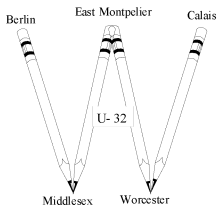
Washington Central Unified Union School District

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
5.20.26
6:15-9:15 PM
(In-Person & Virtual)
U-32 Middle & High School
930 Gallison Hill Road
East Montpelier, VT, 05602

Virtual Meeting Information
https://tinyurl.com/5x6jshvy
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 Guests
   - 2.3. Public Comments- Q&A, Time limit strictly enforced, see note — 30 Minutes

3. Reports: — 30 Minutes
   - 3.1. Superintendent Report/Central Office Leadership Team (COLT) Report - pg. 5
   - 3.2. Rumney/Doty Memo - pg. 11
   - 3.3. Principal Report – pg. 13
   - 3.4. Student Report
   - 3.5. Community Schools Report - pg. 18
   - 3.6. Humanity and Justice Coalition Report
   - 3.7. Central Vermont Career Center Report
   - 3.8. VSBA Report

4. Board Operations (Discussion/Action): — 15 Minutes
   - 4.1. Communication Committee Update

5. Finance Committee (Discussion/Action): — 10 Minutes
   - 5.1. Authorize Superintendent to award FY 27 Contracts - pg. 23
   - 5.2. Accept Annual Financial Management Questionnaire - pg. 24

5.3. Authorize Superintendent to Sign Contracts and Accept Grants for WCUUSD for FY 27 - pg. 27
5.4. Blanket Authorization for Board Warrants / Check Orders for FY 27 - pg. 28
5.5. Review Capital Improvement Project Plan and Multi-year Budget - pg. 31

6. Policy Committee (Discussion/Action): 15 Minutes
   6.1. Renew C48: Foreign Exchange Students - pg. 46
   6.2. Rescind C20: Student Conduct & Discipline - pg. 48
   6.3. Renew B8: Electronic Communications Between Employees and Students - pg. 50

7. Ed Quality Committee (Discussion/Action): 20 Minutes
   7.1. 2026 Student Learning Outcomes - pg. 54

8. Negotiations 5 Minutes

9. Personnel (Discussion/Action): 5 Minutes
   9.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE - pg. 86

10. Consent Agenda (Discussion/Action): 5 Minutes
    10.1. Approve Minutes of 4.15.26 (pg. 89) and 5.6.26 (pg. 96)
    10.2. Board Orders

11. Future Agenda Items: 5 Minute

12. Board Reflections: 10 Minutes

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

14. Proposed Executive Session: Student Residency Request 5 Minutes

15. Proposed Executive Session: Superintendent Evaluation Goals 10 Minutes

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

Superintendent

There are several bills in the legislature that we need to continue to monitor and I have provided a short update below. The changes to the Excess Spending Threshold being considered in the Yield Bill could have the most significant impact on our budgeting in FY28.

I have also included the enrollment projections for next year as well. These numbers will continue to change throughout the next several months, and I will keep you updated throughout. The Berlin Kindergarten class is reaching an enrollment level that may require an additional classroom.

Preliminary Enrollment Projections for SY 2026-2027 for K-12

preliminary projections							
Grade	Ber	Cal	Doty	EMES	Rum	U-32	Total
K	21	5	5	19	11		61
1	21	11	7	22	20		81
2	20	11	4	23	6		64
3	25	12	8	26	17		88
4	13	12	9	26	12		72
5	30	9	11	27	26		103
6	19	14	9	32	10		84
7						82	82
8						84	84
9						98	98
10						122	122
11						127	127
12						104	104
Tot	149	74	53	175	102	617	1170
Chg	-4	-15	-4	1	0	-54	-76

Change is from 25-26 to 26-27

Legislative Update: 2026 Session Impact on WCUUSD

As of mid-May 2026, H.949 (the **Yield Bill**) is in the final stages of the legislative process. It is currently before a **Committee of Conference** to reconcile significant differences between the House and Senate versions.

Current Legislative Status

- **Conference Committee:** After the House refused to concur with the Senate's amendments on May 6, 2026, a conference committee was appointed on May 8.
- **Members:** The committee includes Senators Cummings, Chittenden, and Beck, and Representatives Kornheiser, Kimbell, and Feltus.
- **Next Steps:** The committee must reach a compromise before the bill can return to both chambers for a final vote and then head to the Governor.

Key Provisions & Points of Contention

The main conflict lies in how much of the available surplus should be used to "buy down" property tax rates immediately versus saving funds for future years.

Provision	Senate-Passed Version	House-Passed Version
Homestead Yield	**$9,395**	**$9,170**
General Fund Usage	**$101 million** for immediate property tax buydown.	**$53 million** for buydown (splitting the surplus over two years).
Excess Spending Threshold	Reduces the threshold from **118% to 112%** to curb spending.	Leaves the threshold unchanged at **118%**. (Discussion about lowering this to 114% has occurred)
Nonhomestead Rate	Adjusted to align with yield targets.	Proposed at **$1.698** per $100 of value.

Impact Summary

- **Tax Rates:** The House version aims for an average statewide property tax increase of approximately **7%**, whereas the Senate version seeks a lower immediate increase of about **3%** by exhausting the surplus now.

- **Hold Harmless Provisions:** The Senate version includes "hold harmless" clauses for districts that successfully limit their year-over-year spending increases to the rate of inflation or lower.
- **Long-term Policy:** The debate continues over whether to use one-time funds for temporary relief (the Senate approach) or to focus on "bending the cost curve" of education spending (the House approach).

Education Reform (H.955)

This bill proposes structural changes to how school districts collaborate. It mandates the creation of Collaborative Education Service Agencies (CESAs), which must be formed within 45 days of passage.

At a minimum, CESAs must provide:

- Special education services
- Business and administrative services
- Transportation and facilities master planning
- Curriculum coordination and professional development

The Senate version of H.955 also adds state bonding capacity for construction aid but postpones action on class size minimums until a foundation formula is in place.

Medicaid System Changes (H.951)

Effective October 1, 2026, the state will transition to a new Medicaid system that fundamentally changes school-based services administration.

- **Payment Methodology:** Shifting to cost-based reimbursement. Billable services will expand to include all Medicaid student services, not just those on an IEP.
- **Electronic Health Records (EHR):** A statewide EHR system will be implemented. Paper logs will be eliminated, and all staff providing Medicaid-billable services (including nurses and paraprofessionals) must enter data in real-time.

- **Reporting:** Participation in a statewide Random Moment Time Study (RMTS) will be required for all providers. Districts will see an increase in federal claims reimbursement from 50% to 55%.

We are thrilled to announce that our very own **Lisa LaPlante, M.Ed.**, Director of Student Services at U-32, has been named a **Professional of the Year** by the New England Association for College Admission Counseling (NEACAC)!

This prestigious honor is a testament to Lisa's tireless advocacy for our students and her steady leadership within the counseling field. Whether she is navigating complex graduation pathways or supporting our staff, Lisa embodies the heart and soul of U-32.

A Career of Impact:

- **25+ Years** as a dedicated school counselor and leader.
- **20 Years** of service right here in WCUUSD.

As Assistant Principal JB Hilferty noted, Lisa has worked incredibly hard and truly deserves this recognition. It is wonderful to see her regional peers acknowledge the same dedication we see every day. Lisa will be formally recognized at the NEACAC Annual Conference at Boston College on June 3rd.

Finance

Preparation for the audit for FY 2025 – 2026 has already begun. Audit work goes hand in hand with preparation for the end of the year and beginning of the next fiscal year. There is work in process in payroll, accounts payable and the general ledger to get ready for both. This involves reviewing accounts, several account reconciliations, preparation for the final contract payments and fixed asset tracking to name a few things.

Facilities

Stone Environmental has prepared an Evaluation of Corrective Action Alternatives (ECAA) for the U-32 kitchen renovation, which was submitted to the State of Vermont's Department of Environmental Conservation for approval. The District received approval of the ECAA from the DEC on May 4, 2026.

This environmental report evaluates methods for addressing PCB contamination discovered within the kitchen and food preparation areas only. Investigations revealed that specific caulking and masonry materials contain hazardous chemical levels that exceed federal safety thresholds, potentially impacting indoor air quality. The document analyzes three remedial options: taking no action, performing a complete removal of all contaminated materials, or utilizing targeted removal combined with encapsulation. Ultimately, the report recommends the full extraction of all PCB-containing caulk and adjacent porous structures (concrete blocks) to ensure permanent regulatory compliance and long-term safety. This strategy is timed to coincide with the renovation project, allowing for efficient abatement while minimizing future monitoring costs.

The removal of all PCB-contaminated caulk and adjacent porous material is recommended over the targeted removal and encapsulation because it provides the highest degree of overall protectiveness and permanence while being the most cost-effective regulatory compliant option in the long term. The ECAA cost estimate developed by Stone Environmental for the removal of all PCB contaminated caulk and adjacent porous material is $53,600 compared to $181,800 for the targeted removal with localized encapsulation. This cost estimate has been used for the development of the updated conceptual budget for the kitchen renovation project.

The next step in preparation for the renovations is for Stone Environmental to prepare a Corrective Action Plan (CAP) and submit the plan for DEC approval. The costs for Stone Environmental's services are currently paid by the District's Capital Improvement Project fund, due to the lack of state funding for PCB remediation.

Human Resources

The Washington Central Unified Union School District (WCUUSD) has successfully concluded its 2025-2027 Non-Criminal Justice Agency (NCJA) Administrative Audit. This audit is a federally mandated review conducted every three years by the Vermont Crime Information Center (VCIC) and the FBI. The purpose is to ensure the district's compliance with the CJIS (Criminal Justice Information Services) Security Policy regarding the handling, storage, and disposal of fingerprint-based Criminal History Record Information (CHRI). WCUUSD's Local Agency Security Officer is Director of Human Resources, Heidi Dimick.

The audit followed a structured process to verify that district administrative protocols meet Federal and State security standards:

- March 4, 2026: Initial Audit Assignment and commencement of the administrative review.

- April - May 2026: Review of district policies, training records, and physical security measures.
- May 11, 2026: Final Response Notification received, confirming that all requirements have been satisfied.

To maintain our status as an authorized recipient of CHRI, WCUUSD adheres to strict protocols which include authorized personnel security awareness training, documentation and accountability for authorized users and physical security and record retention.

WCUUSD is currently in full compliance with all CJIS and VCIC requirements. Our internal processes remain robust, ensuring the privacy and security of sensitive background information for our employees and volunteers. The next administrative audit is scheduled for the 2028-2030 cycle.

Curriculum:

Vermont's Education Quality Standards require schools and school districts to develop and implement a Continuous Improvement Plan (CIP). We have been monitoring our progress on our 2025-2026 goals. Once the spring assessment window closes, we will complete the monitoring for this year and determine steps for next year. Data analysis will happen at the school level. Ultimately, the school board is responsible for approving the plans annually.

The Education Quality Committee will review updated CIP's at their meeting on June 17. That same evening we will ask the school board to approve the plans for 2026-2027. The timeline for approval will support requirements related to the submission of our annual Consolidated Federal Programs grant application which must be submitted no later than June 30.

Our current CIP's are available on our school and district websites and can also be accessed here:

- Berlin Elementary
- Calais Elementary
- Doty Memorial
- East Montpelier Elementary
- Rumney Memorial
- U-32 Middle and High
- Washington Central UUSD

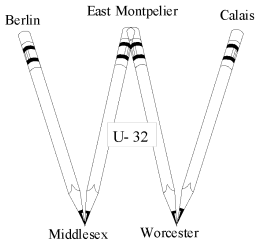
And here is a link to the January 21, 2026 Education Quality Committee packet where you can access the CIP mid-year progress report from each principal.

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



Report to the Board: Implementation Plan for Doty and Rumney Configuration

The administration is implementing a new grade-level configuration for Doty and Rumney Schools for the upcoming school year. This decision is based on projected student census data for Middlesex and Worcester and is designed to optimize class sizes, ensure equitable resource distribution, and maintain high-quality educational programming. Given current enrollment projections and resources, this configuration provides stability for these small schools for a three year period.

Grade-Level Configuration and Enrollment Projections To balance enrollment and maximize educational efficiency, the administration is structuring the schools as follows:

- **Rumney School:** Will host all Pre-Kindergarten (PK) through Grade 2 students from both towns. Total projected enrollment is 94 students (PK-4).
- **Doty School:** Will host all Grade 5 and Grade 6 students from both towns. Total projected enrollment is 73 students (Grades 3-6).
- **Both Schools:** Will maintain their established Grade 3/4 classes to ensure mid-level presence in both buildings.

Projected Class Sizes based on current census data:

- **Rumney:** PK (17), K (13), two Grade 1/2 classes (18 each), and two Grade 3/4 classes (14 each).
- **Doty:** Grade 3/4 (17), two Grade 5 classes (18 and 19), and one Grade 6 class (19).

Administrative Leadership Karoline May will serve as the principal for both sites. The supervision of both sites carries similar levels of responsibility to Berlin and EMES; therefore, she will be contracted for the full year. To ensure continuous on-site leadership, specific “principal designees” will be assigned at Doty and Rumney to handle daily issues when she is not physically present in the building.

Alignment of Programmatic and Support Services We are actively restructuring support services to ensure consistent and comprehensive care across both buildings:

- **Intervention and Special Education:** The intervention model has been adjusted to align with the new grade distributions. Rumney and Doty will be staffed with Interventionists in Literacy and Math, and with the current allocation of Special Educators..
- **School Counseling:** To support students through the transition and address specific age-group needs, Doty will be assigned a 1.0 FTE School Counselor, and Rumney will be assigned a 0.8 FTE School Counselor.
- **School Nursing:** A 1.0 FTE school nurse (Bonne) will be split between Doty and Rumney. Health and safety protocols are being updated to ensure consistency, and designees at both buildings will be trained to address issues when the nurse is at the other location.
- **Allied Arts:** Specialist schedules will be designed to effectively split time between buildings, with a coordinated effort to share resources and supplies.

Transportation Logistics Bus routes are being adjusted to accommodate drop-offs and pick-ups for the new grade bands. Families are currently being surveyed about transportation needs and routes will be developed. We will likely start the U-32 corresponding runs 5 to 10 minutes earlier to allow enough time to make the necessary transfers between the schools.

Strategic Benefits of Implementation This plan directly benefits our children and supports the district-wide goals.

- **For Rumney:** This configuration eases the burden of being slightly understaffed and resolves a challenging 26-student class (which includes 5 students with IEPs) by splitting them into two appropriately sized classes. This ensures a consistent cohort and support throughout the day.
- **For Doty:** Bringing 5th and 6th graders together creates a school with an "intermediate" feel, accommodating the large 5th-grade bubble while enabling targeted interventions and single-grade math and foundational literacy instruction. It also offers older students opportunities for service learning.
- **For All Students:** This creates stability in school numbers and establishes a larger, more unified peer group before they transition to U-32.

Community Engagement and Next Steps We have notified impacted teachers and are hosting presentations specifically for parents of students in the moving grades, which include Q&A time. Broader community forums are scheduled at Doty on May 19 at 5:30PM and Rumney on May 28 at 5:30PM. Additionally, we have sent a transition survey to families to gather feedback on their concerns so we can best support their children leading up to the new school year.

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: Berlin has hosted both Reading to End Racism and the U-32 GLAAM groups at BES. Reading to End Racism started with a whole school assembly and then students broke out into smaller class groups and participated in grade level book discussions and projects. Our 3-6 grade students were able to discuss identity through literature during their library classes. Following this learning the students got to hear stories from students at U-32 with a focus on how we can be more inclusive in our language and actions. The goal of both of these visits is to be living the values of our Strategic Plan in action.

Calais: This year we have had the opportunity to work directly with Vermont PBIS. We have been working closely with Sherry Schoenberg from VTPBIS through consultation time and working to improve our school-wide PBIS system. Through our time with Sherry (both virtually and in-person) we have grown our focuses and structures for school-wide plans, incorporated positive behavioral ideas into lunch/recess/bus, and started to build bigger plans for the future with the focus on the tenets of PBIS.

Doty: We have been planning our end of year activities with an inclusive mindset. We want to make sure that the activities we plan are ones in which all students will find something that speaks to them. In May we are going to be doing our first practice of an options based drill with students where we practice leaving the building and walking to our rally points. As with all of our safety drills, we are careful to coach the students in an age appropriate manner.

EMES: As has been our practice for the past three years, we have followed up the annual student climate survey with an additional survey asking all students to provide input on classmates who are (or perhaps not) good learning partners as we begin next year's placement process. We also asked students to indicate whether they have a trusted adult at EMES. We will use this data to help us continue moving forward in our work to ensure all students feel seen and supported.

U-32: The Humanity and Justice Coalition is continuing to seek student co-chairs. The work that we have done to begin to identify and align experiences to the Design Principles in particular we continue to look at our Community Meeting, Community Service Day, 8th

Grade Celebration of Learning, J-Term, and two curricular units - the MS Identity Project and an interdisciplinary project for 9th grade. This is exciting work to help to build alignment and coherence in our work together.

Update on Strategic Plan goals:
Curriculum, Instruction and Assessment

Berlin: Our 4th grade learning team just celebrated the culmination of their Vermont History Unit with a beautiful representation of a Wax Museum. Students researched, dressed up and performed as a famous Vermonter. Visitors placed "coins" in each student's booth and the characters came to life to share their Vermont story. We were thrilled to welcome outside visitors, family members and community supporters. We're looking forward to more opportunities to showcase the learning in our building.

Calais: We've got a lot of great academic/experiential events coming up at Calais. Our 6th grade class will be having two presentations on countries and sustainable cities, the Band/Chorus Concert will be on May 18, the whole school is traveling to the Shelburne Museum on May 21, 1st grade Book Buddies is taking place at U32 on May 28th, VINS is coming to school on June 3, and on June 5 we will have a 2/3/4 Celebration of Learning. A busy end to a successful year!

Doty: At this moment we are in a bit of suspended animation. We are continuing to focus on high quality instruction while at the same time beginning to formulate our "quick start" plans for next fall. Completing much of that work is waiting on our spring assessment data. Our spring data review is our time to confirm and/or modify plans for next fall. It is also a chance for us to flag any students who we may want to take a closer look at before the end of the year to ensure they have the best possible transition to the next grade.

EMES: Classrooms are wrapping up our spring-long study of East Montpelier, which will be showcased in a variety of ways at our Celebration of Learning on June 2nd. We have also been digging deeply into our instructional practices in writing, and teachers have begun making adjustments to what we teach and how we teach it. We are about to begin our spring assessments (starting on May 18th), and are eager to see the progress our students have made over the course of this year in math, reading, and in regard to social/emotional learning. We will spend some time in early June analyzing our results and planning instructional next steps for the fall.

U-32: Teachers spent the half day working on making sense of the proposed new graduation requirements in departments.
Several exciting collaborations are happening. In 9th grade a small group of teachers is working on an interdisciplinary unit. In 10th grade, students are working on a civics project to help them understand civic engagement including fieldwork.

Update on Strategic Plan goals:
Community Engagement and Communication

Berlin: Berlin hosted another wonderful Community Library Night on May 6th. Ms. Dall secured a partnership with Guy's Farm and Yard. They donated seeds and dirt and families were able to plant, paint and connect. We celebrated "Community in Bloom." Berlin also hosted the Catamount Community Schools Collective to review the goals of year one of our Community Schools work. The researchers were able to connect with students and staff. It was a lovely moment to be reflective of the work that we've done and be forward facing to the work ahead of us. The framework of Community Schools has given life to the heartwork of our school a distinct home.

Calais: The Calais Advisory Team (parents and community members) worked extremely hard on our Teacher Appreciation Week. It was an entire week of 90s themed celebrations each day for all our staff, that ended with gift baskets for all staff. The CAT worked on donations from different local businesses including all three of the stores in Calais and others in nearby communities. At the same time our new school garden is coming together with the help of our community. Parents have donated seeds and soil, Vermont Compost donated soil, families donated time to pick up the soil, and work on the garden has begun.

Doty: With the announcement of the plan for creating one school with two campuses with Rumney, clear communication with our families and communities is top of mind. One of the issues that we are very mindful of is that we don't want communication about what is going on at the end of this year to be lost in communications around next year.

EMES: With an abundance of both on and off-campus end-of-year events (see below), there are many opportunities for families to participate in the culmination of learning this year. We will host a BBQ dinner on June 2nd, paired with our annual Celebration of Learning. We are also encouraging families to fill out the climate survey in order to give us feedback on how they feel we are doing as a school regarding our climate.

U-32: The 11th and 12th grade team is finalizing its plans for a community service day. It's exciting to see this culminating experience for all 11th and 12th graders take shape and be planned by students and staff alongside each other. Our work-based learning job training program for high school students started two weeks ago and our middle school workshops started last week. Thursdays are a lively day afterschool with interage work happening to cook, make art, play games, and explore the outdoors together.

Celebrations & Upcoming Events

Berlin:

- May 19th- Art/Music Show
- May 21st– Memorial Day Learning
- May 28th-30th– Book Fair

- May 29 - Kindergarten goes to Autumn Raynes Farm
- June 5 - 5th & 6th Grade goes to Great Escape
- June 9 - 4th Grade goes to VT Statehouse and History Museum
- June 9 - 1st and 2nd Grade goes to Montshire Museum
- June 10th- Community Picnic
- June 15th– All School Celebration
- June 16- 6th Grade Graduation

Calais:

- May 14th - 6th Grade Countries Presentations
- May 18th - Band/Chorus Concert
- May 21st - Shelburne Museum Trip
- May 28th - 1st Grade Book Buddies @ U32
- May 29th - Calais Variety Show
- June 2nd - Field Day
- June 3rd - VINS Visit to Calais
- June 5th - Grades 2/3/4 Celebrations of Learning
- June 8th - 6th Grade Sustainable Cities Presentations
- June 9th - Unity Day for 6th Graders @ U32
- June 11th - North Branch Nature Center Field Trip
- June 16th - 6th Grade Boulder Beach and Graduation
- June 17: Last day for students - 12:30 dismissal

Doty:

- May 26 - Doty Music Concert
- May 28 - Grades 1 and 2 to U32 for Book Buddies, Grades 3 and 4 are going to the Montshire
- June 3 - Grades 3 and 4 are going to the Labor Hall in Barre to learn about child labor in the mills and the Bread and Roses movement
- June 5 - Student Showcase at Doty
- June 8 - all school trip to Shelburne Museum
- June 9 - Unity Day at U32 for sixth graders
- June 15 - All school beach day at Elmore
- June 16 - 6th grade graduation
- June 17 - last day of school for students

EMES:

- May 13: 1/2 day of school - 12:30 dismissal
- May 15: Grade 1 to Central Vermont Career Center
- May 19: EMES final book club
- May 27: EMES chorus to music festival in Chittenden County
- May 28: Grade 1 to U-32 for book buddies
- May 29: Grades 4/5 visit local sawmill
- June 2: Celebration of Learning, BBQ, and Art Show

- June 4: Spring Wellness Day at Wrightsville
- June 5: Grades 4/5 to Barre Labor Hall
- June 8: Grades 2/3 to ECHO Museum
- June 9: Grade 6 Unity Day at U-32
- June 10: VINS visits Grades K/1
- June 11: Grades 2/3 to Boulder Beach
- June 12: EMES Field Day
- June 15: K/1 to Boulder Beach
- June 16: 6th grade graduation
- June 17: Last day for students - 12:30 dismissal

Supervision & Evaluation Updates (EQS 2121.3; 2121.4)

Berlin: Staff are starting their reflections on goals for the year. We are scheduling meetings in June. I look forward to this time to connect and reflect. We know that one of the most powerful practices in education is that of reflection.

Calais: Continuing to work through end-of-year reflections with Paraeducators and finalizing goals reflection with staff.

