

**Lamoille North Supervisory Union and
Lamoille North Modified Unified Union School District Board
Special Board Meeting
Minutes of Meeting
March 30, 2020**

Board Members Present: Belvidere: Stephanie Sweet; Cambridge: Bernard Barnes, Sue Prescott, Mark Stebbins, Laura Miller, Jan Sander, Bill Sander; Eden: David Whitcomb, Jeff Hunsberger; Hyde Park: Chasity Fagnant, Lisa Barry, Patti Hayford, Tina Lowe; Johnson: Katie Orost, Allen Audette, Jr., Mark Nielsen; Waterville: Bart Bezio

Board Members Absent: Johnson: Angela Lamell, Bobbie Moulton

Administrators Present: Catherine Gallagher, Deb Clark, Charleen McFarlane, Michele Aumand, Janet Murray, Denise Maurice, Brian Schaffer, Jeremy Scannell, Diane Reilly, Jennifer Hulse, Dylan Laflam, Jan Epstein, Mary Anderson, David Manning, Melinda Mascolino, Brian Pena, Erik Remmers

Student Representative: Galen Reese

Minute Taker: Sue Trainor

Call Special Meeting to Order, Approval of Agenda and Public Comment: Chair Mark Nielsen called the meeting to order at 6:00 p.m. The agenda was approved unanimously. Nielsen stated that any comments from the public could be forwarded to Michele Aumand and answers would be provided within 48 hours.

LNSU/LNMUUSD Routine Business: Consent Agenda Items

Minutes of the March 9, 2020, Board Meeting: The minutes were approved unanimously.

Board Orders: Miller made a motion to accept the Board Orders. Orost seconded the motion. The motion passed unanimously.

Personnel:

Approve Pay Rate for ECS Operations & Maintenance Coordinator: McFarlane stated the recommendation was to approve the pay rate of \$18.94 for Patrick Jones. This would be Jones' second promotion, starting as a custodian in 2016 and moving to the night crew leader position in 2017. Jones had significant certifications that would be beneficial to the District. Hunsberger made a motion to approve the pay rate of \$18.94 for Patrick Jones, seconded by Bezio. The motion passed unanimously.

Central Office: Gallagher informed the Board that the good news was that all programs were up and running. As an example, Gallagher reported that 580 students were served two meals a day, totaling 5,800 meals. Gallagher praised Karyl Kent for her work in this area. They were looking for volunteers in this effort. The District was currently in the process of identifying those students that did not have internet capability. Buildings were mostly closed but they were able to accommodate three to four staff members at a time to get in and out if necessary. Facilities would then come in to clean.

Gallagher then outlined new directives from Governor Scott related to travel, quarantines, and motels and other lodging being shut down in order to contain the virus. Confirmed cases were rising. However, this was a product of the state's ability to test. Social distancing was the most important thing that could be done. Gallagher noted that people who smoke or vape were more likely to be seriously ill. The Vermont Health Commissioner was predicting that the peak of the virus would be around May 14th, with cases expected to continue another three to four weeks following that.

Gallagher stated that she was participating in school Zoom meetings. Children and families were engaged, with some families asking for more work for their children and others asking for less. She noted it was not normal for children to sit at desks for five hours straight. The District was looking at other ways for

the students to engage. It might not always be the teacher. It could also be someone in guidance, etc. The schools were doing the best they could.

The District was looking to ensure that all staff were meaningfully employed. The Governor had stated in his order that all contracts were to be honored. Savings down the line could be in overtime, supplementals, or professional development requests. Some paraeducators were checking in with students or reading with students. Teachers were clocking in long hours. Though it seemed as though teaching should take less time now, people were working in a way and at a speed that Gallagher had not previously seen.

Clark reported there were questions about what savings would be seen. She stated it was too soon to tell, as the State was just starting to receive information about federal funds that may be available. The state had provided guidance on creating general ledger accounts specific to COVID-19 costs. Central Office had had success preparing their first remote payroll. The District had started the process of serving meals quite rapidly, with 700 students currently receiving meals daily. Buses were being used to deliver meals, but otherwise not being used as much as when they had transported students. Clark wasn't sure whether that transportation would be paid for through the meals program or the transportation revenues already received or through the COVID-19 reimbursement. Clark hoped to have more information at the next meeting.

Hulse reported to the Board on what was going on with special education. They were working hard to identify how to move through this situation. Students who needed wifi were being identified and distance learning plans were being developed to implement services based on IEP's. Special educators and paraeducators were connecting with parents in order to implement services. She noted that parents were stressed and overwhelmed. The message to parents was to do the best that they could.

Gallagher then stated that schools were out for the rest of the year and work was being done to determine what end of the year activities might look like. Further, businesses were likely to return to operations before school. So that may happen earlier and then the District would be addressing the childcare piece again. At this time, private childcare centers were providing services to children of essential employees.

Principals:

Belvidere/Waterville: Epstein stated she had been very impressed with her staff and what they had been able to provide for students and their families. They had developed a communication log in order to see who has been communicated with. The first/second grade teacher had a morning meeting and had almost 100% participation. She hoped they would be able to get internet to the few students who didn't have access. The teachers were a bit anxious and stressed but they would all continue to work together and do the best they could to support students and families.

Eden: Mascolino stated she was overwhelmed by the amount of work that teachers were doing. She agreed with Gallagher that teachers were not working less hours. Teachers were working all kinds of hours to provide this new teaching. She was very impressed with her staff. There were a couple of families that the school was trying to get in touch with to ensure they were part of the learning process. Communication logs were in place. Pre-K through Grade 6 was digitally doing something, whether it be Facebook read-alouds or Google chats.

Cambridge: Anderson stated that Cambridge's staff was trying to create some school-wide online events that students could look forward to and participate in. They were trying to adapt and replicate a school-wide assembly. There was a lot of energy and enthusiasm to bring academics online and to create a sense of community. She noted that many students were experiencing sadness.

Hyde Park: Reilly expressed appreciation for the support from Gallagher, Hulse, Kent, and the Central Office. The staff was working very hard. They had been meeting as a staff twice a week. The leadership team was meeting once a week. One of the keys down the line was that every classroom teacher was wrapped with a team of other teachers and a specialist. Everyone was assigned to a classroom teacher in

case the classroom teacher was unable to teach. Reilly said this situation was hard but it could have been a lot harder. One of her teachers stated that they were pioneers, as no one had done this before. Reilly was very happy to be part of the LNSU.

Johnson: Manning stated his school was off to a good start and he was proud that they were managing to provide instruction in music, physical education, Spanish, art and library, with lessons being provided either online or through take-home packets. Interventionists in literacy and math were having one on one virtual meetings. The student support center was having lunch with students. Teachers were responding to the needs of the students and interacting with parents. If either the parents or the student were overwhelmed, the teachers were slowing down. A survey had gone out to the school community to determine how things were going. One email was sent daily to teachers with a summary of information and weekly leadership meetings were taking place. The only real challenge Johnson was having was that there were some students who either weren't online or not engaging. Each teacher would be providing him the names of those students.

Middle School: Maurice stated she was very impressed with the teachers and how they were using every means at their disposal to reach out to families and students. It was hard to find the right balance of how much work should be assigned and how often to be in contact. It would take some time to find that balance. This week they would be refining routines they started last week and would create common schedule times so that special education students had individual time for their services to be met, as well as creating time for applied academics. Some of the most important things they were doing were creating community events. There were plans to continue with Lancer Pride and looking at creating a homeroom situation. The students were beginning to engage in learning, with some still struggling to connect.

In response to a question, Gallagher reported that all standardized testing had been waived. Schools wouldn't be assessed based on scores.

High School: Reese: There seemed to be a lot more student optimism than he thought there would be. Everyone seemed to have a better grasp of the situation than they thought they would. The Student Council had been trying to get more communication and support out to students. One example was providing student-to-student tutoring help. Reese had been in contact with students throughout the state and they were discussing how to communicate between schools.

Schaeffer reported the District has been bound around the continuous improvement plan, which focused on ensuring all students demonstrate proficiency, that communication be done more thoroughly through tools like Schoology and how communication happens through things such as restorative circles. Schaeffer saluted all students for hanging in there during this time.

GMTCC: Remmers stated his staff had handled this well. However, his students were angry. They were missing an opportunity that they had come to the facility for. This was the time of year where they would have been able to show what they could do and they would have been in clinicals. Students were asking if they could come into the building to continue working on building a house. They wondered if they could come back in the fall and continue to work on their electrical projects. The Tech Center was trying to figure out how to give those students those opportunities and how to honor that desire. This had pushed an increase in second year applications. A number of students currently in the program wouldn't be able to finish their program and they were looking for ways to come back. The Tech Center had had to do its share of social/emotional triage by spending a lot of time with students and talking with them about their disappointment. They were trying to steer the students toward where they could go with what they have at this point. It was unclear what online technical education would look like. Remmers stated his staff was exploring it and he was very proud of their efforts.

Gallagher added that there were currently 129 students. Over 200 students were planning on coming in next year. This was something to celebrate.

Other Business: Gallagher stated that everyone had risen to the occasion but highlighted that Brian Pena had done an incredible job of trying to accommodate everyone's tech needs. Pena expressed appreciation to his staff that had been working very hard, accepting the stress and the tempo of the work. The District was fortunate to have this team in place to deal with this rapidly evolving situation.

Laflam provided a brief update to the Board on the gym project. The roof project was still slated to start on April 6th. Approval had been received from the Department of Health to begin that part of the project. Farrington Construction had asked to move their timeline up. Laflam was working with state agencies to determine if that was a possibility.

Barry reported that she was currently teaching and she confirmed that the number of hours that teachers were spending beyond what they normally would was astronomical. Laura Miller stated her granddaughter had been homebound since February. Having contact from the outside world meant a lot. This morning the librarian had read a book to students, STEM had been provided on Friday, and the guidance counselor provided instruction on kindness. It meant a lot to the whole family to have the teachers stay in touch.

In response to a question from Orost about the middle school principal search, McFarlane reported that they would be interviewing candidates online this week. A recommendation by the Superintendent would be brought to the Board at the regularly scheduled meeting on April 13th. They were strategizing a way to allow the community to meet the candidates in some fashion.

Orost then asked about the Vice Principal search at the high school. Schaffer stated they had several applicants and they were in the process of accumulating questions to ask candidates.

Adjourn: Fagnant made a motion, seconded by Whitcomb, to adjourn the meeting at 6:52 p.m. The motion passed unanimously.