

LAMOILLE NORTH SUPERVISORY UNION  
BOARD MEETING  
MONDAY, MAY 22, 2017  
GMTCC COMMUNITY EDUCATION CENTER

Board members present: Belvidere – none; Cambridge – Bernard Barnes, Mark Stebbins, Laura Miller; Eden – Jeff Hunsberger; Hyde Park – Patti Hayford, Richard Bailey; Johnson – Katie Orost, Bobbie Moulton; LUSD #18 – Mark Nielsen; Waterville – none. Others: Catherine Gallagher, Deborah Clark, Jade Hazard, Janet Murray, Michele Aumand, Jennifer Stevens, Brian Schaffer, Charleen McFarlane, Diane Reilly, Kate Torrey, David Manning, Sherry Lussier, Wendy Savery, Mary Anderson, Melinda Mascolino

**Note: All votes taken are unanimous unless otherwise noted.**

**1. *Call to Order, Approval of Agenda and Public Comment***

M. Stebbins called the meeting to order at 6:00. He said the agenda needs to be modified by removing the Negotiations, Contract, New Dental Plan, and Healthcare Presentation items under HR updates.

**MOTION: K. Orost moved to approve the agenda as modified, B. Moulton seconded and the motion was passed.**

**2. *Approval of Consent Agenda Items (Board Minutes of 3.27.17, Personnel Committee Minutes of 4.13.17 and 5.4.17, Clerk's Report on Directors' Orders)***

**MOTION: B. Moulton moved to approve the minutes of March 27, 2017, seconded by R. Bailey.** R. Bailey said the list of those present should be corrected to show that he was at that meeting. **The motion to approve the minutes as corrected was passed.**

**MOTION: K. Orost moved to approve the personnel committee minutes of April 13, 2017 and May 4, 2017, B. Moulton seconded and the motion was passed.**

D. Clark reviewed the Clerk's Report on Directors' Orders. The total approved for the year was \$945,463.

**MOTION: K. Orost moved to approve the Clerk's Report on Directors' Orders, B. Moulton seconded and the motion was passed.**

**3. *Superintendent's Report***

C. Gallagher said this is the last meeting of the LNSU board as we know it. The LNSU board will continue after July 1 but the makeup of the board will be different. She hopes the current board members will feel welcome to come to subsequent meetings.

Waterville voted for the final time to join LNMUUSD. We are working to make a fluid transition to LNMUUSD starting July 1. One thing that has come up is how we provide input opportunities for local communities. One citizen questioned how we would put Article 18 in place. Article 18 says LNMUUSD will have structures for community input. We already have some structures in place in the form of public comment and the communication committee. But we will move a step beyond that. She sent out to all

LNMUUSD board members examples of what a school based council could look like. David Manning has developed a draft of what a council would look like at JES. The recommendation from the state and from those who have done this, if a town chooses to have a council, is for the principal to run it and for it to include student, community, and faculty voices. The council has no statutory authority and that can't be amended in the articles. That is law. She believes the focus of advisory councils will be things like budget or policy. They can give input to the principal, who can take it to the LNMUUSD board. That is what it is looking like in Johnson for now.

L. Miller asked if minutes are taken for those meetings. C. Gallagher said she believes there will be minutes. She believes it is up to each building to determine how they are posted. An advisory council is not a board and won't be held to the same standards.

June 6 is potentially the last LUSD board meeting. The board will have a formal dinner prepared by our kitchen staff. D. Whitcomb's daughter-in-law is making mugs commemorating LUSD's 50<sup>th</sup> anniversary for those who want them.

Tonight there will be a presentation on student learning. We are seeing the needle move in a wonderful way with student learning. (*M. Mascolino arrived at 6:10.*)

4. ***Approve New Hires***

J. Stevens recommended hiring Emily Marcoux as a special educator for Johnson Elementary and Morgan Sargent as a special educator for Waterville Elementary. Both are recent Johnson State College graduates.

**K. Orost moved to approve hiring Emily Marcoux as a special educator for Johnson Elementary and Morgan Sargent as a special educator for Waterville Elementary, seconded by B. Moulton.**

L. Miller asked about their licensing and endorsements. J. Stevens said they both have dual elementary education and special ed licenses.

K. Orost asked what grades they will work with. J. Stevens said E. Marcoux will work with grades 5 and 6 and M. Sargent will work with grades K-6. D. Manning said that can change as needs arise.

