

Grand Isle Supervisory Union
South Hero School District
School Board Regular Meeting
Thursday, Oct. 18, 2018, at 6 p.m.
Location: Folsom Education & Community Center

DRAFT MINUTES

Call to Order

1. Call to order at 6:01 p.m.

Introductions. In attendance:

-Board members: David Cain, Melanie Henderson, Tim Maxham, Bentley Vaughan, Bob Chutter

-Staff: Susan McKelvie, Megan Grube, Julie Pidgeon, Helen Bishop

-Audience: Jim Jones (LCATV), Andre Bertmann

2. Adjustment of Agenda

D. Cain added approval of the minutes from the Oct. 5, 2018, board retreat.

3. Public Comments

None.

4. Consent Agenda (Action)

A. Approve minutes from Oct. 4, 2018. B. Chutter requested that the town be informed that the links to the school website are going to the old website and need to be updated. J. Pidgeon will speak with the town. S. McKelvie will speak with David Brisson, IT/Network Administrator.

The minutes of the Oct. 4, 2018, meeting were approved on a voice vote. T. Maxham moved the board approve the minutes. B. Chutter seconded the motion.

The minutes of the special meeting on Oct. 5, 2018, were approved on a voice vote. T. Maxham moved the board approve the minutes. M. Henderson seconded the motion. The motion was approved with B. Chutter abstaining.

5. Reports

A. Principal's (S. McKelvie): S. McKelvie submitted her report. M. Henderson commented that the 7th and 8th grade students did an excellent job at the annual pasta dinner.

D. Cain asked how after-school clubs are going. S. McKelvie said the late bus has started, and there is a new dance club offered by special educator Shannon Jankowski that has been a popular addition with 21 children enrolled. Clubs are on Wednesday or Thursday because the bus only runs on Wednesday and Thursday.

M. Henderson asked about the inservice agenda for Oct. 19. M. Grube said it will focus on proficiency-based teaching and assessment. The key questions will be what do students need to learn and how do we know when they have learned it?

Board Business

6. Approve Bills (D. Cain) (Action). B. Vaughan moved the board pay the bills in Batch 3128 totaling \$972.63 and Batch 3136 totaling \$11,026.81. T. Maxham seconded the motion. Approved on a voice vote.

7. SBAC Data (M. Grube) (Discussion)

There was a delay on the state's part in releasing SBAC data. M. Grube shared the just-released data for Folsom, GISU and the state. The percentages reported by grade level represent the students who were proficient and or exceeding proficiency. Individual student results will be going home next week along with an explanatory letter. The individual reports give a breakdown of a student's score in English Language Arts and Mathematics.

M. Henderson asked M. Grube for data on how students who are on free and reduced lunch scored compared to students who are not (the achievement gap). She also asked how the data would be shared with staff. S. McKelvie and M. Grube indicated the data would be shared but since it was just released, they did not have a date for that yet.

D. Cain asked if there was anything the board should take away from the results. M. Grube noted the longer Folsom has students, the more proficient they become. She noted it was a loose correlation because it does not include students moving in or moving out. M. Henderson asked what could be done in the early grades. She asked that the board be informed if there were things they could do. S. McKelvie said the Grade 3 numbers across the state were lower, and she noted Grade 3 is the first time students take a standardized test. The school would like to reduce the possibility that test familiarity was influencing some of the result.

B. Chutter asked if there were any other assessments that provided data that could be used to compare to SBAC data. M. Grube indicated they have local data. B. Chutter said it would be helpful to share that, too, as additional data may provide a fuller picture than just SBAC data.

M. Henderson asked when science SBAC results come out. M. Grube said they have not been released. Schools will only receive a school-level report because the state did not have a big enough bank of questions to provide valid scores for individuals. She noted the state is working to ensure the items they use are accurately testing proficiency.

B. Chutter asked for the goal for test scores. M. Grube said the district would like to see a minimum of 80% of students who are proficient.

