



SUPERINTENDENT'S REPORT TO THE BOARD

To: WSD Board President and Board of Trustees
From: Wilmer Chavarria, WSD Superintendent
Re: **Superintendent's Report for May, 2025**
Date: 5/12/2025

Dear Members of The Board,

Below please find my report for **May 2025** and refer any questions about a given item directly to me during the regularly scheduled board meeting or to the Board President and me if your inquiry is prior to the meeting.

Thank you for your work in advancing the Ends Statement of our district to form students who will "lead healthy, productive and successful lives and engage with their local and global community."

Respectfully Submitted,

Wilmer A. Chavarria, NBCT
Superintendent of Schools
Winooski School District
wchavarria@wsdvt.org



Photo by Miriam Greenfield.

STUDENT ON A NATIONAL STAGE

Winooski High School junior Mapenzi Selemani recently traveled to Washington, D.C., to represent Vermont in the *National Poetry Out Loud* competition. This prestigious opportunity brought together talented student poets from across the country. Accompanied by English teacher Ms. Caitlin, her sister Ketila, and close friend Bora, Mapenzi delivered powerful recitations of three poems that captivated judges and audience members alike.

Her performance earned her the distinction of regional finalist and honorable mention, a significant accomplishment on a national stage. But the trip wasn't just about poetry—it was also a chance to engage with the nation's leaders. While in D.C., the group visited Capitol Hill and participated in one-on-one conversations with Senator Peter Welch and Representative Becca Balint. Both lawmakers were deeply impressed by Mapenzi and her peers, remarking on their poise, insight, and passion. We are incredibly proud of Mapenzi for her talent and courage and for representing our school, our city, and the state of Vermont on a national platform. Congratulations!

GREEN ENVELOPE SURPRISE FOR 8TH GRADERS MOVING UP!

We're excited to continue one of Winooski Middle School's most meaningful traditions — The Green Envelope Project — now in its 7th year! Each 8th grade student will receive a Green Envelope filled with personal messages from people who care about them — a surprise that honors their growth and celebrates their transition to high school.

✉ What is the Green Envelope?

It's a large envelope filled with letters, cards, poems, photos, and words of encouragement written by family, friends, teachers, coaches, and community members. These heartfelt messages are a powerful way to show each student how much they are valued.

📅 When and Where?

Green Envelopes will be presented during our 8th Grade Moving Up Night

📅 *Thursday, June 12 at 6:00 PM (doors open at 5:45 PM)*

🎉 *Followed by a Middle School Dance from 6:45–8:30 PM*

To keep the moment special, please don't mention the envelopes to the students — the surprise is part of the magic!

📄 How to Contribute

You can send your messages in a few ways:

✉ By Mail:

WMS Green Envelopes
c/o [Student's Full Name]
60 Normand Street
Winooski, VT 05404

🏠 In Person:

Drop off your notes with Cathy Bray in the WMS Main Office (Monday–Friday, 7:00 AM–3:00 PM)

✉ By Email:

Send messages or scanned items to Amanda Spencer at:
aspencer@wsdvt.org

📅 Deadline: Monday, June 9

❤ Who Can Participate?

Parents, guardians, siblings, grandparents, friends, former and current teachers, advisors, coaches, clergy, neighbors — anyone who wants to celebrate an 8th grader is welcome to contribute.

Feel free to write to more than one student, and please share this opportunity with others who know and care about your child.

Let's come together as a community to uplift our students with words of encouragement and love as they prepare to take this next big step.



Wellness Day, June 16th:

Our second Wellness Day is happening on June 16th. This is a time for staff to engage in a variety of activities across the district and connect with colleagues in a relaxed, supportive environment. There will be brunch.

GENERAL AND OPERATIONAL UPDATES

- **On Monday 12, we carried out our second bus evacuation drill** of the year. Staff and leaders were instrumental in making the drill smooth and students were great sports. We do this twice a year as required by the state.
 - **Our relocation drill to St. Michaels went well.** We were able to account for all students and WSD staff acted with great professionalism even when facing unexpected factors (like a student becoming upset and deciding to walk away). All students returned to our facilities right by the expected time. They were all exhausted but had fun while doing it. A special thanks to St. Mikes, our first responders, and the Winooski Police Department for their support along the route. We learned a few lessons to improve for the next time, but we are overall satisfied.
 - **Two board members attended the Policy Governance 101** in-person training in Winooski on Sunday May 4th. This was an invaluable training for everyone involved and it allowed us to get exposed to the realities and struggles of other boards that follow the same model. We also continued to be reminded of the great work the Winooski board has done so far in sticking to the expectations and learning continually.
 - **Board and union negotiations continue to take place.** We believe that we are making good progress and hope for a ratified contract within a reasonable timeline. Thank you to everyone involved in this work on both sides.
-



Photo by Miriam Greenfield.

