

Windsor Central Supervisory Union and Windsor Central Unified Union School District

Monthly Meeting of the Board



April 04, 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/83372496338?pwd=WU54eDFzZ2srdWZCaHlhazZsQkdBUT09>

Meeting ID: 833 7249 6338 Passcode: 161111

One tap mobile

+13126266799,,83372496338# US (Chicago)

+19292056099,,83372496338# US (New York)

[Robert's Rules of Order](#)

Agenda

1. Call to order
2. Amendments to the Agenda
3. Acknowledge Board Member Resignation
4. Public Comment
5. Reports:
 - a. Superintendent
 - b. Directors
 - c. Students
6. Time Scheduled Appointments
 - a. WCSU Annual Report
7. Committee Updates
 - a. Finance Committee
 - i. Prekindergarten conversation
 - ii. Update
 - b. Policy Committee
 - i. First Reading:
 1. Diversity, Equity, and Inclusion- First Reading
 2. Student Conduct and Discipline- First Reading
 - ii. Update
 - c. Buildings & Grounds Committee Update
 - d. Negotiations, Hiring, & Retention Committee Update
 - e. Working Groups Update
8. Consent Agenda
 - a. Approve minutes
 - b. Approve new hire
9. Public Comment
10. Executive Session
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	Acknowledge Board Member Resignation
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3/11/22

Dear Bryce Sammel,

I write this letter to inform you of my resignation as a School Board Member for the WCUUSD as of April 4, 2022. Since I have recently accepted a new position as an Assistant Principal at Fair Haven Union High School, I will no longer be able to continue to devote the proper amount of time needed to best serve as a School Board Member for the WCUUSD.

I have enjoyed and appreciated the opportunity to serve our students and the communities of the WCUUSD. I wish you, the other School Board Members, and the WCUUSD communities much continued success in the future.

Sincerely,

Gwen Hagenbarth

AGENDA ITEM #4	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.](#)

AGENDA ITEM #5	Superintendent, Directors, and Student Reports
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From the Superintendent

As we move into this next phase of pandemic response, the most significant change is the move to voluntary mask wearing. As of today, all students, faculty and staff on all campuses will have the option to not wear a mask to school. The Middle and High Schools have held that status for the last month. They have also had the majority of Covid cases in their building. In the last two weeks, the District has had 6 Covid positive individuals, with 5 of those at the middle and high schools. Now with the optional wearing of masks at our elementary schools, I anticipate that there will also be a bump in our numbers at the elementary level but feel we are in a place to weather that increase.

I want to recognize Killington Principal Mary Guggenberger for being named by the Vermont Principals Association as the Vermont Elementary Principal of the Year. Mary brings many skills and life experiences to her role as principal. I know that her students, families and faculty appreciate her commitment to their growth and success.

In our annual Administrative Feedback from faculty and staff, it is noteworthy to share that more than 90% of the ratings of all our School Leadership Team offered agreement that our team meets professional standards. Many comments recognized the hard work of our Principals and Central Office Team.

One of the most significant pieces of work that has occurred in the last month, is the District’s response to the increased demand for Prekindergarten enrollment. At the close of online enrollment on March 7th, the District had 22 students on a waitlist. After speaking with Principals, we were able to offer 3 options to address this need.

These opportunities were brought to the Board's Finance Committee for consideration. One option was supported by the Committee and will be discussed this evening with the full Board. I wish to share my appreciation for the quick response of Rayna Bishop, Principals Mills, Hansen and Guggenberger, Jim Fenn regarding financial impact, and the Finance Committee.

I recently participated in the EdLeader21 Superintendent's Conference in Phoenix, Arizona. Superintendents from across the country were brought together to refocus leadership skills and build capacity as we look to the future of education beyond a pandemic.

Enrollment:

Tuesday, March 29, 2022							
	BA	KES	RES	TPVS	WES	WUHSMS	Totals
Pre K 3	7	12	4		33		56
Pre K 4	8	12	8		21		49
K	4	17	4		32		57
Grade 1	9	8	5		47		69
Grade 2	14	21	9		45		89
Grade 3	6	13	6		33		58
Grade 4	9	10	6		40		65
Grade 5	5	9		46	2		62
Grade 6	9	15		46			70
Grade 7						69	69
Grade 8						81	81
Grade 9						84	84
Grade 10						84	84
Grade 11						67	67
Grade 12						98	98
Total Pre K	15	24	12		54		
Total K-12	56	93	30	92	199	483	
Total by School	71	117	42	92	253	483	1058 District Total
Percentage Change since Previous Month	-1 (1.4%)	1 (0.9%)	0	0	1 (0.4%)	2 (0.4%)	3 (0.3%) District Change
							23 (2.2%) District Change from 1 year ago 2020-21

Tuition Funding Source = "Operating School District"	956
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	1058

WCSU Enrollment by Town (as of 03/29/2022)

https://docs.google.com/spreadsheets/d/1LbjuWOQauloqwqK4_UM_Wxe9-Tb7ErIk6StTS80vZ6Y/edit?usp=sharing

From the Director of Instructional Technology

The Pandemic EBT (P-EBT) program is a temporary food benefit approved by the federal government to help households affected by COVID-19. In February the Agency of Education released a plan for the benefit for the 2021-22 school year. The P-EBT benefit is available to students who are eligible for free or reduced priced meals through the National School Lunch Program and have experienced an excused COVID-19 related absence or experienced a COVID-19 related school or classroom closure in a given month. This criteria posed a bit of a challenge, but Sarah Cook (District Data Manager) worked with Gretchen Czaja (School Nutrition Program Coordinator) and Julie Stevens (Accounts Payable Associate) to get the file submitted to the AOE by the March 15th deadline. Since the P-EBT program is not part of the normal state reporting cycle I want to thank Sarah, Gretchen, and Julie for their efforts to gather this data in such a short amount of time and help provide financial assistance to families in need.

I also want to acknowledge Devyn Workman (Summer SOAK Director) and Rayna Bishop for their efforts to build a new online registration process for Summer SOAK. We received a lot of feedback on the difficulty of using the old registration system, so Devyn, Rayna, and I worked to identify a new process using new software that would allow for streamlined registration, automated notifications, and course registration. The new process will be rolled out to families at the end of March.

From the Director of Instructional Support Services

- ❖ Educational Support Team (EST) & Multi-Tier System of Supports (MTSS) highlights:
 - Focus on HSMS MTSS process and system; established an MTSS collaborative and Audrey Richardson is gathering data utilizing SWOT (strengths, needs, obstacles, threats) analysis.
- ❖ Equity highlights:
 - The Social Action Club Students came up with a form to report racist behavior with a QR code; this information goes to counseling who determines next steps. In addition, they will be working with the middle school students to discuss the N word during advisory.
 - The QSA Group has an upcoming walkout on March 31, Transgender Day of Visibility and addressing "Don't Say Gay"; they held a movie night for the middle school; and the high school group is working on a presentation for faculty regarding pronouns for students and a Kahoot activity for advisories.
- ❖ Special Education highlights
 - Completed March 15th Agency of Education required compliance activities and working on the next round of compliance activities

From the Director of Curriculum, Instruction & Assessment (CIA)

Coordination in Literacy and Mathematics: The educator teams leading the charge for literacy and mathematics in Windsor Central have made great progress in gathering feedback on strategic plans, planning future professional development, and building structures for ensuring systemic coordination and coherence. Both groups are excited for the continued improvement work that teachers will engage in during the 22-23 school year and beyond.

Planning for Educator Collaboration in Summer of 2022: From mission & vision work to standards alignment in literacy and mathematics, Windsor Central teachers are organizing to collaborate during the summer months to move the work of our district forward. The CIA department is organizing communication and resources for these summer meetings.

State Requirements: Spring continues to have a focus in data collection and analysis for federal and state programs. Patty Kelly is digging into evidence related to WCSU use of ESSER funds and determination of continued funding for Phase 3 of the Recovery Plan. Feedback on the Comprehensive Improvement Plan continues throughout April and will be a part of the consent agenda for May.

From the Director of Finance and Operations

Bus Contract: We sent out an RFP for student transportation this winter. I was mailed directly to five potential service providers. Only two providers responded, one with a thank you but they were not in a position to add another contract and Butler Transportation. I am recommending that we award the contract to Butler and allow me to negotiate a contract with them for transportation services for the next five years.

Audits: I am currently reviewing the WCUUSD audit and writing my MD&A for the audit. I anticipate receiving the WCSU draft audit shortly for review. I will prepare a brief presentation for the board for your May board meeting on the information included in these audits.

Monthly Report: Monthly financial reports are available for your review in the reports folder. [Monthly Financial Reports](#)

AGENDA ITEM #6	Time Scheduled Appointments
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a. [WCSU Annual Report](#)

AGENDA ITEM #7	Committee Updates
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PURPOSE:

To provide an update on the work of other committees.

WHO:

- A. Finance Committee
 - a. Prekindergarten Conversation:
Minutes from [March 21, 2022](#)
[PreK Enrollment 2022/2023](#)
 - b. Update
- B. Policy Committee
 - a. First Reading:
 - i. Equity, Inclusion, and Diversity in Education
 - ii. Amendment to C20- Student Conduct and Discipline (amendment highlighted)
 - b. Update
- C. Buildings & Grounds Committee
- D. Negotiations, Hiring, and Retention Committee
- E. Working Groups

MOTION REQUIRED?

No



WINDSOR CENTRAL SUPERVISORY UNION
WINDSOR CENTRAL UNIFIED UNION SCHOOL DISTRICT
Serving the towns of Barnard, Bridgewater, Hillingdon, Pittsfield, Plymouth, Poulin, Reading, and Woodstock

EQUITY, INCLUSION, AND DIVERSITY IN EDUCATION

I. Purpose of Policy

Windsor Central Supervisory Union (WCSU) and its member districts are committed to creating and maintaining a positive and inclusive learning environment where all students, especially those who are currently or historically marginalized, feel safe, included, welcomed, and accepted, and experience a sense of belonging and academic success in a safe and caring learning environment. The purpose of this policy is to acknowledge and eliminate all forms of racism and inequitable practices that create prejudicial or disparate outcomes for students due to their race, ethnicity, language, disability, sexual orientation, religion, gender, gender identity, family background, and/or family income. Windsor Central Supervisory Union commits to:

1. **Purposeful Culture** - Promote critical thinking and open dialogue regarding the history, contribution, perspectives, and structural barriers placed upon diverse ethnic and social groups, specifically those traditionally discounted in K-12 education.
2. **Inclusive Studies**- Incorporate classroom content and learning strategies, which enable students to recognize and analyze the impacts of all forms of racism and inequalities in a wide variety of settings.
3. **Professional Development** - Provide annual professional development that aligns with the purpose and intentions of the Equity, Inclusion and Diversity in Education policy.
4. **Collective Accountability** - Establish procedures to identify and ensure accountability when addressing issues and instances of racism and inequality occurring within the school district.
5. **Family Engagement** - Create opportunities that provide families with a transparent, accessible means of raising any concern about the student(s) experience as it relates to racial, ethnic, or social identity at school.¹
6. **Student-led Initiatives** - Encourage and support student-led groups and programs that align with the purpose and intentions of the Equity, Inclusion and Diversity in Education policy.

II. Policy Scope

This policy applies to all schools, facilities, and programs in the Windsor Central Supervisory Union and to all members including, but not limited to, students, staff, volunteers, visitors, teachers, and contracted individuals.

III. Policy Statement

It is the policy of the Windsor Central Supervisory Union to:

1. Affirm the need to provide Brave Spaces (see definition below) of learning for all students, to address the potential need for extended conversation for students to better grasp diverse teachings centering the unequal consequences of systemic and institutional barriers.

¹ H.3 (Act 1) (g) (2) (A) (i-iii) (B)

2. Promote the examination of the implications and impact of white supremacy, superiority and/or privilege by acknowledging the violence, disenfranchisement, and generational trauma that may become unearthed during these difficult discussions.
3. Identify and eliminate inequitable practices that create prejudicial or disparate outcomes for students due to their race, ethnicity, language, disability, sexual orientation, religion, gender, gender identity, family background and/or family income.²
4. Foster an anti-racist, equity-centered culture for students and faculty that addresses the impact of institutional, systemic, and individual racism and inequalities on the District and the broader world, and acknowledging that racism and inequalities are intersectional and often times are compounded by other forms of discrimination.
5. Establish and implement training and procedures to effectively deal with conflicts related to racial, ethnic or social identity, specifically those that go beyond the current anti-harassment/bullying procedures.
 - a. Procedures shall include a specific process to notify guardians/parents if students are involved, and supervisors if an employee is involved.
 - b. Notification shall include but is not limited to: investigation, developments, and decisions regarding disciplines.

IV. Definitions

Anti-racism: the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism.³

Brave Spaces: a non-physical space within a school or organization designed to help create an environment that allows individuals (i.e. students and faculty) to engage with one another over controversial issues like race, diversity, and social justice with honesty, sensitivity, respect. The intention is to help reassure those who feel anxious about sharing their thoughts and feelings regarding these sensitive and controversial issues.⁴

Ethnicity: the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person's native language, and so on.

Explicit Bias: Biases we are aware of on a conscious level. Explicit bias is the traditional conceptualization of bias. Overt racism and racist comments are examples of explicit biases (for example, feeling threatened by another group and delivering hate speech as a result).⁵

Implicit (Or Unconscious) Bias: An unconscious association, belief, or attitude toward any social group.⁶ These biases often arise as a result of trying to find patterns and navigate the overwhelming stimuli in this very complicated world. Culture, media, and upbringing can also contribute to the development of such biases.⁷

² Albemarle County Public Schools, *Anti-Racism Policy*,

<https://www.k12albemarle.org/acps/division/anti-racism-policy/Pages/policy.aspx>, (last visited: June 9, 2020)

³ Alberta civil Liberties Centre, *Anti-Racism Defined*, <http://www.aclrc.com/antiracism-defined>, Ontario Anti-Racism Secretariat (Last visited: June 7, 2020)

⁴ U.S Department of Justice, *Family Group Conferencing: Implications for Crime Victims*,

https://www.ncjrs.gov/ovc_archives/reports/restorative_justice/restorative_justice_ascii_pdf/ncj176347.pdf (2000)

⁵ <https://www.justice.gov/crs/file/836431/download>

⁶ <https://www.verywellmind.com/implicit-bias-overview-4178401>

⁷ <https://www.simplypsychology.org/implicit-bias.html>

Individual Racism: pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

Institutional Racism: occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

Racism: Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.⁸

Racist Act: conduct, whether verbal or physical, that demonstrates prejudice, discrimination, or antagonism directed against a person on the basis of their membership in a particular ethnic or racial group.

Social Identity: Social identities reflect how we see ourselves and how others see us with respect to major social categories. Their meanings are not fixed but take shape in particular social contexts. They are sometimes obvious and clear, sometimes not obvious and unclear, often self claimed and frequently ascribed by others. Social identity indicates who a person is in terms of the groups to which they belong and includes many social categories including gender, race, ethnicity, sexual orientation, religion, class, and disability.⁹

Systemic or Structural Racism: The way in which public policies, institutional practices, cultural representations, and other norms work in various ways to reinforce and perpetuate racial group inequity. It is not something we as individual members of society actively choose to practice, instead it is a feature of the social, economic, and political systems in which we all exist. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

White Privilege: a web of institutional and cultural treatment and exemption from racial and national oppression that results in preferential treatment for white people.¹⁰

White Supremacy: the political, economic, and cultural systems in which white individuals overwhelmingly control power over material resources—a form of dominance and control, and not just the overt hate of one group towards another.

Date Warned: April 4, 2022

Date Adopted:

⁸ Sherri Mitchell, J.D., *Racism, Colonization, and Other Distortions of Thought Glossary of Terms-- Weeks One and Two* (February 2021)

⁹ <https://cdn.vanderbilt.edu/vu-wp0/wp-content/uploads/sites/140/2016/04/27192427/Social-Identity.pdf>

¹⁰ Racial Equity Tools, <https://www.racialequitytools.org/resourcefiles/martinas1.pdf>, (last visited June 9, 2020)



CODE: C20

STUDENT CONDUCT AND DISCIPLINE

Policy

It is the policy of the Windsor Central Unified Union School District to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to state law. The Policy prohibits the use of corporal punishment (the intentional infliction of physical pain upon the body of a pupil as a disciplinary measure) by any person employed by, or agent of, a public or approved independent school.

Definitions

1. Weapon means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.
2. School means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
3. Expelled means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.
4. Knife means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

Implementation

The principal, in consultation with the educational staff, will develop an overall discipline plan pursuant to 16 V.S.A. §1161a. The plan will include clear guidelines for student behavior. The guidelines may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school.

The guidelines may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

The guidelines for student behavior will also include prohibitions against the possession by students of knives, weapons and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.

Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications distributed to students and parents/guardians.

Date Warned: May 14, 2018

Date Adopted: June 11, 2018

Reviewed amendments (addition of fourth sentence): April 4, 2022

Adopted:

AGENDA ITEM #8	Consent Agenda
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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.

a. Approve minutes

Windsor Central Supervisory Union
Windsor Central Unified Union School District
Board of Directors Monthly Meeting
March 7, 2022, 6:30 p.m.
[Virtual Zoom meeting recording](#)

Board Members Present:

Barnard:

Bryce Sammel (virtual)

Bridgewater:

Matthew Hough (virtual)

Killington:

Jim Haff (virtual)

Gwen Hagenbarth (virtual)

Plymouth:

Elliot Rubin (virtual)

Pittsfield:

Ray Rice (virtual)

Pomfret:

Bob Crean (virtual)

Bill Overbay (virtual)

Reading:

Anna Sessa (virtual)

Adam Ameele (virtual)

Woodstock:

Keri Bristow (virtual)

Ben Ford (virtual)

Sam DiNatale (virtual)

Todd Ulman (virtual)

Matt Stout (virtual)

PJ Eames (virtual)

Superintendent: Sherry Sousa (virtual)

Director of Student Support Services: Gina Rocque (virtual)

Director of Instructional Technology: Raphael Adamek (virtual)

Director of Finance and Operations: Jim Fenn (virtual)

District Curriculum Coordinator: Jennifer Stainton (virtual)

District Buildings & Grounds Manager: Joe Rigoli (virtual)

Director of Human Resources: Linda Loprete (virtual)

District Covid Coordinator: Katie Burke

Principals/Administration: John Hansen (virtual), Mary Guggenberger (virtual)

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

Presenters: James Leiter (virtual), Brian Bontrager (virtual), EJay Bishop (virtual)

Recording Secretary: Rayna Bishop (virtual)

Media: Tom Ayers, Curt Peterson

1. **Call to Order:** Superintendent Sherry Sousa called the meeting to order at 6:30 p.m.
2. **Welcome New Board Members:** Supt. Sousa welcomed new and returning board members.
3. **Elections and Appointments:**
 - a. **Officers:**
 - i. Supt. Sousa called for nominations for Chair. Keri Bristow nominated Bryce Sammel. Seconded by Todd Ulman. No other nominations. All in favor.
 - ii. Bryce Sammel called for nominations for Vice Chair. Jim Haff nominated Keri Bristow. Seconded by Todd Ulman. No other nominations. All in favor.
 - iii. Bryce Sammel called for nominations for Clerk. Jim Haff nominated Ben Ford. Seconded by Keri Bristow. No other nominations. All in favor.
 - b. **Committees:**
 - i. Standing committees and charges shared.
 - ii. No changes to committees or charges.

- iii. Bryce Sammel to reach out to members for committee appointments.
4. **Operational Decisions:**
 - a. Motion to approve the FY23 meeting schedule, posting places, and newspapers of record. Moved: Jim Haff. Seconded: Todd Ulman. All in favor.
 - b. Motion to approve the FY23 committee meeting schedule. Moved: Jim Haff. Seconded: Matthew Hough. All in favor.
 - c. Motion to appoint Adam Ameele as SU/SD voting delegate for statewide health insurance. Moved: Keri Bristow. Seconded: Jim Haff. All in favor.
 5. **Adjourn:** Motion to adjourn the annual reorganizational meeting. Moved: Ben Ford. Seconded: Jim Haff. All in favor.
1. Bryce Sammel called the monthly meeting to order at 6:39 p.m.
 2. Amendments to the Agenda: none.
 3. Public Comment: none
 4. Reports: The full written reports can be found in the board book. Reports were provided by the Superintendent; Director of Instructional Technology; Director of Curriculum, Instruction, and Assessment; Director of Student Support Services; Director of Finance and Operations; and the student representatives.
 5. **Time Scheduled Discussion:**
 - a. International Benchmarking: Jennifer Stainton delivered a presentation on Strategic Plan 2.8, identifying and implementing an assessment that allows for international benchmarking of students. The presentation can be viewed [here](#).
 - b. eFinance Approval: James Fenn, WCSU Director of Finance and Operations, recommends the WCSU/WCUUSD board take positive action to move the district HR and finance software to eFinancePlus. Motion to accept the recommendation of the Finance Director. Moved: Jim Haff. Seconded: Anna Sessa. All in favor.
 6. **Executive Session:** Motion to find that premature public knowledge would place the board at a significant disadvantage. Moved: Jim Haff. Seconded: Keri Bristow. All in favor. Motion to enter executive session. Moved: Jim Haff. Seconded: Keri Bristow. All in favor. The board went into executive session at 8:10 p.m. The board returned to public session at 8:25 p.m.
 7. **Union Arena Request:** Jim Haff motions to approve the disbursement of funds from the Union Arena Endowment in the amount of \$100,000, broken out as up to \$20,000 for electrical, \$50,000 for roofing, and \$30,000 for heating, with exact amounts to be presented for funding. Seconded by Bob Crean. All in favor. Jim Haff requests that more information be presented to Bryce, Keri, and Sherry regarding the UA's solar panel funding request.
 8. **Committee Updates:**
 - a. Finance- Ben Ford discussed the informational hearing presentation.
 - b. Policy- no update
 - c. Buildings & Grounds- Jim Haff delivered an update on the work being done.
 - d. Negotiations- no update.
 - e. C&E Working Group- Keri Bristow delivered an update.
 9. **Resignations/Retirements:** The board accepted with regret the retirement of School Psychologist Sue Hagerman, and the resignation of KES teacher Mercy Grinold.
 10. **Consent Agenda-** Motion to approve the consent agenda. Moved: Ben Ford. Seconded: Keri Bristow. All in favor.
 11. **Public comment:** Discussion was heard on masking versus not masking in our schools.
 12. Reflection.
 13. Motion to adjourn at 8:57 p.m. Moved: Jim Haff. Seconded: Ben Ford. All in favor.

b. Approve New Hire:

Library Media Specialist/STEM Teacher, Joyce Babbitt

Joyce Yoo Babbitt

EDUCATION

University of Maine

Ed.S. in Instructional Technology and Graduate Certificate in Library Media, to be obtained May 2022

California State University of Long Beach

BA in History, 1994, Postbac Specialization in Library Media, 1998 and MA in Education, 1998

LIBRARY MEDIA TEACHING EXPERIENCE

Windham Middle School (Windham, ME) Grades 6-8 Library Media Specialist, 2018-present

Browns River Middle School (Jericho, VT) Grades 5-8 Library Media Teacher, 2002-2018

Malletts Bay Elementary School (Colchester, VT) Grades 3-5 Librarian, 1998-2002

McGarvin Intermediate School (Westminster, CA) Grades 7-8 Social Studies Teacher and Librarian, 1994-1998

DISTRICT AND SCHOOL LEADERSHIP ACTIVITIES

RSU14 Leadership Team to Examine and Implement Best Teaching Practices for District, 2021-present

Windham Middle School Leadership Team to Plan New School Building 2019-present

RSU14 Wellness Committee Member to Create a Healthy Community, 2019-present

Windham Middle School Chess Club Coach, 2018-present

Browns River Leadership Team Committee Member, 2017-2018

National History Day School Coordinator, 2015-2018

Browns River Debate Club Advisor, 2015-2018

National Novel Writing Month School Leader, 2013-2018

Browns River Filmmaking Club Director, 2005-2018

VOLUNTEER WORK

Windham High School Volleyball Coaching (2019-2020)

Maine Department of Education Online Learning Facilitator (2018)

Maine Juniors Club Volleyball Coaching (2018-2019)

Falmouth Middle School Volleyball Coaching (2018)

Mount Mansfield High School Volleyball Coaching (2017-2018)

Browns River Middle School Volleyball Coaching (2016-2018)

Vermont Humanities Council Board Member (2017-2018)

American Field Service Liaison for International Exchange Students (2016-2017)

Library Trustee for the Essex Free Library, Vermont (1998-2001)

Long Beach Swim Team Coach, California (1994)

AWARDS

Vermont Swenson Humanities Educator of the Year Award (2016)

Vermont Ignited Innovative Transformative Educator Award (2013)

California Library Association Leadership Award (1997)

CSULB Donald Schwartz Student Teacher History Scholarship (1994)

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- Student Matter
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WHO:

Chair

MOTION REQUIRED?

Yes. The Chair calls for a motion to enter executive session under 1 V.S.A. § 313 (a)(7). 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.

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.