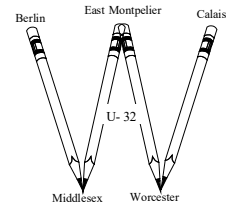


Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761

Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Retreat Agenda April 7, 2021 6:00-9:00 P.M.

Virtual Meeting Information:

<https://tinyurl.com/2efvtabe>

Meeting ID: 921 1531 6948

Password: 016334

Dial by Your Location: 1- 929- 205- 6099

Open Meeting Law temporary changes as of 3/30/20:

Boards are not required to designate a **physical** meeting location. Board members and staff are not required to be present at a designated meeting location.

**Our building will not be open for meetings.
All are welcome to attend virtually.**

1. Call to Order
2. Executive Session for Student Matter 15 minutes
3. Personnel (Action) 5 minutes
 - 3.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE
4. Introductions (Listen to each other, assume good intentions and be curious.) 15 minutes
5. Essential Work of the School Board 30 minutes
 - 5.1. What is the role of the School Board?
 - 5.2. Superintendent and School Board Partnership
6. Reflect on what we heard 45 minutes
(Have an ongoing conversation on what is the role of the Board.)
7. Board Goals 60 minutes
 - 7.1. Reaffirm Existing Goals
 - 7.2. Clarify what we broadly defined last summer.
 - 7.2.1. What will it look like when achieved? What will success look like?
 - 7.2.2. Define Key Data Points
 - 7.2.3. Work on a Board Calendar
8. What did you learn today? Next steps? 20 minutes
9. Adjourn

WCUUSD Board Norms - Adopted November 18, 2020

- **Public input** –Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members to listen and ask clarifying questions. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the issue be added to a future agenda.
- **Community dialogue** – The board may periodically schedule community forums that allow for dialogue, questions and answers from the board or the district leadership team.
- **Stay on time** – Start and end on time. The chair may appoint a time-keeper.
- **All voices will be heard** – Every board member gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation.
- **Reflection** –To allow time for reflection, the chair and agenda steering committee will plan time for complex or contentious issues to be discussed at more than one meeting before the board votes, except where a decision is urgent.
- **Announcements in reports** – Announcements from the administration will appear in the reports and not as discussion items.
- **Role of the board** – At the end of each board meeting reflect on whether the board remained focused on its policy-making and oversight role during the meeting, rather than operational details that are the responsibility of leadership team.
- **Respect each other** – Listen, allow others to be heard, share concerns, assume positive intentions, be present, celebrate successes.

WCUUSD School Board
Superintendent Personnel Summary and Recommendations
April 7, 2021
(as of)

- 1. New Teacher Nominations** (for 21-22 school year)
Matthew Pelkey – Rumney Math Interventionist
Carrie Fitz – East Montpelier Math Interventionist/Math Teacher
- 2. Retirement** (effective 6/30/2021)
Chip Hedler - Rumney Math/Tech
- 3. Resignations** (effective 6/30/2021)
Alaria Doane – Rumney Music Teacher
- 4. Leave of Absence Request**
- 5. Change in FTE**
- 6. Long Term Substitutes** (Remainder of the 20-21 school year)
- 7. New Position**

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Matthew Pelkey

School: Rumney Memorial School Employer (if different): WCUUSD

Position: Math Interventionist

PROVISIONAL

Department/Area: Elementary

Type: ☒ Permanent ☐ One-Year Non-Renewable ☐ Temporary

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Reason for vacancy: ☒ Resignation/Retirement ☐ Leave of Absence ☐ New Position

[If leave of absence or resignation, name of terminated employee: This position is becoming vacant due to Chip Hedler's retirement

Educational Preparation:

College	Degree	Date Attained
<u>Saint Michael's College</u>	<u>B.F.A.</u>	<u>05/2001</u>

SUNY Buffalo (Master's Degree: Interdisciplinary for International Educators 05/2010)

Experience: Matt has been a full-time primary grade teacher at Rumney since 2014. While at Rumney, Matt has primarily taught kindergarten but has moved into grade 1 during the 20/21 school year. Matt taught kindergarten in Barre during the 13/14 school year and was a kindergarten teacher at Rumney the year prior, during the 12/13 school year. Prior to public school teaching in Vermont Matt was a teacher in the Philippines and a preschool teacher. Matt has experience in providing learners a solid number sense and foundation for math that will serve him well while serving students through grade 6 in the intervention role.

Years of Related Experience: _____

Salary Schedule Placement:

Start Date:

M15-M29 Step 0

August 2021

Salary or Wage Rate:

Date of Board Appointment:

\$71,938 (Fy21 grid)

FTE: 1.0

Days / Year: 190

Hours / Day: _____

Interviewed by: Casey Provost (RMS Principal) and Anne Carter (WCUUSD Math Coach)

This candidate is recommended for employment by: Bryan Olkowski, Superintendent

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

**Washington Central Supervisory Union
Employee Nomination Form**

Name: Carrie Fitz

School: E. Montpelier Elementary School

Employer: _____
(If different)

Position: 1.0 FTE Math Interventionist/Math Teacher

Type: ☒ Permanent ☐ One-Year Non-Renewable ☐ Temporary

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Reason for vacancy: ☒ Resignation/Retirement ☐ Leave of Absence ☐ New Position

[If leave of absence or resignation, name of terminated employee: Retirement of Kathy Christy

Educational Preparation:

College	Degree	Date Attained
<u>Upper Valley Educators Institute</u>	<u>BFA - Teaching</u>	<u>2021 Graduation</u>

<u>Casleton University</u>	<u>Special Ed Endorsement</u>	<u>2019-present</u>
----------------------------	-------------------------------	---------------------

<u>Sunbridge College</u>	<u>Associate in Waldorf Education</u>	<u>1998-2000</u>
--------------------------	---------------------------------------	------------------

Experience: Carrie will have her teaching license in June, 2021.

Years of Related Experience: She has been working in schools for 26 years

Salary Schedule Placement:

Start Date:

B00-B14 Step 0

August, 2021

Salary or Wage Rate:

Date of Board Appointment:

\$ 44,916 FY21 grid

FTE: 1.0 Days / Year: 190 Hours / Day: _____

Interviewed by: Alicia Lyford, Ellen Shedd, Bethany Parker, Christine Christiano, Michael Sherwin

This candidate is recommended for employment by: Bryan Olkowski 

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
EMPLOYEE TERMINATION FORM

Name: Chip Hedler

Date: 4-2-21

School: Rumney

Position: Math/Ed Tech

Reason for leaving (check one):

VOLUNTARY TERMINATION

☐ Another position with: _____
New employer _____
☐ Relocating/moving _____
New address (to forward tax information) _____
☒ Retirement _____
☐ Other--please specify: _____

INVOLUNTARY TERMINATION

☐ Position eliminated
☐ Other--please specify: _____

Comments: _____

Last work day: 6-30-21

Employee signature: Chip Hedler

ADMINISTRATIVE USE ONLY:

Board action date: _____

Position posting date: _____

Employee eligible for rehire: _____

Yes

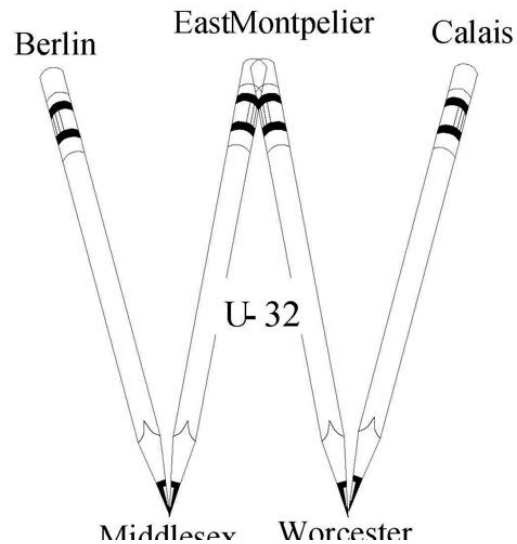
No

With conditions (specify): _____

Administrator signature: Casylwms

cc: Superintendent Personnel File Payroll

Note: Send all documents in local personnel file to Human Resources



Washington Central Unified Union School District

RETREAT

April 7, 2021





219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

Roles and Responsibilities in Vermont School Systems

[Act 46 of 2015](#) provides Vermont school districts a unique opportunity to rethink district governance to ensure that systems are organized to support goals of quality and equity in student learning, and that district resources are used in the most effective way to support those goals. As part of forming a new district with a preferred structure and at other times when evaluating effectiveness, leadership should begin by reviewing roles and responsibilities of different members at different levels of the system. Examples drawn from best practice include:

School Boards

Purpose: Governance

The school board:

- Engages the community to establish the mission and vision for the district
- Uses the mission to guide decision-making
- Sets performance goals for the district
- Establishes local policies aligned across the supervisory union/supervisory district consistent with the minimum standards established by the [State Board of Education](#)
- Employs and supervises the superintendent (sole direct-employee of the Board)
- Holds the superintendent accountable for developing a strategy and education work plan to achieve district or SU goals
- Negotiates contracts with employees

School boards are accountable to voters, and are subject to the laws, rules, and regulations of the State.

Sample Indicators of Success:

The school board:

- Approves and monitors implementation of the district education plan and relevant performance indicators
- Approves proposed budget and submit to voters
- Monitors operations against the budget
- Reviews and updates policies on a routine basis to reflect changing statutory and regulatory context, and evolving system's priorities
- Determines capital project priorities
- Reviews and provides feedback to Superintendent on an annual basis
- Maintains a strong focus on outcomes and indicators of performance, as evidenced in meeting agendas and minutes
- Approves school continuous improvement plans, and reviews regular performance reports as provided by Superintendent
- Meetings are typically well organized and efficiently run

Frequency of meetings should be based on the work the board needs to accomplish. Boards should set annual goals for themselves and all meetings should have an agenda built around those goals.

Superintendents

Purpose: Operations

The Superintendent is the CEO of the system and is responsible for:

- Operational oversight of the school district
- Maintaining focus on the school board's mission, and developing an education work plan to achieve the mission
- Ensuring quality of education and equity of opportunities within the system
- Managing services, programs and resources, for the quality of learning and for the implementation of the school board's annual district education plan and budget
- Making day-to-day decisions consistent with the policies set by the school board, and within statute and state regulations
- Employing all non-licensed staff, and recommending one licensed candidate to the board for review and approval for other openings
- Creating a robust comprehensive local assessment system, implemented system-wide, that assesses student progress toward proficiency-based graduation and captures evidence of learning with respect to all seven education goals outlined in the Education Quality Standards and standards adopted by the State Board of Education
- Preparing reports, such as the district strategic plan, district budget, and district fiscal and student learning performance reports that enable the school board to evaluate implementation of its mission and progress towards its goals

The Superintendent is accountable to the school board and to the State for operating within statute and regulations.

Sample Indicators of Success:

- Decisions are made on behalf of and in service of school board policies and mission
- Superintendent engages in intentional leadership development within the system
- Superintendent supports conversations about students and outcomes through SU-level staff and building leaders
- Meeting minutes reflect appropriate roles
- Faculty and staff can articulate mission/vision and focus on students, as well as what they are doing to advance learning and systems consistency across and within building(s)
- Both students and educators engaged in continuous learning
- Leadership teams have clear expectations and accountability

The District has a clear focus on professionalism and shared leadership.

Principal

Purpose: Instructional Leadership

A principal is responsible for:

- Serving as instructional leaders
- Maintaining a strong, safe, and supportive school climate that is conducive to learning
- Leading day-to-day operations within the school
- Maintaining fidelity to the supervisory union action plan, and making decisions with consideration for system priorities and initiatives
- Providing supervision and evaluation of staff, for the purpose of improving teaching and learning
- Using data to inform decision-making based upon what is best for students (as opposed to adults)
- Articulating progress and the well-being of school and students to the school community
- Developing building specific policies and practices that support the educational mission of the school and district

Principals are accountable to the superintendent.

Sample Indicators of Success:

- Consistency within the school with respect to instruction, use of data, and expectations
- Intentional development of teacher leadership/leveraging of teaching expertise to improve instruction
- Provision of timely, high quality feedback and support to all educators
- Climate indicators suggest strong positive school climate, and where data suggests needs, principal directs improvement efforts related to those needs
- Evidence of support for professional learning and collaboration, including use of meeting time for focus on improving teaching
- Principals invested in staying in their schools to engage in continuous improvement over time (low levels of turnover)

The school feels orderly and welcoming.

Teachers

Purpose: Instructional Development and Delivery

Teachers are responsible for:

- Maintaining a strong, safe and supportive classroom climate that is conducive to learning
- Knowing expectations for student learning, and developing and implementing high-quality opportunities to learn that engage learners and move all students systematically towards ambitious goals
- Maintaining fidelity to supervisory union action plan, and make decisions with consideration for system goals

- Using data to inform teaching and to make teaching responsive to individual needs (personalization), based upon what is best for students (as opposed to adults)

Teachers are accountable to the superintendent.

Sample Indicators of Success:

- Student survey data indicates students feel teachers are invested in their safety and learning
- Students indicate they feel challenged
- Student outcomes suggest continuous improvement and progress towards goals
- Teachers play a leadership role within schools and across schools, sharing expertise and providing mentoring in service of systems goals
- Teachers engage in ongoing professional collaboration around improving teaching and learning, both within schools and across schools in the system, and within grade levels and across grade levels

Teachers are invested in staying in the school and working to make it strong.

Local Councils or Advisory Committees

A building-based council or team operates in an advisory capacity to the principal. It:

- Provides advice to the principal regarding school policies
- Suggests, develops, and supports strategies for partnerships within the community
- Provides advice on ways to improve or maintain a positive climate within the school
- Serves as liaisons between the community and the school

Sample Indicators of Success:

- Parents and community members have structured opportunities to provide feedback to the principal on a range of issues, including school climate and improvement initiatives
- Local councils meet on a regular, scheduled basis with building leaders, as evident in minutes
- There are strong partnerships between the school and the surrounding community
- Community members attend school events

Note: This document is provided for guidance only and does not have the force of law. See the underlying statutes and/or Acts for more detail.

Agenda!

- Welcome and Introductions
- School Board Roles & Responsibilities
 - Statutes
 - Governance
 - Essential Work of Vermont School Boards
- Superintendent Roles & Responsibilities
 - Statutes
 - Management
 - Essential Work of Vermont School Boards

16 V.S.A. § 563. Powers of school boards; form of vote

The school board of a school district, in addition to other duties and authority specifically assigned by law:

1. Shall determine the educational policies of the school district.
2. May take any action that is required for the sound administration of the school district.
3. Shall have the possession, care, control, and management of the property of the school district, subject to the authority vested in the electorate or any school district official.
4. [repealed]
5. Shall keep the school buildings and grounds in good repair, suitably equipped, insured, and in safe and sanitary condition at all times.
6. Shall have discretion to furnish instruction to students who have completed a secondary education and to administer early educational programs.
7. May relocate or discontinue use of a schoolhouse or facility . . .
8. Shall establish and maintain a system for receipt, deposit, disbursement, accounting, control, and reporting procedures . . .
9. Shall establish . . . a system of accounts for the proper control and reporting of school district finances and for stating the annual financial condition of the school district.
10. Shall prepare and distribute . . . a report of the conditions and needs of the district school system . . .
11. Shall prepare and distribute annually a proposed budget for the next school year.
12. Shall employ such persons as may be required to carry out the work of the school district
13. [repealed]
14. Shall provide, at the expense of the district . . . all text books, learning materials, equipment, and supplies.
15. Shall exercise the general powers given to a legislative branch of a municipality.

16. May execute contracts on behalf of the school district . . .
17. [repealed]
18. [repealed]
19. Shall allow any high school student, who meets the academic requirements of the high school, to graduate and receive a diploma in less than four years.
20. Shall establish policies and procedures designed to avoid the appearance of board member conflict of interest.
21. Shall have the authority to engage in short-term borrowing . . .
22. May apply for grants and may accept and expend grants or gifts.
23. May . . . present informational materials to the electorate on any matter to be voted.
24. Shall adopt a policy that . . . will integrate home study students into its schools. . .
25. Shall, if it is a school board of a school district that maintains a secondary school . . .
26. [repealed]
27. Annually, shall inform each secondary student . . .
28. Annually, shall inform students and their parents or guardians of their options for school choice under applicable laws or policy.
29. Shall assign an employee to annually:
 - (A) inform parents of students with life-threatening allergies and life-threatening chronic illnesses of applicable provisions of Section 504 . . .
 - (B) inform appropriate school staff of their responsibilities; and
 - (C) provide necessary training to carry out these responsibilities.
30. May make available school facilities and equipment for specified public purposes . . .
31. . . . may enter into contracts with other school boards to provide joint programs . . .
32. May enter into a contract or contracts with a school offering a distance learning program . . .

Power of the School Board: 16 V.S.A. § 563

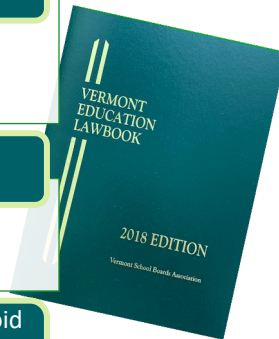
Outlines 32 powers of boards, including

- Determining educational policies (1)
- Assuring sound fiscal management and accountability (8 & 9)
- Preparing and distributing annual budget (11)

Shall exercise the general powers given to a legislative branch of a municipality. (15)

- Open Meeting Law (1 V.S.A. § 310-314)
- Robert's Rules of Order (16 V.S.A. § 554(b))

Shall establish policies and procedures designed to avoid the appearance of board member conflict of interest. (20)



The Role of a District School Board

The school board acts as trustees on behalf of the community to provide oversight of public education, assuring:

High quality education for every student in the district

The public gets good return on its investment

The system operates efficiently, effectively and ethically

**First
&
Last**

The Essential Work of School Boards



Engage the Community
& Establish a Vision



Develop a Budget &
Assure Financial Oversight



Adopt Policy



Monitor Progress



Board & Superintendent
Partnership



Effective & Ethical
Operations

Governance

The board's job is governance.

gov·er·nance | \ 'gə-vər-nən(t)s

the act or process of governing or overseeing the control and direction of something (such as a country or an organization)

gov·ern | \ 'gə-vər-n

to exercise continuous sovereign authority over
especially : to control and direct the making and
administration of policy in

Merriam-Webster

Hire the Superintendent: Lead and Manage the District

The superintendent is the chief executive officer of the district, responsible for all aspects of operations, and for providing educational leadership. (16 V.S.A. § 242)



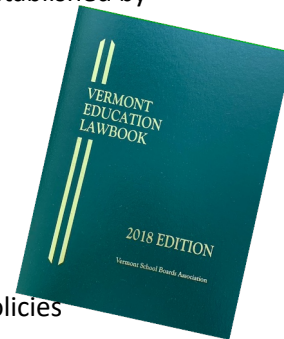
Hire the Superintendent



To lead and manage the district.

Duties of Superintendents (16 V.S.A. § 242)

1. Carry out policies adopted by board...
2. Prepare plans to achieve goals and objectives established by district...
3. (a) Nominate candidate for licensed position...
(b) Select non-licensed employees
(c) Dismiss employees as necessary...
4. (a) Provide data to AOE:
 1. Budget
 2. Financial operations
 3. Financial operations of each district
 (b) Prepare itemized report of SU expenses
5. Work with boards to develop and implement policies regarding class size.
5. Arrange for professional training.
6. Provide general supervision of schools.



Board/Superintendent Partnership

BOARD

- Accountable to voters
- Subject to state laws & regs.
- Adopts performance goals for district
- Approves school continuous improvement plans
- Employs and evaluates superintendent
- Holds superintendent accountable for developing a strategy and work plan
- Reviews and provides feedback to superintendent annually

SUPERINTENDENT

- Accountable to board
- Subject to state laws & regs.
- Provides operational oversight of the district
- Maintains focus on board's vision; develops work plan to achieve the vision
- Ensures quality of education
- Manages services, programs, and resources through implementation of work plan and budget
- Makes day-to-day decisions in accordance with board policies
- Employs all non-licensed staff
- Recommends one licensed candidate to board for approval
- Dismisses employees subject to collective bargaining agreement
- Leads development of local assessment system
- Prepares reports enable the school board to evaluate implementation of their vision and progress towards their goals.

Roles: Board, Superintendent, Principal

Board

- Sets clear goals
- Assures good communication between board and administration
- Establishes and monitors clear system for accountability

Superintendent

- Chief Executive Officer
 - Operations
 - Educational Leadership
- Accountable to Supervisory Union and District Boards

Principal

- Instructional Leadership & day-to-day school operations
- Relies on Supervisory Union action plan, priorities, and initiatives
- Accountable to Superintendent

Boards assure schools are well run - they do not run them

Chain of Command: Board, Superintendent, Principal

Board: Vision, Policy, Resources, Accountability



Superintendent: Systems Leader and CEO for the district, accountable to SU and District boards



Principal: Educational Leader for school, accountable to the superintendent

VERMONT
SCHOOL
BOARDS
ASSOCIATION

Susan Holson
Director of Education Services
sholson@vtvsba.org

www.vtvsba.org
800-244-8722 802-223-3580

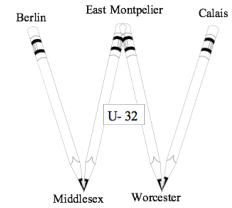


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Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Retreat Minutes - Approved September 12, 2020

Board Members Present: Flor Diaz-Smith, Stephen Looke, Jonathan Goddard, Karoline May, Kari Bradley, Lindy Johnson, Scott Thompson, Diane Nichols-Flemings, Jaiel Pulskamp, Chris McVeigh, Jonas Eno-Van Fleet via phone

Administrators: Superintendent Bryan Olkowski

Guests: Corrine Stridsberg, Consultant Nick Fischer

1. Call to Order: The retreat started at 8:45.
2. **Guidelines for Participants:** Nick Fischer asked board members to share one thing about yourself that you think people don't know but you would like them to know. Nick reviewed the guidelines for participants.
 - 2.1. Put away cellphones.
 - 2.2. Go hard on the issues, soft on the people.
 - 2.3. State your interests and priorities.
 - 2.4. Try to listen actively.
 - 2.5. Outcome: Norms.Nick suggested that at the end of this meeting board members should:
 - Be clear about what each other thinks about what are your concerns coming into the school years
 - Be clear about what your priorities are for this school year.
 - Be clear about what you know now and what you want to do about next steps.
3. Focal Issues
 - 3.1. What problems do you consider most in need of solution in order for the new Washington Central Unified Union School District to operate effectively over the medium to long term?Each board member shared their top priorities for the district for this school year. The common themes were:
 - Educational Quality
 - Equity
 - Accountability
 - Impact the pandemic
 - How do we govern and communicate?

- Effective Learning
- Safety
- Budget
- Mental Health/Trauma
- Agree on what we can do.
- Institution Building
- Listening to the voiceless
- Childcare
- Long term planning
- Student achievement

3.2. What are your priorities for the school year 2020-2021? Focus on the priorities for your this year. If you come up with the plan. How we are getting there? Nick explained that the board should review goals regularly and evaluate them. From the list of common themes above the board suggested the priorities of their focus and then voted each member chose their top three.

- Building the Board as a governance group (**10**)
- Improving Student Achievement, Curriculum Audit/Discussing learning at every meeting (**12**)
- Addressing Safety & COVID (**6**)
- Budget Concerns/New Business Manager (**5**)
- Community Engagement/Relationships (**6**)

3.3. Outcome: Goals: The board started prioritizing the goals they wanted to focus on and what are the items that they feel need to be focused on. Due to time running out, the board only made it part way through the Student Achievement Goals discussion.

1. Building Board Governance

- Meetings end on time, create professional learning organization, Meeting Norms
- Shared managing of the budget process and the Boards role.
- Criteria/clarity of the superintendent evaluation/process.
- Defined agenda setting process.
- Plan in place to address difficult items.
- Maintain membership
- Greater Diversity
- Blueprint of how we want to operate. (Use Dr. Rice book)/trust
- What can the board do/change/the boundaries? Have any changed? Did we lose anything?
- Program/school updates (collecting feedback)
- First meeting –addresses one thing, second meeting-addresses others.
- Board Accountability-Communication
- Goals aligned district wide
- Building teams
- Decision/Timeframe work
- Public comments/on Agenda
- Board Calendar
- Student Voice
- Reduce the size of our board /Representation

2. Student Achievement

- Instructional Audit/Curriculum Audit
- Measuring Life skills

- Measuring Social & Emotional health
 - Focus on the achievement gap
 - Closing the achievement and opportunity gap.
 - Measurable goals and what are we going to do about them?
4. Where are the areas of common ground among board members?
 - 4.1. Outcome: Values.
 5. Wrap-up
 - 5.1. What was done in the workshop? The board members realized the commonalities they have in the direction the board would like to go. The board recognizes the priorities for the year. The board will work to clearly define 3 priorities. The board defined goals and brainstormed pretty long lists items and recognize that they have a lot of work to do. The board is moving more towards coherence. Things still seems mushy and they need to work on closing the achievement gap.
 - 5.2. What are the next steps?

The board talked about what structure works for defining the goals and what outcome are they looking for from each meeting. There was question about if the board can draft the goals and outcomes on their own or have someone from the outside involved.
 6. Adjourn: The meeting adjourned at 1:57.

Respectfully submitted,
Michelle Ksepka

Board Governance Goals

Adopted 10.7.20

1. The school board will develop a superintendent job description by December 2020 and complete the superintendent evaluation by December 2020.
2. The school board will formalize board roles and operations by completing the following:
 - Create a board norms document by November 18, 2020
 - Create a board roles description by _____
 - Have board members complete board training (would include communication with teachers and community members).
3. The school board will conduct a needs assessment to evaluate district's progress toward focusing on learning as a unified district.

Student Achievement Goal

Approved by the Board on 10.21.2020

1. Establish a board process for review and analysis of student achievement of our Student Learning Outcomes.
2. Develop a district-wide strategic plan incorporating input to improve learning for all students that reflects the values of our community.