

**COMMUNITY HIGH SCHOOL OF VERMONT
FACULTY MEETING MINUTES
February 26, 2009
Langevin House, VTC
Randolph, VT**

PRESENT: Charity Baker, Cara Berryman, Dennis Bonanza, Jim Candon, Al Clark, Wade Cole, Sheila Commo, Anne Cote, John Cross, Laurette Cross, Pauline Dwyer, Jenny Estey, Jerry Fortin, Alan Frost, Barb Hagen, Mike Jenzen, Dan King, Mary Koen, Sue Kuzma, Mark Lather, Dana Lesperance, Tod Lessard, John Long, Nikki Marabella, Eric Marchese, Mary McCallum, Mo McIntyre, Katherine Miller, Maryanne Murphy, Mary Nelson, Broni Plucas Mary Poulos, Gene Rembisz, Bob Salzman, Len Schmidt, Bobbi Shutts, Angie Stewart, Bill Storz, Sharon Strange, Dave Strong, Claire Swaha, Peter VanWageningen, Tom Woods

ABSENT: Jeff Cassarino, Kathi Cassidy, Chris Cosgrove, Audrey Irons, Paul Major, Wilhelmina Picard, Scott Tomlinson, Bob Walsh

Special Guest: Burt Senning, Vermont Offender Work Program

Jim called the meeting to order at 9:30 a.m.

Approval of December and January Meeting Minutes

Dave Strong made a motion to accept the meeting minutes from December and January. Mary Nelson seconded the motion.

There was a question from the January minutes about the spending plan spreadsheet and whether the projected spending was until June 20th as indicated in the minutes or if that date should be earlier. Mo indicated that the date should be May 15th. The minutes will be changed to reflect the correct date.

The motion to accept the minutes for December and January was approved with the above changes.

Campus Reports

The White River/Hartford P & P Campus will be holding its last graduation tonight. The campus will be closing next week.

The Burlington P & P Campus will be holding a graduation on March 20th at 1 p.m. It will be held at a local art gallery in Burlington overlooking Lake Champlain.

The Northeast Regional Campus had a Vermont Humanities class about the Civil War. The class included a guest who performed a one-man play on Abraham Lincoln. It was well received and highly recommended.

Northern State Campus had a graduation in early February. It was well attended by corrections staff.

Mary Nelson shared a success story about a former student who is now living in New York. He has been out for about four months. Upon leaving the facility he had a job within five days, has his own place, is seeing his son and has got his license back.

Northwest State Campus has been receiving letters from students who have been moved to other facilities. There has been a lot of positive feedback from the students.

The Barre P & P Campus just finished a Cooking for Life class with a chef from a local restaurant.

The Rutland P & P Campus is also providing a Cooking for Life class. The students in Rutland are providing snacks for the local Boys & Girls Club. A local restaurant is joining the program. This will enable the program to be expanded.

The students at Southern State are creating blueprints in a Blueprint for Construction class. Mark Lather at Southeast State assisted by providing cut pieces of wood for the house blueprints.

Also at Southern State, actors from a local playhouse came and taught a six-week script writing and acting class. The students ended the class with a performance. The students loved it so much that they have continued a small writing group.

Four students will be graduating in March from the St. Albans P & P Campus.

Sue Kuzma is moving from the White River area to Newport and will be joining the faculty at Northern State when the White River campus closes next week.

Special Education – Mary Koen

The number of students coming to CHSVT eligible for special education services has been declining. One of the reasons could be that an increasing number of U-23 students are coming in to the school having already earned their high school diploma. It is also possible that fewer students are being evaluated for special education eligibility in the public schools. Only 40 - 45 percent of newly enrolled students were previously eligible for special education. Students found eligible for special education need to be re-evaluated every three years.

Special education eligibility is determined by an evaluation that shows a student has a disability(ies), and that the disability(ies) adversely affects educational performance, and the student requires specially designed instruction to be successful. Once a disability(ies) has been determined, the education team must describe how the student's disability(ies) affects the student's involvement and progress in the general education curriculum and must establish a direct relationship between the disability conditions and adverse effect on educational performance in one or more basic skills areas. One indicator of an adverse effect on educational performance is if the presenting problem or behaviors have not been responsive to general education interventions. This may require specially designed instruction.