LOCAL AND GLOBAL COMMUNITY

- **The students in the Vermont Works for Women Rosie's Girls program** built a bench, painted it and decided collectively to donate the bench to one of their favorite teachers, Meghan Dieterle, who they described as "kind". Ms. Dieterle happily accepted, of course, and will find a home for the bench in her classroom.
- **From the Vermont Agency of Transportation:** On April 9, 2025, the Burlington-Winooski Bridge Project Team presented to approximately 150 students at the Winooski School District. Students learned how the 100-year-old bridge will be replaced, what construction impacts to expect, and how each member of the Project Team plays a vital role in making the project a success. The Project Team highlighted how major infrastructure projects, like this one, draw on a wide range of STEAM (Science, Technology, Engineering, Arts, and Mathematics) careers. From engineering and construction to public involvement, marketing, and graphic design, the students were introduced to the many career paths that make this project possible. The students were also encouraged to get involved by providing feedback through the Bridge Aesthetic Survey, joining over 400 community members who have already shared their input on the new bridge's aesthetics. Thank you to the students and teachers at the Winooski School District for their participation and engagement. We look forward to continued collaboration with the community as the project progresses!

HEALTHY, PRODUCTIVE, AND SUCCESSFUL LIVES

Athletics Update:

- **Spring has brought a fresh energy** to our athletics program, and the excitement is everywhere from the chatter about fall soccer registration to the cheering from the fields. Registration for fall soccer is now open, and students are already eager to lace up their cleats and get back into the game.
- **Our Middle School teams are making memories** that will last well beyond this season. The baseball team earned their first win of the year against our neighbors at St. Francis Xavier on a bright afternoon filled with the crack of bats and proud, smiling faces. Meanwhile, our Middle School girls' softball team is steadily finding success, learning the rhythms of the game, and building their confidence with every inning played. Our track and field athletes are also making us proud competing with heart, setting personal bests, and showing incredible teamwork across a variety of events. Off the field, our new Middle School "Green Form" is strengthening the connection between coaches and teachers, helping students take ownership of their growth in the classroom and on the field. The positive feedback has been inspiring, and we're excited to see how this initiative continues to build a stronger community.
- **We are also looking forward to a very special night of celebration:** our High School Athletics Awards Night will take place on June 11th at 6:00 PM in the Performing Arts Center. We invite everyone to join us as we recognize the heart, hard work, and achievements of our student-athletes and the true spirit of our school community.

Photo by Miriam Greenfield.





COLLEGE AND CAREER READY

On Friday, May 5th a delegation from the Utah Board of Education visited WSD. This team is on a tour of New England looking at models of proficiency based and personalized education. They visited classrooms PK high school in math and science. They were impressed by the level and quality of student discourse they saw in every classroom. They took particular note of how teacher questioning raised the level of rigor in the classroom. They were impressed by how clear and transparent teacher's learning expectations were. Nathan Auck, the team lead, said he regretted not scheduling more time. He was inspired by what he saw here.

Significant Disproportionality: The Director of Support Services and Finance Director recently met with the VT AOE to review Winooski School District's significant disproportionality plan which was developed last spring to address our identification by the VT AOE with disproportionality in our identification of white students with an emotional disturbance (ED). The plan includes work being done to strengthen Winooski School District's Multi Tiered System of Support (MTSS) in order to meet the academic and social emotional needs of all students within the district. The district will continue to monitor and implement the plan with guidance from the VT AOE.

Last month, our Early Learning Department welcomed over 35 new Winooski families to our Preschool Skills Screening and Registration day. This event provided a valuable opportunity for families to tour our JFK Winooski Early Childhood Program, meet our team, get their questions answered, and receive personalized registration support for the 2025 2026 school year.

COLLEGE AND CAREER READY

Flexible Pathways & Work-based Learning

Since the last board report, Winooski high school students have engaged in Career Awareness and Exploration to learn in real-world settings about:

- Cybersecurity with the *Women in Cybersecurity* Champlain College Chapter, BTV
- Hospitality & Restaurant Management at Waterworks in Winooski
- Pathology and Dermatology at the UVM Medical Center in Burlington
- Environmental Science at the Vermont Youth Conservation Corp farm in Richmond
- Entrepreneurship and Culinary Arts at Krin's Bakery in Huntington
- Furniture Design & Carpentry at Vermont Furniture Design in Winooski
- Advanced Manufacturing & Machining at HUSKY in Milton
- HVAC, plumbing and sheet metal work apprenticeships at HVV in Winooski
- Municipal government and civil service with Winooski City Manager Elaine Wang

We continue to cultivate pathways of engagement by hosting local businesses and organizations including Le Bon Goût, VHV, and FUSE Marketing and the CCV Career Entry Pathways Program at the in-school Career Cafe series – and the collaborative team of interns and staff from the City and School District are busily planning for the evening *Winooski Career Cafe* to take place on the night of the spring concert, May 28. On May 21, Dr. Tony Williams of UVMMC/Larner College Health Heroes (highlighted in the last board report) will be meeting with students to plan next steps for mentoring and job shadows.

The summer break is coming soon and Winooski students are accessing Flexible Pathways and Work based Learning to plan for a fun and productive one!

Nine students have been hired for the Food and Farm paid service learning experience at the Vermont Youth Conservation Corp in Richmond.

