Washington Central Unified Union School District

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

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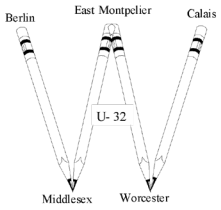

Washington Central Unified Union School Board Meeting
10.15.25
6:15-9:15 PM
(In-Person & Virtual)
U-32 Middle & High School
930 Gallison Hill Rd
Montpelier, VT

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: Pre-K
   3.1. Public Q&A — 45 minutes

4. Reports — 15 minutes
   4.1. Superintendent/Central Office Leadership Team (COLT) Report –pg. 5
   4.2. Principal Report – pg. 9
   4.3. Student Report
   4.4. Humanity & Justice Coalition Update
   4.5. Configuration Committee Update
   4.6. Community Schools Report – pg. 14
   4.7. Central Vermont Career Center Report
   4.8. VSBA Report

5. Board Operations (Discussion/Action) 60 minutes
   5.1. Vote on Teacher Supervision and Evaluation Process
   5.2. VSBA Resolutions – pg. 16
   5.3. Budget Parameters/Priorities – pg. 17
   5.4. Legislative Debrief – pg. 19

6. Policy (Discussion/Action)
   6.1. First Readings
      6.1.1. C15 Student Conduct and Discipline – pg. 38
      6.1.2. C45 Bus Discipline – pg. 41
      6.1.3. D8 Selection of Library Materials – pg. 42
   6.2. Second Readings
      6.2.1. Affirm F5 Behavior Threat Assessment - pg. 44
      6.2.2. C47 Student Exchange - pg. 46
      6.2.3. C70 Use of Restraint & Seclusion – pg. 49
      6.2.4. F46 Flag Raising – pg. 51

7. Finance Committee (Discussion/Action) 5 minutes
   7.1. FY 2026-27 Budget Development Update – pg. 52

8. Personnel (Discussion/Action) 5 minutes
   8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE –
   8.2. IT Staffing Restructure – pg. 53

9. Consent Agenda (Discussion/Action) 5 minutes
   9.1. Approve Minutes of 10.8.25 – pg. 67
   9.2. Board Orders

10. Future Agenda Items 5 minutes

11. Board Reflections 10 minutes

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

13. 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 9.17.25

· ***Public input*** *–Notify the community about public forums and opportunities for public comment at board meetings, and the ability to always submit written input.*

· ***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. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the steering committee discuss and decide how the issue should be added to a future agenda.*

· ***Community dialogue*** *– The board will 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.*

· ***Inclusive time for thoughtful decisions -*** *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.*

· ***Prepare for meetings and Receive materials in advance****-Board members come prepared, having reviewed the agenda and materials in advance*

· ***Announcements in reports*** *– Announcements from the administration will appear in the reports and not as discussion items.*

· ***Respect each other*** *– Listen, allow others to be heard, share concerns, assume positive intentions, be present, focus on shared solutions and celebrate successes.*

· ***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.* Board members will address the topics up for debate and not the person.

· ***Governance Reflection -*** *At the end of each board meeting, reflect on whether the board adhered to agreed protocols, processes, and policies.*

· ***Reflection*** *–At the end of each board meeting, board members will be allowed time to share their general reflections on the meeting.*

AGENDA KEY

Agenda Section	Examples	Role/ Responsibility	Description
Call to Order	n/a	Board Chair or designee	Formal opening to meeting. Superintendent calls to order during annual reorganization
Public Comment			Opportunity for public comment on items not on the agenda. Board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.
Executive Session	Personnel Student Matter Negotiations		Only for discussion of items covered in VSA §313. Formal actions not taken in Executive Session
Reports to the Board	Superintendent/ COLT Student Report	Administration	Both regular/recurring reports and one-time reports happen here. One-time reports are determined by the Board workplan or requested by the will of the Board. Generally, reports invite clarifying questions but not formal discussion/action
Committee Reports	Finance Policy Education Quality	Board	Chair of the committee reports on substance of most recent committee meeting. Generally, reports invite clarifying questions; any discussion or action items would be listed in the respective section of the agenda
Discussion Items		Board with input from administration	Items on the agenda specifically for discussion of the Board. Chair can seek input from audience during discussions. Generally not intended for action (although nothing prevents the Board from taking an action)
Action Items	Personnel approvals	Board	Items formally on the agenda for Board action. Discussion can occur after a motion is on the table
Consent Agenda	Board Orders Minutes	Board	Designed for items that need proforma approval and/or are sufficiently routine. Board acts on all items in the Consent agenda and does not discuss any item unless it is pulled out during Agenda Adjustments

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Superintendent

Superintendent Goals: Last year, the Board provided input on Superintendent Goal Setting as part of the evaluation process. Building on that foundation, my goals for 2024–2026 continue to be aligned with the WCUUSD Strategic Plan and focus on well-being, student engagement, and transparent leadership. These goals include implementing social-emotional learning standards, strengthening professional learning for equity and inclusion, improving our proficiency-based learning system, and developing a sustainable district configuration plan. I will provide quarterly updates, committee reports, and an annual reflection to keep the Board informed of progress and ensure our work remains aligned with the district's strategic priorities.

Finance

Tom Hamlin, Financial Accountant, has been working to update the Fixed Asset system to reflect all assets added or deleted in FY 2024-25. This is time consuming and involves communicating with the schools to ensure that our records are correct. All of your work in this project is greatly appreciated, Tom!

Child Nutrition

Fresh Fruit and Vegetable Program (FFVP) Grant Award

The District has been awarded $12,650.00 in Fresh Fruit and Vegetable Program (FFVP) funds for the 2025-2026 school year. These funds are allocated to:

- Berlin Elementary School: $9,600.00
- Doty Memorial School: $3,050.00

This program is designed to provide students with additional exposure to a wide variety of fresh fruits and vegetables, building healthy eating habits outside of the regular school meal programs.

U-32 Refrigerated Display Case

The District was awarded a 50% matching grant totaling $5,025 for a new open refrigerated display case at U-32. This equipment is essential for maximizing efficiency and food safety and streamlines the serving line by offering quick, grab-and-go access to chilled items and uses enhanced product visibility to encourage students to select healthy options like fresh fruits, salads, and dairy. Critically, it improves food safety by maintaining food temperatures, which is vital for preventing foodborne illness and ensuring strict compliance with meal safety regulations. This was installed at the beginning of the school year and has effectively improved service speed and efficiency during lunch periods at U-32. This addition has significantly reduced wait time for students and improved overall meal service flow, ensuring students can quickly access nutritious prepared foods.

Equipment Grant – Calais Oven

The District has been awarded a 50% matching equipment grant totaling $3,362.88 for the purchase of a new electric convection oven at Calais Elementary School. This essential upgrade will dramatically enhance the efficiency and safety of meal preparation in the limited kitchen space at Calais. The new convection oven provides quick, even heat distribution, which is crucial for reducing food waste and ensuring all meals consistently meet required nutritional and quality standards. This modern technology is vital for supporting our goals for healthier, scratch-cooked items. It also includes modern safety features like automatic shut-off and precise digital controls, ensuring the highest standards of food safety for our students.

Equipment Grant – Berlin Gas Range

The District has also successfully secured a grant totaling $2,417.75 for a new 6-burner gas range at Berlin Elementary School. This equipment provides immediate heat response and absolute temperature control, removing the guesswork from cooking. The versatility of the gas range allows staff to simultaneously bake, roast, sauté, and boil, significantly enhancing our capacity to achieve compliance with meal pattern requirements by preparing all five meal components. This investment directly supports our ongoing efforts toward scratch cooking and improving student participation by serving healthier, higher-quality meals, while features like flame failure devices and non-clog burners enhance food safety.

Thanks and congratulations to Ron Scholtz, Food Service Director for successfully applying for and securing these grants.

Facilities

Doty Library Odor

An odor detected in the library at Doty Memorial Elementary School led to an investigation that found a leak in an old sink in the library area. The leak was promptly fixed, and the affected materials, including some drywall and cabinets, were removed. Mold testing was conducted, and the results were overwhelmingly negative, with the exception of a small, isolated spot found in an adjacent storage room (a former bathroom). The affected material in the storage room has also been removed. It is believed the original odor was likely caused by a dead animal in the wall, as the pervasive smell has now dissipated. This issue is now resolved.

U-32 PCB Update

We continue to monitor and contain PCBs at U-32, with the latest quarterly report from Stone Environmental received September 4, 2025 indicating that additional investigative work is required to fully characterize the presence and extent of PCBs in various building materials and indoor air. This work will focus on materials in areas not previously sampled. Future field activities are scheduled to proceed immediately, allowing Stone Environmental to gather the necessary data to inform next steps for remediation planning and long-term management of PCBs at the facility.

In a related development, following a meeting with Stone Environmental, the Department of Environmental Conservation (DEC) sent a letter regarding the proposed kitchen renovation scheduled for the summer of 2026. The DEC confirmed that building materials identified as containing PCBs (such as expansion joint, window, and door caulking) in the kitchen area would need to be properly managed during the renovation. We are working with Stone Environmental to plan for the required identification and removal of these PCB-containing materials to ensure compliance with state and federal procedures. The DEC also noted that costs incurred for reviewed and approved work may be eligible for reimbursement should additional state funds be provided for the program, as long as the work is preapproved by the DEC and is tracked.

Special Education

On September 26, 2025, the Vermont Agency of Education (AOE), with input from the Special Education Policy Sprint Team, released a legislative report on the Current State of Special Education Delivery. The report can be found here:

https://legislature.vermont.gov/assets/Legislative-Reports/edu-act-73-special-education-report-2025.pdf

To support the Board's understanding of the Vermont Agency of Education's September 2025 77-page report on special education (Act 73), the following summary was prepared using assistance from ChatGPT, an AI language model. The content was reviewed to ensure it accurately reflects the original report.

