

NOT FINAL UNTIL APPROVED BY THE BOARD

**BURLINGTON BOARD OF SCHOOL COMMISSIONERS
CURRICULUM COMMITTEE MINUTES**

February 14, 2017

Room C-2, Hunt Middle School

Attending Board Members: Committee Chair Susanmarie Harrington; Lauren Berrizbeita

Other Board: Kathy Olwell

Administration: Stephanie Phillips (Senior Director of Curriculum)

1. The meeting was called to order at 5:47 p.m.
2. Approval of Agenda: Unanimous
3. Public Comment: None
4. Update on Partnership for Change Work: Hal Colston

3.2 million from Nellie Mae for Partnership for Change, split about 60/40 with Winooski. Partnership for Change work has addressed five levers for change:

- Personalized Proficiency Based Learning
- Community Based Learning
- Teaching and Learning Environments
- Youth Engaged Leadership
- Family School Partnerships

Supporting faculty involvement: Faculty fellows (5 per year) did research; went into the field to learn about school change; focused on helping district move to personalized proficiency based learning. Second year fellows started implementing prototypes. Out of that came the [BHS \(and Winooski High School\) graduate expectations](#), formed from a process that included community and neighborhood meetings, co-facilitated by adult and a student. Next phase of work focused on making sure that the *district* realized that it was the partner. The fellows program ended, replaced by Partner Teacher program, which could involve more people. 11 BHS teachers began experimenting with what proficiency-based learning would look like. The Partner Teacher program is now in its 3rd year. A total of 23 teachers have had space and time to explore

proficiencies. Question for the future: how to provide teachers with space and time to be part of change work?

BHS is now in its second year of the **advisory program**. This was the result of work with Parents and Youth for Change (PYC, also funded by Nellie Mae). PYC uses a community organizing model to identify the support needed for students who are often not well-served. They proposed a meaningful and effective advisory system, with groups of up to 15 students having a relationship with a BHS staff member. Partnership helped support faculty release to help oversee the development of the advisory and a diverse set of teachers, parents and community members helped make a proposal. Two sets of teacher groups worked out the nitty-gritty teachers. Nadia Bech-Conger has overseen the rollout of the advisory program.

Student-Centered Learning: Partnership supported the development of a student seminar on student-led change. Field visits helped identify other models. Hanover High School (NH) has had a long-running [site council](#) that is half students, half adults. Pittsfield (NH) Middle High School has a [newer site council](#).

Parents and Youth for Change also spearheaded the creation of a color-coded report card designed to help New American parents better understand what levels their children are performing at.

Restorative Practices: Partnership has supported move to restorative practices with field trips to New York City and Colorado. Tomorrow, there will be a restorative practices asset inventory session at BHS (facilitated by a former Partnership fellow who is now on the faculty at the [Eagle Rock School](#)). Restorative practices change discipline from something done *to* students to a process done *with* students that acknowledges harm done and creates reparations; also moves to in-school suspension, if suspension is needed, so that students are not separated from their education. The district has signed an MOU with UVM to help us monitor and evaluate our restorative practices model as well as help us identify potential funding sources.

Burlington District Support: Partnership helped support the position analysis for the superintendent hire (which resulted in the hiring of Yaw Obeng); supported a joint board treat with Winooski (emphasis on student-centered learning and policy governance).

The six-year grant is running down; funding has been reduced over time. 2017-18 will be the final year of the grant. The district is actively seeking other funds to support restorative practices. Much of the work that Partnership has done anticipated the state's unfunded mandates for personalized learning plans.

Restorative justice work has been slow; can be difficult to make full use of the working committee if meetings are held during the day.

Presentation ended with a discussion about student-centered learning and demonstration of proficiencies. Committee members had many questions about personalized learning plans. Proficiencies come into play for the class of 2020; personalized learning plans begin with this year's sixth graders and up, starting this year.

5. Planning March Agenda: will have update and discussion on schedule and program changes at BHS--request about 20 minute presentation followed by opportunity for conversation about emerging plans for increased flexibility/dual enrollment/internships for BHS students
6. Adjournment
 - A. *Meeting adjourned at 6:47 p.m.*