Doty: Staff are working on reflecting upon their goals, areas that they can celebrate and areas for continued growth. With the new plan for combining with Rumney, there are, understandably, questions that people are grappling with.

EMES: Teachers have begun meeting with me for their end-of-year goals meetings. They're reflecting on the progress they made on their goals and the year as a whole. This is always a time for us to begin thinking ahead to next year and how these goals will (or not!) continue into next year.

U-32: Teachers are finishing end of year meetings to reflect on goals.

Community Schools Board Report
May 14, 2026

Since September, iterations of building-based, and district teams have been working as a school-based health exploration committee to explore and establish a partnership between the district and UVM/ Central Vermont Medical Center (CVMC).

I'd like to give you a bit of the story on how this burgeoning and exciting work has unfolded, and to do that I am going to situate us in the district's work to become a community school.

In the fall of 2024, U-32, as a hub, started to explore an approach to community schools as a way to actualize the strategic plan, which includes wellbeing and equity as key focal areas. There are three focus areas in the initial community schools grant application. One of the focal areas, decreasing barriers to access through integrated student supports, has been an entry point to this work, including exploring the hypothesis that the reduction of barriers to access may be supported by a school based health center, attention to chronic absenteeism, and increased mental health services. When we received initial community schools funding, we started to explore what the opportunities for partnership were- and when I was hired, we started to look at what other community schools were doing in this focal area, and in particular school based health.

This work and focus has been a point for partnership with UVM through the Catamount Community Schools Collaborative, who offers the District technical assistance to explore and understand how this work is both situated in our larger goals and needs, and practically built out. We started to think about a way to explore an approach to chronic absenteeism - and a reduction to barriers - through a health and wellness lens.

The exploration of school-based health has been intentionally slow and deliberate, so as to understand what the needs of our school communities are, and the places of entry that may begin to decrease barriers while monitoring through our chronic absenteeism data. The school-based health exploration committee looked at high level data, including where our students are already receiving primary care, what is coming up most regularly for our school based health staff, and what is the status of well-child checks for students in our buildings.

From a partnership lens, we had folks at the table who are experts in our schools, we had medical and healthcare experts, we had folks thinking broadly about school and public health, and we leaned on our school nursing staff who have the most regular interactions with young people and families, and are closest to this work. We were committed to learning from the experience and expertise of others, and implement lessons learned while still keeping an eye on aspirations.

This high level data painted an overall picture of the population in our district, and the entry points for partnership. Here is an example. Well-child checks was a focus for our data review

as a way to understand if this was a starting point for a provider partnership. It turned out that our data does not actually show a need for this level of care, but, through these conversations we learned that regular access for providers to support folks in med checks and follow up appointments was the place where a provider's time would be deeply beneficial to students, and it matched data indicating there was a need.

Similarly, we have established that having a provider-school nurse partnership through monthly check ins, where the consultation between providers and in-building experts will benefit the overall management and understanding of health and wellness needs as they arise in the district, will be impactful.

Additionally, through this work, we were approached by UVM to join a funding proposal that would situate the district within the second cohort of the Every Day Counts Initiative. We have received word that this proposal was accepted. This work, driven by Dr. Heidi Schumacher at UVM and the Vermont Child Health Improvement Program is an exciting opportunity for the District to receive technical assistance, support and guidance in building our response to chronic absenteeism across the district. We will be rooted in data, and driven by the belief that chronic absence is often an indicator of unmet health and social needs. Inn partnership with health providers build an understanding of the best ways to meet these needs.

As we formalize these partnerships, I continue to hold that school can be different, that schools can actively reduce barriers to access, that we do not have to do it alone, and that communities can hold the aspirations of how we want to take care of each other and our young people.

In Community,
Bec

—
Rebecca Dezan
Community Schools Coordinator, WCUUSD

Appendix A.

School Based Health Exploration Committee: Partnership Proposal	
Organizations, Partners	Washington Central Unified Union Supervisory District (WCUUSD) Leadership, School-based nursing staff, Community Schools Coordinator, District-Nursing Liaison, Building Principals, CVMC, Vermont Child Health Improvement Program, Catamount Community Schools Collaborative, Building Leadership
Project Goal / Objective	Solidify a partnership between the WCUUSD and Central Vermont Medical Center that aligns resources and capacity to identify and serve young people in meeting their health, wellness, and medical care needs
Scope / Alignment	Alignment to Strategic Plan and Community Schools Pillars: Well-Being: Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility. The community schools pillars to be implemented: Integrated Student Supports, Family/Community Engagement, Collaborative Leadership
Data / Rationale:	● More than half of the students in WCUUSD have a medical home at CVMC. ● Our chronic absenteeism rates hover around 20% district-wide which tracks with the national average. ● District-wide, a quarter to a third of our students are diagnosed with chronic medical management issues including, but not limited to ADHD and asthma ● Our school nursing staff also report that management of medical appointments often contributes to missed school, perpetuating a cycle of absenteeism. Specifically, families with socio-economic stressors

	reportedly miss disproportionately high full days of school for medical appointments. ● The data feels incomplete and needs more examination, but at this point, the numbers of students who are out of date with well-child visits does not indicate that well child checks are an entry point for our work, however, a partnership would be beneficial for filling gaps in care and information. ● Qualitatively, we understand that there are wait times for existing providers and appointments, and we understand that families are increasingly using urgent care for routine medical care.
Proposal:	**1. Monthly huddle with WCUUSD nursing team** a. Respond to what schools are seeing medically, provide consultation on individual student cases, identify and build response to medical needs as they arise, align care and approach across all buildings b. Identify and respond to gaps in data and medical forms and work together to get that information i. Align on school-health form use across all schools c. Review and use of social determinants of health in understanding student trends, needs, and therefore resources (use this data at quarterly council review) *Rationale: build partnership to manage day-to-day while keeping an eye on emerging trends and needs* **2. Provide in-person health and medical care**: a. Establish provider care 1x ½ day a month (Every 3-4 weeks) at U-32 i. Provider sees pre-determined students (6-8 appointments) in a half day ii. Provider supports ongoing med checks, chronic management, and well-child visits initially, with acute care capacity in discussion for build-out b. Consider and plan for eventual out telehealth capacity, in consult with providers if conditions allow

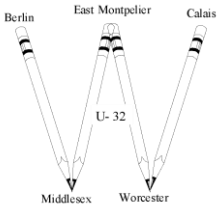
	Rationale: access to 600+ students enables consistent and relatively guaranteed scheduling, supports young people in the buildings in accessing care and supporting chronic care management. **3. Quarterly meetings with School Based Health Exploration Committee (SBHEC) to guide ongoing goal setting and outcome analysis, review data as work evolves, utilize social determinants of health data to inform decisions** a. Advisory group meets quarterly to reflect on goals and set priorities, establish feedback and reflection cycle, and move work forward in response to emerging needs. b. Wellness Policy Committee *Rationale: links to goals in strategic plan and community schools initiative around student health and wellness - creation of district team to hold, drive, and reflect on work as it aligns to the goals of the strategic plan and community schools initiative.*

Washington
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, WCUUSD Business Administrator
RE: Authorize Superintendent to Award FY 27 Contracts for Liquid Heating Fuels, Wood Chips and Wood Pellets
DATE: May 8, 2026

Summary: The energy market is extremely volatile with prices for fuel changing daily, so it is necessary to make a quick decision on awarding bids to suppliers. For this reason, it would be beneficial for the Superintendent to have Board approval to award these bids. The District has not published the request for proposals for heating fuel, and is currently holding off, hoping for a reduction in prices by the end of the summer, at which point the District will receive bids for propane and #2 fuel oil and award a contract to suppliers. The RFP for wood chips and wood pellets has been published, with the bid opening scheduled for June 4, 2026.

Recommended Board Action: The Board authorize the Superintendent to award contracts for propane, #2 fuel oil, wood chips and wood pellets on behalf of Washington Central Unified Union School District (WCUUSD) for Fiscal Year 2026-27.

Washington
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, WCUUSD Business Administrator
RE: Accept Annual Financial Management Questionnaire
DATE: May 8, 2026

Recommended Board Action: The Board accept the annual financial management questionnaire prepared by the Business Administrator and included in the Board packet.

Financial Management Questionnaire - School Districts, Supervisory Unions, Supervisory Districts

	Yes	No	Don't know	Who is responsible?
Do you know by whom the following is maintained?				
School District Checkbook	X			Financial Accountant
School District receipts	X			Executive Assistant to the Superintendent and Financial Accountant
Student Activity Cash/Check receipts	X			Financial Accountant & U-32 Bookkeeper
School District payments:				
Payroll	X			Payroll Specialist and Benefits Specialist
Accounts Payable	X			Accounts Payable Accountant, Financial Accountant & Benefits Specialist
Bank Deposit slips	X			Executive Assistant to the Superintendent & Financial Accountant
Bank reconciliations	X			Financial Accountant & Business Administrator
Are the all bank statement and ledger balances reconciled monthly, by whom?	X			Financial Accountant
Does someone other than the treasurer review bank reconciliations?	X			Business Administrator
Are checks always written to specified payees and not to cash?		X		Accounts Payable Accountant & Senior Payroll Accountant, exception for cash advance for travel abroad and replenishment of petty cash, which requires back up with receipts.
Are financial records maintained in a computerized system?	X			Accounts Payable Accountant, Financial Accountant, Payroll Specialist, Business Administrator
Are all payees registered in accounting software?	X			Accounts Payable Accountant
Are all invoices, original, on vendor letterhead or format, with individual invoice number?		X		Accounts Payable Accountant & School Admin Assistants. Exceptions are faxed and emailed invoices.
Are all payments recorded and mailed with notation to the associated invoice number?	X			Accounts Payable Accountant
Does the School District hold current W9 forms for all vendors?	X			Accounts Payable Accountant
Does the same individual open the mail and deposit checks?		X		Special Ed Executive Assistant opens mail, Executive Assistant to the Superintendent deposits checks; Financial Accountant records deposits in the accounting software.
Are pre-numbered checks used for all bank accounts?	X			Financial Accountant & Check Supplier
Are unopened bank statements delivered directly to the treasurer as received?		X		Statements downloaded from Bank/Financial Institution website by Payroll Specialist. Visible by Financial Accountant.
Have you borrowed money from the School District?		X		
Do you know of anyone who has borrowed money from the School District?	X			Employee computer purchase program
Have School Board members attended financial trainings?	X			Board Chair, Superintendent and Business Administrator
Do the financial accounting personnel take regular vacations?	X			Business Administrator and Superintendent
Have you deposited School District monies anywhere other than a School District account?		X		Executive Assistant to the Superintendent, Financial Accountant & Business Administrator
Have you deposited any non-School District monies into a School District account?		X		Executive Assistant to the Superintendent, Financial Accountant & Business Administrator
Is it common practice for staff members to rotate responsibilities or cross train periodically?	X			Financial Accountant, Payroll Specialist, Benefits Specialist, Accounts Payable Accountant and Business Administrator cross train to cover each other during absences.
Are student activity receipts deposited within 48 hours of the event?		X		Exception - small deposits may be deposited weekly vs. 48 hours.
Have you experienced a theft or embezzlement during the last five years?	X			
Does the School District have written policies and procedures for financial operations?	X			Business Administrator & Superintendent
Does each Town and School District official have copies of these policies and procedures?		X		In progress

Financial Management Questionnaire - School Districts, Supervisory Unions, Supervisory Districts

	Yes	No	Don't know	Who is responsible?
Is there a standard procedure to ensure that gate receipts reflect the event's attendance?	X			Athletic Director turns in Ticket sales/signup forms to School Bookkeeper
Is interest in School District accounts apportioned to each account?	X			Financial Accountant & Business Administrator
Have there been any changes in authorized signatures during the fiscal year?		X		
Has a signature stamp ever been used for any School District account?	X			Accounts Payable Accountant and Payroll Specialist (School District Treasurer and Assistant Treasurer)
Do you have pre-numbered receipt books for cash payments?	X			Accounts Payable Accountant and School Building Admin Assistants and Bookkeeper
Have you attended trainings on recordkeeping?	X			Business Administrator, Financial Accountant, Accounts Payable Accountant
Are any School District financial records maintained in manual form?		X		Business Administrator
Do you maintain separate pages, columns or running balances for each fund?	X			Business Administrator
Are checks written by the same individual who approves payments?		X		Accounts Payable Accountant and Business Administrator
Do you participate in any business which does business with the School District?		X		Business Administrator
Does any employee that you know of participate in any organization as a vendor?		X		Business Administrator
Have you questioned if the lifestyle of any associate reflects their normal income?		X		Business Administrator
Are bank accounts and fund balances reconciled on a monthly basis?	X			Financial Accountant & Business Administrator
Does the School District loan money to town employees?		X		Business Administrator

As a signer below, I certify to the best of my knowledge that the answers provided in this self-assessment questionnaire are an accurate representation of the operation of the supervisory union, supervisory district, or school district of
Washington Central Unified Union School District, East Montpelier, Vermont

Preparer: *Susanne D. Gann* **Printed Name: Susanne D. Gann**

Title: Business Administrator Date submitted: May 8,2026

As an official of the School District board, I certify that the board has reviewed this questionnaire within two months of receiving it from the Superintendent.

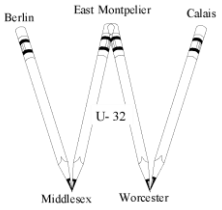
Name: _____ **Title:** _____ **Date:** _____

Washington
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, WCUUSD Business Administrator
RE: Authorize Superintendent to Sign Contracts and Accept Grants
DATE: May 8, 2026

Summary: Annually the WCUUSD School Board authorizes the Superintendent to sign all contracts and accept grants on behalf of the School District.

Recommended Board Action: The Board authorize the appointed Superintendent to sign all contracts and accept grants on behalf of Washington Central Unified Union School District effective throughout FY 2026 - 2027.

Washington
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, WCUUSD Business Administrator
RE: Blanket Authorization for Board Warrants
DATE: May 8, 2026

Summary: Annually the Board of Directors approves the Blanket Authorization for Board Warrants, which allows vendor payments to be issued when the Board does not meet, with the understanding; the Board will review and approve the warrant at the next warned business meeting.

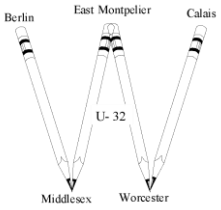
Recommended Board Action: The Board authorize the Blanket Authorization for Board Warrants (included in packet) effective throughout FY 2026-27.

Washington
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



EFFECTIVE THROUGH FY 2026 - 27

The Washington Central Unified Union School District (WCUUSD) Board of Directors hereby authorizes the Superintendent (or designee) to process payments and print checks for payroll, related benefits and accounts payable. This includes, but is not limited to checks issued in payment for insurance premiums, utilities, bonds, contracts or other vendor invoices prior to a regularly scheduled or postponed board meeting in order to meet obligations to vendors and issue timely payments.

The WCUUSD Board of Directors hereby authorizes the WCUUSD Treasurer to sign all checks processed and printed by the Superintendent (or designee) during months and weeks that the WCUUSD Board does not meet to approve board warrants. Any checks that are signed by the WCUUSD Treasurer without an approved warrant will be reviewed and approved at the next warned business meeting of the Board.

This authorization will remain in effect throughout FY 2026-27, unless the WCUUSD Board of Directors vote to rescind the authorization.

WCUUSD Board of Directors:

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

WCUUSD Board of Directors:

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ 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

Steven Dellinger-Pate
Superintendent

TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, Business Administrator
RE: Review Capital Improvement Project Plan and Multi-Year Budget
DATE: May 15, 2026

Review: The Board approved the Capital Improvement Plan and adopted the initial Five-year Capital Improvement Budget on June 15, 2022 and has subsequently approved updated versions annually. The Capital Improvement Plan with proposed revisions is included in this packet, along with an updated Multi-year Capital Improvement Budget and Timeline. As we prepare for the upcoming fiscal years, this plan emphasizes the critical need to continue budgeting annual transfers each year in the general fund budget to the capital reserve fund. These escalating, consistent transfers are imperative to allow for the adequate planning for projects identified in the multi-year capital improvement budget and to prevent the depletion of the Capital Improvement Fund.

Fund Balance Summary: Based on the Multi-year Capital Improvement Budget, the projected beginning Capital Fund Balance for FY 26 is $1,881,337.97. After transfers from the general fund budget, projected interest income and grant funding revenue, the fund balance is estimated at $2,958,388.

The projected expense balance for open FY 26 projects is $1,074,415. The projected ending Capital Improvement Fund Balance for FY 26 is now $1,200,219 plus $683,754 reserved for East Montpelier Elementary School (funds remaining from before the district merger). The projected Capital Improvement Fund Balance Available for Future Projects at the end of this fiscal year is $1,883,973. The balance at the end of FY 2026 – 2027 is projected to be $745,920. If the Board chooses to fund the FY 2027-2028 projects, the fund balance at the end of FY 2027 – 2028 would be $1,157,271.

Next Steps: The amounts budgeted for the recommended FY 2027 – 2028 projects are conceptual. The District will need the scope and budget on projects to be developed in order to formulate firmer project budgets. The following projects have been identified for completion in FY 2027 – 2028:

Review Capital Improvement Project Plan and Multi-Year Budget

Project Description	Building	Budget FY 2026-2027
Add mag holds to interior doors	Berlin	$37,180
Paving, sealing, crack filling walkways	Calais	$115,980
Replace electrical panels	Calais	$71,500
Lighting retrofit, convert to LED, low voltage controls	East Montpelier	$13,780
Security System speaker/blue strobes	U-32	$41,168
Anticipated increase in Kitchen renovation budget ($418,015 to $570,475)	U-32	$152,460
Soft Costs – Clerk of the Works and Engineering fees	District-wide	$64,810
	Total:	**$496,878**

Recommended Board Action: The Board approves the revised Multi-year Capital Improvement Plan, Budget and Timeline and authorize the use of capital reserve funds, not to exceed $50,000, to complete the necessary scope and budget and develop bid documents for the FY 2027-28 approved capital improvement projects totaling $496,878.

Washington Central Unified Union School District

Capital Improvement Plan

FY 2026~~5~~ – 2032

Adopted by WCUUSD Board June 15, 2022

Updated May 24, 2023

Updated May 22, 2024

Updated May 21, 2025

Updated May 20, 2026

Prepared for the WCUUSD by Susanne D. Gann, Business Administrator, Chris O'Brien, Director of Facilities, William Ford, WF Project Inspections

Input received from the Washington Central Leadership Team

THE DISTRICT'S MOTIVATION AND INSPIRATION

Mission Statement: The Washington Central Unified Union School District exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

Introduction: The Washington Central Unified Union School District (the District), formed in 2019 with the six schools located in the towns of Berlin, Calais, Middlesex, East Montpelier, and Worcester. The District consists of five elementary schools, one middle/high school and one office for centralized services. In 2020, the District created a reserve fund to support necessary capital improvements and replacement projects for the District buildings and grounds. The WCUUSD Board approved the Capital Improvement Plan and adopted the initial Five-year Capital Improvement Budget on June 15, 2022 and approved an updated version of that plan May 24, 2023, May 22, 2024, ~~and~~ May 21, 2025, and May 20, 2026.

The buildings and grounds for the District are the physical foundation for providing services to students. In order to maintain the District buildings and grounds effectively and efficiently, the District must plan capital improvement projects proactively while being mindful of resource constraints. The District considers maintaining high quality educational buildings and grounds an important factor in creating a sense of safety and well-being, pride in our students and improving educational outcomes. Improvements to the physical environment, translate to an increased sense of culture, and community connection for faculty, staff and students. Capital planning processes the District implements to maintain the quality of those buildings and grounds will support the overall District goals and Student Learning Outcomes.

Advantages of a Capital Improvement Plan: The District has identified many advantages to adopting a Capital Improvement Plan that undergoes annual review and revision. Those advantages include:

1. The evaluation of all buildings and grounds to determine if they still provide the appropriate environment to deliver educational services to students.
2. The ~~D~~development of an understandable and reliable process for measuring the condition of buildings and grounds, including functional performance standards.
3. The identification of mandated safety requirements or professional standards to help identify projects for buildings and grounds.
4. The establishment of a prioritization process for evaluating capital requests on the basis of needs and costs, ensuring equitable distribution of community resources among each of the District schools.

5. The provision of a basis to coordinate capital improvement projects to avoid or mitigate impacts on District facilities or services and to combine projects in a manner that best benefits the District.
6. The development of a communications plan for public participation and stakeholder involvement in order to explain capital needs, options and strategies and to collect feedback. This should allow the District to effectively communicate the impact to service levels or current asset levels in the event a project does not proceed. This should ensure that capital projects deliver the expected and desired outcomes and adequate stakeholder support for the investment.
7. The identification of a process for incorporating input and participation in planning for capital improvements from major stakeholders and the general public, creating a transparent budgetary process.
8. The collection of information to support projections for future revenues and expenditures allocated to capital improvement projects.
9. The stabilization in capital expenditures by planning for major purchases or improvements considering asset replacement planning.
10. The consideration of capital needs as a whole, balancing fiscal capacity, planning for debt issuance, and understanding the impact on reserves and operating budgets.
11. The strengthening of the District's borrowing position by demonstrating sound fiscal management. A properly prepared capital plan is essential to the future financial health of the District and continued delivery of services to students.

The Capital Improvement Plan provides a list of the capital projects to be undertaken during the next five fiscal years and estimates the cost for each project, identifying how each project will be funded. Year one of the Multi-year Capital Improvement Budget is the proposed capital budget for the next fiscal year. It is a working document intended to provide guidance for the District's future decisions on capital projects.

The Capital Improvement Plan is a tool to use in conjunction with other District planning documents such as the Continuous Improvement Plan and Implementation Report. The District shall assess whether current facilities are adequate to serve the current and future needs of the District, accounting for enrollment trends. The Capital Improvement Plan then identifies the scheduling and funding of projects over the course of the plan.

CAPITALIZATION OF ASSETS

Policy: In order to provide for the proper control and conservation of the District's buildings and grounds, as well as proper accounting for financial reporting purposes, the District shall maintain an inventory of capital assets used in the operation of the district's activities and implement an asset replacement schedule. The District shall maintain a schedule of capitalized assets reported in conjunction with the Washington Central Unified Union School District's annual audit.

Implementation: Capitalization of assets, inclusive of computing devices, equipment, general purpose equipment, information technology systems, special purpose equipment and supplies, occurs when all of the following criteria are met:

1. The asset is tangible and complete. Construction in progress is included in the schedule of capitalized assets reported, but not depreciated until construction is completed;
2. The asset is used in the operation of the district's activities;
3. The asset has a value and useful life at the date of acquisition that meets or exceeds the following:
   - $10,000 individual component value and one year of useful life;
   - Has a useful life of at least one year or more;
   - All buildings and land must be reported regardless of value and useful life at date of acquisition.

Assets acquired through donation will be recorded at their estimated fair market value on the date of donation and capitalized according to the criteria above.

Annual depreciation will be charged in equal amounts over the estimated useful lives of all capital assets. The assets' estimated useful life will be assigned by management in accordance with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board (GASB) rulings.

Legal Reference(s):

2CFR 200.1

Adoption of this policy is recommended by a joint VASBO/Agency of Education work group on federal grant compliance.

DEFINITION OF A CAPITAL IMPROVEMENT PROJECT

A Capital Improvement Project can be identified as:

- A capital asset which is also a physical betterment or improvement to current buildings or grounds, either when first constructed or replaced; or
- Any preliminary studies and surveys relating to any physical betterment or improvement to the District's buildings or grounds; or
- Buildings; or
- Land or rights in land (grounds); or
- Any project that requires bond financing; or any combination of these.

