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
8.20.25
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
   3.1.1. Board Learning: School Board Member Orientation and Handbook

4. Reports — 15 minutes
   4.1. Superintendent/Central Office Leadership Team (COLT) Report – pg. 4
      4.1.1.Early Education Task Force Update – pg. 8
   4.2. Configuration Committee Update
   4.3. Community Schools Report – pg. 9
   4.4. Central Vermont Career Center Report
   4.5. VSBA Report

5. Board Operations (Discussion/Action) 60 minutes
   5.1. VSBIT Proxy - pg. 11
   5.2. Review and Adopt Board Norms – pg. 13
   5.3. Review & Affirm 25-26 Board Goals and Workplan – pg. 14
   5.4. Review & Affirm 25-26 Superintendent Evaluation Process & Timeline – pg. 32

6. Finance Committee (Discussion/Action) 15 minutes
   6.1. Approve Multi-Year Capital Improvement Project Scope & Budget

7. Personnel (Discussion/Action) 5 minutes
   7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 33

8. Consent Agenda (Discussion/Action) 5 minutes
   8.1. Approve Minutes of 6.25.25, 8.6.25 – pg. 42
   8.2. Board Orders

9. Future Agenda Items 5 minutes

10. Board Reflections 10 minutes

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

12. 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

Superintendent

I want to start my report by thanking the Board for a thoughtful and productive retreat on August 6. The Education Quality Standards presentation by Natasha was a rich discussion about how we can both implement and monitor the work outlined in the EQS. I look forward to showing the Board the work that our schools do this year and the effect that it has on our student outcomes.

The Washington Central Leadership Team, WCLT, has been working since last year to develop professional learning plans that support teacher development and improve student outcomes. In addition to our regular Wednesday faculty and staff learning time after school, we are embedding time in the school week for our educator teams to meet, learn, and plan. Our professional learning this year will be on Universal Design for Learning, the science of reading and writing, implementing the Education Quality Standards, and improving our Multi-Layered Systems of Support. Regular reports this year will highlight our learning and the outcomes.

Our WCLT and several teachers just completed Leadership Coaching Training this past week. This training helps our leaders take a "coaching approach" to our daily interactions. This training provided tools for formal and informal coaching and feedback interactions, and conversations. A coaching approach means that we start with a strengths-based approach to finding solutions to issues that we encounter in our work. Coaching conversations are mindful of the need to help others solve issues that they confront so that they have ownership and agency. Building our coaching skills helps our school leaders build the capacity of others to make decisions.

Legislative Update:

H.454 is now considered Act 73. The VSBA is providing regular updates to the work outlined in the Act and I will provide update on how our district may be affected by the work. Currently the biggest piece of work is The School District Redistricting Task Force per H.454 (Act 73). They will meet:

August 19, 2025 Waterbury State Office Complex
September 10, 2025
September 29, 2025
October 10, 2025
October 28, 2025
November 10, 2025
November 20, 2025

Human Resources

Summer time is busy for our Human Resources Department as we close out FY25, and ensure we are ready for FY26. We have been busy recruiting and onboarding new hires to our District. It is so wonderful to meet and welcome new employees to our District.

During this busy season, we also process many background checks, not just for new hires, but also for substitutes, contractors and coaches.

Our administration team has assembled interview panels who have been dedicated and committed to filling vacant roles in our District.

Special Education

This year marked the first time the Student Support Services department participated in our district's Curriculum Camp, and I am pleased to report that twelve team members attended. Representatives came from every school in the district except one, and our group included both a Speech-Language Pathologist and an Occupational Therapist—reflecting the diverse expertise within our department. The sessions took place on July 15 and 16 at Central Office and were facilitated by Julia Pritchard, Director of Student Support Services, and Cat Fair from U-32.

The purpose of our two-day session was to design professional learning experiences aligned to four key drivers:

- **Purpose**: Grounding our work in a shared vision and values that lead to improved outcomes for students
- **Playbook**: Developing consistent structures and systems to ensure equitable and efficient resource use
- **Practices**: Promoting the use of evidence-based practices across all schools
- **Prioritization**: Aligning our work with the district's Strategic Plan and using data from the Ability Challenge and DMG reports to inform our focus

I am proud to share that our outcomes exceeded expectations. Over our two days together, we:

- Developed a **shared vision statement** for the department
- Created a **department handbook** (with help from a model) to support alignment, efficiency, and effectiveness across our special education teams
- Began designing **three professional development modules** to be delivered during upcoming monthly department meetings
- Strengthened our procedures for maintaining **consistently labeled and organized educational records** for students receiving specialized services

Beyond the tangible deliverables, deep collaboration, a shared sense of purpose, and a spirit of optimism together marked our time. Our team brought focus, hope, connection—and plenty of humor. We are committed to bringing these efforts to life—establishing greater consistency across schools, building capacity through ongoing professional learning, and ensuring that our shared commitments are reflected in daily practice.

Curriculum, Instruction & Assessment

August 2025

In addition to the Student Support Services Curriculum Camp session, we held the following sessions:

SLO	Task	Facilitator Dates	Participants
Global Citizenship	Develop or revise elementary global citizenship units of study in alignment with the curriculum map and the IRIS Framework	Jen Miller-Arsenault June 26 and 27	5 teachers across 4 elementary schools and our humanity and justice scholar-in-residence
Literacy (Writing)	Design professional learning sessions about the science of writing and further develop common writing assessments	Jen Miller-Arsenault July 1 and 2	11 teachers across 5 elementary schools and 2 occupational therapists
Literacy and Math	Design intervention groups, resources, and curriculum for middle school academic supports	Ellen Dorsey July 24 and 25	5 middle school teachers
Other: Implement Education Quality Standards	Design professional learning related to the new	Jen Miller-Arsenault August 1 and 8	4 teachers across 2 elementary schools and

	Education Quality Standards		U-32, 1 administrator, 1 school board member, and our humanity and justice scholar-in-residence
Transferable Skills (focus on Functional Skills)	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	Jen Miller-Arsenault August 6 and 7	8 teachers across 2 elementary schools and U-32 and 2 administrators

This past week, the leadership team created a professional learning plan for the 2025-2026 school year, including the work that was completed this summer during Curriculum Camp. We look forward to engaging in this work this year.

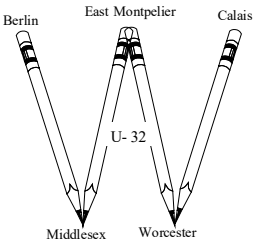
The sessions were positive and productive and aligned with our strategic plan and state requirements. Thanks to all who participated in Curriculum Camp this summer!

