

TACONIC & GREEN REGIONAL SCHOOL DISTRICT

**BRSU
BRSU UPSTAIRS TRAINING ROOM
SUNDERLAND, VT**

FRIDAY, SEPTEMBER 8, 2017

8:00 AM

AGENDA

1. Call to Order
2. Public Comment
3. Recommendation to Approve Minutes
 - a. Taconic & Green RSD - Regular Meeting - Jul 18, 2017 6:30 PM
4. District Work
 - a. Action - Establish Operationing Norms
 - b. Action - Side by Side with the Mettawee School District
 - c. Discussion - Review of Roles and Responsibilities
5. Presentation on Policy Governance - Dr. Dan French
6. District Work
 - a. Discussion - Visioning
 - b. Action - Establish Annual Board Goals
 - c. Action - Code of Ethics
 - d. Discussion - Board Self-Assessment Tool
7. Other Business
8. Next Meeting Dates
 - a. Sept. 6, 2017 - Policy Committee Meeting - BRSU
 - b. Sept. 19, 2017 - 6:30pm - Currier School
9. Adjournment

TACONIC & GREEN REGIONAL SCHOOL DISTRICT

TUESDAY, JULY 18, 2017

MINUTES

1. Call to Order at 6:35pm by Herb Ogden

PRESENT: Jim Salsgiver, Jeff Cleary, Richard Dale, Herb Ogden, Jay Ouellette, Melanie Virgilio, Debra Lyneis, Jessica Watson, David Chandler, Joe Hoffman, Jackie Wilson

ABSENT: Lauralee Van Ommen Kloeke, Mark Kaplan, Georgeanne Bonifanti

2. Public Comment

Board members talked about protocol for handling public comment during meetings. Board members expressed that they value public comment and would feel comfortable with the board chair using his discretion about allowing public comment during meetings. Mr. Ogden stated that he plans to offer ten minutes public comment at the beginning and end of each meeting and tell the public at the beginning that they may ask to speak about an item when the board discusses it but that permission is not guaranteed.

3. Recommendation to Approve Minutes - June 6, 2017

RESULT:	ACCEPTED [UNANIMOUS]
MOVER:	Richard Dale
SECONDER:	Jim Salsgiver

4. Report of the Superintendent

a. Motion to establish a policy committee

Superintendent Wilson recommended establishing a Policy Committee that will help inform this board. This committee will be very important this first year, as there is a whole slate of policies to address. Policy committee members would meet before the September 19 meeting, and would determine which policies are "hot topic policies" and/or are time sensitive. They would receive feedback from the board and make any necessary revisions. By October 3, they would have the revised policies ready for the board to review. Policy Committee representatives: Melanie Virgilio, Jessica Watson, Jim Salsgiver, Dick Dale, Herb Ogden.

RESULT:	APPROVED [UNANIMOUS]
MOVER:	Jay Ouellette
SECONDER:	Melanie Virgilio

b. Motion to establish an Equity Committee

Superintendent Wilson also recommended the formation of an equity committee. This would be a longer term committee that would work to inform the board about the programs and opportunities at all of our schools. They would be seeking to answer questions such as "Where we have gaps?" "Where might we expand opportunities?" "How might we address the inequities that exist?" "What barriers exist?" They would make recommendations to the board, especially regarding budget. This work will be slower to start, but the group would probably begin to make recommendations by next year. Equity Committee Representatives: Debra Lyneis, Jay Ouellette, David Chandler, Melanie Virgilio.

RESULT:	APPROVED [UNANIMOUS]
MOVER:	Jay Ouellette
SECONDER:	Melanie Virgilio

c. Motion to form a finance committee

Discussion- Formation of a Finance Committee- Superintendent Wilson is considering establishing a finance committee, but feels that all board members need to be involved in this work. Board members spoke about the value of this committee.

MOTION to form a finance committee. Mover: Jeff Cleary. Second: Jim Salsgiver. Discussion. Sup't Wilson expressed that she would wish to talk with Sue Wilborn about role of finance committee and what would be most helpful. The board shared thoughts about what they felt was important about having this committee. Mr. Ogden stated for the record that "In the first year, the finance committee would not be responsible for creating the budget." VOTE: Aye 4 (Cleary, Salsgiver, Watson, Dale); Nay 3 (Ouellette, Lyneis, Hoffman); Abstain 3 (Virgilio, Ogden, Chandler).

MOTION to reconsider the vote to establish finance committee. Mover: Dick Dale. Second: Jim Salsgiver. Discussion: Board members expressed reservations about forming this committee (e.g. some issues may be policy matters more than finance committee matters). VOTE: passed, with opposition.

