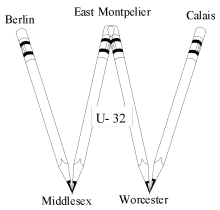
Washington Central Unified Union School District

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
4.8.26
6:15-9:15 PM
East Montpelier Elementary School
665 Vincent Flats Road
East Montpelier, VT 05651
(In-Person & Virtual)

Virtual Meeting Information
https://tinyurl.com/t7z585zn
Meeting ID: 814 4689 7166
Password: 672065
Dial by Your Location: 1-929-205-6099

1. Call To Order
2. Welcome — 5 Minutes
   - 2.1. Adjustments to The Agenda
   - 2.2. Reception of Guest
3. Presentation: PreK Programming (Discussion) — 30 Minutes
   - 3.1. Q&A — 45 Minutes
4. Personnel (Discussion/Action): — 10 Minutes
   - 4.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE - pg. 4
   - 4.2. Approve Job Descriptions - pg. 8
5. Future Agenda Items: — 5 Minutes
6. Board Reflections: — 10 Minutes
7. Public Comments: Time limit strictly enforced, see note — 15 Minutes
8. 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

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. New Hire Nominations (for 26-27 school year)

Ruairi Hutchison – U-32, Special Education Teacher, 1.00 FTE
Hayden Roberge – U-32, PE/Health Teacher, 1.00 FTE

2. Retirement

3. Re-Hires

4. Resignations

Ronald (Randy) Brown, U-32 Science - resigning .20 FTE of their position (6/30/26).
Sharon Spector, Rumney School Counselor - resigning .20 FTE of their position (6/30/26).
Amy Molina, U-32 Assistant Principal resigning effective 6/30/2026.
Scott Benerofe, U32 MS Science, resigning effective 6/30/2026.
Amy Young, Doty School Librarian, resigning effective 6/30/2026.
Makenna Lund, EMES/Rumney Music, resigning effective 6/30/2026.

5. Change in FTE:

Ronald (Randy) Brown, U-32 Science- will be .80 FTE in the 26-27 school year
Sharon Spector, Rumney School Counselor – will be .60 FTE in the 26-27 school year
Heather Clark-Warner, EMES – will be 1.00 FTE in the 26-27 school year
Katie Walczak, BES – will be 1.00 FTE in the 26-27 school year

6. Long-Term Substitutes (25-26 School Year)

7. Change in Position

8. Extended Leave of Absence

TEACHER NOMINATION

POSITION: Special Educator B00-B14, step G $63,959	**FTE:** 1.0
REASON FOR VACANCY: ✓ Retirement/Resignation ___ New Position ___ Leave of Absence	
SCHOOL BUILDING: U-32	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	✓ Administrators ✓ Teachers ___ Support Staff ___ Parents/Community Members ✓ Other: ~~Internal /External, 3 Applicants~~, Students
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	University of Tennessee at Chattanooga. Endorsed in Bachelors in Secondary Education, Minor in German, Social Studies
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Four years teaching experience as an interventionist on regulation and executive functioning (functional skills)- 504 case management, and experience with intensive needs as an EA.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME:** Ruairi Hutchison

(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 Cat Wheeler — *Principal/Administrator* — 3/20/26 *Date*

RECOMMENDED BY _____ — *Superintendent* — 3/2/26 *Date*

BOARD APPROVAL DATE: _____

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Montpelier, VT 05602
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TEACHER NOMINATION

POSITION: PE/Health	**FTE:** _1___
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)*	__x_ Administrators __x_ Teachers ___ Support Staff ___x Parents/Community Members __x_ Other: Student
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Certified in Physical Education- Working on Health endorsement
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Hayden is currently working here at U-32 in an interim position. He is a former student. He has his teaching license through Norwich University. He is in the process of obtaining his Health endorsement. He also coaches at the collegiate level.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Hayden Roberge** M00-M14, Step B - $59,017

(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.)