Examples of capital improvement projects include:

- Building or land acquisition
- Major building or facility renovations and repairs
- Parking Lot Improvements

- Drainage infrastructure
- Field improvements

STAKEHOLDER ROLES

The various stakeholders in the school district must collaborate to prepare a Capital Improvement Budget that best meets the operational and financial needs of the District. A request must be approved by the Building Administrator, Director of Facilities, Business Administrator, Superintendent, Leadership Team and Finance Committee before a request is included in the Five-year Capital Improvement Budget and proposed for WCUUSD Board approval.

Parent or other Member of the Community – may propose a capital improvement project to a Building Administrator.

Member of the Student Body or Student Organization – may propose a capital improvement project to a Building Administrator.

Department Heads / Maintenance Leads – may propose a capital improvement project to a Building Administrator.

Building Administrator – may complete a Capital Project Request Form (Appendix A) for a capital improvement project. Building Administrators should complete this form with the Director of Facilities.

Director of Facilities – may complete a Capital Project Request Form (Appendix A) for a capital improvement project. The Director of Facilities should complete this form with a Building Administrator. The Director will conduct an informal needs assessment to identify and prioritize the proposed project. The Director of Facilities will assist in developing a clear description of the project, define the reason for the project, select priority reasons, and identify an initial placement in the Multi-year Capital Improvement Budget along with an estimated budget for the project. The Director of Facilities holds a key role in identifying issues of inequity and access in the school environments. When issues of inequity across the District arise, the Director of Facilities will bring the issue to the WCLT for collaboration and decision-making. The Director of Facilities and Building Administrator will submit all completed Capital Improvement Project Requests to the Business Administrator for review.

Business Administrator - will facilitate the development of a Capital Improvement Plan and Multi-year Capital Improvement Budget, collaborating with all of the various stakeholders in the process. The Business Administrator will be responsible for shepherding a Capital Improvement Project Request through the various stages of the review process and adding it to the Five-year Capital Improvement Budget. The Business Administrator is responsible for establishing accounts and budgets for projects in any fiscal year and accounting for the Capital Reserve Fund and providing regular

reports to the WCUUSD Board on the Multi-year Capital Improvement Budget and Capital Reserve Fund balance.

The Business Administrator will review any Capital Improvement Project Requests, ask questions, provide feedback and return the request to the Building Administrator and Director of Facilities for revision if necessary. The Business Administrator will submit all completed Capital Improvement Project Requests to the Superintendent for review and will update the Multi-year Capital Improvement Budget annually, prior to WCLT and Finance Committee review, based upon requests approved by Director of Facilities.

Superintendent – will review any Capital Improvement Project Requests, ask questions and provide feedback and return the request to the Business Administrator for revision if necessary. The Superintendent may recommend the project for review by the Washington Central Leadership Team (WCLT).

Washington Central Leadership Team (WCLT) – will function as a capital improvement program advisory committee for the District. The WCLT will review the project, ask questions and provide feedback to the Business Administrator and Director of Facilities. The WCLT may recommend the project for review by the WCUUSD Board for inclusion in the Multi-year Capital Improvement Budget.

WCUUSD Finance Committee - will function as a capital improvement program advisory committee for the District. The Committee will review the project, ask questions, provide feedback and return the request to an earlier stage in the review process, if necessary and may recommend the project for review by the WCUUSD Board. The Finance Committee may recommend the project for review by the WCUUSD Board for inclusion in the Multi-year Capital Improvement Budget.

WCUUSD Board – will review the Multi-year Capital Improvement Budget annually. The WCUUSD Board will receive information on any newly proposed capital projects at a publicly warned meeting. The WCUUSD Board will ask questions, provide feedback and return the plan to the Business Administrator for revision if necessary. The WCUUSD Board will provide an opportunity for the public to ask questions and provide feedback on the budget. It is the responsibility of the WCUUSD Board to adopt the final Capital Improvement Plan and Multi-year Capital Improvement Budget. The WCUUSD Board will review the Capital Improvement Plan and Multi-year Capital Improvement Budget annually and approve the use of Capital Reserve funds when the project scope and budgets are determined. The WCUUSD Board also awards bids to vendors as necessary.

COMMUNICATION PLAN

The District will clearly communicate project benefits, costs, impacts, and schedules and at a level of detail appropriate for the audience. The District will present information clearly and avoid using communications to sell or unnecessarily advocate for any project. Information will be transparent and accurate, setting clear expectations.

The District will review and update the Capital Improvement Plan and Multi-year Capital Improvement Budget annually. The initial review, prioritization and planning will be completed by the Business Administrator and Director of Facilities every March, with a recommendation brought to the WCLT for approval in May. The Business Administrator will make a recommendation to the Finance Committee and full WCUUSD Board in May, where public feedback will be received and the Finance Committee will receive requests for changes to the plan and budget. The Superintendent and Business Administrator will make the changes as directed by the WCUUSD Board, and bring the final Capital Improvement Plan and Multi-year Capital Improvement Budget to the WCUUSD Board for them to approve and authorize the scope and budget development for projects designated for completion in the following fiscal year.

The WCUUSD Board will use the WCUUSD website; school-sanctioned Facebook and Instagram pages; school newsletters and the local Front Porch Forums to post information regarding the Capital Improvement Plan and Multi-year Capital Improvement Budget. The WCUUSD Board will reach out to the Friends of Washington Central to invite them to the WCUUSD Board Meeting and provide them with a copy of the plan each year.

During the development of the General Fund Operating Budget, the WCUUSD Board will explain the process for developing the Capital Improvement Plan and Multi-year Capital Improvement Budget, to explain the importance of budgeting an annual transfer to the Capital Reserve Fund.

FUNDING SOURCES

Capital Reserve Fund: The District has authorized a reserve fund, for funding necessary capital improvement/replacement projects. The WCUUSD Board includes funding in the annual general fund budget for transfers to the Capital Reserve Fund for approval by the voters of the District. It is recommended that the annual transfer amount be set each year in a manner that adequately plans for reserve funds for projects identified in the Multi-year Capital Improvement Budget. As debt is retired, the District will transition the amount previously budgeted for debt service payments to increase the amount transferred to the Capital Reserve Fund. In the FY 202~~65~~ – 202~~76~~ voter-approved general fund budget, $~~500~~650,000 is budgeted for transfer to the Capital Reserve Fund.

State, Federal and Local Grants: State and federal funding may become available from time to time for funding capital improvement projects. The Business Administrator or Superintendent shall explore possible uses of state and federal funding as identified by any Stakeholder.

Construction Bond Initiative: As a government entity, the District may identify the need to plan for debt issuance to fund capital improvement projects. If bond financing is used, the bond initiative must be reviewed and approved by the WCUUSD Board before it is placed on the ballot for approval by the voters. Cost estimates developed during the planning process will be used to determine the size of the bond initiative.

The District is committed to funding the approved Multi-year Capital Improvement Budget through a combination of these funding sources. Each year the WCUUSD Board will consider possible combinations of transfers from the General Fund Balance, increases in the amount raised through taxes on the General Fund Budget, or the potential for a Construction Bond Initiative in order to adequately fund the anticipated Multi-Year Capital Improvement Budget without expected shortfalls.

PRIORITIZING CAPITAL PROJECTS

In order to identify which capital projects should be included in the Capital Improvement Plan, the following process will be used to review and establish their priority. Capital projects will be evaluated based on the criteria below to assess the need and readiness of the project for incorporation into the plan.

Priority 1: Legal requirements and/or mandates, contractual obligation, physical access to learning for all students; health, safety, security needs and failure of existing capital assets.

Priority 2: End of useful life, prolong facility life, energy efficiency, improve the quality of existing infrastructure and enhance the learning environment. If State or Federal grant funds or private funds that would meet at least 50% of the project cost are available to assist in funding the project or asset.

Priority 3: Expanded service, program accommodations, aesthetic improvements, State or Federal grant funds or private funds that would meet less than 50% of the project cost are available to assist in funding the project or asset.

The District will consider possible ways to improve energy efficiency when completing any Capital Improvement Projects, under all three priority categories. The District has completed a baseline assessment to identify the capital improvement project needs, determined the financial impact, and prioritized capital projects at each school and the central office building for the next five years. The assessment includes a financial plan that identifies estimated costs and the proposed year of completion for each project. The District has also developed an initial asset replacement schedule and Multi-year

Capital Improvement Budget for the next 25 years, based upon the anticipated life of current capital assets. This is a living document, and development will continue and refine each year.

CAPITAL ASSET MANAGEMENT

The District plans to develop a capital asset management process over the course of the next year, to help assess asset replacement needs, and categorize based upon priorities 1 - 3 identified above. This will include regular inspection of the facilities by custodians, lead maintenance personnel and the Director of Facilities and will include condition and service reliability.

Maintenance and repair reports made through the facilities management software will be utilized to track data on frequency of maintenance on each asset as well as the date of last service. This information will be used in assessing asset replacement needs.

INDIVIDUAL CAPITAL PROJECT DETAIL

Once a project is prioritized and placed in a year for completion, preliminary revenue and expenditure estimates will be developed in order to include the project in the Multi-year Capital Improvement Budget. The District will request architectural or engineering plans to develop a detailed scope and budget for the projects in the next annual budget and incorporate the project into the timetable for completion of the project. The scope of the project should include any necessary plans or diagrams, expenditure estimates and projected offsetting available revenues.

CAPITAL PROJECT MONITORING AND REPORTING

The Capital Improvement Plan and Multi-year Capital Improvement Budget will be reviewed annually by the WCLT and Finance Committee before the WCUUSD Board approves it, Projects over $40,000 will be awarded by the WCUUSD Board through the bid process. The Business Administrator will provide the WCUUSD Board an accounting of the balance in the Capital Reserve Fund in May and December, plus the official year-end accounting from the accounting firm hired to do the annual financial audit.

Prior to the start of school each year, and again upon project completion, the Director of Facilities and Business Administrator will provide the WCLT, Finance Committee and WCUUSD Board a progress report for each open Capital Improvement Project. Bond attorneys and financial advisers also need to be informed periodically of the progress of projects using debt funds. See the Annual Timeline for Capital Improvement Projects for anticipated timing for financial updates and progress reports (Appendix B).

REFERENCES

Allison, Gregory S. and Johnson, Frank. Financial Accounting for Local and State School Systems: 2014 Edition. March 2015. U.S. Department of Education.

Best Practices, Capital Budget Presentation. September 28, 2018. Government Finance Officers Association. https://www.gfoa.org/materials/capital-budget-presentation

Capitalization Policy. Revised 2025. Vermont Association of School Business Officials (VASBO). https://www.vasbo.net/grants-mgmt

Town of Woodstock Capital Improvement Plan FY 2023 – FY 2028. January 2022. Town of Woodstock, VT.

Washington Central Unified Union School District
Multi-year Capital Improvement Budget
FY 2025 - 2026 through FY 2031 - 2032

Project Description	Building	Projected FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029	Budget FY 2029-2030	Budget FY 2030-2031	Budget FY 2031-2032
Security - Card / Camera System	Multiple	$ 42,477	$ -	$ -	$ -	$ -	$ -	$ -
Playground	Berlin	$ 100,052	$ -	$ -	$ -	$ -	$ -	$ -
Bathrooms (2) - Lobby, renovate and make ADA accessible	Calais	$ 34,382	$ -	$ -	$ -	$ -	$ -	$ -
Windows - Exterior Window Replace Frames	U-32	$ 37,248	$ -	$ -	$ -	$ -	$ -	$ -
Utility Infrastructure Demolition, well, woodchip bunker	Berlin	$ 194,950	$ -	$ -	$ -	$ -	$ -	$ -
Water Service Entrance, Extend 4" service into building	Berlin	$ 54,630	$ -	$ -	$ -	$ -	$ -	$ -
Lighting retrofit, convert to LED, low voltage controls	Berlin	$ 33,022	$ -	$ -	$ -	$ -	$ -	$ -
Door - Exterior storefront door replacement	East Montpelier	$ 60,807	$ -	$ -	$ -	$ -	$ -	$ -
Building envelope, siding, insulation, windows, painting	Rumney	$ 731,007	$ -	$ -	$ -	$ -	$ -	$ -
Pellet Boiler heating system replacement, building addition for relocation	Doty	$ -	$ 630,693	$ -	$ -	$ -	$ -	$ -
Grease intercepter, for kitchen pot sink	Doty	$ -	$ 28,910	$ -	$ -	$ -	$ -	$ -
Grease intercepter	Calais	$ -	$ 28,910	$ -	$ -	$ -	$ -	$ -
Underground Fuel Oil tank replacement	U-32	$ -	$ 462,554	$ -	$ -	$ -	$ -	$ -
Kitchen renovation with relocation of 3-bay sink for dishwashing	U-32	$ -	$ 418,015	$ 152,460	$ -	$ -	$ -	$ -
Backup boiler	Central Office	$ -	$ 40,474	$ -	$ -	$ -	$ -	$ -
Clerk of the Works-Allocate to projects	District-Wide	$ -	$ 191,167	$ -	$ -	$ -	$ -	$ -
Add Mag holds to doors	Berlin	$ -	$ -	$ 37,180	$ -	$ -	$ -	$ -
Paving, sealing, crack filling walkways	Calais	$ -	$ -	$ 115,980	$ -	$ -	$ -	$ -
Replace electrical panels	Calais	$ -	$ -	$ 71,500	$ -	$ -	$ -	$ -
Lighting retrofit, convert to LED, low voltage controls 4026-05-1091	East Montpelier	$ -	$ -	$ 13,780	$ -	$ -	$ -	$ -
Security System speaker/blue strobes	U-32	$ -	$ -	$ 41,168	$ -	$ -	$ -	$ -
Soft Costs - Allocate to Projects	District-Wide	$ -	$ -	$ 64,810	$ -	$ -	$ -	$ -
New storage shed on woodchip bunker foundation, demo existing shed	Berlin	$ -	$ -	$ -	$ 248,430	$ -	$ -	$ -
Replace marmoleum flooring throughout the school	East Montpelier	$ -	$ -	$ -	$ 191,100	$ -	$ -	$ -
HVAC - replace AC in Main Office RTU #1 and RTU #2	U-32	$ -	$ -	$ -	$ 262,977	$ -	$ -	$ -
Roof replacement, lower roof by locker rooms by gym, front office, loading do	U-32	$ -	$ -	$ -	$ 367,133	$ -	$ -	$ -
Electrical phase protection to be available for quick replacement	U-32	$ -	$ -	$ -	$ 38,220	$ -	$ -	$ -
Lighting retrofit, ongoing conversion to LED 4026-08-1305	U-32	$ -	$ -	$ -	$ 157,679	$ -	$ -	$ -
Soft Costs - Allocate to Projects	District-Wide	$ -	$ -	$ -	$ 189,831	$ -	$ -	$ -
Flooring - entire school except bathrooms, gym and library	Doty	$ -	$ -	$ -	$ -	$ 300,983	$ -	$ -
Storage shed, replace containers	Rumney	$ -	$ -	$ -	$ -	$ 200,655	$ -	$ -
Lighting retrofit, convert to LED, low voltage controls 4026-06-1181	Rumney	$ -	$ -	$ -	$ -	$ 251,655	$ -	$ -
Lighting retrofit, ongoing conversion to LED 4026-08-1305	U-32	$ -	$ -	$ -	$ -	$ 165,562	$ -	$ -
Flooring - weight room	U-32	$ -	$ -	$ -	$ -	$ 40,131	$ -	$ -
Flooring - Gym refurbishment	U-32	$ -	$ -	$ -	$ -	$ 134,840	$ -	$ -
Soft Costs - Allocate to Projects	District-Wide	$ -	$ -	$ -	$ -	$ 164,074	$ -	$ -
Gym floor repairs	Berlin	$ -	$ -	$ -	$ -	$ -	$ 115,763	$ -

Washington Central Unified Union School District
Multi-year Capital Improvement Budget
FY 2025 - 2026 through FY 2031 - 2032

Project Description	Building	Projected FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029	Budget FY 2029-2030	Budget FY 2030-2031	Budget FY 2031-2032
Regrade soccer field	Calais	$ -	$ -	$ -	$ -	$ -	$ 105,344	$ -
Lighting retrofit, convert to LED, low voltage controls	Calais	$ -	$ -	$ -	$ -	$ -	$ 210,688	$ -
Fence replacement between road and treeline	East Montpelier	$ -	$ -	$ -	$ -	$ -	$ 52,672	$ -
Folding wall partition replacement (128/131)	U-32	$ -	$ -	$ -	$ -	$ -	$ 57,881	$ -
Folding wall partition replacement (middle school)	U-32	$ -	$ -	$ -	$ -	$ -	$ 105,344	$ -
Wall - Exterior panels, repair damaged panels	U-32	$ -	$ -	$ -	$ -	$ -	$ 42,138	$ -
Lighting retrofit, ongoing conversion to LED 4026-08-1305	U-32	$ -	$ -	$ -	$ -	$ -	$ 347,680	$ -
Main Stadium Field drainage repair	U-32	$ -	$ -	$ -	$ -	$ -	$ 421,376	$ -
Soft Costs - Allocate to Projects	District-Wide	$ -	$ -	$ -	$ -	$ -	$ 218,833	$ -
Library walls	Berlin	$ -	$ -	$ -	$ -	$ -	$ -	$ 607,753
Lighting retrofit, convert to LED, low voltage controls	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ 221,222
Ceiling grid and tile replacement (except gym)	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ 110,611
Pave Upper Parking Lot (requires replacement of sub-base)	East Montpelier	$ -	$ -	$ -	$ -	$ -	$ -	$ 209,675
Lighting retrofit, ongoing conversion to LED 4026-08-1305	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ 365,064
Storefront doors at main entrance (replacement)	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ 351,743
Flooring - main office carpet	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ 121,551
Soft Costs - Allocate to Projects	District-Wide	$ -	$ -	$ -	$ -	$ -	$ -	$ 298,143
EV Chargers	Berlin	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Exit/Entrance - playground drainage	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Playground Equipment Pre-K and upper level	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Flooring - Gym, current VCT in adequate condition	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Roof replacement, boiler room and storage area	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
PE Storage and Facilities Maintenance Room Renovation	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Kitchen Renovation - counters	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EV Chargers	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Roof Replacement	Calais	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Ventilation and Lighting for three offices	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Heat pumps replace A/C units	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace flooring	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pave Parking Lot (requires replacement of sub-base)	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Playground Equipment Replace All	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Storage shed, replacement	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pave Parking Lot (requires replacement of sub-base)	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EV Chargers	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Gym floor repairs	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fire Alarm Panel Replacement	Doty	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EV Chargers	East Montpelier	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Washington Central Unified Union School District
Multi-year Capital Improvement Budget
FY 2025 - 2026 through FY 2031 - 2032

Project Description	Building	Projected FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029	Budget FY 2029-2030	Budget FY 2030-2031	Budget FY 2031-2032
Pave Parking Lot (requires replacement of sub-base)	Rumney	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fence replacement along playground	Rumney	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace external windows and metal frame with new double pane windows	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Tennis Courts (grind and resurface)	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Chiller for A/C for Admin area, library and special services replacement	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lighting retrofit, ongoing conversion to LED 4026-08-1305	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pave Parking Lots (middle school and upper gravel lot)	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Auditorium stage lighting	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Auditorium sound attenuation	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Auditorium increase Accessibilty	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Auditorium seating	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Auditorium stage	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Library renovation	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EV Chargers	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Security cameras in parking lot	U-32	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Soft Costs - Allocate to Projects	District-Wide	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Improvement Project Budgets		**$ 1,074,415**	**$ 1,800,723**	**$ 496,878**	**$ 1,455,368**	**$ 1,257,901**	**$ 1,677,717**	**$ 2,285,762**

Washington Central Unified Union School District
Five-year Capital Improvement Budget
FY 2025 - 2026 through FY 2031 - 2032

Capital Fund Balance	Projected FY 2025-2026	Budget FY 2026-2027	Budget FY 2027-2028	Budget FY 2028-2029	Budget FY 2029-2030	Budget FY 2030-2031	Budget FY 2031-2032
Beginning Capital Fund Balance	$ 1,881,338	$ 1,883,973	$ 745,920	$ 1,157,271	$ 863,440	$ 1,016,856	$ 1,002,473
Plus General Fund Transfers to the Capital Reserve Fund	$ 1,073,821	$ 650,000	$ 900,000	$ 1,150,000	$ 1,400,000	$ 1,650,000	$ 1,900,000
Plus Interest Income	$ 3,229	$ 12,670	$ 8,230	$ 11,536	$ 11,317	$ 13,334	$ 14,512
Plus Possible Grant Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal Fund Balance & Revenues	$ 2,958,388	$ 2,546,643	$ 1,654,149	$ 2,318,808	$ 2,274,757	$ 2,680,190	$ 2,916,986
Less Balance on Open Projects	$ 1,074,415	$ 1,800,723	$ 496,878	$ 1,455,368	$ 1,257,901	$ 1,677,717	$ 2,285,762
Projected Ending Capital Fund Balance	$ 1,883,973	$ 745,920	$ 1,157,271	$ 863,440	$ 1,016,856	$ 1,002,473	$ 631,224
Less East Montpelier Capital Reserve Funds	$ 683,754	$ 683,754	$ 624,474	$ 433,374	$ 433,374	$ 380,702	$ 310,586
Projected Capital Fund Balance Available for Future Projects	**$ 1,200,219**	**$ 62,166**	**$ 532,798**	**$ 430,066**	**$ 583,483**	**$ 621,772**	**$ 320,638**

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	**POLICY:**	**C48**
	WARNED:	**6.1.19**
Board of Directors' Policy	**ADOPTED:**	**6.26.19**
FOREIGN EXCHANGE STUDENTS	**EFFECTIVE:**	**7.1.19**

Washington Central Unified Union School District encourages the presence of foreign exchange students in the school as a means to foster the understanding of different world cultures.

Once enrolled, if an exchange student's proficiency is found to be insufficient to succeed in regular instructional programs without special professional assistance, the sponsor or exchange organization must assume all financial responsibility for educational support deemed necessary by the school. The sponsor or exchange organization also assumes all financial responsibility for a student's withdrawal from school, for any reason.

WCUUSD will allow up to three foreign students per academic year to attend the school under the following criteria:

- Participants must be sponsored by agencies recognized and approved by CSIET (Council on Standards on International Educational Travel)
- Students must reside for the entire term of enrolment with at least one adult whose legal residence is within the school district.
- Students will be admitted to WCUUSD based on the first three legal district residents who submit a tuition waiver.
- Students must not have graduated from high school or its equivalent.
- Students will only be accepted under full-time academic status.
- Students must have sufficient knowledge of the English language to enable effective oral and written communication and the use of instruction materials printed in English.
- Students must be able to function in the regular educational program at school without special professional assistance.

Any person(s) wishing to sponsor and enroll a foreign exchange student in WCUUSD will be subject to the following guidelines:

- The WCUUSD Board of Directors will review all requests by the Guidance Department for placement of foreign exchange students no later than the second regular board meeting in August for placement in the upcoming academic year.
- To enhance cultural diversity, WCUUSD will generally not accept more than one exchange student from the same foreign country in the same academic year . Exceptions may be allowed if all slots are not filled.
- Sponsoring organizations must give assurances at least two weeks prior to the start of the academic year that an exchange student will be placed with a WCUUSD host family.

Exchange students will generally be treated as all other students enrolled in WCUUSD:

- They will be expected to follow all policies and procedures of the school and will be subject to the same disciplinary action as all other students for any infraction of those policies and procedures.
- They must meet all academic standards to maintain full-time student status.
- They and their host family are subject to all fees including but not limited to:
    a) School meals
    b) Curricular and co-curricular materials, books, and equipment not regularly provided by the school.
    c) All activity fees
    d) All cost related to lost or damaged school property while in their possession.

