

LAMOILLE NORTH SUPERVISORY UNION
BOARD MEETING
MONDAY, SEPTEMBER 26, 2016
GMTCC COMMUNITY EDUCATION CENTER

Board members present: Belvidere – Angie Evans; Cambridge – Mark Stebbins, Bernard Barnes, Jan Sander; Eden – David Whitcomb, Jeff Hunsberger; Hyde Park – Lisa Barry, Patti Hayford, Richard Bailey, Raven Walters; Johnson – Beth Foy, Bobbie Moulton, Katie Orost; LUSD #18 – Mark Nielsen, Beth Bailey, Eve Gagne, Sue Hamlyn-Prescott; Waterville –. Others: Catherine Gallagher, Jade Hazard, Deborah Clark, Kate Torrey, Michele Aumand, Charleen McFarlane, Denise Maurice, Diane Reilly, Sherry Lussier, Janet Murray, Jen Stevens, Andrew Martin, Wade Chivington, Mary Anderson, David Manning

Note: All votes taken are unanimous unless otherwise noted.

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

D. Whitcomb called the meeting to order at 6:00.

MOTION: B. Moulton moved to approve the agenda, B. Foy seconded, and the motion was passed.

D. Whitcomb said Mark Stebbins was elected as a VSBA representative to replace Dan Regan. There was a round of applause.

2. ***Approval of Consent Agenda Items (Board Minutes of 5.23.16; Personnel Committee Minutes of 6.10.16, 7.20.16, 7.27.16, 8.16.16, 8.29.16; Clerk's Report on Directors' Orders)***

MOTION: K. Orost moved to approve the board minutes of May 23, 2016, B. Moulton seconded, and the motion was passed.

MOTION: K. Orost moved to approve the personnel committee minutes of June 10, July 20, July 27, August 16, and August 29, 2016, M. Stebbins seconded, and the motion was passed.

No one was available to present the clerk's report on directors' orders.

3. ***Leading Learning***

C. Gallagher said B. Schaffer could not be here tonight and W. Savery had an existing commitment, so the board will hear from new middle school assistant principal Denise Maurice, Sherry Lussier, and Jade Hazard. (*R. Walters arrived at 6:05.*)

J. Hazard said in order to improve learning in classrooms, we need to focus on the learning experience of all students and we need to focus on adult learning first. When we help teachers with content knowledge, they can help kids. In collaboration with principals, LNSU put together a plan for professional learning for faculty. It focuses on academic content, regular coaching and feedback that is frequent and sustained over time, with opportunities to practice and reflect. In May, J. Hazard shared the plan and focus for grades K-6. Today D. Maurice and S. Lussier will share the 7-12 plan.

D. Maurice introduced herself. (*M. Anderson and D. Manning arrived at 6:08.*) She said she used to teach high school math, but most of her administrative experience has been at the elementary school level. This is her 8th year as an administrator. She showed a list of things middle school administrators and faculty have been working on. They are all about high academic achievement and meeting personalized needs. Teachers have been working in their PLC's to continue to address student academic, social, and emotional needs while addressing standards. They have worked a lot with data

In English, middle school teachers put together a common writing assessment. Common writing prompts were administered to students and scored using rubrics. The Renaissance Star literacy assessment gave teachers user friendly data on students' strengths and weaknesses with regard to the Common Core standards. Teachers were able to identify patterns of errors across classes and could change their instructional practices accordingly. The assessment helped identify students in need of more intensive services from the reading interventionist. Students could graph their own data and see their academic growth.

English teachers will conduct progress monitoring, especially in the area of fluency. They will continue to graph student progress. They will create additional opportunities to engage students in oral reading activities, allowing students to analyze their own miscues in reading so they can apply reading strategies they have been taught.

Last year the math PLC focused on identifying the big ideas and learning targets for several units. This helped focus assessments and interventions. They also worked to develop two habits of mind: *making sense of problems and persevering* and *attending to precision*.

A universal screening assessment tool was used to determine how students should be put into small groups for interventions or enrichment. The data provided information for rich PLC conversations around data driven instruction. Students knew their targeted areas of improvement, making them direct participants in the leaning process and increasing engagement.

One math teacher worked on an action research project where students set weekly goals around specific learning targets in a specific unit. The goal was to help students set goals, receive instruction and intervention as needed and reflect on their goals. Students were surveyed and pre and post assessments were given. It turned out that it was hard for students to shift from thinking about their grade to thinking about how much they learned. Students need further exposure to self assessment and greater understanding of proficiency based learning.

The science PLC focused on writing clear learning expectations for each unit. Essential questions are posted in each classroom to guide student learning. This is an essential part of planning for proficiency based learning. Teachers created an environment where students could articulate their daily learning objectives to anyone who asked, creating ownership of their learning.

Common assessments were created for 4 out of 5 life science units. This baseline data will be used to compare with future years and also provides discussion points for the PLC.

Social studies teachers aimed to enhance student engagement by providing students with digital and print resources to build practical real world skills and build citizenship in a technologically based society. The Schoology learning management system was used to provide students feedback on their learning goals. Schoology quizzes gave immediate feedback. The Geography Alive program was used to enhance curriculum alignment and to engage students with experiential learning, problem solving and role playing. Common assessments were used to analyze the quality of student work. Teachers discussed their effectiveness. Many different tools were used to enhance learning and the student experience.

Music rubrics for performance techniques, concert performance and approaches to work were created. That helps student take ownership of their learning.

In health education class students were given more opportunities to explore topics and share their information in unique ways including iMovie, board games, filming role plays, media literacy commercials and projects. Students often teamed to problem solve in a creative manner.

LUMS is continuing to expand opportunities for students to express their thoughts, help improve their school, and work with other students. The World of Difference anti-bias group trains students to be facilitators of student learning opportunities. The student council will look for opportunities for students to shape the school environment and culture. The goal is to have more individualization and personalization, more student ownership and investment in learning, more choice and more student voice.

This year teachers will enhance and expand the PLP process to drive student engagement and help students reflect on learning to use transferrable skills. Teachers and students will explore various platforms for hosting PLP's. There will be student led conferences in spring where students will present their PLP's and evidence to an audience.

The school action plan for this year will focus on the following items related to proficiency based learning:

- Defining transferable skills in student and parent friendly language
- Establishing and unpacking performance indicators
- Creating clear learning progressions
- Defining assessments and proficiency requirements for each learning target
- Developing learning scales and identifying exemplars
- Calibration and collection of data

Time for teachers to work during PLC time after school, early release days and professional development days is critical for this work

S. Lussier said GMTCC has the 4 student organizations tech centers are required to have: FFA for ag and forestry students, FBLA for business students, the National Technical Honor Society, and SkillsUSA, which is the biggest student organization. Students can win competitions through SkillsUSA. The mission of SkillsUSA is to empower its members to become world class workers, leaders and responsible American citizens. It is a non-profit national organization. There are more than 6000 competitors at the national SkillsUSA competition. SkillsUSA members have opportunities to win scholarships, contests, awards and honors. Many are tied to the national SkillsUSA championship. Each state offers its own awards through state competition.

The national average high school graduation rate for students in career and technical education programs is 90.18%. For GMTCC students it is about 98%. About a third of employers have unfilled job openings because they can't find applicants with the necessary skills for the jobs.

One of our students is vice president of the state SkillsUSA group.

S. Lussier showed the GMTCC students who won gold, silver, or bronze medals in the 2015-16 state SkillsUSA competition. The GMTCC SkillsUSA chapter was chosen as a Chapter of Distinction – the only high school or college group in New England to be chosen.

At the national SkillsUSA competition, Marisa Storto became the first female to win a medal in the motorcycle competition when she won the silver medal. She won a motorcycle for herself and one for GMTCC. She also won certificates and prizes. She is now at the Motorcycle Maintenance Institute, where scholarships she won are helping to pay her tuition. Daniel Machia was 7th in the nation in electrical wiring and Blake Nemeth was 9th in the nation for technical math.

J. Hazard said a lot of exciting things are going on in LNSU. Our elementary schools will be rolling out a brand new district report card. In November there will be a presentation on that.

4. *Superintendent's Position/Report*

C. Gallagher said we are moving in a climate of unity. Everything we are doing is based on being unified, collaborating, communicating, and working well with each other. She and D. Whitcomb opened the in service this year. Students, board members, and faculty were all there participating. She and D. Whitcomb talked about the importance of connection and coming together.

There was a presentation at the in service on building trauma informed systems. This idea will be embedded in all our schools throughout the year. Our most vulnerable students can't access education if they are not well supported. But a trauma informed system helps all students, at no cost. There are strategies teachers can use with all students.

At the in service VEHI came and talked about changes in health care. Teachers are informed. Employees now have more choice. There was also discussion about proficiency based learning and about working together and communicating better with communities.

C. Gallagher said at the high school she recently participated with a small group of students in American Studies. They were doing a modern-day rewrite of Beauty and the Beast. The teacher skillfully guided them with questions. They were talking about what defines beauty, whether it changes over the decades, and how to incorporate technology into the rewrite.

She had the opportunity to attend the middle school in service, where they were talking about personal learning plans. Teachers wrote personal learning plans so they could understand the process. A student was there to talk about his PLP. On Team Alpha one teacher gave a formative assessment (something teachers should be doing weekly) on a book the students were reading. The third question asked was, "How can I better assist your learning?"

She was humbled by attending a physics and math course at the tech center. Rigor was evident.

There were a record number of people at the WES grandparents' lunch. Students from every grade level spoke or sang confidently in front of the group. The librarian at WES talked about why it is important for kids to read aloud. The librarian has kids developing book lists based on their interests.

Record numbers also attended the CES barbecue. There are 8 new teachers at CES. They love the climate and have felt embraced. CES students are able to work with a 3D printer. Some classes can use it to create a topographical map of Vermont.

At JES, 6th graders raise and lower the flag every day. There was a drone taking overhead pictures at the JES barbecue. JES has merged its intervention room and planning room into a student support center.

Janet Murray applied to run a pilot multi-tiered system of supports program at ECS.

The bond vote passed in Hyde Park. This was a premiere example of communication with the community. The board stood together in a united way. The difference between the first and second votes was the number of voters. What does that tell us about communication?

Brian Schaffer was principal of the year. Two HPES teachers (Jean Pratt and Crystal Koch) and GMTCC teacher Dana Jourdan will be honored at UVM in October.

The LNSU spelling bee is October 4. Everyone is encouraged to come.

The LNMUUSD board had its first meeting. D. Whitcomb was elected board chair, K. Orost was elected vice chair and M. Nielsen was elected clerk. People were assigned to various subcommittees.

Leadership Lamoille is happening October 12. LNSU has never been an exclusive invitee. There have always been presentations by various SU's. But this year it will be only LNSU. C. Gallagher will open the day. J. Murray, D. Manning, D. Maurice or W. Savery, B. Schaffer, K. Orost, and C. Damato will be there. We may have our resource officer there and some of our closest agency partners. This represents unity.

It is important to have unity because we are facing difficult trends in education. We have our neediest students ever. We have to allocate financial resources that are diminishing while the need for supports is increasing. We need to be better stewards with our communities. Health care costs are growing. We have had difficulty attracting and retaining newer teachers. We have fiscal and demographic problems in Vermont.

AdCo has been changed to be more collaborative. At AdCo meetings administrators are sharing, not just things that have always worked, but things that are concerning. LNSU is moving to a common curriculum. Almost all our elementary schools use the Bridges math program. We are throwing ourselves into implementation of consolidation. If she were to set goals for all of us for the coming year or two or beyond, she would look for ways to measure how we are providing equity, access and opportunity. We might want to align summer school goals with school goals. College and career explorations need to begin earlier. The high school broke down barriers when it started to have students from all towns. She believes we are doing a wonderful job of honoring the spirit of each community and honoring all students. We need to be open to the community about budgets and how they are developed, and we need to move forward with good intentions and kindness. On the LNSU website she plans to provide monthly legislation updates and information about what schools, teachers, and communities are doing.

D. Whitcomb said we have an interim superintendent who can move into a permanent position. We have to notify the Secretary of Education about this. He thinks we are ready to place her in a permanent position.

MOTION: K. Orost moved that Catherine Gallagher move from interim to permanent superintendent effective immediately and to issue a new contract that subsumes the remainder of the interim contract and that expires on June 30, 2019, B. Moulton seconded and the motion was passed.

C. Gallagher thanked the board. She said she appreciated the unanimous support. She needs board support.

5. *Act 166/Geographical Boundaries*

J. Murray said it has been very inspiring here tonight. She has been in LNSU for 24 years. She is blown away by how much good stuff is going on.

J. Murray said Act 166 went into effect July 1, 2015. A lot of districts said in 2015 that they were not ready to implement it so we were given another year to look at programming and budgeting. Some schools started programming last year if they had partnerships already established. Our district felt we had to slow down and budget and program appropriately. The main goal of Act 166 is to educate all 3 and 4 year old children, and 5 year olds not yet in kindergarten. We are responsible for providing 10 hours of preschool education a week for 35 weeks.

Last year, J. Murray and C. Gallagher presented information about establishing a boundary for our region so people could not tell us their child would attend preschool in Brattleboro or Burlington. A school board can limit the geographical area within which families can get \$3092 in preschool tuition by establishing a region. The boundaries must be established with consideration of the needs of families in the district.

All the LNSU school boards agreed to hold off for a year on establishing a boundary. A survey was developed and distributed to families. In April we had an information night for families with two people from the state as presenters. We compiled the survey data. J. Murray has been getting more information from the state about numbers of students in our district and bordering districts.

Our application must define a preK region and have a rationale for it. The region shall not be smaller than the boundaries of the school district. Our district does not have prequalified preK partners in the district, though each of our schools has a preschool program. That means we have to go beyond LNSU for our boundary. A preK region needs to be based in part on the estimated number of preK children in our district and bordering districts. The estimated number in LNSU for next year is 205. The estimated number in bordering districts for next year is 310. Not all of the bordering towns would qualify because they don't have preK partners that would qualify. Morrisville, Stowe, and Underhill are the only ones that have qualified partners. A preK region shall be based on availability of public and private preK programs and on commuting patterns. Morrisville and Underhill will have the most space in qualified preschool programs. Morrisville and Stowe are employment hubs for LNSU families. A preK region shall be designed to support existing partnerships. We have existing partnerships in Morrisville, Stowe, Underhill/Jericho and South Burlington. An agreement can be worked out for a child from one town to attend preschool at the elementary school of another town in our district.

Based on the data collected, the recommendation is that our boundary include Morrisville and Underhill. We are required to consider our current partners. We have to include The Children's School in South Burlington and Apple Tree in Stowe because they are current partners, but that does not mean we need to include the towns of Stowe and South Burlington.

J. Murray is finalizing the application to AOE and AHS. She plans to submit it to them on November 1. The deadline is November 15. The review team will hold a hearing in our region and make a decision in spring 2017.

R. Walters asked, in the future will we have the opportunity to redefine the boundary so it does not include South Burlington? J. Murray said the boundary is for 3 years. She is not sure if we can revisit it next year. She will find out.

6. ***Ratify LNSU New Hires***

B. Moulton said the LNSU personnel committee met to approve the following hires:

- Noreen Collyer Pirog – K-6 LNSU Math Coach
- Isaac Cota – Special Educator
- Nancy Hall – Speech and Language Pathologist
- Cynthia Tighe – Special Educator
- Brittany Lovejoy – Special Educator
- Melissa Partington – EEE Teacher
- Raymond Mascolino – long-term substitute Special Educator through Dec. 23, 2016

And Marilyn Frederick's business, School Operations Solutions, was hired as Act 46 consultant.

MOTION: B. Foy moved to ratify the actions taken by the LNSU personnel committee, Lisa Barry seconded and the motion was passed.

7. ***Finance Updates***

D. Clark said last week Heather Slayton emailed the board preliminary June 30 information. There is a possible surplus of about \$180K. The auditors were working last week and there were no surprises. There is no reason to think this estimate isn't reasonable, but it is still preliminary.

D. Clark distributed a budget timeline. She said this week she and M. Frederick will discuss some of what needs to be done. She asked board members to let her know if they see anything on the budget timeline that doesn't seem quite right. It looks like we will begin looking at preliminary draft budgets in November.

B. Foy asked, this group is preparing the FY18 budget and the LNMUUSD board will not be involved until 2019? D. Clark said the boards as they now exist will be involved in budget development as they have the knowledge and background. Those budgets that need to be consolidated (all but Waterville and Cambridge) will be consolidated and the new board will approve the consolidated budget and present it to voters. There will be some work done on the way Waterville and Cambridge's high school and middle school contributions are presented to those towns.

B. Foy asked how this board functions in relation to the budget. D. Clark said she envisions it will act as an advisory board and will be instrumental in helping the LNMUUSD board come to a decision. K. Orost said there will still be an LNSU budget that this board will approve. D. Clark said yes, there will be.

8. ***Designation of VEHI & VSBIT Proxies***

D. Clark said VEHI is where we get our health insurance and VSBIT is where we get our other insurance (employment, property, auto, liability, professional.) Their annual meetings are coming up. The board needs to designate our proxy to vote. If someone from the

board is going they can take the proxy if the board agrees or the board can give its proxy to VEHI and VSBIT to vote on the board's behalf.

D. Whitcomb is going to be at the meeting.

MOTION: B. Foy moved to designate D. Whitcomb as VEHI and VSBIT voting proxy, seconded by B. Bailey and the motion was passed with D. Whitcomb abstaining.

9. *BNC Negotiations Attorney*

C. Gallagher said the BNC's for teacher and support staff negotiations and the LNSU personnel committee endorse moving forward with Pietro Lynn as our negotiations attorney.

MOTION: B. Bailey moved to ratify the personnel committee's decision to hire Pietro Lynn as attorney for teacher and support staff negotiations, B. Moulton seconded and the motion was passed.

10. *Adjourn*

MOTION: B. Moulton moved and M. Stebbins seconded to adjourn at 7:30, and the motion passed.

Respectfully submitted by,
Donna E. Griffiths

Actions taken at the LNSU Board 9-26-16:

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

MOTION: B. Moulton moved to approve the agenda, B. Foy seconded, and the motion was passed.

2. *Approval of Consent Agenda Items (Board Minutes of 5.23.16; Personnel Committee Minutes of 6.10.16, 7.20.16, 7.27.16, 8.16.16, 8.29.16; Clerk's Report on Directors' Orders)*

MOTION: K. Orost moved to approve the board minutes of May 23, 2016, B. Moulton seconded, and the motion was passed.

MOTION: K. Orost moved to approve the personnel committee minutes of June 10, July 20, July 27, August 16, and August 29, 2016, M. Stebbins seconded, and the motion was passed.

4. *Superintendent's Position/Report*

MOTION: K. Orost moved that Catherine Gallagher move from interim to permanent superintendent effective immediately and to issue a new contract that subsumes the remainder of the interim contract and that expires on June 30, 2019, B. Moulton seconded and the motion was passed.

6. *Ratify LNSU New Hires*

MOTION: B. Foy moved to ratify the actions taken by the LNSU personnel committee, Lisa Barry seconded and the motion was passed.

8. *Designation of VEHI & VSBIT Proxies*

MOTION: B. Foy moved to designate D. Whitcomb as VEHI and VSBIT voting proxy, seconded by B. Bailey and the motion was passed with D. Whitcomb abstaining.

9. *BNC Negotiations Attorney*

MOTION: B. Bailey moved to ratify the personnel committee's decision to hire Pietro Lynn as attorney for teacher and support staff negotiations, B. Moulton seconded and the motion was passed.

10. *Adjourn*

MOTION: B. Moulton moved and M. Stebbins seconded to adjourn at 7:30, and the motion passed.