



WINOOSKI SCHOOLS

We are the future.

Winooski School Board of Trustees

Regular Meeting

WSD Library

Wednesday, October 14, 2020, 6:30pm

Virtual & In-Person Meeting (Capacity to Accommodate 5 Public Attendees)

Zoom Webinar information: <https://wsdvt.zoom.us/j/92770302999>

Join by Phone: 1 929 436 2866

All students will graduate from the Winooski School District (WSD) college and career ready at a cost supported by a majority of the Winooski community. WSD students will lead healthy, productive and successful lives and engage with their local and global community.

Attendees: Sean McMannon, Alex Yin, Mike Decarreau, Tori Cleiland, Matt O'Neil, Emily Hecker, Sarah McGowan-Freiji, Evelyn Monje, RETN (Paul), Mubago Thierry Uwilingiyimana, Sara Raabe, Lindsay Halman, Luke Dorfman, Kayla Loving, Matt Gile, Heather Win, Mohamed Diop

1. Call to Order: (5 Minutes) 6:37 pm

2. Agenda Review and Adjustments: (5 Minutes)

*Tori- We will dedicate an hour of each meeting to becoming an Anti-Rascist district

*Mike - From September 9th meeting, strike "Anne is barking up my tree" and change, "the language changes are not many and we have done this for many years", to " we have been doing this for several years in a row now."

3. Public Comments: (5 Minutes)

4. Consent Agenda: (5 Minutes)

a. Minutes of Meetings

i. Special Meeting/Board Retreat: September 26,2020

ii. Special Board Meeting: September 15, 2020

iii. Capital Project Executive Committee Meeting: September 9, 2020

iv. Regular Board Meeting: September 9, 2020

b. Policy Title: 2.3 Financial Condition and Activities

i. Approval of Bills

WINOOSKI SCHOOL DISTRICT, 60 NORMAND ST., WINOOSKI, VT 05404

PHONE (802) 655-0485 FAX (802) 655-7602 www.wsdvt.org

c. Policy Title: 2.8 Communication and Support to the Board

i. Superintendent Report

*Tori-The consent agenda speaks to the upcoming School Safety and Security community education forums. There are no dates for that yet, but just want to let everyone know we will be working with a UVM professor and doctoral student to form a team that will include 2-3 WHS students to plan out this community education engagement piece through November and early december.

*Matt-The heart of Winooski met on October 6th and had 3 core elements: (1) thoughtfully allocate fundraising benefits for the betterment of Winooski students, (2) reviewed the future membership of that foundation board which will include a city council member, superintendent, finance manager, communications and development director, WSD board member, and expand it to include a PTO member, 2 WSD staff member, 1 WSD alumnus and 1 parent or community rep to really make sure all these voices have an equal say in the fundraising efforts, (3) a donation was made in the very initial stages.

*Alex- I want to speak to the college and career readiness program; I want to pay tribute to Evelyn and the work she has done. What struck me when watching the video was that my work cannot be represented by numbers and I want to emphasize that is the work of what a lot of our students are. The second comment I want to make is in regards to the local and global community engagement ' I appreciate the city of Winooski and the schools and the working communities' challenge and working with the cultural liaisons. I want to make sure that we are not just giving them a full time wage but a living wage and also benefits that might be involved with that. That they are truly treated as full time employees and we aren't just expanding hours for them.

Motion to accept consent agenda: approved by all

5. Governance Processes (Policy Section IV): (75 Minutes)

a. Policy Title: 4.4 Board Linkage with Ownership

*Tori- As a start for the district's journey to becoming an Anti-racist school district, our annual school board retreat was crafted to bring together WSA, community, WSD Leadership team, the board, the city and Spectrum to heal and bridge a partnership to move the work forward for each demand that the student's brought to us and 3 overarching goals we set forth were: (1) to acknowledge harm on the path of the acceptance of the WSA's demands, (2) to build equal partnership between the groups, and (3) to establish process, functioning, monitoring and structure for inclusion of community and faculty and demand groups as we commence our work together.

i. Discussion: Reflection on WSA Demands Process

1. Build equal partnership between WSA, WSD LT, Board, Spectrum and City to move demands forward
2. Establish process, functioning, monitoring, and structure for inclusion of community and faculty in 'demand groups' to commence work

*Lindsay- the last time we gathered at the retreat, we shared our values that we wanted to bring to the space on that day, what describes us at our best. At the retreat, we had shared a set of conditions we wanted to create. Focus on the one condition that seems to be most challenging for you and create a goal for that one. Hone in on the one you want to focus on this evening.