Sixteen out of twenty applicants were accepted to Governor's Institutes this year in Arts, Design & Technology, Entrepreneurship, Health & Medicine, and Mathematical Sciences. Three additional students are still on the waitlist, so that number may yet increase. The only student who was neither accepted nor placed on a waitlist attended the Health & Medicine Institute last year. Congratulations to these students!

One student is participating in the Aspirnaut biomedical research program at Vanderbilt University, our third year sending students to this highly selective college prep program.



Photo by Miriam Greenfield.

COLLEGE AND CAREER READY

- **The Winooski Early Childhood Program** will offer an inclusive summer program for two weeks in July. During this time, Extended School Year (ESY) services will be provided to those eligible.
- **Preschool registration has opened for the 2025-2026 school year.** Vermont's Universal Prekindergarten (UPK) program is designed to support the development of kindergarten readiness skills. The program requires Districts to offer at least 10 hours weekly, through public schools or approved community providers, for children aged 3-5 (not yet in kindergarten). Families can find and [enroll in programs via a state list](#), understanding that UPK funding covers 10 hours, with additional hours being the family's responsibility.
- **Alternative Assessment:** Select students within the Winooski School District participated in the Multi-State Alternate Assessment (MSAA) which had a testing window of March 10th through April 25th. The MSAA is designed to assess students with the most significant cognitive disabilities and measures academic content that is aligned to and derived from Vermont's content standards. The MSAA acts as an alternative to the Vermont Comprehensive Assessment Program (VTCAP).

COLLEGE AND CAREER READY

On Thursday, May 1st, our **Middle School students** presented *The Tragedy of Romeo & Juliet* under the direction and support of their dedicated theater teacher, Hayden Coy. The performance took place in the PAC, with students rotating between preparation in the Black Box Theater and the main stage. The production was a showcase of student talent, teamwork, and professionalism, and we are incredibly proud of their hard work and commitment to the arts.

Winooski Jazz Feast: A special evening of spaghetti and live jazz music featuring Winooski's amazing music students will take place on Saturday, May 10th at 6:00 PM. Enjoy a delicious dinner and fantastic performances by our talented student musicians. Tickets are \$12 for adults and \$5 for students.

The JFK summer program is fully staffed and is still accepting registration forms. JFK Summer will be offered Monday Thursday, July 7th July 24th from 8 12pm.

The Burlington/Winooski Summer registration is in full swing with students reaching out about signing up. They want to make sure they can participate one last summer before entering HS in the fall. Students entering 6th grade are looking forward to participating for the first time.

OTHER UPDATES

- **The DREAM2 mentoring program** is planning a trip to the Spare Time bowling alley in May. The mentors and mentee are looking forward to this end of year celebration.
- **Extended Year Services (ESY)** will be offered to eligible students across the district starting in July. Students will receive programming that is reflective of their individual needs including individual, small and large group instruction. Students will receive support in both academics and functional skills depending on their individual needs with a focus on building relationships and student independence.
- **Two Winooski High School students inducted into the National Technical Honor Society** on Thursday, May 15th. They are:

1. Norah Heikel-Design & Illustration
2. Iris Poss- Design & Illustration

It is nice to be able to celebrate their success at BTC, and this is also a celebration of their success with WHS and the high quality education they receive here.



KEY DATES

- 5/14 Board Orientation
- 5/16: Veggie Van Go
- 5/17: Prom
- 5/21: Grades 3-5 Music Concert, 2:00 PM, PAC
- 5/26: No School - Memorial Day
- 5/28: WMHS Concert, 7:00 PM. PAC
- 6/4: Various celebrations of learning at JFK (after 10 am)

ADMINISTRATIVE ENGAGEMENTS

- 5/22: I was invited to be the keynote speaker at the Educator Preparation Inquiry Collaborative Annual Conference taking place in St. Michael's college.
- 5/23: I will be chaperoning for the 3rd grade sailing fieldtrip, if they'll still have me.
- 5/22: I will be attending a follow up session of the institute I attended at Harvard in February (Leading During Turbulent Times).
- 5/22: I will be attending my last meeting as a board member of the Los Alamos National Laboratory Foundation. This is the end of my 6th year as a member. I will take a break for at least one year.
- 5/19: I will be coaching graduate students at Harvard in person all day. This is an important session for many of them because they are about to complete their graduate program.
- 5/17: I will attending two different conferences, at least for a bit each: "Welcome All" Conference and the Educators of Color Retreat.
- 5/17: I will be attending prom at the Grand Isle Lake House
- 5/15-5/16: I will be attending the Annual Superintendents Association conference in Stowe. I will have my work laptop with me.
- 5/12: I am meeting with the city manager and attending the VSA's legislative update.

ITEMS FROM PREVIOUS MEETING

Below are a few items the board assigned to management along with a status update.

