

Windsor Central Supervisory Union and Windsor Central Unified Union School District

Monthly Meeting of the Board



June 06, 2022, at 6:30 p.m.

via

ZOOM video-conferencing

This is a virtual meeting only- no physical location.

[\(HOW to join a Zoom meeting\)](#)

You must install the necessary software **PRIOR** to joining a meeting.

Join Zoom Meeting

<https://wcsu-net.zoom.us/j/81312090493?pwd=YlRCSFkvOUZpUXZ0alcyUzA5d244Zz09>

Meeting ID: 813 1209 0493 ↔ Passcode: 279456

One tap mobile

+19292056099,,81312090493# US (New York)

+13017158592,,81312090493# US (Washington DC)

[Robert's Rules of Order](#)

Agenda

1. Call to order
2. Amendments to the Agenda
3. Public Comment
4. Reports:
 - a. Superintendent
 - b. Directors
 - c. Students (last meeting for GM- graduating!)
 - d. (Written) NPS-WUHS Spring Partnership Report- Kat Robbins, Place-based Education Coordinator
5. Time Scheduled Appointments
 - a. Presentations from DuBois King and Scott & Partners
 - b. Discuss TAN
 - c. Union Arena request
 - d. Discussion of WUHSMS Leadership Team presentation
6. Committee Updates
 - a. Finance Committee Update
 - b. Policy Committee Update
 - i. First Reading: Title 1, Part A: Parent and Family Engagement
 - ii. First Reading: C14 Section 504 and ADA Grievance Protocol
 - c. Buildings & Grounds Committee Update
 - d. Negotiations, Hiring, & Retention Committee Update
 - e. Working Groups Update
 - i. CEWG survey results/presentation
 - ii. New Build update/presentation
7. Consent Agenda
 - a. Approve minutes
 - b. Accept anonymous donation pledges
 - c. Approve new hires
 - d. Authorize board chair to approve summer hires
8. Accept Resignations
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
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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
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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.**

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.

AGENDA ITEM #3	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, clearly state your name for the minutes, then address the board.

From the Superintendent

We continue to see some Covid case positivity in our schools, but overall the numbers are trending downward. The high school hosted a successful junior/senior prom at Suicide Six in mid-May and the middle school was able to host a school-sanctioned dance without any increase in covid cases. We have had some elementary school field trip cancellations but those instances had more to do with Covid levels in the community of our field trip rather than with covid in our elementary schools. Finally, we continue to partner with the Vermont Department of Health in providing a space for the mobile vaccination clinic to set up every other Tuesday from 3:30 pm -6:00 pm in the high school parking lot.

The recent horrific events in Uvalde and Buffalo have refocused my attention to the District Emergency Operations Plan. John Hansen, Hannah Leland, and I completed extensive work on the new EOP during the 2019-2020 school year. When schools closed due to the pandemic, the work went on hold. With State level consultation and modeling from other district wide plans, the document is now being formatted and additional appendixes will be included. The goal is to have an EOP ready for the Board to discuss at the August meeting.

The Leadership Team is finalizing hiring for faculty and staff positions. We have filled the majority of our open postings and are excited about the skills and experience that our new educators are bringing to us. Linda will be completing exit interviews and surveys with all of those departing from our District.

In mid-July, the Leadership Team will be meeting for three days in Stowe to prepare for the 2022-2023 school year. The team will take a deeper look at the approved Diversity, Equity, and Inclusion policy so that they are ready for implementation in the fall. The group will also spend time understanding the financial context of the District and develop short and long term financial goals. Finally, administrators will discuss our teacher supervision and evaluation process. We will review the new Danielson Framework as our baseline assessment system, and will finalize our classroom observation tool that is aligned with the Portrait of a Graduate.

Tuesday, May 31, 2022

	BA	KES	RES	TPVS	WES	WUHSMS	Totals
Pre K 3	7	13	4		33		57
Pre K 4	8	11	8		21		48
							0
K	4	17	4		31		56
Grade 1	9	8	5		47		69
Grade 2	15	21	9		45		90
Grade 3	6	12	6		32		56
Grade 4	10	10	6		40		66
Grade 5	5	9		46	2		62
Grade 6	9	16		46			71
Grade 7						71	71
Grade 8						80	80
Grade 9						83	83
Grade 10						86	86
Grade 11						66	66
Grade 12						98	98
Total Pre K	15	24	12		54		105
Total K-12	58	93	30	92	197	484	954
Total by School	73	117	42	92	251	484	1059
Percentage Change since Previous Month	0	0	0	0	-2 (0.7%)	-3 (0.6%)	-5 (0.4%)
							22 (2.1%)
							District Change from 1 year ago 2020-21

Tuition Funding Source = "Operating School District"	957
Tuition Funding Source = "Other VT School District"	98
Tuition Funding Source = "Other"	1
Tuition Funding Source = "VT State Agency"	2
Tuition Funding Source = "Private" (PreK only)	1
Total	1059

WCSU Enrollment by Town (as of 05/31/2022)

<https://docs.google.com/spreadsheets/d/10BqikYVqXO-QFvJRO4hL4iYhcGNq57-jArpYE096TE/edit?usp=sharing>

From the Director of Instructional Technology

On the afternoon of Thursday, May 26th, 2022, there was an extended power outage in Woodstock and some surrounding areas. Unfortunately this power outage had a negative effect on equipment at the WUHSMS and the WCSU building. At the WUHSMS one of the new switches that we installed during the summer of 2021 stopped working. This switch was part of our core stack, and as result the WUHSMS lost internet connectivity and phone access for a couple of hours on the morning of Friday, May 27th. We have restored internet connectivity and limited phone access until a replacement switch arrives.

In the WCSU building the power outage caused the server running our financial software to stop working. Fortunately we had a disaster recovery protocol in place with Tyler Technologies, so we initiated this protocol and using a backup of our data Tyler Technologies was able to get us up and running with a virtual instance of our financial software by 5:30 pm on Friday, May 27th. Sarah Walker (our Payroll Associate) put in some extra hours over the weekend to ensure that all of our employees were paid on time. A huge thank you to Sarah for her efforts.

