

**BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION
SCHOOL BOARD MEETING, MONDAY, JULY 18, 2016 MINUTES**

The regular meeting of the Board of School Trustees of the Bartholomew Consolidated School Corporation was held at the Administration Building, 1200 Central Avenue, Columbus, Indiana on Monday, July 18, 2016, at 7:00 p.m., pursuant to notice having been duly given to the media and to all members of the Board in accordance with the rules of the Board.

On call of the roll, the members of the Board were shown to be present or absent as follows:

Present: Dr. Jill Shedd, President
 Mr. Rich Stenner, Vice President
 Mrs. Polly Verbanic, Secretary
 Mr. Robert Abrams, Member
 Mr. Pat Bryant, Member
 Mrs. Kathy Dayhoff-Dwyer, Member

Absent: Mr. Jeff Caldwell, Member

Administration: Dr. Jim Roberts, Superintendent
 Ms. Teresa Heiny, Assistant Superintendent for Human Resources
 Dr. Vaughn Sylva, Assistant Superintendent for Business Services
 Dr. Laura Hack, Director of Elementary Education
 Mr. William Jensen, Director of Secondary Education

School Attorney: Mrs. Kelly Benjamin

BUSINESS MEETING

Mr. Bryant offered reflections.

President Shedd called the meeting to order at 7:03 p.m.

LEADERSHIP AND STRATEGIC PLANNING

Following the Pledge of Allegiance, Dr. Shedd noted the Mission, Vision and HEO's.

PRESENTATIONS

Perspectives on Universal Design for Learning in BCSC:

Mr. Jensen noted that at a June school board meeting Mr. Caldwell astutely announced that BCSC was benchmarked nationally and internationally for their work in Universal Design for Learning (UDL). The presentation by very special guests will dig deeper and show why UDL is good for students.

Dr. Van Horn, BCSC Director of Special Education, shared that 150 BCSC teachers were attending, on their own non-contract time, the annual BCSC UDL Summer Institute. There are several UDL experts facilitating at the institute. He introduced two of those experts, UDL facilitators contracted with CAST, Nicole Norris, Baltimore County Public Schools and Liz Berquist, Towson University.

Dr. Berquist and Ms. Norris referred to the Every Student Succeeds Act of 2015 and the National Education Technology Plan of 2016 and shared that in BCSC they can actually see the federal policies happening. BCSC was highlighted in the National Education Technology Plan for adopting UDL for all students. Dr. Berquist and Ms. Norris shared that they continue to return to BCSC because BCSC and UDL go together. They always learn from BCSC's model of implementation. Examples were shared of BCSC's clear UDL focus, alignment and commitment in regards to implementation, professional learning and growth, and teacher evaluation.

It was noted that visitors from all over the world have come to visit BCSC as a model site for UDL implementation. The visits are very organized and the staff and students engage with the visitors as they learn about implementation and school-wide outcomes.

Ms. Norris and Dr. Berquist shared that they continue to be a part of the BCSC UDL Institute to see how well the corporation models the UDL implementation. They are impressed with the level of discussions on how to analyze expert learners and how to help all students become expert learners. They noted that the teacher evaluation design shows evidence of a learning environment design for adults. Teachers want to become expert learners too, and the evaluation design shows evidence of this. Teachers use the evaluation as a self-reflection tool. To further validate UDL, an upward trend in student graduation rates and test data was shared. In closing, Ms. Norris and Dr. Berquist shared that BCSC's UDL framework engages and values all students as it supports students and makes them feel welcomed.

Dr. Shedd noted her appreciation of the affirmation from another perspective. She thanked both presenters for being a part of the BCSC UDL Institute.

The following information was shared in response to questions from the board.

Districts across the nation are deploying aspects of the UDL framework but not all are using the UDL language. The request for UDL professional development through CAST has quadrupled. Coursework in UDL is becoming important in many places, but implementation is a three to five year process.

BCSC was the first district to have UDL facilitators in the individual school buildings. Others are learning from and following BCSC's example.

Growth Model Report Cards:

Dr. Hack, Mr. Boezeman, Schmitt Elementary Principal, and Mr. Sprong, Richard Elementary Principal, shared that Growth Model Report Cards are a powerful communication tool and supports student learning. They shared the “why” of the Growth Model Report Card as: giving a complete picture of foundation skills in reading and math; a communication tool to stakeholders that aligns with BCSC’s vision and mission; allows a district-wide consistency with curriculum. Individual concepts are broken down and progression of the student’s learning is communicated. Teachers meet with students to give positive reinforcement and cues for improvement, and the students self-reflect. Connections between the Growth Model Report Cards and the UDL guidelines of engagement, representation, action and expression were shared. Standards based report cards have been used in kindergarten through second grade since 2015. Growth Model Report Cards were piloted in third grade last year. In the 2016-17 school year they will be in place across the district in kindergarten through third grade and piloted in grade four. In 2017-18 the cards will be piloted in grades five and six.