Item	Board Direction	Status
Policy	Some board members expressed the need to clarify communication expectations and limitations on the superintendent regarding media engagement and public relations.	An ad Hoc committee was established by the board president to draft revisions to current policy. This language is included in the packet and is due for a vote during your regular board meeting.
Legislative Engagement	Board president Robert Millar encouraged everyone to get in touch with legislators as they engage in significant decision making with direct implications for the future of the Winooski schools.	I have been actively engaged with legislators. Senator Baruth has not returned my request for a meeting. Everyone else in our delegation is highly accessible and supportive of our positions.
Retreat Date	The board requested to be polled about potential retreat dates. Administrators needed to be polled first to ensure that we have a majority of them present.	<p>The top 4 dates were:</p> <ul style="list-style-type: none"> • Saturday June 28 • Friday July 25 • Saturday July 26 • Monday August 4 <p>A poll will be sent shortly and a discussion can be had during the meeting.</p>

Spring 2025



STAFF SURVEY REPORT

Administrator: ALL

Sample Size: 147

As part of this year's evaluation process for principals and directors, teachers and staff were asked to respond to a survey where they had an opportunity to rate their assigned administrator in 5 domains and 30 indicators. They were also provided an opportunity to explain their ratings through narrative comments and to sign up for an in person focus group where their administrator would be present. 147 full responses were submitted.

Every administrator received a report of the responses specific to them, as well as an overall report for all administrators so they could reflect on the contrast, if any. Much of the insight that can be gleaned from the results is useful because there is a great deal of clear indications of effectiveness or ineffectiveness at both ends of the scale. In addition to leader functions recognized as in need of improvement, there are areas such as supporting the diversity of the students and proficiency in operational functions that encourage leaders to know that aspects of their performance have been perceived as effective by their teams. Finally, it is important to recognize that this survey does not include student perceptions, family perceptions, or community perceptions of school leaders. Caution must be exercised before arriving at definitive conclusions based on this data, as the role of the respondent in relation to the subject is of importance when analyzing perception of effectiveness. Still, teachers and staff have a unique vantage point that is critical to understand and consider when making leadership decisions.

Below, you will find a summary of staff perceptions of leaders in the WSD. The list begins with key takeaways that can serve leaders as they explore ways to improve before moving into some areas that the staff found to be strengths.

KEY INSIGHTS



Teachers and staff want school leaders to improve the **rate and quality of communication.** Among other related indicators and narrative comments, 75 of 147 respondents rated leader performance as “insufficient” or “initiating” for indicator 4F: “Constant, transparent, and comprehensive communication with all employees.” Only 46 people rated this indicator as “proficient” or “modeling.”



Teachers and staff perceive leader deficiencies in **promoting collegiality and collective work.** Among several related indicators, 70 of 147 respondents rated leader performance as “insufficient” or “initiating” for indicator 4C: “Promoting team building, mediation, and collegiality,” and 55 respondents did the same for indicator 1B: “Well organized, productive, efficient, and collegial staff and team meetings or gatherings.” 53 and 60 respondents rated leaders positively in these two indicators, respectively.



Teachers and staff want leaders to be **more visible.** 68 respondents out of 147 rated leaders “insufficient” or “initiating” for indicator 2B: “Planned, sustained, consistent, and ambitious visibility in classrooms and learning spaces.” 39 people rated this indicator positively, while 39 rated it neutral (“developing”).



Leaders may not be generally perceived to implement rules consistently. 61 of 147 respondents rated Domain 3E: “Consistent and thoughtful enforcement of rules” as “insufficient” or “initiating,” while 55 rated it as “proficient” or “modeling.” This is further evidenced in the provided comments within the survey, albeit a complex and context-based issue.



School leaders are rated positively for diversity, equity, and anti-racism. In addition to narrative evidence, multiple indicators related to equity point to a positive perception of leader commitment. For example, 96 respondents (of 147) rated leaders “proficient” or “modeling” in Domain 4A: “Incorporation of the diversity of the student body for curricular, procedural, and operational decisions,” and 95 respondents did so for Domain 4D: “Antiracism and equity as a constant theme and endeavor.”



Teachers and staff are generally confident in leaders’ legal and policy competence. A clear majority of people (83 and 79 respectively) rated leaders positively in the following domains: 1E: “Promotion of familiarity with federal and state laws and rules regarding subpopulations of students,” and 5F: “Following existing policies, procedures, and agreed-upon norms.”



Leaders are rated positively in regard to data and instruction. Most indicators in Domain 2 “Teaching and Learning” showed a positive perception around instruction and achievement data. For example, 72 respondents rated leaders positively (as opposed to 41 negatively) in Domain 2C: “High familiarity and usage of up-to-date student achievement data.”



Leaders are rated highly in operational or non-student facing indicators, such as care for facilities, budget, and completion of tasks. A clear majority of respondents (100 vs 20) rated leaders positively in Domain 3A: “Oversight of care for facilities that remain clean, welcoming, presentable, and safe,” and Domain 5D: “Abiding by superintendent deadlines and appropriate completion if assigned tasks” (23-38-85).



