

# Windsor Central Supervisory Union and Windsor Central Unified Union School District

*Monthly Meeting of the Boards*



May 01, 2023, at 6:30 p.m.

WCSU Conference Room  
and  
ZOOM video-conferencing

Join Zoom Meeting

<https://wcsu-net.zoom.us/j/89050767184?pwd=N0d6K0dsZnRxcFZxUENSYYpSemlIU09>

Meeting ID: 890 5076 7184 ~ Passcode: 499317

Dial in: +1 (646) 931-3860 US

## Agenda

### START THE ZOOM RECORDING

1. Call to order
2. Amendments to the Agenda
3. Public Comment
4. Comments and considerations from Woodstock officials
5. Reports:
  - a. Superintendent
  - b. Directors
  - c. Students
6. Time Scheduled Appointments
  - a. International Virtual Exchange Presentation
  - b. CRAFT Presentation
  - c. Audit Presentation
  - d. Award Bid for Electric Buses (WCUUSD Board)
  - e. WCSU Name Change (WCSU Board)
  - f. Approve New Hires (WCUUSD board)
  - g. Approve New Hires (WCSU Board)
  - h. Accept Resignations (WCUUSD Board)
7. Committees
  - a. Finance Committee
  - b. Policy Committee
    - i. Second Reading- [Grading policy](#)
    - ii. Adoption: [School Crisis Prevention & Response policy](#)
    - iii. First Reading: [C21 Search and Seizure](#)
    - iv. First Reading: [Administration of Federal Grant Funds](#)
    - v. First Reading: [F24 Prevention of Conflict of Interest in Procurement](#)
  - c. Buildings & Grounds Committee
  - d. Negotiations, Hiring, & Retention Committee
  - e. Working Groups
8. Consent Agenda
  - a. Minutes
9. Public Comment
10. Executive Session - if needed
11. Reflection
  - a. What did we do well?
  - b. What could we do better?
12. Adjourn

**AGENDA ITEM #1****Call to Order****PURPOSE:**

To begin the meeting, the Chair will determine if a quorum is present, then call the meeting to order.

**WHO:**

Chair: "I call this meeting to order at \_\_\_\_\_ p.m."

**MOTION REQUIRED?**

No

**AGENDA ITEM #2****Amendments to the Agenda****PURPOSE:**

To add or delete items to the agenda. **This is the only point in the meeting the agenda may be amended.**

Amendments added cannot include items that statutorily require a warning to the general public, and should not include items that have a significant impact that ethically should be warned to the public. **Amendments should be the exception, not the rule.**

NOTE: Reorganizing existing items on the agenda is not the same as amending it; items can be reorganized at any point in the meeting.

**WHO:**

Chair

**MOTION REQUIRED?**

Yes, **after** the amendments are announced or after it is determined that there are no amendments.

- "Motion to adopt the agenda." Requires a second and a vote.

**PURPOSE:**

All meetings of the body are meetings in the public, not of the public. Members of the public shall be afforded a reasonable opportunity to express opinions, so long as order is maintained.

A public body is within its rights under Open Meeting Law to limit public comment to only those items listed on its meeting agenda. However, the WCSU/WCUUSD board feels this creates a barrier preventing the public from bringing to their attention issues that are of importance to them. Thus, the board chooses to be responsive to the needs and concerns of their communities by allowing opportunities for public comment beyond just those items listed on its agenda..

**WHO:**

Chair

- Comments by the public or members of the body **must be addressed to the Chair or to the body as a whole**, and not to any individual member of the body or public.

**MOTION REQUIRED?**

No

**Board Rules:**

- **Public in-person meetings:**
  - ◆ Persons wishing to speak must place their name and town of residence on the sign-in sheet;
  - ◆ person must be acknowledged by Chair before speaking;
  - ◆ speaker stands and addresses Chair or board as a whole;
  - ◆ time limit of two (2) minutes per person.
- **Digital meetings:**
  - ◆ [Digitally raise your hand](#),
  - ◆ wait to be acknowledged by the Chair,
  - ◆ clearly state your name and town of residence for the minutes,
  - ◆ address the Chair or the board as a whole
- If a member of the public has already spoken on a topic, they may not be recognized again until others have first been given the opportunity to comment.
- Order and decorum shall be observed by all persons present at the meeting. Neither members of the body, nor the members of the public, shall delay or interrupt the proceedings or the peace of the meeting or interrupt or disturb any member while speaking. Members of the body and members of the public are prohibited from making personal, impertinent, threatening, or profane remarks.
- Members of the body and members of the public shall obey the orders of the chair or other presiding member.

Comments and considerations will be heard from Woodstock officials.

### From the Superintendent

Meeting the goal of 90% Proficiency in Reading and Math by third grade, is a goal that needs to be addressed through multiple pathways. The Leadership Team has shared with you the depth of the professional development that has been offered to all teachers. I have also talked about the thorough review we are doing of our elementary schedules. Another piece that the Leadership Team is addressing is how to make student data more accessible and impactful for teachers. Connecting the range of data that we collect on student progress, behavior and attendance, to the daily work of teachers, is the next phase of the work that school leaders and district Directors will address. Once we receive feedback from New Solutions K12 on our elementary schedules in May, the Leadership Team will be better positioned to take this action.

Since the last Board meeting, I have had the opportunity to testify to the House Human Services Committee and the House Education Committee on the need for full reimbursement of our 4 year old students. As many of you know, currently we receive .46% reimbursement for 3 and 4 year olds even though the State requires a licensed teacher and trained para educator for every Pre K classroom of more than 10 students. My hope is that the Legislature will recognize the improved student outcomes, support for families, and greater access to high quality early learning that we have seen with our full time public Pre K program, by funding the program fully.

The Central Office Leadership Team is continuing to meet with Battelle for Kids in preparation for the review of our Portrait of a Graduate and current Strategic Plan which will lead to the creation of our next five year Strategic Plan. Dates have been established for an orientation for the Leadership Team (7/19), a Visioning Session with the Design Team (7/31), and three Design Team meetings for the development of the future Strategic Plan (9/19, 10/18, and 12/5). The Design Team of 35 people will include parents, students, Board members, community representatives, teachers and administrators. The recruitment process for this team will begin in May.

The annual administrator evaluation cycle began with a request for feedback from faculty and staff on the Vermont Administrator Standards in March. Based on that feedback as well as my observations, each of our Principals and Directors will receive a review from me as well as the data and comments provided by educators. Evaluation should be completed by the beginning of May.

Tuesday, April 25, 2023

	BA	KES	RES	TPVS	WES	WUHSMS	Totals	
Pre K 3	7	13	2		21		43	
Pre K 4	12	10	5		45		72	
K	7	9	6		27		49	
Grade 1	5	15	4		35		59	
Grade 2	7	8	3		46		64	
Grade 3	15	20	7		47		89	
Grade 4	5	13	5		27		50	
Grade 5	10	12		50			72	
Grade 6	5	9		45	2		61	
Grade 7						70	70	
Grade 8						70	70	
Grade 9						84	84	
Grade 10						77	77	
Grade 11						83	83	
Grade 12						62	62	
<b>Total Pre K</b>	19	23	7		66		115	
<b>Total K-12</b>	54	86	25	95	184	446	890	
<b>Total by School</b>	73	109	32	95	250	446	1005	<b>District Total</b>
<b>Percentage Change since Previous Month</b>	0	-3 (-2.7%)	-1 (-3%)	0	-5 (-2%)	5 (+1.1%)	-4 (-.4%)	<b>District Change</b>
							-47 (-4.5%)	<b>District Change from 1 year ago 2021-22</b>

	April 25, 2023
Tuition Funding Source = "Operating School District"	916
Tuition Funding Source = "Other VT School District"	87
Tuition Funding Source = "VT State Agency"	2
Tuition Funding Source = "Sponsored by Operating District"	0
Total	1,005

WCSU enrollment by town (as of 4-25-23):

<https://docs.google.com/spreadsheets/d/1vrEN5a5Va3xld410hUtkNXd1EYfrg9azpoM8WNkz6gA/edit?usp=sharing>

### From the Director of Technology and Innovation

The student incident data on the WCSU website was updated on April 25, 2023. In addition to this data I also examined the percentage of male students involved in disciplinary incidents:

	Total number of incidents (as of 4/25/23)	Percentage of incidents involving male students
Elementary Schools	667	81%
WUHSMS	776	78%

Throughout the school year administrators and staff at the WUHSMS have seen evidence of students vaping in school bathrooms. Back in 2019 we piloted vape sensors, but the sensors we used were inaccurate and the data existed in a separate system making it difficult for administrators to respond in a timely manner. In March we piloted a new environmental sensor that uses a more sophisticated way of detecting vape and integrates with our new camera system. The new sensor was an immediate success, so we purchased 12 of these sensors to be used in all of the bathrooms at the WUHSMS using Title funds at a cost of \$10,176.

The sensors have proven to be a valuable tool in helping the administrators at the WUHSMS begin to change the culture around vaping in school by providing an opportunity to engage in meaningful conversations with students around addiction and help them break unhealthy habits. With the help of our school resources, such as our Student Assistance Program (SAP), we can offer support and guidance to students struggling with addiction. By using the data collected from these sensors, we can identify and intervene early, before the addiction becomes a more significant problem.

## From the Director of Student Support Services

- Cognia training and support for our special educators and students
- Working with Jen Patenaude to customize the New Special Education Rules PD taking place in June. Special educators will have the opportunity to help direct the learning to meet the needs of their students.
- Continuing to procure and recruit high quality candidates for our open positions for next year.
- The Director of Student Support Services is continuing to work with Linda Loprete, Jim Fenn and special educators to develop opportunities and procedures for our paraeducators. They will have increased access to professional development and collaboration about their students for next year.
- The nursing team had a Health and Wellness Carnival that featured almost 30 vendors and community partners. Health screenings, demonstrations, interactive experiences as well as e bike rides and children's activities were highlights of the day. Several students volunteered their time to do face painting.
- Shelly Parker and I are working with the programmer for our IEP database to get it updated as the AOE continues to make changes and updates to forms.
- The MS/HS special education team participated in a visioning activity with Sherry Sousa to consider assets and unmet needs in the department. We then talked about action steps to actualize some of the ideas that were articulated. The focus was on flexible solutions that prioritized student outcomes.