From the Director of Student Support Services

- ❖ HSMS MTSS steering committee surveyed the HSMS faculty to gather data around the knowledge and capacity related to MTSS implementation
 - Audrey Richardson will be facilitating a summer workshop around action steps based on the data gathered
- ❖ We updated our EST forms based on research and collaboration with other VT districts who participated in a statewide MTSS workshop
- ❖ QSA Group is working with HSMS principal to provide a short presentation for faculty to address their questions on how to best support LGBTQIA+ students; the MS QSA group is working on mural ideas for the MS section of the school as well as developing a banner design for Burlington Pride.
- ❖ Mentoring Program held a mentor appreciation event at Artistree
- ❖ Continued writing IDEA grant for next school year
- ❖ Finalizing special education caseloads and assignments

From the Director of Curriculum, Instruction, and Assessment

Educator Professional Development in 22-23: Teachers are heading into summer with a clear picture of what our district wide professional development will look like next school year.

[Click here to see our plan which features:](#)

- Our calendar of meetings
- Professional Learning for All Teachers
- A UDL-driven plan for Professional Learning during Late Start Wednesdays
- Literacy training schedule for teachers of K-4 in LETRS
- Schedule for Math Pact work for teachers of 5-12

CIA Future Directions: On May 17 all elementary teachers learned about future directions for the Department of Curriculum, Instruction and Assessment. [Click here to see the slidedeck.](#)

Summer Educator Workgroups: Teachers and administrators made requests for time to work collaboratively over the summer to ensure the 22-23 school year is off to a good start for our students. Over 163 days of work will be supported by ESSER funds.

Literacy and Math Teams: The year is ending with two important documents from each team outlining the mission/vision/goals/approaches for [Literacy](#) and [Math](#) in Windsor Central. Next year's work will include strategic planning for action.

Assessment: Shout outs to teachers and administrators for helping our students navigate STAR, SBAC, Science NECAP, AP and other local end of year assessments. The data captures current performance and helps us all plan for future student learning.

From the Director of Finance and Operations

Please see the monthly report for April linked below. Our bottom line is still good due to the fact that we have not transferred all funds due to the WCSU yet. I will reconcile the two entities this month and see where we are.

[April Financial Report](#)

NPS-WUHS Annual Spring Partnership Report

From Kat Robbins, Place-Based Education Coordinator

In Partnership with Marsh-Billings-Rockefeller National Historical Park

"This has been both a very challenging and very exciting year and as always, I am truly grateful for your support of this partnership, our shared vision, and the experiences we can create for our students, staff, and community. "

5.A. Presentation from DuBois King and Scott & Partners

PURPOSE:

To provide an overview of the WUHSMS building assessment to sustain the campus for the next five years.

5.B. TAN Discussion

PURPOSE:

A TAN is a Tax Anticipation Note. This note enables the district to borrow funds in anticipation of what will be received from taxes, so that the district can pay for costs accrued during that time. The need for the TAN is driven by the timing of the incoming Ed Spending Grant Tax Revenue being inconsistent versus the timing of our expenditures which are consistent (monthly). A TAN is an annual occurrence.

Below is the district's 3 Year TAN Comparison:

TAN 3 yr. comparison				
Fiscal YR	Term	Maturity	Note	Rate
FY20	1 year	06/30/20	\$3,900,000	3.05%
FY21	1 year	06/30/21	\$4,645,815	2.80%
FY22	1 year	06/30/22	\$4,568,823	2.90%

The FY23 TAN must be duly warned and voted on, and the Attorney drafts the Resolution Tax Anticipation Borrowing, which is signed by the board.

MOTION REQUIRED?

Yes *Not at this time, while further documents are pending.*

- ~~“I motion that the Board authorize a Tax Anticipation Note for three million, two hundred thousand dollars (\$3,200,000) for FY23 operating expenses; understanding that the note matures on June 30, 2023, and the anticipated final interest rate may change due to a fluctuation in the Federal Interest Rate.” Requires a second, then can be opened up for discussion.~~

Calista and I are working with Mascoma Bank and have secured an anticipated interest rate of 2.70% for next year. That the rate could fluctuate slightly if the Federal Reserve Interest Rate changes. Any change would be minimal and doesn't negate the need for the TAN. The wording of the suggested motion is designed to allow for a

potential interest rate change without requiring the board to hold a special meeting to re-approve the TAN if that portion of the terms change. (The amount and date of maturity will not change.)

[WCUUSD TAN](#)

Promissory Note

[Cash Flow Statement](#)

5.C.	Union Arena Request
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PURPOSE:

At the March 7, 2022, board meeting, the Union Arena submitted a solar panel funding request. The board asked for further information prior to making a decision. That information was provided ([copy here](#)). The board is asked to make a decision regarding the requested transfer from the endowment fund of \$24,000 to help pay down the solar loan.

MOTION REQUIRED?

Yes.

5.D.	Discussion of WUHSMS Leadership Team presentation
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PURPOSE:

At the May 2, 2022, board meeting, Superintendent Sousa delivered a presentation ([found here](#)) on the WUHSMS Leadership model for FY23. There was not adequate time for discussion following the presentation, therefore time is being allowed at this meeting for discussion and questions.

AGENDA ITEM #6	Committee Updates
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PURPOSE:

To provide an update on the work of other committees.

WHO:

- A. Finance Committee Update
- B. Policy Committee Update
 - a. First Reading: Code E1- Title I, Part A: Parent and Family Engagement
 - b. First Reading: Code C14- Section 504 and ADA Grievance Protocol
- C. Buildings & Grounds Committee Update
- D. Negotiations, Hiring, and Retention Committee Update
- E. Working Groups Update
 - a. CEWG survey results/presentation
 - b. New Build update/presentation



WINDSOR CENTRAL SUPERVISORY UNION
WINDSOR CENTRAL UNIFIED UNION SCHOOL DISTRICT

Serving the towns of Barnard, Bridgewater, Killington, Picofield, Plymouth, Pomfret, Reading, and Woodstock

CODE: EI

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT

It is the policy of the Windsor Central Supervisory Union (LEA) to plan and implement effective needs-based Title I programs, activities, policies and procedures with meaningful consultation and involvement of participating Title I parents and family members that comply with all parent and family engagement requirements, specifically those required by federal statute. As such the LEA is responsible for ensuring compliance with development and implementation of the following three documents:

1. **LEA Parent and Family Engagement Procedure:** As a Title I Part A served LEA, Windsor Central Supervisory Union will outline and describe the ways in which Parent and Family Requirements will be met by developing jointly with, agreeing with, and distributing to, parents and family members of participating children, a written parent and family engagement procedure.
2. **School-Level Parent and Family Engagement Procedure:** Each of our schools served by Title I Part A will outline and describe the ways in which the school will be responsible for and address the Parent and Family Requirements listed in the Parent and Family Engagement Policy. Each school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement procedure, agreed on by such parents (see Appendix A for template).
3. **School-Parent Compact:** Each of our schools served by Title I Part A, as part of their Parent and Family Engagement Procedure, will develop jointly with, agree on with, and distribute to, parents and family members of participating children a School-Parent compact to outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (see Appendix B for template).