Purpose of the Report

This report was prepared in compliance with Act 73 (2025), which requires the Agency of Education (AOE) to assess factors driving the increase in extraordinary special education reimbursement costs. It also aims to recommend strategies for improving service delivery and managing rising costs while maintaining compliance and supporting student outcomes.

Key Findings

- **Rising Student Needs**: While Vermont's overall student enrollment is declining, the number of students with IEPs is increasing—especially those requiring intensive and complex supports. Extraordinary costs (tuition and transportation) are growing sharply due to limited in-district capacity.

- **Gaps in Service Delivery**: Vermont places more students with IEPs in inclusive classrooms (82%) and separate schools (5.3%) than national averages. This signals both a strong commitment to inclusion and a reliance on costly external placements, particularly

for students with autism and emotional disturbance.

- **Extraordinary Costs Are Increasing**: Over the last six years, extraordinary costs have driven nearly 50% of the growth in special education spending, despite being only 15% of total costs. This trend highlights systemic gaps in local capacity and workforce availability.

- **General Instruction Needs Strengthening**: Declining statewide academic performance, including persistent achievement gaps for students with IEPs, point to a need for stronger Tier I (core) instruction and more effective use of Multi-Tiered Systems of Support (MTSS).

- **Implementation Challenges with Act 173**: Current accountability systems do not adequately measure the fidelity of implementing evidence-based practices required by Act 173. There are gaps in how services are delivered and monitored across districts.

System Constraints

- **Federal Compliance Risks**: Vermont must meet "Maintenance of Fiscal Support" and "Maintenance of Effort" requirements under IDEA, limiting the ability to reduce special education funding without risking federal penalties.

Capacity Building & Next Steps

- The AOE has reorganized its internal structure to improve oversight, support, and coordination across general and special education.

- Strategic planning is underway, including:

    - A three-year statewide special education plan (due December 2025)
    - A follow-up report evaluating the feasibility of a weighted funding model
    - Collaboration with national experts to develop tools for quality monitoring and staff training

<u>Conclusion</u>

While Vermont remains committed to inclusive education, rising costs and inconsistent service delivery highlight the urgent need for better capacity, improved instruction, and more targeted support. Continued collaboration between districts, state leadership, and the legislature will be critical to ensuring equitable and cost-effective special education for all students.

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2025-2026 Priorities (Strategic Plan Goals):

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

Update on Strategic Plan goals:
Well-being and inclusivity (HJC school and School Safety Team committee report out?)

Berlin: Our HJC team has been working hard to create a strong sense of community. Last week, our 2nd graders ran our whole school community meeting. They shared about how the C.A.R.E.S shows up for students in their classroom. Our HJC team is working to create monthly modules that our students experience in their Den Groups (like an elementary TA). We will be focusing this next month's module on the book *Fry Bread*. If you happen to be at Berlin, check out our whole school connection! All of our staff and students are connected through these hexagon shapes sharing some of their favorite things.

Calais: HJC Calais came together last week to discuss ways to incorporate student and family voice into our larger community. One way we are working on this is that we are going to be showing short clips of the documentary "Just Getting By" (that we all watched last year) with certain grade levels to spark discussion and action. Additionally, we are looking to possibly plan a community showing of the documentary for families and our community (this is an idea that we have floated, but not fully worked out). We are also working with Shelley V. to plan groups from U-32 (BLAMM & GLAMM) coming to talk with/read to groups of students in the future.

Doty: Shelley Vermilya joined us for our first session of the EQS staff training. The content of the training triggered an incredibly thoughtful discussion. We talked about worry for our students and how to keep them, and ourselves, safe during such a divided time. In our team meetings, we have been working to ensure that we discuss any and all barriers to learning and address those.

EMES: Earlier this month, our staff participated in a learning module on the Ed Quality Standards developed by a curriculum camp work group this summer. This session led to a thoughtful discussion both during the session and in the weeks that have followed. Some of the data shared by U-32 students was especially compelling to us, highlighting why this work is so important. We continue to examine the barriers faced by students and families, and how, as a school community, we can both identify and work to remove them.

Rumney: This month Rumney attended the Humanity and Justice meeting. We are thrilled about the new time and the hybrid option. As the board likely knows, hybrid meetings are difficult to facilitate and have everyone included. Our staff love the option of attending virtually, even if their participation is mostly listening.

U-32: We are continuing to build on the great work of Community and Connection we started in September with Community Meetings, community bulletin boards, and we are working to foster increased connection with student voices through the Humanity and Justice Coalition which had about 10 student attendees this week and our Equity Team who looked at student interview data to define what students believe Equity and Belonging, Community and Connection, and Relevance should look like at U-32.

Update on Strategic Plan goals:
Curriculum, Instruction and Assessment

Berlin: Our BES staff have been working diligently in their weekly PD time. We have appreciated the time to connect, learn and grow as a team. We have recently been focusing on Literacy strategies. This week, our 3-6 team focused on the connections with reading comprehensions strategies and their connection to writing. Our K-2 team worked with our literacy interventionist to support independence and share strategies for encoding and decoding of sight words. We are grateful for this time and are looking forward to diving into the Science of Writing next week.

Calais: With the help of District Instructional Coach Ellen Dorsey our team has been working on various professional development topics including UDL and DESSA and will soon be working on the Science of Writing. We are still working out details to make our embedded school day PD more sustainable, but we are all excited to have more time to work and learn together. Soon, we will be analyzing first round academic assessment data and making decisions about interventions for the next quarter, ensuring that we are providing students with the right dose of intervention.

Doty: In our professional development time, we have been working on reviewing student data as an entire team. This enables us to think across grade levels rather than within grade levels. Having these conversations allows us to keep our interventions flexible, nimble, and truly responsive to student need.

EMES: Our teams of classroom teachers, interventionists, and special educators recently met to review the fall assessments and identify students who require additional layers of intervention. Using the criteria we created last year for a third time, this has helped us ensure that students who need additional interventions are receiving them from the right people, in the right doses, at the right time. Ellen Dorsey has been working closely with our interventionists

to use the new platform, Educlimber, to input learning goals for students and begin to progress monitor. Ellen is also working with our classroom teachers, who are starting to navigate Educlimber and are hoping to put student summaries and EST plans into Educlimber this year.

Rumney: Next week teams will be looking at the first month of layer 1 (instruction) and layer 2 (boost) to see student progress. Students that need more than layers 1 and 2 will begin working with an interventionist (functional skills, literacy, or math). Families are contacted by the classroom teacher, given the progress data, and then they get connected with the interventionist. Intervention rounds are 12 weeks. Teams review the progress for each student throughout each round. Interventionists keep track of progress, which is called "progress monitoring." After 2 rounds, students that have progress that is below the expected progress move to the next layer, which is an educational support team (EST) plan. Families participate in the development of the plan, as they are part of the team (T).

U-32: The Department Facilitators are continuing to work towards defining a more streamlined way to communicate our graduation pathways so that students and families can accurately track student progress towards graduation. At the same time, Grade Teams are meeting to support wrapping around students with supports and learning about Universal Design for Learning.

Update on Strategic Plan goals:
Community Engagement and Communication

Berlin: Our PTNA is off to a spectacular start. They supported our Open House here at BES. We are getting read to celebrate all things Fall at the Fall Festival–Trunk or Treat October 24 from 5:00-6:30.

Calais: The Calais Parent Advisory Team has met a couple of times and is teaming up with the Friends of Calais to host a Calais "Spooktacular" event at CES on November 1st. At the Spooktacular there will be cars set up for a "trunk or treat" and a "spooky funhouse" inside the gym. Community members are a big part of this event and we hope to see even more community involvement this year! Stop by to see how you can come up with the spookiest trunk or treat set up.

Doty: Our sixth graders and families are working on putting together their annual Haunted Hallway event! We have also started a first Friday of the month community yoga session. Soup making is in full swing, come to the Worcester Community Lunch on Wednesdays and enjoy student made soup!

EMES: We had a very successful all-school hike last week with students, staff, and families participating in eight different hikes across VT. Tomorrow, we will host over 600 students and staff from across all five elementary schools for our first-ever Fall Festival. This has been a significant effort from a few of the EMES staff, with assistance from others across the district.

Our Community Schools Coordinator, Bec, and 24 U-32 students and staff will be joining us for this fun event as well.

We are excited to partner up with Peck Farm later this month, combining two beloved events (Monster Mash and Trunk or Treat) into one fun-filled evening, which will take place at Peck Farm. The night will begin with lawn games, followed by car decorating and "trunk-or-treat," and will end with fireworks from Northstar Fireworks.

Rumney: Our All School Hike was a huge success. Special thanks to all the chaperones that supported the trails at Elmore and at Rumney. Students were able to participate in the trail that met their needs, and everyone had an amazing time.

U-32: Twenty four students from U-32 signed up to support the WCUUSD elementary field day. This is a part of an effort to increase connections across our district and provide additional opportunities for students to engage in community service.

Celebrations & Upcoming Events

Berlin:

- Fall Field Day, October 10
- Fall Festival—Trunk or Treat October 24
- Caregiver Conference—November 10th

Calais:

- Fall Field Day, Oct. 10 - EMES
- Oct. 27, Calais All-School Hike at Hubbard Park
- Oct. 31, Costume Parade
- Nov. 1, CES and Friends of Calais Spooktacular 2-4pm

Doty:

- October 10 - Fall Field Day at EMES
- October 25 - Haunted Hallway
- October 31 - Costume parade and cider donuts with families

EMES:

- October 10: Fall Festival at EMES
- October 25: Trunk or Treat and Monster Mash at Peck Farm
- November 10: Parent/Teacher Conferences
- November 20: Gifts for Giving
- November 20: Soup for the Soul community dinner

Rumney:

- October 27: Community Morning Meeting
- October 31: Costume Parade and Community Circle
- November 10: Parent/Teacher Conferences

U-32:

- October 10: Fall Festival Community Service Opportunity
- November 10: Family Conferences

Supervision & Evaluation Updates (EQS 2121.3; 2121.4)

Berlin: We are working through our Gal Setting meetings and I am getting walkthroughs in. My favorite part of Supervision and Evaluation is getting to spend extra time 1:1 with teachers and in the classrooms.

