stated goals and shall be revised as necessary."

- School board should provide feedback and approve the continuous improvement plan to include strategies and support systems for a learning and social environment that is safe, orderly, civil and positive, culturally responsive, anti-racist, inclusive, and anti-discriminatory, and free from harassment, hazing and bullying

- Ask for data reports to investigate disproportionate negative outcomes for students (e.g. disciplinary action, academic achievement) and invest resources in services that aim to improve success of those on the margins

| Essential Work of School Boards | Potential Action Items for Boards |
|---|---|
| Vision and Community Engagement | Have a clear vision for student outcomes (e.g. Portrait of a Graduate, Vision for Student Learning); Ensure the vision for student learning maintains high expectations for all students and aligns with the goals of the EQS; Engage the community when setting and updating the vision |
| Policy | Adopt and update policies to support the adoption of Ethnic and Social Equity Studies and align with the values of the updated EQS (equitable, anti-racist, culturally responsive) |
| Board and Superintendent Partnership | Hire and retain superintendents that have values and leadership skills that align with promoting more equitable and inclusive education systems; outline clear goals for the implementation of the new EQS |
| Effective and Ethical Operations | “Supervisory union, supervisory district, and school district boards shall establish and make accessible an inclusive process for receiving public feedback, to include students, legal guardians, and staff feedback regarding their experiences in the school system. especially as it relates to racial, ethnic, or social identity group experiences. Boards and school leadership must also establish procedures for handling and responding directly to complaints regarding compliance with school policies, practices, and these Education Quality Standards.” [Link to Inclusive and Accessible Board Meetings] |
| Monitor Progress and Performance | Board should clearly identify the student learning outcomes outcomes it expects, based on the district’s vision, strategic plan and goals in alignment with the EQS. Boards should ask for and monitor disaggregated data and set explicit goals to minimize opportunity/learning gaps. |
| Budget and Financial Oversight | Ask questions about how resource allocation supports the goals of the EQS. Support a budget that provides targeted resources toward successful implementation of the EQS (e.g. professional learning initiatives, instructional coaches,etc). |

VERMONT AGENCY OF EDUCATION

# DISTRICT QUALITY STANDARDS

## Rule Series 100

# 100 District Quality Standards

## 101 Statutory Authority

16 V.S.A. § 165(g); 2022 Acts and Resolves No. 127, Sec. 14

## 102 Statement of Purpose

As set forth in 16 V.S.A. § 165:

> (g) In addition to the education quality standards provided in section (a) of this section, each Vermont school district shall meet the school district quality standards adopted by rule of the Agency of Education regarding the business, facilities management, and governance practices of school districts. These standards shall include a process for school district quality reviews to be conducted by the Agency of Education. Annually, the Secretary shall publish metrics regarding the outcomes of school district quality reviews.

The purpose of these rules is to improve school district quality as a means to support the State's goal, set forth in 16 V.S.A. § 165(a), "that all Vermont children will be afforded educational opportunities that are substantially equal in quality" and enable them to achieve or exceed the education quality standards approved by the State Board of Education.

The State has ultimate responsibility for ensuring all students receive substantially equal access to a quality education. This responsibility originates from the Vermont Constitution and is more fully described in 16 V.S.A. § 1.

To fulfill its responsibility, the State delegates considerable authority to school districts, supervisory unions (SU/SDs), and superintendents. Therefore, the State has an obligation to provide public assurance that its delegated authority is being exercised in a manner that will likely achieve its responsibility. The State has an additional obligation to ensure that students in Vermont public schools are provided educational opportunities substantially equal to those provided in other public schools.

The standards provided in these rules describe core elements of a quality education delivery system. They also describe the role of the Agency of Education in providing the necessary support and oversight to attain those standards, so all students receive substantially equal access to a quality education.

These rules are in addition to and, unless otherwise specifically stated, do not supersede other Rules adopted by the Agency of Education or the State Board of Education.

# 103 Definitions

As used in this Rule 100 Series, words have the meaning as defined or intended in Title 16, Vermont Statutes Annotated; provided, however, that as used in this Rule Series, the term:

**103.1** "Board" means the board of an SU/SD and, if applicable, the board of each member school district within an SU.

**103.2** "Governance" means the system and methods by which the SU/SD is directed and overseen including the SU/SD's structure, the processes for making decisions and for ensuring accountability, and the ways in which goals are set and achieved, risk is assessed and mitigated, and performance is maximized.