**The motion was passed.**

5. ***Personnel Committee Report***

B. Moulton said the personnel committee hired Paulette Desell-Lund as an EEE Speech-Language Pathologist for HPES, Jen Holtzman as a Speech-Language Pathologist for CES, Lauren Talbot as Special Educator for CES, Alison Frank as a Special Educator for JES, and Amy Accles as a Special Educator for ECS. J. Stevens said Alison Frank ended up declining the position she was offered.

L. Miller asked if the people hired have their licenses and if they are endorsed for the position they were hired for. J. Stevens said yes.

6. ***HR Updates***

C. McFarlane said new VEHI health plans will be effective January 1. This change in plans gives us an opportunity to move our enrollment year to start January 1, matching the tax year, the deductible year, etc. Open enrollment will be in the fall.

7. ***Discuss Transportation Contracts***

D. Clark said RFP's are going out this week for the transportation contract. Every few years we have to go out to bid for transportation. This year the LNMUUSD board will be approving the transportation contract for the unified schools. We will ask for two bid alternates – one for transporting Eden high school students and one for transporting all Eden students. That will provide comparative costs. It is getting hard for Eden to provide all the services they are contracted to provide and they have one bus that will need to be retired in 2018.

M. Mascolino said Eden doesn't have a pool of bus drivers anymore. It is hard to find people even to get the elementary students to school, let alone to provide transportation to and from the high school and middle school. And she thinks there are 2 buses they will have to retire.

8. ***Discussion and First Reading of New/Amended Policies***

D. Clark said as a result of a recent AOE compliance review of our grant management it was determined that 3 policies need to be added to our LNSU policies. We already have in place the procedures described in the policies and we are doing them, but we don't have formal policies. The policies needed are Prevention of Conflict of Interest in Procurement, Travel Reimbursement, and Capitalization of Assets. This is the first reading of the proposed policies. The second reading will be at the next meeting, in September, at which point the policies can be adopted.

K. Orost asked if these are VSBA model policies. D. Clark said she looked at the VSBA policies and also went to VASBO and asked some of our counterparts, and she came up with these.

K. Orost asked if LNMUUSD will have the same policies. C. Gallagher said they are recommended for the SU only. D. Clark said that is because the SU handles the grants.

9. ***Student Outcomes – Highlights of the School Year***

C. Gallagher said this has been a year of fast-paced change and she thinks our teams have done a beautiful job of providing equity, access and opportunity. At the elementary level we have seen incredible progress in math teaching and learning. We will see that in the scores. All elementary teachers across the SU are using similar math programs. We are seeing that rapidly impacting student growth. Our tech center is the only one in the state that offers an HVAC program. S. Lussier facilitated a meeting among trade industry leaders in the state to look at problems and opportunities and what tech centers are doing to bridge gaps statewide. C. Gallagher hasn't seen student-led conferences at the middle level anywhere else but at LUMS. Our high school offers courses not offered by our sister SU's. We have 24 clubs, 13 sports teams, and 11 AP courses. We have student-led councils and organizations. There is much opportunity for voice. She is proud and thrilled.

We researched SU's with similar populations that were doing slightly better on tests than our SU. We were part of a state education quality review pilot. The review team looked at five different measures to help us understand what we are doing well and what we need to look at more. They were impressed by our ability to have venues for student voice, that we worked together across schools and teams on professional development, and that we understood trauma language. They noted our work on report cards and proficiencies.

One thing that came out of our research is that we have done a brilliant job of supporting our teachers and students with interventions. We have top tier special educators, good interventionists, and paras we have spent a lot of time training. But we are learning that too many interventions work against the classroom teacher having the authority they deserve. If there are 5 adults in the classroom, it strips the classroom teacher of authority. Teachers need strong ownership for ensuring student learning. C. Gallagher believes we have done a disservice to classroom teachers by having other people call parents and develop relationships with families so they, not the teacher, are seen as the first person to go to for the student. What are we doing to address that? We are working on a coaching plan for teachers so they can see interventions in progress. We don't have out of school suspensions at the elementary level. We are making headway. We have ongoing trauma professional development and embedded professional development. She thinks we have been doing the right things, but our focus needs to change a little and we need to fully arm our classroom teachers.

Janet Murray gave a presentation on early education outcomes. She showed the mission statement the preschool team created this year.

J. Murray said through Act 166 we have 27 students at 9 partner programs. That means we served 27 more students than we would have been able to serve in the past. We did not see a decrease in public school preschool enrollment. We have 125 students in school-based preschool programs.

We received a Vermont Community Preschool Collaborative grant to hire a certified teacher to be at the Round Hill child care program in Hyde Park, so finally we will have a partner in our district. That will help us serve more kids.

All staff were trained in Vermont Early Learning Standards last fall. The standards are based on all content areas.