Calais: Goal meetings have occurred and we are ready to enter a time where walkthroughs and observations will start occurring. The theme staff has been given is "Student Outcomes" - how are our practices as professionals leading to improved student outcomes. As we talk together and learn from one another we are focusing on those outcomes and what we can do to continue to improve our practice every day.

Doty: Not only have we been working on our goal setting in Vector but we have been

EMES: All teachers have had their annual goals meetings with me at this point. I met with our 14 ESP staff earlier this morning to review the supervision and evaluation cycle with them and share which cycle each of them is on this year (goal setting or evaluation). Nine of them are on the evaluation cycle, and five of them are in their goal-setting year.

Rumney: October is the month for teachers to complete their self-assessment and determine their goals. They then meet with their supervisor and discuss their goals, any support needed in order to track or complete their goals. At Rumney, several staff have goals related to the professional learning that we have in place called "Universal Design for Instruction." The work "universal" means that lessons are taught in a way that reach ALL learners in the classroom.

U-32: We are currently finishing our Goal Setting meetings with all staff and are looking across those goals for alignment with our District and School Goals for professional learning.

Community Schools Board Report
October 11, 2025

It is very satisfying to look down the mountain of community events and opportunities that took place in the first full month of school. Through the work of community schools, and a focus on supporting community building efforts large and small in individual schools and across the district this fall, our WCUUSD community came together to learn, play, build, create, and connect.

Two highlights of September were the Playing Fields community theatre event from the Flynn, and the Community Learning Series, a four week evening class series that showcased the talents and expertise of local instructors. The Community Learning Series classes were free, inter-generational, and invited community members from towns across the whole district and beyond to utilize our incredible learning spaces. Classes had around 100 attendees. There were twenty-seven class opportunities. Young people played eight hours of volleyball, a class shot hundreds of photographs, the orchard in the back of U-32 was a learning ground for tree pruning. Chainsaws were safely sharpened, more than a dozen bikes tuned, incredible wood carvings completed, and folks danced, felted, and read-a-loud together. We celebrate the talents of our local experts, and are grateful for all of the folks who came to the classes.

At the end of September, nearly 400 community members came to U-32 for the first district wide meal. In the weeks and days leading up to the meal, a strong contingent of volunteers helped to prepare the food. Current students and parents, former parents, neighbors, local business owners, chefs, and producers prepared a meal that was nothing short of incredible. Elementary students painted rocks for table decorations, prepared bouquets of flowers as centerpieces, hand-wrote menus, smashed garlic, and baked croutons. Students at U-32 diced carrots, made hot sauce, chopped onions, picked, and peeled bushels of apples for apple crisp. Many hands made light work of prepping, serving, and cleaning. It was a beautiful effort and the joy was in the process, and our community came out to eat! Nearly all of the food served at the community meal was sourced from farmers and producers in our district towns. We want to recognize and celebrate the incredible folks who grow and produce on the land in our community.

I want to thank specifically Washington Central Friends of Education and Erica Zimmerman for partnering with us on all of the September community building events and activities. Ron Scholtz, WCUUSD Food Service Director, and Brad Rice from Food Service at U-32 spent lots of extra time in the kitchen, and welcomed the hands and service of folks of all experience levels. The principals, Celia Guggamos, Jarrod Weiss, Gillian Fuqua, Alicia Lyford, Karoline May, and Becca Tatistcheff made many moving parts flow smoothly. Thanks to the Buildings and Grounds crew at U-32 for welcoming our community to campus and for their behind the scenes work to make sure all of the structures are in place to host. Finally, thank you to the meal planning committee members, and the many volunteers who made it possible.

The benefits of these September efforts are seen in the connections being grown inside and across towns, as we are one WCUUSD. At the same time, community schools efforts are shining light on the ways we can see, support, and uplift all students and families in our schools. At U-32, we are continuing to partner with Transcend education to uplift student voices as we define our focal areas. At Berlin, we are expanding after school programming to provide access to more families. We are supporting families in accessing resources in the community to ensure students come to school ready to learn. We look forward to continued partnership with all members of our WCUUSD learning community.

In Community,
Bec

—
Rebecca Dezan
Community Schools Coordinator, WCUUSD

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To: WCUUSD Board
From: Flor Diaz Smith, WCUUSD Board Chair
Re: VSBA Resolutions 2025-2026
Date: October 10,2025

Dear WCUUSD School Board members,

Please review the proposed resolutions so we can give guidance to our voting delegate for the annual meeting in October. See the Resolutions Report and webinar linked below..

According to the VSBA Bylaws, resolutions are "positions taken by the Association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch ... or other decision-making bodies." Resolutions are guidance for staff and the VSBA Board when they are working in the public policy arena or developing programs and services for our members. Resolutions are not legislation.

Each year, the VSBA Resolutions Committee considers all resolutions submitted by a member school district board, develops resolutions on issues of importance that are not otherwise addressed in existing or submitted resolutions, and reviews all continuing and regular resolutions.

The VSBA Resolutions Committee and the VSBA Board make a recommendation to "Pass", "Do Not Pass" or "Take No Position" on any resolution submitted by a member school district board. All resolutions submitted by member boards will be submitted to the membership at our Annual Meeting, regardless of the recommendation of the Resolutions Committee or the VSBA Board.

After careful consideration of the resolutions submitted by member boards and the VSBA Resolutions Committee, and a review of all continuing and regular VSBA Resolutions, the VSBA Resolutions Committee and VSBA Board submit the following Resolutions Report.

Here is the link to the Resolutions Webinar.

To: Finance Committee and WCUUSD Board
From: Flor Diaz Smith, WCUUSD Board Chair
Re: Draft Budget Parameters
Date: October 10,2025

Dear WCUUSD School Board Members,

The Finance Committee will be meeting on October 14th to discuss the following draft budget parameters. The Board will be meeting on the 15th and looking at the same memo. The Finance committee will provide feedback the day of the meeting.

Before we begin that work, I want to remind us that we have a strategic plan, and we are working diligently to build coherence across the system and operationalize that plan.

With that in mind and with a shared commitment to educational equity, please review the following parameters through an equity lens. See the definition of equity and our strategic plan goals below for context.

2024–2030 Prioritized Work (Strategic Plan Goals)

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

Equity Definitions and Considerations

"Each student receives the resources and educational opportunities they need to learn and thrive."
"Equity is believing that each and every student is capable of success."

- Equity means that a student's success is not predicted or predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity, or initial proficiencies.
- Equity means that every school provides and every student has access to: high-quality, culturally responsive curriculum, programs, teachers and administrators, extracurricular activities, and support services.
- Equity goes beyond formal equality, where all students are treated the same. Achieving equity may require an unequal (but intentional and necessary) distribution of resources and services.

- Equity involves acknowledging and disrupting inequitable practices, recognizing bias, implementing inclusive practices that reflect high expectations for all students, and creating multicultural school environments for both adults and children.

Draft Budget Parameters

1. *Continue to offer and further develop the Multi-Layered System of Supports (MLSS) across all schools, including robust professional development for all educators.*
2. *Identify and allocate resources necessary to support increased educational equity, including implementation of the Education Quality Standards and elevation of student voice.*
3. *Ensure spending remains under the excess spending threshold. As of the September 25th estimate, this is $16,331 per pupil (to be updated in November).*
4. *Bring the net impact of the expense budget in under X% (to be determined).*
5. *Develop contingency plans for expense reduction options, in the event that the Board determines that proposed spending leads to unfavorable tax implications.*
6. *Be creative and strategic in achieving educational outcomes across our district, considering student experiences, opportunities, and outcomes.*
    - *Are we structured in the best way to serve all students and achieve the goals of our strategic plan?*
    - *Bring in the work of the Configuration Committee to inform this reflection.*

We will review and discuss these parameters at our upcoming Finance Committee and Board meetings. This memo is intended to give you time to reflect ahead of those conversations. Once finalized, these parameters will guide our administrators as they develop the next budget draft.

Thank you for your thoughtful review.

Suggested Motion: I move to accept the Budget Parameters as presented with the following _____ % for Parameter 4.

WCUUSD 10-8-2025
Community Meeting Notes

Attendees at the table: Amelia Contrada, East Montpelier
State Representative - Mark Mihaly, East Calais, member of the House of Representatives 2023-present.
Eddie Miller and Loring residents of East Montpelier
Dianne Nichols-Fleming, Berlin

Question 1: What are the strengths of your current district/system?

- Eddie: Sense of community, mutual support, good representation for the school children; students are known and don't struggle with anonymity.
- Loring: The children are connected in many ways to the community; balancing/addressing student needs and declining enrollment challenges.

Question 2: What are the challenges or weaknesses of our current district/system?

- Eddie: Ongoing challenges to achieve equity AND continue to challenge student learning and achievement; don't want learning to be mediocre.
- Loring: The school can be too small.
- Mark: Unused capacity is a weakness; need to utilize space that we have and distribute resources to benefit all students.

Question 3: What opportunities do you see as a member of a bigger district?

- Loring: More efficient commutes; sharing strengths and expanding creative collaboration.
- Mark: Potential expansion of programs (more options) that benefit more students in equitable ways; streamlined funding; operational efficiencies and consistent service delivery; creating before/afterschool programming, daycare etc. for small schools that will close.

Question 4: What risks or concerns do you see as a member of a bigger district?

