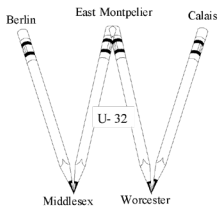
Washington Central Unified Union School District

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

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



Washington Central Unified Union School Board Meeting
3.18.26
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/2s3np5cs
Meeting ID: 849 3594 9997
Password: 297072
Dial by Your Location: 1-929-205-6099

1. **Call To Order**

2. **Welcome** 20 minutes
   - 2.1. Adjustments to the Agenda
   - 2.2. Reception of Guests
   - 2.3. Public Comments-Time limit strictly enforced, see note

3. **Board Overview** 30 Minutes
   - 3.1. Board Orientation Handbook

4. **Reports** 30 Minutes
   - 4.1. Superintendent Report – pg. 5
   - 4.2. Principal Report – pg. 8
   - 4.3. Student Report
   - 4.4. Community Schools Report – pg. 13
   - 4.5. Humanity and Justice Coalition Report
   - 4.6. Central Vermont Career Center Report
   - 4.7. VSBA Report

5. **Board Operations (Discussion/Action)** 45 minutes
   5.1. Budget Process Reflection
   5.2. Communication and Community Engagement
   5.3. Board Learning
   5.4. New board mentors
   5.5. Board Self-Evaluations
   5.6. PCB Class Action Lawsuit – pg. 14

6. **Finance (Discussion/Action)** 15 Minutes
   6.1. Award 2026 Combined Construction Project Contract – pg. 17

7. **Policy - Second Readings (Discussion/Action)** 15 Minutes
   7.1. E20 Community Use of School Facilities – pg. 19
   7.2. E21 Distribution of Non-School-Sponsored Literature in Schools – pg. 23
   7.3. Cell Phone Policy – pg. 27

8. **Negotiations - Report** 5 Minutes

9. **Personnel (Discussion/Action)** 5 Minutes
   9.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 29

10. **Consent Agenda (Discussion/Action)** 5 Minutes
    10.1. Approve Minutes of 2.18.26 (pg. 35), 3.11.26 (pg. 47)
    10.2. Board Orders

11. **Future Agenda Items** 5 Minutes
    11.1. Superintendent Evaluation
    11.2. Voluntary Merger Possibilities and Conversations

12. **Board Reflections** 5 Minutes

13. **Public Comments: Time limit strictly enforced, see note** 10 Minutes

14. **Proposed Executive Session: Student Residency Requests**

15. 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

Superintendent's Monthly Report to the Board

U-32 Principal Search Update

The screening committee is currently reviewing candidates. The goal is to identify a successful finalist in time to bring a formal nomination to the Board on **Wednesday, April 1**.

Upcoming Search Timeline/Milestones:

- **Monday, March 16:** Screening committee deadline to review applicant materials and identify viable candidates for interviews.
- **Thursday, March 19:** First-round interviews with the screening committee.
- **Monday, March 23:** Potential second-round interviews with a smaller subset of the committee, if necessary.
- **March 26 – March 27:** Site visits to U-32.
- **March 30 – March 31:** Visits to the candidates' current places of employment.

Doty Principal Search Update

A search for the next leader at Doty is beginning following the retirement of Gillian. The position is being restructured into a Teaching Principal role, which will include providing math instruction alongside principal duties.

- The position will be posted and a screening committee composed of staff, students, and parents will be assembled.
- The job description will be shared at the next Board meeting.

Staffing and Contractual Deadlines

The Leadership Team met on March 10 to review next year's staffing so that we can meet contractual timelines. Letters of Intent will be issued to employees due to ongoing negotiations.

Teacher Deadlines:

- **April 1:** Deadline to notify a teacher via certified mail if their contract is not being renewed for performance reasons.
- **April 15:** Deadline to issue standard employment contracts to currently employed teachers, and the final deadline to notify any teacher (via certified mail) who will not be re-employed due to a reduction in force.

Educational Support Personnel (ESP) Deadlines:

- **May 1:** Deadline to issue individual employment contracts to ESPs for the upcoming school year.

PreK and K Enrollment and Program Updates

Enrollment as of 3/13/26:

School	PK3	PK4	Act 166	K
Berlin	10	15	10	18
Calais	1*	8	4	6
Worcester	2	0**	1	2
East Montpelier	5	6	8	18
Middlesex	11	6	5	11

*There are 4 additional enrollments pending.

**There is 1 “other” placement.

Program Details:

- **Pre-Kindergarten:** The district offers half-day (morning or afternoon), full-week (Monday-Friday) programming. School-based programs will provide 12.5 hours of preschool services per week, exceeding the state mandate.
    - **PreK Sites:** Rumney (morning program), Berlin (morning and afternoon program), and EMES (morning and afternoon program).
- **Kindergarten:** Programs will be at Berlin, East Montpelier, and Rumney.
- **Extended Care:** Extended care options are available for a fee through Community Connections.

In both PreK and Kindergarten programs:

- Calais students will attend the program at East Montpelier.
- Worcester students will attend the program at Rumney.

Proposed Transportation:

Time	Students	Proposal

AM	Doty PreK and K students	Will remain on the bus and be dropped off at Rumney at roughly 8:50 a.m..
AM	Calais PreK and K students	Will board one of the two Calais buses and be dropped off at EMES at roughly 8:55 a.m..
PM	Doty PreK and K students	Will be picked up at roughly 3:20 at Rumney and transported to Doty to catch their regular bus.
PM	CES PreK and K students	Will be picked up at roughly 3:20 at EMES and transported to CES to catch their regular bus.

Note: The final afternoon bus and route will be determined once the U-32 routes are developed

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

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 SST group was exploring a deep dive into attendance data looking through the lens of belonging and connection. We were exploring attendance surrounding our artist in residence experience. Here's what we found:

- In the three weeks before the circus, the students with 10-14 absences, about a third of our students, had an absenteeism rate of 13.68% from school. In the three weeks after the circus, the rate of absence for this same group dropped to 5.43%.

While we don't know for sure, we believe that the feelings of connection, belonging, and community that came from the circus impacted students, in such ways that they felt more inclined to come to school, a more than 50% drop in absence. We're asking the question "how can school feel more like the 'circus'" We know that it's not possible to have an Artist Residency every week but we do believe in our ability to create spaces where our students feel a deep sense of belonging and connection. Our SST team is working with our community school's coordinator to strategically map out our approach to building a culture of belonging and inclusivity through the lens of Integrated Student Supports, a pillar of community schools.

Calais: Just before February Break we concluded our month-long "Kindness Campaign". During the month teachers and staff were recognizing students who went above and beyond in being kind to each other. When students were observed being kind they were given a raffle ticket with their name and they put that ticket in a bucket. Each day names were drawn for prizes, including picking tickets each day. Announcements were made at the end of each day and you could hear cheers down the hallways as students celebrated their classmates' names being read. At the end of the month we had a Grand Prize drawing which was a student from each class getting to silly string the principal in front of the school. This was such a fun and engaging way to include all students in promoting kindness.

Doty: Representatives from GLAMM visited the Doty fifth and sixth graders on March 9th. Students were able to explore issues around gender and sexuality as well as discussions of acceptance and tolerance.

EMES: EMES welcomed community guest readers on March 12th for Reading to End Racism. We kicked off the morning with an all-school assembly to provide context and a shared experience before returning to our classrooms. Guests read aloud from a variety of books and engaged in age-appropriate conversations with students about race and racism. It was a beautiful event that left us all thinking about how we treat others and all of the wonderful ways we are all different. Our staff also recently engaged in work to dig into our SEL (DESSA) data. One celebration is that all students who were flagged as needing additional instruction are already receiving interventions from our school counselor.

Rumney: Our school safety team communicated our procedures for when law enforcement and/or ICE request access to a student. Staff received an updated copy of those prior to February break, and we had a discussion at a staff meeting in March. Given the ICE incident in S.Burlington, VT, some of us took time on Thursday morning to talk as a team and share thoughts and feelings. We all want our students to be safe and feel safe at all times. Later in March, we will be hosting "Reading To End Racism." We will kick off this event with a whole school *Morning Meeting* to welcome our volunteers. Shelley Vermilya will be joining us to support our whole school discussion.

Update on Strategic Plan goals:
Curriculum, Instruction and Assessment

Berlin: Our staff started an initial look into connection and belonging within the school day, outside of the school day. We did some brainstorming of strategies that are already in place and are working hard to expand practices to integrate additional moments of connection into the curriculum. There is a group that is gathering next week to create an action plan that will take us through next school year.

Calais: Our Data/Intervention Teams are continuing to refine the process of our weekly meetings. One of the aspects of the meetings we are trying to refine is the frequency in which we meet with individual teachers. Currently, the Team is meeting with a teacher once every 5-6 weeks and we are looking at ways to change our meeting structure to be able to cut that time in half. With these meetings becoming valuable to our practice we want to ensure that we are maximizing our time with teachers to improve outcomes for students.

Doty: We have been expanding our work with the Educlimber platform which we all find to be an invaluable tool. We are making plans to work with Ellen Dorsey to get more training on it so that next year we can use it to house our LCAP data as well. This will enable us to easily create data walls and data reports that will show us student growth and performance clearly. This will help our team meetings be much more efficient.

EMES: We have also been expanding on our work with Educlimber during our PD sessions together. Ellen Dorsey and I worked together to transfer our current data wall into Educlimber, which is a huge celebration for us. Teachers are adding data from local

assessments that don't automatically generate in Educlimber. We have also created several forms used to collect more qualitative data on each of our students.

Rumney: Our curriculum council team reviewed Rumney's iReady data. We celebrated the fact that when we look over the past 3 years, each year's data showed more students on or above grade level and fewer students below grade level. We continue to see evidence that time on MyPath (a program that adjusts to a student's learning level) builds growth in students' math understanding (as demonstrated by their scores)

Update on Strategic Plan goals:
Community Engagement and Communication

Berlin: Our community hosted a Pi Day in the library. There were around 50 people and donations of over 13 pies. We are grateful to the pie donations and for the time spent with our community. In a space of celebration, we strongly believe that the community nights in the library and allowing students to have access to books without limitations has increased student's access to literacy. We have seen a 50% increase in circulation since the start of the year!

Calais: On Friday, Feb. 20th we hosted our first ever Mock Town Meeting. We spent the week teaching students about the history of town meetings, the purpose, and the structure of how the meetings work. Students were voting on something consequential - an end of year Field Trip. In the "Warning" for the meeting students were given four field trip options and they came prepared to speak on behalf of their chosen option. The mock town meeting was organized by Calais Town Clerk Teegan Dykeman-Brown and was moderated by Calais Town Moderator Gus Seelig. Calais resident, and Vermont Public Radio correspondent Erica Heilman, was in attendance and did a story on the process. The final vote was a field trip to Shelburne Museum. The folks at Shelburne Museum heard the VPR story and were so impressed with our students that they are sponsoring our trip! Not only was this a great event to get the community involved, but it was an awesome inclusive experience for our students to get involved in the decision-making process.