Certain exceptions, however, apply to exchange students:

- They will not be granted a U-32 High school diploma, although a student, if a senior, will be allowed to participate in graduation exercises and may be granted an honorary diploma at the discretion of the principal.
- They will not receive an official transcript or be granted any academic credit from WCUUSD, although, at the student's request, the school will supply the student with a statement indicating the student's program of study and level of achievement. The awarding of actual academic credit for work completed at WCUUSD will be solely at the discretion of the student's home school.
- They will not be enrolled in driver's education.

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT	**POLICY:**	**C20**
	WARNED:	**6.7.19**
Board of Directors' Policy	**ADOPTED:**	**6.26.19**
STUDENT CONDUCT AND DISCIPLINE	**EFFECTIVE:**	**7.1.19**

The Board of School Directors is committed to fostering healthy, safe places for children to learn and grow,

In the context of this purpose, discipline should be designed to help move a child from a dependency upon external controls for managing behavior to developing the internal controls necessary for managing one's own behavior.

Student Expectations: Students are expected to conduct themselves in a manner that is respectful of others, property, and their own well-being. Students are expected to be responsible for attendance, work completion, and cooperation in the classroom and other school environments. Students are expected to follow the rules set forth in the family handbook and by the classroom teacher. Basic rules of student conduct will be stated in a family handbook and distributed to all families.

Responses to student misbehavior will be progressive in nature. When student misbehavior cannot be adequately addressed in the classroom, such options as time-out and planning room will be considered before school removal is contemplated (as delineated in articles 1 through 5).

The principal or his/her designee shall be responsible for carrying out discipline procedures conforming with the following guidelines.

When suspension or expulsion of students is deemed necessary, due process requirements will be followed. The term suspension means removal from school activities for a specified amount of time that is non-negotiable. Once the specified time has elapsed, the student will return to normal school activities, unless otherwise determined by the principal in consultation with the student's parent(s) and teacher(s).

1. **Emergency Removal:** A student who poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process of the school, shall be immediately removed from the school, or to a place within the school determined by the principal or his/her designee to be sufficiently secure to permit the academic process of the school to continue. The parent or guardian of a student who is to be removed from school will be notified by the principal, or his/her designee. If the parent or guardian cannot be located, the student will be detained at school for the remainder of the school day.
2. **In School Detention or Suspensions:** The principal or his/her designee may assign a student to in school suspension for up to 10 consecutive days. The educational program of a student assigned to in school suspension shall be continued to an extent determined to be feasible and appropriate by the principal. Students assigned to in-school detention

shall be provided with a reasonable opportunity to complete academic assignments. The student and his/her parent or guardian must be given notice of the infraction, an explanation of the evidence against the student, an opportunity for the student to tell his/her side of the story, and a decision in writing to the parent/guardian. If appropriate, the school may provide counseling or related activities designed to bring about an improvement in their behavior. The school will request a parent conference before reinstating the student to pre-suspension status.

3. **Suspension for <Ten Days:** The principal may suspend a student from school for a period of 10 days or less for violations of school rules. Prior to such a suspension, the student and his/her parent or guardian shall be given an opportunity for an informal hearing with the principal or his/her designee. The student and his/her parent/guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his/her side of the story, and a decision in writing to the parent or guardian. The student will be responsible for class assignments during his/her period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

4. **Suspension for >Ten Days:** The principal may suspend a student for more than 10 days, but for a fixed period of time for misconduct when the misconduct makes the continued presence of the student harmful to the welfare of the school. Long-term suspension must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the board. The student and his/her parents must be notified in writing of the date, time, and place of the hearing and given an opportunity to present eveidence, cross examine witnesses, to be represented by counsel, and receive a written decision within 10 days of the hearing. The notice shall also include a statement of the rule infraction(s) alleged, the potential consequences of the hearing, and a summary of the evidence to be introduced at the hearing. The student will be responsible for class assignments during his/her period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

5. **Expulsion:** The superintendent or principal may recommend for expulsion any student whose misconduct makes the continued presence of the student harmful to the welfare of the school. A student may be expelled only after a majority vote of the board supporting the recommendation of the superintendent or principal, preceded by notice and a due process hearing conforming to the requirements set forth in paragraph 4 above.

6. A legal pupil who has a disability or suspected of having a disability that has yet to be diagnosed is subject to due process protections outlined in Articles 1 through 13 of Rule 4313: Discipline Procedures for Students Eligible for Special Education Services of the Vermont department of Education Special Education Regulations.

Legal Reference(s): 16 V.S.A. §1161a, et seq.
Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973
Vt. State Board of Education Manual of Rules & Practices §4313

Required

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

ELECTRONIC COMMUNICATION BETWEEN EMPLOYEES AND STUDENTS

POLICY: B8

WARNED: 11/13/21

ADOPTED:

EFFECTIVE:

I. **Statement of Policy**

The Washington Central Unified Union School District (WCUUSD) recognizes electronic communications, and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and employees communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between employees and students. However, the WCUUSD recognizes employees and students can be vulnerable in electronic communications.

In accordance with Act 5 of 2018 this model policy is adopted to provide guidance and direction to WCUUSD employees to prevent improper electronic communications between employees and students.

II. **Definitions. For purposes of this policy, the following definitions apply:**

A. **Electronic communication**. Electronic communication is any computer-mediated communication in which individuals exchange messages with others, either individually or in groups. Examples of electronic communication include, but are not limited to, email, text messages, instant messaging, voicemail, and image sharing and communications made by means of an internet site, including social media and social networking websites.

B. **Social media**. Social media is any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, websites and internet forums. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, and Google+.

C. **Employee**. Employee includes any person employed directly by or retained through a contract of employment the district, an agent of the school, a school board member, and including school district employees.

D. **Student.** Student means any person who attends school in any of the grades Prekindergarten through 12 operated by the district.

III. Policy on Electronic Communication Between Students and Employees.

All communication between employees and students shall be professional and appropriate. The use of electronic communication that is inappropriate in content is prohibited.

A. Inappropriate content of an electronic communication. Inappropriate content of an electronic communication between an Employee and a Student includes, but is not limited to:

1. Communications of a sexual nature, sexual oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the employees' or student's past, current or future romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, demeaning, or includes hate speech;
6. Communications requesting or trying to establish a personal relationship with a student beyond the employees' professional responsibilities;
7. Communications related to personal or confidential information regarding employee or student that isn't academically focused including issues related to mental health; and
8. Communications between an employee and a student between the hours of 10 p.m. and 6 a.m. An Employee may, however, make public posts to a social network site, blog or similar application at any time.

B. Procedures. The superintendent shall develop procedures for both the receipt and handling of reports filed under this policy (see IV.A. and B. below).

IV. Enforcement Responsibilities

A. **Student communications violation of this policy.** In the event a student sends an electronic communication, that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to an employee, the employee shall submit a written report of the inappropriate communication ("Report") to the principal or designee by the end of the next school day following actual receipt by the Employee of such communication. The principal or designee will take appropriate action to have the student discontinue such improper electronic communications.

While the school district will seek to use such improper electronic communications by a student as a teaching and learning opportunity, student communications that violate this policy may subject a student to discipline. Any discipline imposed shall take into account the relevant surrounding facts and circumstances.

B. **Employee communications violation of this policy.** In the event an employee sends an electronic communication that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to a student, the student or the student's parent or guardian should promptly submit a written report of the inappropriate communication ("Report") to the principal and/or the person designated by the principal to

receive complaints under this policy. The report shall specify what type of inappropriate communication was sent by the employee with a copy of the communication, if possible.

Inappropriate electronic communications or retaliation by an employee may result in appropriate disciplinary action.

C. **Applicability.** The provisions of this policy shall be applicable at all times while the employee is employed by the district and at all times the student is enrolled in the school district, including holiday and summer breaks. An employee is not subject to these provisions to the extent the employee has a family relationship with a student (i.e. parent/child, nieces, nephews, grandchildren, etc.).

D. **Other district policies.** Improper electronic communications that may also constitute violations of other policies of the district, i.e. unwelcome sexual conduct may also constitute a violation of the school's separate policy on the Prevention of Harassment, Hazing and Bullying of Students and Prevention of Sexual Harassment Title IX. Complaints regarding such behavior should be directed as set forth in the school's Procedures on the Prevention of Harassment, Hazing and Bullying of Students.

V. Reporting to Other Agencies

A. **Reports to Department of Children and Families [DCF]**. When behaviors violative of this policy include allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq., must report the allegations to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.

B. **Reports to Vermont Agency of Education [AOE]**. Accordingly, if behaviors violative of this policy in a public school involve conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the AOE.

C. **Reporting Incidents to the Police**. Nothing in this policy shall preclude persons from reporting to law enforcement any incidents and/or conduct that may be a criminal act.

D. **Continuing Obligation to Investigate**. Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this or any other policy, such as the Policy on the Prevention of Harassment, Hazing and Bullying, to pursue and complete an investigation upon receipt of notice of conduct which may constitute a policy violation.

Legal Reference(s):	2018 Acts and Resolves No. 5 (located at https://legislature.vermont.gov/Documents/2018.1/Docs/ACTS/ACT005/ACT005%20As%20Enacted.pdf)
	16 V.S.A. § 1698
	16 V.S.A. § 570

May 2026

To: WCUUSD School Board
From: Education Quality Committee

Purpose/Charge:
According to our Student Achievement Monitoring plan, adopted by the full board in the spring of 2023, the board is to receive four reports each year: two on math and reading achievement, one on a rotation of other Student Learning Outcomes (two to three each year), and one on post-secondary outcomes.

This report focuses on the two Student Learning Outcomes (SLOs) scheduled for review this year. In December, we examined Transferable Skills, SEL Functional Skills, and our Multi-Level System of Supports (MLSS). In February, we reviewed our Scientific Inquiry and Content Learning Outcomes

How are we doing? What are we doing?
Across the district, students are steadily gaining skills in Transferable Skills, Social and Emotional Learning (SEL), and Functional Skills, as shown through report card indicators and early results from the Devereux Student Strengths Assessment (DESSA). Instructional systems are becoming more aligned, though science data from the Vermont Comprehensive Assessment Program (VTCAP) shows persistent performance differences for historically marginalized students. In addition, 11th-grade VTCAP results were affected by conflicts with Advanced Placement (AP) coursework, the timing of the assessment, and student concerns about testing conditions. Multi-age configurations, inconsistent access to Educating Children Outdoors (ECO) programming, and limited long-term science data also present ongoing challenges.

In response, the district is strengthening supports across multiple layers: expanding SEL and executive functioning instruction, refining assessment timing to include all students (including Early College and Career and Technical Education students), developing K–6 science units, and improving data systems through eduCLIMBER. Professional development in Responsive Classroom, Functional Skills, and job-embedded coaching is building shared practice, while adjustments to VTCAP administration and AP science scheduling aim to improve student experience and outcomes. Looking ahead, the district is poised to evaluate and strengthen our high school Transferable Skills system, address equity gaps, and prepare for proposed statewide graduation requirements that will shape future science pathways and staffing needs.

Current Report :

Transferable Skills, SEL Functional Skills, and Multi Layer System of Supports (MLSS)
In December, the Education Quality Committee received data on Transferable Skills, Social and Emotional Learning (SEL), Functional Skills, and our Multi-Layered System of Supports (MLSS). The committee discussed the trends and implications to better understand how these areas are supporting student learning and well-being across the district.

Transferable Skills
Transferable skills are a broad set of knowledge, skills, work habits, and character traits identified in Vermont's Education Quality Standards as essential for success in college, careers, and civic life. These skills transcend individual content areas; they make academic standards relevant and meaningful for students.

To support consistent instruction and assessment, the district has developed clear performance indicators and delineated learning progressions for each of the six transferable skills. Students receive both direct and embedded instruction in these skills throughout their learning experiences.

Our district's six transferable skills are:

- Creative and Practical Problem Solving
- Effective and Expressive Communication
- Engaged Citizenship
- Working Independently and Collaboratively
- Informed, Integrated, and Critical Thinking
- Self-Awareness and Self-Direction

Social and Emotional Learning (SEL)
Social and Emotional Learning (SEL) refers to the skills students need to understand and manage their emotions, build healthy relationships, make responsible decisions, and engage positively in their school community. SEL supports students' well-being and readiness to learn, and it strengthens their ability to navigate challenges both in and outside of school. These competencies align closely with our district's Transferable Skills and with the Functional Skills that help students participate successfully in daily school routines.

To support this work, our district uses the Devereux Student Strengths Assessment (DESSA), a research-based tool that helps us understand students' social and emotional strengths and needs. The DESSA provides structured assessments as well as individualized education plans that guide targeted instruction and support. This allows educators to reinforce SEL skills intentionally and consistently across classrooms and grade levels.

Functional Skills
Functional skills are the everyday social, emotional, behavioral, and executive functioning abilities students need to participate successfully in school and in life. They include managing emotions, following routines, communicating needs, building relationships, navigating classroom expectations, and executive functioning skills such as working memory, organization, time management, planning, flexible thinking, and task initiation.

These skills are closely connected to our district's Transferable Skills and to SEL; together, they form the foundation for students' readiness to learn across all content areas. Under Act 173, functional skills also became an area of eligibility for special education.

During Curriculum Camp in July 2024, staff developed a crosswalk connecting Functional Skills, Executive Functioning, and SEL. This work confirmed that our Transferable Skills already address many SEL and executive functioning competencies.

Multi-Layered System of Support (MLSS)
A Multi-Layered System of Support (MLSS), commonly referred to as MTSS in other districts, is a coordinated framework that ensures all students receive the academic, social-emotional, and behavioral support they need to succeed. MLSS organizes instruction and interventions into layers, ranging from high-quality universal practices for all students (Layers 1 & 2) to more targeted and intensive supports for students who need additional help (Layers 3+). This system allows educators to respond proactively to student needs, use data to guide decisions, and provide consistent, equitable support across classrooms and schools.

Student Growth and How We Collect Data

Across our assessment systems, we are seeing that students are gaining skills over time. Our current data comes from two primary sources: report card indicators and the DESSA. Because DESSA is new to our district, we do not yet have multi-year trend data; however, it is already providing valuable insight into students' social and emotional strengths and needs.

Data collection looks different across grade levels. In the elementary schools, a student's primary teacher records information on transferable skills and completes the DESSA for each student. At the middle school, core teaching teams track transferable skills data, while students complete the DESSA themselves. At the high school, transferable skills are recorded by multiple teachers across a student's schedule, which adds complexity to the data picture; high school students also complete the DESSA independently. DESSA was implemented for the first time in the elementary schools last year and expanded to the middle and high school this fall.

As we continue this work, we recognize the need to evaluate the timing of our assessments and how we involve all students, particularly 11th and 12th-grade students who participate in Early College or CTE programs and may spend significant time off campus. This year's results serve as our baseline data, and refining our assessment processes will help ensure that future data more fully represent the experiences and needs of all learners.

Current Needs and Ongoing Work
Staff, through evaluation and assessment, continue to observe that, post-pandemic, students require increased support in executive functioning and SEL. Our district builds these skills through Teacher Advisory (TA) groups at the middle and high school, Responsive Classroom practices, restorative approaches, elementary lunch groups, and universal professional development. In Summer 2025, all staff participated in districtwide professional development focused on effective practices and functional skills. Our transferable skills work at the high school level is still a body of work that needs to be addressed. It was identified during the pre-pandemic time as work that we needed to do, and we are now poised to take up this work.

Curriculum: Standards and Performance Indicators

- July 2024 Crosswalk

	Looks Like/Sounds Like:
a.	Demonstrate what it means to be part of a group (family, class, school.) Demonstrate responsibility in establishing class guidelines, procedures and safe practices. GSP, SF and SA, SM
b.	Identify that others may experience feelings differently from oneself. Identify ways that people are similar to and different from one another. SAd, SF and SoA
Skill 4: Working Independently and Collaboratively	
	Exhibit the skills to work independently and collaboratively with efficiency and effectiveness.

July 2024 Version: Executive Functioning and Social Emotional Learning Crosswalk
EF: Goal Setting and Planning (GSP), Task and Time Management (TTM), Organization (O), Self Advocacy (SAd), Shifting and Flexibility (SF)
SEL: Self Awareness (SA), Self Management (SM), Social Awareness (SoA), Relationship Skills (RS), Responsible Decision Making (RDM)

Performance Indicators

PreK and Kindergarten
- PreK and Kindergarten with Functional Skills Crosswalk

Grades 1 and 2
- Grades 1 and 2 with Functional Skills Crosswalk

Grades 3 and 4
- Grades 3 and 4 with Functional Skills Crosswalk

Grades 5 and 6
- Grades 5 and 6 with Functional Skills Crosswalk

Grades 7 and 8
- Grades 7 and 8 with Functional Skills Crosswalk

Grades 9 and 10
- Grades 9 and 10 with Functional Skills Crosswalk

Graduation

SEL Screener: DESSA

- Strategic plan connection
- Strengths-based rating tool that supports our students' SEL skills
- History of use in WCUUSD
- Layers 1-4

Goal #1:
Build and nurture a culture of well-being and inclusivity.
Action Steps:
• WCUUSD will design and implement social-emotional learning standards, instruction, and assessments that foster emotional well-being and mental health.
• All WCUUSD schools design and implement plans to engage and build community and connectedness, both within and beyond their school buildings.
• WCUUSD will create a professional learning plan to ensure that all staff can create a safe and welcoming learning and working environment that supports equity, diversity, and inclusion in our schools.
• WCUUSD will expand our comprehensive assessment system to include measures of well-being and belonging so that we can celebrate strengths, provide opportunities for reflection, and hold schools accountable to high expectations for all students.

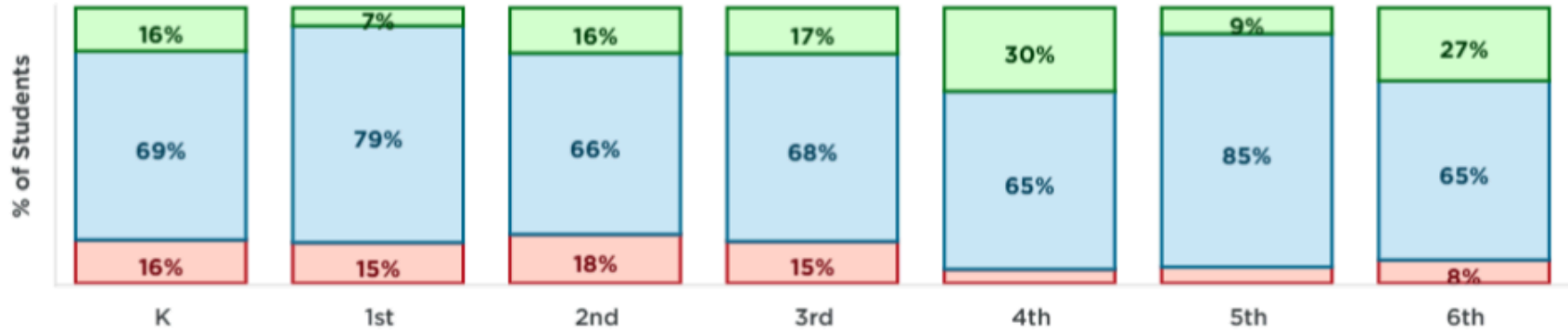
DESSA Social-Emotional Competencies Overview by Grade Level

Elementary Fall Data, Fall 2025

Teacher Ratings

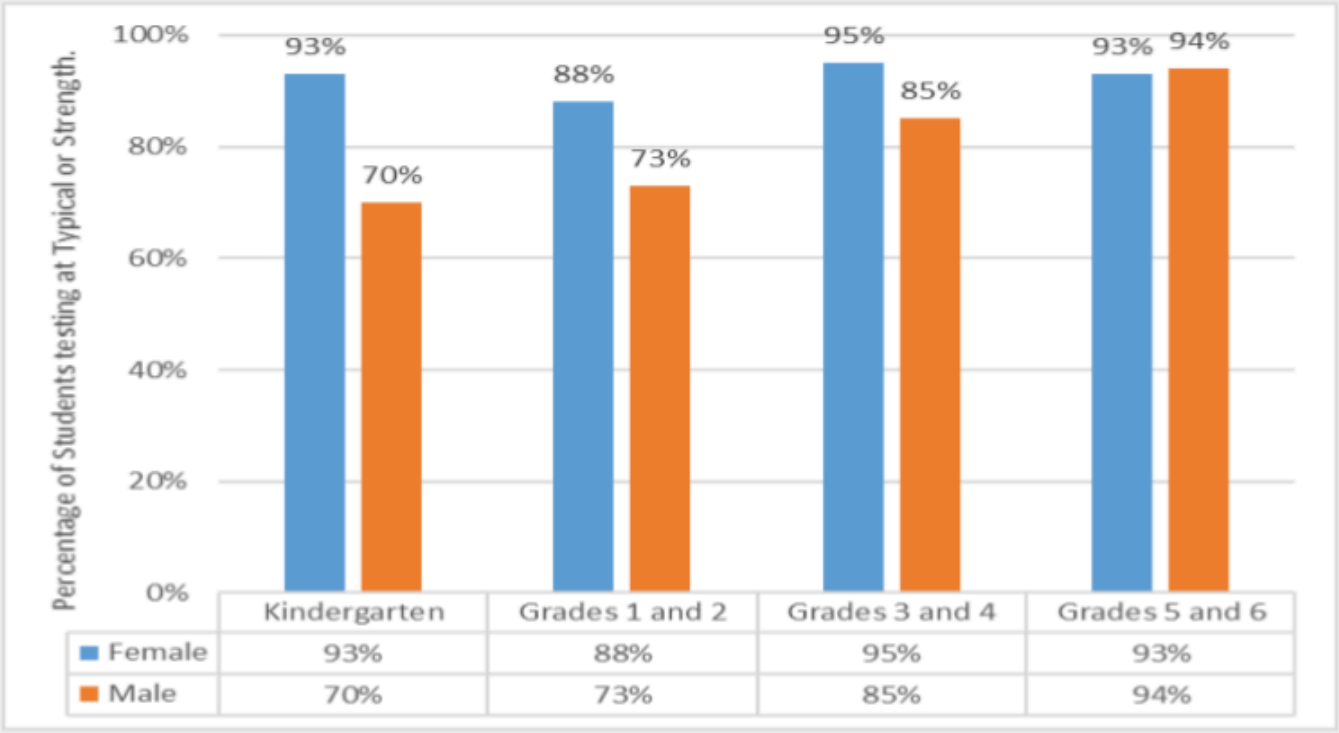
Strength is green, Typical is blue, Need for Instruction is red