- Eddie: Easier for kids to get lost; the negative impact that may occur for small towns that have potential school closures.
- Mark: It will be harder to innovate in a big district; staff will be much smaller and so therefore they will want all systems the same for the sake of efficiency; potential lack of limits regarding how long is too long on a bus for what respective age?
- Huge transportation costs; extended timing for travel.

Question 5: What other districts might you want us to investigate for possible consolidation?

- Eddie: Montpelier, Twinfield, Cabot
- Mark: Montpelier, Twinfield, Barre
- Loring: Great advantages to joining with Barre

— — — — — —

Summary of topics explored:

- Increased Equity
- Higher student achievement
- Consistent service delivery

Benefits for Governance and Efficiency

- Operational efficiencies
- Streamlined funding
- Centralized expertise

Other discussion topics re: current and future districts

- Statewide quality standards
- Support for infrastructure and development
- Transparency and accountability (checks and balances) for both

October 8, 2025
Community Meeting and DIALOGUE ACT 73 Questions NOTES
Table # 1?
Community Members: Eric Anderson, Andrew Perchlik, Stephen Miracle, Chip Stone, Olivia Campbell
Board Members: Elizabeth S. Brown
Note taker: Elizabeth Brown

Question 1: What are the strengths of your current district/system ?
We have pretty good teachers
Strong system of support for students in our district
Good sense of community
Great facilities
Small class sizes
Good teachers
Community input
How the board is put together and the representation from each town
Strong local elementary schools and one large high school
Administration considers levels of support for students and ensures there is a basic level of support and then it extends out as needed.

Question # 2: What are the challenges or weaknesses of our current district/system?
Insufficient teachers to have enough periods during the day
Move from 8-7 classes was detrimental to students
Staffing shortages across Vermont (teachers and subs)
Partial FTEs challenge- makes it harder to fill those positions
Challenges for teachers who have to work at different school
Budget limitations and need to get creative
It's important to make sure we are giving kids the right things and balancing out
Geographic district that surrounds another district is challenging
High School relying on the water system of Montpelier
Small Class sizes- so small, students don't have the diversity of educational opportunities
In high school there is not as much focus for kids who are college bound, not as much of a focus of academics. Many kids are done by 12th grade so attendance varies
We are paying colleges to send our students there
Should have language in elementary school

Question # 3: What opportunities do you see as a member of a bigger district?
More opportunities both educational and cultural
Lots of kids in high school are taking early college, limits AP classes
More flexibility in choice (early college, tech, college track)
Greater social diversity of the student body, diversity of thought, experience
Cost savings
Less admin, less principals
Administrative efficiency
Full classrooms are more efficient

Question # 4: What risks or concerns do you see as a member of a bigger district?
That towns that currently have elementary schools will lose an elementary school
Local town loses control over whether a small school stays open
Possible loss of governance?
Per pupil spending could decrease
Transportation Costs
Possible loss of services etc.

Question # 5: What other districts might you want us to investigate for possible consolidation?
Montpelier/Roxbury
Twinfield
Harwood
Northfield
Barre
Washington County being all being put together
Cabot
Stowe

Additional Notes
Electric School Buses for all schools will cut down on emissions, be healthier for kids and potentially cost savings

NOTES FROM THE ONLINE PARTICIPANTS OF THE OCT. 8 MEETING

1.
Flexible pathways
Strong co-curricular student groups
Sense of caring between teachers and their TAs
Community-based schools, especially at the elementary level

2.
Varying size of schools
Declining numbers in high school because of early college
Geographic dispersion

3.
A larger district might allow for a wider range of co-curricular activities and academic offerings
Some believe a larger district might offer students expanded peer groups

4.
Huge loss of local control
The issue of how a superintendent will be selected and the need to hear the voices of all communities in this decision
Our district now places high value on humanity and justice work, and there is a concern that with larger districts, we might lose that focus
Loss of community based schools and programming

5.
We didn't discuss any specific districts beyond what was mentioned in the large group.

October 8, 2025
Community Meeting and DIALOGUE ACT 73 Questions NOTES
Table #
Community Members: 3 community members, 3 from EMES
Board Members: Natasha and Zach
Note taker: Natasha

Question 1: What are the strengths of your current district/system ?
Small community feel of elementary schools and of our middle and high school
Community investment
Arts are elevated at the HS
Spectacular campus
Balance in having local elementary schools and the coming together of the MS/HS
Access to our Board members and elected officials, community engagement
Small enough to be heard
Flexible pathways/opportunities
Culture within the school

Question # 2: What are the challenges or weaknesses of our current district/system?
Transportation- length of commute
Start times at both levels
Community connections only at some locations
Differentiation in classroom at all levels
Developing study habits
Diminishing numbers reduced amount of things you can take

Question # 3: What opportunities do you see as a member of a bigger district?
Merger may lead to more rigour or differentiation
More students for classes may lead to greater ability to provide classes
More opportunities may lead to students staying on campus
More diverse student population
More diverse faculty
More language accesses, especially in younger grades
Equity in opportunities
Chance to think creatively about use of buildings

Question # 4: What risks or concerns do you see as a member of a bigger district?
Diminishment of influence of access and voice as a community member
Longer bus rides
Less cost savings than we think
School closures- effects on the community
School construction costs
Loss for at-risk families when having to go to a further

Question # 5: What other districts might you want us to investigate for possible consolidation?
Montpelier- obvious
Barre-obvious
Possibly twinfield

October 8, 2025
Community Meeting Questions
Table # Ursula

Question 1: What are the strengths of your current district/system ?
Small enough that we know our students
arts (music/theater) are outstanding
world class sports
amazing + flexible students
Collaboration with/within our communities
staff are a strength - caring + committed.
innovative Programming - farm to table, Pilot,
TA systemat A-32 outdoor programming
facilites are nice
communities are passionate + supportive

Ursula S.

Question # 2: What are the challenges or weaknesses of our current district/system?

long bus rides for some students
Some Elementary schools have limited programming due to size (music, sports)
cost / availability of housing
lack of full time nurses
lack of early education / child care
cost of insurance etc that impacts budgets
Not all students can access CTE

Question # 3: What opportunities do you see as a member of a bigger district?
Possible cost reduction - shared expenses
statewide calendar

Question # 4: What risks or concerns do you see as a member of a bigger district?
Smaller schools may be closed.
Reduced local control
Questions about costs - ↑ or ↓
Merging governance / policy seems daunting
teacher contracts become state-wide ? How does this impact budget and pay scale?
Unknown info about property tax impacts

Question # 5: What other districts might you want us to investigate for possible consolidation?
Montpelier / Roxbury
Barre
Twinfield ??

Required

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	**POLICY:**	**C15**
	WARNED:	**10.15.25**
Board of Directors' Policy	**ADOPTED:**	
STUDENT CONDUCT AND DISCIPLINE	**EFFECTIVE:**	

Policy

It is the policy of the Washington Central Unified Union School District (District) to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the expectations for student behavior are clearly stated, are understood, and accepted by students and staff, and are applied in compliance with due process requirements and Vermont law and State Board of Education rules. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the District with regard to the Use of Restraint and Seclusion.

Definitions (refer to policy C5)

1. ***School*** means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
2. ***Knife*** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death
3. **W*eapon*** means a device, instrument, material, or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.
4. ***Suspension*** means the temporary exclusion of a student from the learning environment for a violation of school policy or rules for 10 school days or less. Suspension of students for more than 10 days follows the procedure for expulsion.
5. ***Expulsion*** means the termination of educational services for up to either the remainder of the school year, or up to 90 school days - whichever is longer.

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the school district and individual classrooms.

Administrative Responsibilities

The principal, in consultation with the educational staff, will develop an overall discipline plan (the "Plan") pursuant to 16 V.S.A. §1161a.

The Plan will include clear guidelines for student behavior. The Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community. The Plan may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs[] and/or where such student conduct violates the District's policy for the prevention of harassment hazing and bullying, with respect to sexual harassment, or harassment, or hazing, and such discipline is reasonably designed to prevent a reoccurrence of such conduct.

The Plan shall include information about due process and due process rights shall be included in Parent/Student Handbooks..

The Plan shall include any prohibitions against possession by students of knives, weapons, and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.[]

Expectations for behaviors, and the consequences of engaging in prohibited conduct, will be set forth in the student handbook and other publications distributed to students and parents/guardians.

Re-entry plans will be developed for any student suspended or expelled.

The superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline.

Notwithstanding anything to the contrary in a school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.[7]

[7] See 16 V.S.A. § 1162(d)

VSBA Version:	*November 2, 2022*
Date Warned:	
Date Adopted:	
Legal Reference(s):	*16 V.S.A. §1161a (discipline)*

	16 V.S.A. §1162 (suspension and expulsion)
	20 U.S.C. §§1400 et seq.(IDEA)
	29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
	VT State Board of Education Manual of Rules & Practices §§4311, 4312, 4313; 2120.8.12, 2122.1,4500.
Cross Reference:	*Notice of Non-Discrimination*
	Public Complaints About Personnel
	Searches and Seizure of Students by School Personnel
	Student Drugs & Alcohol
	Firearms
	Wellness and Comprehensive Health

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WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	
Board of Directors' Policy	**POLICY:** C45
BUS DISCIPLINE	**WARNED:** 10.15.25
	ADOPTED:
	EFFECTIVE:

Student Expectations: Students are expected to conduct themselves in a manner that is respectful of others, property, and their own well-being. Students are expected to follow the rules set forth in the family handbook and by the bus driver, which will be distributed to all families.

Students are responsible for their own behavior. The driver is responsible for monitoring behavior. Unmanageable behavior will be reported to the school principal. Parents will be notified by the principal or by ~~his or her~~ their designee.

School discipline policies and procedures will be followed. Riding the bus is a privilege and not a right. Under certain circumstances, that privilege could be taken away.