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Phone (802) 229-0553
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Steven Dellinger-Pate
Superintendent



TO: WCUUSD School Board
FROM: Steven Dellinger-Pate, Superintendent
RE: Pre-K/ Early Childhood Task Force
DATE: August 15, 2025

As of this writing, the Task Force has met once on July 25th to review the current programming and Act 166 rules. We reviewed our current enrollment numbers for 3- and 4-year-olds in our district and where they are currently enrolled. We can see that our families choose from several options of private Pre-K, and the Task Force has many questions about why some families choose our school programs and why they do not. Much of our discussion at the meeting was to brainstorm questions for a survey and determine further data needs.

A survey has been developed and distributed to the community, and we have received over 50 responses. On Monday, August 18, the committee is meeting again to review the data. We will also be more clearly defining what we consider Pre-K versus Childcare and what a model Pre-K program should look like. We will be reviewing what other districts offer and begin brainstorming ideas for our district programming. Our next meeting after the 18th will then be to formulate some options to present to the Leadership Team and the Board for consideration for the 26-27 school year.

Our goal as a committee continues to be to recommend high-quality Pre-K programming and the necessary childcare to meet our community's needs while considering the long-term sustainability of that programming. We look forward to sharing the data and recommendations with the Board.

Community Schools Board Report
August 20, 2025

As we feel the energy that can only come with the return to another school year, folks across WCUUSD have been working to plan and coordinate celebrations of community, both large and small. Individually, our schools are bringing students and families together in the first weeks and months of the school year to connect, grow, and unify for the upcoming school year. Collectively, we are also building out opportunities to bring the larger WCUUSD community together in celebration as a whole district.

On Tuesday, September 9th, at 6:00PM, the WCUUSD and the Flynn, will host Playing Fields, a free back-to-school celebration. Bring your friends and family to U-32 Middle and High School for an awe-inspiring evening of circus and giant puppets, featuring Les Girafes, created by Compagnie OFF, an exciting and dynamic street theater troupe from France.

Each Wednesday in September, the community is invited to a multi-generational learning series at U-32. This first series will highlight local instructors and their expertise in classes such as digital photography, dance, bicycle repair, and many more. Classes are free, open to the public, and will be an incredible way to fill our learning spaces while we learn and play together. Registration information will be made available on the WCUUSD website, and to community members.

On Thursday, September 25th, at 5:30PM, a district-wide community meal will be held at U-32. Community partners are coming together to organize a free meal, opening up opportunities to be in community, conversation, and space with each other.

Additionally, each school is hosting a back-to-school event, open house, celebration, or kick-off, the details of which are on the calendar on the next page. We are in appreciation of the many ways our communities are coming together as geographically united spaces, and as a collective educational community that make up WCUUSD.

In Community,
Bec Dezan
Community Schools Coordinator

WCUUSD Back-to-School Community Events

Mon
Aug 25th

Berlin Elementary
Watermelon Social
5:30-6:30



TUES
Aug 26th

Rumney Elementary School
Open House
4:30 - 5:30



Wednesdays

Community Learning Series
3rd / 10th / 17th / 24th
6:00-8:00PM
U-32 Middle & High School



Thurs
Sept. 4th

U-32 Middle and High School
OPEN HOUSE + Community Conversation
6:00-8:10PM
U-32



Tues
Sept. 9th

The Flynn Theatre and WCUUSD Present: Playing Fields Community Theatre
6:00 PM
U-32 Main Stadium Field



Sat
Sept. 13th

Worcester Arts Festival
10:00AM - 6:00PM
Ladd Field



Thurs
Sept. 18th

Doty Elementary School
Open House
5:30



Thurs
Sept. 18th

Calais Elementary Back to School BBQ + Open House
5:30



Fri + Sat
Sept. 19th + 20th

U-32 Homecoming



Thurs
Sept. 25th

WCUUSD Community Meal 5:30 PM
U-32 Middle and High School



Weds
Oct. 8th

East Montpelier Elementary School Open House
5:30



INSTRUCTIONS FOR EXHIBIT B
VSBIT PROXY OR CERTIFICATE OF AUTHORITY

- **In order to vote at the VSBIT Annual Meeting on October 30, 2025, Exhibit B must be completed prior to the meeting.**
- If you will be sending a person to the Annual Meeting to represent you, complete the first selection, option **(a),** by checking the box and listing the name of your representative and their title. **This person must be present, with a copy of this form, in order to vote.**
- If you will not be attending or sending a representative to the Annual Meeting but wish to cast a vote, complete the second selection, option **(b),** by checking the box and in doing so, naming the VSBIT Board as a proxy to cast a vote on your behalf.
- If your school district is a participating member of **both** the VSBIT Multi-Line Program **and** the VSBIT Unemployment Program, a separate Exhibit B form must be filled out for each program.
- **In either case, sign and date the bottom of the form and either bring it to the meeting or mail it ahead to:**

VSBIT
Annual Meeting
52 Pike Drive
Berlin, Vermont 05602

EXHIBIT B

VSBIT PROXY OR CERTIFICATE OF AUTHORITY

LET IT BE KNOWN THAT: Washington Central Unified Union SD, member of the VSBIT Unemployment Program, a body corporate and politic, created and existing under the laws of the State of Vermont, does hereby:

Certificate of Authority

☐ **(a)** appoint as its authorized representative to appear and vote on its behalf at any and all meetings of the members of the Vermont School Board Insurance Trust, or any adjournment thereof, the following person:

_____ _____

Name Title

Email: _____

Note: If option (a) is selected, the person listed above must attend in-person to vote.

OR

Proxy

☐ **(b)** appoint as its true and lawful attorney, the Board of Directors of the Vermont School Boards Insurance Trust, by majority vote, with the power of substitution for it and in its name to vote at the Annual Meeting of the Vermont School Boards Insurance Trust, to be held on the 30th day of October, 2025 or at any adjournment thereof, with all the powers it should possess if personally present through its authorized representative.

Please sign and date this section once you have chosen (a) or (b):

Dated at _____, Vermont, this ____day of _____, 20___.

This action is valid for one year [365 days] from the date of enactment, or until it is superseded by subsequent action of the member filed with the Trust.

_____

Name of Member District

BY: _____

TITLE: _____

SAMPLE

WCUUSD Board Norms - Adopted November 18, 2020

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WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT STRATEGIC PLAN

2024-2030



Letter to the Community

To the Washington Central Community:



Those of us in education spend a lot of time thinking about the purpose of our schools. Public education is, for me, perhaps the single most important public service that our society provides for our children. Our schools are here to serve the children in our communities - all of our children - and make sure that when they leave our system they are prepared for whatever they want to pursue in life.

And if schooling is so important to the children in our communities, having a strong, collective vision for what we want for our children is critical. I'm thrilled to share with you the culmination of more than a year's worth of efforts listening to our communities to help define what we believe Washington Central Schools need to be for our students.