**103.3** "Priorities" means the SU/SD's goals that are identified as most important by its board.

**103.4** "Processes" means structures established by the SU/SD to support consistency, clear expectations, organization, and shared understanding for how the work will be accomplished.

**103.5** "Protocols" means the SU/SD's agreed-upon norms of behavior and interactions to promote transparency, predictability, and functional group dynamics.

**103.6** "SU/SD" means a supervisory union, including a supervisory district (a single-district supervisory union), in connection with:

(a) The duties it performs on behalf of the supervisory union itself; and

(b) If applicable, the duties it performs on behalf of its member school districts or the duties for which it is responsible for ensuring performance on the member districts' behalf.

# 110 District Quality Standards

As required by 16 V.S.A. § 165(g), each SU/SD shall meet or exceed the following district quality standards.

## 111 Business Operations

### 111.1 Budgeting and Accounting

The SU/SD follows consistent and financially sound processes to effectively manage its budget, use resources most efficiently, and ensure transparency of financial operations.

**111.1.1** The SU/SD prepares and presents an annual budget which ensures compliance with federal and other budgeting requirements and demonstrates a clear connection to established SU/SD goals and priorities and, if applicable, the goals and priorities of each member school district within the SU.

**111.1.2** The SU/SD maintains accounting systems and records that ensure transparency and accountability for all funds, regardless of source, and provide complete, accurate, reliable, and timely data for reporting.
**111.1.3** The SU/SD maintains accounting records in accordance with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board principles (GASB).
**111.1.4** The SU/SD records and reports information consistent with the most current version of the Vermont Agency of Education Uniform Chart of Accounts within the SU/SD's accounting software.
**111.1.5** The SU/SD employs grants management practices that enable it to effectively and efficiently spend its federal grant funds and prevent reversion of funds.

### 111.2 Risk Management and Internal Controls

The SU/SD maintains adequate internal controls to provide reasonable assurance the SU/SD and, if applicable, each member school district within the SU follow State and federal statutes and regulations.

**111.2.1** The SU/SD completes required audits in accordance with established deadlines and communicates audit results with the SU/SD Board and, if applicable, the board of each member school district within the SU.
**111.2.2** The SU/SD establishes, and complies with, a consistent records management process that adequately addresses all State, federal, and local requirements related to records and records retention.
**111.2.3** The SU/SD takes adequate measures to safeguard protected information and other information designated as sensitive, consistent with applicable State and federal law.
**111.2.4** The SU/SD implements and maintains effective procurement and contract administration processes.
**111.2.5** The SU/SD has incorporated a risk management assessment, including liability insurance coverage and safe cybersecurity practices, into its operational processes.

### 111.3 Personnel Management

The SU/SD and, if applicable, each member school district within the SU employs staff in accordance with State and federal law and implements equitable and inclusive personnel practices that support effective recruitment and retention of staff.

**111.3.1** The employer establishes clear and consistent policies and processes for equitable hiring of staff.

**111.3.2** The employer ensures that all employees, volunteers, and other applicable staff have completed all required background check requirements in accordance with law.

**111.3.3** The employer ensures that all positions that require professional licensing meet current licensing requirements throughout the duration of employment.

### 111.4 Data Management

The SU/SD ensures systems are in place for the efficient and purposeful collection, use, and sharing of data.

**111.4.1** The SU/SD reports accurate and timely data as required by the Secretary of Education.

**111.4.2** The SU/SD uses a single student information system for all public schools within the SU/SD as a data source for up-to-date educational records.

**111.4.3** The SU/SD's student information system meets interoperability requirements as specified by the Secretary of Education.

**111.4.4** The SU/SD demonstrates purposeful use of data in identifying needs, evaluating program effectiveness, and communicating the current state of educational outcomes.

## 112 Facilities Management and Safety

### 112.1 Facilities Management

The SU/SD adequately maintains and cleans the facilities for which the SU/SD or, if applicable, a member school district is responsible, and has developed the plans necessary to ensure current and future operations.