In the event a student is denied transportation privileges for a period of time, parents will be given notice by letter as well as by direct verbal contact when possible. The driver in consultation with the principal or designee may remove a student from the bus when that student's behavior represents a serious immediate threat to the health and safety of fellow passengers and/or the driver. The student's health and safety will be taken into consideration in such instances.

Student behavior may be monitored by audio and/or video cameras and other monitoring procedures at the discretion of the Board. Students' rights of access as stated in Federal Law (IDEA 504 and American Disabilities) will be adhered to. (refer to policy F26: Security Cameras for more information about use of cameras)

Bus discipline removal procedures will follow state and Federal regulations and due process procedures

Required

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	**POLICY:**	**D8**
	WARNED:	**10.15.25**
Board of Directors' Policy	**ADOPTED:**	
SELECTION OF LIBRARY MATERIALS	**EFFECTIVE:**	

Policy

The freedom to read is essential to our democracy. The school library plays an important role in helping students to inquire, to study and evaluate information, and to gain new understandings and knowledge. This policy exists to ensure compliance with 16 V.S.A. § 1624, requiring that the Washington Central Unified Union SD affirm the importance of intellectual freedom, guided by the First Amendment to the U.S. Constitution, the Civil Rights Act of 1964, Vermont laws prohibiting discrimination in places of public accommodation, the American Library Association's Freedom to Read Statement (June, 2004), Vermont's Freedom to Read Statement (January, 2024), WCUUSD's C29: District Equity Policy, and reflect Vermont's diverse people and history, including diversity of race, ethnicity, sex, gender identity, sexual orientation, disability status, religion, and political beliefs.

School library staff shall be responsible for curating and developing collections that provide students with access to a wide array of materials that are relevant to students' research, independent reading interests, and educational needs, as well as ensuring such materials are tailored to the cognitive and emotional levels of the children served by the school.[2]

Definitions

For the purpose of this policy:

1) Library Materials include all materials considered part of the library collection, including but not limited to print, digital, and media production resources. Library materials may be found in both physical and virtual library spaces.
2) Technology Integration refers to the infusion of technology into the curriculum as a tool to enhance learning in a content area or multidisciplinary setting, enabling students to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it in culturally, linguistically, and age-appropriate ways.[3]

Administrative Responsibilities

The superintendent or designee will:

1) develop and implement procedures that address the selection of library materials and the provision of access to those materials. The superintendent or designee will develop procedures to address:
   a) selection of materials;
   b) deselection of materials4, prohibiting the removal of school library materials for the following reasons:
      i) partisan approval or disapproval;
      ii) the author's race, nationality, gender identity, sexual orientation, political views, or religious views;
      iii) school board members' or members of the public's discomfort, personal morality, political views, or religious views;
      iv) the author's point of view concerning the problems and issues of our time, whether international, national, or local;
      v) the race, nationality, gender identity, sexual orientation, political views, or religious views of the protagonist or other characters; or
      vi) content related to sexual health that addresses physical, mental, emotional, or social dimensions of human sexuality, including puberty, sex, and relationships.
   c) donations of materials; and
   d) reconsideration of materials

The superintendent or designee will ensure that the District provides services of a certified library media specialist as required in state standards.

VSBA Version	April 1, 2025
Date Warned	
Date Adopted	
Legal References	United States Constitution, 1st Amendment Civil Rights Act of 1964, 42 U.S.C. § 1971 et seq. Vermont Public Accommodations Act 16 V.S.A. § 1624(b) (Prohibition of removal of library materials) 16 V.S.A. § 1624(c) (Library Staff Responsibility) State Board of Education Rules 2110-2114 (Definitions)
Cross References	District Equity Policy Selection of and Access to Instructional Materials

Required

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy
BEHAVIORAL THREAT ASSESSMENT TEAMS

POLICY:	**F5**
WARNED:	**9.17.25**
ADOPTED:	**9.17.25**
EFFECTIVE:	**9.17.25**

Statement of Policy

The Washington Central Unified Union School District is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school behavioral threat assessment (BTA) and management program to conduct a fact-based, systematic process designed to gather information about, assess and manage behavior or communication that raises a concern that a person or situation may pose a threat of severe and significant targeted violence against the school community.

Nothing in this policy precludes Washington Central Unified Union School District personnel from acting immediately to address an imminent threat, including immediately removing a student from school, subject to subsequent due process procedures, when the student poses an immediate threat to themself, others, property, or the educational environment.

The threat assessment process is distinct from and does not supplant the Washington Central Unified Union School District student conduct and discipline policy. A behavioral threat assessment will not impose suspension or expulsion, including emergency suspension, solely for investigating student conduct or conducting a threat assessment. Any action that could result in removal of a student from the student's school environment pending or after a threat assessment will only be carried out in accordance with 16 V.S.A. § 1162, State Board of Education Rule 4300, and federal and state law applicable to students with disabilities. Behavioral threat assessment teams will operate in a manner that avoids bias, discrimination, and disproportionate impact on students in historically marginalized communities.

Threat assessment is not intended to refer students to the criminal justice system, but to facilitate the provision of resources and support to a student and to mitigate potential acts of violence. Law enforcement referral is not appropriate in the case of student behavior that is a violation of the school conduct code but that is not also a crime. This policy also exists to ensure compliance with 16 VSA § 1485.

Administrative Responsibilities

The superintendent or designee will establish procedures to:

1) Govern the functions of the Behavioral Threat Assessment Team. At minimum, the procedures will be consistent with the methodologies provided in the model BTA procedures and Best Practices provided by the Agency of Education;

2) Ensure an individual's behavior rather than an individual's demographic or personal characteristics will serve as the basis for a behavioral threat assessment;

3) Establish a mechanism which allows for students, staff and others to report threatening and troubling behavior to the behavioral threat assessment team;

4) Provide for:

a. involvement of law enforcement (outside of the inclusion of a School or District Resource Officer), that aligns with the model procedures issued by the Agency of Education, or

b. referral to law enforcement in the case of imminent danger to individuals or the school community when the conduct constitutes a crime.

5) Ensure that each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the Washington Central Unified Union School District as specified by the Family Educational Rights and Privacy Act (FERPA)

6) Provide for the collection and submission of data related to the behavioral threat assessment program to the Agency of Education as required by 16 VSA § 1485(e).

7) Ensure behavioral threat assessment team members receive training at least annually in best practices of conducting behavioral threat assessments, as well as bias training.

VSBA Review Date	May 23, 2025
Date Warned	
Date Adopted	
Legal References	*16 VSA § 1485 Behavioral Threat Assessment Teams* *VT State Board of Education Rule 4313.6 Referral to and Action by Law Enforcement and Judicial Authorities* *Vermont State Board of Education Rule 4311 (Procedures for Disciplinary Action)* *VT AOE DQS 112.2.3 Behavior Threat Protocols* *20 U.S.C. § 1415 (Individuals with Disabilities Education Act (IDEA))* *Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794*
Cross References	*Student Conduct and Discipline* *District Equity Policy* *Education Records* *Firearms* *Search and Seizure of Students by School Personnel* *Use of Restraint and Seclusion* *Security Cameras*

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Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	**POLICY:**	**C47**
	WARNED:	**9.17.25**
Board of Directors' Policy	**ADOPTED:**	
STUDENT EXCHANGES	**EFFECTIVE:**	

Exchanges of students between school districts can provide educational and personal benefits for the students involved. In many cases, such exchanges also benefit the school as a whole, as the participants make valuable contributions to the schools they attend.

In the acceptance of foreign or domestic exchange students, Washington Central Unified Union School District students and staff find unique opportunities to learn and understand people and cultures different from their own.

WCUUSD encourages such exchange programs and similarly encourages the providing of programs which allow WCUUSD students an opportunity to travel, live, and study in other cultural settings.

PROCEDURES

Area Schools Student Exchanges

The principal is authorized to approve one-for-one exchanges of WCUUSD resident students with students who reside in other school districts providing that the principal of the non-resident's school has similarly approved the proposed exchange. In approving such proposed exchanges, the principal shall follow the procedures as listed below:

1. Only one-for-one exchanges may be made. For every non-resident student accepted under this program a resident student must be accepted at the school that the non-resident students would have otherwise attended.

2. An application for an exchange must be made in writing to the Principal of the receiving school with a copy to the Principal of the sending school.

3. Applications must be made annually. Number of years in the program will be considered in determining priority for renewal. Renewal requests must be received on or before May 1st prior to the year of the requested attendance. Renewal applications received after May 1st will be treated on the same basis as new requests.

4. All new requests will be considered according to the order in which they are received.

5. Special education students will be considered only if the proposed exchange is approved by the student's IEP team and the receiving school determines that the student's special needs can be met without added burden of cost or resources to the school system.

6. Students will not be accepted who have a history of behavior or attendance problems unless it is mutually agreed by the two principals that the change in schools shows genuine promise of correcting the problem(s).

7. Transportation of the student will be the sole responsibility of the parent or guardian.

8. Students accepted under this exchange program will be entered on the school register as tuition non-resident students (for whom) tuition payment is waived by the Board) thereby making them eligible to represent WCUUSD on all activities under the sponsorship of the Vermont Headmaster's Association.

9. No students will be approved for exchange after September 30 each year unless the circumstances are extenuating and beyond the control of the student.

10. Once a student has been notified of acceptance, his/her place is assured for the forthcoming school year.

Foreign and Domestic Exchange Programs

Application from a student applying for admission to WCUUSD under the sponsorship of an approved foreign or domestic exchange program will be screened by the principal to determine whether all of the below listed guidelines have been met and/or agreed to by all parties. Upon completion of said screening, the principal shall make a recommendation to the superintendent regarding the acceptance of the student. The superintendent shall in turn inform the Board of accepted students.

1. The student must be sponsored by a recognized and approved (as per the Vermont Headmaster's Association) agency or organization whose prime purpose is to provide pupil exchange programs.