J. Murray reviewed EEE trends. We have seen increases in behavior and trauma. We collaborate with Lamoille County Mental Health and the Family Center to get kids and families supports. More evaluations have been conducted. There has been an increased need for speech and OT services.

We got a \$5K grant for early MTSS. We were able to have some training for staff. We hired Rachel O'Donald from Active Body, Active Brain to come to ECS and teach kids self regulation and self control. In June she will do a training for our preK staff and also our partners.

J. Murray showed GOLD assessment results – the percentage of students meeting the standards in fall 2015 and spring 2016. We saw the most growth in social/emotional and language. Math wasn't too far behind. C. Gallagher said a year before that, the math achievement in the spring was not what we wanted it to be. These results are beautiful. J. Murray said we are doing more math and literacy professional development and also hope to do more professional development with our partners.

L. Miller asked if a full-time preschool teacher is going to be hired with grant money. J. Murray said the teacher to be hired will provide 10 hours per week of direct instruction and will also spend some time on professional development and assessment. L. Miller asked if we still have to pay tuition for any child who goes to Round Hill even if we have our own teacher there. J. Murray said yes, we still have to provide tuition to the family. L. Miller asked if Round Hill is a partner program now. J. Murray said no, but they will become a partner program because we are providing a teacher. The teacher will not be our employee. Through our grant, the state is providing money for them to hire a teacher.

J. Stevens gave a presentation on special education. LNSU serves 1835 students. Of those, 314 access special ed services. That is 17% of our student population. Boys are identified as needing special ed services more than girls (217 vs. 97.) Specific learning disability, development delay and emotional disability are the most prevalent disabilities.

In 2016, 71% of special ed students spent at least 80% of their time in the general education classroom. J. Stevens thinks we can do better than that.

In 2016 14 students accessed separate day programs, compared to 22 in 2013. We are seeing a decreasing trend.

J. Murray reviewed trends that are driving professional development. We have seen increases in developmental delay, emotional disability and autism spectrum disorder. She listed types of training teachers are getting to prepare them for meeting the needs of our diverse learners.

J. Murray and J. Hazard met with building administrators and EST teams about their multi-tiered systems of support and their EST systems. They discovered that across the SU we have different levels of understanding of what those look like and there is not necessarily continuity. Their goal is to work with building representatives in the fall to define SU-wide what the tiers and process look like.

There is no guidance from the state about how proficiency based graduation and PLP's will look for students on IEP's. We will work with the state on modifications to proficiency based requirements for special ed students. There haven't been consistent grading practices for special ed students. We will review grading practices. We will build capacity within schools to reduce reliance on outside contracted services.

J. Hazard gave a presentation. She said this year we were a pilot SU for education quality reviews. People from the AOE and two other SU's came in to look at how we were doing with education quality standards. They noticed that we embrace a whole child approach, we have a collaborative data and needs based approach to choosing professional learning, and we offer a range of flexible pathways, academic supports and enrichment to our students.

Proficiency based learning is based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. A lot of that work has been done at the middle school and high school level. Elementary schools have been working with two coaches to spread the work.

Our focus is on improving the instructional core. When we improve teaching we improve learning and outcomes for all students. We focus on providing embedded professional development to support teachers' work. J. Hazard listed professional learning that is currently underway. Bridges is used in 4 of the 5 elementary schools and all are using Number Corner, an element of Bridges. Common embedded professional development with a focus on math practice standards is well underway. There is embedded literacy professional development with a focus on writing in all our elementary schools. A STEM academy will take place this fall with continued professional development throughout next year. This professional development will be led by science leaders who are getting training from the Vermont Science Institute. We will be inviting sister SU's to participate.

The new proficiency based report card has provided coherence and consistency in scoring across the elementary schools. We will continue to provide professional development to sustain this effort. The high school and middle school faculty have worked diligently to implement proficiency based learning. The rate of change is impressive. Work ahead includes refining our performance indicators and learning scales and aligning assessments.

J. Hazard said we noticed that students entering 7<sup>th</sup> grade were not fluent in their math facts. We purchased a math fluency program called Reflex Math and started using it this year. She showed starting fluency compared to current fluency for students in grades 2-6. Fluency increased. C. Gallagher said although the data J. Hazard showed looks at growth across the SU, there is this kind of growth in each school. J. Hazard said this is just one aspect of our math program. Currently we are in the process of collecting spring data. She wants to present other math data at a future meeting.

J. Hazard showed Fountas & Pinnell reading data - the percent proficient in grades 1-6. This is fall data. We are collecting spring data now. In fall, the percent proficient in each grade was between 60% and 70%.