Our strategic planning process began in early 2023 with the convening of our Strategic Planning Steering Committee. Over the next 18 months, this committee worked to engage our communities to develop our Vision & Core Beliefs, and then define what steps our district will take over the next several years to enact that Vision. Each step of our process was responsive to what we were learning along the way, and I am so grateful for the many voices who helped us on this journey.

I am proud to be part of a school district that believes that these Core Beliefs are foundational to our work:

1. Humanity, Justice, Community and Belonging
2. Well-being
3. Transparent & Responsible Leadership
4. Community Engagement and Relationships
5. Rigorous Curriculum and Instruction

I know that these values will guide Washington Central well in the years to come, and give our schools the grounding they need to work for all of our children. It has been a privilege to serve as your superintendent through this process.

Meagan Roy, Superintendent

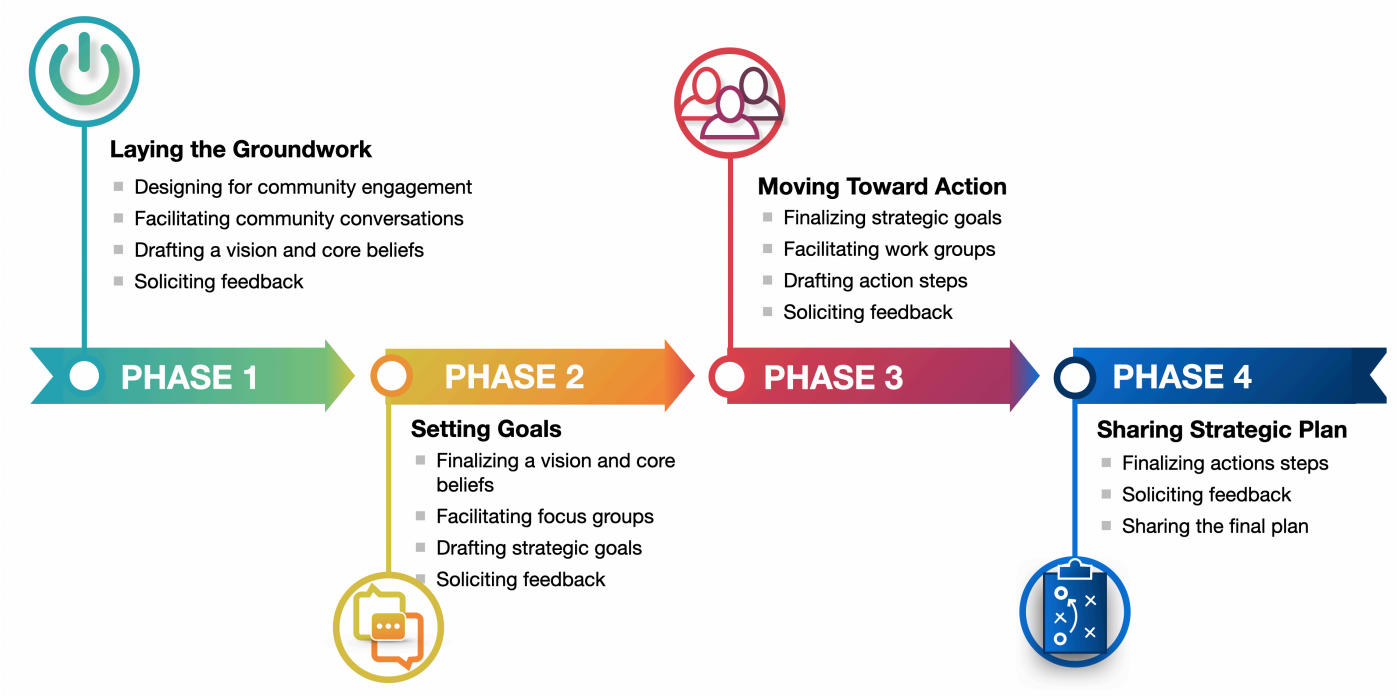
Strategic Plan Development Process

The Strategic Planning Steering Committee began by asking the Washington Central community four key questions:

1. What are the hopes and dreams our community has for our young people?
2. What are the core values that should guide WCUUSD as we make important decisions?
3. What skills and qualities are most important for our students?
4. How will our young people know WCUUSD cares for and about them?

In the spring of 2023, Educators at all 6 WCUUSD schools engaged in conversations about these questions while steering committee members recorded their feedback. Community members gathered at U-32 to share their thoughts and ideas. Three Zoom forums were held for community members who could not attend in person. An asynchronous survey collected additional feedback. The steering committee used this data to draft the WCUUSD core beliefs.

In June of 2023, educators at all six schools reflected on school policies and practices using an Equity Pulse Check tool. These conversations led to rich data highlighting each school's strengths and opportunities for growth, and providing additional data for the strategic plan.



In the fall of 2023, the steering committee facilitated 25 focus groups to solicit feedback on the draft core beliefs and ideas for making those beliefs a reality at WCUUSD. Focus groups responded to these prompts:

1. What do you find most exciting or important?
2. Is there something that is missing or confusing?
3. I see this happening now… We do a good job with…
4. If we do this will, we will see… A school that is really doing this well looks like…
5. What are some things we need to do in order to turn these beliefs into reality? If we do ____, we can accomplish this.



Focus groups were held in all five towns, at U-32, and via Zoom. Staff and students at each school were invited to participate in focus groups. In addition, community members had the opportunity to respond and give feedback via ThoughtExchange.

During the winter of 2023-2024, the steering committee used this data to refine the core beliefs and to draft strategic goals. Work groups developed action steps informed by community input. The steering committee once again sought community feedback via ThoughtExchange.

The strategic plan reflects the WCUUSD's core beliefs:

- Well-being
- Transparent and responsible leadership
- Community engagement and relationships
- Rigorous curriculum and instruction
- Humanity, justice, community, and belonging.

These values are woven into each of the three goals and reflected in the action steps. The strategic planning steering committee is grateful to the community for engaging in the process and sharing their vision for Washington Central Schools.