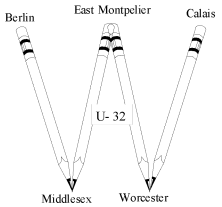
NOMINATED BY JB Hilferty 3/12/26

Principal/Administrator *Date*

RECOMMENDED BY

Superintendent 4/2/26 *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.

Job Description

JOB TITLE:	**Project Director (Youth Community Educator Work-Based Learning Afterschool)**
FLSA STATUS:	**Non-Exempt**
CONTRACT TYPE:	**Non-Bargaining**
WAGE SCALE:	**Commensurate with experience based on WCUUSD salary schedule**
CREATED:	**April 2026**

POSITION OBJECTIVE(S):

Expand and enrich learning opportunities to foster the social, emotional, and academic success of our young people. WCUUSD seeks to create opportunities for deep connection, learning, belonging, and growth through high quality interest based, comprehensive youth programming in and beyond the school day/year. The Project Director plays an integral role in helping youth create lasting connections with peers, adults, and the community in order to bolster student academic performance, leadership and social skills.

This is a unique opportunity to lead a program that doesn't just provide afterschool programming, but builds a sustainable ecosystem of youth leadership within our district. You will be instrumental in helping high schoolers discover their professional potential while providing middle and elementary school students with the interest-based activities they've been missing.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The Project Director is the primary lead for our afterschool Youth Community Educator (YCE) Work-Based Learning (WBL) initiative. The YCE Project Director will lead an innovative program that trains 9-12th grade high school students to become leaders in their community, first through an afterschool work-based learning training programs that utilizes a near-peer mentoring model with 7th & 8th grade learners, and then as they work through an internship placement at a local elementary school. The Project Director will be someone who elevates the leadership and voice of young people in our school community, while preparing them through engaging, inter-disciplinary workshops and training curriculum to become leaders in youth programming in the district.

This role is perfect for an experiential educator, youth development practitioner, or professional who excels at bridging the gap between classrooms and real-world application. You will serve as the lead facilitator, mentor, and program shepherd, ensuring that every workshop translates into meaningful skill-building for our students.

Key Responsibilities:

- **Instructional Leadership:** Deliver the six-week training modules to high school students, focusing on occupational skills, pedagogy, and workshop facilitation.
- **Program Facilitation:** Ensure all afterschool workshops align with YCEP goals and fill the current gaps in middle school programming.
- **Supervision & Mentorship:** Provide direct oversight of young people during their training and "core workshop" experiences, acting as a bridge between their student roles and their professional identities.
- **Phased Implementation:** Manage the transition of Youth Community Educators from the training phase to their internships at Berlin Elementary and independent WBL placements.
- **Community Coordination:** Maintain strong relationships between the high school, middle school, and elementary afterschool programs to ensure a seamless experience for all participants.

SUPERVISION RECEIVED: Community Schools Coordinator, Building Administrator

SUPERVISORY RESPONSIBILITIES: Supervises Site Directors and other positions within the program as needed.

QUALIFICATIONS:

- **Youth Advocacy:** A deep commitment to youth development, community building, restorative practice, and a youth centered approach to supervising young adults in a professional setting.
- **Organization:** Strong project management skills with the ability to handle administrative tasks alongside direct instruction.
- **Commitment:** Ability to work Ten hours a week, 30 weeks / year or cyclical based on session and need.

Education and Experience:

- Experienced teacher **OR** an individual with equivalent professional experience in youth development, community-based learning, or workforce training.

Communication & Interpersonal Skills:

- **Facilitation Skills:** Proven ability to lead groups, manage classroom dynamics, and deliver complex content in an engaging, accessible manner.