J. Pidgeon asked if the data could be made available to see how cohorts (classes) did in the different areas within math and ELA that are assessed. M. Grube said that data can be provided if there were enough questions asked targeting a particular domain. The size of the population tested also impacts how much data can be released.

D. Cain asked that the board revisit test data in a month.

8. Mission and Vision work (D. Cain) (Discussion)

D. Cain said the board would like to develop a financial vision and an educational vision. The vision statements will help guide the board in making decisions. D. Cain outlined a plan for community involvement. D. Cain shared the Futures Protocol, which is a process to help the board envision what the school would look like for students, staff, and the community in three years as a means of crafting a vision statement. M. Grube explained the protocol.

The board did the Futures Protocol. Some visions for the future they shared included:

- Students are fully engaged all day
- Test scores are at 80% or higher
- All pre-school aged children attend pre-school
- Students have school choice for high school
- Kids are up and moving throughout the day as part of their learning process
- Kids have meaningful projects in all grades
- Students understand the goal of the lesson
- High school students report that they are prepared to excel in their areas of interest in high school
- Staff is excited about learning and understand why they're doing what they're doing
- Students are offered multiple learning styles
- Community is participating in the growth of the students and the students are participating in the growth of the community
- Healthy, delicious food that children want to eat
- Students feel safe
- Students feel challenged
- Students are prepared for the next chapter

The community was invited to share. A. Bertmann said he would like students to understand the real-world application of what they are being taught. He also suggested that students be invited to offer feedback. J. Pidgeon suggested the board also look at the Folsom FIT team vision.

The board was invited to brainstorm what they would like for the staff:

- Staff is at Folsom by choice and wants to stay at Folsom
- Staff feels successful in preparing students
- Staff is supported and appreciated
- Staff has the tools they need

- Consistency in staffing and leadership
- Staff feels it has the time to be successful
- There is an aligned vision between Folsom and the supervisory union
- Strong educational leadership at Folsom and in the GISU
- South Hero is a town people want to move to because of the schools
- The community feels welcomed into the school and knows what is going on inside the building.

M. Grube said the next step in the Futures Protocol is to look back and identify the current reality. The third step is to project what the board would do to move the school from the current reality to the vision. M. Grube said the board could compile its initial brainstorm and seek more stakeholders' values and then work on boiling down the list. She recommended the board stop at this point and resume at a future meeting to discuss the current reality. That might include data collection.

D. Cain said the board would continue the discussion to the next meeting with a goal of sending information to a broader audience after that discussion.

B. Chutter asked how this process would be shared with staff. M. Grube noted the board is on the same page as the staff. She suggested the FIT Team could present its vision to the board.

9. State Accountability Plan (M. Grube) (Discussion)

The State Accountability Plan comes from the Every Student Succeeds Act (replaced No Child Left Behind Act). Under ESSA, Vermont schools are focused on continuous improvement. Vermont has Education Quality Standards that define a high-quality education in Vermont. This is one part of the Accountability Plan. It includes Academic Proficiency, Personalization, Safe and Healthy Schools, High-Quality Staffing, and Investment Priorities. The state assesses through the Annual Snapshot (data) and Integrated Field Review (collaborative site review). That leads to schools developing a Continuous Improvement Plan. M. Grube shared a sample of what the Annual Snapshot: Report Card would look like. These report cards for schools are required under ESSA. The school is compared to its previous results. The first Annual Snapshot is supposed to be released in November. The Integrated Field Review will be in February.

10. Other.

None.

Closure

11. Setting the next agenda

-Nov. 1 meeting: Conduct the Futures protocol for the fiscal vision at the next meeting with Superintendent Michael Clark

-Nov. 15 Meeting: Update on test data and staff feedback; possible discussion of the Annual Snapshot if it has been released in sufficient time; presentation on scheduling challenges and the process of creating a schedule; continue the visioning process

12. Adjourn

The board adjourned at 7:18 p.m. on a voice vote. B. Vaughan made the motion to adjourn. D. Cain seconded the motion. Approved on a voice vote.