## From the Director of Curriculum, Instruction, and Assessment

### Professional Learning Update:

- May is the last month of year-long, job-embedded professional development for teachers of reading and mathematics PreK-12. Thanks go out to Julie Brown and Patty Kelly for facilitating the professional learning, and for collaboratively creating instructional common agreements with classroom teachers.
- Our last Late Start Wednesday professional learning is May 3rd, and teachers are sharing their learning with colleagues using a jigsaw model that allows teachers to consolidate their own learning while growing the learning of their colleagues.
- This summer we have planned nearly 20 different paid opportunities for teachers to move district work forward, including visioning, planning, and learning opportunities.

**Assessment & Testing:** End of year testing is in full swing. [The District Universal Testing Calendar](#) outlines tests this season. Besides Cognia and STAR, May 1st marks the start of the AP Testing Window, with 274 exams happening through May 11th. Thanks to the WCSU school board, each student gets one test paid for, and at \$97 each (\$35 for students qualifying for Free & Reduced Lunch), this is very helpful to families! Thanks to Gabriella Durgin for making AP Testing go smoothly. Also, thank you to teachers,



school-based testing coordinators, and Raph Adamek, for making the logistics of testing go as smoothly as possible!

AGENDA ITEM #6	Time Scheduled Appointments
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6.A.	International Virtual Exchange Presentation
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<https://prezi.com/i/t7xetbkqx80w/>

**WHO:**  
Colleen O'Connell

6.B.	CRAFT Presentation
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**PURPOSE:**  
CRAFT (*Community and Climate Resilience Through Agriculture, Forestry and Technology*) facilitates an interdisciplinary learning pathway of courses, immersive experiences, and service learning opportunities at WUHSMS. CRAFT connects students, teachers, and community partners through food and forest systems empowering young people to be engaged in experiential, place-based solutions.

**WHO:**  
Kat Robbins, Place-Based Education Coordinator  
Janis Boubol  
Abbie Castriotta

[CRAFT Board Report, Spring 2023](#)  
[CRAFT Board Presentation](#)

6.C.	Audit Presentation
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**PURPOSE:**  
To share the FY22 Audit report and discuss findings.

**WHO:**  
James Fenn, Director of Finance and Operations

[Report on the Audit of Financial Statements](#)  
[Audited Financial Statements and Other Financial Information](#)  
[Audit Findings Letter](#)  
[Management Letter](#)

<b>6.D.</b>	<b>Award Bid for Electric Buses</b>
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**PURPOSE:**

To discuss and vote on the electric bus proposals.

**WHO:**

James Fenn, Director of Finance and Operations

Windsor Central Supervisory Union  
Electric Bus Turnkey purchase bids  
March 29, 2023

	<i>Anderson/Bluebird</i>	<i>Lion</i>	<i>Cressey/Thomas</i>
Bus			
Early stock	\$375,000.00	\$374,000.69	\$343,750.00 \$348,000.00
Charging			
Option 1	\$60,000.00		
Option 1B		\$14,900.00	
Option 2	\$60,000.00		
Option 2A			\$67,713.00
Option 2B		\$38,256.00	
Option 3	\$109,942.00		\$123,192.00
Other			
<i>Power from street to location at District cost</i>			
Total			
Option 1	\$1,185,000.00		\$1,098,963.25
Option 1 Early Stock			\$1,167,192.00
Option 1B		\$1,139,899.07	
Option 2	\$1,185,000.00		
Option 2A			\$1,154,442.00
Option 2A Early Stock			\$1,167,192.00
Option 2B		<b>\$1,163,255.07</b>	
Option 3	<b>\$1,234,942.00</b>		\$1,154,442.00
<b>Option 3 Early Stock</b>			<b>\$1,167,192.00</b>

Notes:

Warranty			
Bus	1 - 5 year	1 - 5 year	2 - 8 year
Charger	2 year		2 year

Bus Option

    Early Stock                      Cressey/Thomas early stock bus option is for "stock" buses already on order that will be available in late fall 2023. These buses deviate from spec in two areas. They come with disc brakes both front and rear and the charging port is at the front of the bus. The charging port can be relocated locally by Cressey for about \$1,500 per bus.

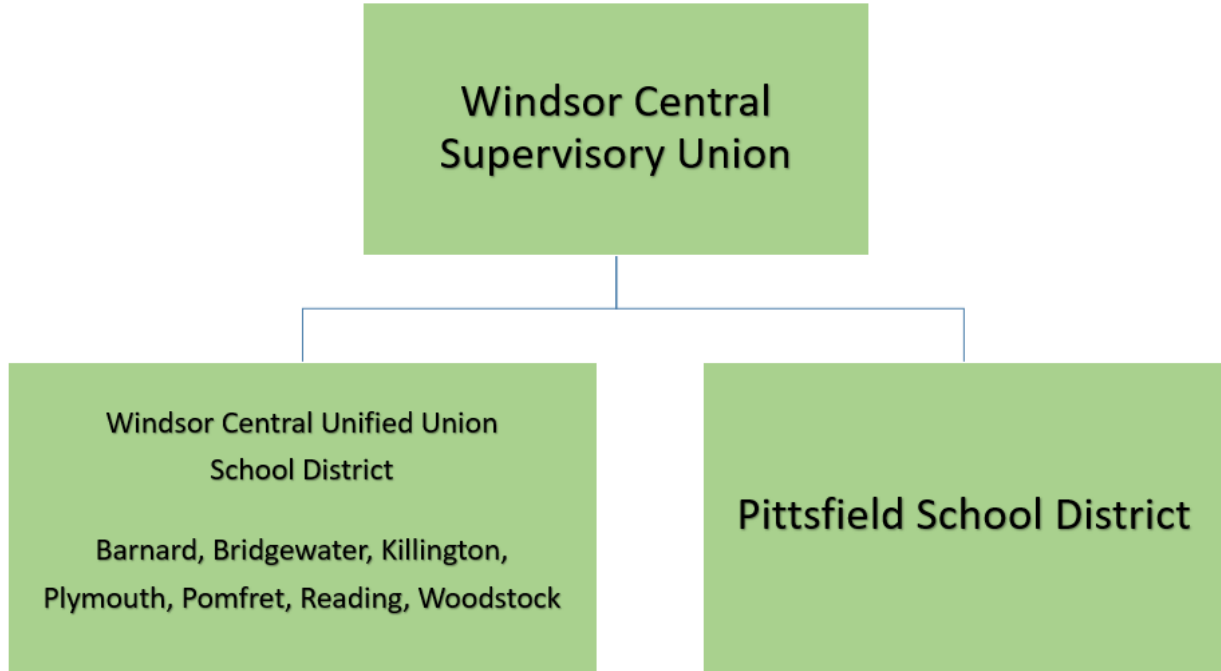
Charging Options

- Option 1 (4) Level 2 19.2 KW single dispenser chargers installed turnkey
- Option 1B (3) Level 2 19.2 KW single dispenser chargers **NOT** installed turnkey
- Option 2 (3) Level 3 DCFC 30KW single dispenser chargers installed turnkey
- Option 2A (1) Level 3 DCFC 30KW dual dispenser charger and (1) 24kw single dispenser installed turnkey
- Option 2B (3) Level 3 DCFC 30KW single dispenser chargers **NOT** installed turnkey
- Option 3 (1) 30kw DCFC single dispenser and (1) 60kw DCFC dual dispenser charger installed turnkey

Evaluation Criteria	Max Points Available	Anderson/Bluebird	Lion	Cressey/Thomas
A. Fleet Conversion Plan and Construction Model	5	5	4	4
B. General Bus and Battery Specifications, including Safety Features	10	10	9	10
C. General EVSE (charger and charging station) Specifications	10	10	6	10
D. Fleet and Charging Data Collection and Sharing	4	4	4	4
E. Alignment with District Equity, Diversity in Employment and Social Responsibility	5	X	5	X
F. References, Prior Experiences and Current Fleet	6	X	X	X
G.1. Maintenance	10	5	5	5
G.2. Warranty	10	4	3	5
H. Training Program	5	5	5	5
I. Estimated Delivery Date	10	10	10	8
J.1. Price Proposal - Bus (or Fee, or Rate Proposal)	15	10	10	15
J.2. Price Proposal - Charging (or Fee, or Rate Proposal)	10	10	3	9
Written Evaluation Criteria Total	100	73	64	75

**PURPOSE:**

At the December 5, 2022, board meeting, the WCUUSD board voted to change the name of the school district to the Mountain Views School District, effective July 1, 2023. The school district and the supervisory union are two separate entities; changing the name of one does not affect the other. If the intent is to replace the “Windsor Central” name as a whole, the WCSU board must vote to change the name of the Windsor Central Supervisory Union to the Mountain Views Supervisory Union.



**WCUUSD Board** = 18 member board with representatives from the seven towns that voted to join the unified district

**WCSU Board** = 18 members of the WCUUSD board PLUS one designated Pittsfield Board member (currently the esteemed Ray Rice)

6.F.	Approve New Hires (WCUUSD Board)
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**PURPOSE:**

The Superintendent nominates candidates for employment by the school district or supervisory union if the vacant position requires a licensed employee, and the appropriate board approves or declines. (16 V.S.A. § 242)

Reading Elementary School- Principal

**Brandon James Hill**

***Education***

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<p><b>Southern New Hampshire University</b>          Manchester, New Hampshire          Master of Education  <b>Major:</b> Curriculum and Instruction, Concentration in Educational Leadership  <b>GPA:</b> 4.000          Attended January 2013 to December 2015          Degree conferred December 2015</p>	<p><a href="#">Transcript</a> (213KB)</p>
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<p><b>Keene State College</b>          Keene, New Hampshire          Bachelor of Science  <b>Major:</b> Elementary Education  <b>GPA:</b> 3.300  <b>Credit Hours:</b> 144          Attended August 2004 to May 2009          Degree conferred May 2009</p>	<p><a href="#">Transcript</a> (279KB)</p>
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<p><b>Keene State College</b>          Keene, New Hampshire          Bachelor of Arts  <b>Major:</b> Social Science  <b>GPA:</b> 3.300  <b>Credit Hours:</b> 144          Attended August 2004 to May 2009          Degree conferred May 2009</p>	<p><a href="#">Transcript</a> (279KB)</p>
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***Experience***

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<p><b>Fall Mountain Regional School District</b>          Fifth Grade Teacher          North Charlestown Community School</p>	<p>Aug 2012 - Present</p>
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**North Charlestown Community School**

Aug 2018 - Present

Lead Teacher  
Charlestown, NH

This is in addition to my role as fifth grade teacher. These duties include administrative responsibilities as the principal of our school is shared among two schools.

