

**Lamoille North Supervisory District and  
Lamoille North Modified Unified Union District Board  
Minutes of Meeting  
September 11, 2017**

**Members Present:** Belvidere: Angie Evans; Eden: Jeffrey Hunsberger; Hyde Park: Andrew Beaupre, Patti Hayford, Lisa Barry; Johnson: Angela Lamell, Heather Rodriguez, Katie Orost, Bobbie Moulton; Mark Nielsen; Cambridge: Heather Hobart, Laura Miller, Mark Stebbins, Sue Prescott; Waterville: Amanda Tilton-Martin

**Members Absent:** David Whitcomb, Chasity Fagnant, Bill Sander, Jan Sander

**Others Present:** Catherine Gallagher, Deborah Clark, Michele Aumand, Brian Pena, Brian Schaffer, Charleen McFarlane, Sherry Lussier, Jennifer Stevens, Diane Reilly, Jan Epstein, Melinda Mascolino, Wendy Savery, Mary Anderson, Janet Murray, Jeremy Scannell, Dana Jewett, David Manning, Dylan Laflam, Lucy Boyden, Emma Grove-Griffith, Ellen McDevitt

**Minute Taker:** Sue Trainor

**Call to Order, Approval of Agenda and Public Comment:** Acting Chair Orost called the meeting to order at 6:05 p.m. The agenda was revised by moving the Hyde Park presentation to the top of the agenda and adding a JES Night Workgroup Leader position under new hires. Nielsen made a motion, seconded by Moulton, to approve the revised agenda. The motion passed unanimously.

**Hyde Park Elementary School Administrator Presentation:** Principal Reilly introduced Donna Cullivan and Erin Neckers who spoke about the implementation of the Literacy Collaborative at the Hyde Park Elementary School. Cullivan explained that the school improvement model was started by two literacy experts, Irene Fountas and Gay Su Pinnell. Over the years they developed a literacy framework for core instruction that was research-based and proven to improve student outcomes. Neckers explained that the goal was to support literacy growth for all students in the school. Research showed that in order to achieve that goal, the teachers needed to be trained and coached in this model. Neckers stated that the Literacy Collaborative had been supporting schools since 1993. One university study of the program had followed seventeen K-2 schools over a four-year period of time. After four years, the schools had gained nearly a third of an additional school year of learning. The research study showed that the more coaching the teachers received, the greater the increase in expertise and literacy. Fountas and Pinnell's strategy was focused on the common language and practices that teachers needed to use across the grade levels within a school.

One of the first steps in the implementation plan at Hyde Park was to develop a leadership team. As part of this team, Cullivan and Neckers attended the Lesley Literacy Leadership Team Institute at Lesley University in 2016. The leadership team had and would continue to have access to a series of modules, provided by the university, which supported the school with the implementation and beyond. The leadership team included a cross-section of school representatives and Cullivan provided their names and positions to the Board. Cullivan explained that the Literacy Collaborative model focused on ten design elements, with the heart of the work being to develop a common vision. This would be a long-term process, with the results improving over time.

Neckers stated that both Cullivan and Neckers were selected to be coaches and they went through training last year at Lesley University. This year would be the baseline year for Hyde Park and these coaches were now providing professional development to the teachers. Teachers would participate in coaching cycles, with a week of professional development and a following week of coaching on what they had learned during that professional development. Both coaches continue to attend Lesley University and liaisons from Lesley would be coming to Hyde Park to observe the professional development, coaching cycles, and teaching. Neckers stated they were growing a consistent and safe community for the students to learn that was inclusive of all students. The program was not a canned program. It taught teachers how to closely observe students in order to help the teachers determine how to respond to the particular students they were teaching.

Neckers explained that teachers were receiving 34 hours of professional development from both coaches, two hours a week every two weeks. Next year training would continue with teachers receiving 26 hours of professional development. This year the training would be broad, laying the foundation for the work. Next year they would go deeper into the topics that the school decided they needed to dive into based on the results of the testing. Topics addressed included how to run a writing workshop, a guided reading workshop, the development of oral language and word study, and the building of reading and writing practices.

Cullivan explained that coaches were required to continue to teach in the classrooms, with Neckers teaching the literacy framework every day for 2.5 hours a day. The coaches also created a syllabus and bi-weekly professional development plan. Substitute teachers would cover teachers in order to attend the professional development meetings. Additionally, the coaches would be working with each classroom teacher in a coaching cycle. This would include a pre-conference outlining the instruction, observation, and then post-conference. The teachers' responsibility was to attend the professional development session, implement what they had learned in the classroom, read assignments, work together to analyze student data, and to participate in the coaching.