Strategic Planning Steering Committee

Special thanks to this dedicated group of educators and community members. They worked tremendously hard to solicit community input and synthesize community perspectives to create a vision that reflects our hopes and dreams for all WCUUSD students. Their thoughtful insights, deep listening, and collaborative work resulted in a strategic plan that will guide us for many years to come

Eric Anderson	School Board Member	East Montpelier
Yolanda Bansah	Student	Berlin
Kari Bradley	School Board Vice Chair	Calais
Arlyn Bruccoli	Teacher	Calais
Steven Dellinger-Pate	Principal	U-32
Flor Diaz Smith	School Board Chair	East Montpelier
Cat Fair	Principal	Calais
Jim Nichols-Fleming	Community Member	Berlin
Adrienne Magida	Community Member	Middlesex
Bekah Mandel	Parent	Middlesex
Jen Miller-Arsenault	Curriculum Director	Middlesex
Julie Moore	Community Member	Middlesex
Uriah Proctor-Mattingly	Teacher	Calais
Beth Stern	Educational Support Staff	Worcester
Chani Waterhouse	Parent	Worcester
Erica Zimmerman	Community Partner	East Montpelier







WCUUSD Mission and Core Beliefs

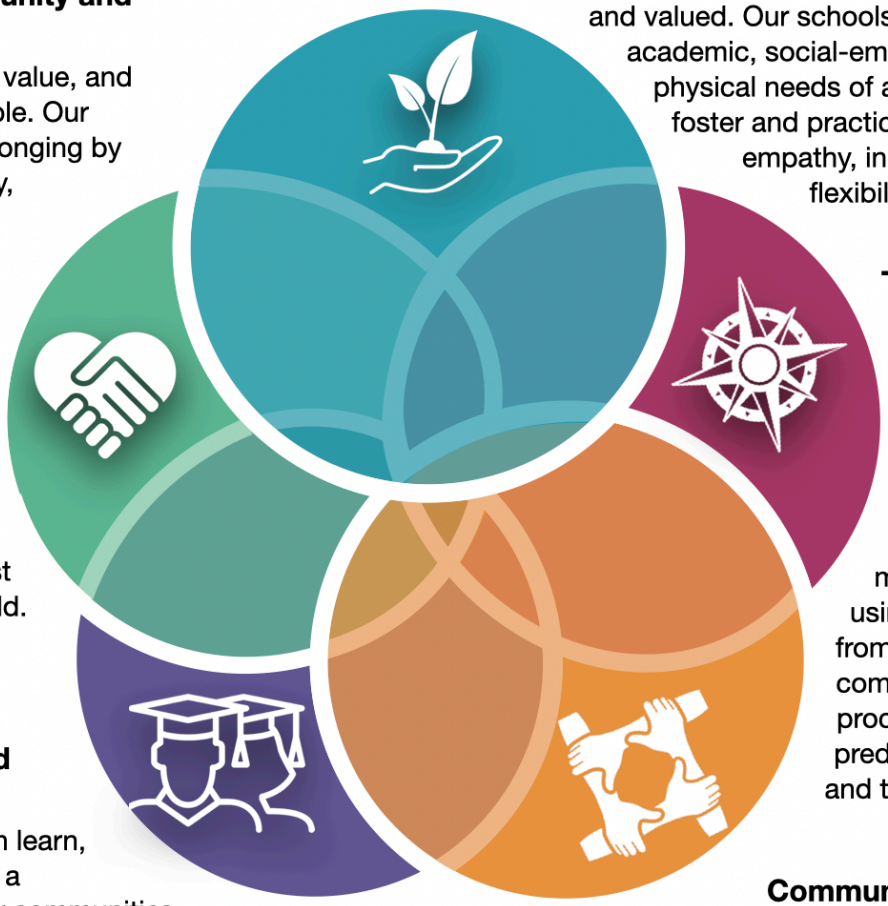
MISSION: WCUUSD exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

Well-Being:

Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

Humanity, Justice, Community and Belonging:

Schools respect, value, and welcome all people. Our schools build belonging by honoring diversity, centering equity, and celebrating the different experiences we all bring to our community. We will continue to learn and adjust our practices to create a more just and humane world.



Transparent and Responsible Leadership:

All decisions about our schools must be student-centered. We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent.

Rigorous Curriculum and Instruction:

ALL students can learn, thrive, and make a difference in their communities. Schools hold high expectations for all students and ensure they see their lives and the lives of others reflected in a meaningful curriculum. Educators nurture and inspire students so that students can direct their learning, celebrate their developing identities, pursue interests, and create meaningful pathways to graduation and lifelong learning.

Community Engagement and Relationships:

Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.

Goals, Action Steps, & Indicators of Progress

Goal #1:

Build and nurture a culture of well-being and inclusivity.

Action Steps:

- WCUUSD will design and implement social-emotional learning standards, instruction, and assessments that foster emotional well-being and mental health.
- All WCUUSD schools design and implement plans to engage and build community and connectedness, both within and beyond their school buildings.
- WCUUSD will create a professional learning plan to ensure that all staff can create a safe and welcoming learning and working environment that supports equity, diversity, and inclusion in our schools.
- WCUUSD will expand our comprehensive assessment system to include measures of well-being and belonging so that we can celebrate strengths, provide opportunities for reflection, and hold schools accountable to high expectations for all students.

Indicators and Progress Measures

Existing indicators:

- Common Assessment System
- Board Monitoring Plan/Cycle
- Equity Indicators
- WCUUSD Communication and Engagement Plan

Potential indicators:

- WCUUSD Professional Learning Plan

Goal #2:

Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.

Action Steps:

- WCUUSD will leverage its Comprehensive Assessment System to improve our proficiency-based system that holds high expectations for all students and is responsive to their strengths, needs, and interests.
- WCUUSD will partner with students to inform curriculum and instruction.
- WCUUSD will audit the opportunities in PreK-12 classrooms that ensure robust engagement in real-world authentic skills in and with the community, flexible pathways, and outdoor/place-based experiences.
- WCUUSD will leverage its professional development systems to support educators in their learning about:
    - ✦ Antibias and antiracist practices that create more inclusive learning environments and more diverse representation across the curriculum.
    - ✦ Universal Design for Learning so all students are engaged in the curriculum, have the supports they need to learn, and are challenged to meet high expectations.
    - ✦ The intentional integration of transferable skills into their instruction.

Indicators and Progress Measures

Existing indicators:

- Common Assessment System
- Education Quality Monitoring Plan
- Youth participation in existing structures (Curriculum Council, for example)

Potential indicators:

- Youth advisory council
- Regular feedback mechanisms
- UDL System and Educator Self Assessments
- WCUUSD Professional Learning Plan

Goal #3:

Foster and commit to responsible leadership that engages the community and communicates transparently.

