

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

*Monthly Meeting of the Board*



September 12, 2022, at 6:30 p.m.

WCSU Conference Room  
and  
ZOOM video-conferencing

Join Zoom Meeting

<https://wcsu-net.zoom.us/j/88560132838?pwd=UUUVuNEpaS1JOOEdCNzAvenBSSnRQdz09>

Meeting ID: 885 6013 2838

Passcode: 413218

One tap mobile

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+13017158592,,88560132838# US (Washington DC)

## Agenda

1. Call to order
2. Amendments to the Agenda
3. Public Comment
4. Reports:
  - a. Superintendent
  - b. Directors
  - c. Students
5. Time Scheduled Appointments
  - a. Board Work Plan 2022/2023
  - b. EOP Consultant job description
  - c. Integrated Field Review Presentation
  - d. Union Arena Budget and request
  - e. Accept resignations
6. Committee Updates
  - a. Finance Committee Update
  - b. Policy Committee Update
    - i. Adoption: C14 Section 504 and ADA Grievance Protocol
    - ii. Second Reading: Title 1, Part A: Parent and Family Engagement
  - c. Buildings & Grounds Committee Update
  - d. Negotiations, Hiring, & Retention Committee Update
  - e. Working Groups Update
7. Consent Agenda
  - a. Approve minutes
8. Public Comment
9. Executive Session - student matter
10. Reflection
  - a. What did we do well?
  - b. What could we do better?
11. 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

Opening Day for teacher and staff training, on August 26th, began with a recognition of the long commitment of our faculty to the field of education. Some have been teaching for more than 35 years, and many, more than 15 years. Those who entered teaching during the Pandemic received bonus years for all of the challenges they faced as new educators. The remainder of the morning attended to our work in providing Equity for all students, professional development plans for the year, and bringing the Portrait of a Graduate to classroom observations. Board Chair Bryce Sammel, Vice Chair Keri Brisow, and Reading Board Representative Anna Sessa welcomed faculty and staff back and validated the District's commitment to Equity, Inclusion and Diversity. Also, Dr. Luvelle Brown surprised the group with an in person message. The follow up survey of faculty and staff recognized their appreciation for a presentation with many speakers and a positive vibe.

Teachers and administrators reported that there was strong attendance at the school's welcome back for families. They shared that more than 80% of their families participated in their meetings and building walkthroughs. The first day of classes was also very positive.

One of the challenges that the Central Office has faced in the last weeks has been families' responses to the change in bus routes. Though the work began last winter and was shared through newsletters, board minutes, a districtwide presentation, and local news media, many reported not knowing of the change. When informed that this shift was made due to the need to remain within the taxpayer approved transportation budget and to address school start times, many were more understanding though not happy. A few continue to see this as a lack of support for their specific needs.

Another parent concern that the Leadership Team is addressing is afterschool programming. Each campus has had their own unique response to this need. Killington Elementary School is in the process of hiring their final person. Their expected start date is September 12th and they have 7 to 8 students needing daily programming. Barnard Academy is working with our Extended Learning Coordinator to review applications and hope to offer 2 to 3 days per week in the fall for 8 to 10 children. WES Principal Maggie Mills is working with Woodstock Christian Child Care (WCCC) for after school care of Pre K aged students, and with the Community Campus (TCC) for students in grades kindergarten through fourth. TCC currently has openings for their program, and WCC is working to increase the number of slots they can offer. Reading Elementary has not had any interest in the after school positions they posted. When surveyed, RES parents reported a need for 12 students, Pre K through grade 4, for 3 to 5 days a week.

At the end of September, a group of administrators and faculty will be attending the EdLeader21 National Conference in Huston, Texas. This group of 10 will be convening with innovative educational leaders from across the country to build relationships, share ideas and learn from each other. Three members of the team, Dr. Audrey Richardson, Tim Brennan and Julie Brown, will be presenting their work on the WCSU Portrait of a Graduate and Deeper Learning. This trip is paid for through the Rural Education Grant.