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**SAU 60**

Mar 2020 - Present

Athletic Coordinator  
Charleston, New Hampshire

The job responsibilities include scheduling games, hiring coaches, hiring referees, purchasing equipment, and being at all home games.

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**Fall Mountain Regional School District**

Aug 2016 - Jun 2022

Middle School Soccer Coach/ Basketball Coach  
Charlestown, New Hampshire

It is my responsibility as coach to teach middle schools the fundamentals of the game of soccer in the fall, and basketball in the winter. I have also taken it upon myself through my philosophy to teach girls how to be better teammates, as well as friends. I stress the importance of improving oneself while being able to make those around you better as well.

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**Fall Mountain Regional School District**

Aug 2011 - Jun 2012

Eighth Grade Math & Social Studies Teacher  
Charlestown Middle School**Claremont School District**

Mar 2011 - Jun 2011

First Grade Long-Term Substitute  
Disnard Elementary School

Currently teaching first grade at Disnard Elementary School for the remainder of the school year. Classroom is made up of 13 students. Gaining more experience with students in the lower grades. Responsible for planning Reading, Mathematics, and Writing Workshop. Becoming more familiar with Harcourt and Everyday Mathematics.

## Lori Jean Beland

### ***Education***

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**Upper Valley Institute of Education**

Lebanon, New Hampshire

Certificate of Study (Undergraduate)

**Major:** Principal Internship

**Credit Hours:** 255

Attended August 2022 to June 2023 (*expected completion*)

[Transcript](#)  
(68KB)

**Northern Vermont University**

Johnson, Vermont

Master of Education

**Major:** Education ABA focus

**GPA:** 3.900

Attended May 2019 to May 2021

Degree conferred May 2021

[Transcript](#)  
(28KB)

**Johnson State College**

Johnson, Vermont

Bachelor of Education

**Major:** Elementary Education, **Minor:** Psychology

**GPA:** 3.850

Attended May 2013 to May 2016

Degree conferred May 2016

*No Transcript*

**Community College of Vermont**

Wilder, Vt, Vermont

Associate of Arts

**Major:** Early Childhood Education, **Minor:** psychology

Attended August 2010 to May 2013

Degree conferred May 2013

*No Transcript*

### ***Experience***

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**Ottauquechee Elementary**

Special Educator/PBIS Coordinator/Behavior Support

Quechee, Vt.

Aug 2016 - Present

In my current role as special educator at Ottauquechee, I primarily work with k-2 students on IEPs and students going through the EST process with co-teaching, small group and 1:1 reading, and math. I also work occasionally with students up to 5th grade, giving 1:1 reading and math instruction. Along with my special educator role I am the coordinator for our PBIS tiered systems of support, working with behavioral support staff to create a system that smoothly transitions from universal, to targeted and then into tier III interventions. Within that role, I help to create and oversee the follow through of behavior plans, provide on the spot feedback and training for staff, as well as work with students on skills around self regulation strategies, using functional communication, working collaboratively with peers, and other strategies that help them get their needs met based on their function of behavior. I work alongside our building principal to ensure parent involvement and communications is consistent, supportive, and inviting.

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**Keene Perspectives**

May 2020 - Aug 2020

Behavior Technician  
White River Junction, Vt

My job was to work with children diagnosed with Autism Spectrum Disorder. The job description included 1:1 ABA services and data collection with children ages 3 to 4. Services covered domains of development including communication, daily living, and social skills. To reduce challenging behaviors, my job was to implement a positive behavior support plan under the supervision of a BCBA that helped teach children functional communication to help them get their wants and needs met. During teaching, I utilized a verbal behavior approach, discrete trial teaching (DTT), and natural environment teaching (NET) to support the development of skills.

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**Hartland Cooperative Nursery School**

Aug 2014 - May 2015

Lead Teacher  
Hartland, Vermont

After completing my Associate degree in Early Education I was presented with an opportunity to join the wonderful staff at HCNS as an assistant preschool teacher. I gained experience working with children with varied abilities and developed a great understanding of how to relate to children. It was this opportunity that helped me realize the most important part of being a teacher is to create meaningful and respectful relationships in order to create an environment where children feel safe to learn and grow.

After two year of working there I took over as one of the lead teachers. During this time my experience planning and organizing curriculum grew tremendously. I learned how to collaborate with other educators to develop lessons that were age appropriate, engaging, and still challenging. Being new to the position I was able to bring fresh ideas. Some of these changes were bringing in more nature to the curriculum. In doing this we dedicated one day a week where we would spend the whole day outside and develop lessons that would engage students in learning through outside experiences. I was able to provide other ideas such as creative science days which incorporated more child led and independent groups. These lessons provided many opportunities for children to think deeper and ask more questions. Another addition to the program was more writing aligned with curriculum that surrounding elementary schools are doing. I provided information and materials from Wilson's Foundations program which created more opportunities for children to read and write in a variety of ways.

This experience taught me how to be extremely creative when teaching young children. I learned quickly that if children are not having fun then they are not invested in their learning. This has carried over into my philosophy as an educator. My goal is to always be thoughtful and creative when teaching students.

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**Child Care Center in Norwich**

Aug 2013 - Jun 2014

After-school Teacher  
Norwich, Vt

My job as the after-school teacher at Marion Cross school was to plan activities that incorporated both learning and fun experiences for children in grades K- 2. My goal was to maintain an environment that was safe which provided a balance of both structured and non structured time.



## ***Volunteer Work***

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For six years I had been an avid volunteer at the Hartland Elementary school as a coach for t-ball, softball, soccer, basketball and Girls on the Run, for grades k-5. Through these experiences I have learned many ways to manage children and help them learn with movement and fun. I have learned how to break up instruction and work in small groups to teach to varying abilities. Working with parents has helped me understand the importance of building those relationships to understand how to best teach their children.

For two years I was able to volunteer as a Four Winds instructor which helped me learn my nature side! This was a wonderful experience to help me better understand the importance of science and getting children outside! My knowledge and respect for nature grew from both the classes taken through VINS (Vermont Institute of Natural Science), as well as through the other volunteers that I collaborated with to build lessons.

**Erin Mark Bucher**

[Redacted Address: Pollock Pines, California 95726]  
[Redacted Phone: 530-793-XXXX]  
[Redacted Email: embucher103@gmail.com]

**Education**

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**Syracuse University**

Syracuse, New York  
Master in Teaching  
**Major:** Social Studies Education  
**GPA:** 3.830  
**Credit Hours:** 40  
Attended August 2008 to December 2009  
Degree conferred December 2009

**Transcript**  
(183KB)

**Syracuse University**

Syracuse, New York  
Bachelor of Arts  
**Major:** Anthropology, **Minor:** Political Science  
**GPA:** 3.210  
**Credit Hours:** 120  
Attended August 2000 to May 2004  
Degree conferred May 2004

**Experience**

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**Windsor Central Supervisory Union**

Aug 2021 - Present

Extended Learning Coordinator  
Woodstock, VT  
- Coordinating the after school, tutoring, and summer programs for WCSU schools.  
- Ensuring that programs are conducted equitably in each WCSU school.  
- Updating billing and registration procedures for WCSU programs.  
- Hiring after school program staff.  
- Expanding after school and summer program offerings.

**Klamath Falls City Schools**

Aug 2018 - Jun 2021

Teacher  
Klamath Falls, OR  
- Developing and delivering curriculum for 7th and 8th grade science  
- Expanding and adapting Project Lead the Way curriculum to ensure that Next Generation Science Standards are being met for each grade level  
- Creating new and engaging curriculum for agricultural science and green architecture electives  
- Establishing and facilitating the school robotics club and helping to secure funds through grants and donations  
  
- Meeting with parents, students, and administrators to help assess and meet student needs  
- Addressing a wide range of student learning needs and managing classrooms of 20-35 students  
- Assessing the progress of 140+ students per semester  
- Adapting science curriculum and assessment to distance learning and physically distanced in-person learning, in response to COVID-19

**Natomas Unified School District**

Oct 2017 - Jun 2018

Teacher  
Sacramento, CA  
- Managing a classroom of 20-35+ students and providing resources to help all student to access the curriculum  
- Assessing the progress of 100+ students per quarter  
- Developing and delivering curriculum in both 7th grade Life Science and 9th grade Conceptual Physics  
- Meeting with students during office hours to ensure that all students fully comprehend the curriculum  
- Meeting with students and administrators to provide information regarding student progress and develop plans for student success and improved performance

**Options for Youth**

Jul 2013 - Oct 2017

Teacher

Rancho Cordova, CA

- Providing science lab instruction for classes ranging from 10 to 25 students
- Supporting and grading students as they complete independent study curriculum in all subject areas
- Following curriculum guidelines to meet state and school standards and requirements
- Providing detailed information to students and parents regarding student progress and/or concerns
- Collecting, compiling and summarizing attendance records, student files, and transcripts in preparation for audits
- Overseeing student groups on science field trips to the Forest Service's Institute of Forest Genetics as well as multi-day field trips to an organic farm located in Mendocino County

**San Juan Unified School District**

Feb 2013 - Jul 2013

Instructional Assistant

Sacramento, CA

- Assisting teachers in administering the Advance Path curriculum
- Mentoring students and providing instruction in a wide range of subjects
- Monitoring the Advance Path classroom and maintaining an organized study environment
- Proctoring tests and quizzes
- Maintaining the Advance Path computer system and helping student's with logging in and troubleshooting computer issues

**Interests, Skills, and Volunteer Work**

I love the outdoors and have volunteered for the Yosemite Facelift for several years. The Facelift event is put on by the Yosemite Climbing Association and relies on hundreds of volunteers to help beautify the park after the high-volume summer tourist season. I am an active backpacker, kayaker, and fisherman and am also certified in Wilderness First-Aid and CPR.