Action Steps:

- WCUUSD leaders will propose a financially sustainable configuration plan that supports the curriculum and culture goals.
- WCUUSD leaders will invest in staff and board development to support our three goal areas.
- WCUUSD leaders will create and strengthen existing connections between families, students, and communities.
- WCUUSD leaders will establish structures, policies, procedures, and accountability frameworks that support the implementation of the strategic plan and report on progress.
- The WCUUSD School Board will utilize its Education Monitoring Plan to monitor district progress toward the strategic plan, identify priority areas for investment, and support the work of the Superintendent as they implement the plan goals

Indicators and Progress Measures

Existing indicators:

- Configuration Study
- Board Goals
- Board Workplan
- WCUUSD Communication and Engagement Plan
- Board Handbook
- WCLT Structures
- Education Quality Monitoring Plan
- Educational Quality Standards

6

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

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

Washington Central Unified Union School District

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

Action Step: WCUUSD will design and implement social-emotional learning standards, instruction, and assessments that foster emotional well-being and mental

What (tasks)	Who (responsible parties)	When (date)	Progress	Evidence/Artifacts	Indicators/Progress Measure	Notes
DESSA SEL Screener	Elementary Schools	2025	Complete			participated in first
DESSA SEL Screener	U-32 Middle School	Fall 2025	Not yet started			
Curriculum	Curriculum Council	Summer 2025	Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			

Action Step: All WCUUSD schools design and implement plans to engage and build community and connectedness, both within and beyond their school buildings.

What (tasks)	Who (responsible parties)	When (date)	Progress	Evidence/Artifacts	Indicators/Progress Measure	Notes
Community Schools - Transcend	U-32	April	In progress	LEAP Data	Baseline Data	
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			

Action Step: WCUUSD will create a professional learning plan to ensure that all staff can create a safe and welcoming learning and working environment that

What (tasks)	Who (responsible parties)	When (date)	Progress	Evidence/Artifacts	Indicators/Progress Measure	Notes
Leadership Team training with Rebecca Haslam			In progress	WCUUSD		
Imbedded PD Planning	Principals	Ongoing	In progress	Professional	Plans	
			Not yet started			
			Not yet started			
			Not yet started			

			Not yet started			
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			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
Action Step: WCUUSD will expand our comprehensive assessment system to include measures of well-being and belonging so that we can celebrate strengths,						
What (tasks)	**Who (responsible parties)**	**When (date)**	**Progress**	**Evidence/Artifacts**	**Indicators/Progress Measure**	**Notes**
DESSA SEL Screener			In progress			
Teachers reviewed data from DESSA			In progress			
Imbedded PD on using the DESSA tools	Curriculum Council	Summer 2025	Not yet started	PD Guides	DESSA Data; Attendance; Behavior Referrals	
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			
			Not yet started			

The WCUUSD Board utilizes a comprehensive evaluation process grounded in the Vermont School Boards Association tool. The following is an outline of the key elements of the process, including a timeline of key touchpoints across the year. The Board would adjust this timeline annually as needed.

	Evaluation Element	Identified Date
May/June	Superintendent presents draft goals to the Steering Committee for initial discussion/feedback	5/10/25
September	Board affirms the evaluation process & timeline (including the Evaluation Tool)	8/21/24
	Superintendent presents second draft goals to Steering Committee; Committee affirms readiness for full Board	9/13/23
	Superintendent presents goals to full Board	9/20/23
December	Steering Committee reviews draft Board feedback survey & recommends any edits	12/13/23
January	Board feedback survey distributed by Steering Committee	1/3/24
February	Superintendent presents initial goal reflection, including indicator review, to the Board.	1/17/24
	Survey due	2/9/24
	Steering committee compiles Board survey results	2/19/24 - 2/23/24
	Board discusses evaluation in executive session	2/21/24
March	Superintendent provides Climate Survey report to Board	3/13/24
	Steering committee meets with Superintendent to review full evaluation results in executive session	3/13/24
	Summary evaluation document finalized	3/22/24

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. **New Hire Nominations (for 25-26 school year)**
   Surayah Pierce-Speight - U-32 World Languages Teacher .20 FTE
   Elizabeth Lawson - U-32 Special Education Teacher
   William Poderzay - U-32 Special Education Teacher
   Ruthanne Peterson - Speech and Language Pathologist

2. **Retirement**

3. **Re-Hires**

4. **Resignations**

5. **Change in FTE:**

6. **Long-Term Substitutes (25-26 School Year)**
   Phelps Griffin, U-32 Middles School Math and Science

7. **Change in Position**

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: Special Educator, middle school literacy	**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)*	_**1**__ Administrators _**3**__ Teachers __**1**_ Support Staff __**1**_ Parents/Community Members ___ Other: student member n/a after early closure
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	**University of Northern Colorado** Post Grad work in Educational Leadership December 2024 **Ball State University** Masters in Education December 2019 **Castleton State College** Certificate of Study - Special Education April 2017 **Johnson State College** Bachelor's degree in Elementary Education May 2009

PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Liz brings a wide variety of experiences, including certification in teaching structured literacy in the Orton Gillingham framework. This aligns with the need for a focus on literacy in the middle school
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Liz Lawson**

(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 Catherine Jai 6/24/25
Principal/Administrator *Date*

RECOMMENDED BY _____
Superintendent *Date*

BOARD APPROVAL DATE: _____

M30+/Step H = $73,708.00

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TEACHER NOMINATION

POSITION: Middle School LTS Science & Middle School LTS Math	**FTE:** _1___
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 ___ Teachers ___ Support Staff ___ Parents/Community Members ___ Other: Students
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	**May 2026 (expected). MA, Secondary Teaching (Biological Sciences), Western Governors University.** **December 2024. MSc, Entomology, College of Agriculture, Auburn University. Dr. Arthur Appel and Dr. Xing Ping Hu (major professors). GPA: 4.0.** **May 2022. BSc, Conservation and Biodiversity, Auburn University. GPA: 3.2.**
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Phelps Griffin brings a strong foundation in biological sciences and applied research experience, making her a compelling candidate for the Middle School Science Long Term Substitute position at U-32. She holds a B.Sc. in Conservation Biology and an M.Sc. in Entomology, where she conducted independent research and presented findings at national conferences. She is currently working toward her Master of Arts in Teaching with initial licensure and has actively built classroom experience as a substitute teacher and paraprofessional in diverse learning environments. Her experience in translating complex

	scientific content into accessible and engaging lessons is well aligned with the goals of U-32's science curriculum. Reference checks affirm her readiness and suitability for the role. Her references state that she would be an excellent middle school teacher based on significant outreach and community-based programming that she participated in at Auburn University. Based on her academic preparation, teaching experience, and strong professional references, I recommend Phelps Griffin for hire.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Phelps Griffin**

(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_____ _____07/10/2025_____
Principal/Administrator *Date*

RECOMMENDED BY_____
Superintendent *Date*

BOARD APPROVAL DATE: _____

M00-M14/Step A = $57,415 ($310.35 per diem)

TEACHER NOMINATION

POSITION: World Language	**FTE:** 0.2
REASON FOR VACANCY: __ Retirement/Resignation X New Position __ Leave of Absence	
SCHOOL BUILDING: U-32 Middle and High School	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	_X_ Administrators _X_ Teachers ___ Support Staff ___ Parents/Community Members ___ Other: Internal /External , 3 Applicants,
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Norwich University, Major: English, Minor: Writing, April 2024
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME:** Surayah Pierce-Speight