Specially designed instruction (SDI) means organized and planned instructional activities which adapt, as appropriate, to the needs of eligible students, the content, methodology, or delivery of instruction, to address the unique needs that result from the disability(ies) and to ensure access to the general curriculum so that the student can meet educational standards of the school district. SDI does not include individual accommodations within general education that alone would be sufficient

and effective, and it must be provided by an appropriately qualified special education certified staff or designed and supervised by this staff. SDI could include adapting content, method or delivery of instruction of curriculum materials to meet the student's unique disability-related needs, and to ensure access to the general education curriculum. An IEP (individualized educational plan) is developed and includes eligibility for special education and the need for SDI, a plan for appropriate services to support the disability(ies) and placement in the least restrictive environment (LRE) that will allow for success.

As part of the general education curriculum at CHSVT, the following supports are available at each campus: small group instruction, individually designed plans leading to the attainment of a high school diploma, basic skills instruction in reading, writing, and math at a variety of levels, multi-level instruction in content area and vocational classes, behavioral and incentive plans to support student attendance, assignments and classes tailored to student interests and strengths, access to guidance and accommodations from faculty, problem solving and sharing of expertise among site teams to build student success and at some sites, referrals to mental health staff and caseworkers.

WRAT and TABE tests were administered to 148 students. 77 students received a reading score at or below 85 and 136 students received a math score that was at or below 85. Pre-tests need to be administered to a student who's WRAT score is below 85. More pre and post tests need to be administered in order to follow the students' progress.

Vermont Offender Work Program – Burt Senning

Burt spoke briefly about the Workforce Development grant that was issued in 2003 and the positive impact it had on VOWP and CHSVT.

Habits of Mind – Dana Lesperance

Dana shared the results of the program evaluation completed after the Habits of Mind curriculum was introduced to facility staff. Most staff members felt that their relationships with co-workers and inmates improved, job satisfaction increased, attitudes became better, perceived support from other staff and administration improved as did their assessment of their effectiveness at work. The largest impact appears to have been the staff's ability to communicate effectively with others, especially inmates.

Habits of Mind will soon be offered at all CHSVT campuses. Every faculty member will be trained in HOM and all new DOC staff will be trained at the academy. There is a possibility of a HOM website to share ideas, success stories, etc. Posters and pads of paper are available with the 16 HOMs listed on them.

The Northlands Job Corps Center has a new director. Regular task force meetings are up and running and the school is at 100 percent capacity with 23 percent of those students from Vermont. The center would like to see at least 50 percent of those students from Vermont by the end of the year. Job Corps is a residential career technical training and education program for students ages 16-24.

Committees

Technology Committee – Charity Baker

Surge protectors were handed out for each campus and computer. New student computers should remain in their original boxes until Alan comes to install them. An RM White Board training seminar will be held March 25th. If you are interested in attending you must get your registration and professional development forms in to Mo.

Charity will send information detailing the procedures that need to be followed for disposal of surplus electronics.

Northern State is hosting Internet Researcher training Thursday, April 9th. The training is limited to 15 people. Information will be sent soon.

Al Clark presented a training on 21st Century Skills. After the presentation the staff broke into groups to share ideas as to how CHSVT teaches 21st Century Skills in the classroom.

Framework for 21st Century Learning



The framework presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.

The Partnership's framework for learning in the 21st century is based on the essential skills that our children need to succeed as citizens and workers in the 21st century. The Partnership has identified six key elements of a 21st century education, which are described below.

1. Core Subjects. The No Child Left Behind Act of 2001, which reauthorizes the Elementary and Secondary Education Act of 1965, identifies the core subjects as English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography.

2. 21st Century Content. Several significant, emerging content areas are critical to success in communities and workplaces. These content areas typically are not emphasized in schools today:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness

3. Learning and Thinking Skills. As much as students need to learn academic content, they also need to know how to keep learning — and make effective and innovative use of what they know — throughout their lives. Learning and Thinking Skills are comprised of:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

4. ICT Literacy. Information and communications technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in support of 21st century teaching and learning

5. Life Skills. Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically and broadly. Life skills include:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

6. 21st Century Assessments. Authentic 21st century assessments are the essential foundation of a 21st century education. Assessments must measure all five results that matter — core subjects; 21st century content; learning skills; ICT literacy; and life skills. To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. Standardized tests alone can measure only a few of the important skills and knowledge students should learn. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success.

Curriculum Committee – Katherine Miller

There are currently two positions open on the committee. The committee currently consists of Cara, Mark, Len, Sue and Katherine.

John Cross nominated Laurette Cross. Claire seconded it. Laurette declined the nomination.

Mo McIntyre nominated Maryanne Murphy. Maryanne declined the nomination.

Dave Strong nominated Wade Cole. Pauline seconded it.

Mo McIntyre nominated Bill Storz. Mary Koen seconded it.

John Cross requested that nominations close. Wade Cole seconded it.

After a brief discussion it was decided that Wade would be elected to the committee. The current list of committees and their members will be sent from central office.

Policy Committee – Tom Woods

The committee submitted to the administration the following recommendations:

1. Recommended that education files sent to c.o. shall have a printed transfer slip attached. This would be an amendment to page 47, line 381 of the policy manual.
2. Recommended a proposed method for awarding credit for prior learning.

The committee also discussed the possibility of a workplace readiness program and adding an endorsement on diplomas with the completion of certifications.

Beryle Gardner Committee – Cara Berryman

The student application process has been tweaked a bit. Applications will now be accepted all year long and awards will be issued twice a year with two final deadlines of May 1st and November 1st.

The committee is looking for one more member. Elections will be held at next month's faculty meeting.

U-23 Graduates for OOS:

The discussion was tabled due to lack of time. There is a local advisory board member concerned that graduates are being shipped out of state as soon as they receive their diplomas. This advisory board member is looking for feedback from the faculty.

Annual Report Nominations:

Mary Poulos nominated Ester Doran to be dedicated in the next annual report. Ester was a local advisory board member on the Chittenden board and was an integral part of the formation of CHSVT with Beryle Gardner. Nominations will be accepted until May.

Business Office - Mo

On January 18th, Angie Stewart was moved into Barb Hagen's correctional instructor position at Northwest. Angie has been working toward endorsement in special education and now has a provisional special education license. She will be providing a dual role at Northwest as a correctional instructor and a special educator.

Last May Barb agreed to cover special education in the Northwest region as we were unable to recruit qualified candidates to fill the vacancy left by Wilhelmina. Barb will now be moving into one of the vacant instructor positions and will be focusing on horticulture, culinary and ServSafe. Her home base will be out of the Burlington P & P Campus but she will be working primarily at Northwest and Windsor and some time in Springfield.

Due to low enrollment and attendance at the White River/Hartford Campus, a decision was made to close the campus. Sue Kuzma was asked to transfer to the Newport facility as this facility has been working with a vacancy and the U-22 population has increased and the overall population will soon increase by another 50 beds. Also, plans are in the works for a street campus in Newport.

Mary Poulos has also been working toward her special education endorsement, through the Higher Education Collaborative, and has recently received a provisional special education license. She was asked to transfer to one of the vacant special education positions and will provide special education in Burlington and in Barre.

Tom Woods has served a dual role for quite some time as a correctional instructor and a special educator. He has been asked to provide special education services full time and will be working at all three St. Johnsbury campuses.

Nikki Marabella has also received her special education endorsement and a provisional license. Nikki will be moving from a Vocational Coordinator position to a vacant instructor position and will be providing services through Title I, regular education and will serve the St. Albans street campus as the special educator.

There is currently a special education vacancy in the south/southeast region. The plan is to only fill one of these positions and the one person will cover both Windsor and Springfield. We will be

contracting for special education services through the fiscal year to assure that CHSVT is in compliance. Lisa Harrington has agreed to fill this contract until the end of the fiscal year.

The RFR process has begun to change the Correctional Instructor position vacated by Richard Anderson to a Vocational Coordinator position to work at the Newport facility. Presently there we only have one Vocational Instructor in Newport but the need is really for two. The process may take anywhere from two to six months to complete.

Because we are funded through a formula generated by student hours, Wilhelmina has said she expects everyone to teach 80 percent of their day. For campuses who are not self sustaining, the effort needs to be made to increase student hours.

Everyone should have received their retroactive upgrade pay by now. Let Mo know if this is not the case. Next year, 2010, will be another frugal year. The upgrade from twenty-one to twenty-two for instructors and the upgrade from twenty to twenty-one for coordinators adds an additional \$140,000 to the salary base.

Curriculum Committee – Jim Candon

A copy of the Curriculum Manual was sent via email to all faculty for feedback. Only minor grammatical changes were found.

Barb Hagen made a motion to adopt the Curriculum Manual with the minor changes. Len Schmidt seconded the motion. The motion was approved.

The meeting adjourned at 2:00 p.m. after which a VSEA representative was present to answer any questions about potential job cuts and employee rights.

Respectfully Submitted,

Sheila Commo