

**Chittenden Central Supervisory Union
CCSU Board Meeting
Park Street School, Essex Junction
November 14, 2011
*Minutes***

Board Members Present: Allison Weinhagen, Andre Roy, Michael Smith, John Gazo,
Martha Heath, Al Bombardier

Administrators Present: Mike Deweese, Judy DeNova, Grant Geisler

Allison called the meeting to order at 6:34 p.m.

Visitors and Employees to be Heard

There were none.

FY13 Budget Presentation (Tentative Approval)

Grant presented the updated FY13 CCSU Budget.

There were no significant changes.

Note: Over the next ten (10) years the Board needs to reserve about \$200K for Special Ed bus replacement. To address this need it was recommended that a reserve fund be created as part of the FY 2014 budget (a year delay).

Al made the motion to approve the CCSU budget in the amount of \$3,308,881.00.

Seconded by Martha.

Motion passed 6:0.

Approve Policies at first reading

- Policy B21: Sustainability
- Policy D2: Budget Execution
- Policy E3: Transportation

Martha made the motion to approve all three policies.

Seconded by John.

Motion passed 6.0.

Approve Policies at Second (Final) reading

- Policy J1: Bullying
- Policy J2: Prevention of Harassment to Students
- Policy J3: Animal Dissection
- Policy J4: CCSU Special Education

Al requested Policy J1: Bullying and Policy J2: Prevention of Harassment be pulled.

Martha made the motion to approve Policy J3: Animal Dissection and J4: CCSU Special Education be approved.

Seconded by Andre.

Motion passed 6:0.

Discussion:

Al expressed his opinion that given the focus on student Bullying and Harassment provided an opportune time for the CCSU Board, Policy Committee and the Administration to review both Policy and Procedure for adequacy, effectiveness and in meeting board goals/objectives.

Specifics included (but not limited to):

- Reporting, Accountability, and Effectiveness of Policy/Procedure,
- Parent/Guardian access to written reports,
- Procedures for documenting and reporting incidents,
- Procedures for responding to and investigating incidents,
- Disciplinary procedures for Students/Staff.

Al agreed to provide CCSU members, Policy Committee and Administration with a report on what other States are doing to effectively address this very important issue.

Mike suggested that the Administration was willing to prepare a presentation on District Bulling/Harassment policies/procedures and was willing to listen to Board members on suggestions/changes.

Due the timeliness/importance of the Policy at Mike's request the following motion was made:

Motion by Al to approve Policy J1: Bullying and Policy J2: Prevention of Harassment to Students.

Seconded by John.

Motion Passed 6:0.

Acknowledge Executive Minutes

Mike reported the minutes were unavailable however, a work product was distributed (Attachment A).

The SU Board chair will serve as a voting ex officio member and Support Staff member position will go unfilled.

Consent Agenda

- Approve warrants
- Approve Meeting Minutes: Sept 26, Oct 24

Note: Nov 8 minutes were unavailable.

- Approve use of funds

Martha requested the September 26, 2011 minutes be pulled.

Motion by Martha to approve the consent agenda (less the 9-26-2011) Minutes.

Seconded by Andre.

Motion passed 6:0

September 26, 2011 minutes discussion:

It was agreed to delete line 36.

Motion by Martha to approve the Amended September 26, 2011 minutes.

Seconded by Al.

Motion Passed 6:0.

Future Agenda Items

- Bulling District Policy and Procedures (January)
- November 8, 2011 minutes
- Executive Committee minutes
- Tap Program presentation

Adjourn

Allison adjourned the meeting at 7:27 pm.

Minutes respectfully submitted by,

Al Bombardier for Allison Weinhagen, CCSU Board Clerk

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CCSU Board Advisory Committee: School Climate

CCSU Board Vision

Chittenden Central Supervisory Union, a student centered learning community, will maximize available resources through unified, collaborative leadership to be consistently recognized as exemplary, as measured by continuous improvement in the areas of achievement, safe and respectful learning environments, and the promotion of equity for all.

Introduction and Purpose

School climate affects students and the learning process. Through its coordination of member boards' governance responsibilities, it is the interest of the CCSU Board to measure, track, analyze, and inform school climate. Furthermore, it is the Board's interest to utilize longitudinal school climate information for an understanding of organizational trends and needs.

Committee Charge

To this end, the CCSU Board establishes an Advisory Committee (consistent with the CCSU Board's policy B-10 and procedure B-10R). The Advisory Committee's responsibility is to recommend to the CCSU Board for its consideration specific instrument(s) or means for measuring school climate. The Committee will undertake its charge and provide its recommendations to the CCSU Board through the following understandings:

- School climate is defined as, *"The subjective experiences and perceptions of a school's stakeholders. School climate is the set of dimensions present within the school environment, perceived directly or indirectly, which shape or color the opinions of the school's students, employees, parents, and community members."*
- The Committee is charged with delivering to the CCSU Board a specific recommended method for measuring school climate. *(While it is preferred a single instrument or means be recommended, multiple instruments may be considered.)* The instrument(s) recommended should be empirically based, and should be independently juried as being statistically reliable and valid.
- Employee is inclusively defined as teacher, support staff, and administrator.
- Student is defined by grades of pupils considered age-appropriate for purposes of assessing climate.
- The scope of the study is defined as all school and office locations within CCSU with the exception of Essex Junction Recreation and Parks.
- The instruments or means recommended to measure school climate should result in reports having the capability to disaggregate data at the school/site level, and be aggregated as a whole (full supervisory union).
- The instruments or means must minimally be inclusive of employee, student, and parent stakeholders. It is desirable that it also include member districts' citizens. In its entirety, school climate comprises a comprehensive set of factors. While it is not practical to assume all school climate dimensions may be measureable through a single means, Committee consideration of