Grade Level Comparison 25-26 Pre



DESSA Social-Emotional Competencies by Gender

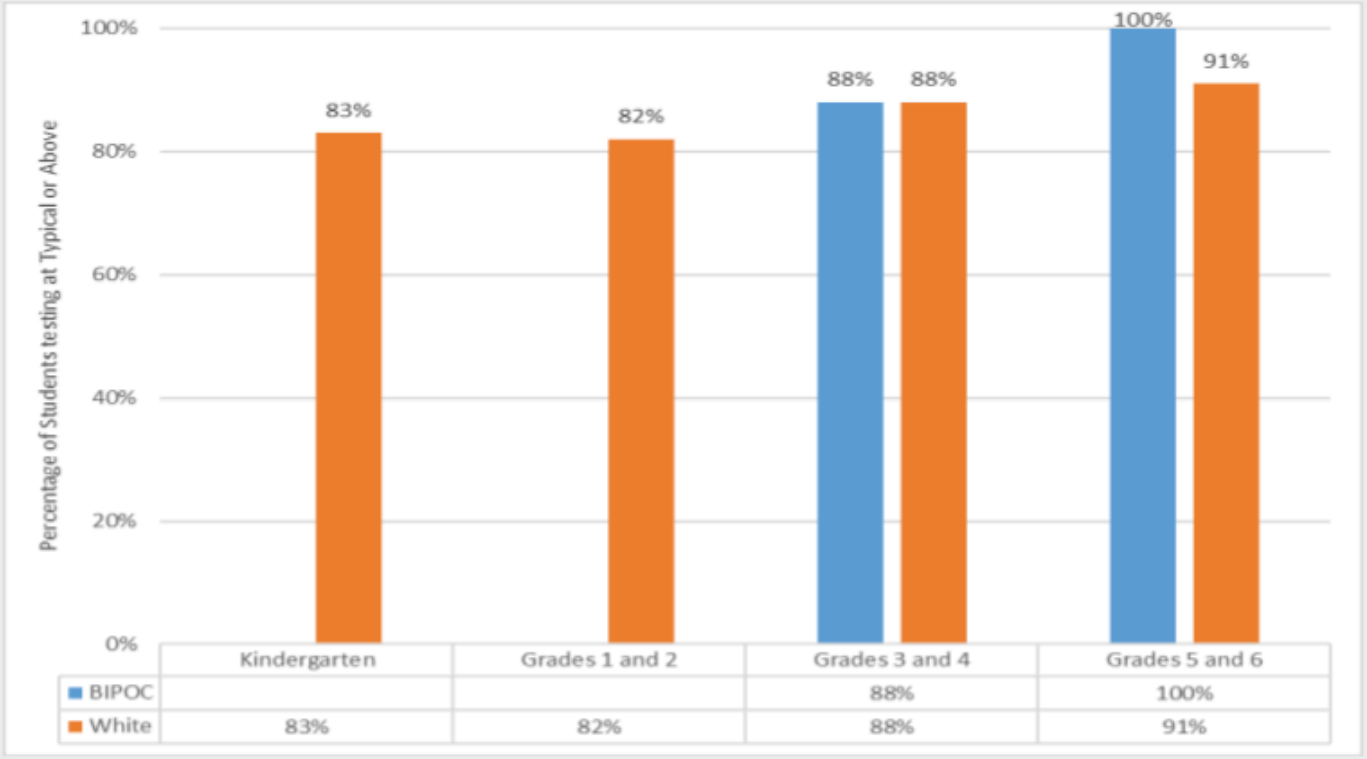
Elementary Fall Data, Fall 2025



	Kindergarten	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6
Female	93%	88%	95%	93%
Male	70%	73%	85%	94%

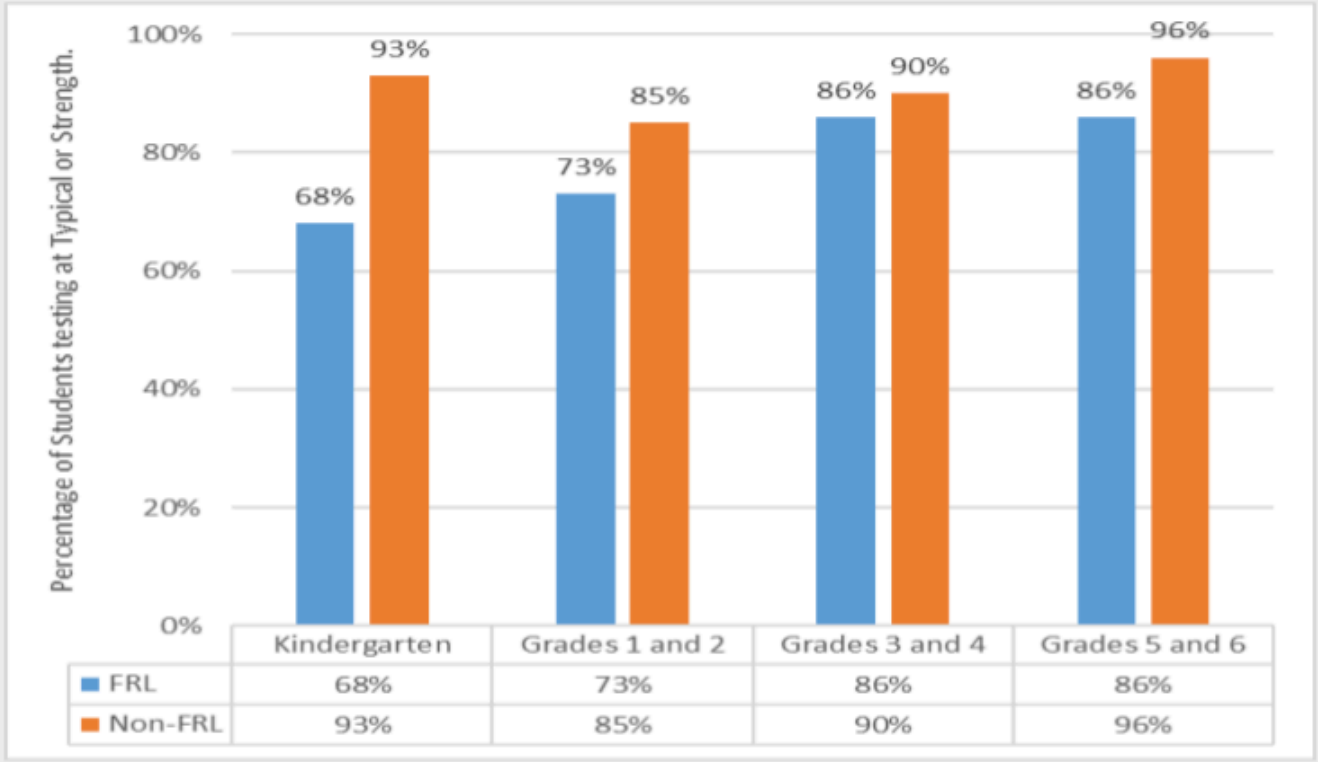
DESSA Social-Emotional Competencies by Race/Ethnicity

Elementary Fall Data, Fall 2025



DESSA Social-Emotional Competencies by FRL Eligibility

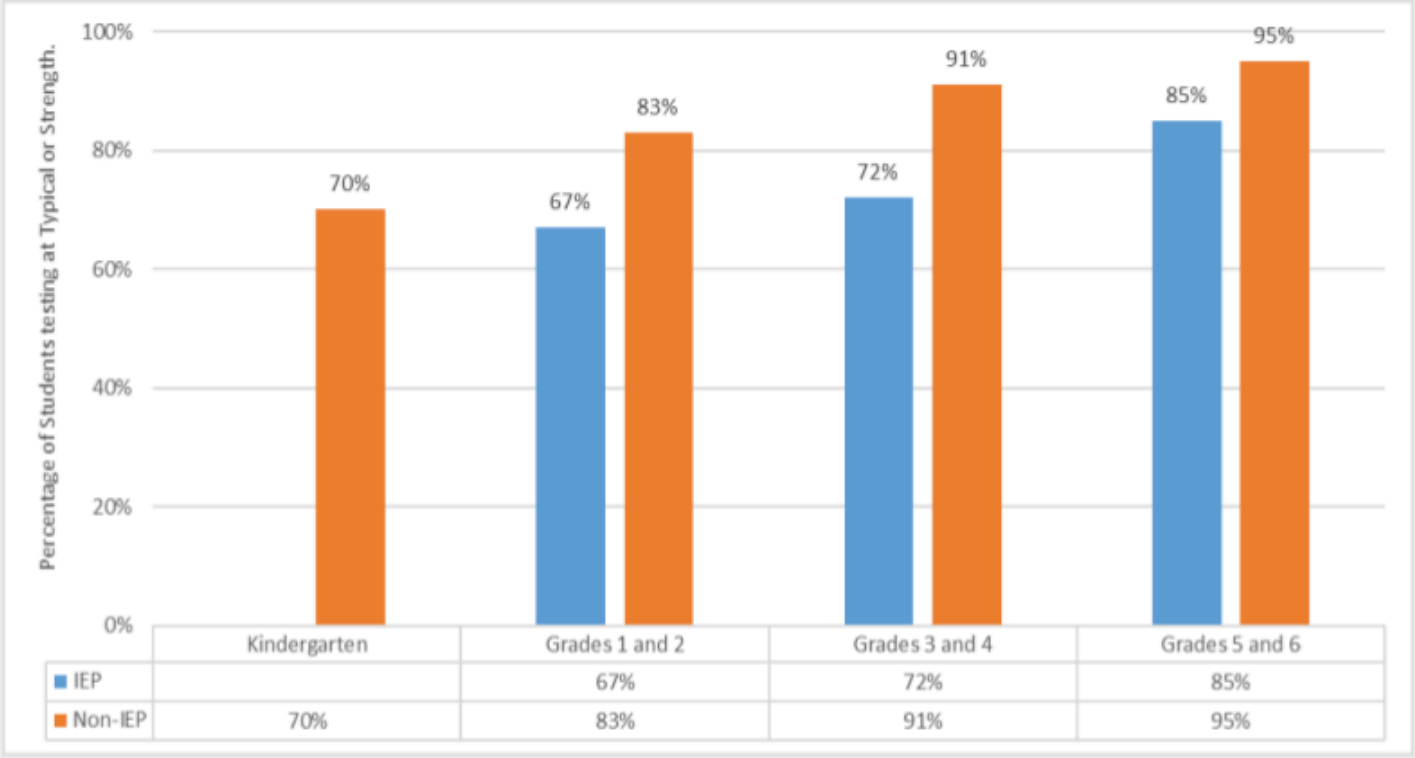
Elementary Fall Data, November 2025



	Kindergarten	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6
FRL	68%	73%	86%	86%
Non-FRL	93%	85%	90%	96%

DESSA Social-Emotional Competencies by IEP Eligibility

Elementary Fall Data, Fall 2025



DESSA Social-Emotional Competencies Overview by Grade Level

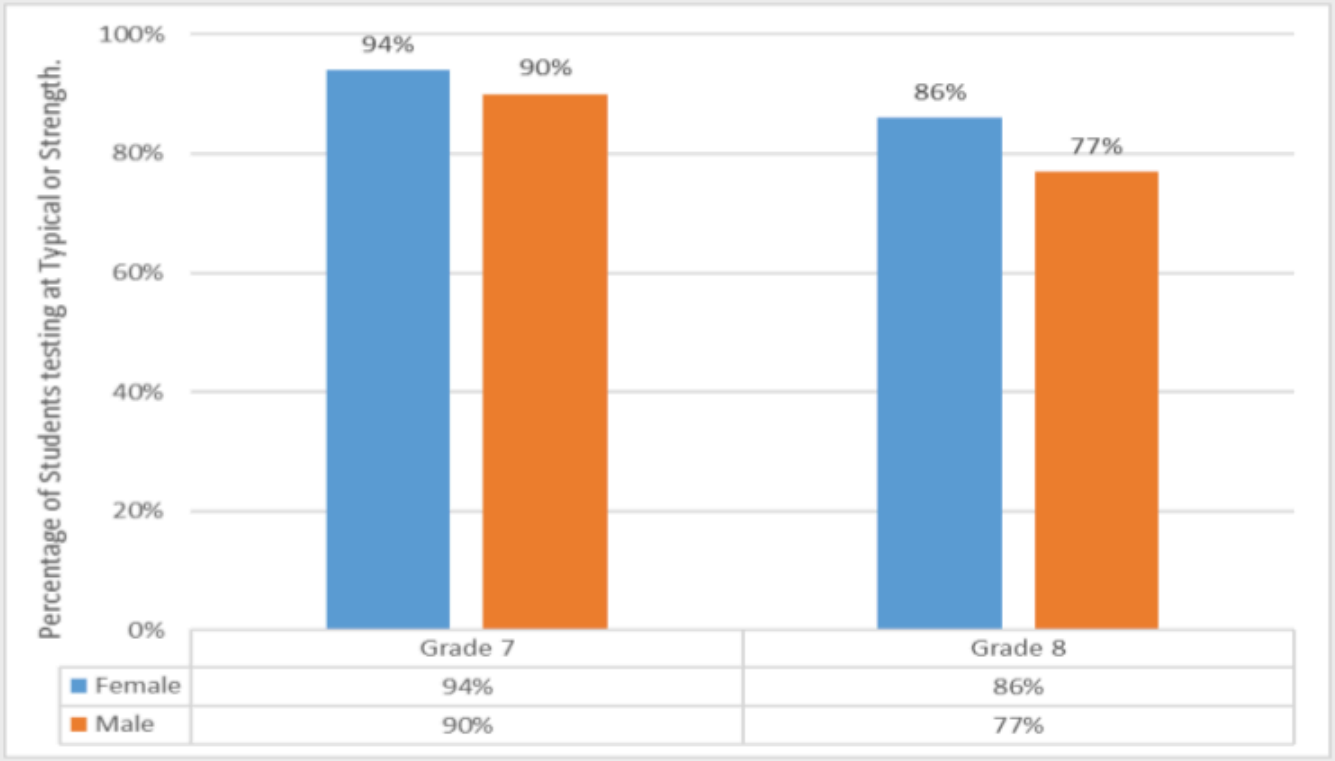
Middle and High School Fall Data, Fall 2025
Student Self Reports

Strength is green, Typical is blue, Need for Instruction is red



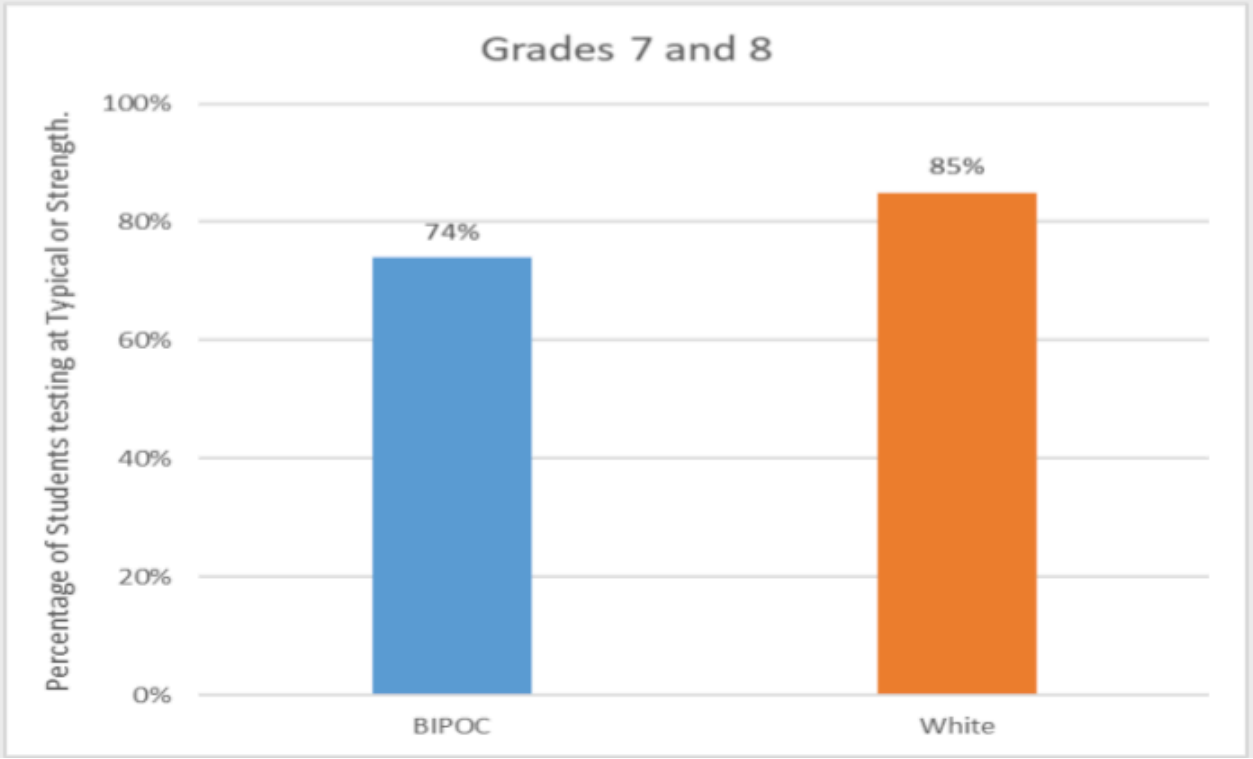
DESSA Social-Emotional Competencies by Gender

Middle School Fall Data, Fall 2025



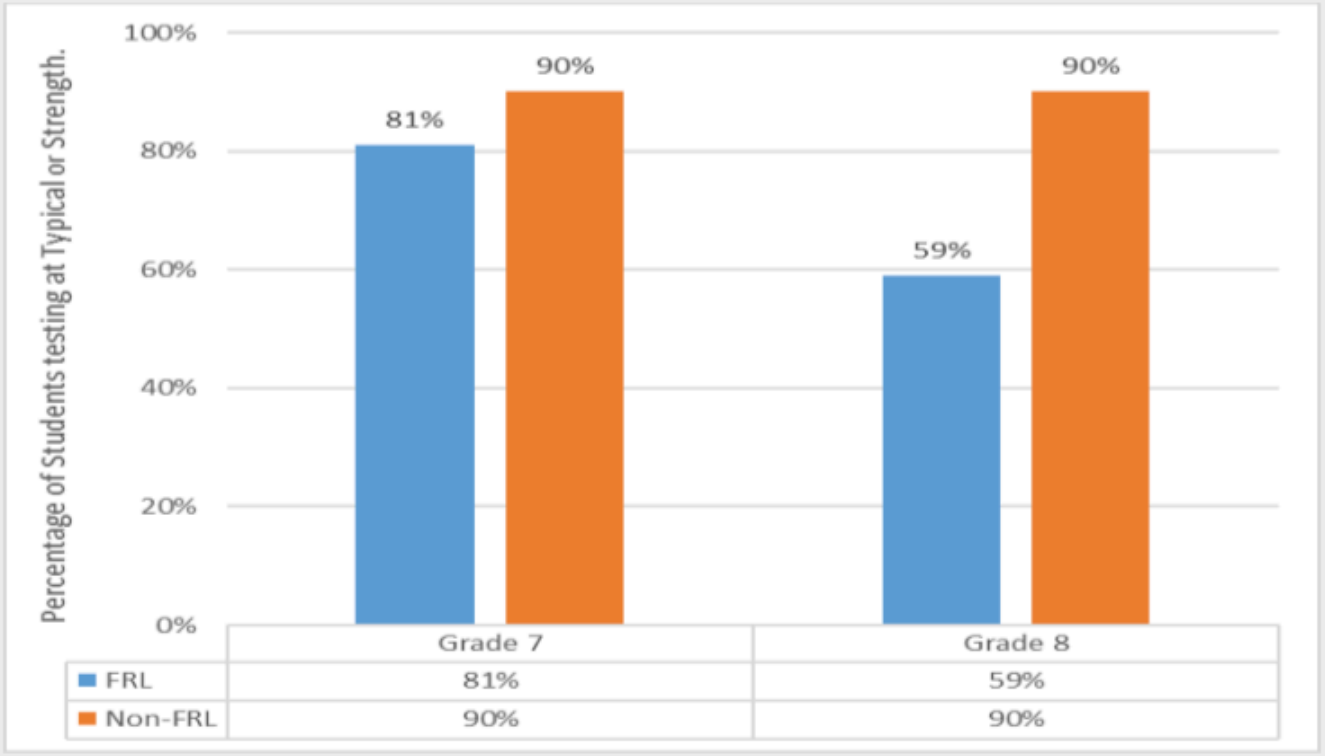
DESSA Social-Emotional Competencies by Race/Ethnicity

Middle School Fall Data, Fall 2025



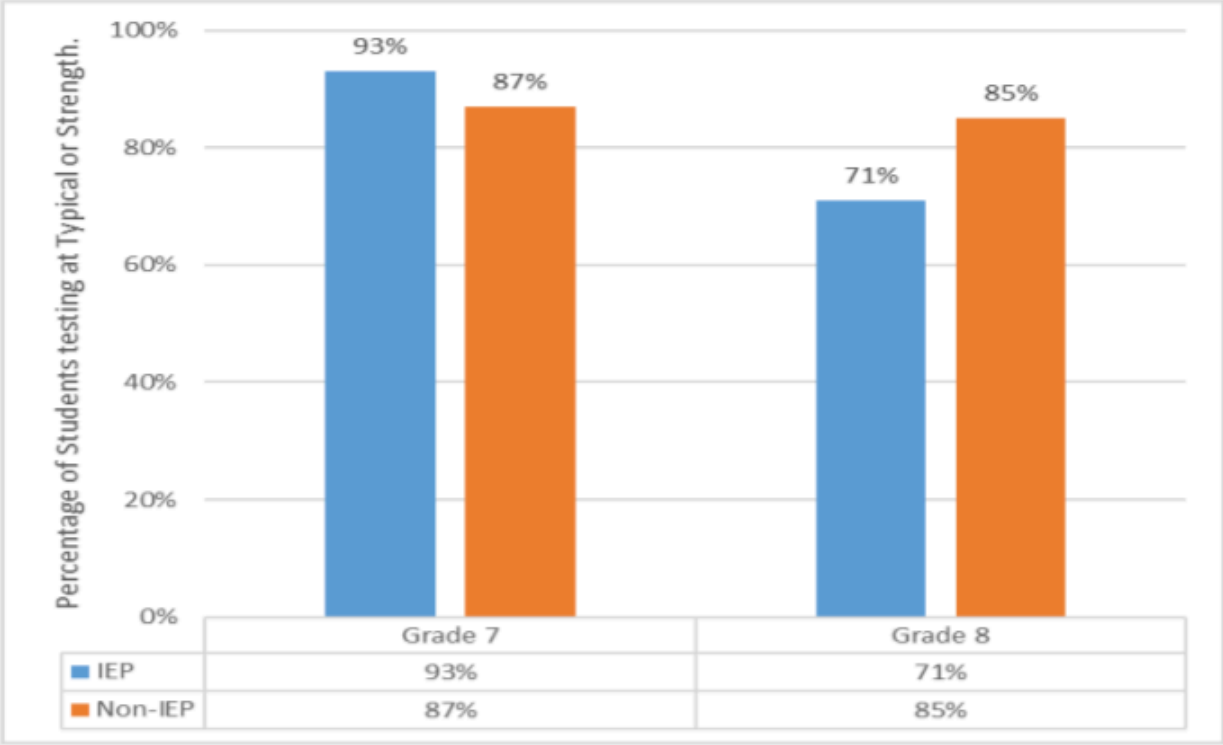
DESSA Social-Emotional Competencies by FRL Eligibility