Definitions

- **Local Education Agency:** for purposes of this policy, a supervisory union or supervisory district is the local education agency (LEA).
- **Parent:** Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).
- **Parent and Family Engagement (PFE):** The inclusion of parents, families, schools and communities in order to support learning and improve schools. Opportunities for the informed participation of parents and family members, including those who have limited English proficiency, those who have disabilities, and those of migratory children.

1. LEA Parent & Family Engagement Procedure

Windsor Central Supervisory Union

School Year: 2021-2022

Date of Last Revision: February, 2022

In order to provide all children with a significant opportunity to receive a fair, equitable, and high quality education, and to close educational gaps, the Windsor Central Supervisory Union (LEA) receives Title I, Part A funds. Therefore, in accordance with Section 1116(a)(2) of Every Student Succeeds Act (ESSA), the LEA will develop, with the parents and family members of participating students, a written parent and family engagement procedure. This procedure will outline the LEA expectations and objectives for meaningful parent and family engagement and the ways in which the LEA will implement and support opportunities for parent and family involvement in order to improve student academic achievement.

Part I: General Requirements and Expectations

1. Per ESSA (1116(a)(2)) in order to support increase parent and family engagement to improve student academic achievement, the Windsor Central Supervisory Union has the following objectives:
 - In order to ensure parents and family members are involved in the academic success of students, Windsor Central will develop guidelines for positive school-family-community relationships at the Supervisory Union and School levels.
2. Per ESSA (1116(a)(2)) the Windsor Central Supervisory Union agrees to take the following actions to involve parents and family members in the joint development of its Local Education Agency Plan under Section 1112 of ESSA:
 - Maintain a Supervisory Union Level Parent Advisory Council with invited parents and representatives of local programs for consultation and agreement.
 - Establish and maintain a Supervisory Union process through newsletters to communicate with parents about the plan and to seek their consultation and agreement.
 - Establish and maintain a schedule of school-based Title I community meetings, held at variable times, to explain the requirements of Title I and parents' rights to be involved in decisions of how Title I funds are used.
3. Per ESSA (1116(a)(2)(A)) the Windsor Central Supervisory Union agrees to take the following actions to involve parents and family members in the joint development of Support and Improvement Plans as described in 1111(d)(1) & (2)
 - Present, annually, a draft of the district's Comprehensive Improvement Plan to the Parent Advisory Council for consultation and feedback.
4. Per ESSA (1116(a)(2)(B)) the Windsor Central Supervisory Union agrees to take the following actions to provide coordination, technical assistance, and other support necessary in order to build capacity for parent and family engagement activities to improve student achievement and school performance.
 - Present, annually, a summary of school performance on summative assessments (STAR, SBAC, for example) at a school board meeting to build capacity in understanding school performance.

- Maintain a Parent Advisory Board Council with invited parents and representatives of local programs for consultation and input on professional learning that will assist school personnel and parents responsible for communication and family engagement.
5. Per ESSA (1116(a)(2)(D)) the Windsor Central Supervisory Union will conduct with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent & Family Title I, Part A Parent & Family Engagement Procedure in improving the academic quality of all its Title I schools. The evaluation will include identifying the following:
- Barriers to greater family participation in Title I parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
 - Strategies to support successful school and family interactions.

The Windsor Central Supervisory Union agrees to take the following actions to conduct its annual evaluation:

- Establish and maintain a schedule of data collection regarding the effectiveness of the Parent & Family Engagement Procedure engagement activities, parent and family participation, and needs of parents to assist with the learning of their children through focus groups, surveys, and parent-teacher organization meetings.
6. Per ESSA (1116(a)(2)(E)) the Windsor Central Supervisory Union agrees to take the following actions to use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise the LEA Parent & Family Engagement Procedure, if necessary:
- Findings from data collection will be analyzed for major themes/issues using a crosswalk of quantitative and qualitative information to determine strategies.
 - Findings from the data collection will be brought to the Parent Advisory Council for further feedback and practice adjustments.
7. Per ESSA (1116(a)(2)(F)) the Windsor Central Supervisory Union agrees to take the following actions to involve parents in the activities of the schools:
- Maintain a Parent Advisory Council that adequately represents the needs of the population served by the LEA in order to develop, revise, and review parent and family engagement policy.

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership among the schools, parents, and the community in order to improve student achievement, the Windsor Central Supervisory Union will use the following strategies:

8. Per ESSA (1116(e)(1)) the Windsor Central Supervisory Union will provide assistance to parents of children served by the LEA in understanding the following topics:
- The challenging State academic standards
 - State and local academic assessments
 - Title I, Part A requirements
 - How to monitor their child's progress

- How to work with educators to improve their children's achievement

The Windsor Central Supervisory Union agrees to take the followings actions in order provide this assistance:

- Provide resources on the Supervisory Union website, including printed materials and recorded webinars.
9. Per ESSA (1116(e)(2)) the Windsor Central Supervisory Union agrees to provide materials and training, as appropriate, to help parents work with their children to improve their children's achievement:
 - Provide resources on the Supervisory Union website, including printed materials and recorded webinars.
 10. Per ESSA (1116(e)(3)) the Windsor Central Supervisory Union agrees to take the following actions to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:
 - i. The value of contributions of parents
 - ii. How to reach out to, communicate with, and work with parents as equal partners
 - iii. How to implement and coordinate parent programs
 - iv. How to build ties between parents and school
 - Provide resources on the Supervisory Union website, including printed materials and recorded webinars.
 11. Per ESSA (1116(e)(4) & (1116(a)(2)(C)) the Windsor Central Supervisory Union will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The Windsor Central Supervisory Union agrees to take the following actions to coordinate and integrate parent involvement programs:
 - Offer public PreK programming at all elementary schools.
 - Provide resources on the Supervisory Union website, including printed materials and recorded webinars.
 - Maintain a Parent Advisory Council that allows for coordination with other organizations and programs that can provide additional support and resources to families.
 12. Per ESSA (1116(e)(5)) the Windsor Central Supervisory Union agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:
 - Translation services will be provided to support English Learners for in-person meetings and resources.
 - Newsletters will be used to distribute information in languages other than English for English Learners.
 13. Per ESSA (1116(e)(14)) the Windsor Central Supervisory Union agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:
 - The district's ELL Coordinator will act as a point of contact for parent and family requests related to English Language access.
 - The district's CFP manager will act as a point of contact for parent and family requests regarding supporting parent engagement.

Part III. Adoption

This LEA's Parent & Family Engagement Procedure has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. Review with parents/families occurred during the months of January and February, 2022 with documentation being maintained by the Title Grant Manager. This procedure was adopted by the Windsor Central Supervisory Union on [Date MM/DD/YY] and will be in effect for the period of School Year _____. The LEA will distribute this procedure to all parents of participating Title I, Part A children on or before January 1 of each year.

2. Appendix A: School Parent & Family Engagement Procedure Template

[School Name]

[School Year: XXXX-XXXX]

[Date of last revision]

In order to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, [Title I School name] receives Title I, Part A funds. Therefore, in accordance with Section 1116(b) of Every Student Succeeds Act (ESSA), [Title I School name] will develop, with the parents and family members of participating students, a written parent and family engagement procedure. This procedure will outline how this school will involve parents and family members in procedure development and build capacity for parent and family engagement in order to improve student academic achievement.

Part I: Procedure Involvement

1. Per ESSA (1116(c)(1)) [Title I School name] will hold an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the school's participation in Title I, to explain the Title I requirements under ESSA, and to inform parents of their right to be involved. The [Title I School name] agrees to take the following actions:
 - o [Describe when and where the meeting will be held, how invitations/information will be communicated to parents, how feedback and input from parents and family members will be collected, etc.]
2. Per ESSA (1116(c)(2)) [Title I School name] agrees to offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parent involvement.
 - o [List actions school will take to offer flexibility and encourage parent involvement in meetings]
3. Per ESSA (1116(c)(3)) [Title I School name] agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs in the following ways:
 - o [Describe how information will be communicated to parents, how feedback and input from parents and family members will be collected, any meetings that may be held, etc.]
4. Per ESSA (1116(c)(3)) [Title I School name] agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the School Parent & Family Engagement Procedure and in the joint development of the school wide program plan in the following ways:

- [Describe how information will be communicated to parents, how feedback and input from parents and family members will be collected, any meetings that may be held, etc.]
5. Per ESSA (1116(c)(4)) *[Title I School name]* agrees to provide parents of participating children the following:
- Timely information about Title I programs
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used, and the achievement levels of the challenging State academic standard
 - Opportunities for regular meetings for parents to make suggestions and participate in decisions relating to the education of their children
 - Responses to these suggestions as soon as practicably possible

The school agrees to provide these in the following ways:

- *[Describe how information will be communicated to parents, how feedback, input, and requests from parents and family members will be collected, reviewed, and responded to, any meetings that may be held, etc.]*
6. Per ESSA (1116(c)(5)) *[Title I School name]* agrees to take the following actions to submit any parent comments about the school wide program plan when the school makes the plan available to the LEA, if the school wide program plan is not satisfactory to the parents of participating children:
- *[List actions, including how the school will communicate with the parents, receive feedback and input, etc.]*
7. Per ESSA (1116(d)) *[Title I School name]* agrees to take the following actions to jointly develop with participating parents a school-parent compact, outlining how parents, school staff, and students will share the responsibility for improved student academic achievement:
- *[Describe when and where meetings will be held, how invitations/information will be communicated to parents, how feedback and input from parents and family members will be collected, roles of parents and family members, etc.]*
8. Per ESSA (1116(f)) *[Title I School name]* agrees to take the following actions to provide opportunities for the informed participation of parents and family members, including providing information and school reports required under section 1111, in a format and language that parents can understand:
- [List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership between the school, parents, and the community in order to improve student achievement, *[Title I School name]* will use the following strategies:

9. Per ESSA (1116(e)(1)) *[Title I School name]* will provide assistance to parents of children served by the school in understanding the following topics:
- The challenging State academic standards
 - State and local academic assessments
 - Title I, Part A requirements
 - How to monitor their child's progress
 - How to work with educators to improve their children's achievement

The school agrees to take the followings actions in order provide this assistance:

- *[List activities the school may provide, such as workshops, conferences, online and printed resources, webinars, meetings, trainings, and any other equipment or materials that may be necessary]*
- 10. Per ESSA (1116(e)(2)) *[Title I School name]* agrees to provide materials and training, such as literacy and technology workshops, as appropriate, to help parents work with their children to improve their children's achievement:
 - *[List activities the school may provide, such as workshops, conferences, classes, online and printed resources, meetings, and other materials]*
- 11. Per ESSA (1116(e)(3)) *[Title I School name]* agrees to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:
 - The value of contributions of parents
 - How to reach out to, communicate with, and work with parents as equal partners • How to implement and coordinate parent programs
 - How to build ties between parents and school

The school agrees to take the following actions to provide this support:

- *[List activities the school may provide, such as professional development, workshops, conferences, classes, online and printed resources, meetings, and any other equipment or materials that may be necessary]*
- 12. Per ESSA (1116(e)(4)) *[Title I School name]* will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The school agrees to take the following actions to coordinate and integrate parent involvement programs:
 - *[Describe/List how the school will coordinate with other organizations, programs, and community partners to provide additional support and resources to families. This may include public preschool programs/Kindergarten readiness programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.]*
- 13. Per ESSA (1116(e)(5)) *[Title I School name]* agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:
 - *[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]*
- 14. Per ESSA (1116(e)(14)) *[Title I School name]* agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:
 - *[List actions, including how school will provide opportunities for parent and family requests, other ways in which the school will support parent engagement, etc.]*

Additional Building Capacity Options

NOTE: The school, in consultation with parents and family members, may include additional programs and activities designed to build capacity for parent and family involvement in Title I schools in order to improve student achievement. These discretionary activities are listed under Section 1116(e) of ESSA. If

the Title I school elects to incorporate these activities will be listed here with specific descriptions for implementation.