**112.1.1** The SU/SD maintains a comprehensive school facilities Operations and Maintenance Manual (OMM) for each building and other facility for which the SU/SD or, if applicable, a member school district is responsible.

(a) The SU/SD ensures that educational and program facilities are accessible, clean, safe, secure, well-lit, well-maintained, and conducive to student learning, including having adequate access to technology.

(b) The OMM describes regular cleaning routines and maintenance tasks such as the periodic cleaning/changing of HVAC filters and other mechanical systems to ensure good air quality.

(c) The SU/SD updates the OMM as changes to facilities or staffing occur and provides training to staff on how to implement the OMM.

**112.1.2** The SU/SD maintains a five-year Capital Improvement Plan (CIP) for each building and other facility for which the SU/SD or, if applicable, a member school district is responsible and updates it annually.

(a) The CIP describes future capital development and improvement needs, including the need for adequate-sized facilities based on enrollment projections.

(b) The CIP also addresses the following categories in addition to capacity:

(i) Safety and security infrastructure;

(ii) Accessibility;

(iii) Technology infrastructure;

(iv) Capacity to deliver STEAM (science, technology, engineering, arts, and math) programming; and

(v) Building systems' condition and performance, including energy efficiency improvements and indoor air quality to address the health and safety of students and employees.

**112.1.3** The SU/SD designates a person with responsibility for facilities management with the SU/SD. The designee receives the necessary training and certification to ensure compliance with these standards.

### 112.2 Facilities Safety

The SU/SD ensures that the facilities for which the SU/SD or, if applicable, a member school district is responsible are safe, and maintains up-to-date operational plans to ensure staff and other stakeholders can respond to threats.

**112.2.1** The SU/SD maintains a comprehensive Emergency Operations Plan (EOP) in the format prescribed by the Secretary.

(a) SU/SD leadership and, if applicable, the leadership of each member school district within the SU reviews and updates the EOP annually to ensure that it includes the essential processes, operations, and assignments that are required to plan, prepare, mitigate, respond to, and recover from an emergency or disaster.

(b) The SU/SD ensures that all drills, practice exercises, and other emergency processes required by the EOP are conducted at each building or other facility.

**112.2.2** The SU/SD ensures that each building and other facility has adopted an appropriate approach to physical security measures to ensure each facility is a safe and secure environment.

**112.2.3** The SU/SD ensures that all SU/SD staff and, if applicable, member school district staff within the SU/SD are trained in emergency operations including threat assessment protocols.

## 113 Governance

### 113.1 Governance Priorities

Through an equity lens, the Board of each SU/SD and, if applicable, of each member school district within the SU, adopts a vision and measurable goals to support continuous improvement and monitors student academic progress and wellness.

**113.1.1** The Board follows an inclusive process to invite and incorporate community input into the vision and goals for the school system.

**113.1.2** At least annually, the Board sets measurable goals and regularly reviews the progress toward those goals.

**113.1.3** At least annually, the Board monitors student academic progress and wellness.

**113.1.4** At least annually, the Board formally evaluates the performance of the superintendent, based in part on the superintendent's progress toward meeting agreed-upon goals.

### 113.2 Governance Protocols

The Board of each SU/SD and, if applicable, of each member school district within the SU adopts, reviews annually, and revises, as needed, operating protocols for how it does its work and annually reads foundational documents such as articles of agreement.

**113.2.1** The Board annually assesses its performance, including adherence to agreed protocols, processes, and policies.

**113.2.2** The Board annually reviews whether and/or how its actions and contributions have impacted the school system’s success in meeting goals.

**113.2.3** The Board annually evaluates the effectiveness of community engagement and public communication efforts.

**113.2.4** The Board undertakes its own continuous learning and development and provides members with opportunities for ongoing training and support to maintain and increase their skills and understanding.

### 113.3 Governance Processes

The Board of each SU/SD and, if applicable, of each member school district within the SU establishes and follows inclusive, transparent, and predictable methods to conduct its work.

**113.3.1** The Board discusses, adopts, and revises policies on a regular basis to ensure the system is supporting and meeting the needs of every student.