(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 Rebecca Tatistcheff 07.11.2025
Principal/Administrator *Date*

RECOMMENDED BY _____
Superintendent *Date*

BOARD APPROVAL DATE: _____

B00-B14/Step A = $54,224 (.20 FTE $10,844.80)

TEACHER NOMINATION

POSITION: Speech and Language Pathologist	**FTE: 1.0**___
REASON FOR VACANCY: **X** - Retirement/Resignation __ - New Position __ - Leave of Absence	
SCHOOL BUILDING: Rumney Elementary (Maggie McGlynn Retirement)	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	**_X__** Administrators **__X_** Teachers ___ Support Staff ___ Parents/Community Members **_X__** Other: SLP
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Master of Science - Major Communication Sciences and Disorders (2025) Bachelor of Science - Elementary Education
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Ruthanne is a recent UVM graduate of the Communication Sciences and Disorders program. She worked as a special education teacher in Vermont for 12 years prior to gaining her Masters Degree. She is experienced working with Augmentative Communication Devices, students with Autism, as well as expressive and receptive language, articulation, and social lang.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Ruthanne Peterson**
SALARY INFORMATION:	M15-M29/Step M = $82,196.00

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

NOMINATED BY _____ 7/18/25
Principal/Administrator *Date*

RECOMMENDED BY _____
Superintendent *Date*

BOARD APPROVAL DATE: _____

Washington Central Unified Union School District

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Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761

TEACHER NOMINATION

POSITION: Special Educator, Zenith Program	**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)*	**_1__** Administrators **_3__** Teachers **_1__** Support Staff **__1_** Parents/Community Members ___ Other: student member unavailable with school closure
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	**Southern New Hampshire University** Certificate of Study 30 credits Post graduate work July 2022 **Fort Hays State University** Masters in Education - Special Education May 2017 **University of Akron** Bachelors - Secondary English Language Arts December 2012
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Bill's experience in working in alternative programming, CTE, and special education are the basis for the committee's recommendation for this role.

CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: **NAME: William Poderzay**
(resume and cover letter attached)

(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 Catherine Jair 6/24/25
Principal/Administrator *Date*

RECOMMENDED BY _____
Superintendent *Date*

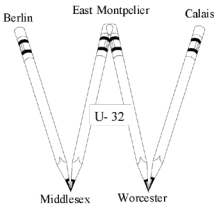
BOARD APPROVAL DATE: _____

M30+/Step M = $84,580.00

Washington Central Unified Union School District

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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

Present: Elizabeth Brown, Zach Sullivan, Daniel Keeney, Ursula Stanley, Chris McVeigh, Natasha Eckart, Julia Hewitt, Flor Diaz Smith, Mckalyn Leclerc, Diane Nichols-Fleming,

Others: Superintendent Steven Dellinger-Pate, Susanne Gann, Julia Pritchard, Jen Miller-Arsenault, Becca Taitistcheff, Alison Fayle, David Delcore, Honi Bean Barrett, Lila Richardson, Marilyn Martin, Noah Weinstein, ORCA Media

1. **Call to Order: Flor Diaz Smith called the meeting to order at 6:17 p.m.**

2. **Welcome**
   - **2.1. Adjustments to The Agenda:** Chris McVeigh stated that he would like to include a discussion of the Doty Pre-K program to the agenda. Superintendent Dellinger-Pate stated that this would be part of his superintendent's report.
   - **2.2. Reception of Guests**
   - **2.3. Public Comments-Time limit strictly enforced, see note:** None at this time

3. **Presentations:**
   - **3.1. Climate Survey:** Superintendent Dellinger-Pate shared a slide deck: *Climate Survey Summary.*
   - **3.2. Board Q & A:** Diane Nichols-Fleming stated, regarding equity indicators, was the survey designed to answer this? Is this a topic that we should dive into more deeply? Chris McVeigh asked for follow up around staff morale; the numbers had fallen slightly. Natasha Eckart asked whether the data is disaggregated by school. She spoke about student responses related to feeling safe and feeling able to go to an administrator. Steven Dellinger-Pate stated that building administrators plan to follow up on this.

Amelia Contrada asked whether there is a plan to follow up to address some of the concerning survey responses. Zach Sullivan stated that he believes it is important to follow up on the staff morale responses. Ursula Stanley asked about plans to replicate the survey on a regular basis.

4. **Reports**
   - **4.1. Superintendent/Central Office Leadership Team (COLT) Report:** Steven Dellinger-Pate had shared a written report. He reported that five families are currently registered for Pre-K at Doty School. He stated that we would not run a program at the school with only five students; we have offered these families a place (such as East Montpelier or Calais). Chris McVeigh asked whether the viability is programmatic or economic-related. Superintendent Dellinger-Pate stated that the question of viability is related to both. He stated that Berlin's Pre-K program is currently at capacity; East Montpelier is not yet at capacity; Calais is not yet at capacity.Jen Miller Arsenault shared about Curriculum Camp over the summer (kicks off tomorrow). Diane Nichols-Fleming asked where special educators engage in curriculum work, specifically around UDL. Jen Miller Arsenault stated that this is part of the work plan this summer as well; however not part of Curriculum Camp. Steven Dellinger Pate stated that Shannon Knowles and Renee Bates are moving on and he would like to thank them for their service; they will be greatly missed. He stated that we have filled those positions.
   - **4.2. Community Schools Report:** Bec had provided a written report; Flor Diaz Smith invited questions or feedback from the board.
   - **4.3. Principal Report:** Becca Taitistcheff spoke about some of the closing rituals and celebrations among staff and students at U-32.
   - **4.4. Configuration Committee Update:** Flor Diaz Smith shared that the committee had considered criteria and benchmarks, and spent the last portion of the meeting discussing community engagement. Daniel Keeney stated that the theme of "consistency" continued to come up in the committee discussion today. He stated that a consistent educational experience across the district is important and needs to be made more explicit. What is each elementary school providing and what are they each feeding into U-32?
   - **4.5. Central Vermont Career Center Report:** Steven Dellinger-Pate stated that CVCC is moving forward with a bond vote for a new location - a bond vote across 18 towns. He shared that the location is in Barre. Flor Diaz Smith stated that the hope is that the new facility will serve 500 students. Chris McVeigh asked whether there are implications from H.454. Superintendent Dellinger Pate stated that the configurations according to H.454 do not necessarily include career centers at this time. There are two different options at this time about how CTEs are proposed to be organized.