Additional Competencies: The individual in this position must possess the following:

- *Dependability – being reliable, punctual, responsible and fulfilling obligations.*
- *Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.*
- *Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.*
- *Cooperation – being pleasant with others on the job and displaying a good-natured, cooperative attitude.*
- *Concern for Others – being sensitive to others' needs and feelings and being understanding and helpful on the job.*
- *Attention to Detail – being careful about detail and thorough in completing work tasks.*
- *Integrity – being honest and ethical.*
- *Adaptability/Flexibility – being open to change (positive or negative) and to considerable variety in the workplace.*
- *Independence – guiding oneself with little or no supervision, and depending on oneself to get things done.*
- *Social Orientation – preferring to work with others rather than alone, and being personally connected with others on the job.*

Frequency Code Description

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

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

	Frequency Code		*Essential*	*Not Essential*
SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	O-F		X	
PUSHING/PULLING	O-F			X
TWISTING	F		X	
CLIMBING	O			X
BALANCING	NA			X
CROUCHING	O			X
KNEELING	O			X
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	F			X
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	F		X	
MANAGING STRESS	F		X	
RESOLVING CONFLICTS	F		X	

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

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

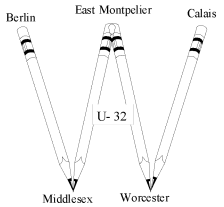
Definitions - Physical Demands
Sitting: remaining in a seated position
Standing: remaining on one's feet in an upright position at a work station without moving about
Walking: Moving about on foot
Seeing: Perceiving with the eye
Hearing: Perceiving or listening to sound by ear
Talking: Articulating,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

Approved by:	
Date approved:	
Reviewed:	

Updated:	

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

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



Washington Central Unified Union School District

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Job Description

JOB TITLE:	**Site Director (Youth Community Educator Work-Based Learning Afterschool)**
FLSA STATUS:	**Non-Exempt**
CONTRACT TYPE:	**Non-Bargaining**
WAGE SCALE:	**Commensurate with experience based on WCUUSD salary schedule**
CREATED:	**April 2026**

POSITION OBJECTIVE(S):

Expand and enrich learning opportunities to foster the social, emotional, and academic success of our young people. WCUUSD seeks to create opportunities for deep connection, learning, belonging, and growth through high quality interest based, comprehensive youth programming in and beyond the school day/year. The Site Director plays an integral role in helping youth create lasting connections with peers, adults, and the community in order to bolster student academic performance, leadership and social skills.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The Site Director (Work Based Learning Coordinator) is one of the leaders for our afterschool Youth Community Educator (YCE) Work-Based Learning (WBL) initiative. The YCE Site Director will help lead an innovative program that trains 9-12th grade high school students to become leaders in their community, first through an afterschool work-based learning training program that utilizes a near-peer mentoring model with 7th & 8th grade learners, and then as they work through an internship placement at a local elementary school.

The Site Director will be someone who ensures the success of the leaders in the program by developing training materials, ensuring alignment between the YCE program and WBL standards and is responsible for recruiting, training, and evaluating students.

Along with the Project Director, the Site Director will elevate the leadership and voice of young people in our school community, while preparing them through engaging, inter-disciplinary workshops and training curriculum to become leaders in youth programming in the district.

This role is perfect for an educator, youth development practitioner, or professional who excels at bridging the gap between classrooms and real-world application. You will serve as a facilitator, mentor, and program shepherd, ensuring that every workshop translates into meaningful skill-building for our students.

Key Responsibilities:

- **Instructional Leadership:** Build curriculum for work-based learning and training development that emphasizes WCUUSD's commitment to relevant, engaging, and community connected learning. Develop materials to recruit and screen student participants, ensure alignment between curricular experience and training, and the needs of local community partners through ongoing evaluative cycles and feedback. Support delivery of the six-week training modules to high school students, focusing on occupational skills, pedagogy, and workshop facilitation.
- **Program Facilitation:** Ensure all training modules align with YCEP goals
- **Supervision & Mentorship:** Provide direct oversight of young people during their training and "core workshop" experiences, acting as a bridge between their student roles and their professional identities.
- **Phased Implementation:** Manage the transition of Youth Community Educators from the training phase to their internships at Berlin Elementary and independent WBL placements.
- **Community Coordination:** Maintain strong relationships between the high school, middle school, and elementary afterschool programs to ensure a seamless experience for all participants.