2. The student must have approved arrangements to reside with a family living within the school district.

3. The student must demonstrate a level or proficiency in written and spoken English sufficient to enable him/her to benefit from the academic program of the school without undue hardship to the instructors and other students.

4. The student will not be granted a U-32 high School diploma although the student, if a senior, will be allowed to participate in the graduation exercises and may be granted an honorary diploma at the discretion of the principal.

5. The students will not receive an official transcript or be granted any academic credit from a WCUUSD school, although, at the student's request the school will supply the student with a statement indicating the student's program of study and level of achievement. The awarding of actual academic credit for work completed at WCUUSD school will be solely at the discretion of the student's home school.

6. The student will not be enrolled in driver's education.

Exception

Students who do not meet all of the stated conditions, but who are worthy of special consideration in the judgment of the principal, may be granted admission by the Board upon the recommendation of the principal.

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	**POLICY:**	**C70**
Board of Directors' Policy	**WARNED:**	**9.17.25**
USE OF RESTRAINT AND SECLUSION	**ADOPTED:**	
	EFFECTIVE:	

Section 1. Statement of Purpose

It is the policy of the Washington Central Unified Union School District that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district/supervisory union of appropriate interventions by district staff.

Section 2. Definitions

The following terms are defined in State Board Rule 4500.3 and shall apply to this policy.

2.1 Behavioral Intervention Plan
2.2 Chemical Restraint
2.3 Functional Behavioral Assessment
2.4 Mechanical Restraint
2.5 Parent
2.6 Physical Escort
2.7 Physical Restraint
2.8 Positive Behavioral Interventions and Supports
2.9 Prone Physical Restraint
2.10 School
2.11 School Personnel
2.12 Seclusion
2.13 Substantial Risk
2.14 Supine Physical Restraint
2.15 Student

Section 3. Policy

The superintendent or designee shall develop administrative procedures to ensure district/ supervisory union compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components:

1. Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.

2. Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.

3. Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.

4. Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.

5. Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Secretary of the Vermont Agency of Education under circumstances and within the time limitations required by State Board of Education rules.

6. Processes to ensure that each school in the district/supervisory union maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.

7. Procedures to ensure that each school in the district/supervisory union implements follow-up procedures that are consistent with the requirements of State Board of Education rules.

8. Annual notification procedures to ensure that each school in the district/supervisory union informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.

9. Processes for the filing, investigation and resolution of complaints by school personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by the Board in Policy (insert reference to board policy on complaints).

Section 4. Implementation

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Agency of Education unless a plan is submitted to the Secretary of Education demonstrating how a training program not recommended by the Agency of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include any recommendations for changes, if any, related to school district/supervisory union policies or procedures.

VSBA Version:	*January 25, 2022*
Date Warned:	
Date Adopted:	
Legal Reference(s):	*Vermont State Board of Education Rule 4500-4510* *16 V.S.A. 563*
Cross Reference:	*C1 Student Records*

Required

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT **Board of Directors' Policy** **FLAG RAISING**	**POLICY:** F46 **WARNED:** 9.17.25 **ADOPTED:** **EFFECTIVE:**

Policy

It is the policy of WCUUSD that the School Board may, from time to time, decide to fly a flag on school grounds, in addition to the United States and Vermont flags, in accordance with the criteria set forth below. In all cases, the raising and display of a flag on a school flagpole in this District shall remain a matter of the Board's discretion and shall be considered an expressive act of the School District itself. This Policy is not intended to and does not create a forum for speech by students or any members of the school community.

Criteria include:

• The request to fly a flag must originate from a WCUUSD student group.

• The flag must represent ideas that align with and support the current District Mission, Goals and Student Learning Outcomes.

• The flag may not depict symbols or language that are understood to promote hate or the supremacy of one group over others.

• The flag may not include content that is vulgar, religious, commercial, or subject to trademark or similar restrictions. • The flag shall remain on the school flagpole through the end of the school year and shall then be removed, unless the Board elects a different timeframe.

• The Board may invite comment from the community, including students. School administration, in consultation with the School Board, will develop operating procedures to implement this Policy.

Washington Central Unified Union School District

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

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

Steven Dellinger-Pate
Superintendent

TO: WCUUSD Finance Committee and School Board
FROM: Steven Dellinger-Pate, Superintendent
Susanne Gann, WCUUSD Business Administrator
RE: FY 2026-27 Budget Development Update
DATE: October 10, 2025

Summary: The Leadership Team met on October 7th to begin development of the FY 2026-27 budget. The Team reviewed and discussed the plan for budget development, and specific requirements for building administrators. During this meeting, the Team discussed District programs, services and staffing needs, including areas such as food service, community connections, preschool programming, special education, and potential changes to grant funding. The Team reviewed the district's strategic plan and some of the programs that the district has focused on in previous years as part of the initial planning process.

Connection to Strategic Plan (Goal #3): As part of our commitment to transparency and community engagement, the Leadership Team elected to develop and distribute a survey to staff and community members. The survey will collect input on district priorities and funding considerations to help advise the Board's discussions on the budget.

Next Steps: The Board discuss the budget parameters to provide initial guidance for the FY 2026-27 Budget Draft #1 development.

Between now and November 5th, the Leadership Team will:

- Finalize and distribute the community and staff survey.
- Review survey responses and summarize results.

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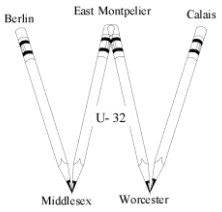
Steven Dellinger-Pate
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne Gann, WCUUSD Business Administrator
David Rodgers, Director of Technology
RE: IT Staffing Restructure: Request to Create Specialized Network Positions
DATE: October 9, 2025

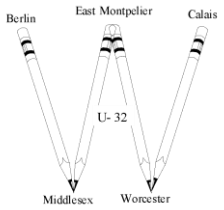
Summary: The District Technology Department is requesting Board approval to restructure its network operations by replacing two of the four current Network Administrator / Tech Support positions with two specialized technical positions: the Network Infrastructure Specialist and the Network Security Specialist (see job descriptions included). This separation of duties is a strategic and essential step to manage the increased complexity and demands of our digital environment. It ensures that the District can dedicate expert attention to both the reliable performance of our core network systems and the critical, ongoing defense against cybersecurity threats. This restructuring does not increase the overall FTE count within the Technology Department and does not increase the FY 2025-26 budget.

Connection to Strategic Plan: This proposal addresses Goal #3: WCUUSD leaders will establish structures, policies, procedures, and accountability frameworks that support the implementation of the strategic plan and report on progress. The integration of technology in school operations requires the District to ensure that technology is reliable, accessible, and secure to enhance learning and operational efficiency. It is critical that the structure of the technology department is able to manage the volume and complexity of both infrastructure maintenance and mission-critical cybersecurity duties simultaneously, and these two positions will be vital in ensuring the District is successful.

- Reliability & Performance: The Network Infrastructure Specialist will focus solely on the design, maintenance, and performance optimization of servers, switches, and wireless networks, ensuring the necessary reliability for instructional continuity across all schools.
- Security & Risk Mitigation: The Network Security Specialist will lead the District's defense strategies, handle incident response, and manage compliance efforts (such as CIPA and FERPA). This specialization is critical to mitigating the growing financial and operational risks associated with sophisticated cyberattacks.

The specialization of these roles is a necessary evolution to safeguard the District's educational mission and meet the heightened standards for technology management in public education today.

Recommended Board Action: The Board approve the creation of a Network Infrastructure Specialist and a Network Security Specialist position to replace two of the current Network Administrator / Tech Support positions.



Washington Central Unified Union School District

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Job Description

JOB TITLE:	**Network Infrastructure Specialist**
FLSA STATUS:	**Exempt - Salaried**
CONTRACT TYPE:	**Non Bargaining ESP**
WAGE SCALE:	**None**
UPDATED:	

POSITION OBJECTIVE(S): Reporting to the Director of IT, the Network Infrastructure Specialist is responsible for the design, implementation, maintenance, and performance of the Washington Central Unified Union School District (WCUUSD) network infrastructure. This position ensures the reliable and efficient operation of all network systems—including servers, switches, and wireless access points—to support the district's educational and administrative functions. As an integral member of the technology team, the Network Infrastructure Specialist will collaborate on maintaining a robust and resilient digital environment. This role also serves as the primary backup for the Network Security Specialist and other technical support positions.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Include the following. Other duties may be assigned.

Primary Focus - Network Infrastructure:

- Lead the design, configuration, and maintenance of the district's core network infrastructure, including routers, switches, servers, storage systems, and wireless access points.
- Administer the district's physical and virtual server environments, ensuring high availability and optimal performance for all critical systems and applications.
- Actively monitor network and server performance, analyzing traffic and utilization trends to proactively troubleshoot connectivity issues and implement necessary upgrades.
- Manage and test the district's data backup, business continuity, and disaster recovery plans to ensure data integrity and system resilience.
- Develop and maintain comprehensive documentation for all network configurations, hardware inventory, and infrastructure procedures.

Collaborative Infrastructure Management:

- In partnership with the Network Security Specialist, contribute to the administration and configuration of network security tools, including firewalls and content filters.
- Collaborate with the security team to implement and enforce security best practices across the network and server infrastructure.
- Assist in network incident response efforts by providing infrastructure-level analysis, containment, and recovery support.
- Partner on the management of Identity and Access Management (IAM) systems, including Active Directory and Google Workspace, to ensure secure and reliable user access.

General Administration & Support:

- Serve as a backup to the Network Administrators focused on endpoints, assisting with software deployment and device management as needed.
- Provide expert-level support for complex, infrastructure-related help desk escalations and assist with general network troubleshooting.
- Contribute to the research and evaluation of new technologies, with a primary focus on identifying opportunities for infrastructure and performance enhancements

OTHER

- Completes professional development, which may include courses, workshops or independent study, as approved by the Director of IT, to keep current with technological practices and requirements for school districts in Vermont.
- Performs other duties as assigned by the Director of IT.