Doty: .The community has recently expressed an interest in volunteering at Doty. Beth Stern met with Friends of Doty after a town meeting and has set up a system to organize and coordinate volunteer efforts at Doty. I have been putting communication out regarding what are appropriate volunteering opportunities and clarifying that only licensed educators who are employed by the district may provide content area instruction. This clarity and our systems seem to be working well!

EMES: Pi Day at EMES - a time to bring our staff together over delicious home-made pies! A group of parents recently met with me to talk about reinvigorating our PTNO - I am hopeful this will become as vibrant as it has in the past. Just before break, we wrapped up three weeks of winter wellness. In all, we had over 25 parent/family volunteers spend three days with us engaging in fun winter activities.

Rumney: Rumney's sugaring season is upon us! Students have been heading out to our sugarbush and tapping trees. Next week the sap with likely not run, due to the drop in temperatures. Honestly, we need this pause as we are trying to ensure we have ample time to collect and boil. Speaking of the boil, we will be hosting a "Community Boil" that will be open to all in our WCUUSD community. This event will take place on Saturday, April 4th. Starting as early as the first volunteer arrives and going until the last one standing can stand no more. This will be a traditional Vermont boil, so there will be hot dogs and eggs. Don't worry- we will use separate sap for boiling the food (not like my grandfather did, shhh…). Everyone is welcome to come to observe, to eat food, to get a tour of the sugarbush, or to stay in the warmth of the school and connect with neighbors.

Celebrations & Upcoming Events

Berlin:
March 19 – Berlin Bingo Night
March 19– Winter Wellness Day
March 20– Caregiver Conferences

Calais:
March 14 - Basketball Celebration Social
March 17 - "Lucky to Have You" Luncheon
March 18 - Reading to End Racism
March 20 - Student Led Conferences

Doty: March is a quiet month here at Doty. On the 11th, we had a visit from October Siberians to complement our fifth and sixth grade unit on the Iditarod. We were happy to hose Rumney's fifth grade at this event. I was super happy to snuggle a 10 week old siberian husky puppy!

EMES:
March 12: Reading to End Racism.
March 20: Student-led conferences
March 27: American Heart Association assembly and training
March 31: U-32 music tour at EMES
April 10: Contemporary Dance performers at EMES

Rumney:
March 14: Pie Breakfast
March 24: Coffee House
March 30: Reading to End Racism
April 4: Community Boil
April 9: Contemporary Dance performers at Rumney

Supervision & Evaluation Updates (EQS 2121.3; 2121.4)

Berlin: BES is starting to think about classroom configurations. We are gathering teacher feedback and are making smart informed decisions that are based on what's best for students. Additionally, we are working on gathering the best "look fors" in our UDL practices.

Calais: We are starting the process of looking forward to next year and our classroom configurations. Part of that process is a "visioning" of what we dream of for student outcomes and then building a structure that supports that dream. We are spending time as a team looking at our strengths and how we can best structure our building to meet the needs of students.

Doty: As we look toward next year, we are all having conversations about our areas of strength and beginning to look and think creatively about the instructional model for next year here at Doty. As we think about how we can best serve our students, we are thinking about ourselves as educators. We are also taking some time to celebrate our progress and student "wins" of this year.

EMES: We will begin thinking about classroom configurations in the coming weeks. This is always a time for teachers to re-evaluate their teaching assignments and teaching partnerships. In March, I also collect feedback from our teachers about our ESP staff as we wrap up their annual evaluation process.

Rumney: This month's observations were dedicated to the allied arts. I was able to observe students developing a Novel Engineering project. Students were encouraged to think creatively and outside the box to develop their plan, and I saw the stage where they were building out their ideas into tangible, physical models using the engineering process. A week later they had a balloon parade through the school, and I was thankful I had witnessed their effort as well as the end result. I also observed music classes where students got to practice keeping the beat, working with a group, and making sounds with various instruments. Our band and chorus performers are getting ready for the district music concert and I never miss hearing the practice sessions, as they tend to echo into the main office.

Community Schools Board Report
March 13, 2026

WCUUSD was recently awarded two grants from the Vermont Agency of Education for programs at U-32 and Berlin Elementary School. One of the goals of our community schools work is engaging in comprehensive third-space programming that is multi-age and intergenerational, transforming our building into a center of community activity. These grants represent an opportunity to immediately address gaps in out-of-school time programming, while also developing a model of programming that can be replicated across the district.

At U-32, the Youth Community Educator program is a paid, work-based learning and job skills training program that prepares 9-12th graders for work with near-peers at the middle school, and elementary schools. The six week training program will develop skills and capacity to lead workshops for middle school students (1xday / week), and then transition into a paid internship experience at the Extended Day Center (EDC) at Berlin Elementary School. After successful completion of the training program, YCEs are eligible for employment from the EDC grant, creating a sustainable model of training and employment for young people. The Extended Day Center at Berlin Elementary School provides five years of fully funded, year-round programming for students to expand robust and engaging out-of-school-time programming. This program will support the internship placements of young people from the YCE program at U-32, and support the employment of graduates from the YCE program to support our youngest learners. Additionally, the EDC will build a model for curricularly connected, interest-based workshops for students, expanding opportunities for learning beyond the traditional school day and summer, and addressing barriers to access for programming in the district. These models represent an opportunity to build and implement training and programming that is replicable, responsive, and sustainable for students and schools throughout the district.

The Community Schools Steering Committee completed its quarterly meeting in March, and monitored the progress on goals for the grant. To date, all goals of year one of the grant have been met. As we approach the end of year one, the committee will reconvene to set goals for year two, and monitor progress towards multi-year outcomes.

In Community,
Bec

—
Rebecca Dezan
Community Schools Coordinator, WCUUSD

LEGAL REPRESENTATION AND CONTINGENCY FEE AGREEMENT

This Agreement is entered into on this 25th day of February 2026, between WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT (hereinafter "SCHOOL DISTRICT") and LYNN, LYNN, BLACKMAN & TOOHEY, P.C., FRAZER PLC, and ONDER LAW LLC (hereinafter collectively, "Counsel").

WHEREAS, SCHOOL DISTRICT has suffered losses and damages due to the contamination of its property by poly-chlorinated biphenyls (PCBs) over several years; and

WHEREAS, SCHOOL DISTRICT desires to pursue claims against persons or companies that are responsible for the PCB contamination; and

WHEREAS, SCHOOL DISTRICT has requested Counsel to represent SCHOOL DISTRICT in the pursuit of such claims; and

WHEREAS, Counsel are willing to accept the tendered representation subject to the terms and conditions set forth below.

NOW, THEREFORE, the following terms and conditions are hereby agreed to by and between the Companies and Counsel:

1. SCOPE. Counsel will represent the Companies in the pursuit of damages and other relief against the persons and entities that are responsible for the PCB contamination in a civil action in the courts of Vermont. Counsel does not have any obligation or responsibility to pursue any action, claim, or matter in any bankruptcy court in the event a defendant files for bankruptcy protection.

2. ATTORNEYS' FEES. Counsel will be compensated for their representation by payment of Thirty-Three and One-Third Percent (33.3%) of the gross amount of any settlement or recovery obtained by Counsel's efforts on behalf of SCHOOL DISTRICT. As used in this Agreement, "gross amount" means any and all amounts recovered by SCHOOL DISTRICT, including any principal, interest, penalties, litigation costs and expenses, and/or sanctions. In the event that Counsel are awarded statutory attorneys' fees by a court that are to be paid by any third party, then any such attorneys' fees when paid shall be credited against the amount to which Counsel are entitled to be paid under the contingency fee provisions set forth herein.

3. LITIGATION COSTS. SCHOOL DISTRICT and Counsel recognize that pursuit of this litigation will likely be expensive, with charges for fees incurred for filing fees, deposition costs, travel, videography, electronic data collection, data storage, litigation software charges, eDiscovery services, and expert witnesses, among other things. SCHOOL DISTRICT and Counsel further agree that expenses incurred in the pursuit of the claims referenced above are to be deducted from SCHOOL DISTRICT's share of the proceeds of any settlements or recoveries.

4. NO GUARANTEE. SCHOOL DISTRICT acknowledges that Counsel has made no promise or guarantee regarding the outcome of this Claim. Counsel has advised SCHOOL

DISTRICT that litigation, in general, is risky, can take a significant amount of time, can be very costly, and can be very frustrating. The Companies further acknowledge that Counsel shall have the right to cancel this Agreement and withdraw from this matter if, in Counsels' professional opinion, the matter does not have merit or does not have a reasonably good possibility of recovery, or as permitted under applicable rules of professional responsibility. No guarantee or representation has been made to SCHOOL DISTRICT as to what type of amount of recovery, if any, may be expected on SCHOOL DISTRICT's claim.

5. DIVISION OF ATTORNEYS' FEES. SCHOOL DISTRICT and Counsel acknowledge that the pursuit of the claims referenced above may take many years and much work by Counsel, and that the longer the pursuit of the claims is ongoing, the greater will be the burden borne by Counsel. SCHOOL DISTRICT agrees that Counsel may divide work responsibilities and make fee divisions as they see fit in accordance with Counsel's governing rules of professional responsibility.

6. OTHER COUNSEL. This Agreement contains the entire and complete understanding between the parties and can only be modified by written amendment signed by all parties, except that Counsel may associate other counsel, with SCHOOL DISTRICT's approval, in order to assist in the litigation. Any association of other counsel shall be within the terms and provisions of this Agreement, and SCHOOL DISTRICT's obligations shall remain unchanged.

7. TERMINATION OF REPRESENTATION. SCHOOL DISTRICT understands that it has the right to terminate the representation upon written notice to that effect. SCHOOL DISTRICT understands that upon the event of termination SCHOOL DISTRICT will be responsible for any fees or costs incurred prior to the discharge or termination, based on all of the facts and circumstances and applicable law.

8. SCHOOL DISTRICT COOPERATION. SCHOOL DISTRICT shall cooperate with Counsel at all times and to comply with all reasonable requests of Counsel. SCHOOL DISTRICT agrees to the use of email as the primary means of communication to and by Counsel, with SCHOOL DISTRICT acknowledging that there is always a risk that email communications may be accessed, interrupted, and or hacked by unauthorized activity by persons who are not parties to this Agreement.

9. DOCUMENT EXECUTION. The parties hereto agree to execute any and all documents that may be necessary to effectuate, ratify, acknowledge, or otherwise validate this Agreement.

10. ENTIRE AGREEMENT. SCHOOL DISTRICT has read this Agreement in its entirety and agrees to and understands the terms and conditions as set forth herein. SCHOOL DISTRICT acknowledges that there are no other terms or oral agreements as to the subject matter herein existing between Counsel and SCHOOL DISTRICT. This Agreement may not be amended or modified in any way without the prior written consent of Counsel and SCHOOL DISTRICT.