SUPERVISION RECEIVED: Project Director

SUPERVISORY RESPONSIBILITIES: Oversight of students in grades 9-12th

QUALIFICATIONS:

- **Youth Advocacy:** A deep commitment to youth development, community building, restorative practice, and a youth centered approach to supervising young adults in a professional setting.
- **Organization:** Strong project management skills with the ability to handle administrative tasks alongside direct instruction.

Education and Experience:

- Experienced teacher **OR** an individual with equivalent professional experience in career and youth development, community-based learning, or workforce training.

Communication & Interpersonal Skills:

- **Facilitation Skills:** Proven ability to lead groups, manage classroom dynamics, and deliver complex content in an engaging, accessible manner.

Additional Competencies: The individual in this position must possess the following:

- *Dependability – being reliable, punctual, responsible and fulfilling obligations.*
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HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	O-F		X	
PUSHING/PULLING	O-F			X
TWISTING	F		X	
CLIMBING	O			X
BALANCING	NA			X
CROUCHING	O			X
KNEELING	O			X
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	F			X
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	F		X	
MANAGING STRESS	F		X	
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EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	NA
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

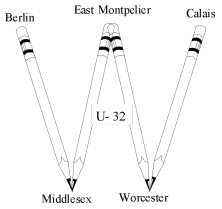
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Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).
Twisting: Rotating; moving to face in an alternate direction.
Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.
Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
Crouching: Bending the body downward and forward by bending the legs and spine.
Kneeling: Bending the legs at the knees to come to rest on the knee or knees.
Crawling: Moving about on the hands and knees
Reaching: Extending the hands and arms in any direction
Handling: Seizing, holding, grasping, turning, or working with hands

Approved by:	
Date approved:	
Reviewed:	

Updated:	

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Washington Central Unified Union School District

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Job Description

JOB TITLE:	**Workshop Facilitator**
FLSA STATUS:	**Non-Exempt**
CONTRACT TYPE:	**N/A**
WAGE SCALE:	**Compensation is aligned to the Co-Curricular Salary Schedule as outlined in the WCUUSD teacher agreement. Facilitators are compensated based on session type and contact hours:** ● **Summer Workshop Facilitators (Category…)** ● **Extended Day Workshop Facilitators (Category…)** ● **Middle School Session Facilitators (Category…)**
CREATED:	**April 2026**

POSITION OBJECTIVE(S):

Expand and enrich learning opportunities to foster the social, emotional, and academic success of our young people. As such, WCUUSD seeks to create opportunities for deep connection, learning, belonging, and growth through high quality interest based, comprehensive youth programming in and beyond the school day/year. Workshop Facilitators play an integral role in helping youth create lasting connections with peers, adults, and the community in order to bolster student academic performance, leadership and social skills.

This is a unique opportunity to lead a program that doesn't just provide afterschool programming, but builds a sustainable ecosystem of youth leadership within our district. You will be instrumental in helping high schoolers discover their professional potential while providing middle and elementary school students, and community learners, with the interest-based activities they've been missing.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Workshop Facilitators are responsible for leading workshops during extended day and third space programs. Facilitators will lead innovative workshops for multiple grade levels (depending on site and need). Workshop Facilitators may be in Middle School afterschool programming, the Extended Day Center with K-6th grade learners, summer camp and programs, or other community learning series.

Workshop Facilitators will be creative practitioners, facilitating not only the learning and experience of workshop participants, but may also support the training of high school-age youth trainees and interns who are practicing facilitation and leadership through these workshops.

Instructors will be someone who elevates the leadership and voice of young people in our school community, while preparing supporting engaging, inter-disciplinary, FUN workshops.

This role is perfect for an industry and community expert, an experiential educator, youth development practitioner, or professional who excels at bridging the gap between classrooms and real-world application. You will serve as the lead facilitator, mentor, and program shepherd for middle school workshops, ensuring that every workshop translates into meaningful skill-building for our students.