Special Educator

## Marcia A. Davis

### ***Education***

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**Bay Path University**

East Longmeadow, Massachusetts

Educational Specialist

**Major:** Reading and Literacy Specialist

**GPA:** 3.890

**Credit Hours:** 47

Attended July 2018 to June 2022

Degree conferred June 2022

[Transcript](#)  
(711KB)

**George Washington University**

Washington, DC, District of Columbia

Certificate of Advanced Graduate Studies

**Major:** Special Educ/Traumatic Brain Injury Transition

**GPA:** 4.000

**Credit Hours:** 15

Attended August 2009 to January 2011

[Transcript](#)  
(1.2MB)

**Boston University**

Boston, Massachusetts

Master of Education

**Major:** Science Education

**GPA:** 3.130

**Credit Hours:** 32

Attended July 1989 to August 1993

Degree conferred August 1993

[Transcript](#)  
(1.2MB)

**Lesley University**

Cambridge, Massachusetts

Bachelor of Science

**Major:** Elementary Education

**GPA:** 3.530

**Credit Hours:** 129

Attended July 1983 to May 1989

Degree conferred May 1989

[Transcript](#)  
(254KB)

## **Experience**

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**Danville School**

Aug 2021 - Jun 2023

Literacy Interventionist

145 Peacham Road, Danville, VT 05828

Identification and administration of literacy instruction and assessment in phonemic segmentation, letter-sound correspondence, phonics, oral reading fluency and accuracy, comprehension, and written language. Instruction was provided in the classroom for whole and small groups, and out of the classroom for whole and small groups, and as pull out 1:1. Comprehensive data entry, analysis, and reporting was provided for baseline, mid-year, and end of the year benchmarks and additional progress monitoring as needed. Full participation in EST/MTSS processes, and provided staff coaching and curricular materials when requested.

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**Hartford School District**

Jul 2020 - Jun 2021

Literacy Interventionist/Coach

Hartford, Vermont

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**Rutland Middle School, Rutland City Public Schools**

Aug 2017 - Jun 2020

Literacy Interventionist

67 Library Avenue, Rutland, Vermont

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**Dartmouth-Hitchcock Medical Center**

Oct 2016 - Jun 2020

Research Associate

Lebanon, NH

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**Albert Bridge School**

Feb 2015 - Jun 2017

Classroom Teacher and Title I Support Staff

Brownsville, VT

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**University of Vermont College of Medicine**

Jul 2012 - Feb 2015

Research Manager

Burlington, VT

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**Geisel School of Medicine at Dartmouth College**

Sep 2008 - Jul 2012

Research Coordinator II

Hanover, NH

Coordinated and administered comprehensive Traumatic Brain Research studies with high school athletes and adults measuring cognition, mental health disorders, clinical assessments, and brain activation utilizing a variety of protocols including structured interviews, questionnaires, neuropsychological assessments, and functional MRIs. Supervised database entry and reconciliation for demographics data, review of medical records and predetermination of brain injury severity scales. Multi-site coordination of clinical treatment trial. Highly team oriented experience.

## Janine Saragusa

### Education

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**Lehigh University**

Bethlehem, Pennsylvania  
Educational Specialist

**Major:** School Psychology

**GPA:** 3.870

**Credit Hours:** 77

Attended September 1997 to June 2001

Degree conferred June 2001

[Transcript](#)

(694KB)

**Lehigh University**

Bethlehem, Pennsylvania  
Master of Education

**Major:** Human Development

**GPA:** 3.870

**Credit Hours:** 77

Attended September 1997 to June 2001

Degree conferred January 2001

[Transcript](#)

(694KB)

**Rutgers the State University of New Jersey New Brunswick Campus**

New Brunswick, New Jersey  
Bachelor of Arts

**Major:** Psychology, **Minor:** Linguistic

Attended September 1992 to May 1996

Degree conferred May 1996

*No Transcript*

### Experience

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**Springfield School District**

School Psychologist  
Springfield, VT

Aug 2019 - Present

I function as 1 of 2 Psychologists in the district conducting Psychological evaluations in order to help educational teams determine special education eligibility.

**Plumsted Township Board of Education**

School Psychologist  
New Egypt, NJ

May 2005 - Jun 2019

Case Manager to Preschool - 5th grade students

- Provide comprehensive Psychological Assessments for students to help determine eligibility for Special Ed and Rel Srvs according to state laws
- Provide counseling services to students as per IEP needs
- Developed IEP for eligible students including academic and social-emotional goals
- Coordinated the development of IEPs for students
- Led eligibility process and developed consensus among eligibility team
- Provide consultation to teachers regarding students with IEPs and struggling students without IEPs
- Participate in teams to assist struggling students
- Conduct observations both in the classroom and in student homes
- Led developmental assessments for preschool students
- Case manager for the ABA program for our PS - 1st grade students

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**East Brunswick Board of Education**

Nov 2001 - May 2005

School Psychologist

East Brunswick, NJ

- Conducted Psychological evaluations for students in grades 6-10
- Provided counseling and emotional support for students in grades 6-10
- Coordinated meetings to meet timelines for eligibility meetings as well as Annual Reviews and Re-evaluations for 60-70 students per year.
- Helped students advocate for themselves, their desires and dislikes during meetings, including disciplinary issues.

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**Middletown Township Board of Education**

Sep 2001 - Dec 2001

School Psychologist

Middletown, NJ

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***NCSP designation***

I have held the NCSP (Nationally Certified School Psychologist) designation since 2010. This is optional, however, I feel it is important to continually develop my skills utilizing the National Association of School Psychologists Service Delivery Model and keeping the NCSP designation helps me focus on doing that. This designation required me to have participated in a 1200 hour supervised internship as well as pass the School Psychology Praxis exam. Additionally, there are continuing education requirements in specific areas to maintain the certification that go beyond what is required to maintain my state endorsement.

WUHSMS Guidance, Gabriella Durgin

Dear Mr. Garon Smail,

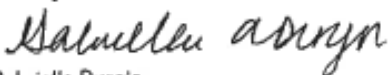
It is with many mixed emotions that I write and submit this letter of resignation to you today. Due to a significant change in my family situation, it has become necessary for me to step away from my current position here at Woodstock Union High School Middle School.

Currently my mother is the sole caretaker of both my aging grandparents. To assist with the caretaking of both my grandparents and provide respite for my mother, I have made the decision to move back to Upstate NY to be closer to them and assist them with daily living tasks.

I want to share my sincere gratitude to you and the entire school community for all the support, encouragement, and opportunities that you all have given to me over my years here. I can confidently say I have grown into a better educator through the mentorships and professional development that has been provided to me. It has been an honor and privilege to work with such a talented group of individuals, and I will always value the experiences and lessons I have learned during my time with you all.

I want to make myself available to assist with the transition that this will bring. I am committed to working alongside you, my school counseling team, and our school community to finish this school year out strong and ensure positive growth for years to come.

Thank you,

  
Gabriella Durgin



WUHSMS Driver's Education, Richard Kearney

April 24, 2023

**Kerri Bristow % Linda Loprete**

Chairperson, Windsor Central Supervisory Union

70 Amsden Way

Woodstock, VT 05091

Dear Kerri,

I write to inform the School Board that after careful thought and consideration, I've decided to resign my position as Driver and Traffic Safety Educator at Woodstock Union High School, effective 6/30/23. I have accepted the Driver and Traffic Safety Educator position at St. Johnsbury Academy. As one door closes, another opens. With gratitude and appreciation, I thank the Board and the Woodstock community for the opportunity to have taught hundreds of students about making healthy choices.

Sincerely,



Richard Kearney

Woodstock Union High School

Driver Education Traffic Safety Educator

Cc; Garon Smail, Principal Woodstock Union High School

**PURPOSE:**

To provide an update on the work of Committees and Working Groups.

**WHO:**

- A. Finance Committee Update
- B. Policy Committee
  - i. Second Reading- [Grading policy](#)
  - ii. Adoption: [School Crisis Prevention & Response policy](#)
  - iii. First Reading: [C21 Search and Seizure](#)
  - iv. First Reading: [Administration of Federal Grant Funds](#)
  - v. First Reading: [F24 Prevention of Conflict of Interest in Procurement](#)
- C. Buildings & Grounds Committee Update
- D. Negotiations, Hiring, & Retention Committee Update
- E. Working Groups Update



## GRADING

### Policy

Woodstock Union Middle School and High School's grading system will clearly communicate objective feedback to parents and students regarding the students' individual strengths and challenges and be easily understood by stakeholders and external organizations. The Board will hold the Administration responsible for successfully identifying, implementing, and communicating the procedures in a clear and consistent manner.

Aspects of traditional grading utilized:

#### **Letter grade and 4-point GPA REPORTING**

Student performance will be reported using traditional letter grades and a 4-point grade scale for summative assignments and report cards, and a 4-point GPA for transcripts.

Aspects of proficiency-learning utilized:

#### **STANDARDS-BASED REPORTING**

Standards will be clearly described in course syllabi, in assignment descriptions, and in the grade reporting system. This clarity and detail will communicate objective feedback to parents and students regarding the students' individual strengths and challenges. The standards in each course will have equal weighting in determining the course grade.