AGREED:

Dated: _____

_____
_____ SCHOOL DISTRICT
By:

Dated: _____

_____
LYNN, LYNN, BLACKMAN & TOOHEY, PC
By Pietro J. Lynn

Dated: _____

_____
FRAZER PLC
By T. Roe Frazer II

Dated: _____

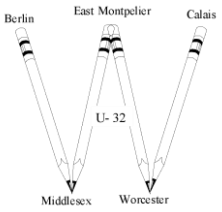
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ONDER LAW LLC
By W. Wylie Blair

Washington Central Unified Union School District

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

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

Steven Dellinger-Pate
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, Business Administrator
RE: Award 2026 Combined Construction Project Contract
DATE: March 12, 2026

Connection to Strategic Plan: The capital improvement work directly supports Goal #1 of the WCUUSD Strategic Plan, which emphasizes maintaining safe, welcoming, and well-equipped learning environments for all students. By investing in essential building systems, such as heating, kitchen facilities, and safety infrastructure, these projects ensure that students and staff have functional, efficient, and reliable spaces that foster academic success and well-being. Prioritizing these improvements aligns with the district's commitment to sustaining high-quality facilities that enhance teaching and learning outcomes across all schools.

Review: At the September 17, 2025 meeting, the School Board approved the 2026 Capital Improvement Project Scope & Budget for an amount not to exceed $1,226,901 for construction costs and approved the District moving forward with bid document preparation and bidding as necessary for the projects as listed below.

2026 Combined Construction Project

Project Description	**Location**	**Cost Estimate for Construction (including 10% Contingency)**
New primary pellet boiler in new interior downstairs boiler room	Doty	$445,620
Grease trap	Doty	$49,097
Grease trap	Calais	$50,609
Remove oil tank	U-32	$230,697
Kitchen reconfiguration	U-32	$418,015
Backup furnace	Central Office	$32,863
		Total: $1,226,901

The planning necessary to address the presence of PCBs in the U-32 kitchen required an extension in the timeline for that project, so it was not included in the request for bid proposals for the combined project. The projected budget for the projects included in the bid was $808,886.

The request for bid proposals was sent to eight contractors. On March 5th, the District received bid proposals from E.F. Wall & Associates and Farrington Construction Co. The bids were reviewed by Chris O'Brien, Bill Ford, John Hemmelgarn and Polly Wheeler in preparation for bringing a recommendation to the Board. The anticipated timeline for the project based upon the bid documents is a construction start date of June 22nd with completion no later than August 19th, with the exception of the boiler, which will be completed by September 18th. The District is not required to request a bid waiver, as the public bid law removed that requirement as of July 1, 2024.

Bidders	E.F. Wall & Assoc. Inc. Barre, VT	Farrington Construction Co. Inc. Shelburne, VT
Proposed Contract Sum	$1,134,800.00	$1,143,388.08
5% Contingency	$56,740.00	$57,169.40
Total with Contingency	$1,191,540.00	$1,200,557
Soft Costs (architecture, engineering, project management, permits, etc.)	$191,167.00	$191,167.00
Total Cost Plus 5% Contingency & Soft Costs:	$1,382,707	$1,391,725

The low bid submitted by EF Wall exceeds the cost estimate for construction by $573,821. The District can choose to reject all bids, rebid a reduced scope for the Doty and Calais projects in the current year, and defer the U-32 and Central Office projects until the following year. This is not the recommended Board action because the District risks losing both bidders and receiving higher bids for the Doty and Calais projects. In addition, deferring portions of the project now will only result in increased costs in the future.

Recommended Board Action: The Board authorize a transfer of $573,821 from the general fund balance to the capital reserve fund for the completion of the 2026 Combined Construction Project.

Recommended Board Action: The Board award the contract for the project to E.F. Wall & Assoc. Inc. in an amount not to exceed $1,191,540.

Required

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	**POLICY:**	**E20**
	WARNED:	**1.11.23**
Board of Directors' Policy	**ADOPTED:**	**4.19.23**
USE OF SCHOOL FACILITIES POLICY	**EFFECTIVE:**	**4.19.23**

Purpose

The Washington Central Unified Union School District is responsible for maintaining the school property and facilities in good condition of the public education of the students of the entire School District. The Board is also responsible for ensuring that budgeted funds approved by the taxpayers for public education are used as intended. The school property is public property, and the Board recognizes that some groups or individual may want to utilize the property for a variety of uses. This policy permits the use of District school property and facilities for other purposes, on an occasional basis, as long as the use is primarily for the benefit of the students and taxpayers of the School District and does not conflict with, detract from, or otherwise limit regular school programs or sponsored activities. This policy also establishes that use by other groups or entities, whose mission is more general than just serving the school district, whether for profit or not for profit, may be permitted under certain circumstances. This policy sets forth the priorities of uses and the conditions under which such uses are permitted.

Scope:

The facilities covered by this policy include all real estate, buildings, and property contents owned by the Washington Central Unified Union School District in each of its member Towns, and U-32.

The superintendent, principal, or designee, shall manage and determine availability of, the facilities on an ongoing basis. The ~~principal~~ superintendent, or designee, shall establish a use permit process that may include variations by each category. This process shall be reviewed and approved by the board on an annual basis. It is required that groups or individuals in categories 2 through 6 follow the process in obtaining permission for use.

Some areas may be restricted from general public use for extended periods of time due to the necessity of maintaining or conserving those areas for current student activities, recovery efforts (i.e. grass on playing fields), for security reasons, or to maintain confidentiality.

Equipment use may be permitted under certain conditions but is not automatically included in permission for use of any space. Some equipment may be excluded from non-school program use at the discretion of the principal or designee due to reasons that include but are not limited to safety, liability, conservation for school programs and resources, or situations where depreciation of equipment may be difficult to assess.

Priorities of Use

When the School District grounds or facility are subject to an easement, the ~~principal's~~ superintendent, or designee decision must comply with grounds or facility use outlined in the easement. In situations where easement rights apply, a user may appeal the ~~principal's~~ superintendent decision to the ~~superintendent~~ Board for decision.

Facilities shall be made available so as to preserve the following priority of uses:

Category 1. **Town Government Bodies** (Does this still apply? And we have two First Priorities)

~~First~~ Top priority is given to town taxpayer-funded, municipal activities that are open to the public (e.g., town meetings, voting)

Category 2~~1~~. School-Related and School-Supporting School Activities and School Sponsored Activities

First priority is that all facilities be available for public school purposes, including, but not limited to, instruction, extra-curricular and co-curricular activities, and other school-sponsored activities and events. ~~No school facility or portion thereof shall be contracted for, or dedicated to any other purpose, except on an occasional basis as further set forth below, so as to maintain this availability.~~

Category 3~~2~~. School-Related and School-Supporting Activities

Second priority shall be use by the individual school's recreation or co-curricular department and school established organizations or groups, the express purpose of which is to provide benefit and support to the School District. Such uses may include, but are not limited to, use by parent-teacher organizations, booster clubs, recreational organizations that benefit students and/or taxpayers, and fundraising activities whose purpose is to benefit the School District.

Category 4~~3~~. Other Groups or Individuals Providing Educational Benefits or Services on a Non Profit Basis to the School Community

Third priority shall be given to non-profit use by groups or individuals to provide curricular, extra- curricular or post-secondary educational opportunities of a kind or at a level not otherwise generally available to the School District population. Examples include, but are not limited to, classes, or non-profit athletic, artistic or similar group endeavors offering activities that provide opportunities for enrichment to the School District community.

Category 5~~4~~. Use by Other Public Entities

Fourth priority will be given to other public entities for events or programs that are open to the public. Such uses include use as a site for a public civil function, such as a public meeting on a legislative or municipal issue. Public entities include local, state, and federal governmental entities, including subdivisions, agencies, organizations, or programs operated by such entities.

Category 6~~5~~. Other Occasional Uses

Use by an entity not described in the previous categories may be permitted by the ~~principal~~ superintendent, or designee, for an educational or community purpose, where such use does not conflict with the goals of this policy. The use is subject to specific terms and conditions consistent with the policy.

Implementation

Conditions of Use: The following conditions shall be applied by the ~~principal~~ superintendent, or designee, in deciding what uses will be allowed and what terms and conditions will be applied to each specific use in granting permission. In the event of a conflict between potential users or uses, or if an issue arises concerning terms and conditions of use, the principal shall have the authority to decide the conflict.

1. **Nondiscrimination -** All users of school facilities must agree in writing to not unlawfully discriminate on the basis of disability, race, color, national origin, sex, age, religion, ancestry, sexual orientation, or place of birth, or membership in any other protected class. Failure to adhere to this agreement shall result in the cancellation or termination of the use.

2. **Lawful Use Only** - Compliance with School Policies -All users of the school facilities must agree in writing that their use will not violate any federal, state or local laws, including but not limited to: the use of tobacco, alcohol or other controlled substances; illegal gambling; possession of weapons. Users must also agree in writing to take responsibility for notifying attendees of this condition. Failure to comply with this agreement shall result in the cancellation or termination of the contracted use as well as denial of future use.

3.**Maintenance of the Facility** - All users shall agree in writing to use school facilities appropriately, to oversee treatment of the facilities by those involved in the use and to leave the facility in at least as good condition as it was in at the time they commenced their use. Additional fees will be assessed to any group for litter, and/or damage to the property.

4.**Non-Endorsement Clause** - Use of School District property or facilities by any group or entity other than those described in categories 1 or 2 above shall not constitute and shall not be considered an endorsement of said group or entity, or of its use or activity, policies, opinions, agendas, actions or beliefs. Any person or entity using the facility for a purpose other than categories 1 and 2 above shall clearly state the identity of the presenting entity or individual in all promotional materials, advertising, signs, ad descriptions of the activity or event, and shall not state or imply that the activity is sponsored or endorsed by the Washington Central Unified Union School District, unless such support or endorsement has been explicitly given in writing.

5.**Special Purpose vs. General Purpose Facilities -** Before committing any special purpose facility for use for a non-school purpose, particular care shall be taken to avoid creating a general unavailability of such facilities for high priority uses in category 1. This may mean taking measures to assure a strict limitation on the availability of a given special use facility to all outside users. Special use facilities include auditoriums, libraries, playing fields, gymnasiums, cafeterias, and other special purpose rooms and facilities.

6.**Schedule of Fees** - Consistent with the Board's responsibility to maintain the facilities for use in educating the students of the School District, and that the tax monies appropriated by the school district are intended to be used for the education of those students, the ~~principal~~ superintendent with board approval shall develop and charge appropriate fees for use of school facilities and related equipment for uses in categories 2 through 6. The fees charged shall not be less than the actual cost of the use, taking into account costs such as utilities, custodial services, security, and maintenance. The ~~principal~~ superintendent, or designee may only waive fees

subject to rules established by the Board. The board shall review the rules and fee structure annually.