C. Gallagher thanked teams for implementing new programs with fidelity.

L. Miller asked if there is a reason one school is not using Bridges. C. Gallagher said they are transitioning to Bridges. They didn't adopt it readily because they had just taken on a

new program and wanted to see if they could get more out of it before going to something else.

L. Miller asked, Bridges goes to grade 5? J. Hazard said yes. L. Miller asked what happens in grade 6. J. Hazard said each school is doing something different. The 6<sup>th</sup> grade team is meeting in June to choose a program so there is coherence.

Principals each presented highlights of the year at their school.

B. Schaffer said high schools in Vermont are in a completely different place this year than in the past. They are working on deploying proficiency based learning and graduation requirements. We have moved from a system of measurement in time to a system based on skills and knowledge kids have and what they can demonstrate. In the past year the LUSD board adopted a policy that will go to the LNMUUSD board that focuses on competencies we expect kids to demonstrate and systems of support. We have proficiencies and skills that have been adopted largely from AOE. The school has to build performance indicators. Implementing proficiency based learning will be an ongoing process for the next several years.

S. Lussier passed out pictures of some SkillsUSA winners from GMTCC and talked about their accomplishments. Last year the SkillsUSA Management Team was chosen as one of 8 chapters in the country for the technical activities, specifically their work with STEM at ECS. A Power Sports student won gold for Vermont and silver at the national competition. She was the first female ever to win a medal in the Motorcycle Service Technology competition. She is now at MMI in Florida on a full scholarship. A 2-member team from the SkillsUSA Management team competed at a different site from the rest of the team. Our chapter won the Chapter Excellence award, which meant getting a few thousand dollars from Lowe's to upgrade the Cricket Hill trails. GMTCC SkillsUSA winners will be traveling to Louisville again this year in June. All but two of them will be competing in their program content. Two will be with Mrs. Zorzi because our chapter won the Models of Excellence award again this year. The qualifying activity this year was the MedTrek program with JES students.

W. Savery said one of the areas she will highlight is proficiency based learning. Another is student voice. The middle school continues to develop the student council and the World of Different anti-bias program led by students. This year strengthening the student support system was a big focus. Many students are dealing with a great deal of trauma. Our middle school teaming model does a nice job of wrapping around students but we needed something more. We created a new progress monitoring system. We look at each student every 6 weeks, looking at academic and emotional factors and at attendance. Our schedule has been adapted so students get support time without being pulled out of specials and applied academics. We are looking at doing more teaming between special educators by floor. One highlight is the creation of a new student support center. The middle school used to have the Discovery program, which had one teacher and one para serving 3 to 10 students. The students were secluded from peers except during specials and applied academics. When the Discovery teacher left W. Savery began negotiations with

Laraway. For what we were paying for one teacher, we were able to create a new student support center with a behavior interventionist and a student behavior advocate, both from Laraway, as well as support personnel. We also get a case manager and a specialist on behavior plans and teams. It has had phenomenal success. We probably have had 100 fewer referrals because students are in a safe environment upstairs. Students can make goals. There is a social learning component and an academic component. There is a separate testing area. There is both in-class and out-of-class support and communication with teachers. There is a person who focuses on a 5-to-1 model for those struggling the most. If students are Medicaid-eligible, Laraway can bill Medicaid. That helps keep costs down. This is a very successful model. We are the first in the state doing it. Apparently Laraway is getting some requests to duplicate it. She will be putting together a full presentation on it in the fall.

D. Reilly said working toward a new building has been exciting. This has been HPES's most intensive year of professional development. We have been focusing on collaboration with other schools to standardize our academics across the SU. We have joined Lesley University's Literacy Collaborative. Two teachers were trained in Boston. Next year they will start training every teacher. All will be doing exactly the same literacy framework that is a proven literacy program for improvement in schools. The SU has been doing a lot of work on Reading Workshop and Writer's Workshop. The Literacy Collaborative falls right in with that work. Now that they are trained, HPES has its own people to do professional development. Each teacher will get 40 hours of professional development and 20 hours of coaching. The principal is also required to go through all the training in order to provide effective supervision and evaluation.

D. Reilly said she needs to celebrate the staff at HPES. They have been collaborative, flexible, and dedicated to strong academic achievement and they have also been boxing things up and cleaning out their rooms. They have been seamlessly going through the school year with joy, when you would expect tenseness. It has been a wonderful year of learning for all. She and staff look forward to their adventure at the Plaza Hotel. All academic frameworks for next year are in place. She is grateful to work in a school where all work together.