Middle School Fall Data, November 2025



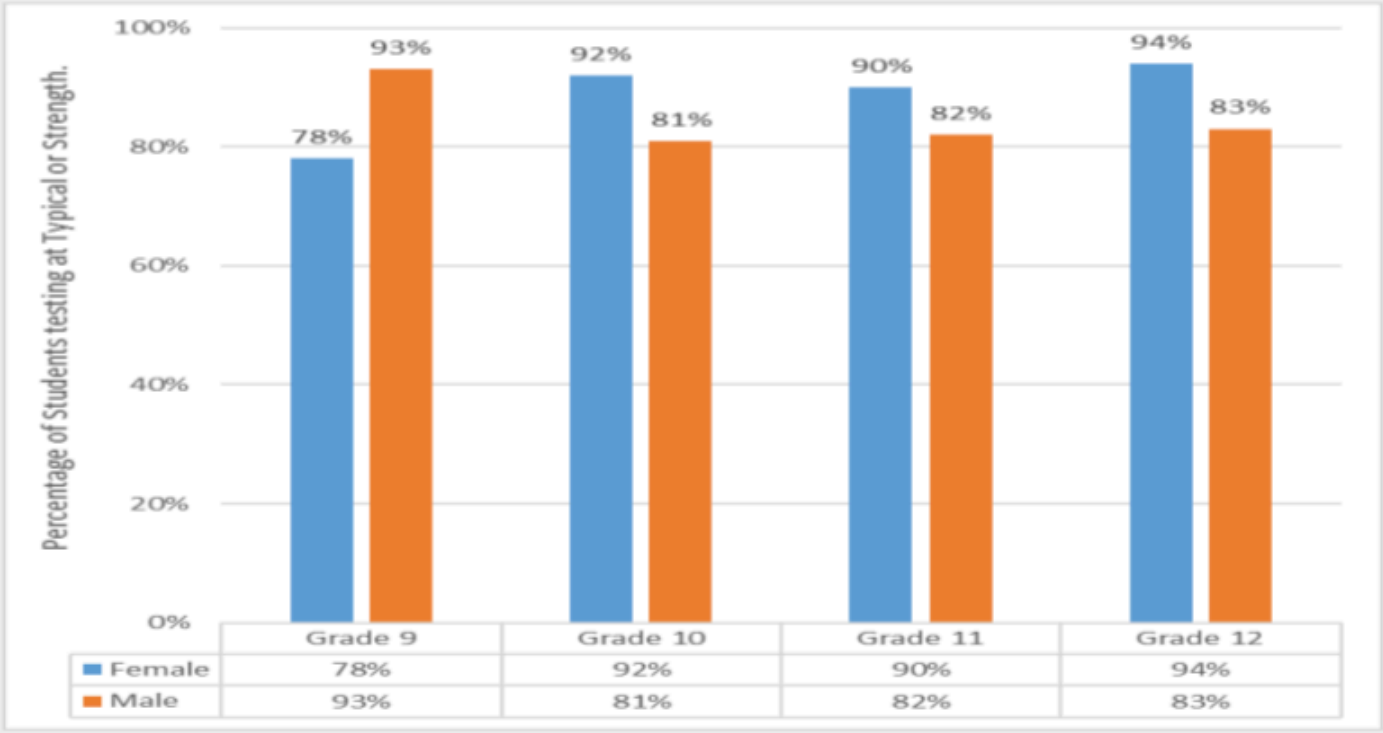
DESSA Social-Emotional Competencies by IEP Eligibility

Middle School Fall Data, Fall 2025



DESSA Social-Emotional Competencies by Gender

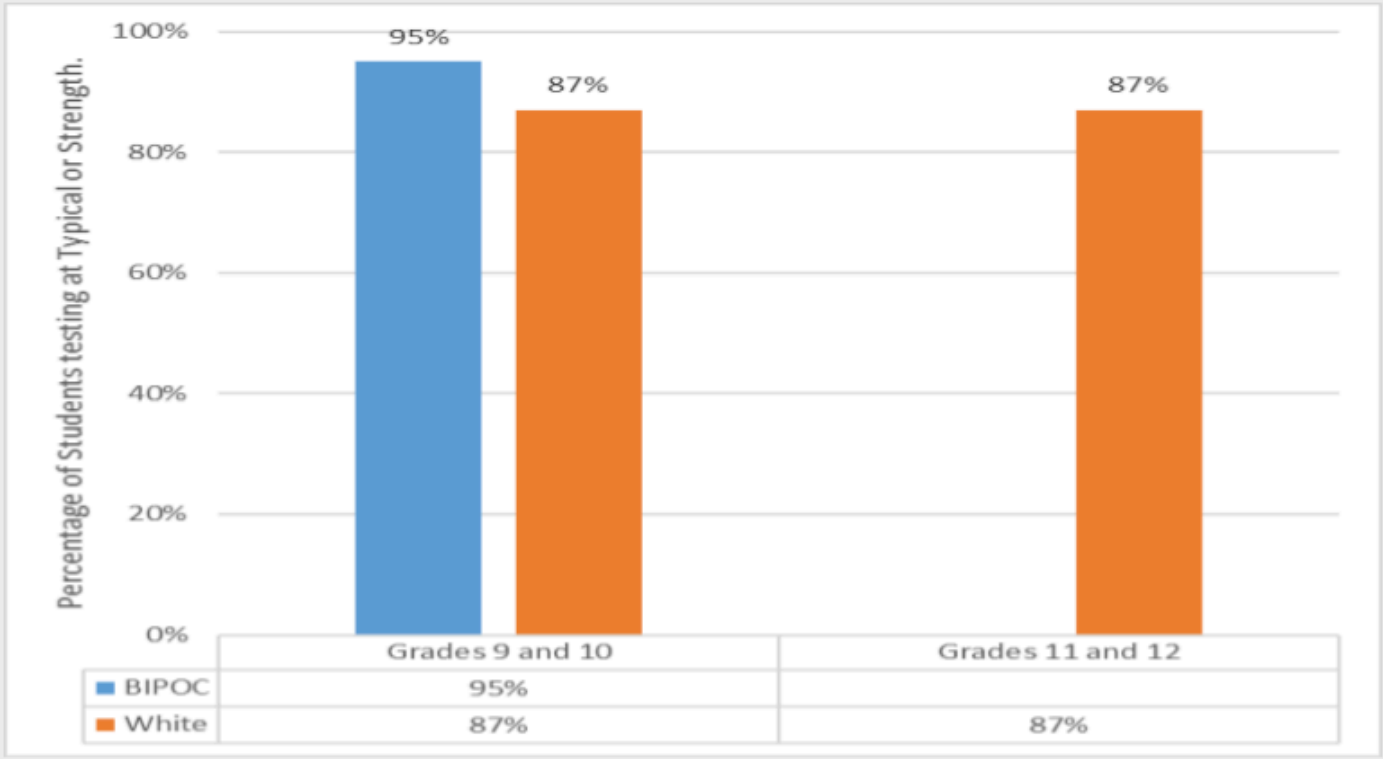
High School Fall Data, Fall 2025



	Grade 9	Grade 10	Grade 11	Grade 12
Female	78%	92%	90%	94%
Male	93%	81%	82%	83%

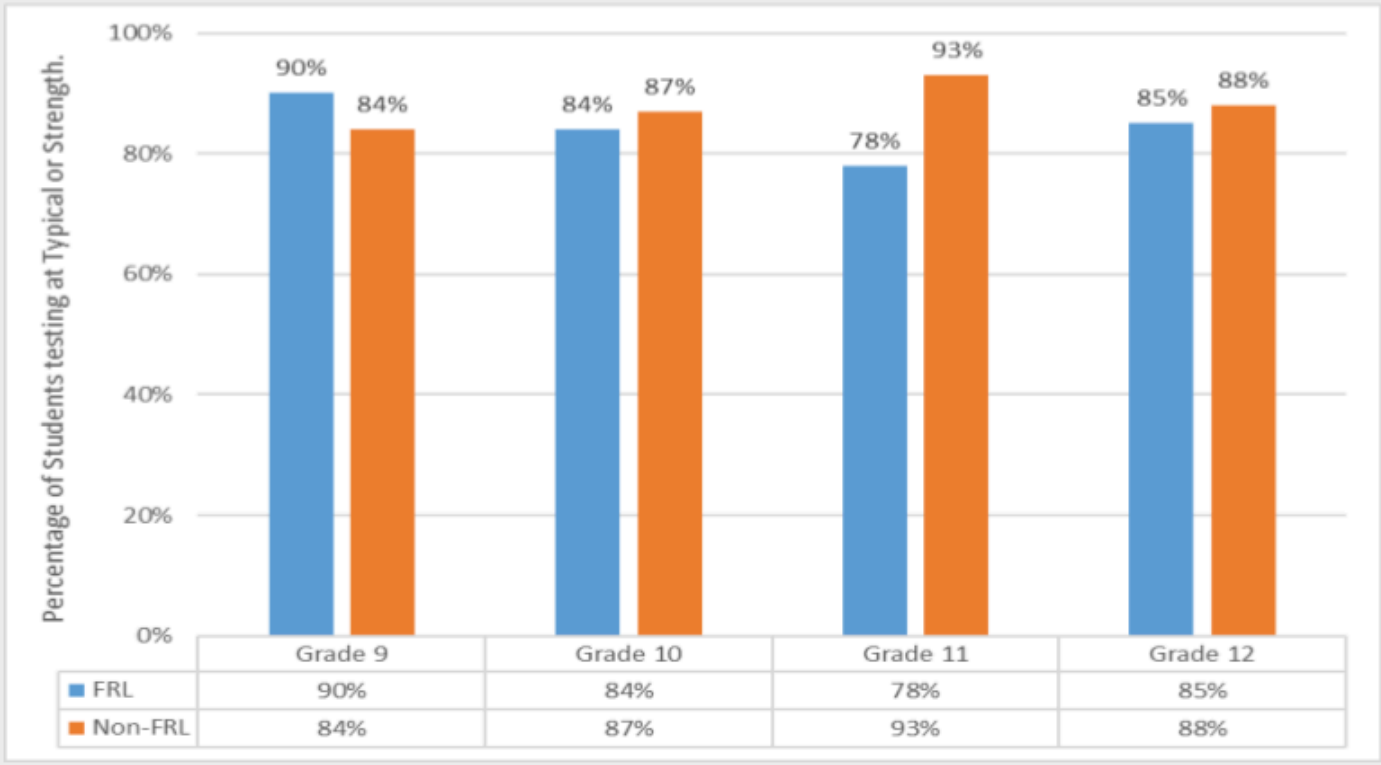
DESSA Social-Emotional Competencies by Race/Ethnicity

High School Fall Data, Fall 2025



DESSA Social-Emotional Competencies by FRL Eligibility

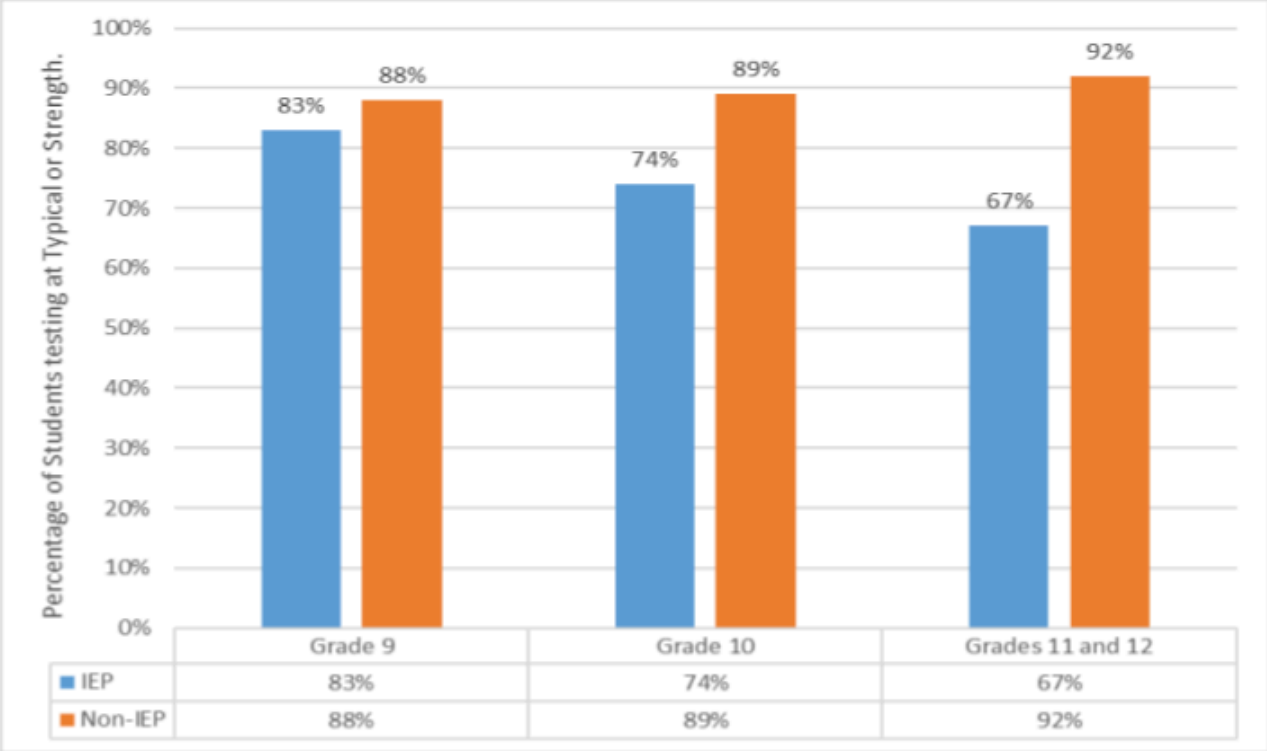
High School Fall Data, November 2025



	Grade 9	Grade 10	Grade 11	Grade 12
FRL	90%	84%	78%	85%
Non-FRL	84%	87%	93%	88%

DESSA Social-Emotional Competencies by IEP Eligibility

High School Fall Data, Fall 2025



Scientific Inquiry and Content
In February, the Education Quality Committee received information on Scientific Inquiry and Content Learning Outcomes and discussed the current status of curriculum, instruction, and assessment across the district.

Science Standards and Instructional Framework
Our district revised its science standards in August 2020 to create more flexibility and responsiveness for students. The previous articulation of six standards was more concept-focused than practice-focused, which created rigidity in student pathways. The revised standards are aligned with the Next Generation Science Standards (NGSS), emphasizing scientific inquiry, engineering practices, and deeper conceptual understanding.

Although our Student Learning Outcome (SLO) posters still reflect the former six-standard structure, our instructional practices and curriculum development work are aligned to the updated NGSS-based framework.

Curriculum Development Across Grade Spans

Elementary (K–6)
Curriculum maps exist for grades K–6, and work continues to build out all units of study. The curriculum template was revised in June 2025 to better align with Vermont's Education Quality Standards (EQS). Principals have provided summaries of current units of study, which show steady progress but also highlight areas where additional development time is needed.

Some elementary schools offer Educating Children Outdoors (ECO) programming. However, access is inconsistent across the district. Concerns include accessibility for students with disabilities, challenges with large class sizes, and variation in who delivers the instruction—some schools rely on North Branch Nature Center educators, while others use ECO-trained district teachers. Funding structures also differ across schools.

Middle School (Grades 7–8)
The 7th and 8th grade team has benefited from the foundational work completed by a former teacher prior to her departure. Despite staffing changes in recent years, the middle school science curriculum has remained focused and consistent across teaching teams.

High School
High school science teachers have developed pathways and syllabi that guide instruction and course sequencing. The department is considering how to adapt its practices, graduation requirements, and pathways in response to the proposed statewide graduation requirements. This year, the high school implemented an alternating-year schedule for AP Biology and AP Chemistry to expand access while managing staffing and enrollment.

Science Assessment: VTCAP
The Vermont Comprehensive Assessment Program (VTCAP) is fully aligned with the NGSS and replaced the former Vermont Science Assessment (VTSA). It has been administered since Spring 2023 to students in grades 5, 8, and 11. The assessment is computer-based, adaptive, untimed, and takes approximately 2.5 hours.

We currently have fewer sources of science performance data compared to other content areas. VTCAP results show differences in performance among student subgroups, and we are reevaluating how we administer and proctor the assessment, particularly for 11th graders, who often have complex schedules, Early College commitments, or CTE participation.

Student Performance Data and Reporting Systems
In addition to VTCAP, the committee reviewed report card data for elementary and middle school students, as well as the proficiency-based graduation requirements that guide assessment at the high school level. These systems give us important information about students' progress in scientific inquiry and content knowledge, though the type and consistency of data vary across grade spans.

Multi-age configurations in our elementary schools add another layer of complexity. Fluctuating student populations and class sizes require us to adjust multi-age groupings from year to year. Each shift necessitates summer work to realign curriculum and instructional plans to the new configurations, requiring both time and financial resources from the district. These annual adjustments ensure that all students continue to receive coherent, developmentally appropriate science instruction, but they also highlight the need for stable enrollment patterns and sustainable staffing structures.

Student Performance Observations
Our VTCAP science results show that performance differences persist for several historically marginalized student groups, including students with disabilities, students of the global majority, English language learners, and students eligible for free and reduced lunch. These disparities mirror statewide and national trends and highlight the need for continued attention to equitable access, instructional support, and learning conditions.

For 11th grade in particular, our 2023 VTCAP results were influenced by several contextual factors. Students reported conflicts with AP coursework, concerns about the timing of the assessment, and dissatisfaction with testing conditions. These factors contributed to lower participation and engagement, which in turn affected overall performance. These student experiences directly informed the adjustments we are making to our administration and proctoring practices for future testing cycles.

Structural and Programmatic Considerations
Multi-age configurations influence how science instruction is delivered and how standards are addressed across grade spans. At the high school, there is no dedicated lab block or science support period comparable to math or literacy labs. This presents challenges for meeting the state's required science and engineering practices, especially as we consider the proposed statewide graduation requirements. Additionally, Early College participation and AP course enrollment patterns intersect with science testing and instructional time.

Proposed Statewide Graduation Requirements
The proposed statewide requirements include three science credits:

- one physical science
- one life science
- one earth and space science

Each must include required science and engineering practices (labs). These expectations will influence future course pathways and instructional planning.

Curriculum: Standards and Performance Indicators*

Aligned to Next Generation Science Standards

1. **Science Concepts:** Make connections showing how the concepts of matter and energy; change, cause, and effect; and structure and function can be observed across the science domains.
2. **Scientific Practices**: Design investigations that generate data to provide evidence that supports claims they make about phenomena.
3. **Engineering**: Engage in an iterative cycle of design to develop solutions to human problems.

SCIENTIFIC INQUIRY AND KNOWLEDGE	
Kindergarten	
Standard 1: Science Concepts	
	Make connections showing how the concepts of matter and energy; change, cause and effect; and structure and function can be observed across the science domains.
a.	Describe patterns of what plants and animals (including humans) need to survive.
b.	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
c.	Use and share observations of local weather conditions to describe patterns over time.
d.	Make observations to determine the effect of sunlight on Earth's surface.

SCIENTIFIC INQUIRY AND KNOWLEDGE	
Grade 6	
Standard 1: Science Concepts	
	Make connections showing how the concepts of matter and energy; change, cause and effect; and structure and function can be observed across the science domains.
	Performance Indicators:
a.	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
b.	Apply Newton's Third Law to understand the motion of two colliding objects.
c.	Describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

*Revised August 2020

Next Generation Science Standards (NGSS)*

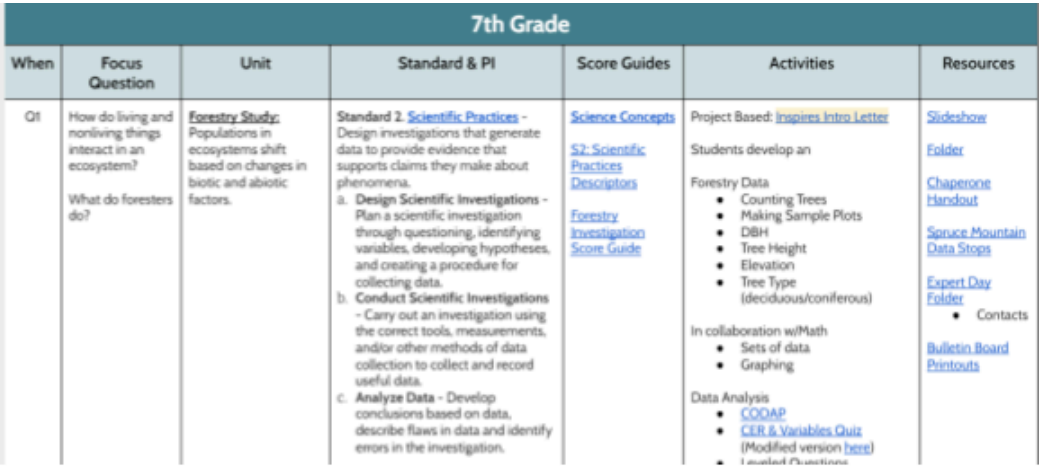
- Scientific Practices
  - E.g., Asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking
- Crosscutting Concepts
  - E.g., Patterns, cause and effect, systems and system models, energy and matter, structure and function, stability and change
- Disciplinary Core Ideas
  - E.g., Structure and properties of matter, chemical reactions, nuclear processes, forces and motion, types of interactions, definitions of energy, conservation of energy and energy transfer



*NGSS adopted by VT AOE in 2013

Curriculum Updates

- K-6 Curriculum Maps
- 7-8 Curriculum Maps
- 9-12 Pathways and Syllabi



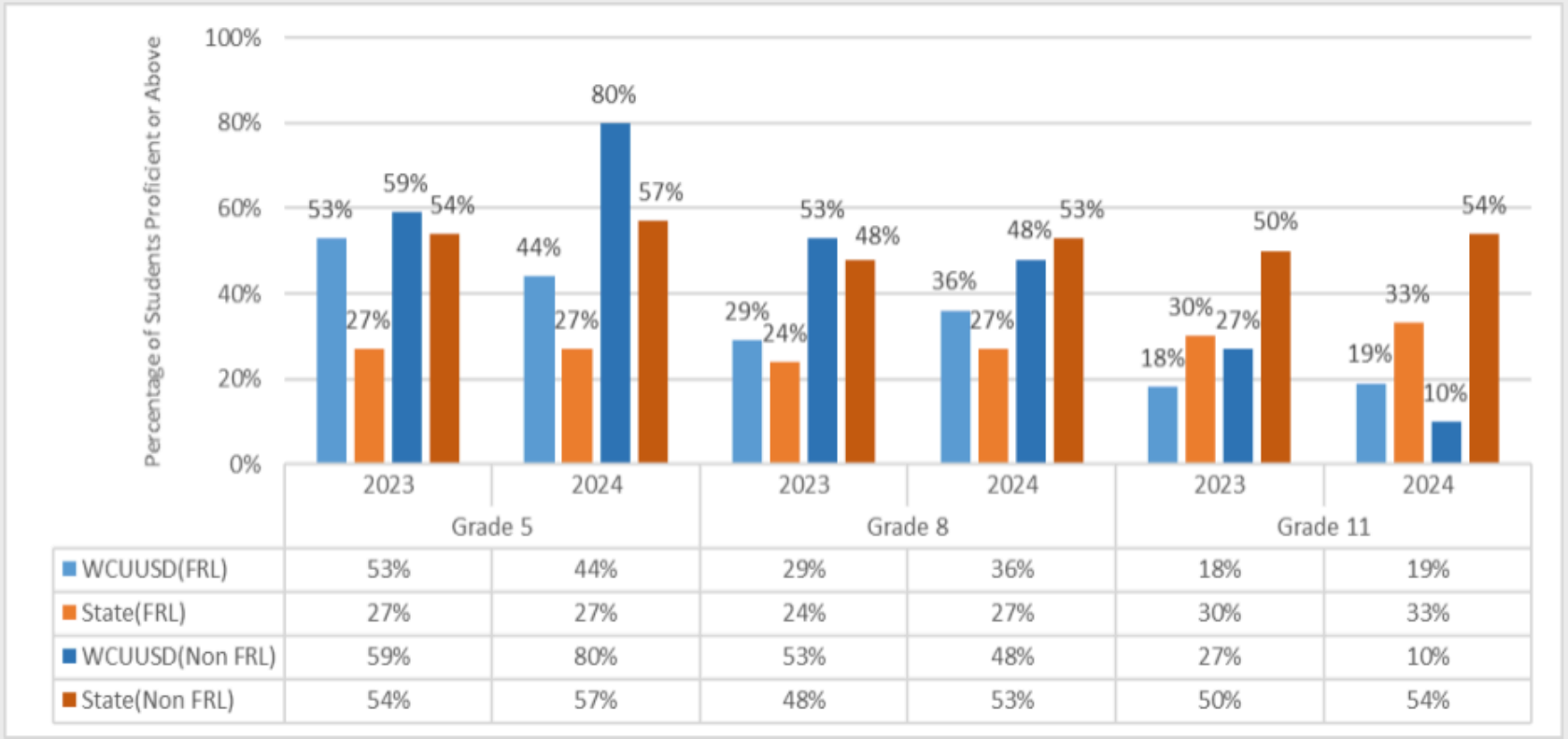
7th Grade

When	Focus Question	Unit	Standard & PI	Score Guides	Activities	Resources
Q1	How do living and nonliving things interact in an ecosystem? What do foresters do?	Forestry Study: Populations in ecosystems shift based on changes in biotic and abiotic factors.	Standard 2. Scientific Practices - Design investigations that generate data to provide evidence that supports claims they make about phenomena. a. **Design Scientific Investigations** - Plan a scientific investigation through questioning, identifying variables, developing hypotheses, and creating a procedure for collecting data. b. **Conduct Scientific Investigations** - Carry out an investigation using the correct tools, measurements, and/or other methods of data collection to collect and record useful data. c. **Analyze Data** - Develop conclusions based on data, describe flaws in data and identify errors in the investigation.	Science Concepts S2: Scientific Practices Descriptors Forestry Investigation Score Guide	Project Based: Inspires Intro Letter Students develop an Forestry Data • Counting Trees • Making Sample Plots • DBH • Tree Height • Elevation • Tree Type (deciduous/coniferous) In collaboration w/Math • Sets of data • Graphing Data Analysis • CODAP • CER & Variables Quiz (Modified version here) • Leveled Questions	Slideshow Folder Chaperone Handout Spruce Mountain Data Stops Expert Day Folder • Contacts Bulletin Board Printouts