Cullivan offered a short video that stated that the implementation of the program was the most critical aspect when determining whether the program would be a success. Monitoring the leadership and the effectiveness of the coaching and the work done by the teachers was vital. This year student data would be collected which would document the starting point. The evaluation plan would be looking at not only how the students were doing, but also whether the program was being implemented properly. Teacher expertise was the single most important element in improving student outcomes. Cullivan and Neckers asked for the Board's support with this program. Cullivan also praised the dedication of the staff at Hyde Park.

Miller noted the literacy block was now between 2.5 to 3 hours a day and asked what it had been before. Cullivan stated that it varied from classroom to classroom. She explained that the framework of the program provided a very consistent approach, but the teacher could make decisions based on the students in their classroom. Cullivan also stated that there were three parts to the literacy block: reading, writing, and word work. The use of oral language was stressed.

Gallagher stated that this program was stellar. She noted that one of the articles she distributed a year ago had asked what made for best student outcomes. The number one item was professional development. She was also pleased that training from within was occurring. Reilly then expressed appreciation to the coaches, noting that Cullivan had come to her almost three years ago to discuss this model. It took some time for staff buy-in, but the decision was made in 2016 to move forward with the plan. All classes were now receiving the same framework of instruction. While devoting 2.5 hours of literacy was not easy, they were dedicated to it.

Reilly then made a presentation to the Board on the Hyde Park Elementary School Plaza location, providing photos and descriptions of all the classrooms. She encouraged all Board members to visit. Reilly then asked Laflam to provide details on the renovation work being done. The Board reviewed photos of the renovation. Laflam then provided the Board with a brief presentation on the renovation project. Clark noted that the budget on this project was updated every time money was drawn. Information on budget updates and the project could be found at <http://hydeparkschoolreno.blogspot.com>.

#### **LNSU Routine Business: Consent Agenda**

**Minutes of the August 28, 2017, Meeting:** Nielsen made a motion to approve the minutes as written, seconded by Moulton. The motion passed unanimously.

**Board Orders (at end of minutes):** Nielsen noted all was in order. Clark stated they had reviewed offering more financial detail to Board members, however, the MUUSD Board Orders

were 90 pages long. All detail could be viewed at Central Office. Clark stated she would be presenting financial reports at the next meeting. Hunsberger made a motion, seconded by Tilton-Martin to approve the Board Orders. The motion passed unanimously.

**Board Goals Discussion and Possible Action:** Gallagher stated that at the request of the Board, a sample of goals from other districts had been provided to them. J. Sander had discussed providing education on the opiate crisis, as well as providing a safe school environment that encompassed all people and all preferences. One of the sample items stated, "Assure a safe and drug free environment." Gallagher thought this very broadly captured what J. Sanders was looking for. Beaupre stated he would like to see the following item incorporated as a goal: "Optimize student achievement through improved program offerings, aligned curriculum, and systems to monitor academic rigor in the classroom." Tilton-Martin agreed with Beaupre and wanted to add, "Improve communication through increased transparency". Now more than ever, Tilton-Martin thought improved communication was something communities were looking for. Orost stated she would like to have "Develop and implement a long-range financial plan to ensure fiscal strength and extended facility life." Stebbins agreed that adding an item that addressed student achievement was important. Nielsen made a motion to adopt these four goals, seconded by Beaupre. The motion passed unanimously. Prescott asked what the next steps would be. Gallagher replied they would review at the next meeting what steps would be necessary to address these goals.

**Central Office Report:** Gallagher thanked Mallory Jones and Deanna Judkins for orchestrating the 50<sup>th</sup> reunion. It was a huge success. There were student-led tours, and the band and dance team performed beautifully. The dance instructor found students from the last eight years that she had taught to perform as well. After the performance, the instructor gave dance lessons to those in attendance. Gallagher stated it was a great event and showed off what Lamoille North had to offer. Barry noted that a number of past administrators were there as well.

Gallagher then informed the Board that Roger Marcoux would be attending the next Board meeting at Whitcomb's request to discuss the opiate crisis. Brian Schaffer would be participating in a task force and Marcoux could be looking for Board involvement.

Gallagher then discussed the issue of homelessness as it related to the district. The most common form of homelessness was people doubling up in a home. There was a distinction between choosing to share housing with others or being forced into that situation. Those who chose to share housing were not considered homeless. Gallagher stated that Jen Stevens was the Homeless Coordinator and encouraged Board members to refer people to her. Stevens assessed where students should attend school. If a student or family became homeless they could stay in their school of origin or at their new temporary school. Now the focus also included what was best for the family, and that could involve a third school.