K. Torrey showed some assessments used at WES. She showed VCAT data from preschool indicating which children met or exceeded the standard. Most were above average. She showed a graph of kindergarten math benchmark assessment results indicating the percentage of students proficient or exceeding the standard and showing the rate of improvement for each child. She showed results of the Fountas & Pinnell end of year assessment for 6<sup>th</sup> grade. She showed a graph of AIMSweb results for a 4<sup>th</sup> grade class. AIMSweb is used to measure proficiency in math facts for students in grades 4-6. The teacher of this class started using Bridges this year. She gave students the same test in fall, winter, and spring and found that students did worse in winter than in fall. Based on the data, she adjusted her approach and by spring got students back to where they were in the fall, but with a harder test, indicating they made a year's growth. K. Torrey showed AIMSweb fall through spring results for another class. Many students in this class made more than a year's growth.

K. Torrey showed an example of the check in/check out chart used for behavior. The chart shows specific goals for each child. Each hour the teacher has a brief conversation with the child about how they did on each goal for the past hour. Giving that much feedback builds a strong relationship and gives more opportunities for positive feedback. The chart goes home at the end of the day for parents to see. These charts have been very successful.

K. Torrey showed a graph of office referrals year by year starting her first year at WES. Referrals have decreased since then.

D. Manning said one of JES's main goals was to improve the perception of the school in the community. People who don't send their kids there often don't think JES is a very good school because it has a history of having test scores lower than the state or SU average. We have worked hard this year to promote all the learning that isn't covered by a test score. In the weekly newsletter we have had articles highlighting things going on in classes and these have all been submitted to the News & Citizen. Examples include students who sent letters and care packages to a military unit, a schoolwide science and engineering project in which students built and raced cars, and a visit by a weatherman from WPTZ who talked to a group of students about how weather is tracked and forecasted. D. Manning is thankful that the News & Citizen published a lot of the stories.

D. Manning monitors the school Facebook site. He can see how many people view each post. Recently he posted a picture of 6<sup>th</sup> graders doing a science project using fidget spinners. These spinners are very popular and have been banned in many classrooms. One teacher, rather than banning them, developed a science project around them. The post had about 18,000 views because many people shared it.

M. Anderson said a few years ago there was a pretty intensive effort at the Lamoille Union campus to bring in professional learning communities. Many teachers across the SU were trained in PLC's. They are still alive and well and have become part of the culture at CES. Each year CES teachers in literacy have used their professional learning time to work with consultants and focus on areas of instruction they think they need to improve on based on data they collect. The kindergarten team always goes through two cycles a year. In each cycle they create a smart goal. In January they set a goal of having 80% of students meeting end of year standards for sentence dictation. In January only 56% met the end of year expectation. In April, 94% of students met the expectation. Teachers worked together to plan interventions. The literacy consultant helped them come up with strategies. These cycles are happening every year, led by teachers. It is a powerful way to have teachers engaged in learning and growth. Applicants for jobs at CES often ask at interviews what CES teachers are proud of or what they like at CES. Often teachers say it is the collaboration, unity and working together.

M. Mascolino said when she came on at ECS they had just implemented "What I Need" intervention blocks. She talked with teachers about how they know students are making progress and wasn't getting consistent answers. TJ in the Bridges program helped us de-

velop a data wall. Each index card on the wall represents a student. The cards are color coded. Red means not meeting standards, yellow means nearly meeting standards, green means meeting standards, and blue means exceeding standards. The data wall is in M. Mascolino's office. There are no student names on the cards. It is brought out during the year for teachers to look at how students are progressing and talk about how to change instruction to get them there. She showed examples of the data from the walls. The highlight is not the data but that ECS has begun a process to look at student achievement in a structured way and has begun intentional discussion of how to move students forward.

M. Mascolino showed planning room referrals by grade. Most grade levels have very low referrals. The school has very good PBIS and Responsive Classroom systems that are really working. There are no students with one-on-ones or placed outside the school.

M. Mascolino showed examples of individual student reports for students who had high numbers of referrals last year and have been very successfully using a check in/check out program.

**10. Other Business**

S. Lussier said Jeff Limoge, the coop coordinator, is retiring. June 8 there will be a farewell open house for him in the CEC.

**11. Adjourn**

**MOTION: B. Moulton moved to adjourn at 7:48 and the motion was seconded and passed.**

Respectfully submitted by,  
Donna E. Griffiths

Actions taken at the LNSU Board 5-22-17:

1. *Call to Order, Approval of Agenda and Public Comment*

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11. *Adjourn*

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