#### **4 POINT GRADING SCALE**

Student performance will be reported using a 4-point scale with increments in between each whole number, equaling eleven possible grades. The number indicates the level of performance on the standard, with 1 = Beginning, 2 = Approaching 3 = Proficient, and 4 = Distinguished. Corresponding letter grades will be used as well for the overall course grade.

#### **FORMATIVE and SUMMATIVE GRADING**

Course assessments will be either Formative (Practice work and skill development) or Summative (Mastery of Skills and Essential Learning Targets).

##### **Summative Assessment**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Examples of summative assessments may include:

- tests and exams
- major projects
- research papers
- major essays
- presentations
- performances
- anything that a teacher may use to evaluate a student's level or mastery

##### **Formative Assessment**

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative

assessments have less impact on the overall grade, not to exceed 25% of summative assessment values.

Formative assessments may include:

- gradable homework assignments
- study guides
- quizzes
- "rough drafts"
- journals
- other "practice" items

### **GRADE REPORTING**

On the report card, grades will be reported with a 4-point grade scale\* and an overall course letter grade. On the transcript, letter grades and a 4.0 GPA will be used. On the transcript, letter grades and a 4.0 GPA will be used. A grade conversion chart will be found in grading procedures in the Student Handbook and in the online gradebook.

\*The District has aligned the proficiency grading system to a 4-point GPA grade scale.

### **HOWLS (HABITS of WORK and LEARNING)**

The HOWLS assessment measures participation, preparation, and perseverance; further detailed in the Student Handbook. This assessment will be a small portion of each course grade (less than 10%).

### **ASSIGNMENT DUE DATES**

Specific timelines for making up missed work or assessments will be detailed in grading procedures in the Student Handbook.

### **EXTRA CREDIT/RETAKEING ASSIGNMENTS**

No extra credit will be given because it does not indicate mastery. Alternatively, students have the opportunity to demonstrate mastery by re-taking assignments under specific conditions. In cases in which students wish to improve a summative assignment grade, at teacher discretion, summative assessment opportunities will be provided to give students an additional opportunity to show mastery of the standards. Procedures on retaking assignments will be detailed in grading procedures in the Student Handbook.

### **FINAL GRADE CALCULATION**

The final grade calculation procedures will be clearly articulated in the Student Handbook.

### **INCOMPLETE GRADES**

Procedures and timeline changes to final grades and/or incomplete grades will be detailed in grading procedures in the Student Handbook.

### **NO CREDIT RESPONSE**

Students are held to high academic standards and will be provided with multiple opportunities and supports to achieve a passing grade for a course. Students who receive a course grade below a C will receive no credit for the course.

### **TURN AROUND TIME FOR GRADE ENTRY**

Timely entry of grades and scores on assignments is important for the feedback to be meaningful and actionable. This timeframe will be defined in the grading procedures in the Student Handbook.

*Amendments approved: May 1, 2023 (pending)*

*Amendments approved: September 9, 2019*

*Date Warned: June 18, 2019*

*Date Adopted: July 8, 2019*

## WCUUSD SCHOOL CRISIS PREVENTION & RESPONSE POLICY

### **Policy**

It is the policy of the Windsor Central Unified Union School District to maintain a safe, orderly, civil, and positive learning environment, and to be prepared, in so far as possible, to prevent and respond to unexpected crises quickly and appropriately. While the very unexpected nature of a crisis may make preparation difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

### **Definitions**

Examples of **school crises** include but are not limited to fire, criminal acts, disease epidemic, physical injury or death, active shooter, presence of intruders on school premises, hazardous materials spills, weather related emergencies, natural disasters or bomb threats.

**Incident** in this context refers to an occurrence that has risen to the level of a school crisis per the School Emergency Operations Plan as referenced below.

### **Administrative Responsibilities**

To help prevent the occurrence of some individually caused crises, the Superintendent shall research and share information about educational programs and practices designed to create and sustain a safe learning environment.

The Superintendent is directed to create a School Emergency Operations Plan that identifies how the students and staff shall respond to emergency situations, and the role that local emergency service providers shall play in crisis preparedness and incident management. This shall include the establishment of a School Crisis Team in each school in accordance with the School Emergency Operations Plan. The Superintendent will create a districtwide School Public Safety Team in consultation and cooperation with emergency management, law enforcement, fire and medical response agencies, transportation providers, Vermont Department of Health Emergency Preparedness Specialist, and Designated Mental Health Agency.

The School Emergency Operations Plan shall be aligned with and follow the recommended practices outlined in the Vermont School Crisis Guide and related resources.

Generally, the Principal or his/her designee will organize and oversee the planning and operation of the School Crisis Team and will serve as the incident commander, according to the School Emergency Operations Plan. The plan shall be reviewed annually and routinely practiced during regular drills.

Fire and emergency preparedness drills shall be conducted and recorded by the Principal in accord with the requirements of Section 1481 of Title 16 of the Vermont Statutes Annotated. At a minimum, drills shall be exercised at least once a month during the school year so that students and staff may leave the school building in the shortest possible time and without panic or confusion. In addition, drills shall be exercised at sufficient intervals on other procedures described in the School Emergency Operations Plan. A record of each drill, together with the time necessary to complete the procedure, shall be kept in the official school register, and such register shall be open at all times for inspection by representatives from the Division of Fire Safety and the Agency of Education.

Following a crisis, the School Crisis Team and/or the School Public Safety Team shall debrief and review the effectiveness of the crisis response and present a report and any recommendations for School Emergency Operations Plan updates to the superintendent.

### **Staff Responsibilities**

The staff shall follow all guidelines outlined in the School Emergency Operations Plan and staff handbook when practicing routine drills and when responding to actual emergency situations.

### **Student Responsibilities**

Students shall follow all guidelines outlined in the School Emergency Operations Plan and student handbook when practicing routine drills and when responding to actual emergency situations.

Students who cause school crises will be held accountable in accordance with the school discipline policy and state/federal law. An incident may also be referred to law enforcement for possible criminal charges or to pursue civil litigation.

Lost instructional time resulting from response to a school crisis or emergency situation shall be made up at the discretion of the School Board.

### **Notification and Community Communications**

It is the policy that the School Crisis Team and/or the School Public Safety Team will communicate to the community in a timely fashion (through the superintendent or her/his designee) the status of the crisis, consistent with the guidelines outlined in the Emergency Operations Plan.

All crises involving use of deadly weapons, whether a threat or an actual act, must be communicated to community members as soon as it is safe to do so. Weapon means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.

Legal Reference(s): 13 V.S.A. § 1604 (Possession of Destructive Devices)  
13 V.S.A. §1612 (Placing a Hoax Device)  
13 V.S.A. §1753 (False Public Alarms)  
16 V.S.A. § Chapter 33 (Fire and Emergency Preparedness Drills and  
Safety Patrols)

16 V.S.A. §1161a (a) (4) (Discipline)  
Rule 4102 - Vermont State Board of Education Manual of Rules and  
Procedures (Requirement for Comprehensive Emergency Plan)

### **WCSU Policy Reference**

C20: Student Conduct and Discipline (definition of weapons)



CODE: C21

## **SEARCH AND SEIZURE OF STUDENTS BY SCHOOL PERSONNEL**

### **Searches of School Property**

Each Windsor Unified Union School District school (hereby referred to as "school") retains the right to search its property at any time. Desks, lockers, textbooks, computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened, inspected and searched by school employees at any time. Students should have no expectation of privacy with respect to school owned property.

### **Search and Seizure of Student and Student Property**

Searches of students persons, personal effects and vehicles <sup>[1]</sup> may be conducted where there are reasonable grounds for suspecting at the time of initiating the search that the search will reveal evidence of a violation of law or of school rules.

The superintendent or designee shall ensure that all searches of students and all searched and seizures of student property are conducted in a manner that complies with state and federal constitutional protections against unreasonable searches and seizures of students and student property in schools.

Copies of this policy will be included in the student handbook given to students and parents at the beginning of each school year.

*[1] Schools may obtain blanket permission to search vehicles that students drive to school and park in the school parking lot by requiring parents and students to consent to such inspections as a condition of obtaining a permit for parking on school grounds. Without consent of this sort, school officials who wish to search student vehicles need reasonable suspicion that the search will provide evidence of a violation of law or school rules.*

VSBA Revision:	March 3, 2021
Date Warned:	
Date Adopted:	
Legal Reference(s):	
Cross Reference:	



## ADMINISTRATION OF FEDERAL GRANT FUNDS

*Category: Priority/Required by Law*

*Related Policies: DI, DID, DJ, DJC, DJE, DJF & DK  
See also: ADB, EFAA, EHB, JICI & JRA*

This Policy includes “sub-policies” relating to specific provisions of the Uniform Administrative Requirements for Federal Awards issued by the U.S. Office of Budget and Management. Those requirements, which are commonly known as Uniform Grant Guidance (“UGG”), are found in Title 2 of the Code of Federal Regulations (“CFR”) part 200. The sub-policies include:

DAF-1	ALLOWABILITY	3
DAF-2	CASH MANAGEMENT AND FUND CONTROL	7
DAF-3	PROCUREMENT	9
DAF-4	PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM	16
DAF-5	CONFLICT OF INTEREST AND MANDATORY DISCLOSURES	18
DAF-6	INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS	18
DAF-7	TRAVEL REIMBURSEMENT – FEDERAL FUNDS	19
DAF-8	ACCOUNTABILITY AND CERTIFICATIONS	20
DAF-9	TIME AND EFFORT REPORTING / OVERSIGHT	20
DAF-10	GRANT BUDGET RECONCILIATION	21
DAF-11	<u>SUB-RECIPIENT MONITORING AND MANAGEMENT</u>	22

**NOTICE: Notwithstanding any other policy of the District, all funds awarded directly or indirectly through any Federal grant or subsidy programs will be administered in accordance with this Policy, and any administrative procedures adopted implementing this Policy.**

The Windsor Central Unified Union School Board (hereby referred to as “the Board”) accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency, and the Vermont Agency of Education (AOE) or other applicable pass-through entity.