Gallagher stated there was now a spike in allegations of bullying, harassment and hazing. Administrators needed to make sure these events weren't misconduct rather than bullying. Misconduct was not handled in the same way that bullying was. Principals were experts at doing those investigations so while the number of allegations might have risen there was a decrease in the number of substantiated events. There would be community and in-house communication about this.

Gallagher provided the Board with statistics on Vermont schools from Rebecca Holcomb. Education Week Quality Counts 2017 Report placed Vermont third overall in national ranking. Highlights of the report included that Vermont ranked fourth overall for early foundations and fifth in the nation for current K-12 achievement. The four-year graduation rate was 88%. The six-year graduation rate was 92%. 2,287 college courses were being accessed through the dual enrollment program. 114 of 5,043 of Vermont CTE students attended the 2017 SkillsUSA conference, winning five gold medals and one silver medal. 82% of all Vermont kindergarten students were identified as

kindergarten ready. Gallagher encouraged the Board to constantly look at the big picture. Common curriculum was being implemented, student growth was being seen, and students had a voice on the Board.

Gallagher then discussed the fact that this Board had representation from all the towns in the district. She encouraged Board members to be supportive of the schools, even those where the Board member did not reside. She noted that for a Board, administrators, and students to be successful, the Board needed to be supportive of each other within the community.

Clark then informed the Board she had been working closely with LVT to rectify some safety concerns while also looking for efficiencies. Clark stated they had looked at appropriate signage on 100C in Johnson where some bus stops could be surprised by speeding cars. Also there was a turnaround in Belvidere on Rt. 118 that needed appropriate signage, as well as a turnaround in Waterville that needed to be dealt with. Clark noted that Waterville's Pre-K students had a very long route, and Supervisory Union transportation would now be used for that route.

Clark then discussed the issue of the recapture of health insurance costs. The District was working on finding savings across the budget and no one area was being looked at for those funds. The budget work for FY19 would be starting next month.

### **Elementary Principal Reports**

**Johnson:** Manning stated they had instituted a community meeting with all students that would be held every two weeks for approximately 20 minutes. At today's meeting they had discussed their new positive behavior theme. Manning also informed the Board that staff meetings had begun and the start of the meeting now included staff recognizing the work of other staff members. He believed this was well worth the extra time it took, as he was often unable to witness the good work being done by the teachers. There was still some hiring to be done for two paraeducator positions.

**Eden:** Mascolino stated her report provided all current updates.

**Waterville:** Epstein stated the start of the school year had been a bit up and down. The transportation issue had been resolved. The preschool building had needed work but they were able to start on time. Several teachers went to a Train the Trainer course on next generation science standards so they would be running a workshop on the information. The sixth grade students just went on a team building exercise overnight at Lake Elmore. Several new teachers had started, including a special educator, an SLP who was being shared with the middle and high school, and a pre-school teacher who had to deal with building issues and getting her classroom together in one week.

**Hyde Park:** Reilly noted that Epstein was a great asset to the team. Reilly then informed the Board that the sixth grade typically took a field trip to Maine and they were starting to prepare for that.

**Cambridge:** Anderson stated that for the first time they had more new teachers than new students, with a decrease in student enrollment this year. She expressed appreciation to the staff and teachers for spending so much time preparing the classrooms. Anderson also thanked Michele Aumand for the work she put into preparing the ALICE training for the SU staff.

### **Middle School, High School and GMTCC Principal/Director Reports**

**Middle School:** Savery stated she had provided the Board with the School Improvement Action Plan referenced in her weekly report. She noted this plan outlined the work being done in the areas of proficiency-based learning and the student support center. She stated the annual open house would be held this Thursday.

**High School:** Emma Grove-Griffith reported that a fair was held to inform students of the clubs and activities available to them. This week was Spirit Week, which would culminate in Homecoming Weekend. Lucy Boyden stated there were no problems brewing at school and it was good to see foreign exchange students and freshman getting involved in school activities. Schaffer stated there were still several special education paraprofessional openings. Both Schaffer and Jewett were

visiting the rooms of all new teachers. He noted there was a good blend of new and incoming teachers.

**Tech Center:** Lussier reported that in collaboration with the high school they were holding a Foundations class, which allowed students to explore programs offered by the Tech Center. Students had learned about electricity in three weeks and would be moving on to HVAC and construction. The adult education program was now running.

Lussier then reported on SkillsUSA, stating they had sent eight students and several adults to the Nationals over the summer. All but two of the students had won the state competitions in their programs or leadership competition. Two students went because their chapter of SkillsUSA was chosen out of 17,000 chapters in the country. The Tech Center's HVAC student and Culinary Arts student finished in the top fifteen. The Front of the House Culinary student finished seventh in the nation, and the adult and high school motorcycle maintenance students each finished sixth in the nation. Community service was an important part of the Tech Center and SkillsUSA. Students from the business program recently worked at an event in Stowe, and students from the forestry and land management program helped the United Way with the firewood program. In a few weeks students would be assisting the Stowe Rotary at Oktoberfest. Lussier stated there would be an Open House on September 27<sup>th</sup> and invited Board members to attend.

### **LNMUUSD Routine Business**

**Consent Agenda Items: Minutes of the August 28, 2017, Meeting and Committee Meetings; August 30, 2017, Special Meeting:** Nielsen made a motion, seconded by Hunsberger, to approve both minutes. The motion passed unanimously.

**Board Orders (at end of minutes):** Beaupre made a motion to approve the Board Orders, seconded by Miller. The motion passed unanimously.

**Review and Accept Water Bid:** Laflam explained that he had received approval for the last permit on this project. On August 25<sup>th</sup>, the EPA Petroleum Cleanup Fund committed \$75,000 to connect the well. Following bid openings, the low bidder was Durochers Construction Services at \$91,575. This would require \$16,575 to be paid out of capital reserves. The full amount would initially need to be paid from the reserve, with reimbursement coming after the project was completed. Miller made a motion to approve Durochers Construction Services bid of \$91,575 to hook the drilled well to the school's water source through capital reserve funds. Stebbins seconded the motion. The motion passed unanimously.

**Approve LUMS Math Specialist One-Year Position Hire:** Savery requested the Board approve the final open position at the school. Ian Meunier had four years experience in middle and high school math, particularly Algebra 1 and 2, Geometry, Pre-Calculus and Financial Literacy. He had a Level 1 license in the area of mathematics. Savery was asking to approve this position for one year only. While Meunier had a very solid knowledge of the content of mathematics, he did not have as much experience in data analysis and implementation as they were looking for. She noted this could become a permanent hire, but she wanted to review his work over the course of the year. Miller made a motion to approve the hire, seconded by Nielsen. The motion passed unanimously.

**Approve Night Workgroup Leader Position Hire:** McFarlane noted that this position was difficult to hire at base salary. This position had been approved at \$14.50 and was now being moved from a Grade 3 for regular custodian to Grade 5 of Workgroup Leader. Laflam wanted to move Pat Jones into that position retroactive to July 1<sup>st</sup>. He had been working in that capacity already and was doing a great job. The Union was aware and supported the request. Barry made a motion to approve the request retroactive to July 1<sup>st</sup>. Hunsberger seconded the motion and the motion passed unanimously.

**JES Maintenance Coordinator:** McFarlane explained that Ryan Decicco had experience in HVAC, property management, and plumbing experience. She asked that the Board approve this hire at a Grade 7, Step 8, at \$17.94/hour. Miller made a motion, seconded by Nielsen, to approve the hire. The motion passed unanimously.

**Committees Meet/Committees Report Out**

**Operations/Facilities:** Stebbins informed the Board that they would be looking for bond committees to be filled from the overall Board for Johnson and Eden to address bonds that were outstanding. They expected to form the committees at the next meeting. The Committee would also start working on a five-year plan for all facilities, including preventative maintenance plans. Currently the High School was the only one with a five-year plan. Stebbins suggested having Board meetings at different sites. This would allow the Board to become familiar with the needs of all the facilities. Work would need to begin on the Digital Learning Plan that needed to be sent to the AOE in June of 2018.

**Communications:** Hayford informed the Board that the Committee felt they were doing well on in-house communication. The administrative reports were well done and informative. There was a need, however, to work on communicating with communities more openly and that was something the Board as a whole was responsible for.

**Other Business:** There was none.

**Adjourn:** Moulton made a motion to adjourn the meeting. Miller seconded the motion and the meeting was adjourned at 8:00 p.m.

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**LNSU Board Orders 8.25.17**

Operating Account:	\$112,657.27
Grant Account:	\$2,775.84

**Items to take note of:**

Special Education Tuition payments:	\$81,041.99
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**LNMUUSD Board Orders 8.25.17**

Operating Account	\$220,142.92
LUMS Student Activities	\$15,507.22
GMTCC Student Activities	\$4,700.00
LUHS Student Activities	\$3,944.75

**LNMUUSD Board Orders 8.31.17**

Operating Account	\$35,880.00
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**Items to take note of:**

Johnson Construction	
To pay contractor:	\$35,880.00