*Evelyn- We would like to revisit a poem called "An invitation to Brave Space" by Micky ScottBey Jones

*Lindsay- the goal for our time is really around the second piece, to build equal partnership between WSA, WSD Leadership Team, WSD Board, Spectrum and the City to move demands forward. "What does it mean to be in a partnership?" We all have our own definitions of what partnership means in our minds. What makes it more tricky is when we think about youth/adult partnership. One metaphor we use is "from seed to tree" and nourishing the seed. What you see first is a continuum with the sun, soil and seed moving through the different

stages to a full mature tree. When we talk about where we are in the continuum, we aren't using judgement or shame, there's different phases of development along the way, there's always a mix of roles and responsibilities within the community.

*Discussion: Where are you on this continuum?

*Mike- In general, we are everywhere on the continuum depending on where you look in the school. I would expect as you look towards the younger grades, you are the seed, and hopefully as you get into the upper grades you are heading into the fruit, but not completely there.

*Sean- what I thought of was when we had the middle school students work with the architects on the design of the capital project and they created a 3 dimensional model or CAD of a classroom. To me, that was between the consultancy and emerging partners piece. I can think back to partnership for change when there was work done in the beginning of that where there was youth and adults as emerging partners. I can think of work in the MHS around personalization. Students are asked, "how do you want to gain this proficiency in culture and community?" and they can design things with support.

*Matt- what jumps to me right away is the youth role in this board room, they are considered consultants rather than partners. This model will keep us mindful of that and potentially change that dynamic.

*Tori- that's where I was headed in terms of our role here versus being in the school is seeing youth as consultants and how we want to grow that. What I love about this is we know where we want to go. It's nice to have that map and brings us to the demands of the students brought to us in becoming an anti-racist school district.

*Alex- I agree with everyone about our interactions with youth on our board and in some ways that we stepped backwards with COVID 19, looking around asking, "what happened to our student reps?" We've always struggled and part of that is an in-between because you can see the development of youths as consultants as time went on, as they stayed on the board a little longer; they started to learn they had a voice.

*Sarah- In the middle school and High School, students run their own parent/teacher conferences. That really gives them a voice.

Mugabo- When we talk about student's discussing their learning, they have to have a conference where the student is presenting. We decided how we wanted to run the conferences and then the students need the skills. When talking about empowering the students or training the students, that implies the students that are lacking or not participating versus how the board meetings run. What is it about the way the school is run that hasn't honored the voices students already have; they have a lot to share.

*Evelyn- I want to say I did connect with some WSA people and part of the reason people aren't present is because some had SAT's and PSATS this morning and those in college have evening classes on zoom. My hope is to get together and meet to honor the time that everyone is putting into this and find ways in which we can all connect while respecting everyone's life and commitments.

*Tori- we have had families let us know that Wednesday nights were not a great time to join a board meeting. If we want to be fully engaged and equal partners, we need to look at when we're meeting and what time we're meeting and does it suit the folks we need with us to be here to have these conversations.

*Kathryn- what stands out for me is on the purple side under the youth as consultants, "youth are generally comfortable deferring final decisions to the adults." On the emerging partners, "new norms are being established and we don't know what it feels like yet." It stands out to me because the norms aren't completely established for anybody. It is a little wishy washy, it's a good area to grow.

*Share: the many possibilities of partnership

*What are all the benefits of partnership:

*Tori- We miss the perspective of the other side, allowing youth to see things as we do as adults. It's this transparent sharing and mining of resources.

*Sarah- Youth are not as jaded as adults; they haven't been indoctrinated into "this is how things work." They can come up with some cool ideas, where adults think it's coming from left field.

*Mike- there is fallibility in everybody, enabling the youth to see an adult potentially struggle and allowing that to work through "how do you get to the other end to fix what's broken or a challenge you come up against." Maybe the adult doesn't have all the answers but if you're in that equal partnership, both sides can see that the other may not have all the answers.

*Alex- it's like a balance of yin and yang, and that's what makes it powerful. When you can do it, balancing the optimism and the imagination, coupled with no fear of the youth, but guided by the practiciness of adulthood or wisdom of experience. The key to making it work is compassion, you don't know what you don't know.

*Matt- the line I liked best was "all feel the joy and the weight of shared responsibility." It can be stressful so having a partner is easier. I think that joy should be pride and ownership.

*Kathryn- I like the sticker on the front of the folder. Also, curiously impatience sticks out.

*Activity-One group focuses on when only youth dominate decision making. Think about what youth potentially gain, and what are they compromising and what is required to make a shift of partnership. The other group will focus on the adults. The online group can join a group via zoom.

*Lindsay- what will be the hardest aspect to make the shift to partnership?