This policy establishes the minimum standards regarding internal controls and grant management to be used by the Windsor Central Unified Union School District (hereby referred to as “the District”) in the administration of any funds received by the District through Federal grant programs as required by applicable Vermont and Federal laws or regulations, including, without limitation, the UGG.



## ADMINISTRATION OF FEDERAL GRANT FUNDS

The Board directs the Superintendent and Director of Finance and Operations to develop, monitor, and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of federal and/or state law and regulation and will be based on best practices.

The Superintendent will assure that all individuals responsible for the administration of a federal grant or award will be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award and this policy.

To the extent not covered by this Policy, the administrative procedures and internal controls must provide for:

1. Identification of all federal funds received and expended and their program source;
2. Accurate, current, and complete disclosure of financial data in accordance with federal requirements.
3. Records sufficient to track the receipt and use of funds.
4. Effective control and accountability over assets to assure they are used only for authorized purposes and
5. Comparison of expenditures against budget.

### DAF-1 ALLOWABILITY

The Director of Finance and Operations is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds will be administered in a manner consistent with all applicable Federal, State, and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

A. **Cost Principles:** Except whether otherwise authorized by statute, costs will meet the following general criteria in order to be allowable under Federal awards:

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
  - a. To determine whether a cost is “reasonable”, consideration will be given to:
    - i. Whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award.
    - ii. The restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal, and other laws and regulations.
    - iii. Market prices for comparable goods or services for the geographic area.

## ADMINISTRATION OF FEDERAL GRANT FUNDS

- iv. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and
    - v. Whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the “necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.
  - b. When determining whether a cost is “necessary”, consideration may be given to whether:
    - i. The cost is needed for the proper and efficient performance of the grant program.
    - ii. The cost is identified in the approved budget or application.
    - iii. There is an educational benefit associated with the cost.
    - iv. The cost aligns with identified needs based on results and findings from a needs assessment; and/or
    - v. The cost addresses program goals and objectives and is based on program data.
  - c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.
2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
3. Be consistent with policies and procedures that apply uniformly to both Federally financed and other activities of the District.
4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
5. Be determined in accordance with generally accepted accounting principles.
6. Be representative of actual cost, net of all applicable credits or offsets.

The term “applicable credits” refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to/or received by the State relate to the Federal award, they will be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

## ADMINISTRATION OF FEDERAL GRANT FUNDS

7. Be not included as a match or cost-share unless the specific Federal program authorizes Federal costs to be treated as such.
8. Be adequately documented:
  - a. In the case of personal services, the Director of Finance and Operations will implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated.
  - b. In the case of other costs, all receipts and other invoice materials will be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.
- B. **Selected Items of Cost:** The District will follow the rules for selected items of cost at 2 CFR Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District, and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel will follow those rules as well.
- C. **Cost Compliance:** The Director of Finance and Operations will require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

### **D. Determining Whether A Cost is Direct or Indirect**

1. "The Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include wages and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).

2. "Indirect costs" are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances will be treated consistently as either direct or indirect costs.

These costs may include general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with "supplement not supplant" provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the

## ADMINISTRATION OF FEDERAL GRANT FUNDS

Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The wages of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all the following conditions are met:

- a. Administrative or clerical services are integral to a project or activity.
- b. Individuals involved can be specifically identified with the project or activity.
- c. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- d. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap will include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by AOE or the pass-through entity (Federal funds subject to 2 C.F.R. Part 200 pertaining to determining indirect cost allocation).

- E. **Timely Obligation of Funds:** Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following are examples of when funds are determined to be “obligated” under applicable regulation of the U.S. Department of Education:

When the obligation is for:

1. Acquisition of property – on the date which the District makes a binding written commitment to acquire the property.
2. Personal services by an employee of the District – when the services are performed.
3. Personal services by a contractor who is not an employee of the District – on the date which the District makes a binding written commitment to obtain the services.
4. Public utility services – when the District received the services.
5. Travel – when the travel is taken.
6. Rental of property – when the District uses the property.

## ADMINISTRATION OF FEDERAL GRANT FUNDS

7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR Part 200, Subpart E – Cost Principles – on the first day of the project period.
- F. **Period of Performance:** All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Award Notification (“GAN”). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

Pre-award costs are those incurred prior to the effective date of the Federal award or subaward directly pursuant to the negotiation and in anticipation of the Federal award where such costs are necessary for efficient and timely performance of the scope of work. Such costs are allowable only to the extent that they would have been allowable if incurred after the date of the Federal award and only with the written approval of the *initial* Federal awarding agency or of the AOE or other pass-through entity.

For both State-administered and direct grants, regardless of the period of availability, the District will liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate time frame are said to lapse and will be returned to the awarding agency. Consistently, the District will closely monitor grant spending throughout the grant cycle.

### DAF-2 CASH MANAGEMENT AND FUND CONTROL

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of AOE or other applicable pass-through-entity.

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Director of Finance and Operations will implement internal controls in the area of cash management.

The District’s payment methods will minimize the time elapsing between the transfer of funds from the United States Treasury or the AOE (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic fund transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District will use forms and procedures required by the AOE, grantor agency or other pass-through entity to request payment. The District will request grant fund payments in accordance

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with the provisions of the grant. Additionally, the District's financial management systems will meet the standards for fund control and accountability as established by the awarding agency.

The Superintendent/Director of Finance and Operations is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).

When the District uses a cash advance payment method, the following standards will apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District will make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District will disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District will account for the receipt, obligation, and expenditure of funds.
- E. Advance payments will be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
  1. The District receives less than \$120,000 in Federal awards per year.
  2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
  3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
  4. A foreign government or banking system prohibits or precludes interest bearing accounts.
- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System ("PMS") through an electronic medium using either Automated Clearing House ("ACH") network or a Fedwire Funds Service payment. Remittances will include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

### DAF-3 PROCUREMENT



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All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State, and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds will be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures.

The Director of Finance and Operations will maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-327) for the administration and management of Federal grants and Federally funded programs. The District will maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions will also conform to the provisions of the District's documented general purchase policy.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. Additionally, consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis will be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

A. **Competition:** All procurement transactions will be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District will exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

1. Unreasonable requirements on firms in order for them to qualify to do business.

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2. Unnecessary experience and excessive bonding requirements.
3. Noncompetitive contracts to consultants that are on retainer contracts.
4. Organizational conflicts of interest.
5. Specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement; and/or
6. Any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms, or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

- B. **Solicitation Language:** The District will require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description will not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, will set forth those minimum essential characteristics and standards to which it will conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which will be met by offers will be clearly stated; and identify all requirements which the offerors will fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

- C. **Procurement Methods:** The District will utilize the following methods of procurement:

1. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District will distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Director of Finance and Operations considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.



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### 2. Small Purchases (Simplified Acquisition)

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property which is acquired above the aggregate dollar micro-purchase threshold and not exceeding the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations will be obtained from an adequate number of qualified sources.

### 3. Sealed Bids

Sealed, competitive bids will be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$250,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$250,000.

a. In order for sealed bidding to be feasible, the following conditions will be present:

- i. A complete, adequate, and realistic specification or purchase description is available.
- ii. Two (2) or more responsible bidders are willing and able to compete effectively for the business; and
- iii. The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

b. When sealed bids are used, the following requirements apply:

- i. Bids will be solicited in accordance with the provisions of State law. Bids will be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid will be publicly advertised.
- ii. The invitation for bids will include product/contract specifications and pertinent attachments and will define the items and/or services required in order for the bidder to properly respond.
- iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs will be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
- v. The Board reserves the right to reject any and all bids for sound documented reason.

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- vi. Bid protests will be handled pursuant to the process set forth in DAF-3. I.

### 4. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one source submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

- a. Requests for proposals will be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals will be considered to the maximum extent practical.
- b. Proposals will be solicited from an adequate number of sources.
- c. The District will use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
- d. Contracts will be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

### 5. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. The item is available only for a single source.
- b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- c. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; and/or
- d. After solicitation of a number of sources, competition is determined to be inadequate.

- D. **Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms:** The District must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

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1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists.
  2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources.
  3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises.
  4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises.
  5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
  6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.
- E. **Contract/Price Analysis:** The District will perform a cost or price analysis in connection with every procurement action in excess of \$250,000 (i.e., the Simplified Acquisition/Small Purchase limit), including contract modifications. (See 2 CFR 200.324). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District will come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District will negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

- F. **Time and Materials Contracts:** The District will use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District will assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls, and otherwise performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

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- G. **Suspension and Debarment:** The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions will be made in the best interests of the District and will seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District will consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Director of Finance and Operations will have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and will abide by the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (See 2 CFR Part 180 Subpart G).

Debarment is an action taken by the Director of Finance and Operations to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (See 2 CFR Part 180 Subpart H).

The District will not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District will confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management ("SAM"), which maintains a list of such debarred or suspended vendors at [www.sam.gov](http://www.sam.gov) (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Sub part C).

Documentation that debarment/suspension was queried must be retained for each covered transaction as part of the documentation required under DAF-3, paragraph J. This documentation should include the date(s) queried and copy(ies) of the SAM result report/screen shot, or a copy of the or certification from the vendor. It should be attached to the payment backup and retained for future audit review.

### H. **Additional Requirements for Procurement Contracts Using Federal Funds:**

1. **Clause for Remedies Arising from Breach:** For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3. C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
2. **Termination clause:** For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II (B)).

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3. Anti-pollution clause: For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II (G)).
  4. Anti-lobbying clause: For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (I).
  5. Negotiation of profit: For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District will negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.324(b)).
  6. "Domestic Preference" Requirement: The District must provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States, to the greatest extent practicable. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District's behalf (e.g. subcontractor, food service management companies, etc.). It also generally applies to all purchases, even those below the micro-purchase threshold, unless otherwise stipulated by the Federal awarding agency. See also additional "Buy American" provisions in DAF-4.C regarding food service procurement.
- I. Bid Protest: The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.
- A bidder who wishes to file a bid protest will file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests will be filed in writing with the Director of Finance and Operations within seventy-two (72) hours of the opening of the bids in protest.
- Within five (5) days of receipt of a protest, the Director of Finance and Operations will review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest will be communicated to the Board and will be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.
- Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, will constitute a waiver of proceedings.
- J. Maintenance of Procurement Records: The District will maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding debarment/suspension queries or actions. Such records will be retained consistent with district policy.