7.**Insurance -** The ~~principal~~ superintendent or designee shall include as an express condition of use, for any user entity not covered under the School District's insurance policy, a requirement that the user entity submit proof of insurance as specified for the particular use, prior to commencement of the use, specifically listing the School District as additionally insured. The Board shall establish the standard limits of liability to be required each year.

8.**Written Use Agreements** - The ~~principal~~ superintendent, or designee shall prepare and maintain, with Board approval, a form of written use agreement that states all conditions of use. If a fee is charged, or proof of insurance required, with respect to a particular use, -a written agreement shall be signed by the ~~principal~~ superintendent or designee and a duly authorized representative of the user, prior to commencement of the use, reciting all conditions of use and agreement to any fee imposed for the use. Each written agreement shall have attached to it a copy of this policy. It shall also include, in its specific terms, the conditions listed in this policy to the extent they are applicable to the particular use.

9.**Duration of Use** - Uses in categories 2 through 6 shall be limited to occasional use, meaning use of limited duration and frequency. When an occasional use by users in categories 2 through 6 involves a series of weekly activities or events on more than one date, such use shall not be more than a two-month period. Upon ~~a showing of special circumstances~~ request, the ~~principal~~ superintendent or designee may extend the period of use ~~by up to an additional two months~~**.**

10.Cancellation or Postponement of a Scheduled Event - The School District reserves the right to cancel a scheduled event (reoccurring or otherwise) if it conflicts with the rescheduling of a student event(s) made necessary by weather or other circumstances beyond the control of the School District. The School District reserves the right to cancel or postpone any scheduled event due to serious concerns for public safety, employee safety or security of the property. The ~~principal~~ superintendent or designee is authorized to order the cancellation or postponement of a scheduled event under these circumstances and shall make every effort to give reasonable notice to the party intending to use the property. The ~~principal~~ superintendent or designee shall also make every reasonable effort to reschedule postponed events. It is also understood that some municipal building uses (town meeting, voting, etc.), cannot be cancelled and the ~~principal~~ superintendent, or designee would defer to the Town in such instances. The ~~principal~~ superintendent or designee shall also make every reasonable effort to reschedule postponed events.

11.**Equipment -** Users in categories 2 through 6 may only use equipment related to the facility if prior permission is obtained from the ~~principal~~ superintendent or designee. Equipment used shall be limited to that which is negotiated in the agreement with the ~~principal~~ superintendent or designee. The ~~principal~~ superintendent or designee shall factor in the cost of use of the equipment in the fees charged. Examples of equipment related to the facility are computers, sports equipment, scoreboards, theater lights, and sound equipment.

12. **Outside Contractors –** All outside contractors and specific contract agreements for services to be provided to an entity using School facilities, must be approved by the ~~principal~~ superintendent or designees in writing, prior to commencement of use of the facility. The user assumes all responsibility for any damages or additional costs related to the use of contractors.

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

DISTRIBUTION OF NON-SCHOOL SPONSORED LITERATURE IN THE SCHOOLS

POLICY: E21

WARNED:

ADOPTED:

EFFECTIVE:

Policy

It is the policy of the Washington Central Unified Union School District to allow limited distribution of non-school sponsored literature on school grounds or at school events by community members, or district employees acting on their own behalf or on behalf of a community group. Accordingly, the superintendent or designee may permit the distribution of non-school sponsored literature without discrimination in accordance with this policy.[1]

Definitions

1. **Non-school sponsored literature** means any printed, written, or electronic materials prepared by non-school organizations or individuals that are not made as a part of the curricular or approved extracurricular programs or affinity groups of the district. They include such things as fliers, invitations, announcements, pamphlets, posters, photographs, pictures, audio recordings, digital recordings, and electronic messages. Materials prepared under the supervision of school staff as part of classroom instruction or classroom activities are not restricted by this policy.
2. **Distribution** means circulating non-school sponsored literature in ways that include: handing to others on school property or during school-sponsored events; posting on school property such as walls, bulletin boards, email, and district web-sites; placing upon desks, tables, on or in lockers; or making available in the principal's office.

Administrative Responsibilities

[1] A totally public forum is one where all materials may be distributed; the classic example is a public park.

A limited public forum is one where certain categories of material may be distributed. *NAACP Legal Defense and Ed. Fund, Inc.*, 473 U.S. 788 (1985) and *Travis v. Owego-Apalachin School Dist.*, 927 F.2d 688 (2d Cir. 1991) (good overview of differences among types of public forums). School districts may create a limited public forum by allowing outside groups to distribute literature on a limited basis as long as the criteria for allowing or prohibiting distribution are reasonable and viewpoint neutral.

In a limited public forum, once the district allows a community group to distribute materials for one purpose then it and must allow all other community groups wishing to distribute materials dealing with the same topic, even if their view of the topic is different. The basic principle is that restrictions on distribution of materials may not be based on a group's viewpoint. *Lamb's Chapel v. Center Moriches Union Free School Dist.*, 508 U.S. 384 (1993); *Good News Club v. Milford Central Schools*, 533 U.S. 98 (2001). In these cases, the Supreme Court specifically held that religious groups' use of school facilities must be permitted when other groups seeking to teach morals have been permitted to use facilities; the same approach applies to distribution of materials.

1. The superintendent may authorize the distribution of non-school sponsored literature by community members, or district employees acting in their own behalf or on behalf of a community group for following purposes, provided all relevant procedures are followed:[2]
    a. Literature from parent-teacher organizations;
    b. Literature from school booster organizations;
    c. Literature from professional organizations comprised of the school district employees;
    d. Literature regarding social, civic and recreational meetings;
    e. Literature regarding entertainment; and
    f. Literature regarding private academic tutoring, music lessons, or non-school sponsored athletics.

2. The superintendent shall establish procedures for the distribution of non-school sponsored literature, which:
    a. May include reasonable time, place, and manner restrictions.[3]
    b. Shall not discriminate based on viewpoint.
    c. Shall prohibit the distribution of literature that:
        i. Is obscene, vulgar, or profane, or harms the reputation of others[4]
        ii. Violates federal, state or local laws;
        iii. Advocates the use or availability of tobacco, alcohol or illegal drugs;[5]
        iv. Incites violence;
        v. Interferes with or advocates interference with the orderly operation of the schools and their programs;[6]
        vi. Primarily seeks to advertise for sale products or services;[7] or
        vii. Has fundraising as a primary purpose.[8]

[2] This list is merely an example. An individual school district could decide to make this list broader or narrower. However, when designating categories, a district must remain viewpoint neutral.

[3] Examples of a "time" restriction are that literature be distributed before or after regular school hours. A "place" restriction might be that literature be posted only on bulletin boards and not on windows, or that it be made available on a specified table in the principal's office. A "manner" restriction might specify whether or not persons distributing the material may stand at the main entrance to the building, or might limit the number of copies of a pamphlet that may be distributed. *Hedges v. Wauconda Community Unit Sch. Dist. No. 118*, 9 F.3d 1295 (7th Cir. 1993). Such restrictions must be applied without discrimination as to viewpoint of group or individual who wishes to distribute non-school sponsored literature. Note that the courts have held a school district's internal mail distribution system is not a public forum, and thus school districts are not required to allow the mail system to be used for distribution of non-school sponsored materials. *Perry Educ. Ass'n v. Perry Local Educ. Ass'n*, 460 U.S. 37 (1983).

[4] *Bethel School District No. 403 v. Fraser*, 478 U.S. 675 (1986) (student may be disciplined for giving speech at school assembly that contained sexual innuendos and vulgar language). T-shirt that impugned character of sitting U.S. president was not vulgar or offensive within meaning of *Fraser* according to Second Circuit Court of Appeals. *Guiles v. Marineau*, 461 F.3d 320 (2d Cir. 2006).

[5] *Morse v. Frederick*, 551 U.S. 393 (2007) (school officials may prohibit speech that they reasonably believe advocates illegal drug use, so long as the speech cannot be interpreted as commenting on any political or social issue). Student had First Amendment right to wear T-shirt that criticized President Bush by depicting him as a drug and alcohol user and a "chicken-hawk" because it did not advocate use of drugs. *Guiles v. Marineau*, 461 F.3d 320 (2d Cir. 2006).

[6] The standard for evaluating the reasonableness of controls on student self-expression and student speech is whether or not the speech substantially or materially disrupts school activity or could reasonably be forecast to cause such disruption. *Tinker v. Des Moines Indep. Community Sch. Dist*., 393 U.S. 503 (1979) (students protesting Vietnam War entitled to wear black armbands).

[7] As indicated here, a district could choose to prohibit all distribution of literature that promotes the sale of products or services. As with all viewpoint neutral prohibitions, care must be taken that the prohibition is evenly enforced without exceptions. If a district wishes to allow distribution of materials supporting some commercial activity but not others, it must make the distinction based on criteria that are objective and viewpoint neutral.

[8] A common question may be whether students selling items to raise money for parent-teacher organizations is permitted. If such organizations are clearly delineated (either in this policy or elsewhere) as school-sponsored groups and their literature is delineated as school-sponsored literature, then distribution of their fundraising materials would not be restricted by this policy.

d. Shall require that the superintendent or designee review all literature before it is distributed to confirm that the literature:
    i. includes the name of the person or organization sponsoring the distribution;
    ii. does not imply that it is endorsed by the school district; and
    iii. does not fall in one of the prohibited categories listed above.
    iv. Prior review of literature shall not be required when the non-school sponsored literature is distributed by an attendee to other attendees at a meeting intended for adults held after school hours.[9]

e. May include more restrictive rules for signs or messages on school property that bears the school imprimatur due to their location. For example, the school district may restrict the content of messages on advertising displayed on baseball field fences or brick pavers in walkways if advertising space is sold in those locations to raise money for the school district. Selling advertising in that way does not create a public forum in those locations.[10]

3. The superintendent or designee may deny a request to distribute non-school sponsored literature on school grounds or at school events by community members, or district employees acting in their own behalf or on behalf of a community group for the following reasons:
    a. The non-school sponsored literature is likely to cause a material and substantial disruption to school operations.
    b. The non-school sponsored literature promotes or sponsors a political party.[11]
    c. The non-school sponsored literature could reasonably be expected to or actually does give rise to a riot or public disturbance.
    d. The non-school sponsored literature promotes unlawful activities.

VSBA Versions:	*06/05/2024*
Date Warned:	
Date Adopted:	
Legal Reference(s):	*Good News Club v. Milford Central Schools, 533 U.S. 98 (2001)*
	Lamb's Chapel v. Center Moriches Union Free School Dist., 508 U.S. 384, 390 (1993)
	Cornelius v. NAACP Legal Defense and Ed. Fund, Inc., 473 U.S. 788 (1985)
	Perry Educ. Ass'n v. Perry Local Educ. Ass'n, 460 U.S. 37 (1983)
	Travis v. Owego-Apalachin School Dist., 927 F.2d 688 (2d Cir. 1991)

[9] Prior review of literature is allowed by the law primarily for the purpose of preventing disruption of the School's educational activities. Those concerns are not present when literature is distributed after school hours to adults, so prior review can be viewed as an unconstitutional prior restraint. *Chiu v. Plano Indep. Sch. Dist*., 339 F.3d 273 (5th Cir. 2003).