Key Responsibilities:

- **Instructional Leadership:** Deliver workshops to participants while supporting the facilitation, leadership, and learning of 9-12th grade students.
- **Program Facilitation:** Ensure all afterschool workshops align with program goals and fill the current programming gaps.
- **Phased Implementation:** Manage the transition of Youth Community Educators during their growth and learning as leaders.

SUPERVISION RECEIVED: Site Director, Project Director and/or Building Administrator

SUPERVISORY RESPONSIBILITIES: Provide oversight of young people during their training and "core workshop" experiences, acting as a bridge between their student roles and their professional identities.

QUALIFICATIONS:

We are looking for candidates who bring a blend of expertise and professional experience.

- **Youth Advocacy:** A deep commitment to youth development, community building, restorative practice, and a youth centered approach to supervising young adults in a professional setting.
- **Organization:** Strong project management skills with the ability to handle administrative tasks alongside direct instruction.

Education and Experience:

- Experienced teacher **OR** an individual with equivalent professional experience in a variety of programming, including the Arts, Technology, Engineering, Culture, Creative Expression, Agriculture and Outdoor Education, Youth Development, Community-based learning, or Experiential Education.

Communication & Interpersonal Skills

- **Facilitation Skills:** Proven ability to lead groups, manage classroom dynamics, and deliver complex content in an engaging, accessible manner.

Additional Competencies: The individual in this position must possess the following:

- *Dependability – being reliable, punctual, responsible and fulfilling obligations.*
- *Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.*
- *Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.*
- *Cooperation – being pleasant with others on the job and displaying a good-natured, cooperative attitude.*
- *Concern for Others – being sensitive to others' needs and feelings and being understanding and helpful on the job.*
- *Attention to Detail – being careful about detail and thorough in completing work tasks.*
- *Integrity – being honest and ethical.*
- *Adaptability/Flexibility – being open to change (positive or negative) and to considerable variety in the workplace.*
- *Independence – guiding oneself with little or no supervision, and depending on oneself to get things done.*

- *Social Orientation – preferring to work with others rather than alone, and being personally connected with others on the job.*

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

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

	Frequency Code		*Essential*	*Not Essential*
SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	O-F		X	
PUSHING/PULLING	O-F			X
TWISTING	F		X	
CLIMBING	O			X
BALANCING	NA			X
CROUCHING	O			X
KNEELING	O			X
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	F			X
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	F		X	
MANAGING STRESS	F		X	
RESOLVING CONFLICTS	F		X	

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

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

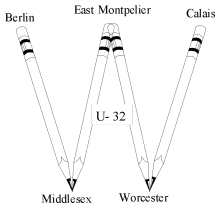
Definitions - Physical Demands
Sitting: remaining in a seated position
Standing: remaining on one's feet in an upright position at a work station without moving about
Walking: Moving about on foot
Seeing: Perceiving with the eye
Hearing: Perceiving or listening to sound by ear
Talking: Articulating,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

Approved by:	

Date approved:	
Reviewed:	
Updated:	

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Job Description

JOB TITLE:	**Student Leader Designer**
FLSA STATUS:	**Non-Exempt**
CONTRACT TYPE:	**N/A**
WAGE SCALE:	**Students will receive an honorarium**
CREATED:	**April 2026**

POSITION OBJECTIVE(S):
Expand and enrich learning opportunities to foster the social, emotional, and academic success of our young people. WCUUSD seeks to create opportunities for deep connection, learning, belonging, and growth through high quality interest based, comprehensive youth programming in and beyond the school day/year. Student Leader Designers play an integral role in helping youth create lasting connections with peers, adults, and the community in order to bolster student academic performance, leadership and social skills.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Build your own leadership skills and develop a program that provides paid opportunities for your peers and younger students to spend their time out of school. Student Leader Designers are members of the Youth Community Educator Program Design Team alongside adults.

Think differently about what afterschool programming has looked like, every cycle of the program is designed to be youth driven, youth developed, and support the co-development of the skills it takes to plan, build, and implement a robust afterschool program. Your voice and your leadership matters - help build this together - we want to think about afterschool differently.