The “how” and “what” of the Growth Model Report Cards were shared. An example of a report card was highlighted showing the standards broken down with a student’s level of mastery as follows: 4-exceeds grade-level standard; 3-meets grade-level standard; 2-approaching grade-level standard; 1-below grade-level standard. Teachers, parents and students assess the level of mastery and discuss what needs to be done to make a gain and meet or exceed the grade-level standard. Breaking down and scoring the standards allows more specific opportunities for improvement. Positive feedback has been received from teachers and parents.

The following information was shared in response to questions from the board.

Secondary report cards will not move to the Growth Model Report Cards because universities and employers require transcripts and letter grades.

Each school will offer parent nights to share information on the Growth Model Report Cards.

Teachers will provide additional support and guidance for students and parents to help students show growth and master specific skills. Parents can see their child’s report card at any time electronically.

Since the report cards are new, there is no data in correlation to standardized test scores. The Growth Model Report Cards are aligned with UDL and have shown to be valuable in developing expert learners.

Teachers will continue to provide more opportunities for deeper learning for students that have a mastery level of 4-exceeds grade-level standard.

PUBLIC DIALOGUE

1) Comments of Individuals and Delegations:

In an hour-long Public Dialogue and Comments of Individuals, several patrons shared concerns in opposition of adding gender identity to the list of protected classes within the corporation school board policies. Several patrons also shared their support of the policy. Please find patron comments below.

- Allowing students to use the restroom and locker room of the gender they identify with will cause unforeseen circumstances in regards to safety and privacy. Leave the transgender discussions to the parents not the school. Putting the transgender student and family through the case-by-case process at a school is discriminating and violates rights.
- Have a private access to a locked bathroom and private showers for all students that would want this option. This would provide safety and privacy.
- Concerned about female students and how they will be protected. If a student is violated what will the corporation do? More concerned about a kindergarten daughter than daughters in secondary schools.
- Rescind the policy. Safety is a concern; it is the job of the corporation to protect all students.
- Taxpayers were not aware of the approval of the 2013 policy that included transgender students as a protected class. The public did not vote for this in 2013. At the school board meeting in May patrons spoke against the policy change, but they were dismissed.
- How will the corporation protect students from just anyone on a whim walking into the bathroom of their choice?
- Appreciate the protection of transgender children by allowing them to use the restroom where they feel safe and comfortable. The policy does not put any children in danger.
- As a student, appreciate the corporation allowing students the right to use the bathroom of the gender they identify with where they can feel safe and comfortable in their own schools.
- After educating their child on the transgender issue, the child does not feel safe and does not want to attend school.
- The children dealing with gender identity are someone's children; 50% of transgender children commit suicide before the age of 20. There is no reason for anyone to be afraid. Appreciates the board's decision.
- Have bathroom stalls that have floor to ceiling walls so all children feel safe.
- Supports the board's policy and appreciates that there has not been a single issue since 2013 when transgender students were added to the protected classes.
- Let the board move forward and continue to do an excellent job protecting all students.
- The rights of a few are overruling the rights of many.
- Allowing transgender students to use the restroom of their choice will cause bullying and possible assault. Where will the line be drawn? Concerned about shower rooms and predators.
- Proposed the board sit down with a group of stakeholders and find a better solution.

- A father of daughters noted that he does not worry about his daughters when they are under the care of BCSC. He has all confidence that teachers and administrators will not let their guard down. He worries about his daughters when they are not in school, but is not concerned about their safety while they are in school.
- Thanked the board for adopting the policy in 2013 that protects and values all children. Asked others to not let fear rule their thinking. It is the job as a society to protect the small percentage of transgender students; all good citizens deserve to be safe and free.
- Fear that an adult may choose to look at children of the opposite sex in a bathroom.
- Supports school personnel working with families. It is necessary to be concerned with the students that will change their minds about their sexual identity. Separate facilities would work best for all mentally and physically.
- The policy change is upsetting to parents and will filter down and make students upset.
- Citizens are tired of the board telling parents that they know what's best for their children. A student crying at the May meeting because of a bathroom experience showed that there had been an issue. This should give the board reason to rethink the policy.
- The corporation should worry financially as parents are planning to keep their children out of school, and families are also planning to homeschool or go to private schools.
- A parent told the parents that were considering keeping their children home from school that they should take their kids to school every day.
- Afraid that some students will choose to be transgender just to get attention, recognition or to associate with a group.
- A psychologist noted that there are no cases where people want to be transgender to prove something. It is very challenging for transgender individuals and appreciation was shared for the board's decision to protect all students. With no direct experience it is challenging to understand the LGBT community, but we all need to learn more in order to better understand.
- Understands the issue as she knows someone close to her that has a transgender family member. As a mother, she has never had an issue with BCSC and her children are excited to go back to school. She shared her concerns about her daughter and son showering with the opposite sex. She noted her concerns about transgender students also being exhibitionists. She asked the board to come up with an appropriate management plan to protect all students.
- A psychiatrist responded that exhibitionists are in no way associated with transgender individuals. She noted that anyone in the audience could be an exhibitionist. Transgender youth are not putting other children at risk.