SUPERVISION RECEIVED: This position reports to and receives general administrative direction from the Director of IT. The Network Infrastructure Specialist performs highly technical and administrative tasks that require the utmost level of confidentiality.

SUPERVISORY RESPONSIBILITIES: None.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience -** A Bachelor's degree in Computer Science, Information Technology or applicable concentration with a minimum of three years of relevant experience required; or an equivalent combination of experience and training.
- **Driver's License** - Valid Vermont driver's license required.
- **Mathematical/Reasoning Skills -** Advanced math skills, the ability to problem solve, and deal with complex numbers.
- **Computer Skills and Experience -** In-depth knowledge and skills related to information and educational technology, systems design, and programming. In-depth knowledge of both the administrative and instructional uses of information and educational technology in the school environment. Knowledge and experience with web design. Experience using a variety of

software programs, including but not limited to Microsoft Excel, Microsoft Word, Google email, calendar scheduling, document sharing, and help desk solutions.

- **Communication & Interpersonal Skills -** Excellent verbal and written communication skills. The ability to communicate courteously, efficiently, and effectively with a variety of individuals, including faculty, administrators, and outside organizations.
- **Dependability –** reliable, punctual, responsible, and fulfilling obligations.
- **Attention to Detail –**careful about detail and thorough in completing work tasks.
- **Integrity –**honest and ethical.
- **Adaptability/Flexibility –**open to change and to considerable variety in the workplace.
- **Independence –** guiding oneself with little or no supervision, and depending on oneself to get things done. This requires a considerable need for initiative, self-direction, the exercise of good judgment and discretion.
- **Additional Competencies.** The individual in this position must be able to work cooperatively and collaboratively in a team environment. The Network Administrator must be able to manage oneself as well as manage relationships with others, cultivating a high degree of intelligence in the following areas:
    - Self-Awareness and Self-Control – the ability to fully understand oneself and one's impact on others and to use that information to manage oneself productively. Recognize when a task exceeds the level of your current expertise and seek assistance.
    - Empathy – the ability to understand the perspective of others.
    - Social Expertness – the ability to build genuine relationships and bonds and express caring, concern, and conflict in healthy ways.
    - Personal Influence – the ability to positively lead and inspire others as well as oneself.

Frequency	Code	Description
Sometimes	**S**	activity may exist sporadically, but not on a consistent basis.
Occasionally	**O**	activity exists on a consistent basis for less than 1/3 of the time
Frequently	**F**	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	**C**	activity exists for 2/3 or more of the time
Not Applicable	**NA**	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	Frequency Code		*Essential*	*Not Essential*
SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	F		X	
HEARING	F		X	
TALKING	F		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	C		X	
LIFTING				

up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	S			X
100+ lbs.	S			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	F		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	F		X	
PUSHING/PULLING	F		X	
TWISTING	F			X
CLIMBING	O			X
BALANCING	F			X
CROUCHING	F		X	
KNEELING	F		X	
CRAWLING	F		X	
REACHING (i.e., overhead)	F		X	
HANDLING	F		X	
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	F		X	
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	F		X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing, including, but not limited to, the following (Indicate appropriate code from above):

	Frequency Code
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	S
EXPOSURE (extreme cold – non-weather)	S
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	S
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	S
EXPOSURE (chemicals, hazardous materials)	S
UNEVEN TERRAIN	S
OUTDOOR WEATHER CONDITIONS	S
VIBRATION/NOISE	F
HEIGHTS	O

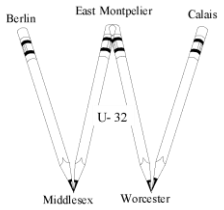
Definitions - Physical Demands

Sitting: remaining in a seated position
Standing: remaining on one's feet in an upright position at a workstation without moving about
Walking: Moving about on foot
Seeing: Perceiving with the eye
Hearing: Perceiving or listening to sound by ear
Talking: Articulating, speaking, or discussing using spoken words
Dexterity: Skill in the use of hands and fingers
Lifting: Raising or lowering an object from one level to another (includes upward pulling)
Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder
Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.
Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)
Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).
Twisting: Rotating; moving to face in an alternate direction.
Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.
Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
Crouching: Bending the body downward and forward by bending the legs and spine.
Kneeling: Bending the legs at the knees to come to rest on the knee or knees.
Crawling: Moving about on the hands and knees
Reaching: Extending the hands and arms in any direction
Handling: Seizing, holding, grasping, turning, or working with hands.

Approved by:	
Date approved:	
Reviewed:	
Updated:	

This general outline illustrates the type of work that characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities, and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job description in no way states or implies that these are the only duties to be performed by an employee occupying this position. Employees may be required to perform other related duties as assigned to ensure workload coverage. Employees are required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor. This job description does NOT constitute an employment agreement between the employer and employee and is subject to change by the employer as the organizational needs and requirements of the job change. The job specification requirements stated are representative of minimum levels of knowledge, skills, and abilities to perform this job successfully. Any satisfactory equivalent combination of experience and training that ensures the ability to perform the work may substitute for the above so that the employee will possess the abilities or aptitudes to perform each duty proficiently. Equal Opportunity Employer.



Washington Central Unified Union School District

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Job Description

JOB TITLE:	**Network Security Specialist**
FLSA STATUS:	**Exempt - Salaried**
CONTRACT TYPE:	**Non Bargaining ESP**
WAGE SCALE:	**None**
UPDATED:	

POSITION OBJECTIVE(S): Reporting to the Director of IT, the Network Security Specialist is responsible for the design, implementation, maintenance, and security of the Washington Central Unified Union School District (WCUUSD) network infrastructure. This position ensures the reliable and efficient operation of all network systems—including servers, firewalls, and switches—to support the district's educational and administrative functions. As an integral member of the technology team, the Network Security Specialist will collaborate on protecting sensitive data and maintaining the integrity of all digital assets. This role also serves as the primary backup for the Network Infrastructure Specialist and other technical support positions.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Include the following. Other duties may be assigned.

Primary Focus - Network Security:

- Develop and lead the district's comprehensive network security strategy, ensuring all systems and procedures adhere to industry best practices and educational privacy regulations such as FERPA and CIPA.
- Direct all network incident response efforts, managing the full lifecycle from detection and analysis to containment, recovery, and post-incident review.
- Administer, configure, and optimize all network security tools, including firewalls and Security Information and Event Management (SIEM) systems, for proactive threat detection and prevention.
- Actively monitor network and user activity, assessing vulnerabilities and managing the remediation process to protect critical assets.
- Manage all Identity and Access Management (IAM) systems, including Active Directory and Google Workspace, to enforce the principle of least privilege and ensure secure user authentication (MFA).

- Collaborate in developing cybersecurity awareness training and professional development materials for staff and students to promote a culture of security.

Collaborative Infrastructure Management:

- In partnership with the Network Infrastructure Specialist, contribute to the design, configuration, and maintenance of core network hardware, including routers, switches, and wireless access points.
- Collaborate with the infrastructure team to monitor overall network performance, troubleshoot connectivity issues, and ensure the high availability of all critical systems.
- Partner on the administration of the district's physical and virtual server environments, storage systems, and data center infrastructure.
- Jointly manage and test the district's data backup, business continuity, and disaster recovery plans to ensure data integrity and resilience.

General Administration & Support:

- Create and maintain meticulous documentation for all security systems, incident response plans, network configurations, and inventory.
- Serve as a backup to the Network Administrators focused on endpoints, assisting with software deployment and device management as needed.
- Provide expert-level support for complex, security-related help desk escalations and assist with general network troubleshooting.
- Contribute to the research and evaluation of new technologies, with a primary focus on identifying opportunities for security enhancements.

OTHER

- Completes professional development, which may include courses, workshops or independent study, as approved by the Director of IT, to keep current with technological practices and requirements for school districts in Vermont.
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TALKING	F		X	
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USE OF COMPUTERS AND EQUIPMENT	C		X	

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up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	S			X
100+ lbs.	S			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	F		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	F		X	
PUSHING/PULLING	F		X	
TWISTING	F			X
CLIMBING	O			X
BALANCING	F			X
CROUCHING	F		X	
KNEELING	F		X	
CRAWLING	F		X	
REACHING (i.e., overhead)	F		X	
HANDLING	F		X	
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	F		X	
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	F		X	

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Reaching: Extending the hands and arms in any direction
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Approved by:	
Date approved:	
Reviewed:	
Updated:	

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Washington Central Unified Union School Board Meeting
10.8.25
6:15-9:15 PM
(In-Person & Virtual)
East Montpelier Elementary School

Present: Superintendent Dellinger-Pate, Flor Diaz Smith, Daniel Keeney, Chris McVeigh, Patrick Whelley, Julia Hewitt, Amelia Contrada, Ursula Stanley, Kealy Sloan, Mckalyn Leclerc, Elizabeth Brown, Michelle Ksepka, Jen Miller Arsenault, Alicia Lyford, Zach Sullivan, Jarrod Weiss, Karoline May, Jody Emerson, Cam Feathersonhaugh of Truex Collins, ORCA Media, Alison Fayle, Andy A, Catherine Whalen, David Hannigan, David Lawrence, David Delcore, Denise Roy, Erika Zimmerman, Erin Berry, Kari Bradley, Kathryn Biggam, Lila Richardson, Liz Balaconis, Noah Weinstein, Patrick Wood, Representative David Yacavone, Sue Paxman, Susie DeForge, Teegan Dykeman-Brown, Veronica Fair, Virginia, Anne Watson, Ann Cummings, Marc Mihaly

1. **Call to Order: Flor Diaz Smith called the meeting to order at 6:20 p.m.**

2. **Welcome:** Flor Diaz Smith noted that we have guests from the community; we have some legislators present tonight, along with board members and administrators. She invited the legislators to introduce themselves.
   2.1. Adjustments to The Agenda
   2.2. Reception of Guests