Two other WCSU faculty, Shayna Kalnitsky and DeVeau Sleeper, have been asked to present at the National Council of Teachers of Mathematics in Los Angeles at the end of September on their work in mathematics instruction. It is exciting to see how many of our teachers are being recognized on a national level for their work with our students.

Finally, I have been appointed to the Vermont Superintendents Association Board of Trustees. As a member of this group, I am able to have a stronger voice in the work of the State Legislature. The VSA Board has set Facilities, Staffing, and Mental Health needs as the priorities for our advocacy.

### From the Director of Technology and Innovation

During the first 10 days of the school year, each of our schools go through a process of cleaning up their enrollment records. Over the course of the summer many families move out of the district and fail to notify the school. At the start of the school year each school identifies students who are absent and reach out to their families. Students remain enrolled in our schools until we receive a records request from another school district, or they have 10 consecutive unexcused absences. This work is critical to ensuring that we have accurate enrollment information when the student census period for ADM calculations begins on the 11th day of school.

Although we won't be able to calculate accurate enrollment numbers until the 11th day of school, it appears as though the WUHSMS will have a lower total enrollment by approximately 25 students. This is due in large part to graduating a large class of 12th graders in 2022 (97 students) and enrolling a smaller 7th grade class (73 students). A more detailed enrollment report will be included in the October Board Book.

We are excited to welcome Allison Babbitt as our new Systems Technician / Library Assistant. Allison has experience as a Digital Media Tutor at Hamilton College, and she has a deep interest in a variety of technologies. Allison will be based primarily out of WES, but she will be helping out throughout the district.

We released a Request for Proposal for wiring at Barnard Academy, Killington Elementary School, Reading Elementary School, and Woodstock Elementary School. We will be requiring interested respondents to attend walkthroughs at each building

on Friday, September 16th. This project, as well as the accompanying hardware network upgrades, will be funded through ESSER.

### From the Director of Student Support Services

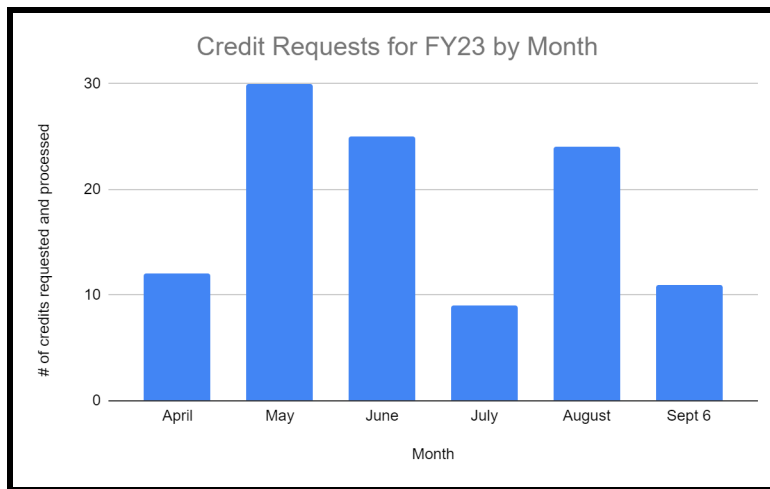
The weeks leading up to and starting off the school year have been busy with a great deal of work that focused on:

- Welcoming back our special education case managers, 2 new case managers, speech-language pathologists, occupational therapists and new paraeducators.
- Placing the influx of new special education students.
- Working with the special education staff and other key faculty on learning the new procedures we have in place with Deer Creek (clinical practice) for special education evaluations.
- Planning for the special education team to be meeting monthly to “Share the Wealth”. They will learn together about topics such as IEP assessment interpretation, structured literacy instruction, transitional planning, reviewing and developing norms for the department, task analysis and prompting, project based learning and applying a UDL lens to special education. A big focus will be preparing for the changes in the special education eligibility rules that will go into effect in July of 2023.
- The MTSS Steering Committee at the MS/HS met several times during August to discuss the plan to leverage the strengths and assets in our current system to help define more clearly our MTSS framing for the coming year and improve the clarity, communication, and effectiveness of MTSS at WUHSMS. **They** conducted an MTSS screener with faculty in the spring to help determine the foundational MTSS knowledge base and capacity needed to fully implement an equitable approach to MTSS at WUHSMS. The data was reviewed and discussed by the committee to help guide the work of the group.
- Elementary interventionists from across the district met as a team to plan a structure for collaborating throughout the year to support the MTSS systems in place, fine tune the areas that need support or development and will partner with the MTSS team at the MS/HS to build a unified and cohesive MTSS across the district.
- Elementary Interventionists will be focusing their late start Wednesday time working on an equity project that will focus on improving outcomes for students in our district who have had historically disparate outcomes.
- Annie Luke was awarded a grant of \$3500 by Mentor Vermont to support her important work with our students.

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

CIA on [www.wcsu.net](http://www.wcsu.net) for Families: A new public-facing page for Curriculum, Instruction, and Assessment is available on the WCSU website (Click [www.wcsu.net](http://www.wcsu.net) → school info → Curriculum, Instruction, Assessment in order to access the page). Here, families can read about district priorities for math, ELA, Unified Arts, Elementary World Languages, and the MS/HS Innovation Lab. More subjects will be added throughout the year. This webpage also houses the state-mandated, publicly accessible district assessment calendar.

Teacher Tuition Reimbursement: As of September 6, 2022, 40 credit-bearing tuition reimbursement requests have been processed through the department of CIA and the business office, totalling near \$60,000.



Additionally, over \$10,000 of non-credit bearing professional development through external workshops, conferences, and classes have been accessed by our teachers to date.

Launching the Fall: The district-wide portions of our Fall Inservice Days received positive feedback from educators, with 87% saying the information and direction-setting was helpful or very helpful in launching the year. Highly well received was information around the plan for our Late-Start Wednesdays, which features lots of voice and choice for teachers within the frameworks for UDL, Racial Equity, and Portrait of a Graduate/Deeper Learning.

New Teacher Mentorship Program: The new teacher mentorship program is continuing in the 22-23 school year with A group of 25 new educators partnered with veteran (to WCSU) teachers during the Base Camp event at TPVS in August. Thank you to the veteran educators willing to take on the important work of supporting our new educators.

PreK-4 LETRS and 5-12 Math Pact Work: September officially launched our first job-embedded professional development series for the 22-23 school year. Teachers of reading in grades PreK-4 (as well as administrators) will be engaging in ~60 hours of learning around research-based reading instruction with Julie Brown throughout the

school year. Teachers of math in grades 5-12 are engaging in ~50 hours of learning around math instructional practices with Patty Kelly. Thank you to all of the educators for all of their enthusiasm around learning together

### From the Director of Finance and Operations

During the summer we have been working hard on our software conversion. We are ahead of schedule, excited about our new software, and looking forward to moving on to the next phase of training which is learning to use the software, now that we have configured the data.

Our auditors were here for two days in late July to do the preliminary audit work. They will return on October 31 for a week of field work with the intent of completing the field work at that time.

Both our Reading Elementary and Killington Elementary School air quality projects have qualified for full funding through Efficiency Vermont. This was great news as it will allow us to add the Woodstock Elementary School air quality project to the ESSER III grant so we will be able to accomplish all three projects over the next 24 months.

Beginning in September I will generate monthly financial reports again to provide the board with our current financial activities.

AGENDA ITEM #5	Time Scheduled Appointments
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5.A.	Board Work Plan 2022/2023
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#### PURPOSE:

To share and discuss the [Board Work Plan](#) for FY23.

5.B.	EOP Consultant Job Description
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#### PURPOSE:

To share the [Emergency Operations Coordinator job description](#).



5.C.	Integrated Field Review Presentation
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**PURPOSE:**

Since 2016, each Vermont supervisory union or school district has taken part in the Integrated Field Review (IFR) process. The IFR is an in-person examination of the implementation of Vermont's Education Quality Standards. The IFR happens once every three years for each of Vermont's Supervisory Unions/Districts (SU/SD).

The IFR is conducted by a team of educators from neighboring school systems, working together with AOE staff. They visit the SU/SD for a day-long, in-person visit. The visiting team records what they read, learn from interviews, and observe.

The IFR team issues a final report written at the end of an Integrated Field Review. The report features two SU/SD level commendations and recommendations in each of the five domains of the [Education Quality Standards](#).

The Integrated Field Review process has five primary objectives:

- to understand continuous improvement efforts and local decisions regarding Education Quality Standards implementation;
- to recognize the full range of outcomes we expect schools to deliver;
- to identify promising practices to share with other school systems;
- to create networking opportunities among geographically proximate school systems; and
- to build a collective responsibility for all students in Vermont.

[A Summary of Commendations and Recommendations](#)

5.D.	Union Arena Budget and Request
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**PURPOSE:**

At the March 7, 2022, board meeting, the Union Arena submitted a solar panel funding request to transfer \$24,000 from the endowment fund to help pay down their solar loan. The board asked for further information prior to making a decision. That information was provided ([copy here](#)), and the board revisited the request at their June 6, 2022, meeting. The board felt inadequate information had been provided and there was no UA representative at the meeting, resulting in the board tabling the discussion. The Union Arena has provided their 2022/2023 budget information, which can be found [here](#).

5.E.	Accept Resignations
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**PURPOSE:**

To assist with budgetary planning for the 2023/2024 school year, we have received very considerate early notification from staff members who will be retiring at the conclusion of the 2022/2023 school year.

Jean Bender Bontrager  
7126 RT 4  
Bridgewater, Vermont  
05034

October 31, 2021

WCSU Board and Superintendent  
70 Amsden Way  
Woodstock, Vermont  
05091

Dear Superintendent and WCSU Board,

It is my plan to retire from my current position as ECSE Coordinator and Early Childhood Special Educator in June of 2023. I am notifying you in order to meet the terms for sick day compensation and to allow the district adequate time to find a replacement for the position of ECSE Coordinator and Early Childhood Special Educator. It is tempting to linger but I would like to exit while I have the energy to enjoy my family and other pursuits.

I appreciate the many years I have been in the district and all of the opportunities I have had to work with young children. It is the best work ever.

Thank you!

Jean Bontrager

Sherry Sousa  
WCSU Superintendent  
70 Amsden Way  
Woodstock, VT 05091

July 12, 2022

Dear Sherry,

Please accept this letter as official notice of my resignation. I will be retiring at the end of this school year. June 19th will be my official last working day.

I will be sad to say goodbye to Woodstock Elementary School, all the pupils I have taught, and the teachers and colleagues I have worked with. WES is a special school, and I feel fortunate to have had the opportunity to teach there for the last ten years.

Thank you for your support over the years. I wish you and the school the very best.

Sincerely,

  
Christine Halik

**PURPOSE:**

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

**WHO:**

- A. Finance Committee Update
- B. Policy Committee Update
  - a. Adoption: C14 Section 504 and ADA Grievance Protocol
  - b. Second Reading: Title 1, Part A: Parent and Family Engagement
- C. Buildings & Grounds Committee Update
- D. Negotiations, Hiring, & Retention Committee Update
- E. Working Groups Update



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](http://www.wcsu.net).

*Date Warned: June 6, 2022*  
*Date Adopted:*



## **Title I, Part A Parent and Family Engagement Policy**

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 parent and family engagement in order to improve student academic achievement. 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. In accordance with Section 1116(a)(2) of Every Student Succeeds Act (ESSA), the Title I, Part A Parent and Family Engagement Policy outlines the LEA expectations and objectives for meaningful parent and family engagement.

### **Part I: General Requirements and Expectations**

1. Per ESSA (1116(a)(2)) in order to support and 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 engagement 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 Policy in improving the academic quality of all its Title I schools.

In order to conduct its annual evaluation, Windsor Central Supervisory Union agrees to establish and maintain a schedule of focus groups, surveys, and parent-teacher organization meetings aimed at 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
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 following 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
  - o 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:
- o Offer Public PreK Programming at all elementary schools.
  - o Provide resources on the Supervisory Union website, including printed materials and recorded webinars.
  - o 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:
- o Translation services will be provided to support English Learners for in-person meetings and resources.
  - o 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:
- o The district's ELL Coordinator will act as a point of contact for parent and family requests related to English Language access.
  - o 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 Policy 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.

#### **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.

***The following procedural documents will be publicly available on the Windsor Central Supervisory Union Website:***

- School-Level Parent and Family Engagement Procedure (Per ESSA 1116 (c, d, f, e))
- School-Parent Compact (Per ESSA 1116 (d))

**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](#)

Windsor Central Supervisory Union  
 Windsor Central Unified Union School District  
 Board of Directors Monthly Meeting  
 August 1, 2022, 6:30 p.m.  
[Virtual Zoom meeting recording](#)

**Board Members Present:**

*Barnard:*

Carin Park

*Bridgewater:*

Matthew Hough

Lara Bowers

*Killington:*

Jim Haff

*Plymouth:*

Elliot Rubin

*Pittsfield:*

Ray Rice

*Pomfret:*

Bob Crean

Lydia Locke

*Reading:*

*Woodstock:*

PJ Eames

Ben Ford

Sam DiNatale

Matt Stout

*Superintendent:* Sherry Sousa

*Interim Director of Student Support Services:* Shayna Kalnitsky

*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:* John Hansen, Melissa Zoerheide

*Student Representatives:*

*Recording Secretary:* Rayna Bishop

1. **Call to Order:** Ben Ford called the meeting to order at 6:32 p.m. Quorum noted.
2. **Amendments to the Agenda:** No changes to the agenda. Motion to accept the agenda. Moved: Jim Haff. Seconded: Bob Crean. All in favor.
3. **Public Comment:** None.
4. **Reports:** The full written reports can be found in the board book. Sherry introduced the new Principal of Barnard Academy, Melissa Zoerheide. Then she discussed her written Superintendent’s report, and the Directors covered their written reports. No student representatives attended, as school is not yet in session.

5. **Time Scheduled Discussion:**
  - a. FY23 Strategic Plan Goals – Sherry discussed the progress made to date on the Strategic Plan, and what the focus would be for FY23. Questions were asked and answered, and discussion was heard. Motion to approve the FY23 Strategic Plan goals. Moved: Jim Haff. Seconded: Matt Hough. All in favor.
  - b. Emergency Operations Plan- Sherry presented information on the development of the EOP. Questions from the board were heard and answered.  
Jim Haff discussed the plan to hire a School Resource Officer, and would like the board to approve the \$50,000 position to start this year with budgetary funds, versus next year after securing grant funding. The board discussed this, and needs a job description, the job posting, and the manner in which the funding will be reallocated to cover this expense, to be presented and discussed at the September board meeting.
6. **Committee Updates:**
  - a. Buildings & Grounds: Joe discussed the summer work happening at each school
  - b. Policy: Elliot began discussing the policy to be adopted, but at this time there were not enough board members present for a quorum. Policy adoption will be postponed to next meeting.
  - c. Finance: Discussed focus of last committee meeting.
  - d. Negotiations, Hiring, & Retention:
  - e. Working Groups:
7. **Consent Agenda-** Approval of the consent agenda is postponed to next meeting due to no quorum.
8. **Public comment:** None.
9. **Executive Session:** None.
10. **Reflection** and board feedback.
11. **Adjourn:** Meeting ended at 7:58. No motion, due to no quorum.

AGENDA ITEM #8	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 #9	Executive Session- Student Matter
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**WHO:**

Chair calls for a member to make the motion.

**MOTION REQUIRED?**

Yes. Motion: "I move that the board enter into executive session to discuss a student matter, exempt from public records law, under the provisions of 1 V.S.A. § 313(a)(7) of the Vermont Statutes."

Requires a second and a vote to enter the session.

No motion or vote happens to exit the session, as actions cannot be taken in an Executive Session.

AGENDA ITEM #10	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 #11	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.