Dr. Shedd noted that the board does care about the worry and stress parents are feeling. In 2013, when transgender was first added to the protected classes in BCSC policy, there were two public school board meetings held prior to board approval. The community does not vote on school board policies, but there is always an opportunity to share comments and concerns. School board meeting agendas are posted on the BCSC website. The 2013 policy and the present policy is not a bathroom policy but a non-discrimination policy. The only addition to the present policy was to add gender identity to the protected classes. It is important that BCSC policies align with the law and the community. As far as specifics in upholding policies, BCSC personnel

do a quality job each day doing the right thing for students. To date, there have been a small number of transgender students enrolled, and there have been no issues. The administration continues to work on an appropriate management plan for an individual case-by-case basis to honor all students. This process has been successful. Dr. Shedd noted that the patron suggestions were appreciated. Students do not walk into school and decide on a given day what gender they want to be. Research does not suggest there is any reason to be concerned about student safety in regards to transgender students. Dr. Shedd noted that as a board, they appreciate the fear of the unknown. As a school board and community there is a need to reflect upon the issues and become more knowledgeable and more respectful of transgender students. BCSC principals and counselors are doing an excellent job working with all students. Dr. Shedd encouraged patrons to share additional concerns with Superintendent Roberts.

Dr. Roberts shared his appreciation of Dr. Shedd's summary. He noted that before he began as BCSC Superintendent he had paid close attention to the issue and was aware of the previous board meeting conversations in May and June. The role of the board, superintendent and administrative team is to set direction, and in 2013 transgender was added to the protected classes. Every school in the state would have in policy this protection to not discriminate. The recent policy that was passed adds gender identity to the protected classes and ensures that the corporation will not discriminate against a group of kids. All schools across the state will probably soon adopt this list of protected classes that includes transgender identify as a part of policy. As Dr. Shedd noted this is not a bathroom policy. The bathrooms came to the forefront when the Office of Civil Rights mailed to every school corporation in the nation guidance on bathrooms, locker rooms and sports teams. There are challenges to work through. The corporation will pay attention to take care and welcome all the children that come through the doors to keep them safe and secure. Dr. Roberts added, in terms of the policy, it quite simply states that gender identity is a group that we will not discriminate against. The other part is how the corporation works through this. The administration is doing a great job and will continue to review and listen.

Dr. Shedd added that not all questions can be answered at this point. The corporation will continue to work diligently as they manage each circumstance on a personal and individual level. The policy that was passed was reflective of the Columbus community.

STUDENT AND STAKEHOLDER FOCUS (3.0)

2) Board Commendations:

No commendations were shared.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT (4.0)

3) School Attorney Report:

No report was shared.

4) School Board Member Reports:

No reports were shared.

5) Cabinet Reports:

No reports were shared.

EDUCATIONAL PROCESS FOR BOARD ACTION (6.0)

6) Requests for Approval: (Dr. Roberts)

Dr. Roberts reviewed the following items for the Board.

- a. Minutes of the Regular School Board Meeting of June 26, 2016 (attachment)
- b. Supplemental Contracts (attachment)
- c. Field Trips/Professional Leaves
- d. Claims (attachment)
- e. To Declare School Buses as Surplus and Permission to Advertise for an Auction (attachment)

Mrs. Dayhoff-Dwyer made a motion to approve the items as described by Dr. Roberts. The motion was seconded by Mrs. Verbanic.

Upon a call for the vote, the motion was carried unanimously.

FACULTY AND STAFF FOCUS FOR ACTION (5.0)

7) Request for Approval of Human Resources Recommendations:

Ms. Heiny requested approval of the Human Resources recommendations that included an additional page received by the board.

Mr. Bryant made a motion to approve the Human Resources recommendations. The motion was seconded by Mrs. Verbanic.

Upon a call for the vote, the motion was carried unanimously.

BOARD INPUT/REVIEW

Mrs. Dayhoff-Dwyer asked everyone to support the law enforcement community as they put their lives on the line to protect others. She noted that everyone needs to respect differences and added that the school board is doing their best to protect all the children in the district.

Mrs. Verbanic shared her thanks for the UDL presentation.

Dr. Shedd thanked those in the corporation that work behind the scenes during the summer to get the buildings ready and safe for the start of school.

President Shedd shared that the next school board meetings would be August 8 & 22, 7:00 p.m. at the Administration Building.

There being no further business, the meeting was adjourned at 8:52 p.m.

_____ Secretary

Attest: _____ President