ADDITIONAL ANALYSIS

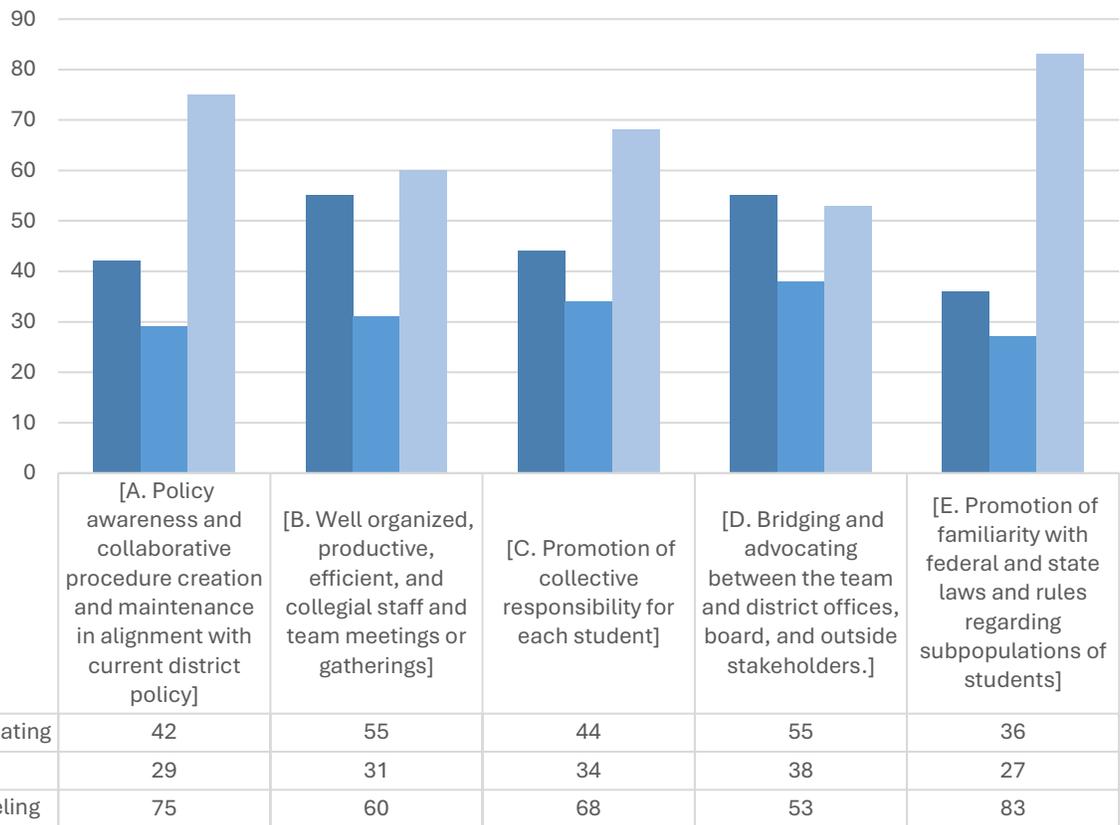
Respondents were asked to rate each of 30 indicators for their chosen administrator in a five-point scale as follows: 1-Insufficient, 2-Initiating, 3-Developing, 4-Proficient, 5-Modeling. For the purposes of analysis of attitude or perception, a score of 1 or 2 is considered “negative” and a score of 4 or 5 is considered “positive.”

- **All 30 indicators reflect either a positive or negative trend.** No indicators received a majority of “developing” ratings, which is equivalent to a 3 in a 5-point scale, or “middle of the road.” This indicates a healthy level of respondent engagement with the indicators in the survey.
- **Overall, administrators are rated lowest in indicators under the “Communication, Culture, and Innovation” domain.** Conversely, administrators are rated **highest in all indicators under the “Work Ethic, Professionalism, and Commitment” domain.**
- **Overall, administrators were rated more positively than negatively in 25 of 30 total indicators.**

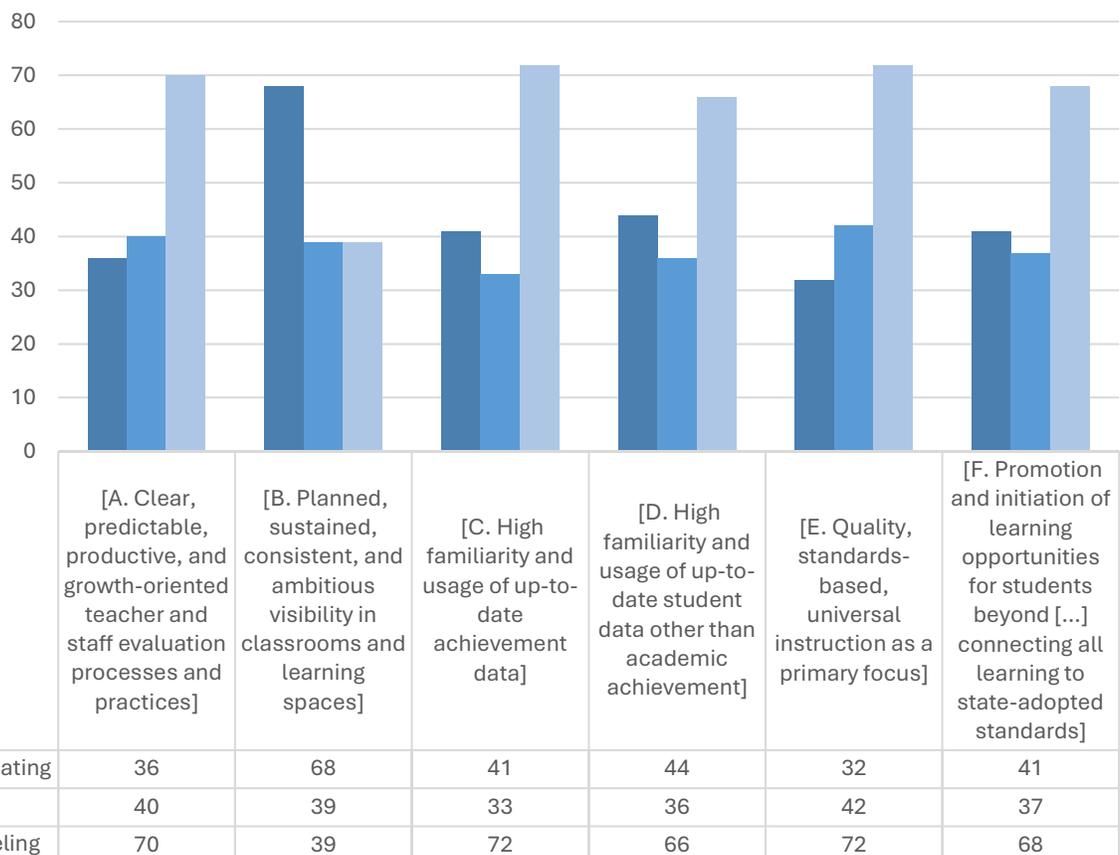
SUMMARY CHARTS

In the next pages, you will find an aggregate set of responses for all administrators, subdivided by domain and indicator. For legal and confidentiality reasons, comments are not reported in order to avoid identifiable information. Each administrator received a full report specific to their data. These reports will be reviewed individually between the superintendent and each administrator.

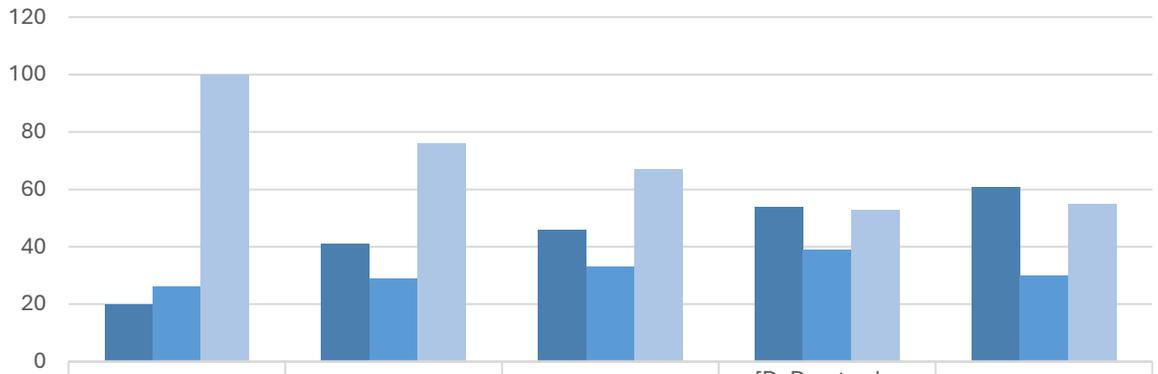
1 - Direction and alignment



D2: Teaching and Learning

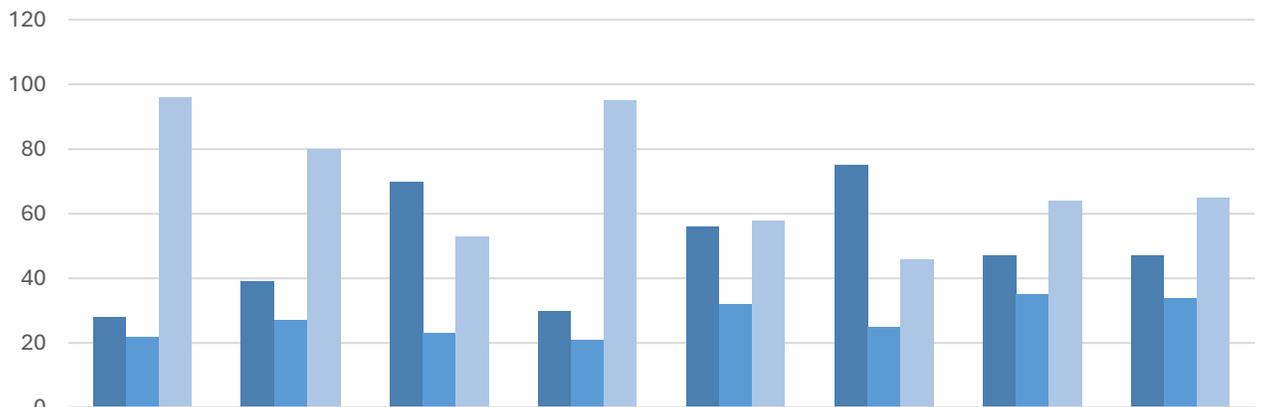


D3: Systems and Management



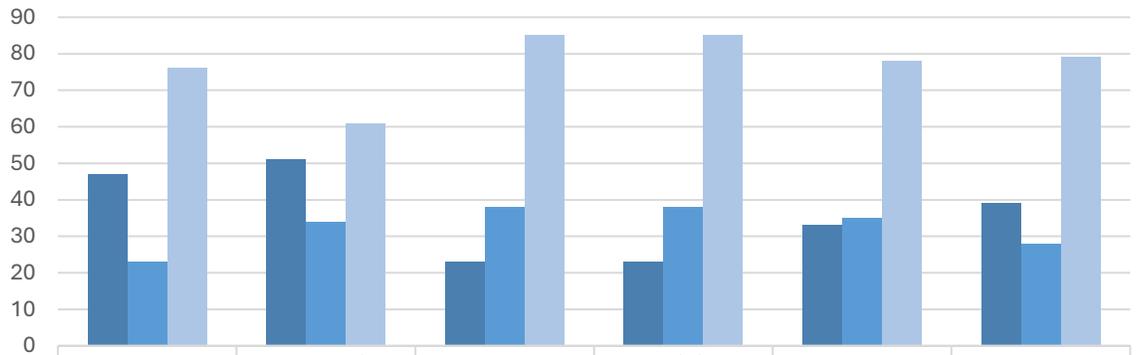
	[A. Oversight of care for facilities that remain clean, welcoming, presentable, and safe.]	[B. Budget and monetary resources maximized by preventing waste and by distributing personnel responsibilities equitably.]	[C. Efficient schedules that maximize staff capacity and limited financial resources.]	[D. Day-to-day processes and operations controlled and based on well-crafted procedures that strategically seek efficiency and collective ownership.]	[E. Consistent and thoughtful enforcement of rules]
■ Insufficient or Initiating	20	41	46	54	61
■ Developing	26	29	33	39	30
■ Proficient or Modeling	100	76	67	53	55

D4: Communication, Culture, and Innovation



	[A. Incorporation of the diversity of the student body for curricular, procedural, and operational decisions.]	[B. Sensitivity to difference, integrity, transparency, and advocacy that characterize all communication.]	[C. Promoting team building, mediation, and collegiality.]	[D. Anti-racism and equity as a constant theme and endeavor]	[E. Modeling integrity, ethical decision-making, fairness, patience, and humility.]	[F. Constant, transparent, and comprehensive communication with all employees.]	[G. Constant, transparent, and productive communication with stakeholders other than in-school staff]	[H. Promotion of professional learning that leverages the strengths of staff and that is responsive to student needs as illustrated by relevant and timely data.]
■ Insufficient or Initiating	28	39	70	30	56	75	47	47
■ Developing	22	27	23	21	32	25	35	34
■ Proficient or Modeling	96	80	53	95	58	46	64	65

D5: Work Ethic, Professionalism, and Commitment



■ Insufficient or Initiating	47	51	23	23	33	39
■ Developing	23	34	38	38	35	28
■ Proficient or Modeling	76	61	85	85	78	79

Announcing Restructuring of Roles

After much analysis of our available data and context, and after carefully identifying opportunities for leveraging leader strengths in more intentional ways, I am announcing a **restructuring of the division of roles** for several administrators. This is to be implemented during the next school year, with steps to be taken now toward a seamless transition. Teachers and staff are asked to support in the further refinement of these functions as we learn through implementation. Leaders are encouraged to consult with their respective teams.

- **The District Office will transfer one administrative FTE over to the JFK** Elementary school to add leader support, capacity, and time for Sara Raabe, who currently is the only administrator. The district office will reduce the finance manager position in order to create an Assistant Principal position in JFK.
- **The Pre-K program will be absorbed by the larger JFK school**, which Sara Raabe will continue to oversee as Principal, along with the newly created Assistant Principal position.
- **Maybeline Lopez is reassigned to JFK as Co-Principal** for Early Learning and PK-5 supports.
- **Kate Grodin is reassigned as 6-12 Co-Principal for Teaching and Learning**. See the next section for division of roles.
- **Jean Berthiaume is reassigned as 6-12 Co-Principal for Operations and Student Affairs**. See the next section for division of roles.

Please see below for a further breakdown of the division of roles. I will be attending the upcoming staff meetings to provide additional information as needed.

2025-2026 JFK Elementary School

Division of Leadership Roles

Human Resources & Hiring

- Develop job postings - Maybeline and Sara
- Review and update job descriptions - Maybeline and Sara
- Design hiring process per position - Maybeline and Sara
- Screen applications - Maybeline and Sara
- Conduct phone screenings - Maybeline and Sara
- Lead hiring teams through the process - Maybeline and Sara
- Meet with college students placed at JFK - AP

Family & Community Engagement

- Family morning meetings (each class in the fall) - All
- Family conference scheduling (Reach My Teach) - AP
- Run two Scholastic Book Fairs annually - AP
- Weekly family newsletter - All
- Communication and coordination with local colleges (St. Mike's, UVM, Champlain College) - AP
- Place and meet with practicum and student teachers - AP
- Plan and implement the End of the Year Celebration - AP
- Parent meetings - All
- Attend various parent-teacher conferences - Maybeline would attend K as needed, Sara 1- 5th as needed
- Coordinate the Big Change Roundup Annually - AP

Leadership & School Culture

- Daily morning announcements - Sara
- Creation and monitoring of annual CIP (Continuous Improvement Plan) - All
- JFK Leadership Team (twice a month) - All
- Equity Leadership Team (twice a month) - All
- Coordination with the Union - All
- Staff investigations and letters of reprimand - Maybeline and Sara
- Meetings with staff about concerns - All
- Serve as a point of communication for specific families - All
- Coordination and communication with WSD leadership and district-level initiatives - All
- Coordination with the WSD Director of Communication on press/events - All
- Daily update of internal Daily Info - AP
- Ensure Daily Info is accurate and informative - All
- Attendance at ARSC meetings two months a year - All
- Prepare data for JFK Leadership meetings and professional development - All
- Coordinate with School Excellence consultants for Equity teaching and learning - All
- Support of staff and students outside of school hours as needed - All

Operations & Management

- Create and manage the annual school budget - All
- Approve all POs - Sara and Maybeline
- Monitor spending with Administrative Assistants - Maybeline and Sara
- Create bus tags for PK-1 students - AP
- Coordinate bus behavior with SSR - AP
- Field questions/concerns about bus routes/times - AP
- Coordinate late pickups and returned students - AP
- Coordinate with Genuine Foods - AP
- Approval of TCPlus hours - Maybeline and Sara
- Approval of requested time off in Tyler - Maybeline and Sara

District Collaboration

- Monthly meetings with: (all)
 - Director of Support Services
- Director of Multilingual Learners (ML)

Instructional Leadership

- Monthly team/grade-level meetings (K–5, Therapeutic, PE, Art/Music/EBSJ) - All
- Wednesday staff meeting (1x/month) - All
- Threat Assessment Team meeting (weekly) - Sara and Maybeline
- Coaches/Michael (biweekly) - All
- K–2 CHAT (Tuesdays), 3–5 CHAT (Thursdays) - Decide on grade level structures and admin assignment
- Fall and Spring goal meetings with all teachers - All divided by grades
- Formal observations - Can the AP do this?
- Walkthroughs for all teachers - All
- Walkthroughs for EL and Math - All
- Participate in Better Lessons ELA PD coordination - All
- Planning and implementation of professional development - All
- Participate in Branching Minds implementation - All
- Coordination with PowerSchool - All
- Add CHAT information to PowerSchool - Depending on CHAT structure
- Support implementation of high-quality instruction through PLC and equity lens - All

Scheduling, Transitions, and Assessment

- Coordinating annual schedule creation - AP
- Assign duties - AP
- Develop pre-service schedule - All
- Develop the first six weeks' schedules for each grade/classroom/team - All
- Plan Early Release professional development - All
- Run Kindergarten Screening - Maybeline
- Advertise Kindergarten Screening - Maybeline
- Create student placement procedures and implement - All
- Create transition plans and documents for student transitions - All
- Work with the test coordinator for VTCAP - AP

Student Services & Support

- SPED IEP meetings - Maybeline would take the lead on attending these meetings
- 504 meetings - Maybeline would attend K as needed, Sara 1-5th as needed
- Care Conferences - Maybeline would attend K as needed, Sara 1-5th as needed
- CPT meeting (Fridays) - both attend. Add a PK teacher
- Truancy tracking (weekly), letters, DLO follow-up, court testimony - Sara
- DCF reports, interviews, and follow-ups - Maybeline takes the lead on K, Sara 1-5 with back up for each other as needed
- Participation in Family Safety Planning Meetings - Maybeline would attend K as needed, Sara 1-5th as needed
- Referrals to KidsSafe team & meeting participation - Maybeline would attend K as needed, Sara 1-5th as needed
- HHB (Harassment, Hazing, and Bullying) process: Both trained, Maybeline would attend K as needed, Sara 1-5th, act as back up for each other
- HHB and Title IX training every other year
 - Initial meetings
 - Determinations
 - Contacting families
 - Safety plans
- Consequences
- Re-entry meetings with families
- Student engagement (Hopes & Dreams, etc.) - Maybeline would attend K, Sara 1- 5th, with the potential to join all as needed
- Support the SSR and Howard School-Based Social Workers with student and family needs - Maybeline would take the lead on K as needed, Sara on 1- 5th, and act as support for each other

Co-Principal Division of Roles



Jean Berthiaume

Co-Principal

Operations and Student Affairs



- Policy and Procedure
- Budget and Grants
- Facilities Management
- Safety and Emergency
- Special Programs and Partnerships
- ML and Special Education Delivery
- Student Support Systems/MTSS
- Discipline
- Family Relations
- Athletics
- Health Office
- Transportation
- Student Wellness

- Hiring
- Data and Reporting
- Academic Offerings
- Scheduling
- Registrar
- Assessment
- Teacher Evaluation
- PLCs and Teacher Collaboration
- Communications
- Advisories
- Attendance
- Summer and After School

Shared Roles:

- Staff Meetings
- Professional Development
- Instructional Leadership Team
- Comprehensive Needs Assessment