



Educational Leadership Team Meeting

Thursday, November 8, 2007 Minutes

1 **Attendance:** Mike Deweese, Judy Prince, Deb Robbins, Erin Maguire, Laurie Singer, Grant Geisler, Rob
2 Reardon, Mary Hughes, Linda Keating, Tom Bochanski (arrived 7:35 a.m.), Paul O'Brian (arrived 7:35 a.m.),
3 David Wells (arrived 7:40 a.m.), Dan Ryan (arrived 7:45 a.m.)

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5 Judy called the meeting to order at 7:30 a.m.

6 7 **News and Announcements**

8 • Unified Union

9 Brief review of the failed Unified Union vote

10 • Act 130

11 Mike discussed the implications of Act 130, which makes union school district budgets more transparent to
12 voters. It will be fully implemented this year. As this act is very complex, it may be difficult to effectively
13 communicate it to voters. Additionally, Mike proved the recent CLA values as the Essex Junction and Essex
14 Town appraisal values are very different this year.

15 • Act 68

16 This act is related to tax payment based on income sensitivity. This year, a prebate voucher will be sent to
17 citizens instead of a prebate checks.

18 • Act 31

19 This act is related to the implementation of a statewide school calendar. There are currently three calendars
20 that are proposed. This act provides strict outlines of what constitutes a school day and how to count
21 students attending school.

22 • Budgets

23 Mike discussed the possibility of having the school budgets failed by voters. He reflected on the outcome of
24 the Unified Union vote as it may have implications in future votes. Strong communication efforts will play a
25 role in future votes.

26 • Spelling Bee

27 Dan announced that Fleming's spelling bee team entered the VPA State Spelling Bee Competition and won
28 second place.

29

30 **Team Work**

31 • Student Permanent Files

32 Erin provided a handout providing a description of filing systems. This initiative partially began with
33 guidance counselors who are managing oversized student files. Cumulative files tend to be very large because
34 they include items that don't belong in them (such as testing protocols, student work samples, and duplicate
35 copies). She asked the team to consider what an educational record is. Additionally, the team briefly
36 discussed the use of electronic correspondence and what is kept.

37

38 Judy specified that, of all the forms sent home at the beginning of the school year, only the electronic use
39 agreement and the signed BVD form are to be kept in the student's cumulative file. Everything else should
40 be entered into SASI.

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42 Principals discussed how the files are being transferred as students transition between schools. At Summit,
43 Mary explained that only specific items are included in a student's cumulative file (such as 504 and EST
44 information, among others). Other records (such as health and guidance) are transferred between those
45 specific offices. Tom explained that a folder system has been implemented at Hiawatha. Folders are created

46 and kept in various places (i.e. health folders in health office, guidance folders in guidance office). These
47 folders are transferred between those specific offices. Dan explained that student records are hand delivered
48 to the next school. No item is removed from the file before it is transferred to the next school. ADL,
49 however, will often review incoming files and remove unnecessary documents.

50
51 Laurie suggested creating a color-coded file system to help schools maintain accurate and necessary
52 information within records. Mary suggested including a checklist in a student's curriculum file that outlines
53 what other file on that student exists (such as health or special ed.). The team discussed the need to develop a
54 protocol about what to do with student work. It was suggested that student work currently in student files
55 can be given to parents at spring parent/teacher conferences.

56 • School Action Planning Timeline

57 Judy led the team in an exercise mapping the timeline of action planning for schools, the ELT, and school
58 boards. School boards approve all action plans at their June board meetings. May is generally the best month
59 for boards to closely review all action plans. School boards will review the current action plans at their
60 December meeting. It was noted that, by law, all action plans must be reviewed annually.

61
62 The team discussed the best time to create and revise action plans and the CPCI. The team decided that
63 administration will meet to discuss data as a group to help frame the CPCI. The timing of supervision and
64 evaluation was briefly reviewed. Additionally, the team briefly discussed the possibility of increased engagement
65 with faculty and with parents.

66
67 The team discussed the possibility of breaking up the summer institute into two sessions: two days in June
68 and two days in August.

69

70 **Student Achievement**

71 • Leading with Power Standards – What has become clearer?

72 Linda reviewed her recent meeting with principals regarding the power standards. This meeting provided a
73 preK-12 perspective for these standards. The power standards and indicators can be used by educators as
74 collaborative tools. They provide a means to relay ideas and concepts with students.

75

76 Mike and Judy shared their recent experience at Alan November's seminar. They learned about the need for
77 students to be in control of their own learning by having access to the proper tools. Power standards provide
78 a means for students to actively participate and engage with their learning.

79 • Universal Curriculum

80 Linda provided an overview of universal curriculum by presenting "Supporting all Learners through Universal
81 Curriculum." This model has three steps:

- 82 1. Universal curriculum – this is student-centered, promoting equity. It can be viewed as a
83 proactive design of curriculum.
84 2. Selected interventions for students showing signs of struggle meeting identified power
85 indicators. This step has selected interventions.
86 3. Targeted interventions for struggling students at serious risk for failure

87 The team reviewed this concept, discussing what the signs of struggle are and how to address them properly.
88 It is important to create an SU-wide system that allows for collaborative teaching time and universal
89 pathways.

90 • Selected Targeted Interventions/Resource Service Directory

91 Erin provided the team with a readiness tool for RTI and a list of pieces for readiness in CCSU. This topic
92 will be discussed at a future meeting.

93

94 **Consent Agenda**

95 The Consent Agenda consisted of minutes from the October 25, 2007 meeting. As these minutes were not
96 provided to the team prior to this meeting, the approval of these minutes will be held until the next meeting.

97 The meeting adjourned at 10:30 a.m.

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99 **Future Agenda Items**

- 100 • Wireless training
- 101 • Budgets
- 102 • China trip (Kathy)
- 103 • Nut free versus nut safe
- 104 • Electronic correspondence regarding students (related to student records)
- 105 • Student record protocol
- 106 • Selected targeted interventions/resource service directory
- 107 • SAP review
- 108 • Universal classroom
- 109 • Power standards
- 110 • Board presentations (action planning presentation)

111

112 **Outstanding Tasks**

- 113 • Send school demographic information to Judy
- 114 • Linda will e-mail the Teacher Tube link to principals