- Build out a training module (topic specific)
- Define success criteria for participants and the training materials
- Creation of on-boarding materials and agreements
- Design processes (way-of-doing) and define (way-of-being) for YCE Program

SUPERVISION RECEIVED:
This position receives supervision from the Youth Community Educators Program Design Team

SUPERVISORY RESPONSIBILITIES: NONE

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

- Experience supporting younger students in a mentoring role (coaching, mentoring, volunteering, babysitting, caretaking)
- Comfort and openness to work on a team including adults and other students
- Ability to speak up and share opinions that are unique, ask questions of others, push/offer a new idea or perspective different from the group
- Availability to meet a minimum of two times in the month of April AND
- Availability to meet for two longer chunks of time (in-school field trip) in April

- **Additional Competencies:**
  The individual in this position must possess the following:
  - *Dependability – being reliable, punctual, responsible and fulfilling obligations.*
  - *Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.*
  - *Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.*
  - *Cooperation – being pleasant with others on the job and displaying a good-natured, cooperative attitude.*
  - *Concern for Others – being sensitive to others' needs and feelings and being understanding and helpful on the job.*
  - *Attention to Detail – being careful about detail and thorough in completing work tasks.*
  - *Integrity – being honest and ethical.*
  - *Adaptability/Flexibility – being open to change (positive or negative) and to considerable variety in the workplace.*
  - *Independence – guiding oneself with little or no supervision, and depending on oneself to get things done.*
  - *Social Orientation – preferring to work with others rather than alone, and being personally connected with others on the job.*

Frequency	Code	Description
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Not Applicable	**NA**	activity is not present in the position

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STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	F		X	

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

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

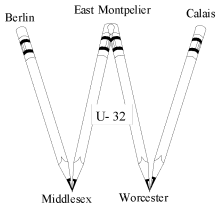
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EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	NA
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

Definitions - Physical Demands
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Job Description

JOB TITLE:	**Youth Community Educator Trainee**
FLSA STATUS:	**Non-Exempt**
CONTRACT TYPE:	**N/A**
WAGE SCALE:	**Stipend of up to $50/week for completion of training sessions**
CREATED:	**April 2026**

POSITION OBJECTIVE(S):
Expand and enrich learning opportunities to foster the social, emotional, and academic success of our young people. WCUUSD seeks to create opportunities for deep connection, learning, belonging, and growth through high quality interest based, comprehensive youth programming in and beyond the school day/year. YCE Trainees play an integral role in helping youth create lasting connections with peers, adults, and the community in order to bolster student academic performance, leadership and social skills.

This is a unique opportunity to participate in a program that doesn't just provide afterschool programming, but builds a sustainable ecosystem of youth leadership within our district.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Youth Community Educator Trainees are engaged in a work based learning and job skills development training program. 9th-12th grade students, through a work-based learning model, will develop the skills necessary to successfully support and facilitate afterschool workshops for their near-peers in 7 / 8th grade. These middle grade students will have access to afterschool opportunities that are interest-based, led by YCE trainees.

Key Responsibility:
- Participation in 6 weeks of training that includes engagement in job skills work

SUPERVISION RECEIVED: Supervision received by Project Director and/or Site Director

SUPERVISORY RESPONSIBILITIES: None

QUALIFICATIONS:
- You are in **Grades 9-12** and want to be a positive force in WCUUSD.
- You have a skill or hobby you want to share with others.
- You want to experience what it's like to have real responsibility in a community setting.
- You believe that "giving back" is an important part of being a student at U-32.