K-6 UNITS AT-A-GLANCE

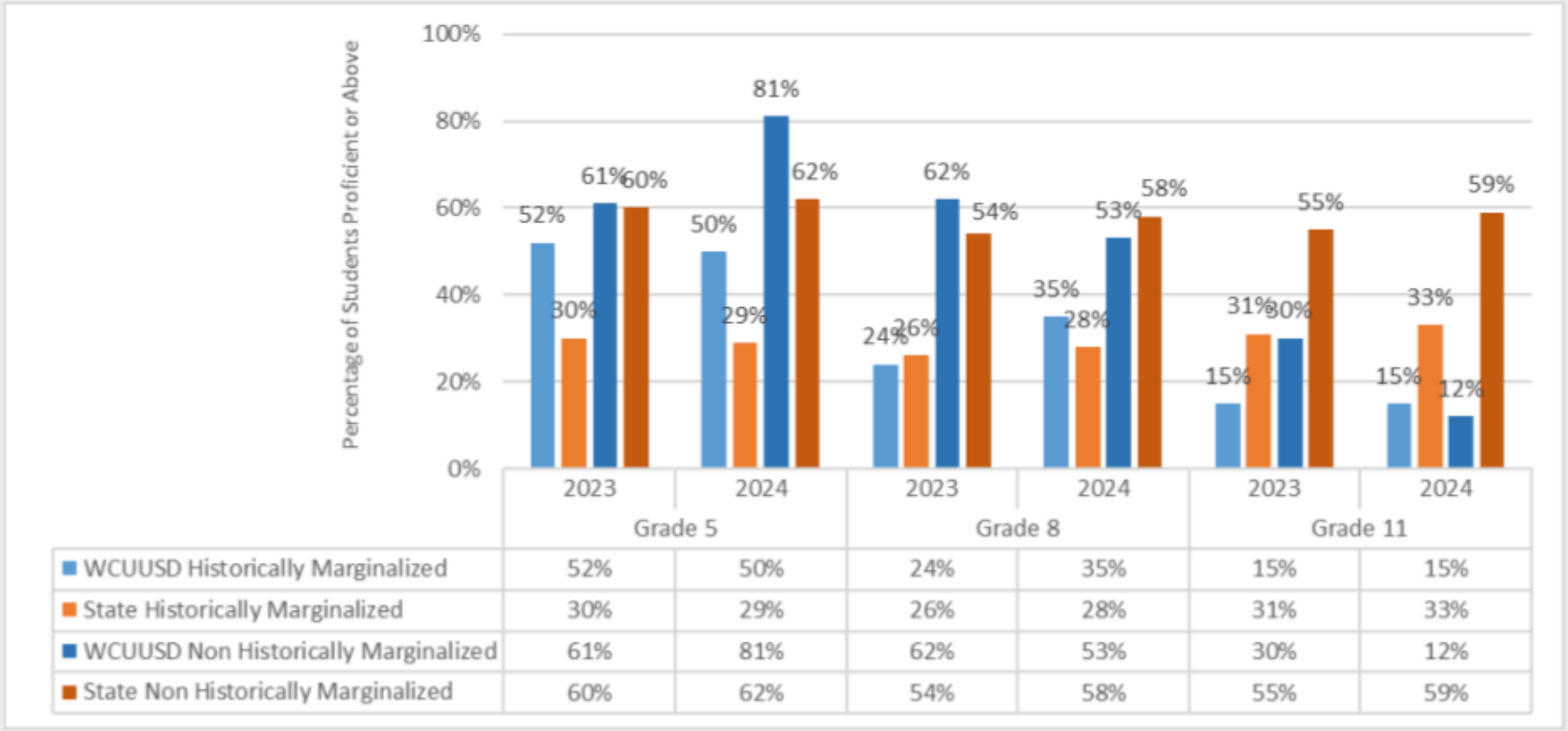
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Living Things and Their Needs Forces: Pushes and Pulls Intro to Weather	Intro to Sun, Moon, and Stars Light and Sound Exploring Organisms	Intro to Matter Earth Materials Ecosystem Diversity	Life in Ecosystems Forces and Interactions Weather and Climate Patterns	Changing Earth Energy Works Plant and Animal Structures	Matter and Energy in Ecosystems Earth and Space Systems 1 Structure and Properties of Matter	Weather and Climate Systems Earth and Space Systems 2 Energy Forces and Motion

VTCAP Comparison to State, Disaggregated Results 2023 and 2024 for Family Income, Grade 5, 8, and 11



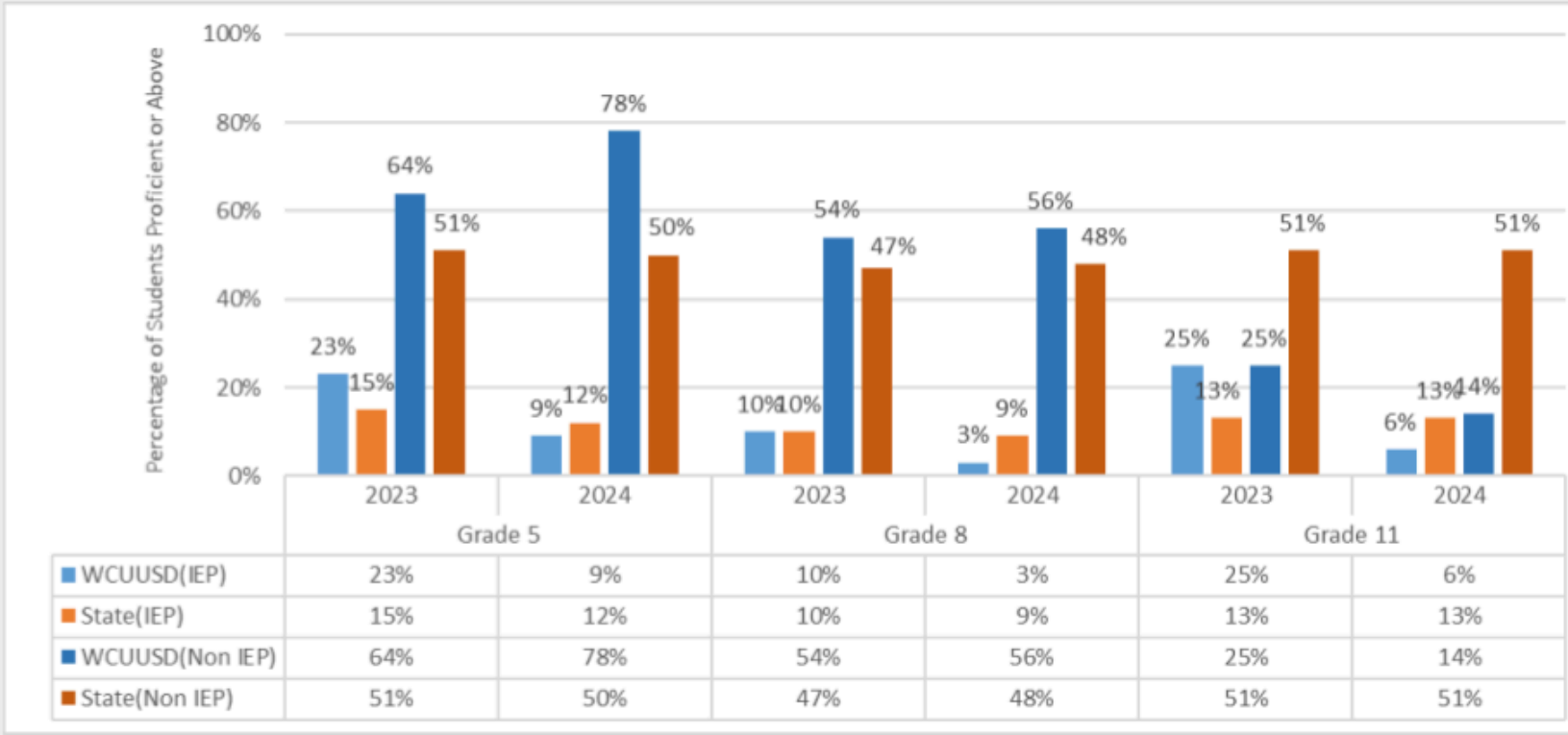
	Grade 5		Grade 8		Grade 11	
	2023	2024	2023	2024	2023	2024
WCUUSD(FRL)	53%	44%	29%	36%	18%	19%
State(FRL)	27%	27%	24%	27%	30%	33%
WCUUSD(Non FRL)	59%	80%	53%	48%	27%	10%
State(Non FRL)	54%	57%	48%	53%	50%	54%

VTCAP Comparison to State, Disaggregated Results 2023 and 2024 for Historically Marginalized, Grade 5, 8, and 11



	Grade 5		Grade 8		Grade 11	
	2023	2024	2023	2024	2023	2024
WCUUSD Historically Marginalized	52%	50%	24%	35%	15%	15%
State Historically Marginalized	30%	29%	26%	28%	31%	33%
WCUUSD Non Historically Marginalized	61%	81%	62%	53%	30%	12%
State Non Historically Marginalized	60%	62%	54%	58%	55%	59%

VTCAP Comparison to State, Disaggregated Results 2023 and 2024 for Disability Status, Grade 5, 8, and 11



	Grade 5		Grade 8		Grade 11	
	2023	2024	2023	2024	2023	2024
WCUUSD(IEP)	23%	9%	10%	3%	25%	6%
State(IEP)	15%	12%	10%	9%	13%	13%
WCUUSD(Non IEP)	64%	78%	54%	56%	25%	14%
State(Non IEP)	51%	50%	47%	48%	51%	51%

Below is a summary of our analysis.

System Successes:

- Students are gaining skills in Transferable Skills, SEL, and Functional Skills, as shown through report card indicators and early DESSA results.
- Instructional systems are beginning to work together more coherently across SEL, executive functioning, functional skills, and academic supports.
- Middle school science instruction has remained focused and consistent despite staffing changes.
- High school science pathways and syllabi provide structure and clarity for students.
- ECO programming, where available, provides meaningful outdoor learning experiences.
- Districtwide professional development (Responsive Classroom, job-embedded PD, functional skills PD) is strengthening shared practices.
- The district is building capacity with tools like eduCLIMBER to integrate academic, SEL, and EF data.

System Challenges:

- We do not yet have growth data for Transferable Skills because DESSA and some reporting systems are new.
- Transferable Skills scoring and reporting at the high school level remain inconsistent and need system-level attention.
- Multi-age configurations in elementary schools shift year-to-year due to fluctuating enrollment, requiring significant summer work to realign curriculum.
- Access to ECO programming is inconsistent across schools, with differences in staffing and funding. There are concerns with accessibility due to class size, and for students with disabilities.
- Science instruction at the high school lacks a dedicated lab block or support period, making it harder to meet required science and engineering practices.
- VTCAP science results show a persistent performance difference between historically marginalized groups (students with disabilities, students of the global majority, English language learners, and students eligible for free/reduced lunch) and those not historically marginalized.
- 11th-grade VTCAP results were affected by AP course conflicts, timing of the test, and student dissatisfaction with testing conditions.
- Limited science data sources make it harder to identify long-term trends.

System Needs:

- A comprehensive review of Transferable Skills implementation at the high school level to ensure scoring, reporting, and instruction align with district expectations and truly transcend content areas.
- Evaluation of assessment timing — especially DESSA — to ensure all students are included, including Early College and CTE students who spend significant time off campus.
- Continued development of K–6 science units and alignment of curriculum to NGSS and EQS.
- Stable structures and staffing to reduce the annual disruption caused by fluctuating multi-age configurations.
- Improved systems for collecting and analyzing science data across grade spans.
- Structures that support required science and engineering practices at the high school level (e.g., lab time, scheduling adjustments).
- Ongoing attention to equity gaps in science performance and access to advanced coursework.

Changes to instructional and evaluation practices:

- Implementation of eduCLIMBER to integrate academic, SEL, and executive functioning data for more informed decision-making.
- District served as a Responsive Classroom PD site, strengthening shared SEL and classroom practice.
- Expansion of job-embedded professional development to support consistent instructional practices.
- Implementation of alternating-year AP Biology and AP Chemistry.
- Adjustments to VTCAP administration and proctoring practices based on student feedback, especially for 11th graders.
- Ongoing development of K–6 science units and refinement of curriculum templates to align with EQS.
- Continued work on Community Schools initiatives to support whole-child needs.

Implications for the School Board:

- Strengthen understanding of how academic, SEL, functional skills, and MLSS systems are beginning to work together — and where alignment is still needed.
- Consider budget implications for professional development, curriculum development time, ECO programming, and staffing structures that support stable multi-age configurations.
- Support system changes needed to improve Transferable Skills implementation at the high school level.
- Monitor equity gaps in science performance and ensure resources are directed toward addressing them.
- Understand the impact of proposed statewide graduation requirements on science pathways, staffing, and scheduling.

We would like to discuss this report during our full board meeting on May 20. We have included the following questions for your review.

- Are students learning and thriving?
  - What do you see that supports that?
- Are we using our resources effectively and equitably?
  - What do you see that supports that?
- Are we making progress toward our strategic goals?
  - What do you see that supports that?
- What did you notice in this report that connects to other information presented by other committees, in COLT reports, and Principal Reports?

The two SLO presentations are linked here for your review. You can also find them on the committee meeting resource page:
Transferable Skills, SEL Functional Skills, MLSS - pages 4-39
https://resources.finalsite.net/images/v1765296744/wcsu32org/mwlg8tyjq9jxhrzss8ts/121125EdQualityPacket_1.pdf
Scientific Inquiry and Content - pages 4-34
https://resources.finalsite.net/images/v1771359609/wcsu32org/cft3wfxkk8yte7ecidvp/21826EdQualityPacket_1.pdf

Support References
Transferable Skills Curriculum: Standards and Performance Indicators:
https://sites.google.com/u32.org/wcuusdciawebsite/by-slo-area/transferable-skills
Transferable Skill Performance Indicator Progression Table:
https://docs.google.com/spreadsheets/d/19QiaCv9kxHtljCJrKy1bhmoRzBMO1HJqKFk9qpd18zk/edit?usp=sharing
Building a Shared Understanding of Learning Scales, Curriculum Camp 2019:
https://docs.google.com/document/d/1Hwrb2f9Kp20oMXTkHNKpmr3DMLfJL1Cp3T1qXxCpJew/edit?usp=sharing
Transferable Skills Learning Scales PreK-Kindergarten:
https://docs.google.com/spreadsheets/d/1dqdYNaeyXjVLKP7ssYkm_kFZ12dAxDYu8FbrgfITLls/edit?usp=sharing
Transferable Skills Learning Scales Grades 1 and 2:
https://docs.google.com/spreadsheets/d/1LtI6yTtyI-weyWANk4Xzh0SNk2ABy8zeHVutqXyFjus/edit?usp=sharing
Transferable Skills Learning Scales Grades 3 and 4:
https://docs.google.com/spreadsheets/d/1pFnxVzrj56gK86ZMCXEXa4ij65Ooc3JoW9pa1yU0QP0/edit?usp=sharing
Transferable Skills Learning Scales Grades 5 and 6:
https://docs.google.com/spreadsheets/d/1tujeVY-BI8Ou2IBGkoIdYR8WWfz0WUyxPu0AqzqH9Yo/edit?usp=sharing
Transferable Skills Learning Scales Grades 7 and 8:
https://docs.google.com/spreadsheets/d/1UqgxrnNU973Ojh2WFLeaIf6_0TO2KF4Wsf01LlTnxiw/edit?usp=sharing

Transferable Skills Learning Scales, Grades 9-Graduation: https://docs.google.com/spreadsheets/d/1wuqauXy8zv0DxnY_URhuMNiYIqjTGIg5wqiaj7cNQnA/edit?usp=sharing
Next Generation Science Standards: https://www.nextgenscience.org/
Scientific Inquiry and Content Standards and Performance Indicators: https://docs.google.com/document/d/13UkqNFSdVVCyTVg2rn4KhBOdZ5lkGxjj-fDxF76uLcA/edit?usp=sharing

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. **New Hire Nominations (for 26-27 school year)**
   Jarrod Weiss – U-32 Assistant Principal
   Karoline May – Principal Doty/Rumney
   Bonnie Gadapee – U-32 Community & Work-Based Learning Coordinator

2. **Retirement**

3. **Re-Hires**

4. **Resignations**
   Steven Ushakov – U-32 Classroom Teacher (Math)

5. **Change in FTE:**

6. **Long-Term Substitutes (26-27 School Year)**

7. **Change in Position**

8. **Extended Leave of Absence**

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

LICENSED ADMINISTRATOR NOMINATION

CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: **Karoline May** **Salary: $118,632.64**	
POSITION: Principal	**FTE:** 1.00
REASON FOR VACANCY: **X** Retirement/Resignation __ New Position __ Leave of Absence	
SCHOOL BUILDING: Doty Memorial and Rumney Memorial	
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Johnson State College, Bachelors of Education, Elementary Ed and Mathematics University of North Carolina at Chapel Hill – Master of Education, School Administration
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	We engaged in a process to determine the best leadership structure, initially exploring options of a teaching principal for Doty. This led us to recognize a greater strategic need: to build a unified learning community between Doty Memorial and Rumney Memorial Schools, allowing us to link our two towns and maximize shared educational resources.

(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: Steven Dellinger-Pate, Superintendent Date: May 14, 2026

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

LICENSED ADMINISTRATOR NOMINATION

CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: **Jarrod Weiss** **Salary: $104,750.00**	
POSITION: Principal	**FTE:** 1.00
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 __**X**_ Support Staff __**X**_ Parents/Community Members _**X**__ Other: Students
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Ohio Dominican University, Master's of Educational Leadership Notre Dame College of Ohio, Teacher licensure - Social Studies Ohio State University, Bachelor's in Communication
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	After a thoughtful process conducted by the screening committee that included staff, community members and Steven Dellinger-Pate. Jarrod was selected as the finalist. Jarrod is qualified for the position and brings a background in teaching, administration and public service to his work. He has served as the Calais Principal for 2 years and he is committed to our District and the community.

(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: Steven Dellinger-Pate, Superintendent Date: May 14, 2026
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

CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: **NAME: Bonnie Gadapee** Step O M30 = $71,492	
POSITION: Community & Work Based Learning Coordinator	**FTE:** ___.80 FTE_
REASON FOR VACANCY: **X** Retirement/Resignation __ New Position __ Leave of Absence	
SCHOOL BUILDING: U-32 Middle and High School	
SEARCH COMMITTEE COMPOSITION: __x_ Administrators __x_ Teachers *(numbers and groups represented)* ___ Support Staff __x_ Parents/Community Members _x__ Other: Student	
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	Plymouth State University -Masters in Educational Technology Rivier College – Bachelor of Science in Business Education
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Bonnie is a long standing employee of U-32 and a member of the Community Based Learning department. She has worked alongside the WBL coordinator for years and has an innate understanding of the inner workings of the position making her a great candidate. She does not currently hold the WBL license and is willing to work towards this, but will need a provisional license in the meantime. Bonnie is being recommended for the position with glowing reviews.

(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_____5/14/26_____
Principal/Administrator *Date*

RECOMMENDED BY: Steven Dellinger-Pate *Date:* May 19, 2026

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

Washington Central Unified Union
School Board Meeting
4.15.26
6:15-9:15 PM
(In-Person & Virtual)

Present: Superintendent Dellinger-Pate, Flor Diaz Smith, Daniel Keeney, Chris McVeigh, Patrick Whelley, Ursula Stanley, Elizabeth Brown, Zach Sullivan, Diane Nichols-Fleming, Julia Hewitt, Natasha Eckart, Marty McMahon, Andrew Boye. Student Representatives: Kathryn Saunders, Lei DeGroot. Barry Bernstein, Jen Miller-Arsenault, Susanne Gann, Allison Fayle, Alicia Lyford, Danielle Mackay, Gillian Fuqua, Jarrod Weiss, Celia Guggemos, ORCA Media, Morgan Fryzel, Maia Stone, Lauralea Curavoo, Callie Weller, Victoria Capitanelli, Emily Alfano, Ainsley Burroughs, David Hershey, Alison Byrnes, Jenna Howard, David Delcore, Griffin Ludwig, Heidi Dimick, Michael Duane, Emilie Connor, Lucretia Guajardo, Hans Melhus, Dena Brown, C Ecklund, Jamie Bohn, Jillian, Bec Dezan

1. **<u>Call To Order:</u> Diane Nichols-Fleming called the meeting to order at 6:15 p.m.**
2. **<u>Welcome:</u> Adjustments to The Agenda: Elizabeth Brown asked whether we can include the letter from the Calais Selectboard as part of board operations tonight. Ursula Stanley moved to accept this amendment to the agenda. Seconded by Chris McVeigh, this motion carried unanimously.** Reception of Guests. Public Comments-Time limit strictly enforced, see note None at this time
3. **<u>Reports:</u>**
   a. **Superintendent Report/Central Office Leadership Team (COLT) Report:** Superintendent Dellinger-Pate had included an update on the legislative action; he noted that even by tonight, this has changed. He encouraged everyone to stay abreast of the activity. He invited questions or comments. Marty McMahon asked what is the current fund balance. Susanne Gann reviewed: $3,114,548, projecting around $2,500,000 at the end of the school year. Susanne Gann noted that Bill Ford will be retiring as Project Manager and Clerk of the Works, and that Andrew LaRosa has been hired to replace him. She thanked him for his work and wished him well in his retirement. The board applauded Bill Ford's service to the board. Diane Nichols-Fleming asked how many RIFs have been provided at this time. Steven Dellinger-Pate answered 13.2 FTE. RIFs with reassignments: 5.52 FTE; increase of 0.8 in

district overall; 0.4 of the increase represents preK programming moving to five days a week. Chris McVeigh asked for clarification in the Superintendent's report about special education funding. He explained that new funding for special education is problematic, as opposed to the block grant funding.

b. **Principal Report:** Superintendent Dellinger-Pate invited questions from the board for the school principals who had prepared a written report. Chris McVeigh asked for clarification about the statement around chronic absenteeism. Celia Guggemos explained some of the steps that Berlin School is taking to create an improvement in student attendance. She stated that the District Leadership Team discusses this topic as well. Lei DeGroot asked whether the chronic absence number takes into account factors such as illness or issues at home. Steven Dellinger Pate stated that the data does not filter out any factors in this data and one of the reasons is that, regardless of the reason behind absence, we still want to be sure to support the student and family as needed. B Jen Miller Arsenault shared that the Equity Team is working together with students to consider universal experiences, for example J-Term, 8th grade celebration of learning, student service day for 11th and 12th graders through the lens of our core beliefs statement. Flor Diaz Smith asked for more information about supervision and evaluation. Karoline May shared that April is the month when staff is notified to reflect on goals from the beginning of the year and evidence toward meeting the goal. Alicia Lyford shared that ESP is on a slightly different timeline - on alternate years they have an evaluation cycle or goal setting/ reflection. Chris McVeigh asked for further information on the meeting with Doty around the Principal search. Steven Dellinger-Pate stated that he had asked questions such as what are the traits that you are looking for in your next leader? He stated that the Doty position will be a Teaching Principal. Celia Guggemos shared that the Berlin Librarian, Jessie Dall, had secured a Cliff grant for the school for the coming year.