MOTION to table the issue. Mover: Dick Dale. Second: Jim Salsgiver. Sup't Wilson stated that she would recommend establishing a finance committee as the need arises. VOTE: Passed, with opposition.

d. Motion to approve the Work Plan Draft as presented

Sup't Wilson walked the board through the draft of the work plan, which she created with Sue Wilborn and Randi Kulis. In the draft she suggests that principals attend board meetings once a month. They would submit a written principal's report (not oral). When there are issues that pertain to principals, they would join in discussions. She will be meeting with principals and is planning to suggest spotlighting a different school each month. She encouraged board members to attend the August 23rd carousel meeting, at which principals would be sharing their continuous improvement plans.

Discussion- Mr. Cleary asked about whether we would need a staff negotiations committee. Sup't Wilson responded that she would address this at the October meeting.

RESULT:	APPROVED [UNANIMOUS]
MOVER:	Melanie Virgilio
SECONDER:	Jeff Cleary

e. Discussion - Grant Budget

Sup't Wilson shared the grant budget with the board (see packet for expenditures). She pointed out that we would be hiring a building and grounds coordinator as well as a transportation coordinator and transportation support person.

f. Discussion - September 8 Board Retreat

September 8 Board Retreat 8:00-3:30. Location TBD. Board members expressed interest in including a basic budget overview. Sup't Wilson said that she could pull this information together for the retreat.

g. Discussion - School Visits: September through March

Sup't Wilson will be putting together a schedule to visit schools when students are present. Principals will be available to give tours at each building. All schools would be visited over the course of the year.

h. Discussion - Role of Principals at meetings

As discussed above

i. Distribution - Meeting Schedule with locations

j. Distribution - Agenda Posting Locations

5. Board Informational Updates

Ms. Lyneis corrected her email address: dlyneis.red@myfairpoint.net

Sup't Wilson will have binders for those who would like them. Please let her know if you would like a binder, if you have not already done so. Mr. Dale asked to include each of the school's Wifi passwords in the binder.

6. Next Meeting Date: August 23, 2017 - 5pm Carousel mtg - FBS

7. Adjournment at 8:35pm

Respectfully Submitted,
Sonja Thorley

**Taconic & Green Regional School District**

c/o BRSU
Sunderland, VT 05250

Meeting: 09/08/17 08:00 AM
Department: Taconic & Green RSD
Category: Information
Prepared By: Celeste Keel
Initiator: Jackie Wilson
Sponsors:
DOC ID: 3387

SCHEDULED**AGENDA ITEM (ID # 3387)****Action - Side by Side with the Mettawee School District**

I'm recommending that the Taconic & Green Regional School District serve as a side in a Side-By-Side Merger with the Mettawee School District. By serving in this capacity, the merging Mettawee School District will be eligible for the same tax incentives as the Taconic and Green District will realize as a newly merged district.

The only requirements in this Side-By-Side arrangement are:

- 1) both districts must go live on the same date (July 1, 2018,) and
- 2) both districts must be in the same Supervisory Union.

Once the Taconic and Green Regional School District approves serving as a side, they will be named in the Mettawee School District Merger Study and the chair will sign a letter verifying T&G's agreement to serve in this capacity. No other action will be needed.



Taconic & Green Regional School District

c/o BRSU
Sunderland, VT 05250

Meeting: 09/08/17 08:00 AM
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SCHEDULED

AGENDA ITEM (ID # 3386)

Discussion - Review of Roles and Responsibilities

See attached.

Superintendent

Overview

Perhaps the most important decision a board makes is to hire a qualified superintendent to lead and manage education throughout the district or supervisory union. Boards provide oversight; they do not manage day-to-day operations of the school system. Vermont law designates the superintendent as the chief executive officer for the supervisory union/district. As the CEO, the superintendent is accountable for the operations of the entire school system.

To employ a well qualified and capable superintendent, a board needs to be in a position to assure mutual accountability between the Board and the superintendent. The Board is accountable to provide clear direction and set priorities for the superintendent. The superintendent is then accountable to deliver on the priorities of the Board.

** Adapted from Essential Work of Vermont School Boards, VSBA, p.27*

Roles and Responsibilities of the Board and Superintendent Relationship

The Board

1. Is accountable to voters, and subject to the laws and regulations of the state.
2. Adopts performance goals for the district, approves school continuous improvement plans, and reviews regular performance reports as provided by Superintendent.
3. Employs and evaluates the Superintendent.
4. Holds the Superintendent accountable for developing a strategy and education work plan to achieve District or SU goals.
5. Reviews and provides feedback to Superintendent on an annual basis.

The Superintendent

1. A) Is accountable to the school board and to the state for operating within statute and regulations.
B) Provides operational oversight of the school district.
2. A) Maintains focus on the Board's vision, and develops an education work plan to achieve the vision.
B) Ensures quality of education and equity of opportunities within the system.
C) Manages services, programs and resources through the implementation of the school board's annual district education plan and budget.
D) Makes day-to-day decisions consistent with the policies set by the school board, and within statute and state regulations.
3. A) Employs all non-licensed staff
B) Recommends one licensed candidate to the Board for review and approval
C) Dismisses employees subject to collective bargaining agreement.
4. Leads the development of 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.
5. Prepares 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 their vision and progress towards their goals.

Policy – Board/Superintendent Relationship

The School Board establishes policy and governs through the policy it creates. The Superintendent manages all operations of the school system in accordance with School Board policies.

The Board recognizes and values the Superintendent's experience and expertise in instructional and administrative matters. The Superintendent recognizes and values the Board's experience in issues related to the _____ School District (/Supervisory Union) and the Board's connections and responsibilities to the community it represents.

The Superintendent and the Board members respect the confidentiality of communication in both directions and work toward open communication and trust. The Superintendent works only for the Board as a whole, not for any individual member. Only decisions of the Board acting as a body are binding on the Superintendent.

Board members work directly with the Superintendent and central office staff, so long as such communication is clearly not giving direction or suggesting a course of action that staff perceives as direction. When presented with citizen concerns, Board members refer them to appropriate levels of authority, in accordance with the district's policy on complaints.

The Board directs the Superintendent through written policies that prescribe the results the Board wants to achieve. The Board is realistic in setting expectations about what can be accomplished, given the school district's (/supervisory union's) available resources. The Superintendent is accountable to the Board for the performance of staff.

Annually, the Board evaluates the Superintendent's performance. The Superintendent is accountable to the School Board for the achievement of the Board's goals. The Board is responsible for clearly setting forth and communicating its expectations before evaluation takes place. The Board will evaluate the Superintendent's job performance in a way that is systematic, fair, and effective.

Self Assessment – Board-Superintendent Relationship

	Fully Achieved	Mostly Achieved	Partially Achieved	Beginning to Achieve	Don't know/ unsure
The Board has set clear performance goals for the District/SU.					
The Board has clearly communicated annual performance goals for the superintendent.					
The Board holds the superintendent accountable for developing a strategy and work plan to achieve District or SU goals.					
The Board evaluates the superintendent's performance on an annual basis.					
The Board receives regular reports that enable the Board to evaluate implementation of its vision and progress towards its goals.					



Taconic & Green Regional School District

c/o BRSU
Sunderland, VT 05250

Meeting: 09/08/17 08:00 AM
Department: Taconic & Green RSD
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Prepared By: Celeste Keel
Initiator: Jackie Wilson
Sponsors:
DOC ID: 3384

SCHEDULED

AGENDA ITEM (ID # 3384)

Action - Code of Ethics

See attached

CODE OF ETHICS FOR VERMONT SCHOOL BOARD MEMBERS

As a member of my local school board, I will remember that my primary concerns must be the educational welfare of the students in my district and excellent return on investment for taxpayers. I agree to conduct myself in accordance with the following commitments. I will:

Act within the scope of my official role:

- Recognize that a board member's responsibility is to see that schools are well run, but not to run them
- Act only as a member of the board and not assume any individual authority when the board is not in session, unless otherwise directed by the board
- Give no directives, as an individual board member, to any school administrator or employee, publicly or privately
- Avoid making commitments that may compromise the decision-making ability of the board or administrators

Uphold the highest ethical standards:

- Not receive anything of value, by contract or otherwise, from the school district or supervisory union unless it is received:
 - as a result of a contract accepted after a public bid
 - in public recognition of service or achievement
 - as a board stipend reimbursement or expense allowed by law for official duties performed as a member of such board;
- Not solicit or receive directly or indirectly any gift or compensation in return for making a recommendation or casting a vote;
- Agree to recuse and remove myself from board deliberation and votes when necessary to avoid the appearance of conflict of interest;
- Not agree to the hiring of a superintendent, principal, or teacher already under contract with another school district unless assurance is first secured from the proper authority that the person can be released from his or her contract.

Respect my peers, my constituents, and confidentiality considerations:

- Voice opinions respectfully and treat with respect other board members, administrators, school staff, and members of the public;
- Maintain confidentiality of information and discussion conducted in executive session and uphold applicable laws with respect to the confidentiality of student and employee information;
- Attend all regularly scheduled board meetings insofar as possible.

I agree to abide by the principles outlined in this Code of Ethics and will do everything in my power to work as a productive member of the leadership team.

Signature

Date



Taconic & Green Regional School District

c/o BRSU
Sunderland, VT 05250

Meeting: 09/08/17 08:00 AM
Department: Taconic & Green RSD
Category: Information
Prepared By: Celeste Keel
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SCHEDULED

AGENDA ITEM (ID # 3385)

Discussion - Board Self-Assessment Tool

See attached

School Board Self-Assessment Survey

The following survey covers the roles and responsibilities identified in The Essential Work of School Boards. It is available for your use as a board. The VSBA can help you make use of this assessment by compiling the results and sharing the trends with the board and administrators at a board work session. The information will help the board assess its effectiveness, identify priorities, and create short and long-term goals for the leadership team.

Create a vision for education in the community.		Agree	Agree Strongly	Disagree	Disagree Strongly
1.	The Board regularly discusses where the district should be headed 3-5 years into the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The Board engages the community when establishing the future vision of the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The vision is focused on what we want for our children. It is written in terms of expected results for student learning rather than activities the district will engage in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The vision is far reaching, not limited by the walls of the school or the borders of the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Establish policy parameters.		Agree	Agree Strongly	Disagree	Disagree Strongly
5.	The Board adopts and follows policies to ensure that school resources are used appropriately and effectively to meet district goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	There is a process for soliciting and responding to input from staff and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The board delegates responsibility for implementing policy to the administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The board has developed an ongoing system to review and update all policies every three to five years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Work with the superintendent to provide educational leadership and to manage the district to achieve the vision.		Agree	Agree Strongly	Disagree	Disagree Strongly
9.	The board has established an excellent working relationship with the superintendent (either directly or through the SU Board).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The board has established clear priorities and goals with/for the superintendent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The board annually evaluates the superintendent's performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Monitor progress toward the vision.		Agree	Agree Strongly	Disagree	Disagree Strongly
Assure accountability for results.		Agree	Agree Strongly	Disagree	Disagree Strongly
12.	The board regularly evaluates progress toward meeting established school goals specific to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.	The board regularly evaluates progress toward meeting established school goals specific to systems operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The board regularly evaluates its performance in meeting established board goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The board ensures adherence to policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Develop, adopt, and monitor a budget to support the vision and assure strong oversight of district finances.

		Agree	Agree Strongly	Disagree	Disagree Strongly
16.	The board develops a budget that focuses on programmatic priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	The board develops broad budget parameters and expects the administration to create the line item details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	The board engages the community in setting budget priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	The board is attentive to the district's ability to pay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	The board assures that internal controls are in place to protect public funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	The board carefully monitors expenditure reports and assures the administration is addressing issues with revenue and expenditures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Engage the community in supporting the education of students.

		Agree	Agree Strongly	Disagree	Disagree Strongly
22.	The board engages the community meaningfully in understanding changes in the education system needed for the 21 st century.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	The board keeps the community informed of district performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	The annual school budget passes on the first try.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meet legal responsibilities

		Agree	Agree Strongly	Disagree	Disagree Strongly
25.	The board stays out of staff and student issues which may result in quasi-judicial hearings before the board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	The board handles quasi-judicial hearings in a fair and orderly fashion and arrives at clear, fair conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	The board handles collective bargaining responsibilities effectively, seeking to find the proper balance between assuring a highly qualified and motivated workforce, and recognizing the local taxpayer ability to pay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Operating Legally and Ethically

		Agree	Agree Strongly	Disagree	Disagree Strongly
28.	The board adopts and has signed a Code of Conduct that outlines expectations and commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Board members respect the fact that they have no official power outside of the actions of the full board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30.	The board adheres to the open meeting law and carefully follows statutory guidelines for executive session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Board members are respectful to other board members, administrators, staff, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Operating Effectively</i>		Agree	Agree Strongly	Disagree	Disagree Strongly
32.	Board members have the information needed to make informed decisions and understand their potential impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Regular board meetings are efficient and generally last no more than 2-3 hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Once a board decision is made, dissenting board members respect the board's decision even if they continue to disagree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Board members annually participate in board development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Board members understand that they are community trustees to assure quality education and that taxpayers get a great return on investment, and that they are not the operators of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