42 “what to measure” regarding school climate across CCSU should ideally include the following
43 dimensions:

- 44
- 45 1. Teaching and Learning (e.g. high expectations for student achievement; all learning
46 styles honored; help provided when needed; learning linked to “real life;” use of
47 praise/reward; opportunities for employee participation in decision-making processes
48 related to their work; varied teaching methods; instructional leadership; creativity
49 valued; social-emotional as well as academic learning valued/taught; varied
50 “intelligences” appreciated; opportunities for collaboration across disciplines and work
51 environments);
 - 52
 - 53 2. Relationships (e.g. positive and “connected” adult-adult relationships between/among
54 employees; positive adult-student relationships; positive student-student relationships;
55 shared decision-making; common academic planning opportunities; diversity and
56 tolerance valued; variety of opinions valued; student participation in learning and
57 discipline);
 - 58
 - 59 3. Morale (e.g. students are engaged learners; employees are enthusiastic about their
60 work; students are connected to one or more adults; students/employees feel good
61 about school; students/employees feel empowered to affect their school);
 - 62
 - 63 4. Structural (e.g. size of school; scope of curricular and extra-curricular offerings);
 - 64
 - 65 5. Safety (e.g. social-emotional and physical);
 - 66
 - 67 6. Environmental (e.g. cleanliness; adequate space and materials; inviting and welcoming;
68 aesthetic qualities);
 - 69
 - 70 7. Sense of School Community (e.g. students/adults feel and demonstrate sense of
71 community in the school);
 - 72
 - 73 8. Peer Norms (e.g. students and employees feel learning is of primary importance; are
74 invested in caring; expect and receive collaboration/cooperation);
 - 75
 - 76 9. School-Home-Community Partnerships: (e.g. mutual support and ongoing
77 communication; school-community involvement; parent participation in school decision-
78 making; shared parent-teacher norms vis-à-vis learning and behavior; student family
79 assistance programs); and,
 - 80
 - 81 10. Learning Community (e.g. shared standards and measures used to support learning and
82 continuous improvement; professional development is systematic and ongoing with
83 employee involvement in planning; data-driven decision making linked to learning;
84 school systems periodically evaluated).

85

86 **Reporting**

87 The Committee’s final written report will detail the Committee’s recommendations, and minimally will
88 include:

Approved 11.8.11

- 89 • Identification of the recommended instrument(s);
- 90 • Estimated costs for administering the instrument(s);
- 91 • A suggested timeline for an initial administration of the instrument(s);
- 92 • A process for inviting participation;
- 93 • Suggest a data analysis process of the results; and,
- 94 • Suggested periodicity of future administrations of the instrument(s).

96 The deadline for submission of the Committee's final report to the Superintendent is May 18, 2012.
 97 Efforts will be made to have the Committee's report delivered at the next scheduled CCSU Board
 98 meeting following receipt of the Committee's final report.

100 The Committee will conduct itself consistent with procedure B-10R with respect to organization,
 101 communication, and related variables.

103 The SU Board Chair (at the time of charge) will serve as a voting ex officio member and the
 104 Superintendent will serve as a non-voting ex-officio member of the Committee. Ex-officio members are
 105 full members of the Committee for purposes of deliberation. Ex-officio members will help ensure the
 106 Committee's fidelity to the CCSU Board's charge. The ex-officio members will forward Committee
 107 minutes to all CCSU local board members.

109 The Committee shall make itself available for presentation(s) at the request of the CCSU Board.

111 **Committee Composition**

- 112 • Committee membership may include representatives of CCSU: school boards, support
 113 staff, teachers, administration, former students, parents, and community members.
- 114 • Each CCSU member district will have at least one member with an affiliation with each
 115 local school district
- 116 • District sector representation will include (a) pre-K – 8; (b) 9 – 12/tech; and (c) pre K –
 117 12/tech.

118 *OK*
 119 A Committee of eight individuals will be named, with representation (including the prospect for multiple
 120 representations by individuals) as follows. (Each column should have at least one entry.)

Name	Board?	Support?	Employee?	Admin?	Former Student?	Parent?	Community?	Pre-K-8?	9-12/Tech?	PreK-12/Tech?	Vertical Team Member?
↓											
Ryan McLaren, Committee Chairman	X				X		Essex		X		
Charlee Day^	X					X	Essex Junction	X		X	
Deb Robbins				X						X	
Diane			X			(X)	Westford	X			

Siegrist											
Joel Lagrow			X						X	[X]	
Mark Drapa	X					X	Westford	X			
Susan Plunkett-Dunning			X			(X)	Essex Junction	X			X (World Lang.)
TBA Support Staff											
Tom Bochanski				X				X	(X)		
Tom Jiamachello			X				Essex		X		

- 121 () = former status
- 122 [] = extended affiliation
- 123 * = tentative
- 124 ^ = ex officio