4.6. VSBA Report: Flor Diaz Smith provided some highlights from this report. She shared that the bill H.454 passed on June 20. She shared that there have been some resignations in commission leadership. She shared that there is a webinar available via VSBA that helps explain the latest information.

5. Board Operations

5.1. Turtle Island Update: Steven Dellinger-Pate stated that Turtle Island has indicated that they cannot financially sustain a program at the Doty School. He had shared this information with the board.

6. Ed Quality: Ursula Stanley provided an overview of the following two monitoring reports.

6.1. Student Monitoring Report (Winter 2025)

6.2. Student Monitoring Report (SLO) Financial Literacy, Health, and PE

Ursula asked for feedback from board members. Mckalyn Leclerc asked for clarification around the science data. Jen Miller Arsenault shared that the science VCAP exam was given to students during 11th grade history, and the students protested and it is believed that the data does not reflect their true abilities in that area.

Daniel Keeney stated that, regarding PE and Health, there is a scarcity of time, a challenge in recruiting health teachers; the question is how, across a district of five schools, is consistency sought? Mckalyn Leclerc asked for clarification around "N/A" in the health SLO data. Some discussion followed around SHAPE standards. Jen Miller Arsenault stated that this is work that needs to be completed in the future.

Ursula Stanley stated that one outcome from discussion among Ed Quality Committee is to ensure that the budget development supports PE and Health curriculum.

Daniel Keeney stated that, having not attended the meeting, some of the language in the report is hard to process or draw a conclusion from.

Ursula Stanley reviewed the proposed timeline for Student Achievement Monitoring.

Mckalyn Leclerc suggested that if the Ed Quality Committee meetings are not well attended, would we consider changing the date or time of the meeting? Zach Sullivan suggested that Ed Quality also consider the "time budget" - for example, how much time do we devote to teaching science?

7. Finance Committee

7.1. Review Capital Improvement Project Plan and Multi-year Budget: **Ursula Stanley moved to 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.** Seconded by Daniel Keeney. Discussion: Susanne Gann

briefly reviewed this document. She stated that we have a very solid capital improvement plan. Zach Sullivan suggested that because of the changes in H.454 and the change in Turtle Island plan, he believes we should consider sending this back to the Finance Committee for reconsideration. He stated that based on H.454 it looks likely that Doty as a school building will not meet the criteria; he wonders if we should continue to invest on capital projects such as this. Daniel Keeney asked for clarification which boiler would be considered the primary and which would be considered the "redundant" boiler. He asked whether the scope of the project remains the same. Some discussion followed around this multi-year plan and the possible implications of H.454. Diane Nichols-Fleming stated that a boiler is critical to a building, regardless of whether the building is used as a school building or otherwise. Flor Diaz Smith reviewed that this is the first stage of the project - the bid document development will come to the board later for consideration. **This motion carried. Zach Sullivan abstained from the vote.**

7.2. Authorize Superintendent to Award FY 25 Bids for Liquid Heating Fuels, Wood Chips, and Wood Pellets: Daniel Keeney moved 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. Seconded by Chris McVeigh, this motion carried unanimously.

7.3. Award Berlin Playground Project Contract: Ursula Stanley moved to award the Berlin playground project contract to Pettinelli & Associates, Inc. in an amount not to exceed $99,967.15. Seconded by Amelia Contrada, this motion carried unanimously.

8. Policy Committee

8.1. Committee Report: No update at this time.

9. Personnel

9.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: **Zach Sullivan moved to approve the following hires: 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 Seconded by Ursula Stanley; this motion carried unanimously. Zach Sullivan moved to accept the following resignations and to thank them for their service. Noah Fink – Special Educator-U-32, Madeleine Dougherty – Special Educator – U-32, Danielle Kent - Speech Language Pathologist – EMES, Seconded by Daniel Keeney.** Discussion: Diane Nichols Fleming asked, with three resignations in the special education area, are we aware of why? Steven Dellinger-Pate explained that we are aware of other opportunities for these employees. Mckalyn Leclerc expressed concern about three resignations, and especially in light of the climate survey discussion earlier, she wonders whether an exit interview is offered. The superintendent

indicated that exit interviews are offered. **This motion carried unanimously. Zach Sullivan moved to approve Long-Term Substitute (25-26 School Year) Abel Alaniz – Music LTS – U-32. Seconded by Daniel Keeney; this motion carried unanimously.**

10. Consent Agenda

10.1. Approve Minutes of 5.20.25: **Ursula Stanley moved to approve the minutes of May 20, 2025; Seconded by Julia Hewitt, this motion carried unanimously.**

10.2. Board Orders: Diane Nichols-Fleming moved to approve the board orders in the total amount of $1,293,995.13. Seconded by Zach Sullivan, this motion carried unanimously.

11. Future Agenda Items

12. Board Reflections: Mckalyn Leclerc expressed that she is concerned about the coming changes and the comments expressed from board members around supposed inevitability of closing of one of the schools. She cautions board members to not predetermine the situation.

Zach Sullivan shared that a constituent from East Montpelier had not wanted to go on record because they felt that community members from another town would directly contact them with a "we know who you are" tone. He stated that we do not hear comments from some of the constituents on record but that he hears many comments off record asking why Doty School remains open.

Julia Hewitt cautioned the board from assuming that the loudest voices in the room are the only ones with opinions.
Chris McVeigh cautioned against using words such as "activist" in a negative connotation. He stated that if there are constituents who do not feel comfortable sharing opinions then we should address this, as we want all voices to be heard. Chris McVeigh spoke about end of year presentation from the Pilot program. He shared that it is an amazing program.

Diane Nichols-Fleming suggested that we create an agenda item around community engagement - how to figure out how to have all voices heard. She stated that from the VSBA webinar, the law does not explicitly state that small schools will be closed. We as a board not only need to figure out what to do, how to move forward, but we also need to engage the community to be sure that we have all voices at the table.

Flor Diaz Smith stated that one of the items in the retreat is to work together to support each person having a voice and to provide continuity.

13. Public Comments: Time limit strictly enforced, see note: None

14. **Executive Session for Residency Exemption Request: Julia Hewitt moved at 8:17 to go into Executive Session, and to include the Superintendent, to consider a residency exemption request. Seconded by Zach Sullivan, this motion carried unanimously. At 8:28, Ursula Stanley moved to come out of executive session and seconded by Chris McVeigh. Diane Nichols-Fleming moved to accept the administration's recommendation regarding student residency request. Daniel Keeney seconded. Approved unanimously.**

15. **Executive Session for Personnel: Diane Nichols-Fleming moved at 8:29 to go into Executive Session not to include any additional people to consider personnel. Seconded by Chris McVeigh. This motion carried unanimously. At 8:36, Ursula Stanley moved to come out of executive session and seconded by Chris McVeigh.** No action was taken.