[10] *Kiesinger v. Mexico Academy and Cent. Sch.,* 427 F. Supp. 2d 182 (N.D.N.Y. 2006) (holding that school district may constitutionally exclude bricks in walkway containing religious or political messages, but may not restrict references to God by certain names and not others based on the particular religious viewpoint of those references); *DiLoreto v. Downey Unified Sch. Dist. Bd. of Educ.*, 196 F.3d 958 (9th Cir. 1999), *cert. denied* 529 U.S. 1067 (2000) (holding that school district may restrict advertising on baseball fence to messages that contain no political or religious content).

[11] In *Hickock v. Orange County Comm.College,* 472 F. Supp. 2d 469 (S.D.N.Y. 2006), the court held that the college's policy of excluding events that promote activities of political parties is an appropriate restriction for a limited public forum because it is viewpoint neutral. If a school district adopts a policy that permits political events, then it must permit all political groups to hold events regardless of their viewpoint.

	Chiu v. Plano Indep. Sch. Dist., 339 F.3d 273 (5th Cir. 2003)
	DiLoreto v. Downey Unified Sch. Dist. Bd. of Educ., 196 F.3d 958 (9th Cir. 1999), cert. denied 529 U.S. 1067 (2000)
	Hedges v. Wauconda Community Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993)
	Kiesinger v. Mexico Academy and Cent. Sch., 427 F. Supp. 2d 182 (N.D.N.Y. 2006)
Cross Reference:	*Student Distribution of Literature*
	Community Use of Facilities
	WCUUSD Technology Acceptable Use Agreement

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

STUDENT CELL PHONE USE

POLICY: _____

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

Statement of Policy

It is the policy of Washington Central Unified Union School District to maintain a cell phone-free school environment to promote focus, improved mental health, and increased social cohesion among our students.

The goal of this policy is to enable both students and teachers to work free from distractions that impact learning by prohibiting student use of and access to cell phones and other prohibited devices during the academic day from arrival to dismissal.

Definitions1

1. "Cell phone" means any device capable of using cellular technology to facilitate voice service through a commercial telecommunications company, regardless of whether the device can access internet services and electronic mail.
2. "Other prohibited device" means any non-school-issued personal electronic device that connects to cellular networks, the internet, or has wireless capabilities (e.g. smartwatches, earbuds, and smart glasses).
3. "Individualized health care plan" means a written document developed by a school nurse, in collaboration with parents, students, and other relevant professionals, to outline specific health care needs and management strategies tailored to the unique health condition of a student.
4. "Parent" means a parent of a student and includes legal guardians who are legally authorized to make education decisions for the student.
5. "School" means any public school, approved independent school, or career and technical education center located in Vermont.
6. "Student" means an individual currently enrolled in or registered at a school located in Vermont, as defined in (5).

Administrative Responsibilities

The superintendent, head of school, or designee shall establish procedures that outline:

1. The daily routines, staff responsibilities, and communication strategies to uphold the intent of this policy; 1 16 V.S.A. § 582 Definitions
2. An implementation plan for each school to provide storage of all students' cell phones and other prohibited devices;
3. How staff monitor compliance (e.g. prohibition includes restrooms, locker rooms, buses), where devices are stored, and how exceptions are communicated (including explanation in student handbook); and,

4. Details regarding supervision on field trips or how district-operated after-school programs handle student access to cell phones.

Exceptions

Students will be permitted to use a cell phone or other personal electronic device if they:

1. Require a cell phone/ personal electronic device as part of their individualized health care plan, individualized education program, or 504 plan, which shall be documented according to applicable state and federal law (or in a manner that the superintendent, head of schools, or designee deems appropriate);
2. Have been granted permission by an administrator for an academic, school-sponsored athletic, or co-curricular purpose, for the most limited use reasonably possible; or
3. Require a cell phone/ personal electronic device for compliance with the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431–11435. Each superintendent, head of school, or designee shall establish procedures for verifying exceptions as outlined above. With respect to accommodations documented in an individualized student plan (IEP or 504) or as required for compliance with the McKinney-Vento Homeless Assistance Act, the process shall give preference to the use of district-owned devices first.

Family and Guardian Communication During the School Day

The superintendent, head of school, or designee shall establish procedures to ensure families can communicate with students during the school day.

Enforcement Actions

The superintendent, head of school, or designee shall establish procedures which describe the sequence of consequences and the process for contacting parents or guardians when a student has violated the policy. Legal Citations 16 V.S.A. § 582 Definitions 16 V.S.A. § 583 Student use of cell phones and personal electronic devices in schools 16 V.S.A. § 822(a) School district to maintain public high schools or pay tuition

Legal Citations

16 V.S.A. § 582 Definitions
16 V.S.A. § 583 Student use of cell phones and personal electronic devices in schools
16 V.S.A. § 822(a) School district to maintain public high schools or pay tuition

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. **New Hire Nominations (for 26-27 school year)**
   Emily Smith – World Languages, U-32

2. **Retirement**
   Gillian Fuqua – Principal, Doty Elementary, Effective June 30, 2026

3. **Re-Hires**

4. **Resignations**

5. **Change in FTE:**

6. **Long-Term Substitutes (25-26 School Year)**
   Ann Chapman – World Languages, U-32

7. **Change in Position**

8. **Extended Leave of Absence**

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	**POLICY:** _____
	WARNED: _____
Board of Directors' Policy	**ADOPTED:** _____
STUDENT CELL PHONE USE	**EFFECTIVE:** _____

Statement of Policy

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The goal of this policy is to enable both students and teachers to work free from distractions that impact learning by prohibiting student use of and access to cell phones and other prohibited devices during the academic day from arrival to dismissal.

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1. "Cell phone" means any device capable of using cellular technology to facilitate voice service through a commercial telecommunications company, regardless of whether the device can access internet services and electronic mail.
2. "Other prohibited device" means any non-school-issued personal electronic device that connects to cellular networks, the internet, or has wireless capabilities (e.g. smartwatches, earbuds, and smart glasses).
3. "Individualized health care plan" means a written document developed by a school nurse, in collaboration with parents, students, and other relevant professionals, to outline specific health care needs and management strategies tailored to the unique health condition of a student.
4. "Parent" means a parent of a student and includes legal guardians who are legally authorized to make education decisions for the student.
5. "School" means any public school, approved independent school, or career and technical education center located in Vermont.
6. "Student" means an individual currently enrolled in or registered at a school located in Vermont, as defined in (5).

Administrative Responsibilities

The superintendent, head of school, or designee shall establish procedures that outline:

1. The daily routines, staff responsibilities, and communication strategies to uphold the intent of this policy; 1 16 V.S.A. § 582 Definitions
2. An implementation plan for each school to provide storage of all students' cell phones and other prohibited devices;
3. How staff monitor compliance (e.g. prohibition includes restrooms, locker rooms, buses), where devices are stored, and how exceptions are communicated (including explanation in student handbook); and,

4. Details regarding supervision on field trips or how district-operated after-school programs handle student access to cell phones.

Exceptions

Students will be permitted to use a cell phone or other personal electronic device if they:

1. Require a cell phone/ personal electronic device as part of their individualized health care plan, individualized education program, or 504 plan, which shall be documented according to applicable state and federal law (or in a manner that the superintendent, head of schools, or designee deems appropriate);
2. Have been granted permission by an administrator for an academic, school-sponsored athletic, or co-curricular purpose, for the most limited use reasonably possible; or
3. Require a cell phone/ personal electronic device for compliance with the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431–11435. Each superintendent, head of school, or designee shall establish procedures for verifying exceptions as outlined above. With respect to accommodations documented in an individualized student plan (IEP or 504) or as required for compliance with the McKinney-Vento Homeless Assistance Act, the process shall give preference to the use of district-owned devices first.

Family and Guardian Communication During the School Day

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Enforcement Actions

The superintendent, head of school, or designee shall establish procedures which describe the sequence of consequences and the process for contacting parents or guardians when a student has violated the policy. Legal Citations 16 V.S.A. § 582 Definitions 16 V.S.A. § 583 Student use of cell phones and personal electronic devices in schools 16 V.S.A. § 822(a) School district to maintain public high schools or pay tuition

Legal Citations

16 V.S.A. § 582 Definitions
16 V.S.A. § 583 Student use of cell phones and personal electronic devices in schools
16 V.S.A. § 822(a) School district to maintain public high schools or pay tuition

Washington Central Unified Union School District

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

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

TEACHER NOMINATION

POSITION: U-32 World Language Teacher **Candidate: Emily Smith M30, Step O $89,365**	**FTE:** _ 1__
REASON FOR VACANCY: **X** Retirement/Resignation ___ New Position ___ Leave of Absence	
SCHOOL BUILDING: U-32 Middle/High School	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	_x__ Administrators _x__ Teachers ___ Support Staff _x__ Parents/Community Members _x__ Other: Students
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	**Harvard University**, Master of Education in Foreign Language Education, June 2003 **Wesleyan University**, Bachelor of Arts in Russian Language and Literature, May 1997 **IMEF (Montpellier, France)**, Certificate of Study (Postgraduate) in stage pédagogique pour professeurs de français, August 2003
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	We considered 4 applications for the position and conducted 2 interviews with a search committee composed of educators, a student, a parent, and an administrator. Emily Smith holds a Master of Education in Foreign Language Education from Harvard University and a Vermont Level II license to teach French and Spanish for grades PreK through 12. Her extensive professional background includes current experience at Edmunds Middle School and prior years at Harwood Union and U-32 Middle & High School. She is proficient in French, Spanish, Russian, and Japanese, utilizing a pedagogical approach rooted in acquisition-driven instruction, comprehension-based strategies, and personalized assessment. Beyond the classroom, she has demonstrated

	professional leadership as a member of the Vermont Organization of Classics and Language Educators (VOCALE) and as a presenter at the national ACTFL convention. Reference checks and professional history confirm a consistent record of collaborative curriculum development and student advocacy across several Vermont school districts. Her previous tenure at U-32 specifically highlights her ability to mentor students through the Teacher Advisory system and lead international student trips. Based on her advanced educational qualifications, multi-language fluency, and established success in Vermont world language programs, we recommend Emily Smith for this position.

CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: **NAME: Emily Smith**
(resume and cover letter available on School Spring)

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

NOMINATED BY____Amy Molina_____ _____03/6//2026_____
Principal/Administrator *Date*

RECOMMENDED BY_____ 3/9/26
Superintendent *Date*

BOARD APPROVAL DATE: _____

Washington Central Unified Union School District

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

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

TEACHER NOMINATION

POSITION: Long-term Substitute World Languages **Candidate: Ann Chapman, BA, Step A -$54,224 (paid per diem)**	**FTE:** ____
REASON FOR VACANCY: **X** Retirement/Resignation ___ New Position ___ Leave of Absence	
SCHOOL BUILDING: U-32 Middle and High School	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)* ___ Administrators ___ Teachers ___ Support Staff ___ Parents/Community Members **X** Other: U-32 Principal	
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	University of Vermont, Bachelor of Arts, Major in Art History and Studio Art, minor in German
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Ann has been a consistently utilized substitute at U-32. She is fluent in German and Italian and basic French. Ann is also a middle school lacrosse coach at U-32. The District has applied for an Emergency License for Ann, which has been approved.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Ann Chapman**

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

NOMINATED BY Rebecca Tatistcheff 3/
Principal/Administrator *Date*

RECOMMENDED BY _____ 3/11/26
Superintendent *Date*

BOARD APPROVAL DATE: _____

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Washington Central Unified Union School Board Meeting
2.18.26
6:15-9:15 PM
(In-Person & Virtual)
U-32
1130 Gallison Hill Rd
Montpelier, VT

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

Administrators: Susanne Gann, Jen Miller-Arsenault, Gillian Fuqua, Amy Molina, Celia Guggemos, Jarrod Weiss, Karoline May, Alicia Lyford, Becca Tatistcheff, Julia Pritchard

Others: Blakely Gillmore, Michael Sherwin, Nicole Ferrier, Nicholle Schaeffer, Rory Woodard, Samantha Jackson, Stephane Kaplan, Susie, Veronica Fair, Victoria Capitanelli, William Wright, Laura Ashikaga, Laura Giamusso, Lila Richardson, Lisa Hanna, Marilyn Martin, Mark Brown, Mary McMahon, Mary Rogstad, Matt Pelkey, Meg, Megan McLane, Erin, Erin Galligan-Baldwin, Hannah, Honi Bean Barrett, J Bohn, Jenna Howard, John, Kara Rosenberg, Karen Lieberman, Kathleen, Kayla, Cindy Gardner-Morse, Danielle Mackay, David Delcore, David Hannigan, Dawn Dumas, Deborah Bloom, Dell Waterhouse, Dena Brown, Denise Wheeler, Elise O'Brien, Ellen Knoedler, Emi Harlow, Allison Fayle, Amy, April Davis, Bekah Mandell, Beth Stern, Blanche, Brigitte, Brittany Perry, Caitlin Howansky, Carrie Fitz, Cat Fair, Christine Hertz Hausman, Nick Allen, Stephanie, John Moton, Sophia Emigh, Erica Zimmerman, Sonja Andrews, Alison Soccodato,
Matt Davide, David Kirk, Katy Chabo, Callie Weller, Anna Matheson, Julie Mckinstry, Barry Bernstein, Melissa Tuller, Heather Clark-Warner, Sandra Cameron. Several other members of the public attended in person

1. **Call To Order: Flor Diaz Smith called the meeting to order at 6:18 p.m.**

2. **Welcome**

2.1. Adjustments to The Agenda: Flor Diaz Smith noted that we will be going into Executive Session earlier in the meeting to accommodate Sandra Cameron, who is facilitating the superintendent evaluation process.

She noted that for Board Operations, item 5.1, will include:

- Memo
- Email from community member
- Debrief/ Next Steps.

Ursula Stanley moved to accept the changes to the agenda. Seconded by Amelia Contrada. Discussion: Julia Hewitt suggested to amend the agenda to discuss preschool reconfiguration. Flor Diaz Smith stated that the memo is intended for discussion tonight and will address those concerns. **This motion carried unanimously.**

2.2 **Reception of Guests:** Flor Diaz Smith recognized board members whose terms are ending, Amelia Contrada and Mckalyn Leclerc.
She thanked Melissa Tuller, Executive Assistant to the Superintendent, who is taking on a new role in the district.
She acknowledged that February is School Board Appreciation month. She thanked school board members for their service.
She thanked the administrators and especially Superintendent Dellinger-Pate for the continued work in support of our students and communities.
Flor Diaz Smith thanked the board, administration and community for their work over the past years and she noted that she will not be seeking re-election as board chair.

2.3 **Public Comments: Time strictly enforced, see note:** Matt Davide, Band Director at U32, thanked the administrators for listening to the feedback about band ensemble offerings. He also advocated for continuing general music instruction.

David Kirk, Music instructor, spoke in favor of saving elementary school music programs/ positions.

Noah Weinstein advocated for preserving a math instructor position at Doty School in order to provide equitable instruction to all students.

Katy Chabo spoke in advocacy for preserving music programs at all of the elementary schools.
Bekah Mandell and her two children spoke in favor of preserving music programs at the elementary schools. Bekah spoke about the equity factor of offering music to all elementary students.

Maya, parent, spoke in favor of the music programs and also asked the board to continue to work on creating a sustainable model of education for all.

Nick Allen (VMEA) spoke in favor of preserving music programs.

Ted, Calais parent, expressed outrage and confusion about moving preschool students from Calais to East Montpelier.

Stephanie - and her daughter, an elementary student - spoke in favor of preserving the music programs at the elementary schools. Parent expressed worries about keeping the current music instructors, with proposed reductions in force.

Lauralee Curavoo expressed concern about the current funding system and she believes it is not equitable or sustainable.

John Moton (VMEA) spoke in support of preserving the music program at WCUUSD. He stated that WCUUSD has an incredible music staff.

Callie Weller spoke about the Calais preschool program's proposed move to East Montpelier in the fall. She hopes the board/ administration will reconsider this proposal, given that we have the enrollment and the space at Calais.

Sophia Emigh read minutes from the December board meeting. She expressed concern about moving the Calais preschool program.

East Montpelier parent spoke in favor of preserving arts education in elementary grades.

Erica Zimmerman thanked the board as well as the community who is providing feedback tonight, and to the state legislators. She asked the board to consider, looking into the future, and take the opportunity to create a vision for how we want to rebuild a school system under the parameters and the opportunities that we have. She stated that we need to step above the nitty gritty and envision into the future.

Anna Matheson stated that the idea of moving preschool from Calais has been discussed at great length. She stated that it was clear that preschool would be moved if the enrollment numbers were there, and that this conversation should not be happening right now.

Ross Andrews spoke about the importance of music education. He spoke about his personal experience and how music education changed his life; he expressed dismay over reductions in positions. He suggested a committee to create a five year strategic plan around managing declining enrollment.

Community member from Calais suggested that the board consider moving preschool students from East Montpelier to Calais instead.

Kathleen Bookchin expressed concern about the math interventionist position at Doty. She also stated that no preschool or kindergarten student should be on a bus traveling to another district.

Caitlin Howansky expressed that Doty needs adequate staffing for math and literacy.

3 Board Learning: Board Self Evaluation

Flor Diaz Smith reminded the board that as we conclude this year, we should be preparing for our board self-evaluation. She will be sending a memo to this effect.

4 **Reports**

4.1. Superintendent/Central Office Leadership Team (COLT) Report:

Superintendent Dellinger-Pate had provided a written report. He introduced his new Executive Assistant, Sashly Felix.

Becca Taitistcheff spoke about U-32 students' work together with Humanity and Justice Coalition, and about the work of the Student Council this year.

Alicia Lyford spoke about Literacy Camp this winter.

Jarrod Weiss spoke about the 100 day celebration at Calais School.

Karoline May spoke about supervision/evaluation; specifically, informal observations through the lens of UDL.

Celia Guggemos spoke about some of the events at Berlin that brought families to the school.

Zach Sullivan asked whether we could hear some information about whether there is an uptick in community member volunteering in the schools.

Gillian Fuqua spoke about some of the recent expressions of interest at Doty School.
Julia Hewitt stated that she is hearing people ask for a list of posted positions for possible volunteers, as well as a place to share their own specific talents that they would like to share.

4.2. Student Report: Natasha Eckart spoke and expressed pride about U32 students at Model UN in Boston.

4.3. Principal Report: Principals had shared out, above.

4.4. Central Vermont Career Center Report: Patrick Whelley shared that over 300 students visited Central Vermont Career Center for shadow week. As the career center continues to take in new applications, it continues to explore creative ways to increase instructional space.

4.5. Community School Report:

4.6. VSBA Report: Flor Diaz Smith provided an update from VSBA. She spoke about the desire to secure quality, affordable health care. She stated that health care is a large cost driver for school budgets.
Natash Eckart stated that she does not want her name on this letter from the board.

Daniel Keeney celebrated the events at Berlin and he asked how these events are staffed.

Celia Guggamos stated that these are staffed by volunteers; she noted that there are some donations, for example, for food and prizes. She stated that some of the modeling around planning is from some of the Community School work of Beck.

5. Board Operations:

5.1. Vote Debrief and Next Steps: Superintendent Dellinger-Pate had shared a memo dated February 17, 2026: *Update on Contingent Budget Development.*

Mckalyn Leclerc asked that 100% of 5th and 6th grade students will have band or chorus? Yes
There was a question about teacher staffing at Doty - Superintendent Dellinger-Pate stated that the teachers may opt to departmentalize more at Doty.
Zach Sullivan asked about Title 1 positions versus interventionist positions - Superintendent Dellinger-Pate clarified.
Chris McVeigh asked what is the difference between what is being proposed in the music program for the coming year and what is the cost, to consider replenishing them? Superintendent Dellinger-Pate explained that the staffing is related to the number of classrooms. Grades 5 and 6 will be offered band or chorus but not general music.
Chris McVeigh asked what would be the cost to replenish the general music position.

Gillian Fuqua spoke about some of the changes in classroom configuration at Doty School under this five school model.

Principals spoke about the fact that all elementary buildings will now have multi-age classrooms in this five elementary school model.

Daniel Keeney stated that the Ed Quality Committee earlier today had considered information about an articulated curriculum for science, and he noted that the way to implement this curriculum is in single grade classrooms.

Daniel Keeney asked whether there will be incremental work toward increasing preschool hours in our schools. Superintendent Dellinger-Pate stated that with the current funding from the legislature, there will be no expansion. Superintendent Dellinger-Pate indicated that before and after school care will be available at the preschool sites. Families incur some cost in before and after school care options. (There is a sliding fee scale)

Patrick Whelley asked for some clarification around weighted per pupil allocation of resources. He spoke in response to the community feedback regarding music programs - is there a possibility of looking for grants to continue these programs in a creative way.

Julia Hewitt asked whether we can see documentation about how centralized expenses were carefully analyzed, specifically, expenses that are not staffing/ student-facing. Superintendent Dellinger-Pate stated that the goal is to have documentation by the end of the week to provide more detail to the budget.

Chris McVeigh stated that if the leadership team feels that we do not have the resources needed at this time then he would like to consider reallocating money, for example from capital fund. He asked, if there are 8 Pre-K students at East Montpelier and 8 Pre-K students at Calais, then why was the decision made to move Calais students to East Montpelier. Superintendent Dellinger-Pate stated that we currently have a full program at East Montpelier and a full program at Berlin.