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### DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM

The following provisions will be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

- A. **Mandatory Contract Clauses:** The following provisions will be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:
1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority.
  2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
  3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification.
  4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars.
  5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually.
  6. The contractor must identify the method by which it will report discounts, rebates, and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
  7. The contractor must maintain documentation of costs and discounts, rebates, and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.
- B. **Contracts with Food Service Management Companies:** Procedures for selecting and contracting with a food service management company will comply with guidance provided by the AOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.



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### C. “Buy American” Requirement: NOTE - See DAF-3. H.6 regarding “domestic preference” | requirements for procurements other than for food service.

Under the “Buy American” provision of the National School Lunch Act (the “NSLA”), school food authorities (SFAs) are required to purchase, to the maximum extent practicable, *domestic commodity or product*. As an SFA, the District is required to comply with the “Buy American” procurement standards set forth in 7 CFR Part 210.21(d) when purchasing commercial food products served in the school meals programs. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District’s behalf (e.g., food service management companies, group purchasing cooperatives, shared purchasing, etc.).

Under the NSLA, “*domestic commodity or product*” is defined as an agricultural commodity or product that is produced or processed in the United States using “*substantial*” agricultural commodities that are produced in the United States. For purposes of the act, “*substantial*” means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

1. Exceptions: The two main exceptions to the Buy American requirements are:
  - a) The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
  - b) Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.
2. Steps to Comply with Buy American Requirements: In order to help assure that the District remains in compliance with the Buy American requirement, the Director of Finance and Operations, will
  - a) Include a Buy American clause in all procurement documents (product specifications, bid solicitations, requests for proposals, purchase orders, etc.).
  - b) Monitor contractor performance.
  - c) Require suppliers to certify the origin of the product.
  - d) Examine product packaging for identification of the country of origin; and
  - e) Require suppliers to provide specific information about the percentage of U.S. content in food products.

### DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

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Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Director of Finance and Operations who, in turn, will disclose in writing any such potential conflict of interest to AOE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of those parties has a financial or other interest in or received a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict will not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Director of Finance and Operations will timely disclose in writing to AOE or other applicable pass-through-entity, all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The Director of Finance and Operations will fully address any such violations promptly and notify the Board with such information as is appropriate under the circumstances (e.g., taking into account applicable disciplinary processes).

### DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems will be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls will apply to any equipment or pilferable items acquired in whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations, and Board policies:

- A. **“Equipment” and “Pilferable Items” Defined:** For purposes of this policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.
- B. **Records:** The Director of Finance and Operations will maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

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- C. **Inventory:** No less than once every two years, the Director of Finance and Operations will cause a physical inventory of all equipment and pilferable items to be taken and the results reconciled with the property records.
- D. **Control, Maintenance and Disposition:** The Director of Finance and Operations will develop administrative procedures relative to property procured in whole or in part with Federal funds to:
1. Prevent loss, damage, or theft of the property; any loss, damage, or theft must be investigated.
  2. To maintain the property and keep it in good condition; and
  3. To ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

### DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

The Board will reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, “travel costs” will mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and district employees will comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees and school officials will be determined by the Director of Finance and Operations.

Travel costs will be reimbursed on a mileage basis for travel using an employee’s personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district’s non-federally funded activities, and in accordance with the district’s travel reimbursement policies and administrative regulations.

Mileage reimbursements will be at the rate approved by the Board or Board policy for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses will be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by Board policy, or, in the absence of such policy, the federal General Services Administration for federal employees for locale where incurred.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, for any costs that are charged directly to the federal award, the Director of Finance and Operations will maintain sufficient records to justify that:

- A. Participation of the individual is necessary to the federal award.
- B. The costs are reasonable and consistent with Board policy.

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### DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

All fiscal transactions must be approved by the Director of Finance and Operations who can attest that the expenditure is allowable and approved under the federal program. The Director of Finance and Operations submits all required certifications.

### DAF-9 TIME-EFFORT REPORTING / OVERSIGHT

The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

As a recipient of Federal funds, the District will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged directly or indirectly against Federally sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

- A. **Compensation:** Compensation for employment services includes all remuneration, paid currently, or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:
1. Is reasonable for the services rendered, conforms to the District's established written policy, and is consistently applied to both Federal and non-Federal activities; and
  2. Follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.
- B. **Time and Effort Reports:** Time and effort reports will:
1. Be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated.
  2. Be incorporated into the official records of the District.
  3. Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities.
  4. Encompass both Federally assisted and other activities compensated by the District on an integrated basis.
  5. Comply with the District's established accounting policies and practices.

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6. Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by AOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Director of Finance and Operations is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.

### DAF-10 GRANT BUDGET RECONCILIATION AND GRANT CLOSEOUT

- A. **Budget Reconciliation:** Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District's records in a timely manner.

The District's internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

- B. **Grant Closeout Requirements:** At the end of the period of performance or when the Federal awarding agency determines the District has completed all applicable administrative actions and all required work under the grant, the agency will close out the Federal award. If the award passed-through the State, the District would have 90 days from the end of the period of performance to submit to the State all financial, performance, and other reports as required by the terms and conditions of the award.

Failure to submit all required reports within the required timeframe will necessarily result in the Federal awarding agency reporting the District's material failure to comply with the terms of the grant to the Office of Management and Budget (OMB) and may pursue other enforcement actions.

The District must maintain all financial records and other documents pertinent to the grant for a period of three years from the date of submission of the final expenditure report, barring other circumstances detailed in 2 CFR 200.344.

### DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

When entering agreements involving the expenditure or disbursements of federal grant funds, the District will determine whether the recipient of such federal funds is a "contractor" or "subrecipient", as those terms are defined in 2 CFR §200.23 and §200.93, respectively. See also guidance at 2 CFR §200.330 "Subrecipient and contractor determinations". Generally, "subrecipients" are instrumental



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in implementing the applicable work program whereas a "contractor" provides goods and services for the District's own use. Contractors will be subject to the District's procurement and purchasing policies. Subrecipients are subject to this Policy.

Under the UGG, the District is considered a "pass-through entity" in relation to its subrecipients, and as such requires that subrecipients comply with applicable terms and conditions (flow-down provisions). All subrecipients of Federal or State funds received through the District are subject to the same Federal and State statutes, regulations, and award terms and conditions as the District.

### **A. Sub-award Contents and Communication.**

In the execution of every sub-award, the District will communicate the following information to the subrecipient and include the same information in the sub-award agreement.

1. Every sub-award will be clearly identified and include the following Federal award identification:
  - a) Subrecipient name
  - b) Subrecipient's unique ID number (DUNS)
  - c) Federal Award ID Number (FAIN)
  - d) Federal award date
  - e) Period of performance start and end date
  - f) Amount of federal funds obligated.
  - g) Amount of federal funds obligated to the subrecipient.
  - h) Total amount of the Federal award
  - i) Total approved cost sharing or match required where applicable.
  - j) Project description responsive to FFATA
  - k) Name of Federal awarding agency, pass through entity and contact information.
  - l) CFDA number and name
  - m) Identification of the award is R&D
  - n) Indirect cost rate for the Federal award
2. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
3. Any additional requirements the District deems necessary for financial or performance reporting of subrecipients as necessary.
4. An approved indirect cost rate negotiated between subrecipient and the Federal government or between the pass-through entity and subrecipient.
5. Requirements that the District and its auditors have access to the subrecipient records and financial statements.
6. Terms and conditions for closeout of the sub-award.

### **B. Subrecipient Monitoring Procedures.**

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The Director of Finance and Operations is responsible for having all the District project managers monitor subrecipients. The District will monitor the activities of the subrecipient to ensure the sub-award is used for authorized purposes. The frequency of monitoring review will be specified in the sub-award and conducted concurrently with all invoice submission.

Subrecipient monitoring procedures include:

1. At the time of proposal, assess the potential of the subrecipient for programmatic, financial, and administrative suitability.
2. Evaluate each subrecipient's risk of noncompliance prior to executing a sub-award. In doing so, the District will assess the subrecipient's:
  - a) Prior experience with the same or similar sub-awards.
  - b) Results of previous audits and single audit (if applicable).
  - c) New personnel or new or substantially changed systems.
  - d) The extent and results of Federal awarding agency monitoring.
3. Confirm the statement of work and review any non-standard terms and conditions of the sub-award during the negotiation process.
4. Monitor financial and programmatic progress and ability of the subrecipient to meet objectives of the sub-award. To facilitate this review, subrecipients are required to submit sufficient invoice detail and a progress report. The District project managers will encourage subrecipients to submit regular invoices.
5. Invoices and progress reports will be date stamped upon receipt if received in hard copy. A record of the date of receipt will be maintained for those invoices sent electronically.
6. In conducting regular oversight and monitoring, the District project managers will:
  - a) Verify invoices that include progress reports.
  - b) Review progress reports to ensure project is progressing appropriately and on schedule.
  - c) Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.
  - d) Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
  - e) Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.
  - f) Review subrecipient match tasks for eligibility.
  - g) Initial the progress report and invoice confirming review and approval prior to payment.
  - h) Raise any concerns to the Director of Finance and Operations.
7. The Director of Finance and Operations upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.



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8. Payments will be withheld from subrecipients for the following reasons:
  - a) Insufficient detail to support the costs billed.
  - b) Unallowable costs.
  - c) Ineligible costs; and/or
  - d) Incomplete work or work not completed in accordance with required specifications.
9. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.

C. **Subrecipient Project Files.** Subrecipient project files will contain, at a minimum, the following:

- a) Project proposal.
- b) Project scope.
- c) Progress reports.
- d) Interim and final products; and
- e) Copies of other applicable project documents as required, such as copies of contracts or MOUs.