Part III. Approval

This School Parent & Family Engagement Procedure has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. *[Include MM/DD/YYYY that review with parents occurred and where/how documentation will be maintained]*. This procedure was approved by the *[Title I School name]* on *[Date MM/DD/YY]* and will be in effect for the period of *[School Year XXXX-XXXX]*. The Title I School will distribute this procedure to all parents of participating Title I, Part A children on or before January 1 of each year.

3. Appendix B: School-Parent Compact Template

It is each Windsor Central School's responsibility to ensure that school-parent compacts are developed and disseminated to parents annually by December of each year. Documentation will be maintained at the school level that clearly shows when and how this was done.

[School name]

[Principal]

[School phone number]

[Website]

[Last Revised: MM/DD/YYYY]

What is a School-Parent Compact?

Per ESSA (1116(d)) the School-Parent Compact is a written document designed to build partnerships, be jointly developed with parents and families of Title I Participating students that clearly outlines the goals and shared responsibilities of students, parents, and the entire school staff in improving student academic achievement.

Our Goals

- District goals: From the Windsor Central Supervisory Union Strategic Plan
 - Achieve a high level of math and ELA proficiency for all students through curriculum review, classroom instructional practices, professional development, and robust interventions so that all students reach their full potential.
 - All students will be empowered to make both local and global contributions through the attainment of the skills and dispositions outlined in our Portrait of a Graduate.
- School Goals *[include measurable school goals from local planning in family friendly language and actions the school will take to achieve them]*

Shared Responsibility *[describe the shared responsibility that teachers, parents, and students all share for the improvement of student academic achievement]*

- Teachers will: *[explain how teachers will provide high-quality curriculum, offer support, and create an effective learning environment]*
- Parents will: *[provide actions parents will take to be responsible for supporting their children's learning and positive use of extra-curricular time]*

- **Students will:** *[provide actions students will take to be responsible for their own learning and academic success]*

Building Partnerships *[provide information about ongoing parent and family engagement events/opportunities, information on who to contact for volunteer/observation opportunities, information about how parents can participate in decisions relating to their children's education]*

Communication *[describe how school staff will maintain regular two-way communication with family members]*

Jointly Developed *[describe how parents, teachers, and students worked together to develop/revise the compact, opportunities to participate in future revisions, information on how parents can contribute comments]*

This School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. *[Include MM/DD/YYYY that review with parents occurred and where/how documentation will be maintained]*. This compact was approved by *[Title I School name]* on *[Date MM/DD/YY]* and will be in effect for the period of *[School Year XXXX-XXXX]*. The Title I School will distribute this procedure to all parents of participating Title I, Part A children on or before January 1 of each year. Legal Reference: Every Student Succeeds Act, Section 1116. 20 U.S.C. 6318.

Date Warned: June 6, 2022
Date Adopted:



WINDSOR CENTRAL SUPERVISORY UNION
WINDSOR CENTRAL UNIFIED UNION SCHOOL DISTRICT

Serving the towns of Barnard, Bridgewater, Killington, Pittsfield, Plymouth, Pomfret, Reading, and Woodstock.

CODE: C14

SECTION 504 AND ADA GRIEVANCE PROTOCOL FOR STUDENTS AND STAFF

It is the policy of the Windsor Central Supervisory Union and its member districts (hereby referred to as "The District") not to discriminate on the basis of disability. The District has adopted this internal protocol for prompt handling and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and the ADA prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

The District further provides assurance that strictly prohibits any form of retaliation against persons who utilize this protocol. To the extent possible, confidentiality will be maintained throughout the investigation of a complaint of unlawful discrimination. Nevertheless, a person is not required to use this protocol and may instead file a complaint directly with the U.S. Department of Education's Office for Civil Rights, Boston Office:

U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921

The following protocol is available and shall be distributed to all third parties for their use in filing complaints of discrimination based on disability.

This protocol will be distributed by the currently appointed District 504 Coordinator or their designees to all employees prior to the start of co-curricular activities every school year, preferably during the August In-Service, and again with the recommencement of co-curricular activities immediately following the December vacation.

Step 1: A person (an employee, student, or third party) who believes that he/she has been discriminated against by the District is encouraged, but is not required, to discuss the matter informally with the appropriate building principal (when the person is a student) or with his/her immediate supervisor (when the person is an employee). NOTE: If the building principal or the immediate supervisor is the subject of the complaint, or the grievant is not a student or employee, the grievant may, instead, contact the District Section 504 Coordinator. The person receiving the complaint, or their designee, shall investigate and then verbally convey his/her findings to both the person who alleged the violation and the person who is the subject of the complaint within 10 business days.

Step 2: If the informal Step 1 process does not resolve the matter, OR if the grievant does not wish to use the informal procedures set forth in Step 1, a written complaint may be submitted to either the District Section 504 Coordinator or the appropriate school specific Building 504 Coordinator (see list at the end of this document for contact information) who will investigate the complaint. NOTE: If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent who will appoint another administrator (or third party) to conduct the investigation. If both the Section 504

Coordinator and the Superintendent have involvement with the complaint, the written complaint may be submitted to the Director of Human Resources.

The complaint shall be in writing and signed by the grievant and include:

1. the grievant's name and contact information;
2. the facts of the incident or action complained about;
3. the date of the incident or action giving rise to the complaint;
4. the type of discrimination alleged to have occurred;
5. and the specific relief sought;

Or, alternatively, the grievant may use the 504 Complaint Form (attached). Names of witnesses and other evidence as deemed appropriate by the grievant may also be submitted. An investigation of the complaint will begin within 10 business days following the submission of the written complaint.