**113.3.2** The Board ensures its annual budget aligns with its stated priorities and provides an equitable distribution of resources to help meet the needs and goals of every student.
**113.3.3** The Board ensures its members are aware of conditions set forth in negotiated agreements and contracts.
**113.3.4** The Board ensures its members understand and comply with Vermont statutes and regulations relevant to board work and public education.
**113.3.5** The Board stays apprised of proposed legislation and policy-making that may affect its school system and students.
**113.3.6** The Board maintains an ongoing relationship with locally elected officials.

# 130 Quality Assurance

## 131 District Quality Review Process

### 131.1 Self-Evaluation

**131.1.1** Annually, the SU/SD shall evaluate its performance under each District Quality Standard set forth in Rule 110 above and the following Education Quality Standards (State Board Rule Series 2000):

- SBE Rule 2120.6 Curriculum Coordination
- SBE Rule 2120.8 Local Graduation Requirements
- SBE Rule 2121.3 Needs Based Professional Learning
- SBE Rule 2121.4 Staff Evaluation
- SBE Rule 2121.5 Tiered System of Support
- SBE Rule 2122.2 Access to Instructional Materials
- SBE Rule 2123 State and Local Comprehensive Assessment System
- SBE Rule 2125 Continuous Improvement Plan

**131.1.2** Annually, on or before a date determined and announced by the Agency, the SU/SD shall submit its self-evaluation electronically to the Agency.
**131.1.3** The SU/SD shall conduct and submit its self-evaluation on a form developed by the Agency, which the Agency may update as necessary or as it deems advisable.
**131.1.4** Based on the results of the SU/SD self-evaluation, the Agency may require the SU/SD to participate in training to improve its practices related to one or more District Quality Standards and/or Education Quality Standards listed above.

## 131.2 Three-Year Intermediate Reviews

**131.2.1** The Agency shall evaluate each SU/SD's performance under the Education Quality Standards listed in 131.1.1 above by reviewing the State assessment proficiency scale scores of each SU/SD and each SU/SD's progress in achieving adequate growth in proficiency, including proficiency of historically marginalized student subgroups.

**131.2.2** Not less than every three years, based on the evaluation in 131.2.1, the Agency shall identify for an intermediate review each SU/SD that the Secretary determines is not meeting Education Quality Standards or that is not making sufficient progress in improving student performance as required by 16 V.S.A. § 165(b). The Agency shall inform each SU/SD in writing whether it has been identified for intermediate review.

**131.2.3** An SU/SD identified for an intermediate review will be evaluated by the Agency for compliance with the Education Quality Standards listed in 131.1.1 above. The Agency shall notify the SU/SD in writing of the outcome of its review not later than one year from the date of written identification in 131.2.2.

**131.2.3.1** The notification shall identify any standard the SU/SD failed to meet.

**131.2.3.2** The notification shall identify the specific actions the SU/SD must take to meet any standard it failed to meet and establish a deadline by which the action must be completed.

**131.2.3.3** The notification shall identify the manner in which the SU/SD shall confirm that it has taken the identified actions (e.g., in writing, in an electronic meeting, at an in-person meeting).

**131.2.3.4** The notification shall describe the technical assistance the Agency will provide to the SU/SD.

## 131.3 Enforcement

In order to ensure that students in Vermont public schools are provided educational opportunities substantially equal to those provided in other public schools, and to ensure that all Vermont public schools can demonstrate satisfactory ability to meeting the Education Quality Standards, the Secretary shall take the following actions:

**131.3.1** If an SU/SD fails to take corrective actions identified in the Agency's notification issued under 131.2.3, then, within two years of the date of notification, the Agency may make a recommendation to the State Board for one or more of the following actions, pursuant to the process described in 16 V.S.A. § 165(b):

(a) the Agency shall continue to provide technical assistance for one more cycle of review;

(b) the State Board shall adjust supervisory union boundaries or responsibilities of the superintendency pursuant to 16 V.S.A. § 261;
(c) the Secretary shall assume administrative control of an individual school, school district, or supervisory union, including budgetary control to ensure sound financial practices, only to the extent necessary to correct deficiencies;
(d) the State Board shall close an individual school or schools and require that the school district pay tuition to another public school or an approved independent school pursuant to chapter 21 of Title 16; or
(f) the State Board shall require two or more school districts to consolidate their governance structures.

