

Windsor Central Supervisory Union and Windsor Central Unified Union School District

Monthly Meeting of the Board



May 02, 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/84147053666?pwd=d1RqZUN6WWZHTjZKdEZubmwrGZPQT09>

Meeting ID: 841 4705 3666

Passcode: 033917

One tap mobile

+13126266799,,84147053666# US (Chicago)

+19292056099,,84147053666# US (New York)

[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
5. Time Scheduled Appointments
 - a. Audit Presentation - J. Fenn
 - b. Presentation of WUHSMS Leadership Model - S. Sousa
6. Committee Updates
 - a. Finance Committee Update
 - b. Policy Committee Update
 - i. Policy Adoption:
 1. Diversity, Equity, and Inclusion
 2. Student Conduct and Discipline
 - c. Buildings & Grounds Committee Update
 - d. Negotiations, Hiring, & Retention Committee Update
 - e. Working Groups Update
7. Consent Agenda
 - a. Approve minutes
 - b. Approve WCSU Comprehensive Improvement Plan
 - c. Approve new 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 by 7:30 p.m.

Board stays for MAEC interviews

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.

AGENDA ITEM #4

Superintendent, Directors, and Student Reports

From the Superintendent

In the last two weeks, we have seen an increase in covid cases in our schools and according to the Vermont Department of Health, this is in line with the increased community transmission as well. We continue to update the WCSU covid dashboard as we learn about positive cases and are notifying families when three or more cases are identified in a common space (classroom, team, or club).

We have been advised by the Department of Health to utilize the "tools in our toolbox" (voluntary masking, classroom pods, covid vaccination, and antigen testing) to help stop the spread of covid in our schools and in our community. Some of our students and faculty continue to voluntarily wear masks, and families are doing a terrific job keeping their children home when they are ill. We will continue to provide testing supplies to families who request them and remain in close contact with the Vermont Department of Health. All of these efforts are important pieces of keeping our buildings open and our community healthy.

Administrators are in full hiring mode. We have had six retirements and five resignations this year. We are also working to fill our newly added positions. We have been impressed by the quality of our applicants and are optimistic about our new team members. Again this year, an exit survey and in person interview will be given to all departing faculty members.

Over the last month, I have been meeting with faculty, staff, students and administration regarding revising our current Leadership Model at the Middle and High Schools. With over one hundred pages of notes and personal conversations, I will be presenting tonight the recommendations that were made to the faculty. All voices spoke to their support of the current administration while also noting the need for greater student accountability.

First glimpse of the Vermont Annual Snapshot, indicates that WCSU has exceeded the Standard for Safe, Healthy Schools and High Quality Staffing. We have met the Vermont Standard for Academic Proficiency and Personalization. The data is still being reviewed and has not been released for public viewing. Once that occurs, a full presentation will be made to the Board.

Teachers from Springfield School District and our Leadership Team toured classrooms at the High School on April 27th. The purpose of these walkthroughs was to refine our observation and supervision skills in our work with the University of Washington Center for Educational Leadership. On April 28th, members of the Agency of

Education team spent time in each of our schools to complete their Integrated Field Review. The Central Office provided evidence for compliance with each of the Educational Quality Standards. In addition, the AOE Team met with students, teachers and parents to solicit their feedback on their experiences with WCSU schools, and observed classes in session. A final report will be provided for our consideration.

Tuesday, April 26, 2022							
	BA	KES	RES	TPVS	WES	WUHSMS	Totals
Pre K 3	7	13	4		33		57
Pre K 4	8	11	8		21		48
K	4	17	4		32		57
Grade 1	9	8	5		47		69
Grade 2	15	21	9		45		90
Grade 3	6	12	6		33		57
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						81	81
Grade 9						84	84
Grade 10						86	86
Grade 11						67	67
Grade 12						98	98
Total Pre K	15	24	12		54		105
Total K-12	58	93	30	92	199	487	959
Total by School	73	117	42	92	253	487	1064
Percentage Change since Previous Month	2 (2.8%)	0	0	0	0	4 (0.8%)	6 (0.5%)
							26 (2.5%)
							District Total
							District Change
							District Change from 1 year ago 2020-21

Tuition Funding Source = "Operating School District"	962
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	1064

WCSU Enrollment by Town (as of 04/26/2022)

https://docs.google.com/spreadsheets/d/1Snsq13v_Ds0s6o-tposApLf7-MiMZdzKZKDbu_o8htcA/edit?usp=sharing

From the Director of Instructional Technology

Over April vacation we had 65 new wireless access points hung at the WUHSMS. These new wireless access points have allowed us to provide greater wifi coverage in parts of the building that were previously underserved by wifi. Unfortunately there were some issues that emerged after the installation and in the week following vacation, including some older switches that were unable to power the new wireless access points, and some configuration issues. However we've been able to make some tweaks to the wireless in the week following vacation and we are working with the vendor to improve the overall performance of the wifi. In the long run we are optimistic that these new wireless access points will offer us a significant upgrade over our old hardware.

Following April vacation we offered the opportunity for 9th grade students at the WUHSMS to participate in the "bring your own device" program instead of using a school issued Chromebook. For the 2022-23 school year we will be offering 9th - 12th grade students a choice of bringing their own device or using a school issued Chromebook. Additionally, 9th - 12th grade students who choose to use a school issued Chromebook will be offered an opportunity to purchase the Chromebook upon graduation for a small fee.

From the Director of Instructional Support Services

- ❖ Educational Support Team (EST) & Multi-Tier System of Supports (MTSS) highlights:
 - Audrey Richardson is facilitating a HSMS MTSS steering committee, which is drafting recommendations for process/implementation
 - Amanda Rank is participating in VT MTSS workshop with other districts around the state regarding process and documents for EST and MTSS
- ❖ Equity highlights:
 - QSA Group participated in Transgender Visibility day by participating in a planned walkout, which was a success

- Social Justice Group held a middle school advisory on the N-Word with high school students supporting this work
- Mentoring Program has increased by 6 mentor/mentee pairs compared to last year
- ❖ Special Education highlights
 - ARP IDEA grant approved
 - Beginning the writing of next year's IDEA grant
 - Continued training utilizing Goalbook for goal writing and progress monitoring

AGENDA ITEM #5	Time Scheduled Appointments
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- a. Audit Presentation- Director of Finance and Operations Jim Fenn
- b. [Presentation of WUHSMS Leadership Model](#)- Superintendent Sousa

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. Policy Adoption:
 - i. Equity, Inclusion, and Diversity in Education
 - ii. C20- Student Conduct and Discipline
- C. Buildings & Grounds Committee Update
- D. Negotiations, Hiring, and Retention Committee Update
- E. Any 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

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 centered on 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 #7	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
April 4, 2022, 6:30 p.m.
[Virtual Zoom meeting recording](#)

Board Members Present:

Barnard:

Carin Park (virtual)

Pomfret:

Bridgewater:

Matthew Hough (virtual)

Reading:

Anna Sessa (virtual)

Adam Ameele (virtual)

Killington:

Jim Haff (virtual)

Woodstock:

Keri Bristow (virtual)

Ben Ford (virtual)

Sam DiNatale (virtual)

Plymouth:

Elliot Rubin (virtual)

Todd Ulman (virtual)

Matt Stout (virtual)

Pittsfield:

PJ Eames (virtual)

Superintendent: Sherry Sousa (virtual)

Director of Instructional Technology: Raphael Adamek (virtual)

Director of Finance and Operations: Jim Fenn (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)

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

Recording Secretary: Rayna Bishop (virtual)

1. **Call to Order:** Keri Bristow called the meeting to order at 6:32 p.m.
2. **Amendments to the Agenda:** Jim Haff added a B&G item to discuss RES air purifiers. Motion to adopt agenda as amended. Moved: Jim Haff. Seconded: Adam Ameele. All in favor.
3. **Board Member Resignation:** Killington representative Gwen Hagenbarth submitted her resignation from the board due to a change in circumstances. Motion to accept resignation with regret. Moved: Jim Haff. Seconded: Sam DiNatale. All in favor.
4. **Public Comment:** none
5. **Reports:** The full written reports can be found in the board book. Reports were provided by the Superintendent; Director of Instructional Technology, who also delivered the reports of the Director of Curriculum, Instruction, and Assessment and the Director of Student Support Services; the student representatives; and the Director of Finance and Operations.
6. **Time Scheduled Discussion:**
 - a. WCSU Annual Report: Superintendent Sousa delivered an in-depth presentation on the state of the district. Link to presentation [here](#).
7. **Committee Updates:**
 - a. Finance:

- i. Prekindergarten conversation- Ben Ford and Superintendent Sousa discussed the current prekindergarten situation and the expected enrollment for FY23. Options presented on how to best meet the needs of the community and families with young children. (Options as presented found [here](#).) Recommendation of Finance Committee is option #3, program expansion. Motion to accept the recommendation of the Finance Committee. Moved: Jim Haff. Seconded: Matt Stout. All in favor.
 - ii. Update- Ben Ford gave an update on the current work of the Finance Committee. Matt Stout requested a quick update on bussing, as the company the district contracts with is having trouble delivering services. Dir. Of Finance Jim Fenn discussed the contract and the payment for services.
 - b. Policy:
 - i. First Readings:
 - 1. Diversity, Equity, and Inclusion- One previous edit to policy was not included in the board book version. Motion to adopt policy at the next meeting (with that edit included). Moved: Jim Haff. Seconded: Ben Ford. All in favor.
 - 2. Student Conduct and Discipline- Discussion of the addition of a sentence banning corporal punishment. Motion to adopt updated policy at the next meeting. Moved: Jim Haff. Seconded: Anna Sessa. All in favor.
 - ii. Update- Sam DiNatale discussed the policies currently being worked on.
 - c. Buildings & Grounds- The ARPA Committee of Reading has donated 7 mobile air purification units. B&G supports a trial run and discussed the costs that will be incurred by the district to support their operation. For equity, B&G recommends placing units in the other elementary schools. The district currently possesses 20 air purification units that are not being used. Those units will be placed first in the prekindergarten classrooms, as those students are too young to be vaccinated. The remaining units will be evenly distributed. (These units are located at the HSMS, but due to updates to systems they are no longer needed there.) Motion to accept the donation at RES and redistribute the 20 current units. Moved: Anna Sessa. Seconded: Adam Ameele. All in favor. Director of B&G Joe Rigoli discussed the current happenings in the district.
 - d. Negotiations- Adam Ameele shared that the committee is still awaiting feedback from the support staff representatives regarding proposals for changes to the agreement. PJ Eames volunteers to join the Negotiations Committee.
 - e. Working Groups- no updates.
8. Consent Agenda- Motion to approve the consent agenda. Moved: Jim Haff. Seconded: Sam DiNatale. All in favor.
 9. Public comment: None.
 10. Executive Session: Motion to enter Executive Session to discuss a student matter under 1 V.S.A. §313(a)(7). Moved: Anna Sessa. Seconded: Ben Ford. All in favor. Board exited Executive Session at 8:38 p.m.
 11. Reflection and board feedback.
 12. Motion to adjourn at 8:40 p.m. Moved: Jim Haff. Seconded: Sam DiNatale. All in favor.

Windsor Central Unified Union School District
Board of Directors Special Meeting
April 25, 2022, 6:30 p.m.
[Virtual Zoom meeting recording](#)

Board Members Present:

Barnard:

Carin Park

Bridgewater:

Killington:

Plymouth:

Elliot Rubin

Pomfret:

Bob Crean

Lydia Locke

Reading:

Adam Ameele

Woodstock:

Keri Bristow

Ben Ford

Sam DiNatale

Todd Ulman

PJ Eames

Matt Stout

Superintendent: Sherry Sousa

Counsel: Dina Atwood, Esq.

Director of Human Resources: Linda Loprete

Recording Secretary: Rayna Bishop

1. Keri Bristow called the meeting to order at 6:33 p.m., when a quorum was obtained.
2. Amendments to the Agenda: none.
3. Public comment: none.
4. Executive Session: Motion to enter executive session at 6:38 p.m. for a personnel matter/contractual matter. Moved: Sam DiNatale; seconded: Elliot Rubin. All in favor. The board invited Ray Rice, Sherry Sousa, and Dina Atwood into the executive session.
5. The board exited their executive session at 7:43 p.m. Motion to uphold the non-renewal of Gordon Ladd's teacher contract. Moved: Ben Ford. Seconded: Todd Ulman. All in favor.
6. Motion to adjourn at 7:44 p.m. Moved: Adam Ameele; seconded: Todd Ulman. All in favor.

b. Approve [WCSU CIP](#)

c. Approve New Hires:

WUHSMS Assistant Principal, Cody Tancreti

PK-4 Instructional Coach and Math Interventionist, Cynthia Glenn

Elementary Music Teacher, Elizabeth Linsley

TPVS 5/6 Teacher, Francine Franich McGee

CODY M. TANCRETI

Profile

A devoted and optimistic leader who strives to create a positive environment for all students and staff. Possesses a bachelor's degree in Physical Education and a Masters Degree in Education Leadership and Administration. Takes pride in developing relationships with students and faculty. A true team player who is dedicated to making a positive impact on those around him.

Experience

Hartford High School **Fall 2020-Present**
I have many responsibilities at HHS including teaching an independent project course, Physical Education, Work Based Learning Coordinator, Assistant Athletic Director and 504 coordinator for the High School.

Hartford High School Work Based Learning Coordinator **Fall 2021-Present**
Supervise and monitor students in work, internship, apprenticeship, and volunteer experiences to assess/evaluate their skill development, provide support, and track appropriateness of workplace conditions.

Hartford High School 504 Coordinator **Fall 2020-Present**
Responsible for the coordination of over sixty five 504 plans. This includes running annual review meetings, eligibility meetings, communicating with teachers regarding student plans and accommodations, as well as having a vast knowledge of 504 Law.

Interim Principal Reading Elementary School **Fall 2019-Spring 2020**
Performed all principal duties including helping students and staff transition into "crisis learning" or "remote learning" during the start of the pandemic.

Woodstock Elementary School **2013-2020**
Physical education teacher, Grades k-6 Developed and implemented creative physical education curriculum that inspired and motivated students of all ages and abilities.

Woodstock Elementary PBIS Coordinator **2017-2019**
Responsibilities included,

- Running PBIS meetings
- Reviewing data
- Developing targeted interventions
- Sharing Data with staff
- Providing support for staff

Brave Challenge Inc.

2017-Present

Founder/co-director, Brave Challenge is a non profit organization that provides an obstacle race designed for people with cognitive, developmental, physical, and emotional disabilities. Obstacles are modified to fit the needs of all individuals.

SHAPE VT Board Member,

2017-2020

SHAPE-VT organization's mission is to service our professionals and pre-professionals in the fields of health, physical education, recreation and dance by offering information of importance to our members, and sponsoring various events and training throughout the year.

Education

Castleton State College, Castleton, Vermont

Bachelor of Science – 2013

Major: Physical Education

Capella University, Minneapolis, Minnesota

Masters Degree– 2020

Program: Education Leadership and Administration (4.0 GPA)

Certifications

Adult & Pediatric First Aid/CPR/AED (2018)

CPI (Crisis Prevention Institute) (2019)

FBA (Functional Behavioral Assessment) (2019)

Professional Educator License (Level 1) 3-91 Principal, Grades PK-12

Physical Education (Level II) 3-08 Grades PK-12

60-Work Based Learning Coordinator Grades 9-12

Accomplishments

- Rising Star award from SHAPE VT, (2017)
- SHAPE VT, board member 2017-2019
- Founder of Brave Challenge Inc.

Cynthia Glenn

Education

University of Vermont
Burlington, Vermont
Master of Science for Teachers
Major: Mathematics

State University of New York at Plattsburgh
Plattsburgh, New York
Bachelor of Science
Major: Education, Minor: Math

Experience

Orange Southwest Supervisory Union

Math Interventionist
Randolph VT

Aug 2021 - Present

- Provide targeted instruction for small groups 7th-10th Grade
- Data analysis to inform instruction and intervention
- Perform and analyze Diagnostic Testing
- Curriculum alignment
- Co-teaching
- Facilitate weekly meeting with administration and teachers
- Coordinate after school tutoring

Orange Southwest Supervisory Union

Classroom Teachers
Randolph VT

Aug 2019 - Jun 2021

- 9th-grade Algebra Teacher
- New Teacher mentor
- member of a hiring committee
Cynthia Glenn 1
- Senior Project panel member
- 9th-grade core team member
- Tennis club coach
- remote learning technology faculty resource

Central Vermont Supervisory Union

Math Coach/Interventionist
Northfield, VT

Aug 2015 - Jul 2019

- Provide targeted instruction for small groups K- 3
- Leadership role in MTSS initiative
- Data analysis to inform instruction and intervention
- Perform and analyze Diagnostic Testing
- Teacher coaching to develop best practices
- Curriculum alignment
- Local and state testing coordination
- Co-teaching
- Facilitate technology integration for the classroom and MTSS
- Facilitate weekly data meeting with administration and teachers
- Staff presentations of data and technology implementation
- Facilitate coordination and collaboration between staff and IT
- Coordinate needs-based professional development for staff

Colchester School District

Classroom Teacher

Colchester, Vermont

Aug 2001 - Jul 2015

- 7th and 8th Grade Math Teacher
- Math Lab Teacher
- Strategic Math Teacher
- Algebra Teacher
- Use summative and formative assessments
- Plan and implement differentiated curriculum for 7th and 8th grade math students
- Created and maintain a class website call Glenn Gadgets
- Established strong parent/teacher relationships
- Maintain a daily agenda on Google Drive
- Provide supplemental math practice using Khan Academy and other websites
- Analyze data and plan curriculum accordingly
- Math Curriculum Area Team member
- CEA building representative
- Electronically post homework on Cloudk12
- Maintain academic records using PowerSchool
- Participate in online professional communities
- Successfully integrate technology into instruction, learning and communicating
- Aligned curriculum with Common Core Standards
- Teacher Mentor: 2014-2015, 2006-2007, 2004-2005
- Member of SBAC implementation team
- Instructed remedial and advanced math classes for the 6th and 8th grade
- Tutored small group and individuals all grades
- Developed and implemented Math Lab schedule
- Team teacher with 6th, 7th and 8th grade math teachers

Addison Central School

Classroom Teacher

Addison, Vermont

Aug 1999 - Jul 2001

- Developed standard based units in Science, Math, Literacy and Social Studies
- Developed and implemented a homework clinic
- Co-leader of Peer Leadership group
- Active member of Student Advisory Program

Elizabeth Appleton Linsley

7000 [redacted] Winchester, Virginia 22603
[redacted] [redacted]

Education

Shenandoah University

Winchester, Virginia

Master of Science

Major: Music with Initial Teaching Licensure

GPA: 3.976

Credit Hours: 85

Attended August 2007 to May 2009

Degree conferred May 2009

Shenandoah University

Winchester, Virginia

Master of Music

Major: Clarinet Performance

GPA: 3.954

Credit Hours: 44

Attended August 2004 to May 2006

Degree conferred May 2006

University of Virginia

Charlottesville, Virginia

Bachelor of Arts

Major: Music

GPA: 3.645

Credit Hours: 145

Attended August 2000 to May 2004

Degree conferred May 2004

Experience

Fairfax County Public Schools

Aug 2009 - Present

General Music Teacher and Chorus Director

Alexandria, VA

- Nominated for Outstanding Teacher of the Year for Bush Hill Elementary School 3 years in a row
- Co-presented at county-wide inservice: Teaching Students with Disabilities in the General Music Classroom and the Adaptive Music Classroom, 2019 and 2020
- Hosted visiting educators from Thailand as a model for accommodation and differentiation within the classroom
- Collaborated with special education teachers to provide differentiated instruction and accommodations for students with IEPs and 504 plans
- Kindergarten through 6th grade general music and 5th and 6th grade chorus
- Developing and implementing original curriculum based on the Virginia Standards of Learning, Fairfax

County Pacing Guide and National Standards

- Differentiated instruction to meet the needs of all students, including those in the Advanced Academics Program and the Intellectual Disabilities/Intellectual Disabilities Severe Center
- Developed and implemented curriculum for students in the Preschool Autism Center and Early Childhood Class Based Special Education Preschool Center
- Served as a mentor for several students
- Started and Hosted Family Folk Dance Night
- Helped with planning and running programs during Inclusive Schools Week
- Led a book club for six third grade students in the Advanced Academics Program
- Chaired the Hallway and Hospitality Committees for the 6th Grade All-County Chorus Festival, prepared students for the festival, and assisted with logistics at site-rehearsals

Francine Elise Franich McGee

Education

Upper Valley Educators Institute

Lebanon, New Hampshire

Teacher Certification Program

Major: Certificate in Education

Attended August 2021 to June 2022 (*expected completion*)

Aquinas College

Grand Rapids, Michigan

Bachelor of Arts

Major: Geography

GPA: 3.211

Credit Hours: 133

Attended August 2006 to May 2010

Degree conferred May 2010

Experience

Lettergesh National School

Jan 2008 - May 2008

Teacher's Aid

Lettergesh, Ireland

As part of my semester abroad I worked at a local two-room schoolhouse as a teacher's aid. I spent my time in the classroom assisting the teacher in the day to day functions and subject material. Our coursework was focused on the history, culture, geology and literature of Ireland and its people. We lived in a small fishing village on the western coast of County Galway in a community of twenty students and two professors from Aquinas College. I was part of the first (of thirty-two) Aquinas College Ireland groups to travel to Northern Ireland to study "The Troubles" in depth.

Marsh Billings-Rockefeller National Historical Park

Jul 2010 - Nov 2010

Interpretative Ranger Intern

Woodstock, VT

Selected as an interpretative intern park ranger for the 2010 season. Conducted hour-long historical tours about the connection and importance of stewardship and conservation with the three families who previously owned the estate. Hiked various trails to ensure the safety and direction of visitors. Assisted with special programs striving to encourage the most amount of community involvement. Worked with local schools in teaching children about the land and the importance of stewardship and conservation. Operated, opened, and closed out the registers at the visitor center. Made reservations and answered visitor inquiries daily.

KES Physical Education Teacher

Wed, Apr 20, 2022 at 10:36 AM

coachlabela@aol.com <coachlabela@aol.com> Reply-To: coachlabela@aol.com

To: "mguggenberger@wcsu.net" <mguggenberger@wcsu.net>

Mary,

Please accept this note as my letter of resignation. It took lots of soul searching to make this decision after all the years and all the students.

Kind Regards, Greg LaBella

WUHSMS English Teacher

March 31, 2022

Dear Garon,

It is with a heavy heart that I write this letter of resignation. I have loved my 16 years at WUHSMS, teaching almost a generation of students, including my own. I have many fond memories and feel that I have made a number of contributions over the years. You have an amazing, dedicated staff and I am proud to be among them. However, I cannot pass up the opportunity to have a job at Rutland Middle School that I can walk to thus saving 7.5 hours of commuting each week.

Rest assured, I will continue to be the same hardworking, dedicated WUHS teacher until the very end, which is likely to be June 30, 2022 before I get my room completely cleaned out:).

Thank you for being such a supportive, open-minded administrator. I will miss working for you and with this amazing team.

Sincerely,

Michelle Fountain

Elementary Spanish Teacher

18 April, 2022

Ms. Sherry Sousa, Superintendent
Windsor Central Supervisory Union
70 Amsden Way
Woodstock, VT 05091

Dear Ms. Sousa,

Please accept this letter as the formal notice of my resignation from my current position of Grades 4-6 Spanish Teacher, effective the end of the 2021-2022 academic year..

It has been an absolute pleasure to work in this district with the colleagues and students that I have. My time in the WCSU has been insightful, challenging, and fulfilling. I have met many great mentors and have learned a great deal, both about education and myself. I will be forever grateful for the opportunity to work in this district and will carry the lessons I have learned with me into future endeavors.

I wish the best for all of WCSU students, teachers, and administration. Kindly contact me if you have any questions or need any assistance. Thank you again for your support and leadership during my time here.

Regards,



Kelly Turner

WUHSMS Counselor

April 22, 2022

Dear Ms. Sousa,

I have decided not to renew my contract for the 2022-2023 school year. I have informed the Principal, Mr. Smail as well.

Thank you,



Christopher Cate
Professional School Counselor

WCSU Director of Student Support Services

Dear Sherry,

Please accept this letter as a formal notification that I am resigning from my position as Director of Student Support Services as I am moving out of state due to my family circumstances. Thank you for the opportunity to work in this position for the past two years. I have truly valued working and learning with you and the teams at WCSU. We have been able to accomplish a great deal over these last two years. I have greatly enjoyed and appreciated the work in special education, equity, and MTSS. I will do everything possible to wrap up my duties and train other team members before my departure.

Sincerely,


Gina Rocque

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.

Board members to stay for MAEC interviews. No board business to be conducted.