The investigation may be informal, but it must be thorough and shall include an interview of the parties and witnesses, a review of relevant evidence, and any other steps necessary to ensure a prompt and thorough investigation of the complaint.

A written disposition of the complaint shall be issued within 10 business days of completion of the investigation, unless a specific written extension of time is provided to the parties.

Copies of the disposition, subject to FERPA confidentiality, will be given to both the grievant and the person who is the subject of the complaint. If discrimination was found to have occurred, the disposition will include the steps that the District will take to prevent recurrence of any discrimination and to correct its discriminatory effects on the grievant and others, if appropriate.

Step 3: If the grievant wishes to appeal the decision in Step 2, he/she may submit a signed, written appeal to the Superintendent (or Board if the Superintendent is the subject of the complaint) within 15 business days after receipt of the written disposition. The Superintendent/Board or his/her designee shall respond to the complaint, in writing, within 30 business days of the date of the appeal. Copies of the response shall be provided to both the grievant and the person who is the subject of the complaint.

The ADA/504 Coordinator(s) will maintain the files and records related to any complaints filed under this protocol.

The District hereby provides assurance that it strictly prohibits any form of retaliation against persons who utilize this Protocol. The District will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

If you have questions regarding these procedures or desire to file a complaint, please contact the District 504 Coordinator. The District 504 Coordinator's contact information (phone number and email) will be listed, and updated as necessary, on the District's website: www.wcsu.net.

Date Warned: June 6, 2022
Date Adopted:

i. [CEWG survey results/presentation](#)

ii. [New Build update/presentation](#)

From Marlena McNamee, Fundraising Manager:

As some but not all of you know, I am the part time fundraising manager for the district, hired on March 1. The fundraising work group convened earlier this year comprised of three work sub-groups—private fundraising, communications, and state and federal funding. We have been using this time to mobilize this group of 15 dedicated volunteers.

Together we have developed: a new campaign name, a case for support, and a suite of materials to bring to donors including a donor-focused PowerPoint spearheaded by the very talented Nicole Moore. We have also created a powerful video on the current condition of the Middle and High School, produced by Teo Zagar and narrated by former NBC correspondent, Bob Haggar. I want to personally thank all our volunteers (including this board's own: Sherry, Bryce, and Ben Ford) for their tireless efforts and to Jason Drebitko for his unwavering dedication to this project—and for graciously showing me the ropes!

With these new vehicles (yes, even the campaign's name!) we can effectively "re-start" the campaign for a new school after the covid-induced hiatus. Now that our donor materials are in place and donor meetings are actively happening (as you'll see, we have \$1.6 m in commitments from donors in hand), we can begin to turn our attention to the ongoing task of educating the wider public on the state of our school.

This new round of efforts will include local media coverage, a re-launched project website, social media outreach, and strategic meetings with key stakeholders. We want to be sure we are illuminating the severity of the problem and offering our solution—a new school which is safe, efficient and inspiring.

One of the tools to do this is the video I just mentioned which I will play now: [video](#).

PURPOSE:

A consent agenda groups routine business into one agenda item to be approved with one action, rather than filing motions on each item separately.

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.

7.A.	Approve Minutes
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Windsor Central Unified Union School District
 Board of Directors Special Meeting
 May 23, 2022, 6:30 p.m.
[Virtual Zoom meeting recording](#)

Board Members Present:

- | | |
|--|---|
| <p><i>Barnard:</i></p> <ul style="list-style-type: none"> Carin Park Bryce Sammel <p><i>Bridgewater:</i></p> <ul style="list-style-type: none"> Lara Bowers Matthew Hough <p><i>Killington:</i></p> <ul style="list-style-type: none"> Jim Haff <p><i>Plymouth:</i></p> <ul style="list-style-type: none"> Elliot Rubin Jay Moore | <p><i>Pomfret:</i></p> <ul style="list-style-type: none"> Bob Crean Lydia Locke <p><i>Reading:</i></p> <ul style="list-style-type: none"> Anna Sessa <p><i>Woodstock:</i></p> <ul style="list-style-type: none"> Keri Bristow Todd Ulman Sam DiNatale PJ Eames |
|--|---|

Superintendent: Sherry Sousa
Director of Finance & Operations: Jim Fenn
Recording Secretary: Rayna Bishop

1. Bryce Sammel called the meeting to order at 7:02 p.m., when a quorum was obtained.
2. Amendments to the Agenda: welcome new Bridgewater representative Lara Bowers.
3. Public comment: none.
4. Executive Session: Motion to enter executive session at 7:04 p.m. for the purpose of discussing contracts. Moved: Keri Bristow; seconded: Anna Sessa. All in favor.
5. The board exited their executive session at 8:06 p.m. Motion to support Superintendent Sousa’s recommendation to increase administrative salaries. Moved: Anna Sessa. Seconded: Jim Haff. All in favor.
6. Motion to adjourn at 8:07 p.m. Moved: Jim Haff; seconded: Sam DiNatale. All in favor.

Windsor Central Supervisory Union
Windsor Central Unified Union School District
Board of Directors Monthly Meeting
May 2, 2022, 6:30 p.m.
[Virtual Zoom meeting recording](#)

Board Members Present:

Barnard:

Carin Park

Bridgewater:

Killington:

Jim Haff

Plymouth:

Elliot Rubin

Pittsfield:

Ray Rice

Pomfret:

Bob Crean

Lydia Locke

Reading:

Anna Sessa

Adam Ameenle

Woodstock:

Keri Bristow

Ben Ford

Sam DiNatale

Todd Ulman

Matt Stout

Superintendent: Sherry Sousa

Director of Student Support Services: Gina Rocque

Director of Instructional Technology: Raphael Adamek

Director of Finance and Operations: Jim Fenn

District Buildings & Grounds Manager: Joe Rigoli

Director of Human Resources: Linda Loprete

Principals/Administration: Garon Smail

Student Representatives: Owen Courcey, Genevieve Morel, Aiden Keough-Vella

Recording Secretary: Rayna Bishop

1. **Call to Order:** Keri Bristow called the meeting to order at 6:32 p.m.
2. **Amendments to the Agenda:** Jim Haff requested that the B&G update be moved to after the first public comment. Motion to adopt agenda as amended. Moved: Jim Haff. Seconded: Ben Ford. All in favor.
3. **Public Comment:** Matt Seiple spoke on the antiracism policy (A.K.A. Diversity, Equity, and Inclusion policy), and while acknowledging the board's good intentions, he felt it was a bad idea and asked the board to reconsider adopting the policy.
Buildings & Grounds Committee: Jim Haff and Joe Rigoli discussed the heating systems and funding to update those. Joe discussed the conversion to propane boilers, and the well monitoring at WES and removal of an oil tank.
4. **Reports:** The full written reports can be found in the board book. Reports were provided by the Superintendent, Director of Student Support Services, Director of Instructional Technology, and the student representatives; the Director of Finance and Operations delivered his report with his audit presentation.
5. **Time Scheduled Discussion:**
 - a. **Audit Presentation:** Dir. Of Finance & Operations Jim Fenn touched on various aspects of the 2021 audit reports, highlighting the areas that need to be improved and the areas of excellence.

- b. Supt. Sousa delivered a presentation on the WUHSMS Leadership Model for FY23. That presentation can be found [here](#).

Motion at 7:30 p.m. to temporarily adjourn the board meeting for 45 minutes. Seconded: Todd Ulman. All in favor. The board left the meeting to meet with the Mid-Atlantic Equity Consortium.

The board reconvened at 8:21 p.m.

6. Committee Updates:

- a. Finance: no update
- b. Negotiations: no update, though they are meeting on May 19th to resume negotiations
- c. Policy:
 - i. Adoption:
 1. Diversity, Equity, and Inclusion- Motion to adopt. Moved: Ben Ford. Seconded: Todd Ulman. All in favor.
 2. Student Conduct and Discipline- Motion to adopt. Moved: Todd Ulman. Seconded: Elliot Rubin. All in favor.
 - ii. Update- Sam DiNatale discussed the policies currently being worked on.
7. **Consent Agenda-** Motion to approve the consent agenda. Moved: Ben Ford. Seconded: Todd Ulman. All in favor.
8. **Resignations:** the resignations of Greg LaBella, Michelle Fountain, Kelly Turner, Chris Cate, and Gina Rocque were all acknowledged and accepted with regret.
9. **Public comment:** None.
10. **Executive Session:** Motion to enter Executive Session at 8:30 p.m. to discuss a personnel matter under 1 V.S.A. §313. Moved: Sam DiNatale. Seconded: Todd Ulman. All in favor. Board exited Executive Session at 8:41 p.m. Motion to accept the Separation Agreement with Gordon Ladd as recently negotiated by council. Moved: Ben Ford. Seconded: Todd Ulman. All in favor.
11. **Reflection and board feedback.**
12. Motion to adjourn at 8:48 p.m. Moved: Anna Sessa. Seconded: Todd Ulman. All in favor.

7.B. Accept anonymous donation pledges



WINDSOR CENTRAL SUPERVISORY UNION

Windsor Central Unified District • Pittsfield School District
70 Amsden Way Woodstock, Vermont 05091
Phone: 802-457-1213 Fax: 802-457-2989 www.wcsu.net

CONDITIONAL PLEDGE AGREEMENT

Modifications to this document are subject to the approval of the District's Superintendent

I. Overview and Purpose

In order to provide resources for the advancement of the educational mission of the Windsor Central Unified Union School District ("The School District"), _____ is pledging \$125,000 payable over a period of five years. When realized, this gift will support the construction of the School District's new middle and high school building project (the "Project") located in Woodstock, VT, currently estimated at \$80M.

The School District has begun a capital campaign (the "Campaign") with a goal of raising \$20M in support of the Project. In addition to the Campaign, the School District plans to incur debt obligations of up to \$60M +/- through bond instruments requiring approval of voters residing in the member towns of the School District.

Depending on the results of the Campaign, such a vote could take place as soon as 2023. However, due to the uncertainty of the timing and process for securing approval of the Project bonds, we are requesting the _____ acknowledgement and flexibility with regard to the grant and its timetable. Specifically, we request the pledge not be canceled or reduced based on the initial bond vote outcome to provide an opportunity for the School District to continue pursuing such approval. For example, if the School District voters do not ratify Project bonds on the initial vote, the School District may attempt to secure bond approval through a re-vote, potentially with a modified bond amount or Project timeline. If the project were to be modified substantially from the original plan before any bond vote, donors will be notified and pledges will be confirmed prior to moving ahead with the project.

A conditional pledge is one where the donor promises to contribute to an organization only if future and sometimes uncertain conditions are met. It is an expression of the donor's good faith intent to give and is considered non-binding. Upon the successful passage of the bond vote, this conditional pledge will become a receivable pledge and will be therefore legally binding and will adhere to this document's utilization of funds, payment schedule, naming rights and publicity and recognition as described below.

II. Utilization of Funds

When your conditional pledge is converted into a receivable pledge, it will provide support for construction of a new middle and high school for Windsor Central Supervisory Union.

III. Payment Schedule

Following the passage of the bond financing, the Donor will make payments based on the following schedule, and retains the option of increasing the payment amount in any year or paying off the full amount sooner:

Year 1:	\$25,000
Year 2:	\$25,000
Year 3:	\$25,000
Year 4:	\$25,000
Year 5:	\$25,000

**Year 1 will represent the year following the successful passage of the bond and so on.*

Naming Rights (If applicable)

No specific naming rights have been discussed associated with this pledge.

IV. Publicity and Recognition

In recognition of this support (and once this conditional pledge is converted into a pledge) and to encourage others to provide support for the district and the "Project," the district may announce and publicize this commitment, unless the donor provides written instruction that the intention is to remain anonymous.

Both parties agree to inform each other of any significant changes in plans. We thank you in advance for your tremendous generosity and commitment to *Breaking New Ground – a campaign to build a new Woodstock Union Middle and High School.*

Additional Comments:

Pledge should be anonymous unless otherwise directed in writing.

II. Utilization of Funds

When your conditional pledge is converted into a receivable pledge, it will provide support for construction of a new middle and high school for Windsor Central Supervisory Union.