*Tori- would it be beneficial to have the things required from adults? Having the ability to talk about it when it shows up, like racism-how do we have that ability when it shows up, we can say "oh hey, here we are."

*Sean- One of the biggest challenges I see is "how do we create capacity across our community to sustain these conversations, this learning, and this growth?" Schools are notorious for doing many things and not doing them all really well. Much of that has to do with compliance, because there's testing that has to be done, curriculum, there's all these things that have to be done. The board has some of those legal requirements as well.

*Mike-I jotted down a couple of words, patience for both time and mistakes that will happen along the way. One of the things that concerns me most is this is an elected board, we will have change over time. Students will graduate and when they do, we hope there is someone behind you to continue to be as much of a leader as you are. The changing combination of those two things will continue the work we do. Then we know we have something that works.

*Alex- the issue I have is time and space, as it's impossible to get everyone in the same room at the same time, all the time. The key point is getting to hear all voices. That's what we have to remember, because if we can remember that, then we can be creative in how we get that information. We also have to remember that there are a lot of people who care about this, but they may come from different perspectives.

*Stephie- Are there still advisory meetings where there are representatives? I remember there was an

announcement for representatives to ask questions, and this could be used as a pre-write for these meetings. These are the questions we want students to talk about, the advisories can write the answers on a google document and have all the answers there. All we would have to do is look at the document and read it.

*Sarah- I think it's important in the process to make all the groups buy in and feel like they really are apart of the process, and they are being heard.

*Kathryn- We want to remember in any group setting, not everyone gets exactly what they want. If everyone makes a little bit of concession, and they come to an agreement, then whatever the group process was is working. Sometimes that's hard.

Policy Title: 4.2.2 Create Written Governing Policies

ii. Discussion - 1st Reading Title IX Policy

*Sean- as a reminder with a policy review you need a first and second reading. It usually takes two months; this is a new policy brought forth by VSBA so you only have the model policy. Right now, we just need to adopt this policy.

6. Executive Limitations (Policy Section II): (30 Minutes)

a. Policy Title: 2.4 Financial Planning and Budgeting

i. Discussion: FY21 Quarter 1 FMR

*Sean- In the packet, you have the memo and the quarterly report, in the second document you have several looks at the current budget. The memo says we are in a favorable balance at the moment, but I will caution you as we are only at the end of the first quarter and we need to remain vigilant, we have to keep an eye on the operating budget but also all the uncertainties around COVID related reimbursements.

*Nicole- The favorable balance of \$927,000 is the result of the delay of the principal interest payments for the capital project by a year. The plan was to borrow from the VT bond bank and under that financing arrangement, you would have had to make principal payments in FY21. The favorable balance is essentially less than 1 percent.

ii. Discussion: FY22 Budget Parameters

*Sean- some of the parameters we will be following are: not looking at any new staffing, knowing we will have a significant amount of debt, and daily membership. We are looking to keep this budget tight.

b. Policy Title 2.6 Asset Protection

i. Discussion: Capital Project Update

*Mike- We meet on a monthly basis and what I took out of it is the steel is going up, and it's starting to get structure to it and progress is being made. The completion is the summer of 2022, almost 2 years out.

*Alex- I am very optimistic and hopeful that we don't come up against problems when we start work on the interior. I think about Burlington High School renovations and the PCP. Kudos to the team for trying to keep it under budget and on time during a difficult time. Some of the mishaps are coming from not having accurate documentation when the school was built.

*Mike- The one new piece is solar possibilities with the new building and the structural integrity to have solar panels installed. The downside is the cost of repairs that may come in 15-20 years.

ii. Action: Approve WSD Winter Transportation Bid

*Sean- for the bids for the winter transportation, we didn't get a single bid. It is not unusual to get 1 or 2 transportation bids, so Nicole reached out to one that we have worked with to find out why they didn't put in a bid and it was an oversight. We will move quickly to get a bid in as we will likely start just after Thanksgiving.

7. Community Engagement (Policy 4.2.1): (10 Minutes)

a. Discussion: Recent Community Activities by Board

i. Newsletter Topics

8. Next Agenda: (5 Minutes)

*Request the possible paths if we do have a positive COVID diagnosis

9. Upcoming Important Dates:

- a. Regular School Board Meeting: November 11, 2020
- b. Early Dismissal @ 11 AM - WMHS Parent Teacher Conferences: October 20, 2020
- c. Early Dismissal @ 11AM - WMHS Parent Teacher Conferences: October 23,2020

10. Executive Session:

- a. Labor Negotiations

11. Possible Action on Executive Session:

12. Adjourn: 9:13pm