Alicia Lyford spoke about the preschool program at East Montpelier. The students will have greater access to nurse services and allied arts.

Alicia Lyford stated that administrators stay silent at board meetings when in fact they would like to correct misinformation, for example, during public comment.

Elizabeth Brown asked if we are still considering working with CVCC on preschool programming. Alicia Lyford stated that these discussions are still underway, and this is still the hope.

Elizabeth Brown asked, regarding special education, do special educators travel between school buildings according to need. Julia Pritchard stated that we are currently considering that, based on student need in each building. Currently, OT, SLP and school psychologist are shared so we are accustomed to that practice.

Flor Diaz Smith spoke about a request from the public that we read aloud email correspondence. Patrick Whelley asked what is our policy around this? Flor Diaz Smith stated that correspondence is read by the board but we do not have a practice of reading aloud email correspondence. She suggested reading the questions that arose in the email exchange in question. Zach Sullivan stated that the board spends a great deal of time receiving public comment but we also need to leave the time during the meeting to get the board's work completed. Daniel Keeney stated that since we assured the person via email that we would read it, then we are required to read it. Elizabeth Brown suggested that we as a board discuss what this looks like in the future; however in this case she agrees with Daniel Keeney that the agreement was that this email would be read aloud. Flor Diaz Smith read aloud the email exchange. Upon completion, Zach Sullivan brought up that this read aloud took over eight minutes of public comment time. He spoke about several other times during board meetings when one side is granted more speaking time than another and this is not appropriate/ fair/ equitable. Flor Diaz Smith stated that she had discussed this with counsel and this had been added to the agenda by board consensus as a discussion item, separate from public comment. Amelia Contrada stated that she thinks it was the right thing to do to read it aloud since that had been promised; however she agreed with Zach's sentiment about the need to find an equitable way to allow for public input. Diane Nichols-Fleming stated that we are currently struggling with communicating, and that this is an example of that struggle to establish trusting communication in an equitable way with our community.

5.2. Planning for Annual Meeting: Patrick Whelley stated that we need to begin as soon as possible communicating with our communities. He stated that the Communications Committee has discussed how important it is to create the message, vet it by the appropriate entities, and share it with our communities as soon as possible. He referred to a pamphlet that had been shared by a community member, as an exemplar. Flor Diaz Smith reviewed what the plan was to share information is. The Steering Committee will be posting weekly from now until Town Meeting Day.

Patrick Whelley asked, is there a scenario where the budget fails and we come back to develop a new budget in a higher amount. The answer is no. He stated that it will be important to get this message out. "Voting 'no' means less of everything."
Ursula Stanley stated that VSBA made a webinar available today that is relevant to this topic. Emphasis on telling the story and using graphics and the question of how we are going to use this money to meet our students' needs.

5.3. Accept FY 25 Audit Report: Ursula Stanley moved to accept the audited financial statements for the Washington Central Unified Union School District for the year ended June 30, 2025 from RHR Smith & Company. Seconded by Daniel Keeney. Steven Dellinger-Pate stated that this is an audit that had ZERO findings/issues and he gave credit to Susanne Gann and her team. Flor Diaz Smith noted that the Finance Committee had met and reviewed this document. Daniel Keeney clarified that we have an audit conducted annually. Ursula Stanley stated that this is a very large body of work and she commended Susanne Gann and her team. **This motion carried unanimously.**

5.4. Ed Quality Post Secondary Outcomes Monitoring Report: Ursula Stanley reviewed this report which had been included in the board packet. She provided some of the highlights from the report.

Patrick Whelley responded that this report was fabulous and he thanked Ursula for her work on this.

Mckalyn Leclerc thanked Ursula for the report; she asked whether it is worth offering early college, given that this creates a scenario where students are not attending U32. Steven Dellinger-Pate indicated that this is an offering by the state; our students have the option. She encourages us to continue to invest in things like dual enrollment and other ways to entice students to stay at U32.

Daniel Keeney stated that there is a lot of anecdotal evidence at this time and that this is a broken program (early college), and should be discussed as a board. Steven Dellinger-Pate stated that there is some interest in the legislature to address this.

Zach Sullivan spoke about some differences in gender data around early college participation and dual enrollment, etc.
Ursula Stanley stated that we are going to continue to look through the lens of equity, and consider trends.

Patrick Whelley wonders whether students are asking for opportunities in this realm that we are not offering. Ursula Stanley stated that she has heard students ask for more rigorous options. She noted that the dual enrollment statistics class had 31 students enrolled.

Patrick Whelley asked whether our grading system is a barrier for our students. Jen Miller-Arsenault stated that these concerns have been around for years, since we began proficiency based graduation requirements. The admissions offices at colleges understand this system and we continue to clarify this system.

Diane Nichols-Fleming stated that colleges look at the rigor of the program, overall.

6. **Policy Committee**
   - 6.1. **First Readings:** Steven Dellinger-Pate introduced these three policies for first reading. These policies will move to second reading.
     - **6.1.1.** E20 Community Use of School Facilities
     - **6.1.2.** E21 Distribution of Non-School-Sponsored Literature in Schools
     - **6.1.3.** Cell Phone Policy

7. **Negotiations Committee Update:** Diane Nichols-Fleming provided the following summaries: Teachers: We reached an agreement on 7.5 (TA language), and began discussion around the system of donated sick time. We are requesting more information around the donated sick leave system, to inform next steps. ESP: We continued work on seniority, looked at language and vocabulary, and payment schedule. Talked about lunch and planning breaks.

8. **Personnel:**
   - 8.1. **Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Daniel Keeney moved to approve Request from Georgia Cody, U-32 Classroom Teacher, for an extended leave of absence for the 26-27 academic year. The request meets the requirements outlined in the Teachers Agreement. Seconded by Zach Sullivan, this motion carried unanimously.**

9. **Consent Agenda:**
   - 9.1. **Approve Minutes of 2.4.26**: **Diane Nichols-Fleming moved to approve the minutes of February 4, 2026. Seconded by Daniel Keeney, this motion carried unanimously.**

9.2. Board Orders: Daniel Keeney moved to approve the board orders dated 1-20 to 1-21-26 and 1-22 to 2-18-26 in the amount of $666,976. Seconded by Zach Sullivan, this motion carried unanimously.

10. Future Agenda Items

10.1. U-32 Schedule: Steven Dellinger-Pate stated that students are currently reviewing and providing feedback to this schedule.

10.2. Twinfield Meeting (Informal Conversation) (March 18th 5 p.m. here at U32) Daniel Keeney asked whether we will reach out again to continue conversations with the Montpelier district given the latest development.

11. Board Reflections:

Patrick Whelley stated that he will stepping off the Career Center Board and would like board members to keep this in mind during board reorganization.

Mckalyn Leclerc thanked the board for their difficult work and thanked the community for their impassioned involvement. She stated that she hopes that we can continue to move forward and work together as one district to provide what is best for all of our students.

Amelia Contrada expressed appreciation for knowing the board members and their true concern for students and dedication to public education. She urged everyone to keep perspective and to remember that in the current environment we should keep our eye on our common purpose.

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

A parent from East Montpelier stated that the three school model was the solution to many of the issues that were expressed tonight. Families who voted "no" are upset about lack of programming for their students. Families who voted "yes" are feeling robbed of a better opportunity for our students.

A community member stated that she intends to vote in favor of the budget; however she stated that there is a trust issue between the community and the board. Once you lose trust, it is hard to get it back. She stated that music and math go together. If we want to improve our math scores, music is one way to do that.

A community member stated, regarding the overall consensus that we are here to provide equity, each town has a different set of concerns; he spoke of Act 46 forcing mergers. He stated that the way to move forward is to recognize that we are five separate towns.

A Calais community member stated that we are going to be looking at a third straight year of considering closing Calais Elementary. He does not believe the board is being proactive enough in sharing information. Share the pros and the cons and be transparent. He stated that many people are not aware of what their votes meant. He stated that we need to talk to Montpelier and get ahead of it. Do it now.

A Calais community member thanked the board and administration for the work; he noted that the quality of questions from both the community and the board are considerate. He spoke about some petitions that have been received by the board. Superintendent Dellinger-Pate stated that the board will be discussing this during Executive Session.

A community member stated that people have different perspectives. He stated that the board has been so solid in their determination around three schools that they were not hearing the community. He stated that they are going to have a hard time passing the budget.

A Calais resident stated that he registered his child for preschool after the vote and that he does not know where to go from here given the memo regarding preschool; he is concerned for his son's education at this time.

Sonja Andrews stated that the people voted overwhelmingly to keep the small schools open and to keep their smallest residents close to home.

Lisa Hanna asked that the board work hard to sell this budget. We need to convince our communities that it is important to pass this budget. She asked the board to pay close attention to math instruction. She does not feel reassured about adequate math instruction for students at Doty after tonight's discussion.

Kathleen Bookchin expressed concern around math instruction at Doty. She feels we should have a math interventionist and music instruction at Doty. She stated regarding consolidation, when we have declining enrollment, why would we not merge our high school with a larger neighboring high school, keep preschools and a rigorous middle school building and have elementary, e.g. K-4 in other buildings.

Jennifer Bliss spoke about concerns with bus transportation for some of the youngest students. (long commutes) She suggested that the board not make decisions about moving preschool students until after enrollment is complete.

Cindy Gardner-Morse stated that moving preschoolers from Calais to East Montpelier right after the vote is not creating a good feeling for those families. She stated that there

needs to be a closer look at how to share the money equitably if the board wants the budget to pass.

Lauralea Curavoo spoke about true transparency, not a narrative-driven transparency. She stated that honesty is a problem. The information needs to be shared in an unbiased way and with as much detail as possible. She asked why we do not share amongst all of the schools programs such as Artist in Residence.

Julia Hewitt read an anonymous statement expressing concern about the loss of preschool program in the Calais building, and asking for details and information about this decision making.