D. **Audit Requirements.**

All subrecipients are required to annually submit their audit and Single Audit report to the District for review to ensure the subrecipient has complied with good accounting practices and federal regulations. If a deficiency is identified, the District will:

1. Issue a management decision on audit findings pertaining to the Federal award.
2. Consider whether the results of audits or reviews indicate conditions that necessitate adjustments to pass through entity's own records.

E. **Methodology for Resolving Findings.**

The District will work with subrecipients to resolve any findings and deficiencies. To do so, the District may follow up on deficiencies identified through on-site reviews, provision of basic technical assistance, and other means of assistance as appropriate.

The District will only consider taking enforcement action against non-compliant subrecipients in accordance with 2 CFR 200.339 when noncompliance cannot be remedied. Enforcement may include taking any of the following actions as appropriate:

- a) Temporarily withhold cash payments pending correction of the deficiency.
- b) Disallow all or part of the cost of the activity or action not in compliance.
- c) Wholly or partly suspend or terminate the sub-award.
- d) Initiate suspension or debarment proceedings.
- e) Withhold further Federal awards for the project or program; and/or
- f) Take other remedies that may be legally available.

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### Legal References:

42 USC 1751 – 66 National School Lunch Act

2 CFR Part 180

2 CFR Part 200

200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c); 200.430; 200.431;

200.458; 200.474(b)

200 Appendix II

7 CFR Part 210

210.16; 210.19; 210.21; 215.14a; 220.16



Code: F24

## PREVENTION OF CONFLICT OF INTEREST IN PROCUREMENT

### Policy

It is the policy of the Windsor Central Unified Union School District that all purchasing and contracting comply with state and federal laws.

No employee, officer, or agent of the Windsor Central Unified Union School District may participate in the selection, award, or administration of a purchase or contract if that person has a real or apparent conflict of interest. Any employee, officer or agent with a real, perceived or apparent conflict of interest shall notify the superintendent of the conflict and not participate in the selection, award or administration of the purchase or contract at issue. The superintendent or his or her designee will develop written procedures to implement this policy.

A conflict of Interest arises if an employee, officer, agent, immediate family member, partner, or an organization which employs or is about to employ any of the parties indicated herein, has a direct or indirect financial or other interest in, or a tangible personal benefit from a vendor considered for a purchase or contract.

An employee will not solicit or accept any favor, gratuity, or anything of monetary value.

In the event of a violation of this policy, the district or supervisory union may take disciplinary action against the employee, officer or agent according to procedures in the (district/supervisory union) personnel manual and/or collective bargaining agreement.

VSBA Version:	November 6, 2016
Date Warned:	
Date Adopted:	
Legal Reference(s):	<i>2 CFR 200.318 NOTE: This policy satisfies the federal regulatory requirement in 2 CFR 200.318. Alternatively, the district or supervisory union may fulfill this legal requirement by developing "written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts."</i>
Cross Reference(s):	

**PURPOSE:**

At board meetings, a few items may come to the agenda that do not need any discussion or debate either because they are routine procedures or are already unanimous consent. A consent agenda (Robert's Rules of Order calls it a consent calendar) allows the board to approve all these items together without discussion or individual motions.

**MOTION REQUIRED?**

Yes.

- "Motion to approve the consent agenda." Requires a second, then can be opened up for discussion. The vote approves/accepts or declines **all** items in the consent agenda at once.

8.A. Minutes

Windsor Central Supervisory Union  
Windsor Central Unified Union School  
District Board of Directors Monthly Meeting  
April 3, 2023, 6:30 p.m.  
(no Zoom recording- unintentional human error)

**Board Members Present:**

*Barnard:*

Bryce Sammel (virtual)  
Carin Park (virtual) Lydia Locke (virtual) *Bridgewater:*  
Lara Bowers  
Ryan Townsend Adam Ameele (virtual)  
Katie Reed  
Anne Karl

*Pomfret:*

Bob Crean (virtual)  
Anna Sessa (virtual)  
*Woodstock:*  
Keri Bristow  
Ben Ford  
John Williams  
Marianne Ralph  
Matt Stout

*Phymouth:*

Elliot Rubin  
Josh Linton

*Pittsfield:*

Ray Rice (virtual)

*Superintendent:* Sherry Sousa

*Director of Student Support Services:* Shayna Kalnitsky

*Director of Instructional Technology:* Raphael Adamek

*Director of Finance and Operations:* Jim Fenn

*District Curriculum Coordinator:* Jennifer Stainton

*District Buildings & Grounds Manager:* Joe Rigoli

*Director of Human Resources:* Linda Loprete (virtual)

*Principals/ Administration:* Garon Smail, Cody TanCreti, John Hansen (virtual), Mary Guggenberger (virtual), Maggie Mills (virtual), Melissa Zoerheide (virtual), Aaron Cinquemani (virtual)

*Student Representatives:* Owen Courcey (virtual), Aiden Keough-Vella (virtual)

*Recording Secretary:* Rayna Bishop

1. Keri Bristow called the meeting to order at 6:30 p.m.
2. Amendments to the Agenda: Keri noted that the policy slated for adoption, School Crisis Prevention & Response, was edited at the Policy Committee meeting and warranted a third reading rather than adoption. Motion to approve the agenda as amended: Ben Ford. Seconded: Anna Sessa. All in favor.
3. Public Comment: None. New board member Anne Karl was introduced, and the board went around with introductions to acquaint everyone.
4. Reports: The full written reports can be found in the [board book](#). Reports were provided by the Superintendent; Director of Instructional Technology; Director of Curriculum, Instruction, and Assessment; Director of Student Support Services; and the student representatives. WES Principal Maggie Mills delivered a report on the steps that have been taken following the concerns raised about student behavior.
5. Time Scheduled Discussion:

- a. Emergency Operations Coordinator- Sherry Sousa introduced Mark Donka to fill the position, and highlighted his experience.
  - b. Annual Report presentation: Sherry Sousa delivered the Annual Report, and answered board questions. The report can be found on the WCSU website [here](#). Sherry indicated that the report would also be sent out to the communities via listservs.
  - c. Approve New Hire: Interim Director of Student Support Services Shayna Kalnitsky is being put forward to the board to be formally offered the position. Motion to approve the hiring of Shayna Kalnitsky: Adam Ameele. Seconded: Ben Ford. All in favor.
  - d. Accept Resignations: Motion to accept with regret the resignations of Janet Cathey, Barnard Academy Art Educator, and Brooke Baker, Special Educator: Matt Stout. Seconded: Anna Sessa. All in favor.
6. Committees:
- a. Finance- Ben Ford discussed fund balances, and no surplus is expected to move into next year. The committee evaluated the report from the elementary schools on educator needs, and no action is being taken at this time.
  - b. Policy- Elliot Ruben discussed committee work. He shared the revisions to the Grading policy with the board for a first reading. Motion to bring it back for a second reading: Anna Sessa. Seconded: Ben Ford. All in favor. Elliot then discussed the changes since the last meeting to the School Crisis Prevention & Response policy. One further small change was discussed to clarify a definition, which Elliot will make. Motion to adopt at the next meeting with the edit as indicated: Bob Crean. Seconded: Anna Sessa. All in favor.
  - c. Buildings & Grounds- Matt Stout discussed happenings from the last meeting. The committee would like to rotate meetings between buildings, with the May meeting at TPVS. They will start with a building tour at 6:00 p.m. for those that can attend in person. The remainder of the meeting will start at 6:30 with a Zoom option for those that wish to attend remotely.
  - d. Negotiations- no updates to report at this time.
  - e. MSHS Build- Ben Ford mentioned that the New Build Committee will meet after April vacation. Carin Park discussed the difficulties of holding the committee meetings at the same time, as they cannot visit another committee they may want to see. Also, the committee meetings seem to not be recorded, which they are subject to if a remote option is offered. Carin feels the board should consider staggering meeting times. Ben Ford asked about possibly having separate Zoom links for each meeting, rather than break out rooms. The committees will try this method for their next meeting. Raphael Adamek to make sure the Zoom licenses are distributed appropriately.
7. Consent Agenda- Motion to approve the consent agenda. Moved: Lara Bowers. Seconded: Anna Sessa. All in favor.
8. Public comment was heard.
9. Executive session: Motion to enter executive session at 8:23 p.m. to discuss a personnel matter under 1 V.S.A. §313(4). Moved: Anna Sessa, seconded: Lara Bowers. All in favor. No action taken.
10. Executive Session: Motion to enter executive session at 9:05 p.m. to discuss a student matter under 1 V.S.A. §313(6). Moved: Anna Sessa, seconded: Katie Reed. All in favor. No action taken.
11. Reflection: None.
12. Motion to adjourn at 9:22 p.m. Moved: Lara Bowers. Seconded: Carin Park. All in favor.

AGENDA ITEM #9	Public Comment ..... 10 minutes
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**PURPOSE:**

To hear input, concerns, etc. from the attending public.

**WHO:**

Chair

**MOTION REQUIRED?**

No

Board Rules: Public sign-in sheet (when in-person meetings are resumed). Person stands and announces name; time limit of two (2) minutes per person.

Digital meetings: Digitally raise your hand, wait to be acknowledged by the Chair, please identify yourself for the record, then address the board.

AGENDA ITEM #10	Executive Session- if needed
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**WHO:**

Chair calls for a member to make the motion.

**MOTION REQUIRED?**

Yes. Motion required that states the purpose and the statutory exemption from public session.

e.g. "Motion to enter executive session for \_\_\_\_\_ under 1 V.S.A. §313(\_\_\_\_)(\_\_\_\_)."  
Requires a second and a vote to enter the session.

AGENDA ITEM #11	Reflection
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**PURPOSE:**

This is a time to process board self-evaluation and implement recommendations for improvement.

**WHO:**

Full board

**MOTION REQUIRED?**

No.



**PURPOSE:**

Ends the meeting

**WHO:**

Chair calls for a member to make the motion to adjourn and notes the time.

**MOTION REQUIRED?**

Yes. Needs a second and vote.