

Curriculum Committee Meeting
Minutes of the Meeting
Spaulding Union High School Elementary/Middle School
November 14th, 2016 (rescheduled from October 17th)

In Attendance

- Joe Blakely, Committee Chair and Board Member
- Brenda Waterhouse, Principal
- Rick McCraw, Director of Curriculum, Instruction & Assessment, BSU
- Michelle LaFrancis, SHS Work-based Learning Coordinator

Agenda

1. Review/approve minutes of September 12
2. Changes to agenda
3. SBAC results from spring 2016
4. ACT scores from spring 2016
5. Update on proficiency-based learning and reporting
6. Update on work-based learning
7. Update on flexible pathways: Updated personal learning plan form
8. Upcoming agenda and meeting date/s.

The meeting was called to order at 3:05.

1. Review/approve minutes of September 12th, 2016

Minutes were approved as submitted.

2. Changes to Agenda

Presentation of SBAC results have already taken place at the board level.

Presentation of ACT results are tabled until the December meeting, at which time the data will be presented by Dave Nicholson.

3. Update on proficiency-based learning and reporting

Brenda demonstrated changes made in the SHS webpage to provide more information to parents. Joe mentioned that there are a number of parents who consider proficiency-based grading to be too complex for them to understand. He disagrees, finding that the report card is similar to that found in the elementary schools.

4. Update on Work-based Learning

Michelle LaFrancis spoke about the work-based learning (WBL) initiative. This is comparable to the older School-to-Work program. Goal is to expose students to a variety of work experiences.

Brenda: It is not solely about placing students with businesses; there are quite a few other factors to consider. Unfortunately, the state requirements are evolving quickly, necessitating quick response on Michelle's part.

Michelle reviewed the standards associated with WBL (<http://shswbl.weebly.com>).

Joe has heard that overall, Vermont students graduate at high rates but often do not go on to post-secondary education. He wonders if we communicate to students that there are requirements for post-secondary education. Brenda: Students will be exposed to detailed information on what they need to do to go into certain fields. This extends to professional expectations including dress and confidentiality. Brenda mentioned that in some settings students have to cover tattoos, an adjustment for some.

As an example, Michelle described Central Vermont Medical Center's requirements for student volunteers (which WBL participants are considered to be). Inasmuch as students must get shots, a family's health insurance may or may not pay for shots and tests that may be required. This is an obstacle for some.

Brenda went on to describe potential requirements for students to have cars and drivers' licenses. A requirement of that sort serves to reduce opportunity for low-income students. Work is being done to ameliorate that.

Discussion ensued on the subject of background checks for students placed in other schools. It was decided to not conduct background checks and instead to rely on personal knowledge of the students.

Michelle: WBL placements must provide students with learning opportunities. Placements such as stocking shelves would thus not qualify. Students must also be able to follow directions, and Michelle also mentioned the need for workplace etiquette and digital citizenship.

To earn credit, students are required to have a portfolio that includes evidence of reflection on their learning.

Michelle's students are preparing a presentation for the school board on their WBL experience.

Spaulding is looking into how to manage WBL placements that are outside normal school hours.

Community service learning is not currently in place, but Brenda would like to implement it over time. She would like to see it become a graduation requirement.

Michelle assured Joe that students are never left alone with customers/patients in the workplace.

Challenges:

- For students to be able to work for longer than a single block
- Parking
- Need more partnerships and placements

Work Michelle must do to establish a placement:

- Establish relationship with partner
- Ensure worksite is OSHA-approved
- Conduct a site visit
- Ensure that labor laws are followed
- Place students
- Visit with the student
- Follow-up check-ins

- Evaluation.

Brenda mentioned that although there are schools that were ahead of Spaulding, many have had to retrench in light of new state requirements. A major requirement is that students not displace adults in the workforce.

Michelle closed by sharing the timeline for development of the program.

Michelle referred Joe to the SHS website for details: ACADEMICS>FLEXIBLE PATHWAYS>WORK BASED LEARNING.

5. Upcoming agenda and meeting date/s.

The next meeting will be on Monday, December 12th from 3:00 to 4:30 in Room 110 of Spaulding High School.

Topics will consist of:

- ACT testing results (Dave Nicholson)
- Personalized learning plans (Dave)
- Science NECAP results (Rick)
- Update on proficiency-based learning and reporting

The meeting was adjourned at 4:05.

Minutes respectfully submitted,



Rick McCraw
Director of Curriculum, Instruction, & Assessment
Barre Supervisory Union