### 132 Publication of "Metrics Regarding the Outcomes" of District Quality Reviews

**132.1** Within 60 days of the deadline established for submission of the original self- evaluation in 131.1 above, the Agency shall publish on its website each SU/SD's measurements under the district quality standards.
**132.2** Within 7 days of the written identification in 131.2.2 above, the Agency shall publish on its website a list of SU/SDs identified for a three-year intermediate review.

## 140 Effective Date

These rules will take effect on July 1, 2025.

| Focus Areas | #1: Educational and Academic Outcomes<br>#2: Communication and Engagement with the Community<br>#3: Long Term Planning | | | | |
|---|---|---|---|---|---|
| | **Presentation/Board Learning** | **Reports** | **Discussion** | **Action** | **Committees** |
| **August 6**<br>*9:00-3:00*<br>*Retreat*<br>*(Board & Superintendent)*<br><br>Four Corners Schoolhouse | Open Meeting Law<br>Strategic Plan and Board Goals<br>DQS | | | Board goals<br>Board Workplan | *August 19*<br>Finance<br><br>*August 20*<br>Configuration<br><br>Budget timeline; year-round budgeting concept |
| **August 20**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Board Learning/ School Board Member Orientation and Board Handbook | Superintendent/COLT Report | | Affirm Board Workplan<br>Affirm Superintendent Evaluation Process & Timeline | *September 3*<br>Policy Committee |
| **September 3**<br>*6:15 Community Meeting*<br><br>***In Person Location:*** *TBD* | | | | | *September 9*<br>Finance Committee<br>*September 10*<br>Steering Committee<br>*September 11*<br>Ed Quality Committee |

DRAFT

| | | | | | |
|---|---|---|---|---|---|
| **September 17**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Board Learning | Superintendent/COLT Report (Superintendent goals)<br>Community Schools Report | Budget development timeline & priorities | Approve budget development timeline & priorities<br>Affirm Policy Workplan cycle<br>Appoint Board member Proxy for VSBA Annual Meeting | *October 1*<br>Policy Committee |
| **October 1**<br>*6:15 Community Meeting*<br><br>***In Person Location:***<br>*TBD* | Local Presentation:<br><br>Community Meeting Topic: | | | Negotiations<br>Communication & Engagement Planning<br>Policy | *October 8*<br>Steering Committee<br>*October 9*<br>Ed Quality Committee<br>*October 14*<br>Finance Committee |
| **October 15**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Board Budget Training | Superintendent/COLT Report (Strategic Plan Update)<br>Principal Report<br>Student Report<br>Career Center Report<br>Community School Report | Review VSBA Resolutions | Approve FY25 Budget assumptions for fund transfers<br>Policy | *November 5*<br>Policy Committee |
| **November 5**<br>*6:15 Community Meeting*<br><br>***In Person Location: TBD*** | Local Presentation:<br><br>Community Meeting Topic: | | | Communication & Engagement Planning<br>Policy | *November 11*<br>Finance Committee<br>*November 12*<br>Steering Committee<br>*November 13*<br>*Ed Quality* |

DRAFT

| | | | | | |
|---|---|---|---|---|---|
| **November 19**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Board Learning<br><br>Budget draft #1 | Superintendent/COLT Report<br>Principal Report<br>Student Report<br>Career Center Report<br>Community School Report<br><br>Ed. Quality:Spring Data Report | Board feedback on FY25 budget draft #1 (Board parameters) | Policy<br><br>Send Letters to Select Boards Mailing Ballots. | *December 3*<br>Policy Committee |
| **December 3**<br>*6:15 Community Meeting*<br><br>***In Person Location:***<br>*TBD* | Local Presentation:<br><br>Community Meeting Topic: | | | | *December 9*<br>Finance Committee<br>*December 10*<br>Steering Committee<br>*December 11*<br>Ed Quality |
| **December 17**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Budget Presentation | Superintendent/Central Office Report (Equity Indicators Draft)<br>Principal Report<br>Student Report<br>Career Center Report<br>Community School Report | Board feedback on FY25 budget draft | Policy<br><br>Status of Mail in Ballots<br>Approve participation in Winooski Valley School Choice Lottery | *January7*<br>Policy Committee |
| **January 7**<br>*6:15 Community Meeting*<br><br>***In Person Location: TBD*** | Local Presentation:<br><br>Community Meeting Topic: Budget Input | | Review of school board vacancies<br>Budget warning language (including Clerk pay)<br>Annual report format<br>Superintendent Evaluation | Approve school choice numbers<br>Communication & Engagement Planning | *January 8*<br>Ed Quality<br>*January 13*<br>Finance Committee<br>*January 14*<br>Steering Committee |