- Desire to support younger students in a mentoring role (coaching, mentoring, volunteering, babysitting, caretaking)
- Comfort and openness to work on a team including adults and other students
- Willingness to learn and share opinions that are unique, ask questions of others, and work with others

Education and Experience:

- Must be currently enrolled as a High School Student at U-32

Additional Competencies: The individual in this position must possess the following:

- *Dependability – being reliable, punctual, responsible and fulfilling obligations.*
- *Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.*
- *Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.*
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STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X

50-100 lbs.	O			X
100+ lbs.	O			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	O-F		X	
PUSHING/PULLING	0-F			X
TWISTING	F		X	
CLIMBING	O			X
BALANCING	NA			X
CROUCHING	O			X
KNEELING	O			X
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	F			X
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	F		X	
MANAGING STRESS	F		X	
RESOLVING CONFLICTS	F		X	

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

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

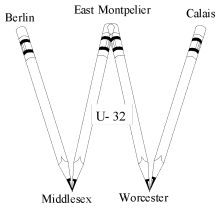
Definitions - Physical Demands
Sitting: remaining in a seated position
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Job Description

JOB TITLE:	**Youth Community Educator Intern**
FLSA STATUS:	**Non-Exempt**
CONTRACT TYPE:	**N/A**
WAGE SCALE:	**Minimum Wage**
CREATED:	**April 2026**

POSITION OBJECTIVE(S):
Expand and enrich learning opportunities to foster the social, emotional, and academic success of our young people. WCUUSD seeks to create opportunities for deep connection, learning, belonging, and growth through high quality interest based, comprehensive youth programming in and beyond the school day/year. YCE Student Interns play an integral role in helping youth create lasting connections with peers, adults, and the community in order to bolster student academic performance, leadership and social skills.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Youth Community Educator (YCE) student interns do work that matters. You should apply if:

- You are in Grades 9-12 and want to be a positive force in WCUUSD.
- You have a skill or hobby you want to share with others.
- You want to experience what it's like to have real responsibility in a community setting.
- You believe that "giving back" is an important part of being a student at U-32.

Key Responsibilities
- Participation in 4 weeks of internship that includes engagement in job skills work

SUPERVISION RECEIVED: Supervision received by Project Director and/or Site Director.

SUPERVISORY RESPONSIBILITIES: None

QUALIFICATIONS:
- Desire to support younger students in a mentoring role (coaching, mentoring, volunteering, babysitting, caretaking)
- Comfort and openness to work on a team including adults and other students
- Willingness to learn and share opinions that are unique, ask questions of others, and work with others
- Must be able to commit to up to four weeks of placement

Education and Experience:

- Must be actively enrolled Student at U-32

Additional Competencies: The individual in this position must possess the following:

- *Dependability – being reliable, punctual, responsible and fulfilling obligations.*
- *Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.*
- *Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.*
- *Cooperation – being pleasant with others on the job and displaying a good-natured, cooperative attitude.*
- *Concern for Others – being sensitive to others' needs and feelings and being understanding and helpful on the job.*
- *Attention to Detail – being careful about detail and thorough in completing work tasks.*
- *Integrity – being honest and ethical.*
- *Adaptability/Flexibility – being open to change (positive or negative) and to considerable variety in the workplace.*
- *Independence – guiding oneself with little or no supervision, and depending on oneself to get things done.*
- *Social Orientation – preferring to work with others rather than alone, and being personally connected with others on the job.*

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

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

	Frequency Code		*Essential*	*Not Essential*
SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	

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

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

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

Definitions - Physical Demands
Sitting: remaining in a seated position
Standing: remaining on one's feet in an upright position at a work station without moving about
Walking: Moving about on foot
Seeing: Perceiving with the eye
Hearing: Perceiving or listening to sound by ear
Talking: Articulating, speaking or discussing using spoken words
Dexterity: Skill in the use of hands and fingers
Lifting: Raising or lowering an object from one level to another (includes upward pulling)
Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.
Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)
Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).
Twisting: Rotating; moving to face in an alternate direction.
Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.
Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
Crouching: Bending the body downward and forward by bending the legs and spine.
Kneeling: Bending the legs at the knees to come to rest on the knee or knees.
Crawling: Moving about on the hands and knees
Reaching: Extending the hands and arms in any direction
Handling: Seizing, holding, grasping, turning, or working with hands

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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

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