3. **Community Meeting (Public Input, Q&A):**
   3.1. Career Center (Jody Emerson): Jody Emerson, Superintendent of Central Vermont Career Center, provided a slide deck: *Building Vermont's Future: Reimagining Career Education in Central Vermont.* She invited questions.
   Q: How will students get there? **A:** Currently, sending schools are required to provide transportation; this may change. This effort is complicated by what is going on statewide.
   Q: How are you working together with that effort? How will we know the impact on attendance at the high schools? How do you balance when so many different things are going on at once? **A:** Will be either part of a regional district or part of a statewide career district. This is an opportunity for the board to put forth what they think our students will really need. If this does not happen then we will need to put the plans on the back burner

and wait to see. Yes, if we open, a new building there will be less students in sending schools; this may be a factor in the discussions about merging high schools. **Q:** If less students are going to be at the sending schools, what are the tax implications of those sending schools having fewer students in their schools? **A:** Not a linear answer; the reason to have the career center is that the students need it now. Act 73 will have to respond to the Career Center being there. This is one of the multiple pathways to graduation. Jody: The foundation formula will be across the state; though it is hard to know how it will play out. Comment: Supports what this is about, the concern is the timing, the uncertainty with what is going to happen in the legislature - this makes it very hard to vote to increase taxes on something where we don't really understand all of the financial implications. Some discussion about the tax burden. **Q:** In the future, do we not know who will be paying this bond? **A:** It is possible that it could change. The bond may transition to the new district, based on experience (e.g. Act 46). **Q:** How flexible will be the pathways? E.g. automotive. **A:** Yes, we will continue to keep data on program requests and add staff and programs. **Q:** Operating tax impact will be on top of the bond tax impact. **A:** Yes **Q:** Could you give a summary of where the current facility is and what is lacking? **A:** Currently located at Spaulding in Barre; lost about 45 parking spots; expanding within this space is not possible. **Q:** Would you consider a more satellite approach? Some of our existing properties have additional space. **A:** Many logistical challenges with various spaces; not necessarily impossible, but a great deal of logistics. Discussion of segregating the career tracks from the more traditional academic tracks; consider having students attend at the same facility for more cross-pollination. Acknowledges all of the work in preparing this; has concerns about sticker shock during a time of financial uncertainty. **Q:** With the increase in the cost of materials over the coming years, it is possible to turn around and need more money. **A:** There is a cost escalation contingency as part of the contract. **Q:** Is there a Plan B? Is there an idea if this does not pass, what might be cut? **A:** The gym is the first consideration. About 60 students from U-32 that attend currently. Goal is to expand 9-12 enrollment. It is concerning that; a greater number of kids will be out of their home schools. Also, concern around needing to hire more teaching staff to cover all graduation proficiencies. **Q:** Wonders is space the only reason that students are not accepted to the center. **A:** Because we have so many students apply, there are many reasons why students might not be accepted. **Q:** How many students are asked to leave the program once the school year has started? **A:** Believes there is one student who was asked to leave last year; returned to their sending school.

3.2. Act 73: Superintendent Dellinger-Pate provided a brief overview of Act 73. Question: Do you have any idea about what is being said about local folks not voting on their local school budgets? A: Local boards would not vote on the budget amount; this would be part of the foundational formula. Questions for small group work:

- What are the strengths of your current school system as you see it?
- What are the challenges/ weaknesses of your current school system as you see it?
- What opportunities do you see as a member of a bigger district?
- What risks or concerns do you see as a member of a bigger district?
- What other districts might you want us to consider for joining re: redistricting

Discussion of small group discussions: Strengths: Strong teachers, systems of support, sense of community, facilities, class sizes; challenges: class sizes can be a double-edged sword, partial FTE challenges, creativity needed re: budget, lack of foreign language in elem. school; opportunities: more culture, lots of kids remain in high school, possible social diversity, trim administrative costs, create administrative efficiency; risk: some towns might lose school building, loss of local governance, per pupil cost could increase, possible loss of services; other districts: Montpelier, Harwood, Northfield, Barre, Washington County, Cabot

Strengths: Sense of community, representation, students are known in their schools, children are connected; challenges: equitable achievement, school can be too small, unused capacity; opportunities: expansion of programs, more options, more equity, before and after programs, daycare for smaller schools; concerns: easier for kids to get lost, potential school closures, how long is too long on the bus?; other districts: Montpelier, Twinfield, Woodbury

Strengths: Flexible pathways, community based learning, co-curricular, student groups and leadership, strong TA system; challenges: small sizes, decreasing numbers at U-32 due to, e.g. early college, decrease in elective offerings, transportation challenges; opportunities: greater social groups; concerns: loss of local control, superintendent selection process

Strengths: Five elementary schools reflect their communities, positive socializing factor for community members, U32 brings together the schools in a vibrant way; challenges: dissimilarity in curriculum in elementary schools, different stages of preparedness for HS; opportunities: improve and review administrative structures, more curriculum offerings, geographic consolidation, better early childhood opportunities; challenges: towns without schools might suffer, risk of not having our voices heard, unfairly weighted school boards, misplaced trust in legislature, too much governance turnover; other districts: Career Center

Strengths: Arts being important/ elevated, flexible pathways, culture of kindness; challenges: transportation, start times, lack of rigor/ differentiation in classroom; opportunities: differentiation, critical mass, more diverse student population, more diverse faculty, opportunity to create reuse of properties we already have; concerns: school closures, local voice, are we really going to realize cost savings? Is there a risk of losing families with transportation challenges? Other districts: Twinfield, Plainfield to us, Marshfield to St. J

Strengths: We know our students well, art, theater, sports programs, TA system, outdoor learning opportunities, passionate communities; challenges: long bus rides, cost, lack of full time nurses, lack of early childhood and childcare, not all students can access career tech center; concerns: reduce local control, question about cost, merging governance seems daunting, teacher contracts? Other districts: Harwood, Twinfield

Anything else? David Yacavone: Appreciated conversation, learned a lot, appreciated the different perspectives. **Anne:** With thanks, a lot of this is yet to be told, as proposals come forward, would like to know what constituents think, have some doubts about moving forward with this plan, however, keeping an open mind. **Ann Cummings:** Thanked everyone for coming; this is helpful to hear what people are really thinking; helps us to determine where we need to focus, become clear. This is the biggest change in the time she has been here - and the hardest - causes us to look at tradeoffs that we do not want to make. Trying to do what is best for all of our children while at the same time trying to honor those who have built our towns and who would like to afford to live here. Daniel Keeney asked whether the legislators have anything to say about Act 73's impact on the Career Center. Would there be an opportunity to retroactively support the building? **A.** We do not know. Regarding existing debt when schools merge - either way, the money will be spread across the state, part of the statewide funding formula. Do not see a disadvantage as far as voting for this effort, will be part of the big picture either way. One thing the treasurer has been clear about is that this will not be a state bond. Patrick Whelley asked are there opportunities for us to bias what might happen in the future. Are there dates in mind - are there pressure points on the horizon where we might make some impression? **A**. If there is a specific district that you have in mind, thinks that doing this/ indicating this ahead of time would be helpful. No guarantees.

4. Board Operations

4.1. Debrief Community Input: Diane Nichols-Fleming: At what point do we bring up the question about what would be our preference? Invited Montpelier as a board to join to talk about, what do you make of the study that we committed to? Understanding that they might say no - but at least make that effort.

Chris McVeigh: We should be having discussions and reaching out now to other districts.

Stephen Dellinger-Pate: Would like to consider, if we have a conversation with just one district and then we are merged with others, what message does this send to the others in the end?

Flor Diaz Smith spoke about the challenge at this time to get further in discussions with neighboring school districts - not everyone has the capacity and bandwidth.

Diane Nichols-Fleming: Who makes the decision to send an invite? At what point do we decide to move forward regardless of Act 73? What is the deciding factor? She noted the study that was completed between Montpelier and WCUUSD.

Daniel Keeney: There is a history, and there is a difference between sayings "this is 'a' district we are interested in merging with, and saying "this is 'THE' district we are interested in merging with." The value in making a statement declaring this and explaining why these two are a logical match that should be honored.

Ursula Stanley: (1) We can make a declaration of other districts we would be interested in merging with, (2) Get together with Montpelier board and throw out ideas. Board chairs and superintendents got together; we heard from them that they do not feel this is the right time to move forward. Because of the uncertainty, there is a lot of anxiety amongst staff and having our two boards meet adds to this anxiety.

Chris McVeigh: We have to work with the "ifs".

Flor Diaz Smith: Both Montpelier and WCUUSD have expressed "interest. "We will have this on the next agenda as a discussion/ action item.

5. **Personnel : (none tonight)**
   5.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE

6. **Consent Agenda**
   6.1. Approve Minutes of 9.17.25, 9.22.25: Chris McVeigh moved to approve the minutes from 9-17-25, and 9-22-25. Seconded by Patrick Whelley. Discussion: Daniel Keeney was not present at the 9-17-25 meeting. **This motion carried, with noted edit.**

7. **Future Agenda Items**
   7.1. Consider action on moving 6th grade to U-32/ discuss, debate this. (Flor Diaz Smith stated that the Configuration Committee would meet before the next meeting to consider the administration's models). Daniel Keeney expressed concern that this has not come to the full board for consideration; he expressed concern about the timeline.
   Kealy Sloan - the Configuration Committee intends to consider models at the next meeting.
   Noted - and will keep Daniel Keeney's statement in mind as the committee considers the models.

8. Board Reflections (none tonight)

9. Public Comments: (none tonight)

10. Adjourn: Chris McVeigh moved, Daniel Keeney seconded; the board adjourned at 8:45 p.m.

Respectfully submitted,
Lisa Grace, Board Recording Secretary