III. Payment Schedule

Following the passage of the bond financing, the Donor will make payments based on the following schedule, and retains the option of increasing the payment amount in any year or paying off the full amount sooner:

Year 1:	\$300,000
Year 2:	\$300,000
Year 3:	\$300,000
Year 4:	\$300,000
Year 5:	\$300,000

Year 1 will represent the year following the successful passage of the bond and so on.

Naming Rights (If applicable)

No specific naming rights have been discussed associated with this pledge.

IV. Publicity and Recognition

In recognition of this support (and once this conditional pledge is converted into a pledge) and to encourage others to provide support for the district and the "Project," the district may announce and publicize this commitment, unless the donor provides written instruction that the intention is to remain anonymous.

Both parties agree to inform each other of any significant changes in plans. We thank you in advance for your tremendous generosity and commitment to *Breaking New Ground – a campaign to build a new Woodstock Union Middle and High School.*

Additional Comments:

Pledge should be anonymous unless otherwise directed in writing.

7.C.	Approve New Hires
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PURPOSE:

To approve the hire of the following licensed educators (résumés linked) as recommended by the administration:

- [BA Principal, Melissa Zoerheide](#)
- [KES PreK Teacher, Annika Dyhrberg](#)
- [Spanish Teacher, Lauren Gagne](#)
- [Spanish Teacher, Sally Denbeaux](#)
- [KES Teacher, Beth Ann Hughes](#)
- [TPVS Physical Education Teacher, Karen Payne](#)
- [WUHSMS English Teacher, Sarah Hagge](#)
- [WES PreK Teacher, Kelsey Coyle](#)
- [Special Educator, Christina Stibely](#)
- [WES Kindergarten Teacher, Cavan Farrell](#)
- [WUHSMS Social Studies Teacher, Patty Topliffe](#)
- [WES Grade 3 Teacher, Liza Dionne](#)

7.D.	Authorize Board Chair to approve summer hires
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PURPOSE:

The full board does not meet during the summer, and hiring educators often extends into the summer months. Allowing the Chair the authority to approve new hires ensures that the process remains uninterrupted and efficient, and allows the Human Resources Director to extend a contract to the new hire in a timely manner.

WES Teacher

From: **Amanda Hull** <ahull@wcsu.net>
Date: Fri, Apr 29, 2022 at 11:11 AM
Subject: Next Year
To: Maggie Mills <mmills@wcsu.net>

Hi Maggie,

I hope all is well at W.E.S. this spring! The end of another busy school year is coming into sight. I've missed everyone while out on my maternity leave!

I wanted to reach out to you in regards to next year. After some long, hard, sleepless deliberation I have decided that I'm not going to return to teaching next year. This is a decision that has not come easy for me as teaching at W.E.S. and in the WCSU has always been one of my life goals and I've been thrilled to be a part of it for these past two years. Time seems to be flying by with Tanner and Porter so quickly already that I've decided I want to spend these years while they are little with more of my focus and energies with them.

Although I might be stepping back from teaching at this moment, I truly am looking forward to when they are bigger to hopefully find myself back at W.E.S in some sort of capacity.

Thank you for all of your support over the past two years. It's been a pleasure to work with you, the staff, and students at W.E.S. And as I've told other friends in the teaching world, I've been incredibly grateful to have you as an administrator, especially during these crazy pandemic times.

You are the first person I've told about my decision (besides my husband), so I would love the opportunity to reach out to Nancy, Cavin, Jen, and, of course, the entire staff at W.E.S. to let them know. I'll let Linda in the central office know as well.

Thank you so much for everything Maggie!

All my best,

~Amanda

WES Teacher

----- Forwarded message -----
From: **Kyle Cassarino** <kcassarino@wcsu.net>
Date: Mon, May 2, 2022 at 10:59 AM
Subject: Re: next year plans
To: Maggie Mills <mmills@wcsu.net>

Hi Maggie,
While this year has been wonderful, I will not be returning next year. I will be sure to be in touch about any dates within my interview process moving forward. Thank you for your continued leadership, support and guidance. I hope everyone at your house is healthy and in good spirits. Thank you!



Linda Loprete <lloprete@wcsu.net>

(no subject)

Louise Lubaszewski <llubaszewski@wcsu.net>
To: Sherry Sousa <ssousa@wcsu.net>
Cc: Linda Loprete <lloprete@wcsu.net>

Mon, May 16, 2022 at 3:10 PM

Good afternoon. I just met with Maggie and wanted to let you know that I have decided to accept another position at Northwest Primary School in Rutland as a school counselor. While my husband's new opportunity still is not solidified, this move for me makes sense for my family regardless of how his position works out. I have truly enjoyed my position at WES and it is hard to leave these kids and the amazing staff. Thank you both for your help during my time at WES and for your understanding with my family needs. Maybe we'll cross paths at some point later - who knows! I will be sure to work with Erin and Maggie to make sure it's a smooth transition for the new person coming in next year. We have a great thing going here so I'm sure it will be a position with interest. If you have any questions, please let me know.

Sincerely,
Louise Lubaszewski
[Quoted text hidden]

WUHSMS Dean

Hannah Leland
Subject: Resignation Letter

February 10, 2022

Dear Ms. Sousa, Mr. Smail and WCUUSD Board,

I am writing to you today to officially offer my resignation from Woodstock Union High School Middle School as the Dean of Students of June 15, 2022. I will be pursuing a new opportunity that is closer to home.

I want to thank the students, faculty and staff, community, and administration for their support over the past six years. I have appreciated the opportunity to grow as an educator and will continue to do so in my next venture.

Thank you again for the opportunity to work within the WUHSMS community.

Sincerely,

A handwritten signature in cursive script, appearing to read "Hannah Leland".

Hannah Leland

WES Teacher

To whom it may concern,

Please accept this letter as my formal resignation, effective the last day of my current contract. I will not be returning next year in order to work closer to home.

Sincerely,
Jamie Brooks

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

MOTION REQUIRED?

Yes. The Chair calls for a motion to enter executive session under appropriate 1 V.S.A. § 313. Requires a second and a vote to enter the session. No vote required to exit the session, as actions cannot be taken in an Executive 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.

AGENDA ITEM #12	Adjourn
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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.