DRAFT

| | | | | | |
|---|---|---|---|---|---|
| **January 21**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Forum Topic<br>Final Budget Presentation | Superintendent/COLT Report (Strategic Plan Update)<br>Principal Report<br>Student Report<br>Career Center Report<br>Community School Report | Budget communication | Final Draft Budget<br>Budget warning language (including Clerk pay)<br><br>Policy | *February 4*<br>Policy Committee |
| **February 4**<br>*6:15 Community Meeting*<br><br>***In Person Location:*** *TBD* | Local Presentation:<br><br>Community Meeting Topic: | | Executive Session:<br>Superintendent Evaluation (Superintendent Reflection) | | *February 10*<br>Finance Committee<br>*February 11*<br>Steering Committee: Superintendent Evaluation<br>*February 12*<br>Ed Quality |
| **February 18**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Board Learning: Board Self Evaluation | Superintendent/COLT Report<br>Principal Report<br>Student Report<br>Career Center Report<br>Community School Report | Executive Session:<br>Superintendent Evaluation | Policy<br>Accept FY25 Audit report | *March 4*<br>Policy Committee? |
| **March 2**<br><br>***Annual Meeting*** | Board Budget Presentation | | | | |

DRAFT

| | | | | | |
|---|---|---|---|---|---|
| **March ??** | Board Reorganization | | | | |
| **March 18**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Presentation of Strategic Plan Updates<br><br>Board Learning | Superintendent/COLT Report (Strategic Plan Update)<br>Principal Report<br>Student Report<br>Career Center Report<br>Community School Report<br><br>Ed Quality: SLO Report? | Reflect on budget process | | Finance<br><br>Steering<br><br>Ed Quality<br><br>*April 1*<br>Policy Committee |
| **April 1**<br><br>**5:00-6:00 New Board Members**<br><br>*6:15 Community Meeting*<br><br>***In Person Location: TBD*** | Local Presentation:<br><br>Community Meeting Topic: | | Superintendent Evaluation (Executive Session) | | *April 8*<br>Steering Committee<br>*April 9*<br>Ed Quality Committee<br>*April 14*<br>Finance |
| **April 15**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Board Learning | Superintendent/Central Office Report (Quarterly Financial Report,)<br>Principal Report<br>Student Report<br>Career Center Report<br>Community School Report<br><br>Ed Quality: SLO Report? | | Policy<br><br>25-26 Calendar Approval<br>Last Day of School, 24-25 | *May 6*<br>Policy Committee |

DRAFT

| | | | | | |
|---|---|---|---|---|---|
| **May 6**<br>*6:15 Community Meeting*<br><br>***In Person Location:***<br>**TBD** | Local Presentation:<br><br>Community Meeting Topic: | | | Communication & Engagement Planning | *May 12*<br>Finance Committee<br>*May 13*<br>Steering<br>*May 14*<br>Ed Quality |
| **May 20**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Board Learning | Superintendent/COLT Report<br>Principal Report<br>Student Report<br>Career Center Report<br>Community School Report | | Policy | *June 3*<br>Policy |
| **June 3**<br>*6:15 Community Meeting*<br><br>***In Person Location: TBD*** | | | | | *June 9*<br>Finance<br>*June 10*<br>Steering Committee<br>*June 11*<br>Ed Quality Committee |
| **June ??**<br>*5:00-8:30 pm Board & Administrative Retreat*<br><br>***Location: TBD*** | | | | | |

DRAFT

| | | | | | |
|---|---|---|---|---|---|
| **June 17**<br>*6:15 Business Meeting*<br><br>***In Person Location:***<br>*U-32 Rm 128/131* | Presentation | Superintendent/Central Office Report (Annual Drug & Alcohol Education Report (C2); Annual report on professional development plan (B21))<br>Principal Report<br>Student Report<br>Career Center Report<br>Community School Report<br><br>Ed Quality: Fall and Winter Report | | Policy | |

DRAFT