13. **Proposed Executive Session: Student Residency Requests: At 10:26, Patrick Whelley moved to go into Executive Session and to include our Superintendent, to discuss student residency requests. Seconded by Diane Nichols-Fleming, this motion carried unanimously. At 10:53, Ursula Stanley moved to come out of Executive Session. Seconded by Mckalyn Leclerc, and accepted unanimously. Diane Nichols-Fleming moved, based on existing criteria, the board accepts the superintendent's recommendation around student residency requests. Seconded by Daniel Keeney.** Discussion: Flor Diaz Smith read aloud the criteria. Zach Sullivan stated that the board received enough residency requests that it would have destabilized the school. Flor Diaz Smith indicated that the board accepts the superintendent's recommendation to not accept the residency requests. **This motion carried unanimously.**

14. **Proposed Executive Session: Superintendent Evaluation: At 7:26, Ursula Stanley moved to go into Executive Session, to include the board and Sandra Cameron from VSBA. Seconded by Zach Sullivan, this motion carried unanimously. At 7:52, Mckalyn Leclerc moved to come out of Executive Session. Seconded by Patrick Whelley, this motion carried unanimously. No action.**

15. **Adjourn: The board adjourned at 10:58 p.m. in a motion made by Ursula Stanley and seconded by Zach Sullivan.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary

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WCUUSD
School Board Meeting
3.11.26
6:15-9:15 PM
(Virtual and In-Person)
U-32 Middle & High School
930 Gallison Hill Rd Montpelier, VT

Present: Superintendent Dellinger-Pate, Flor Diaz Smith, Daniel Keeney, Chris McVeigh, Patrick Whelley, Ursula Stanley, Mckalyn Leclerc, Elizabeth Brown, Zach Sullivan, Diane Nichols-Fleming, Julia Hewitt, Natasha Eckart, Kealy Sloan, Dave Lowther, Marty McMahon, Andrew Boye, Jen Miller-Arsenault, Julia Pritchard, Barry Bernstein, Denise Wheeler, Allison Fayle, Alicia Lyford, Anna Matheson, Mack and Cynthia Gardner-Morse, Christine, Dell Waterhouse, Giuliana Jensen, Hannah, Jim Nichols-Fleming, Kathryn Saunders, Lisa Hanna, Marilyn Martin, Michael Sherwin, Sonja Andrews

1. **Call to Order: Superintendent Dellinger Pate called the meeting to order at 6:15 p.m.**

2. **Board Operation, see informational memo attached**
   - **2.1. Board Reorganization**
   - **2.2. Election of Officers**
     - **2.2.1. Board Chair:** Superintendent Dellinger Pate invited nominations for Board Chair. **Patrick Whelley nominated Diane Nichols-Fleming for Board Chair. Seconded by Julia Hewitt. Flor Diaz Smith nominated Ursula Stanley for Board Chair. She made a statement in support of Ursula. Seconded by Kealy Sloan**. No other nominations were heard. Superintendent Dellinger Pate invited both nominees to speak to the board before a ballot vote was held. Diane Nichols-Fleming and Ursula Stanley spoke to the board. **An anonymous vote was held by ballot. Diane Nichols-Fleming was elected as Board Chair in a vote of 10 - 4. At this time Diane Nichols-Fleming chaired the meeting.**
     - **2.2.2. Vice Chair: Chris McVeigh nominated Patrick Whelley for Vice Chair. Seconded by Elizabeth Brown. Natasha Eckart nominated Ursula Stanley for Vice Chair. Seconded by Daniel Keeney. An anonymous vote was held by ballot. Ursula Stanley was elected as Vice Chair in a vote of 8-6.**
     - **2.2.3. Clerk: Flor Diaz Smith nominated Daniel Keeney as Clerk. Seconded by Chris McVeigh. This motion carried unanimously.**

2.3. Committee Appointments

2.3.1. Steering Committee: One representative to be appointed from each town. Flor Diaz Smith - East Montpelier, Natasha Eckart – Worcester, Chris McVeigh if they could have an understanding of the role of the Steering Committee because in his understanding it has become a sort of Executive Committee. Diane Nichols-Fleming explained her understanding of the Committee, which is to plan the agenda/workplan, and to typically carry out other tasks that the board assigns. It used to be the superintendent and the board chair, and the impetus for the Steering Committee was to have more board members taking part in the planning of the agenda. Daniel Keeney asked whether we will have the Communications Committee as part of this list. This will be added. **Chris McVeigh moved to appoint Natasha Eckart, Flor Diaz Smith, Ursula Stanley, Diane Nichol-Fleming, Daniel Keeney, to the Steering Committee. Seconded by Patrick Whelley, this motion carried unanimously.**

2.3.2. Policy Committee: Chris McVeigh explained the workings of this committee. **Patrick Whelley moved to appoint the following to the Policy Committee: Chris McVeigh, Ursula Stanley, Natasha Eckart, Flor Diaz Smith, Julia Hewitt. Seconded by Ursula Stanley; this motion carried unanimously.** Diane Nichols-Fleming explained that the Negotiations Committee is currently underway and the membership is herself, Chris McVeigh, Patrick Whelley, Michelle Ksepka. **Flor Diaz Smith moved to appoint the Negotiations Committee as currently comprised. Seconded by Chris McVeigh; this motion carried unanimously.**

2.3.3. Education Quality Committee: Ursula Stanley explained this committee is currently comprised of Ursula Stanley, Zach Sullivan, Diane Nichols-Fleming, Flor Diaz Smith, Daniel Keeney. Elizabeth Brown stated that she would be interested, but she would not be able to make the meeting times. Diane Nichols-Fleming suggested that the current chairs will reach out to members and work out meeting times and affirm the chair position. Daniel Keeney explained that in his experience, this committee's meetings are a great way to get familiar with board workings. Marty McMahon expressed interest in this committee, as well as Dave Lowther, and Andrew Boye. **Natasha Eckart moved to appoint these members to the committee: Ursula Stanley, Zach Sullivan, Diane Nichols-Fleming, Daniel Keeney, Marty McMahon, Andrew Boye, Dave Lowther. Seconded by Chris McVeigh, this motion carried unanimously.**

2.3.4. Finance Committee: Flor Diaz Smith explained this committee is currently comprised of Flor Diaz Smith, Daniel Keeney, Ursula Stanley, Chris McVeigh, Zach Sullivan. Diane Nichols-Fleming reminded board members that these meetings are video recorded and held for 30 days, and board members can reach out to the Executive Assistant to watch the recordings. **Chris McVeigh moved to appoint the following to the Finance Committee: Flor Diaz Smith, Daniel Keeney, Ursula Stanley, Chris McVeigh, Zach Sullivan. Natasha Eckart moved to appoint these members to the committee. This motion carried unanimously.**

2.3.5. Transportation Committee: Steven Dellinger-Pate stated that this committee has not met often; it is a sort of ad hoc committee; however, he expects that the committee will meet a few times before this school year ends. **Daniel Keeney moved to appoint the following to the Transportation Committee: Andrew Boye, Chris McVeigh, Natasha Eckart, Michelle Ksepka, and Patrick Whelley. Seconded by Flor Diaz Smith. This motion carried unanimously.**

2.3.6. **Communications Committee:** Some discussion about this committee. **Flor Diaz Smith moved to appoint the following: Elizabeth Brown, Julia Hewitt, Andrew Boye, Patrick Whelley, and Diane Nichols-Fleming. Seconded by Daniel Keeney, this motion carried unanimously.**

Diane Nichols-Fleming asked members of the Steering Committee to stay after the meeting to discuss when the next committee meeting can occur. She charged committee chairs to reach out to committee members to establish meeting times and establish committee chairmanship. Board members introduced themselves.

2.4. **Appoint Career Center Representative:** Patrick Whelley explained the role of this representative role. Andrew Boye agreed to accept this role. **Chris McVeigh moved to appoint Andrew Boye as Career Center Representative. Seconded by Patrick Whelley; this motion carried unanimously.**

3. **Set School Board Meeting Schedule:** Diane Nichols-Fleming shared the board meeting schedule. **Chris McVeigh moved to approve the board meeting schedule as presented. Seconded by Patrick Whelley.** Discussion: Flor Diaz Smith thanked Sashly for the work on this. Kealy Sloan suggested that the calendar should read "Indigenous Peoples Day" (as opposed to "indigenous day"). **This motion carried unanimously.**

4. **Operational Decisions**
   4.1. **Truancy Officers: Flor Diaz Smith moved to appoint: Berlin: Celia Guggemos; Calais: Jarrod Weiss; Worcester: Gillian Fuqua; Middlesex: Karoline May; East Montpelier: Alicia Lyford; U-32: JB Hilferty. Seconded by Ursula Stanley, this motion carried unanimously.**
   4.2. **Use of Roberts Rules: Patrick Whelley moved to use Roberts Rules for the Board Operations Seconded by Chris McVeigh. This motion carried unanimously.** Chris McVeigh suggested that we purchase a copy of Roberts Rules to have at the board meetings. Superintendent Dellinger-Pate stated that at the next board meeting he will provide a packet of information to each board member.
   4.3. **Identify Communication Practices:** Board members reviewed the Board Norms which were adopted in September 2025. Chris McVeigh would like to have time at a future board meeting to discuss the aspect of "community involvement during regular meetings of the board." He stated that he feels people come away dissatisfied with our current practice. Diane Nichols-Fleming stated that this is appropriate to go to the Steering Committee. Marty McMahon asked if there will be an opportunity down the road to review and discuss these norms. Diane Nichols-Fleming stated that she believes this will be an appropriate thing to bring up at the board orientation. Daniel Keeney suggested that we at least hold off until the August retreat to take this on. He reminded the board that this was an ongoing, long process of development. Diane Nichols-Fleming reviewed the practice of one person communicating "out" and if there are emails, to copy the superintendent and the board chair. Julia Hewitt stated that it is very important that we all abide by that. Diane Nichols-Fleming stated that this pertains to written communication. Flor Diaz Smith reminded that the Board Chair is the spokesman for the board, and the superintendent is the spokesman for the district. Some discussion followed.

5. **Reminders for the Board:** Annual Board Work Session/ Retreat - typically August 5, 6 (will determine by poll of board members). Designate locations for posting meeting agendas and minutes: **Chris McVeigh moved to designate the following, seconded by Daniel Keeney: Locations for posting agendas: Each School, WCUUSD website, Town Clerk Office. Posting of Minutes: WCUUSD Website. This motion carried unanimously.** Designate Times Argus as newspaper of record: **Flor Diaz Smith moved to designate Times Argus as newspaper of record. Seconded by Patrick Whelley; this motion carried unanimously.** Diane Nichols-Fleming and Flor Diaz Smith asked new board members to establish mentorship with another board member. Diane Nichols-Fleming will reach out to new board members this week to follow up on this. Diane Nichols-Fleming invited comments from the board about how this meeting tonight went.

6. **Public Comments - Time limit strictly enforced, see note:**

   Denise Wheeler asked the board why you would wait until August to have a discussion about the issue of public comment; this seems like a more urgent topic to address.

   Barry Bernstein has put some effort into making sure that the budget passes, and the conversations he has had with people is that they support keeping the school open, but they do not support the budget. He stated that there is a feeling among a lot of people that the central office expenses were not subject to the same reductions that were implemented at the schools.

   Maia from East Montpelier thanked the board for its hard work and offered congratulations on the budget passing. She is looking forward to the work that the board accomplishes, going forward.

7. **Future Agenda Items**
   - Report out from chair and superintendent re: merger conversations with other districts
   - Discussion about added capacity for board communication and from central office
   - Board self-evaluation

8. **Adjourn: At 7:52, Chris McVeigh moved to adjourn. Seconded by Flor Diaz Smith, this motion carried unanimously.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary