

DRAFT

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MEETING OF THE
MONTPELIER BOARD OF SCHOOL COMMISSIONERS

September 20, 2017
MINUTES

Minutes Approved:

Present

Board: Bridget Asay, Becky Bowen, Michele Braun, Steve Hingtgen, Tina, Muncy, Jim Murphy,
Peter Sterling
Administration: Superintendent Brian Ricca
Public: Nathan Suter, Sarah Wolfe
Absent: Brynn Bushey, Omeed Fallahi

Item I – Call to Order The meeting was called to order at 6:36 p.m. The VPIRG initiative discussion was moved upward on the agenda.

Item II – Executive Session

- Motion to Move to Executive Session for the Purpose of Employee Evaluation

Ms. Muncy moved that the Board enter into Executive Session in accordance with 1 VSA §313 to discuss an employee evaluation. Ms. Bowen seconded and the motion carried unanimously at 6:36 p.m. On a motion duly made and seconded, the Board voted unanimously to leave Executive Session at 7:05 p.m.

Item III – Return to Open Session 7:06 p.m.

Item IV – Public Comment None.

Item V – Consent Agenda

Superintendent Ricca requested the addition of three Negotiated Agreements and a recommendation regarding health care provisions for administration and non-union support staff.

- **Approval of Minutes of September 6, 2017 School Board Meetings**
- **Approval of Warrants for Payroll & Accounts Payable for September 29, 2017 (Limitations Policy 2.4)**
- **Approval of Superintendent Waiver (Limitations Policy 2.8)**
- **Approval of Title 3 Consortium (Limitations Policy 2.3)**
- **Approval of DRAFT Quarter 4 Financial Report (Limitations Policies 2.3, 2.4)**
- **Approval of Co-Curricular Appointments (Limitations Policy 2.9)**
- **Approval of FY18-19 Negotiated Agreement with the Montpelier Education Association (Limitations Policy 2.7)**
- **Approval of FY18-20 Negotiated Agreement with the Montpelier Educational Support Staff Association (Limitations Policy 2.7)**
- **Approval of FY18-20 Negotiated Agreement with AFL-CIO Local 1369 (Limitations Policy 2.7)**
- **Approval of Superintendent Recommendation for Health Care Provisions for Administration and Non-Union Support Staff**

Ms. Asay moved, seconded by Mr. Murphy, to approve the consent agenda including minutes of the September 6, 2017 regular meeting, Warrant 7 dated September 28, 2017 in the amount of \$832,428.09, a waiver authorizing the superintendent to waive the September 1 kindergarten admission eligibility date for children of families who are here on temporary work visas and for whom the September 1 date would impact the children upon return to their home countries, the Title III Consortium Agreement, the draft Quarter 4 financial report, co-curricular contracts (see listing), the FY18-19 Negotiated Agreement with the Montpelier Education Association, the FY18-20 Negotiated Agreement with the Montpelier Educational Support Staff Association, the FY18-20 Negotiated Agreement with the AFL-CIO Local 1369, and the superintendent's recommendation to offer the administration and non-union support staff with the same health care provisions contained in the Negotiated Agreement with the Montpelier Education Association. Motion carried unanimously. NOTE: There was a requested correction to the September 6, 2017 minutes (see attached e-mail), but through oversight the change was not made prior to the minutes being approved.

Item VI – Limitations Policy 2.8 – Communication and Support to the Board

- Discuss VPIRG Initiative

Sarah Wolfe, clean energy advisor for the Vermont Public Interest Research Group, informed board members of an opportunity for the District to apply for money to help purchase electric buses to replace its diesel-engine buses. The money is available as part of a settlement with Volkswagen in a lawsuit over fraudulent diesel-emission tests. Based upon the number of VW vehicles sold in Vermont, the state is slated to receive approximately \$18 million to compensate for the pollution caused by said vehicles and to invest in new transportation to help reduce emissions. Ms. Wolfe explained that the Agency of Natural Resources needs to hear from school districts about their interest in this initiative. Following discussion, Mr. Murphy moved, seconded by Ms. Muncy, to authorize Mrs. Braun, via Mr. Murphy, to draft a letter to the appropriate person at the Agency of Natural Resources expressing the Board's support for use of the VW funds to be made available to give the Board an option to electrify its bus fleet, as give other school boards the same option. Motion carried unanimously.

Item VII – Limitations Policy 2.8 – Communication and Support to the Board

- Superintendent's Report – End 3

A written report was provided, copy attached.

- Accept Superintendent's Report

Mr. Murphy moved, seconded by Ms. Bowen, to accept the superintendent's report. Motion carried unanimously.

Superintendent Ricca provided a brief enrollment update.

Item VIII – Adjourn

On a motion duly made and seconded, the Board voted unanimously to adjourn at 8:26 p.m.

Heather Michaud
Recorder

Co-Curricular Appointments

Bromley, Kianna	Drama Director	MHS
Fagin, Sylvia	QSA Advisor	MHS
Leman, Katherine	Student Ambassador Advisor	MSMS
Manghi, Matthew	Homework Club Advisor	MSMS
McLane, Heather	Club Action Advisor	MHS
Morton, Julie	QSA Advisor	MHS
Solon, Mary Ellen	QSA Advisor	MHS
Solon, Mary Ellen	Diversity Club Advisor	MHS



Michaud, Heather <heatherm@mpsvt.org>

September 6, 2017 Meeting Minutes

1 message

Michaud, Heather <heatherm@mpsvt.org>

Wed, Sep 20, 2017 at 10:32 AM

To: Michele Braun <braunmps@gmail.com>

Cc: Mary Lundeen <MaryL@mpsvt.org>

Hi Michele,

Mary Lundeen brought to my attention a correction that needs to be made to my draft Minutes for September 6, 2017. Under Item VII, MTSS is not currently being implemented in the District's schools as I stated, but rather we are in the process of building the MTSS framework. Could you ask for this correction to be made tonight? Thanks!


Heather



Students will be capable, motivated contributors to their local, national, and world communities.

Date: 9/15/17

To: Montpelier Public Schools Board of School Commissioners

From: Dr. Brian G. Ricca 

RE: Ends #3 Report

End #3

Individual students at all ages and ability levels engage in rigorous, relevant, and inspiring learning which prepares them for success in school and beyond.

Indicator #1 – Personalized Learning Plans

Beginning in the fall of 2016, Union Elementary began taking steps toward creating Digital Portfolios and Personal Learning Plans for all of our students in grades K through 4. Over the course of seven monthly faculty sessions facilitated by Mike Martin, Chris Hennessey, and Jeffrey Jarrad, teachers worked together to provide opportunities for students to both demonstrate and curate proficiency based on our MPS learning expectations.

Mr. Jarrad and the MPS Technology Support Specialists (Russell Leete and Lucas Johnson) created accounts for each Union Elementary student (over 400 accounts), each of which held seven folders related to the MPS Learning Expectations: Habits of Learning, Citizenship, Problem Solving, Creating, Reading, Writing, and Communication. By the end of the 2016-17 school year, each student had at least one piece of evidence demonstrating proficiency in their folders.

Going forward in 2017-18, the goal for UES is to continue to build on the curation of these artifacts for our students to take with them to the Middle School and beyond. This work will be a perfect introduction to a more personalized learning experience for our youngest students and their families. As a result, all stakeholders will be more knowledgeable and prepared to continue their Personal Learning Plans going into the 5th grade.

At Main Street Middle School, a group of nine diverse representatives of the middle school faculty met on June 23 with Principal Pam Arnold to revisit PLPs. From that work and a brief meeting on August 29, MSMS now has a clearly articulated framework for grades 5 – 8. The framework includes the purpose of the PLP at MSMS and the non-negotiable elements of the PLP. They still need to develop a system for evaluating student investment in their PLP, which will be next summer's professional work. The framework document provides all teachers with a

“roadmap” to guide their students through the three major elements, Identity, Goals, and Evidence. We have also added Exploration and Citizenship elements for grades 7 & 8.

All students will have access to the school developed PLP standard template and students in grades 7 & 8 will have the option, if they want to choose a different platform. This is an area MSMS is expanding student voice and choice as well. There will be more information on the MSMS development of PLPs during Principal Arnold’s presentation to the School Board in October.

At Montpelier High School, all students in the classes of 2018, 2019 and 2020 have active personalized learning plans. The class of 2021 is working on the ones they brought with them from Main Street Middle School.

Indicator #2 – Flexible Pathways Data

There were 71 graduating seniors last year (class of 2017). Of those who graduated, the following number participated in the following throughout their high school career:

	Class of 2016 (59)	Class of 2017 (71)
CBL (Work-Based Learning)	29 (49%)	47 (66%)
Online Courses (Virtual Learning)	6 (10%)	7 (9.8%)
Dual Enrollment	8 (14%)	11 (15.5%)
Early College	2 (3%)	4 (5.6%)
Career Technical Education	3 (7%)	3 (4.2%)

Noteworthy in this data set is the increase from CBL numbers. In reviewing this data with Principal McRaith, he identified that 2016 was low and the 2017 numbers are more typical of our expectations. As you all know, this is a flagship program for Montpelier Public Schools and simply as a result of our geographic location, our students have the ability to access the wide spectrum of Vermont learning opportunities, from logging and farming up to and including politics at the State House. No other school district has this kind of access and it is something that we will continue to fully support.

Current Numbers: (Across all classes, not specific to the class of 2017)

	2016	2017
Dual Enrollment Summer	12	12
Dual Enrollment	6	13
Early College	2	3
Independent Study	5	27
Online Summer	2	5
Online	8	8
CBL	42	125

Noteworthy in this data set is the increase in dual enrollment. The fact is, the word is out and this is a good program. We will be monitoring this program and potentially increasing our funding to it in the FY19 budgeting process.

Independent study was available for the first time last fall as a flexible pathway possibility. Those numbers grew throughout the year last year. With our current numbers we are at a capacity issue. This too will receive close scrutiny during the budgeting process.

Last year's data set for Community Based Learning was just one semester. In our spring semester the total was 80, so last year's number was 122. This too is approaching a capacity issue. As I mentioned above it is one of the flagship programs for Montpelier Public Schools and as it grows, so will our support for it financially.

With the Learning Exhibitions in the spring, the faculty & staff of MHS had more conversations with families about Flexible Pathways. As a result more and more students are participating at an early enrollment time. In the past, the numbers would slowly increase throughout the year. However, given the better level of communication, these numbers are starting higher earlier in the year. Bottom line, our students are taking advantage of the Flexible Pathways opportunities and this is causing us to ask questions about our capacity. It is a good problem to have!

Indicator #3 – Youth Risk Behavior Survey Data

From the Vermont Department of Health website: *Every two years since 1993, the Department of Health and the Agency of Education's Coordinated School Health Programs have sponsored the Vermont Youth Risk Behavior Survey (YRBS) to measure the prevalence of behaviors that contribute to the leading causes of death, disease and injury among youth. The survey is administered to grades 6 – 8 and 9 – 12.*

The YRBS data from last winter's survey is not available to schools yet.

Both Main Street Middle School and Montpelier High School continue to work thoughtfully to build relationships with all students.

Of note, MSMS's Student Ambassadors are continuing to work identifying concerns with suicide, the middle school guidance counselor attended a suicide prevention training last fall and the school has purchased an educational program. The guidance counselor will team with the health teachers to deliver the curriculum to students and will work with Principal Arnold to schedule an evening educational opportunity for families this year.

New this year to MHS is the addition of Solon Block. From Principal McRaith's explanation available on the MHS website: *"This 30-minute block will allow all teachers and all students to be available at the same time. The goal is to provide additional support on challenging topics, provide time to connect on missed work, offer small groups on a common topic, increase the time dedicated to personalized learning plans, and have a built-in time for assemblies and whole school screenings, e.g., literacy or social emotional learning skills screenings."*

The Leadership Team holds a vision of MPS that realizes all students, every single one of them, feels safe and included when they come to school. In that way, they are able to access their education, rely on adults, and grow to their potential in our community.

From Last Year's Report:

Additional Questions for Leadership Team to Consider

- What is the potential for PLPs to report toward the measure of End 3?
 - On September 1, 2017, the Vermont State Plan for Every Student Succeeds Act (ESSA) was approved. Given that there were several key features regarding PLPs in the plan, I will be looking to the Agency of Education for guidance around what the state is collecting. You can expect that the state data collections will mirror our own and we will use that data in this report going forward. Secretary Holcombe is expected to attend the Vermont Superintendents' Association All Members meeting this week, and hopefully will speak to some of these details.
- Would the Leadership Team Consider Using Surveys as a Future Measure of End 3?
 - As noted above, we will be looking to the guidance from the Agency of Education around what measurements they are expecting for our ESSA data points regarding PLPs. Given that information, the Leadership Team will better be able to determine what other data points would be relevant for this End Report.
- Development of a Plan for how Inclusive Learning Environments will be considered for Future Reporting
 - While we have not developed the plan yet, we have identified areas to investigate for possible indicators:
 - The Training around Universal Design for Learning (UDL) – Mike Martin and Mary Lundeen reported on this at the first September meeting. We have focused our approach professionally this year to Personalization and Universal Design for Learning (UDL). Noteworthy is the fact that we are holding a district-wide in-service on October 6 with Kathleen McClaskey who is the author of the book we are reading together Make Learning Personal. Further, our book study of PK-12 teachers will meet monthly and be led by a member of the Leadership Team. We continue to be a hub for Central Vermont through LAPDA for offering professional development around UDL, with many of our teachers and administrators having taken or teaching courses on UDL.
 - Adaptive Technology – Integration & Adoption – This is an area that did not receive attention last year and will be evaluated for our work this year.
 - Measures of CARES & PBIS at UES – Chris Hennessey will be reporting on this data when he comes to present to the Board in November.
 - Multi-Tiered Systems of Support – This was discussed thoroughly by Mike Martin and Mary Lundeen as well during their presentation. As they reported, our goal is to provide all students with best first instruction. We want teachers to think about all the students in their classes as learners, knowing how they can reach all learners. Instead of thinking in terms of “making exceptions,” we want teachers to plan lessons that **engage** all learners, provide **access** for students and offer students the opportunity to

express themselves in many ways to demonstrate proficiency. Those three words are the key guiding questions for UDL planning.

- Cultural Competency – I am proud and delighted to report that almost the entire Leadership Team is attending the *We All Belong* training offered by CQ Strategies. The goal of this work is to increase our awareness, knowledge, and skills related to culture and cultural differences. We have already participated in our first daylong session together and throughout the twelve weeks, we have weekly “assignments” to continue our growth in this important area. It is a substantial commitment by the Team to make the time for this and demonstrates how seriously we are taking this issue.
- The Leadership Team will work on furthering the possible indicators for each of these measures and report back to the Board in six months. *Given my medical leave last year, this did not happen. We will revisit this again in the coming school year.*
- How will the development of a Universal Screening Process at Montpelier High School contribute to the reporting of End 3?
 - Update for this year: Montpelier High School purchased the Behavioral and Emotional Screening (BASC) over the summer. They are in the process of creating permission forms to go home for the screening which will be administered to all 9th graders and new transfer students. The goal is for this to be completed by the end of this month. Mary Ellen Solon (MHS Social Worker) is leading this work. We will have baseline data for this report next year.