16. **Adjourn: Ursula Stanley moved to adjourn at 8:37. Seconded by Chris McVeigh. Approved unanimously.**

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

Washington Central Unified Union School District

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

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Phone (802) 229-0553
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Washington Central Unified Union School Board Retreat
8.6.25
9:00 AM - 3:00 PM
Four Corners Schoolhouse
East Montpelier, Vermont

Present: Daniel Keeney, Ursula Stanley, Patrick Whelley, Natasha Eckart, Kealy Sloan, Flor Diaz Smith, Mckalyn Leclerc, Amelia Contrada, Superintendent Steven Dellinger-Pate

1. **Call to Order**
   - **1.1.** Welcome and Introductions: **Flor Diaz Smith welcomed board members and called the meeting to order at 9:15 a.m.** Board members introduced themselves and watched a brief video to prepare for the day's work.

2. **Board Learning**
   - **2.1. EQS Presentation (Education Quality Standards):** Natasha Eckart shared a presentation around Education Quality Standards. Some board discussion followed around staff professional development, via the final slide: What can the School Board do? The board would like broader data to consider as part of the conversation around education quality. Mckalyn Leclerc asked to get updates from the Humanity and Justice Committee in board packets. Board members broke into small groups to discuss a slide: *Essential Work of School Boards/ Potential Action Items for Boards.*
     Some sharing from small group:
     Amelia: Using data to inform closing the achievement gap
     Kealy: Need for more regular updates related to policy as part of superintendent/ board partnership
     Natasha: monitoring progress - what do we want for outcomes.
     Amelia suggested crafting a social justice statement. Shelley V's first work group had created a statement - should we revisit this? Steven Dellinger-Pate invited board members to let him know if there are areas where they would like to revisit or dive deeper, to include in the "Board Learning" work plan.

2.2. DQS: Governance Standards in DQS (District Quality Standards): Flor Diaz Smith presented a slide deck. Board members considered our level of proficiency according to the list of 113.1 Board Governance Priorities, 113.2 Governance Protocols, 113.3 Governance Processes.Kealy Sloan suggested more explicitly spelling out some of the bulleted items so that we can self-reflect & evaluate more accurately.

3. Lunch

4. Working as a Board and with our Superintendent:

4.1. How do we create conditions for the success of our work?

4.2. Update WCUUSD Board Norms: Steven Dellinger-Pate presented a draft work plan and used it to facilitate discussion with the board. First topic he suggested for focus in the coming year: student attendance/ chronic absenteeism. 20% of students in middle/ high school meet the definition of chronic absenteeism. Some discussion around tending to priorities, giving time that is deserved, and figuring out what is urgent. Discussion followed around community input, around board work/ priorities at board meetings. Balance between engaging our community, emotionality, transparency, and working efficiently as a board. Discussion around open meeting law - because we do not have separate discussions, "pre-meetings," etc. - we work out all of these things in public, before the public eye. Natasha: Two meetings per month during which we have a great deal of work to complete. Can we be more deliberate in creating a culture during our meetings where it is fine when not all 15 of us are on the same page immediately? Storming, norming, performing, and process. Steven Dellinger-Pate reminded board members that he is available to them as individual board members. Patrick Whelley suggested a norm that the board address the topic up for debate and refrain from personal attacks. Address the question/ topic/ opinion at hand instead of each other. Ursula: Need to find a way to firmly but respectfully enforce the norm for public comment at board meetings. It becomes a cumulative effect where the board is neglecting work that is part of the much deliberated work plan, when public comment is extended and takes a great deal of time at the board meeting. The difference between agreed upon parameters for debate and board consensus about the issue. Discussion about public comment as opposed to Q&A session, or discussion (coffee with superintendent). We need to be clear about parameters and then stick with it. Natasha: The importance of being consistent with time limits and then moving on. Also appreciated having additional opportunities for public comment after a presentation or at other times during the meeting. Amelia Contrada: Can we find a way to make public input more equitable? Using FPF or some type of survey, etc.? Flor Diaz Smith updated the Board Norms document as the board discussed. Some discussion about allowing for processing time. E.g. on the first Wednesday present information and on the next meeting, take action around the information. Creating a known and consistent process for decision-making. Diane N-F had asked for the COLT report at the first board meeting of the month so there is time to process. Ursula suggested a sort of protocol for considering COLT report. Steering committee can help to determine what items are discussion/ action and what are simply informational. Daniel: Was our debate proportional to the work that we have in front of us? (Regarding board reflection at the end of board meetings). Natasha suggested that board members take turns setting the tone by affirming norms before difficult deliberations etc.

Some discussion around board members keeping one another accountable to the agreed upon norms.

5. **Board Work**
   - **5.1. Reaffirm Board Goals**
   - **5.2. Update WCUUSD Board Work plan 2025-2026:** Discussion about year-round budget planning - how often to report on the budget at board meetings when there are no substantive changes.
     Natasha: Is there a way to insert a space for student groups/ student voice updates in the COLT report? How are we communicating to all student groups that if they are invited to come to the board to present. In addition, HJC report within the COLT report.
     Daniel Keeney would like to invite parent groups; also invite to host community dinner on board meeting nights.
     Natasha: Would it be possible to have a section with COLT around EQS so that administrators can speak to this. Report from early childhood education task force. Way of investing attention/ time/ resources into Community Connections (advisory group?)
     Ongoing learning about Act 73
   - **5.3. Committee Work and the implications of our work:** Some discussion about what days and times committee meetings will take place. This will be left for the committees to decide.
   - **5.4. Legislative Update:** Act 73, VSBA has appointed two members to the redistricting task force. Flor Diaz Smith provided an update on legislative work around this act. Flor Diaz Smith and Superintendent Dellinger-Pate proposed the idea of sharing a newsletter with our community, with the facts to date. Act 73 has passed, but the following is still in flux: redistricting and wards. Diane Nichols-Fleming stated that we still do not know many facts about this. What are we supposed to say as board members? The Act has passed, but the specifics have not. Flor Diaz Smith: A summary document with just the facts that we know to date. Our board has not formulated a response/ a position at this point. Natasha: Is there conversation at the VSA level about what the process is going to be for superintendents to come together? Have other organizations looked at what processes we are going to start implementing to address the impact of Act 73. Superintendent Dellinger-Pate stated that if nothing else comes of this, the superintendents are having important conversations about how to share services and resources. Kealy Sloan would like to know how these changes are affecting our current discussions about configuration. Steven Dellinger-Pate: Our focus over the next three years needs to be consistency. How to maintain consistent practice over that time, knowing that the budget is going to be tough.

6. **Closure**
   - **6.1. Reflection "Understanding our Why" Activity**
   - **6.2. Adjourn: The meeting adjourned at 2:52 p.m.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary