

Paine Mountain School District Board of Directors Board Meeting

Wednesday, December 4, 2024 - 6:00 pm

Williamstown Elementary School-Library

Google Meet Option:meet.google.com/aiy-mhhv-spy

(US)+1 440-462-3554 PIN: 318 515 605#

Agenda

- 1. Call to Order** 6:00pm
 - a. Permission to Record
 - b. Roll Call

 - 2. Public Participation** 6:02pm

 - 3. Student Participation** 6:06pm

 - 4. Agenda Revision** 6:09pm

 - 5. Items for Board Action** 6:10pm
 - a. **Approval of Minutes**
 - 11/6/2024*

 - 6. New Business** 6:12pm
 - a. **Experiential, Outdoor, and Sustainability Education Overview**
[Receive Information, Discussion]
 - b. **FY26 Budget Draft #2****[Receive Information, Discussion, Action]*
 - c. **Budget Planning****[Receive Information, Discussion, Action]*

 - 7. Reports** 7:15pm
 - a. Student Board Member Report
 - b. Superintendent Report - Matthew Fedders
 - c. Directors Reports*
 - d. Board Chair

 - 8. Public Participation** 7:30pm

 - 9. Adjournment** 7:35pm
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Jessica Van Deren
Board Chair

Matt Fedders
Superintendent of Schools

Next PMSD Meeting:
Wed. Dec 18 , 2024-
6pm @ WMHS & Virtual

Next CVSU Special Meeting:
Tuesday Dec 17, 2024 -
6pm @ WMHS & Virtual

Paine Mountain School District Board of Directors Board Meeting
Wednesday, November 6, 2024 - 6:00 pm
Northfield Elementary School-Library
Google Meet Option:meet.google.com/aiy-mhhv-spy
(US)+1 440-462-3554 PIN: 318 515 605#

Minutes Draft

*Disclaimer-The following are draft minutes from the
Paine Mountain Board of School Directors and are subject to change upon approval of the board.*

1. Call to Order

- a. Permission to Record
- b. Roll Call

Meeting called to order at 6:00 pm.

Chair: Jess Van Deren

Acting Clerk: Dan Morris

Board Members Present: Jessica Van Deren (Chair), Dan Morris (Vice Chair),
Mike Macijeski (Clerk), Sarah Path, Matt Sullivan, Josh Dobrovich,
Will Eberle, Danielle Moffatt

Board Members Absent: Horace Duke

Student Board Members: Mariela Swiech - NF David Myer- NF Amelia Mills-Brown - WI

Student Board Members Absent: Joey Benware

Administration Present: Matthew Fedders - Superintendent

Renee Badeau - Director of Curriculum

Abby Wiggins - Director of School Special Services

Janet Stone-Director of Finance

Principals Present: Denise Russell (NES), Venus Dean (WES)

Others Present: Amanda Zoecklein, Dot Higgin, Christy Wasmer, Kelly Murch, Kate Demas,
Dennis DeLena, Nanette Smith, Sarah Franklin, Pam Ricker

2. Public Participation

None

3. Student Participation

None

4. Agenda Revision

Item 6C should be moved to when Dennis DeLena arrives

5. Items for Board Action

a. **Approval of Minutes**

- 10/16/2024*

Motion: Approve minutes as written

Motion Made by: Josh Dobrovich Seconded by: Jess Van Deren

Yes Votes: 6 No Votes: 0

Motion unanimously carries.

6. New Business

a. **Supervisory Union Bylaws*** *[Receive Information, Discussion, Action]*

Discussion of bylaws, special ed assessments for the SU, and SU board composition.

Motion: End conversation about bylaws and move forward with “actual enrollment” for SU assessment.

Motion Made by: Josh Dobrovich Seconded by: Jess Van Deren

Yes Votes: No Votes:

Friendly amendment: Add “move forward immediately with petition to the state to reconstitute SU board”

Motion Made by: Dan Morris Seconded by Jess Van Deren

Amended motion reads End conversation about bylaws, move forward with “actual enrollment” for SU assessment, and move forward with petition to the state to reconstitute the SU board.

Yes: 5 No: 2 Abstain: 0, Friendly amendment passes

Motion Carries

b. **Work Based Learning Overview*** *[Receive Information, Discussion]*

Dennis DeLena presents a work based learning overview. Relevance and agency added to school experience. Middle School program primarily in Williamstown, talking about expanding it to Northfield. Freshman seminar at Northfield High School fills in gaps. Focus on big questions “what do I want to do with my life?” and older kids get work experience, job shadows, interview experiences, internships. Northfield High School has been utilizing a “high school completion program” including MyPath with Anne Bushey.

Mike Macijeski asks what changes Dennis would make to the program, Dennis discusses transportation and scheduling complications.

Josh Dobrovich mentions that he has been interested in hearing about this program for a long time. Asks why it’s difficult to bring this to Northfield. Dennis clarifies that there aren’t really obstacles, just that the two different schools have different needs, strengths, and structures. Josh asks what the administration and board can do to support. Dennis says building principals are incredibly supportive. Expansion into Northfield Middle School would be good.

Dan Morris asks about freshman seminar. Dennis explains that all freshmen have a seminar that includes classes and Marauder Time, integrating career exploration into that part of the curriculum has worked well. David explains more about Freshman Academy. Dan asks about specific examples of what the students in this program do. Dennis discusses personality analysis to figure out good career fits. Resume writing, soft skills, etc.

Danielle Moffatt asks if she can connect a transition coordinator to Dennis and he says yes. Danielle asks about vertical alignment of soft skills and Dennis explains the process of figuring out which soft skills are most age appropriate for different student audiences. General career questions in middle school, more narrow in high school.

Will Eberle asks about hireability and recommends Creative Workforce Solutions and Adult Learning Partners. Asks if students have a range of different employment possibilities put on their radar. Dennis encourages board members to email him any ideas about student work possibilities.

Matt Fedders asks about internships and job placements. Dennis discusses technology, coding, concrete form plant, Beta/MIT design, physical therapy, hospitals, x-ray tech.

Josh Dobrovich asks about tools to help students understand personalities. It's an online personality tool. Josh recommends Predictive Index.

c. **November 20 Board Meeting Cancellation*** *[Receive Information, Discussion, Action]*

Jess Van Deren explains reasons to cancel the November 20 meeting.

Motion: Cancel 11/20 meeting.

Motion Made by: Josh Dobrovich Seconded by: Will Eberle

Yes Votes: 8 No Votes: 0

Motion unanimously carries.

d. **FY26 Budget Draft #2*** *[Receive Information, Discussion, Action]*

Matt Fedders explains the model that his staff uses for budgeting and takes the board through the estimated costs on the FY26 budget.

Josh asks if we have had to take on any new staff, Matt says that there have been some new paraeducators. Josh asks if our spending is on schedule, Matt says yes.

Jess raises the point that we might want to have a backup budget in case our first choice doesn't pass, Matt agrees.

Josh agrees with Jess.

Sarah asks for a communication plan about how we are talking about this in the community.

Matt Sullivan thanks Matt Fedders and agrees with Jess about backup plans. Asks for clarification about increased SU assessment. Follow up with questions about strategies for special education. Will asks about per pupil breakdown for extra expenses beyond staffing and operations. How do we compare to similar investments throughout the state?

Josh echoes Matt Sullivan's questions about special education strategies.

Dan asks why we haven't really talked about why we'd use actual enrollment and not LTWADM for special ed assessment. Matt Fedders gives a good answer.

Danielle asks for an update on universal pre-K on future agenda.

Matt Sullivan notes that LTW/ADM accounts for factors of risk for needing special ed services. He says (twice) that lawyers are not always right.

Sarah asks for a clear name to be given to "enrichment" cost per pupil. Notes that the consultant report about how to save money highlights and recommends all the things that Matt Fedders is already doing. Explains that ballot language will have more information about costs per pupil related to previous years. Points out that transportation costs may be an area in which SU costs are not best represented by actual enrollment.

7. Reports

a. Student Board Member Report

Mariela and David explain culture that is forming around financial contribution being required for almost all activities and extracurriculars. This may be a deterrent for some students.

More academic/behavioral support in high schools would be helpful. Loss of student support personnel has complicated the process of making appointments. Counselors are not able to focus on academics because they need to focus on behavioral issues for all students. Could we separate behavioral and academic support centers?

b. Superintendent Report - Matthew Fedders

No report.

c. Board Chair

8. Public Participation

Kelly Murch, Northfield, observes that many discussions come back to foundational need communities have for social-emotional support. Is there an investment that the district could make programmatically to help those students. Kelly reports that her daughter came into the school with intense needs, but her needs have gone way down due to supports from the school, but also advocacy from the parents.

9. Executive Session

10. Adjournment

Meeting Adjourned at 8:08 pm

Motion Made by: Will Eberle Seconded by: Josh Dobrovich

Motion unanimously carries.

Meeting: PMSD 12/4/2024

Agenda Item: 6a

Subject: **Experiential, Outdoor, and Sustainability Education Overview**

[Receive Information, Discussion]

Information: **CVSU Commitments to the Community**

The [CVSU Mission Statement](#) includes a list of 13 priorities the merger committee believed were essential to achieving the mission.

1. *Ensure a physically and emotionally safe learning environment that fosters mutual respect and the creation of healthy relationships;*
2. *Provide high-quality learning experiences that authentically engage all students;*
3. *Develop and support creative and resilient thinkers and problem solvers;*
4. *Foster opportunities for members of the CVSU family to meaningfully contribute, individually and collectively, to school and community life;*
5. *Foster an understanding of and engagement in the democratic process of local, state, and national government as citizens committed to positively affecting their society;*
6. *Develop in our schools, habits of leadership and ethical decision-making;*
7. *Inspire students to confidently advocate for and design growth experiences that help them define who they are and where they are headed as individuals;*
8. *Provide opportunities for students to acquire the essential skills they will need to lead independent and productive lives;*
9. ***Craft learning opportunities that nurture environmental stewardship;***
10. *Ensure that our students meet or exceed state and national academic standards;*
11. *Hire and cultivate a team of compassionate, creative, and innovative personnel;*
12. ***Foster leadership that promotes innovation, equity, sustainability, and the responsible use of all available community resources.***

Of these 13 priorities, priority #9 emphasizes the need to craft learning opportunities that nurture environmental stewardship and priority #12 emphasizes fostering leadership that promotes innovation, equity, sustainability, and the responsible use of all available community resources.

In 2023, PMSD chose not to fill two experiential/outdoor educator positions. One of these positions worked exclusively at NMHS, while the other worked between WES & WMHS. The reduction of these positions certainly impacted the time and focus our schools put on experiential learning. This type of learning however did not disappear from our schools. Our teachers have continued to integrate concepts of environmental stewardship, outdoor and experiential learning, and sustainability into the curriculum.

As the board discusses whether additional funding for experiential/outdoor education should be prioritized in the upcoming budget, I wanted to provide a highlight of some of the experiential/outdoor/and sustainability education is occurring in PMSD.

Courses & Activities across the SU that focus on Outdoor, Experiential, and Sustainability Education

NMHS- Outdoor Leadership. The outdoor leadership course is primarily designed to teach students skills in leadership, social interactions, and social emotional skills such as conflict resolution, resilience, grit, and teamwork. The course uses an outdoor setting to help facilitate this learning. Through the use of outdoor spaces students will master hard skills in wilderness survival, outdoor navigation, trip planning/preparation, wilderness safety/medicine, and environmental stewardship. Students in the course will attend three overnight trips during the course of the school year, and plan & lead a trip for the class.

NMHS- STEAM. This semester class is an opportunity for students to delve deeper into STEAM (Science, Technology, Engineering, Art, Math) topics through content and projects that are partly driven by student interest. The course will explore themes such as engineering through history, sustainability solutions, and communication through art. Students will engage in the project-based learning process, and will be encouraged to seek out opportunities to engage with the school and town community through their project choices. Students may choose to engage in activities like bridge building, rocketry, digital design (WeVideo, TinkerCAD, etc.), robotics, circuits and electricity, coding, 3D sculpture, and more. If you like hands-on/maker-style activities and a choose-your-own-adventure aspect to your learning, this is the course for you!

NMHS- Intro to Environmental Science- This course studies the environment and solutions to environmental problems. Students will explore fundamental concepts in physical and ecological processes that shape our environment, and the role human civilizations have in shaping the environment. Emphasis is placed on examining solutions to current environmental problems including aspects of soil, water, and air pollution, ecosystem services, biomimicry, environmental toxicology, living machines, and green chemistry. Central to this course are hands-on labs, field-studies, and student-designed projects. This course is a dual-enrollment course, where students can receive 4 college credits upon successful completion of the course (per the partner college Science department expectations).

NMHS- Environmental Studies. This team-taught course will explore the key environmental issues facing the world today, such as global warming, water issues, overpopulation, human migration, sustainable agriculture and land management through documentaries, current articles, fictional pieces, music, poetry and data from a variety of sources. Connections to environmental issues affecting our community and our state will also be explored. The course will be experiential, incorporating gardening, farm visits, landfill tours, exploration of the various career possibilities in the environmental fields, and guest speakers. The culminating project will be student-driven.

*This course is not offered in 24-25.

NMHS- Freshwater Ecology- Through the Freshwater Ecology course, students will explore the relationships between freshwater organisms and their environment. We will also take a critical look at the nature and causes of human activities that impact aquatic ecosystems on a local and global scale. This is an interdisciplinary course where students

will examine the key physical, chemical and biological factors that develop our inland waters such as rivers, lakes, vernal pools and wetlands. A substantial portion of this class will be conducted in the field, so students should be ready to be outdoors in varied weather.

*This course is not offered in 24-25.

NMHS- Food Science and Nutrition- This semester course will introduce students to the science behind the food we consume. From the biochemistry makeup of an ingredient to its role in the baking process, students will gain an understanding of the chemistry of foods, the nutritional value they provide us and how the foods we consume impact our health. We will explore food from cradle to grave—where does our food come from, how can we make the most of the ingredients we use, and where does our food waste go? We will work with the Farm to School program, and may have the opportunity to visit farms, bakeries, and other local food-producers.

WMHS -Community & Sustainability

(8th Grade): Students work on various projects that positively impact the surrounding community and build off of these concepts to try and ensure they are sustainable in nature.

WMHS -Fall/Spring Permaculture (there are two classes each semester: one is 9th grade, the other is 10th-12th):

Fall: This course allows students to get hands-on experience with wrapping up a successful growing season. Students will learn how to complete final harvests, tidy-up beds, cover-crop necessary areas, and be prepared for next spring's season. In this course, students will help teach and lead their peers to complete relevant seasonal projects around campus.

Spring: Furthers students' exploration of the natural world and provides them with tools to look at manmade landscapes with a critical eye. Students explore types of gardening and landscape practices that are environmentally restorative. This course has students design an ecologically sound and agriculturally productive space around the school and begin to implement and manage that concept on campus. Skills range from design, to data collection and analysis, to critical thinking and community-focused restorative collaboration.

WMHS -Applied Science (Grades 11th-12th): Students delve into a topic of interest through this lab and project-based course. The course applies concepts learned in basic science classes and teaches students how to investigate a topic of interest through experimental investigation.

WMHS- -LIFE (Math & Health) (Grades 11th-12th): LIFE is a course designed for students to explore aspects of life after high school they feel unprepared for. Students start the course by determining the topics of study to make sure their needs are met.

Topics of study often include personal finance, healthy relationships, advanced sex ed, stress management, time management, CPR and first aid certification, accessing resources, healthy cooking on a budget and self advocacy.

WMHS -Science & Culture (Grades 11th-12th): Science and Culture focuses on an exploration of the representation and influence of science and scientists in popular culture. Students build scientific literacy by dispelling myths and building on foundational concepts throughout different disciplines such as environmental science and pharmacology. Additional activities include hands-on projects centered around cultural activities like wildlife observation and agriculture, among others.

We also have our summer Permaculture internship that we offer to up to 5 students the past two summers. They work in our raised beds/gardens and donate the produce to the local community food shelf. There are also two days that we offer experiential learning instead of traditional learning which occurs at the end of each semester.

WMHS- ALL HS students are enrolled in at least the Earth & Environment and all 8th grade students enrolled in the Community & Sustainability course. Earth and Environmental Science courses are also rooted in these focuses as well.

WMHS- Field Trips:

- Try a Major Day, Women Can Do
- Center trips to local Farm (Luna Bleu Farm)
- 8th grade trip to Mount Independence
- Annual trip Rock of Ages for HS students

Farm to School Program

The primary objective of this partnership is to provide leadership, coordination, and strategic development of the Paine Mountains district-wide Farm to School Program.

The farm to school coordinator is responsible for the design of an annual Action plan, maintaining program budget, evaluating program impact / success and organizing monthly team meetings and collaborates with the School Health Advisory Committee. Support teachers in developing and supporting teaching curriculum in the areas of science, nutrition, food systems, sustainable agriculture, small-scale food production, and food preparation in an interactive, outdoor, and indoor setting.

During months when school is in session, (spring and fall) the FTS Coordinator works with teachers to design and lead garden-based lessons that are matched to grade-level standards in many subjects (science and health/nutrition are dominant). During the winter months cooking in the classroom is the focus. The FTS Coordinator acts as a resource for teachers as they plan their own cross-curricular lessons in the indoor and outdoor classroom, and models skills that teachers need to feel comfortable using the garden to teach standards.

During summer months, the FTS Coordinator position is responsible for organizing summer volunteers to help maintain gardens as well as conduct site visits and care for the gardens as needed. The coordinator works with the summer program and the instructors and helps problem-solve as issues arise in the summer gardens. organize and plan the monthly Taste Tests and an Annual Harvest Dinner.

Vermont Farm and Forest School provides 20 hours per week of services to produce the objectives listed above. During the 2024-25 school year, the costs of the farm to school contract is \$36,000.

In addition to specific courses at the high school and partnership with the Farm and Forest School, PMSD students participate in a variety of field trips and activities to develop students' appreciation and stewardship of the environment. One example is Williamstown Elementary's annual All-School Excursion Day, in which every student participates in an outdoor learning trip with their class.

There is no doubt that investing in experiential/outdoor/sustainability education is a priority to our community. Given the current realities with the budget, I believe the investments we are making in this area are appropriate. I believe expansion in this area will require additional investments to develop an experiential outdoor learning program in each of our schools beyond the variety of activities being integrated into the curriculum by our teachers.

Attachments: None

Recommended Action: None

Meeting: PMSD 12/4/2024

Agenda Item: 6b

Subject: **FY26 Budget Draft #2*** [Receive Information, Discussion, Action]

Information: Superintendent Fedders will provide an overview of the FY26 Budget.

	Draft 2 Recommended	Draft 2b Increase 2%	Draft 2c Decrease 1%
Expenditures	\$25,366,831	\$25,795,036	\$25,133,774
\$ Increase from FY25	\$2,642,599	\$3,070,804	\$2,409,542
% Increase from FY25	11.63%	13.51%	10.6%
Difference from Draft 2		Increase \$428,205 1.88%	Decrease \$233,057 1.03%

Budget Draft #1 (November 6 Estimate)

FY26 Proposed Budget	\$25,504,896
Increase from FY25	\$3,191,678 (14.30%)

In November, the FY26 proposed budget was expected to increase 14.30%. After further analysis of salary, wages, and benefits, the Draft #2 budget reflects a 2.6% decrease in expenses projected in November.

Budget Draft #2 (Superintendent’s Recommendation)

Budget Expenditures	\$25,366,831
Increased from Prior Year	\$2,642,599 11.63%

This budget provides for increases in salaries, benefits, & SU assessment, while also accounting for increased need in instructional/curricular materials, summer intervention, and increased costs in M&O.

Modifications:

- Level programming of PMSD staff
- Reduction at SU of 1 administration position
- Addition at SU of 1 special education teacher (NMHS)
- Increase in operations and maintenance \$78k / 10%
- Increase in summer school/after school intervention \$40k
- Increase in instructional/curriculum materials \$68k

Budget Draft #2b Increased Investments

Budget Expenditures	\$25,795,036
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Increased from Prior Year \$3,070,804 13.51%

This budget provides an example of a budget with increased investments in student support, academic intervention, transportation, and experiential education.

Modifications:

- NMHS School Counselor \$93k
- NES Interventionist \$93k
- Additional Bus Route (SU) \$80k
- Experiential, Sustainability, Outdoor Increase \$80k

Budget Draft #2c Reductions

Budget Expenditures \$25,133,774
Increased from Prior Year \$2,409,542 10.60%

This budget removes all the additional investments proposed in Draft 2, while reducing the P&I interest in the STAR House through its sale.

Modifications:

- Reduction of \$20k summer school
- Reduction of \$68k instructional materials
- Reduction of \$19K STAR House P&I
- Reduction of \$78k O&M expenses
- Reduction of 5K in advertising

Budget Timeline

December 4 -PMSD Board Meeting- Draft 2
December 18 -PMSD Board Meeting- Tax Projections
January 15 -Final Budget Presentation, Tax Projection, and Board Approval

Attachments: [FY26 PMSD Expense Summary Draft #2](#)
 [FY26 Expense Summary Draft #2b](#)
 [FY26 Expense Summary Draft #2c](#)

Recommended Action: None

Meeting: PMSD 12/4/2024

Agenda Item: 6c

Subject: **FY26 Budget Planning**

Information: **Budget Calendar**

The following dates are proposed as part of PMSD's FY26 budget planning.

December 18- PMSD Board Meeting (tax rate)
January 15- PMSD Board Meeting (final budget approval)
January 24- Budget Fliers Mailed to Community
February 5- PMSD Board Meeting
February 19- PMSD Budget Forum (6-7) & Board Meeting (7-8)
March 4- Town Meeting Day

TBD Coffee Talk- Does the board wish to schedule meetings in the community?
Mike Macijeski can share additional information on this idea.

Budget Talking Points

The attached document is the first draft of a document developed to assist board members and the community in understanding the FY26 budget and its drivers. Board members are encouraged to provide input and feedback on the document so it can be refined prior to full publication.

The document provides an overview of cost drivers, FAQs, and event dates.

Board Member Social Media Guide

The attached social media guide provides board members with useful reminders for interacting with the public on social media.

Attachments: [Draft PMSD FY26 Budget Sheet](#)
[CVSU Guidelines & FAQ's](#)

Recommended Action: Approve or adjust the proposed dates for the Budget Forum.

Meeting: 12/04/24

Agenda Item: 7c

Subject: Director of Curriculum's Report

Information: **State and Federal Grants and Requirements/Staffing/Student Opportunities**

Time was dedicated in November to review and revise our federal grants (Title IA, Title IIA and Title IVA) along with smaller grants. Investments were revised with the goal of maximizing federal funding set aside for family and community engagement, creating more opportunities for parents and families to connect with our schools and strengthen the partnership between home and school. As well, Title IA and Title IIA were revised to ensure students at all our schools will continue receiving an equitable education with the current staffing shortages, and professional development investments to ensure teachers have the maximum amount of opportunities for professional learning. This work also involved training with the Agency of Education for both the curriculum and business department to address changes to federal funding, reporting, allowable expenses and projections for the 2026 fiscal year.

Regarding staffing, we have been unable to fill a long-term substitute position for 3-5 math at Williamstown Elementary School for the January–April timeframe. To address this challenge, we have developed a team-based approach: I will teach 3rd-grade, Amanda Pugliese will handle 4th-grade, and Venus Dean will take on 5th-grade. By dividing the responsibilities, we aim to minimize the impact on our individual roles compared to having one person cover all three grades. We will continue actively posting and seeking candidates for the position, and we remain hopeful that we will be able to fill it.

As more laws and regulations are put into place around educational quality standards, literacy, equitable services, reporting requirements and standardized testing, the Winooski Valley Curriculum Leaders have been meeting on a monthly basis. This group includes the curriculum directors from Harwood, Barre, Montpelier-Roxbury, Washington Central, White River Valley, Lamoille North and Central Vermont. This work includes collaborating together to approach these changes in a similar manner, to ensure we all have a common understanding of all legal requirements and to share ideas on best approaches to implementation. This work has streamlined many of our practices, led to more consistency throughout the region and ensured clearer communication with the Agency of Education.

As we move into winter, Northfield and Williamstown students continue to have exciting opportunities for career and college exploration. Current sophomores and juniors have been invited to attend “Try a Major Day” at the Vermont State University campuses, where they can

get a firsthand look at programs leading to careers in diverse and dynamic fields like Criminal Justice, Nursing, Outdoor Education, and more. They have the option to visit campuses in Johnson, Lyndon, Williston, and Castleton. Juniors and seniors interested in healthcare careers can also attend [“Access Day for Allied Health”](#) at CCV on December 6th. This event offers the chance to connect with CCV faculty and staff, engage in discussions with a panel of current college students, hear from local employers, and participate in mini college courses. We look forward to continuing to support our students in college and career exploration in the months to come.

Respectfully submitted,

A handwritten signature in black ink, appearing to be 'RB' with a flourish extending to the right.

René Bateau