c. Student Report: Lei DeGroot shared that the final quarter is underway. He and Kathryn Saunders shared some of the recent student happenings.

d. **Community Schools Report:** A written report has been provided. Mary McMahon asked what are the outcomes that will determine whether we have been successful in meeting the goals of the Community Schools work. Celia Guggemos shared that one of the ways to think about community wellness is food access, mental health, physical health. She stated that one metric of success is how much we have facilitated access to these. Daniel Keeney asked who is on the Steering Committee for Community Schools? The Steering Committee includes Flor Diaz, Celia Gueggemos, Steven Dellinger Pate, Bec Dezan, Becca Tatistcheff, Erika Zimmerman, Natasha Eckart, Karen Lieberman, and Jessica Heinz. Celia Guggemos shared that the next meeting is in May, all are welcome to attend; also a forum is planned for May. Daniel Keeney suggested reducing the barriers for the other schools in the district as well as the grant recipients. Celia Guggemos stated that the goal is to create a program that is replicable in all of the schools. Chris McVeigh asked what is the current funding source for the Community Schools initiative. Superintendent Dellinger Pate stated the funding is from the state level. Chris McVeigh asked, if we are planning a sustainable model, what are the plans for funding this into the future. Superintendent Dellinger Pate answered that we are seeking future grants and/or building it into our budget in the future. Celia Guggemos spoke about the return of investment regarding this program. Elizabeth Brown asked

about how this can be brought to all of the other schools in the district. When seeking grants, are we looking toward all of the schools in the district or are we trying to first fine tune in one location. Superintendent Dellinger Pate answered, both. Elizabeth Brown asked who is responsible for grant seeking in our district? Superintendent Dellinger Pate stated that it's usually at the school level and that it goes through the principal. Elizabeth Brown stated that she would like us to consider a grant writing/ managing position for WCUUSD. Daniel Keeney asked for clarification about Washington Central Friends of Education. Superintendent Dellinger Pate suggested that this be on an agenda, and that perhaps representatives from Washington Central Friends of Education can attend a board meeting. Lei DeGroot asked again about grant funding distribution. Superintendent Dellinger Pate stated that this topic has come up with the Finance Committee as well, and he will prepare information to share with the board related to this topic. Some discussion followed around grant funding and sustainability. Celia Guggemos also shared that student achievement data is one of the outcome goals.

e. **Humanity and Justice Coalition Report:** Natasha Eckart shared work on a student survey; she shared that Mele had recently joined the meeting of HJC. Diane Nichols-Fleming had attended the most recent meeting and she shared her favorable impression. Jen Miller-Arsenault commended the work of the teacher, Anna Garrison.

f. **Central Vermont Career Center Report:** Andrew Boye shared that the career center continues to discuss facilities needs and next steps, and financial goals, and programs.

g. **VSBA Report:** Flor Diaz Smith shared some updates from VSBA. She noted that it will be time to work on resolutions for 2026-27, and reminded the board to be engaged in the process. Daniel Keeney asked what is this board's interest in advocating for some type of resolution around early college. Flor Diaz Smith stated that resolutions need to be submitted by June 15th. She suggested that if the board would like to present a resolution it would make sense to set aside some time at a board meeting.

4. <u>Board Operations:</u>

a. **2026 - 2027 School Calendar:** Superintendent Dellinger-Pate had shared the calendar. He noted that some of the changes in the calendar are due to the requirement to align with career center calendars. 178 student days; 185 teacher days. **Elizabeth Brown moved to approve the 2026-27 School Calendar. Seconded by Patrick Whelley, this motion carried unanimously.**

b. Board Evaluation: Diane Nichols-Fleming asked board members what they are noticing about this survey information and what would they like to consider for board goals? Board members reflected on the information including the narrative comments. Zach Sullivan asked how we are using our time, and are we giving ourselves the time to do our best thinking and best judgement? He referred to the comment that spoke of the night the board entertained public comments for hours about a decision about a coach which is not in the purview of the board. Elizabeth Brown stated that understanding the boards, leadership, and admin roles is critical. We need to have a significant conversation about this, perhaps at retreat. Andrew Boye stated that we need to do a better job of new board member training. He suggested a sort of retreat at the same time next year, when the board is newly configured. Marty McMahon seconded that and stated that waiting until August to come together is difficult. Daniel Keeney stated that he agrees with the discussion about timing and he also noted that not all can be completed at an August retreat. He spoke about the idea of parameters and board roles. He stated that we need to

have these conversations more regularly than August and he spoke about the idea of a sort of "manifesto" to guide the board. Superintendent Dellinger-Pate spoke about the need to create a plan to address the big topics that are important to each board member. We can't answer all of the questions all of the time. He spoke about the individual emails that he receives from board members, each having their own interest. Diane Nichols-Fleming stated that some of the work with VSBA will be around specific scenarios. She would like the first meetings of the month to allow for dialogue, not only with our communities, but with ourselves. She stated that she has discussed with the superintendent the idea of three retreats throughout the year. Flor Diaz Smith spoke about board orientation. She spoke about open meeting law. She spoke about the challenge of prioritization; we need to lean on the systems we have created, such as the workplan. She spoke of the importance to work with the administration as a board rather than individual requests/ communications. Diane Nichols-Fleming spoke about developing clear identification of hierarchy of communication. Chris McVeigh would like to develop a mechanism so that board members can put questions in some place so that information can be answered and be provided before the board meeting so that we can not only ask, but solve questions at a board meeting. He suggested having legal counsel come to a board meeting and clarify open meeting law and communication. Ursula Stanley stated that we have discussed this in the past. Questions go to the superintendent and the board chair and then through the work of the Steering Committee, board agendas are created. Chris McVeigh disagreed with the direction that questions should go only to the superintendent; he believes questions should go to the entire board. Diane Nichols-Fleming suggested we bring this idea of communication to the Steering Committee to work out. Elizabeth Brown asked how the Communications Committee can help with these efforts. Patrick Whelley spoke about the questions from the survey and he feels that we should be more critical of the questions in the future; have less ambiguous questions. Flor Diaz Smith stated that we are required to ask these questions to answer to the AOE regarding governance. Ursula Stanley suggested making the questions into individual questions, for more clarity. Letter from Calais Selectboard: Elizabeth Brown stated that the board received this letter today and she feels it is important that, as a board, we recognize that we received it, and she is unsure about how to proceed and discuss. Diane Nichols-Fleming invited board members to reflect on what they read, and to pose questions. Patrick Whelley expressed appreciation that the town took the time to draft this letter, and he finds it informative. Daniel Keeney shared that there was a resolution at the end of the Calais town meeting that the selectboard make the wishes of the town known to the school board. The Calais selectboard invited Calais representatives of the WCUUSD Board to their selectboard meeting. He heard the selectboard's response to the resolution at town meeting, to provide this letter to the board. Julia Hewitt asked if all board members have had the opportunity to read the letter, as it was received late in the day. One board member had not. Superintendent Dellinger Pate stated that this letter had not yet been shared in the board packet information. He also reminded the board to consider its role through the lens of policy. What policy can be created to direct how the board can address this? E.g., class size, location, school choice. He urged the board to think about the policy and not one single decision. Flor Diaz Smith stated that the letter should be included in correspondence, not as part of the board packet, and she believes it should be responded to by the board chair

and the superintendent. She stated that the decision about preK has already been made by the board. Chris McVeigh stated that the board voted that it would not move students as a way of subverting and not honoring the town's vote. He asked again why Calais students are moved to East Montpelier as opposed to East Montpelier students moved to Calais. Chris McVeigh stated that this is worthy of discussion; he suggested inviting Calais Selectboard representatives to a board meeting to provide some history of the origin of the letter. Zach Sullivan clarified that the board discussion and action about honoring towns' votes recognized that moving some students might be a reality. Zach Sullivan stated that this board has a history of responding to people that yell at them. We need to recognize that incentivizing whoever yells loudest gets their way is only going to turn the temperature up. We need to show leadership. He read a speech about leadership. He stated that we need to exercise judgement. We have discussed this, have heard from the experts in the field, we have witnessed decline in student enrollment and we have lost really good staff. We need to exercise judgement. Julia Hewitt stated that it is ok to change our minds if we have information that indicates that changing our minds is in the best interest of our students. She asked if it makes sense to postpone this discussion and put it on the next agenda. She asked, is it ok for us to change our mind? Flor Diaz Smith stated that this is not about us changing our minds as a board, it would be up to administrators to change their minds if new information is received. She stated that the selectboard does not have educational oversight of our district. What our communities deserve is a board that is strong enough to stand behind our superintendent and our leadership. We need to be strong as a board and hold the back of our administrators, and bring some closure to our communities. Our decisions are on the behalf of all of our students. The decision has been made and the letter should be sent from the board chair and superintendent. Julia Hewitt posed the question to the board chair. Diane Nichols-Fleming stated that the decision was made, the context and understanding has changed, however she is not 100% sure of what is the role of the board in this situation. She stated that again this is future work for the board, to better define our roles. Daniel Keeney stated that he believes that the selectboard has a lot of ambivalence about this matter and is doing its due diligence and is communicating the will of the town. He stated that the letter is addressed to Steven Dellinger Pate and should be responded by Steven Dellinger Pate. He suggested that at the previous board meeting we discussed this very complicated issue at great length. He stated that we need to move on in this discussion. Marty McMahon suggested that we do put this on a future agenda for discussion. He stated that the situation has changed and it does not seem to be just, to move forward without revisiting this in a determined way, using data. Diane Nichols-Fleming will ask for facilitation from VSBA at our next board meeting, to address this specific scenario.

5. **Personnel:**
   a. **Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Zach Sullivan moved to approve the new hire: Jaycee Coyle, EMES, SLP, 0.50FTE. Seconded by Daniel Keeney, this motion carried unanimously. Zach Sullivan moved to approve the hiring of long term substitute (25-26 school year) Eric Kapner, U32, Classroom Math Teacher. Seconded by Daniel Keeney, this motion carried unanimously. Zach Sullivan moved to approve extended leave of absence for Kimberly Knapp, BES, under Article 12.6 of the Teachers Agreement: a request for an unpaid leave of absence not to exceed one academic year. Seconded by Daniel Keeney, this motion carried unanimously.**

6. **Consent Agenda:**
   a. **Approve Minutes of 3.18.26 and 4.8.26: Chris McVeigh moved to approve the minutes from March 18, 2026, and April 8, 2026. Seconded by Patrick Whelley. This motion carried unanimously.**
   b. **Board Orders: Patrick Whelley moved to approve the board orders in the amount of $895,216.05. Seconded by Elizabeth Brown, this motion carried unanimously.**
7. **Future Agenda Items:** Funding differences in preK, criteria/ parameters how to move students between schools, Technology in schools, Carrying over voluntary merger conversations, Washington Central Friends of Education, VSBA resolutions, VSBA facilitation of board role, Community Schools, Board orientation, Andrew Boye shared that career center has asked to bring back up the idea of U32 as a location, dialogue between full board/steering committee/chair for public forum topics. Flor Diaz Smith shared that the Steering Committee considers the future agenda items through the lens of the workplan. Ed Quality presentation - third Wednesday in May. Chris McVeigh asked, if proposed future agenda items are not moved forward, then it will be explained to the board why that is the case.
8. **Board Reflections:** Natash Eckart regarding how we communicate on the board- be deliberate and thoughtful about how we frame our comments. Sometimes comments are made that are generalized and imply that board members are not competent enough to make informed decisions, and only make them by emotion and by being yelled at by community members; she finds that insulting. If we want to work towards communicating with each other with civil discourse, then we should be thoughtful about the way we frame our comments. Chris McVeigh stated that it is a good thing to have vigorous discussion with each other and he feels that we did this tonight. Flor Diaz Smith shared information about a pot luck and book talk later this month at U32.
9. **Public Comments:** Maia Stone stated that she feels the board is eroding trust by putting academic standards to the backseat of local politics. She stated that some of the data that is being shared does not reflect us - we are not a community school; we are a rural school.Barry Bernstein thanked Diane Nichols-Fleming for her effort at the previous meeting to engage in a more reciprocal discussion. He stated that the responsibility of this district begins at preK; it does not encompass daycare. He stated that before the consolidation, the chairperson assured the community that preschool would remain at Calais. He stated that at the previous board meeting he was shocked to not hear from the Calais principal. He shared a rumor that administrators are told to not speak to the community. Superintendent Dellinger Pate stated that this rumor is not true. Callie Weller asked the board to be aware of the continually

changing preschool enrollment numbers. She does not believe that the board would want families to go outside of our district for preschool. She stated that classrooms for preschoolers have a limit to capacity. Cindy Gardner-Morse asked the board to consider the impact on asking children to change to a different school. She asked, where is the child in this discussion? She stated that she has not heard much discussion about the possibility of preschoolers attending Calais versus East Montpelier. Griffin Ludwig stated that part of transparency is making a decision and sticking with it. He stated that he does not think now is the time for the board to change the decision about preschool location. He stated that equity and justice is important; nobody in East Montpelier got a vote on the future of their school building. David Hershey expressed support for the Community Schools initiative. Lucretia Dujuardo stated that enrollment numbers should have an impact on decisions. It makes sense to change things based on a change in information (e.g. enrollment). Question: is it accurate to say that keeping the staff at Calais will not cause the district any additional money? Superintendent Dellinger-Pate stated that if we keep preK at East Montpelier too then yes it does cost additional money. Lucretia Dujuardo stated that it is difficult to understand the decision making behind moving a larger population of children while keeping a smaller population of students in place. Emilie Connor reminded those present that during the configuration planning, continuing preschool at East Montpelier was always the plan. This is not a new development. Susanne Gann stated that there is a process for developing a budget. As business administrator, she wants to follow the timeline; she feels that the budget is complete at this time. The board followed the process and incorporated many stakeholders in the discussion. If the board continues to respond to the community and change course after the process is complete, where does it stop? Where can we continue to move the ball forward as administrators? She also stated that board members asking questions as individuals becomes problematic for administrators to respond to. Sam Ehrenfeld asked the board to strongly consider that the decision to move preK and kindergarten to East Montpelier was done with the thought in mind - what programs can be maintained at Calais? If those programs are moved back to Calais, what programs will be lost? What will be the impact? He spoke about decision making of the board. If the board asks administrators to make difficult decisions, and then when an unpopular decision is made, the board reconsiders, it greatly destabilizes the governance structure.

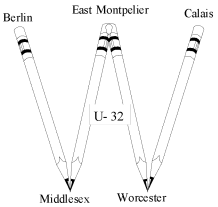
10. **<u>Proposed Executive Session:</u> Student Residency Requests:At 9:15, Chris McVeigh moved to go into Executive Session for a student residency request, and to invite our superintendent. Seconded by Flor Diaz Smith, this motion carried unanimously. Ursula Stanley moved to come out of executive session at 9:19. Seconded by Andrew Boye. Flor Diaz-Smith moved to accept administration's recommendation for both residency requests. Seconded by Elizabeth Brown. Motion carried unanimously.**
11. **<u>Proposed Executive Session:</u> Superintendent Evaluation**: **Chris McVeigh moved at 9:21 to go into Executive Session to discuss superintendent evaluation, and to invite our superintendent. Motion was seconded by Elizabeth Brown. Elizabeth Brown moved to come out of executive session at 10:00. Seconded by Chris McVeigh. No action was taken.**
12. **<u>Adjourn-</u>Zach Sullivan moved to adjourn at 10:01. Seconded by Flor Diaz-Smith.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary

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
5.6.26
6:15-9:15 PM
U-32
930 Gallison Hill Road
Montpelier, VT 05602
(In-Person & Virtual)

Present: Superintendent Dellinger-Pate, Flor Diaz Smith, Daniel Keeney, Chris McVeigh, Patrick Whelley, Ursula Stanley, Elizabeth Brown, Zach Sullivan, Diane Nichols-Fleming, Julia Hewitt, Natasha Eckart, Marty McMahon, Andrew Boye, David Lowther, Barry Bernstein, Jen Miller-Arsenault, ORCA Media, Julia Pritchard, Emily Alfano, Ainsley Burroughs, Alicia Lyford, Allison Fayle, April Davis, Cecilia Guggemos, David Delcore, David Hershey, David Lawrence, Dena Brown, Denise Wheeler, Emi Harlow, Heidi Dimick, Karoline May, Lila Richardson, Lisa Hanna, Phoebe Stone, Rachael, Veronica Fair, Giuliana Jenson, Heather Clark Warner, Katy Marshall, Jody Emerson, Cynthia Gardner-Morse, Dell Waterhouse,

1. **<u>Call To Order:</u> Diane Nichols-Fleming called the meeting to order at 6:17 p.m.**
2. **<u>Welcome:</u> Daniel Keeney read a resolution from the board:he moved that:**
   On this 6th day of May, 2026,
   Whereas our future as a community depends on well-educated community members; and
   Whereas educating those citizens well depends on committed and talented educators; and
   Whereas those talented and committed educators rely on a dedicated staff to operate our schools and support their occupants; and
   Whereas the Washington Central District is proudly committed to continually improving the education it provides to its students;
   Whereas in this current moment of uncertainty and change in our state's education system, Washington Central educators have continued to show up for students and families every day and demonstrate their commitment and dedication with clear and unambiguous passion for their work;
   Therefore be it resolved by the Board of Directors for the Washington Central Unified Union School District here and now thank our district teachers and staff for their service, and celebrate

them during this Teacher Appreciation Week. Seconded by Michelle Ksepka, this motion carried unanimously.

2.1. Adjustments to The Agenda (none)

2.2. **Reception of Guest:** Diane Nichols-Fleming welcomed those present.

2.3. **Public Comments:** Giuliana Jensen, East Montpelier resident, spoke with concerns about how the preschool decision is brought back up to each board meeting. She stated that keeping this discussion ongoing is creating division in the communities. She urged the board, at some point we need to move forward and we are spending too much time on this one issue. Katy Marshall, Middlesex resident, thanked the board for its service. She affirmed the administration's decision from January. She stated again that the board's role is to create a stable and equitable system. East Montpelier parent spoke about the preschool program. She stated that it is May; parents/ families have made plans and we are considering reopening a decision that was made in January. She spoke about equity and the importance of consistency. Jody Emerson, Superintendent of Central Vermont Career Center, spoke about a proposed plan for CVCC to expand its campus to U32 campus. She stated that the CVCC Board has not yet considered this plan but she wanted to give the WCUUSD Board a heads up that this is the beginning of this conversation.

3. **Presentation:** VSBA Facilitation of Board Roles: Debbie Singiser facilitated a board discussion: *WCUUSD Board Training, May 6, 2026, VSBA*. She will share the slide deck with the board. The board participated in an interactive discussion about the role of the board.

3.1. **Board Goals:** Diane Nichols-Fleming would like to incorporate board goals into the workplan.

4. **Board Operation:**

4.1. VSBA Resolutions: This information had been shared in the board packet. Diane Nichols-Fleming noted that there had been interest expressed previously in having a resolution around early college. Zach Sullivan expressed interest in working with a subcommittee to create a resolution related to early college. This would have to be ready for the first board meeting in June. Daniel Keeney, Marty McMahon also expressed interest. Natasha Eckart asked whether resolutions can come from individuals or whether they come from the board as a whole. Answer: board as a whole. **Chris McVeigh moved to create an advisory committee to be presented to the board at the first meeting in June: appointing Zach Sullivan, Daniel Keeney, Marty McMahon and any other board members that might be interested. Seconded by Ursula Stanley, this motion carried unanimously.**

5. **Personnel:**

5.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Flor Diaz Smith moved to approve the following hires: Elijah Hawkes – U-32 Interim Principal; Ilana Williams – 1.00 FTE, Classroom Teacher (MS Science) – U-32; Sarah Berry – 1.00 FTE, Classroom Teacher (Music) – Calais/EMES; Jenna Hallstrom – 1.00 FTE SLP - WCUUSD. Seconded by Chris McVeigh, this motion carried unanimously. Ursula Stanley moved to accept the following resignations: Sarah Ainsworth, Rise Coordinator, U-32; Sarah Cousins, SLP, WCUUSD; Cairsten Keese, School Counselor, U-32; Liza Semler, Work-Based Learning Coordinator; William Poderzay, Special Education Teacher, WCUUSD. Seconded by Zach Sullivan. Discussion: Natasha Eckart asked whether these positions will be filled. Superintendent Dellinger-Pate noted that they might not all be filled, as we are using attrition when possible to reduce staff/ budget. **This motion carried unanimously. Diane Nichols-Fleming asked for the board's approval to move public comments and reflections before Executive Session. Seconded by Ursula Stanley, this motion carried unanimously.**

6. **Proposed Executive Session: Student Residency Requests: At 9:13, Daniel Keeney moved to go into Executive Session and to include Steven Dellinger-Pate, to consider student residency exemption request. Ursula Stanley moved; Elizabeth Brown seconded; by unanimous approval the board came out of Executive Session at 9:18. Zach Sullivan moved to approve the recommendation from the administration regarding the student residency exemption request. Seconded by Patrick Whelley, this motion carried unanimously.**
7. **Proposed Executive Session: Personnel: At 9:19, Daniel Keeney moved to go into Executive Session and to include Karoline May, Gilian Fuqua, Steven Dellinger-Pate, to discuss personnel. Seconded by Natasha Eckart, this motion carried unanimously. Elizabeth Brown moved; Michelle Ksepka seconded; by unanimous approval the board came out of Executive Session at 10:17 p.m.** No action was taken.
8. **Future Agenda Items** Sashly Felix had provided a hyperlink to a future agenda items document
9. **Reflections:** Natasha Eckart appreciated the training and indicated that two hours was too long to have board business to do as well. She asked that the board stay true to the times in the agenda. David Lowther reiterated Natasha's sentiment. Elizabeth Brown appreciated the training and stated that she believes communication is critical. She spoke about terms such as "consistency" and "stability" and that it might be a good exercise for the board to consider what these terms mean to the board? Superintendent Dellinger-Pate stated that he appreciated the training tonight and appreciated the board comments.
10. **Public Comments:** Cynthia Gardner-Morse presented a petition with signatures from 190 residents asking that Calais children be allowed to attend Calais School, whether preschool or other grades. She asked the board to consider online comments in the petition. She asked the board to consider equity, about marginalized students, about graduation rates. Dell Waterhouse, from Worcester, spoke about the residents of Worcester who are committed to coming together to support keeping Doty School open. Linda Gray from Calais stated that many of the people who attend these meetings are very busy and are attending these meetings

to share how important it is for the young students to attend preschool in their communities. She asked the board to not pit one town against the other. Barry Bernstein, East Calais, spoke about the fact that "best educational outcomes" is defined differently by different people. Vermonters are feeling that they are losing out on their small communities. He stated that the process to get to this point has not been great; he hopes the board will reconsider. Emily Alfano, East Montpelier resident, had submitted a letter to the board yesterday with over 200 signatures asking the board to stay with the decision that had been made and move along. She stated that what is needed is to have some stability and some faith in that if the board makes a decision, even a hard decision, it will stay with it.

11. **<u>Adjourn:</u>The board adjourned by consensus at 10:20 p.m: motion by Daniel Keeney; seconded by David Lowler, approved unanimously.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary