

Central Vermont Supervisory Union Board of Directors Meeting

Monday, June 18, 2018 - 6:00 pm

Williamstown Elementary School, Williamstown, Vermont

Agenda

1. **Roll Call** 6:00 pm
2. **Agenda Revision** 6:01 pm
3. **Public Participation** 6:02 pm
4. **Reports to the Board** 6:05 pm
 - Co-Directors of School Transformation (Included in agenda packet)
 - Business Manager (Included in agenda packet)
 - Superintendent (Included in agenda packet plus AOE WRV Report)
 - Chair
 - Negotiating Council
5. **Items for Board Action** 6:25 pm
 - **Approval of Minutes: 6/5/2018**
6. **Old Business** 6:30 pm
 - **Policy** *Receive Information, Discussion, Action*

Second Readings: Management of State and Federal Funds
Supervisory Union Coordination of Business Management Service
Supervisory Union Coordination of Educational Services
Supervisory Union Joint Service Agreements
Budgeting
Financial Reports and Statements
Risk Management
Receiving Gifts and Donations
Travel Reimbursement
Prevention of Conflict of Interest in Procurement
Capitalization of Assets
Substitute Teachers
Transgender and Gender Nonconforming Students
Nutrition and Wellness
Responsible Computer, Internet, and Network Use
Title 1 Parent Involvement Compacts
Proficiency-Based Graduation

First Readings: Class Size
Student Drugs and Alcohol
Student Conduct and Discipline
Student Search and Seizure
Restraint and Seclusion

View policies at www.onsu.org > Links > CVSU Policies in Process

7. **Administrative Contracts** 6:50 pm
The Superintendent will offer an overview of the administrative contracts.
8. **Future Agenda Items** - Policy for Public Participation - CVSU Performance Metrics
9. **Adjournment** 7:00 pm

Mike Bailey, Chair
Central Vermont Supervisory Union

Susette Bollard
Superintendent, Orange North Supervisory Union
Superintendent, Central Vermont Supervisory
Union for transitional purposes

Next CVSU Meeting
TBD

Central Vermont Supervisory Union Board of Directors Meeting
Tuesday, June 5, 2018 - 6:00 pm
Williamstown Elementary School, Williamstown, VT

Minutes - Draft

*DISCLAIMER – The following are draft minutes from the Central Vermont Board of School Directors
and are subject to change upon approval of the Board.*

1. Roll Call

Meeting called to order at 6:05 pm.

Board Members Present: Mike Bailey, Jessica Foster, Jennifer Trombly, Thomas Dwyer, Peter Evans

Board Members Absent: Rama Schneider

Administration Present: Superintendent Susette Bollard

Others Present: Horace Duke

2. Agenda Revision

Removed 5 policies from discussion; Student Drug & Alcohol, Student Conduct & Discipline, Student Search & Seizure, Class Size

3. Public Participation

None

4. Reports to the Board

- Superintendent
- Chair - Update on Superintendent contract.
- Negotiating Council - Mike Bailey gave a brief update.

5. Items for Board Action

- Approval of Minutes 5/17/2018
Motion made by Jessica Foster and seconded by Peter Evans to approve the minutes as written. Motion unanimously carries.
- Superintendent's Contract
Mike explained highlights of the Superintendent's 3 year contract.
Motion made by Peter Evans and Seconded by Jessica Foster to approve the contract for 3 years for Susette Bollard with the salaries as outlined in the contract.
Motion unanimously carries.

6. New Business

- Merger Grant
The Boards/Districts have already spent \$30,000 of the Merger Grant. Superintendent Bollard would like further discussion of how to utilize these funds.

7. Old Business

- Policy
 - Title 1 Comparability - Second Reading
Motion made by Jessica Foster to change the word "equivalence" in the 2nd sentence to say "comparable service". Seconded by Peter Evans.
Motion unanimously carries. Policy is approved.
 - First Readings (Set 1)
 - Management of State and Federal Funds
 - Supervisory Union Coordination of Business Management Service

- Supervisory Union Coordination of Educational Services
- Supervisory Union Joint Service Agreements
- Budgeting
- Financial Reports and Statements
- Risk Management
- Receiving Gifts and Donations
- Travel Reimbursement
- Prevention of Conflict of Interest in Procurement
- Capitalization of Assets

Motion made by Peter Evans and seconded by Mike Bailey to accept the first reading of Set 1 policies with changes as noted by Superintendent Bollard.

Motion unanimously carries.

- First Readings (Set 2)
 - Substitute Teachers
 - Nutrition and Wellness
 - Responsible Computer, Internet and Network Use
 - Title 1 Parent Involvement
 - Proficiency-Based Graduation
 - Transgender and Gender Nonconforming Students

Motion made by Jennifer Trombly and seconded by Jessica Foster to accept the first readings of Set 2 policies with changes as noted by Superintendent Bollard.

Motion unanimously carries.

8. **Future Agenda Items**

Nothing new added.

9. **Adjournment**

Motion made by Jessica Foster and Seconded by Mike Bailey to adjourn meeting at 7:48 pm.

Motion unanimously carries.

Central VT Supervisory Union Board Report
Co-Director of School Transformation
June 2018

I am just completing my 29th year in the field of special education in the state of VT. Throughout that time, I have served in a variety of capacities both in and out of the public-school system. Without hesitation, I will tell you that this past year has been one of my best. The work that is happening to unify special education and general education systems to ensure high-quality educational experiences for *all* students is exciting and invigorating! Following are a few highlights from the perspective of special education in Orange North SU. In addition, I have started attending team meetings at Northfield Elementary and Middle/High school and look forward to continuing to learn more about the strengths and challenges of that system to best support the work moving forward.

Mutli-tiered Systems of Supports (MTSS) and Special Education Eligibility

In December 2017, there were 125 students eligible for special education in the Orange North Supervisory Union. Currently (June 2018) there are 116 eligible students, representing approximately 14.5% of total student enrollment. This roughly mirrors state averages. During the 2017-18 school year, eleven initial evaluations were conducted across the supervisory union. Of those eleven, seven students were found to be eligible for services.

This is exciting information and evidence of a well-functioning MTSS. We continue to strive to meet the needs of our students who struggle academically and behaviorally within the tiers of support available to all students. A continual examination of the level of specialty, frequency, and intensity is critical. The building principals, Michaela Martin, and I are working with our staff and systems to ensure that when students are found to require special education services, those services are delivered by the most highly trained and skilled teachers in the area(s) requiring remediation.

An area for growth in this area is to reduce the number of students requiring services through special education. Ideally we would have no more than 10% of our student population eligible for special education. Another area for growth is the utilization of MTSS to determine whether a student has a Specific Learning Disability. We have engaged in professional development with the AOE in this area, but more work is required. The current "discrepancy" model utilized by most of the schools in VT is flawed and not representative of what research tells us about what it means to have a learning disability.

The recent legislation related to special education funding is in alignment with the efforts of ONSU. Funding will shift to a census-based grant from the current reimbursement system, meaning that districts will receive funding based on the total size of their student population, rather than all funding being tied to students identified as needing special education. This funding can be used at the discretion of local schools, freeing them up to implement programs and hire specialists to serve struggling students before they need special education.

Continuum of Supports and Services

During the 2017-18 school year, we made only one student referral to an out of district therapeutic alternative placement and that program is designed to be a short-term placement with the goal of bringing students back to their school as soon as possible. That student has made a successful transition back to public school. We do continue to rely on individualized services from Washington County Mental Health and the Clara Martin Center to support our students with more significant emotional and behavioral difficulties and autism spectrum disorder. It is important that we expand our capacity to meet the needs of these students, especially as the supervisory union grows and there may be more students with similar needs across the six schools.

To that end, the alternative programming available at Williamstown Middle/High School will be reorganized this summer to more effectively meet the needs of students who require a flexible pathway that is more therapeutic and “hands-on” in nature. In addition, we are examining the needs of our students in middle school at both Williamstown Middle High School and the Orange Center School to offer flexible opportunities, including an outdoor education program and expansion of therapeutic programming. Finally, we are considering the needs of our youngest learners in PK to provide appropriate, intensive early intervention for children with autism spectrum disorder and other significant learning challenges.

Other areas of focus

- Professional development offered in assistive technology to deepen teacher understanding of and use of technology tools to foster student independence. For example, the use of “smart pens” and speech-to-text and text-to-speech software.
- Examination of service delivery models for both special education and related services (i.e. speech) to ensure that students are receiving instruction that is both specialized and integrated with general education.
- Professional development in IEP writing designed to help special education case managers be more efficient with documentation as well as create IEP goals and objectives that are relevant and meaningful, linked to the performance indicators, and reflect parent and student priorities.

It has been my honor and pleasure to serve Orange North Supervisory Union this year. I look very forward to serving the newly formed Central VT Supervisory Union next year and into the future. Thank you very much for your support.

Respectfully submitted,

Andrea Wasson
Co-Director of School Transformation

Central Vermont Supervisory Union
Co-Director of School Transformation
June, 2018

“Looks like we made it.” It has been incredible year of challenges and celebrations as we worked through the transition year in ONSU & WSSU. I feel fortunate to have 7 years prior to the transition, working with teams to establish sustainable academic/social emotional systems in Orange North and working now with principals to establish similar systems in WSSU. I have also been so fortunate to develop trusting relationships with my colleagues on both sides. Many of the changes this year were never easy but, in the end, they were made in the best interest of the students in CVSU

Goal 1- Multi- Tiered System of Supports

The ONSU will support schools in sustaining a MTSS that:

- supports responsive, differentiated instruction/intervention that is informed by student data and ongoing monitoring of student growth both in academics and social/emotional; supports a rigorous learning environment while helping students makes connections based on interest to support multiple pathways for learning
- supports the integration of Personal Learning Plans, Flexible Pathways and alternative programming to better meet needs of our students.

“Investing in Teachers Not Programs”, is the foundation of what our system of supports are built upon. We believe that investing in the expertise of teachers and ensuring that highly effective classroom instruction occurs daily, are two the key factors in our goal to meet the academic and social emotional needs of ALL students. This model has also increased our capacity to support more students through intervention at our targeted/intensive levels. We are beginning to see data that reflects our commitment to increasing academic rigor while supporting the social emotional needs of our students. The Vermont Agency of Education recently published a report Expanding and Strengthening Best- Practice Supports for Students who Struggle.

https://mail.google.com/mail/u/0/?ui=2&ik=7954487f46&view=att&th=15fc60a7757071fc&attid=0.1&disp=inlin e&realattid=947af88852717008_0.1&safe=1&zw

The recommendations made in this report are what we live and breathe each day in CVSU.

MTSS Highlights:

Academic

- Coordinated Orton Gillingham for the Classroom Teacher embedded coaching for NES. All K-3 Teachers at NES and all K-5 teachers in ONSU are now trained in this approach to teaching foundational knowledge in reading. The reading interventionist and a teacher from Washington have completed the Associate Level and are now moving on to training to be able to support teachers through coaching.
- Coordinated with teachers to have 11 science teachers from Orange North and Washington South participate in a national science professional learning module: NGSX. The training was facilitated by 2 Orange North Teachers; Sharron Prairie and Theresa White.
- Supported science leaders/ teachers from both ONSU and WSSU participating in lesson study at NMHS and WVS. Lesson study is a professional learning approach where a group of teachers plan a lesson and then one teacher implements in their classroom while other teachers watch and give feedback.
- Supported yearlong coaching support was available for math teachers in grades 3-8 facilitated by Williamstown Mathematics Teachers; Hayden Coon and Kathy Gingras.
- Coordinated with building principals all early release and inservice days.
- Monitored universal data with building principals, teachers and data teams.

- Analyzed Smarter Balance data to inform Continuous Improvement Plans and professional learning for 18-19 school year.
- Collaborated with School Leadership Teams to monitor and develop tasks for Continuous Improvement Plans for 18-19 school year.
- Consulted with teams on how to better meet student needs through flexible pathways.
- Participated in walk throughs with principals throughout the year.

Social/Emotional

- Monitored fidelity of implementation with PBIS Analysts at NES and NMHS. This was the first year this model was implemented in WSSU.
- Coordinated monthly meetings with Washington County Mental Health and PBIS Analysts.
- Monitored school wide data with Targeted Intensive Teams.
- Supported teams attending professional learning at the BEST Institute which focuses on social emotional learning through the BEST 230 Grant.
- Coordinated with 4 building principals the planning and goals for BEST Institute
- Participated in the budget process to support enhancing systems for academics and social emotional.

One role that I have been committed to each spring is coordinating and facilitating with building principals the hiring of principals, teachers and staff that support our academic and social emotional system. I believe that hiring the right candidate that fits into our mission and vision, this is one of the most important decisions we make as an organization. Our pool of candidates this year was some of the best we have seen before us.

Central Vermont Supervisory Union

- Work Based Learning Coordinator

Echo Valley Community School District

- Grades 5 & 6 Humanities
- Coordinator of Student Support
- Outdoor Educator

Paine Mountain School District

Williamstown Campus

- Principal
- 6/7 Mathematics
- 8/9 Global Studies
- World Language
- PreK-5 Physical Education
- Outdoor Educator
- Art

Northfield Campus

- Principal
- Coordinator of Student Affairs
- School/Home Coordinator
- Physical Education
- Health
- Music

Goal 2- Proficiency Based Learning

ONSU will support the development and implementation of a PreK-12 conceptual Framework and Core Principles for Proficiency Based Learning to our comprehensive MTSS (Multi-Tiered System of Supports) including:

- Habits of Success
- Graduation Proficiencies (Content Area Standards)
- Performance Indicators
- Scoring Scales
- Assessments
- Reporting system to reflect proficiency-based learning

Along with establishing and maintaining our system of supports, Proficiency Based Learning has been a major focus of my work since the adoption of Act 77 and Education Quality Standards in the spring of 2017. When all 4 towns successfully voted on merging our school districts, I knew the task ahead was to develop a common set of Proficiency Based Graduation Requirements for CVSU. On December 4th, 2017, I outlined a plan to have this in place in July of 2018. I understood the importance of teacher voice when making recommendations about new PBGRs and verification procedures. We formed a CVSU Joint Leadership Team to support the work with creating revisions.

Here are the highlights of this work:

- At the March 5th inservice day, Middle/High School Teachers from across the CVSU revised the Proficiency Based Graduation Requirements and determined indicators of performance in all content areas. PrK-5 teachers from across CVSU had an opportunity to meet and collaborate with their colleagues.
- A small group of student support specialists and teachers worked collaboratively to revise Habits and Traits/Transferable Skills to **Habits of Success**.
- Collaborated with Peter Clarke to form a CVSU Joint Leadership Team which consisted of building principals and teachers representing their buildings leadership team. This team met over the course of the semester to attend professional learning together and make a recommendation for verification and reporting systems K-12.
- Coordinated a flexible pathway professional learning module for the adoption of CVSU Understanding by Design UbD Template.
- The PreK-5 Reading and Mathematics curriculum was revised during May.
- Coordinated the inservice plans for both WSSU & ONSU to include time for teachers to align units/courses to the new template.
- On June 20th teachers from ONSU & WSSU will be collaborating on scale development at all clusters (K-2, 3-5, 6-8, 9-12).
- Establishing a menu of pathways and chart on how to access these opportunities for students.
- Collaborated with teachers and administrators to select a new digital platform, Protean.
- Meeting with Work Based Learning Coordinator on expectations and plans for next year.

Goal 3- High Quality Professional Performance

Our expectations for professional performance will include:

- a culture of excellence
- high expectations
- focus on continuous improvement.

When an organization establishes a culture of excellence, with high expectations for all and a focus on continuous improvement, one indicator of success is that other organizations want to know how you do business. We are proud to share our story and have had many visitors in our schools this year.

Here are the highlights:

- AOE selected WES to be part of a group that is looking closely at how to support students in grades 3-5 in math with social emotional issues. WES strong SBAC scores in 3-5 math demonstrate how highly

effective systems can support all students no matter what challenges they face. We have been asked to share our system so that others can learn from our success.

- Jamie Kinnarney and I were asked to present at the PBIS Leadership Conference in October with national expert, Lucille Eber on creating partnerships with Mental Health. Our PBIS Analyst Model with partnership with Washington County Mental Health was started at Orange Center School 5 years ago and is now in 17 SUs statewide.
- The Stern Center has replicated our model for training all teachers in a K-2 approach to teaching foundational reading through Orton Gillingham for The Classroom Teacher for the Burlington School District. We were asked to share our story at the kick off in April.
- Jamie Kinnarney and I have been contracted with Higher Education Collaborative to offer a course on MTSS and will use our schools as learning labs in the fall.
- We have 5 teachers offering courses this summer/fall through Castleton State College.

Other important tasks:

Consolidated Grant Team Leader

- Create strategies to support MTSS in all schools using federal dollars.
- Ensure alignment of funding to support Continuous Improvement Plans in all schools.
- Monitor and amend grant throughout the year.
- Collaborate with business manager to ensure compliance.

BEST 230 Coordinator

- Create strategies to support MTSS in all schools using state funding.
- Monitor and amend grant throughout the year.
- Collaborate with business manager to ensure compliance.

I am excited about the work ahead in CVSU! I am fortunate to work with a school board and 4 caring communities that work to support all students in CVSU.

Respectfully Submitted,

Michaela Martin

Co-Director of School Transformation

**Central Vermont Supervisory Union
Central Vermont SU#68 Board of Directors' Meeting
Monday June 18, 2018
Williamstown Elementary School
Business Manager's Report – Summary of 2018**

The CVSU community of schools is committed to cultivating within all our students the knowledge, skills, and character essential to becoming purposeful, productive and engaged members of their world.

It has been a crazy busy year. There have been many challenges but far more success. We are three weeks away for a new chapter in our lives, and I could not be more excited.

Susette asked me to summarize the last 12 months. In the following pages is a brief/summarized overview of all the work that has been accomplished both over the last 12 months and realized after years of hard work.

Financial highlights:

I am happy to report that both the WSSU and ONSU, and their member schools ended FY17 with an operating surplus that added to our accumulated Fund Balances. We are anticipating similar fortunes this fiscal year (FY18). I have been working incredibly hard since June 2015 to get both the ONSU and WSSU, and their member schools in good financial standing as we were heading for, and now are in a merged SU.

One of the biggest success of the last year was seeing a three-year goal realized. When I arrived at WSSU in June 2015, I was disappointed to find that both Northfield and Roxbury had operating deficits, fund balance deficits, negative cash flow, and their accounting system was not up to date. I do enjoy a challenge, so I dove in and fixed the immediate cash flow issues, that was easy. I slowly began to fix the accounting system so that it matched the state codes found in Handbook II, that task was fully completed this year. I then began to tackle the budget / deficit. I worked with the building Principals to identify and target the issues and work collectively to fix them. Finally, with the support of the school boards we were able to change some budgeting strategies and fix the underlying issues and get out of our deficit within 2 years.

Seeing this goal realized, both SU's come into the merger on July 1, 2018 in relatively good financial shape/stability.

In addition to the general budget oversight of the two SU's (7 entities), my month to month work looked like this:

July 2017

This is time of year the we close out the FY17 fiscal years and began FY18 fiscal years for all entities in ONSU and WSSU. This is the also when I made final improvements to WSSU accounting system.

Also last year, the WSSU bookkeeper quit unexpectedly and I had to hire/train new staff. Luckily our new hire Heather Miller has been an outstanding addition to our team.

August 2017

School starts and so do meetings with administrative team to identify budget issues at start of year.

All state reports for FY17 due and submitted. This includes but is not limited to: Final SDE 1:1 (All Grants), Final SEER (Special Ed reporting), STAT reports (Overview of all revenues and expenditures for each entity broken down by prek, grades K-6, and grades 7 -12)

FY19 Budget work begins.

September 2017

FY19 budget process begins in earnest. Very challenging to combined two (2) SU's into one new organization. There were many meetings to strategize how best to tackle the challenge.

October – November 2017

FY19 Budget development work continued.

I oversaw and managed financial audits for both WSSU and ONSU.

First round of required state reporting due and submitted, including but not limited to – SDE 1:1 (All Grants), SEER Reports (Special end reporting) and most importantly Student Census.

Furthermore, in November the Business Office assisted and lead the transition to the new Health Care Plan that was implemented on January 1, 2018.

December 2017

FY19 budget development continues as well as double checking student census information and reviewing first round of revenue projections.

In December 2017 the Business Office began to plan for and implement procedures for July 1, 2018. This included but is not limited to: staffing, location, identifying all services that needed to be combined/changed (i.e.: bid analysis). At this time, we also applied for new State and Federal tax ID#'s.

Began working on salary scale scenarios for next round of negotiations. This is for both professional staff and support staff.

January 2018

Finalized all 7 fiscal audits, successfully transitioned both SU's to new health plan and finalized FY19 budgets for the newly formed CVSU, Paine Mountain and Echo Valley Community School Districts.

February 2018

Helped develop and distribute Town wide mailings regarding FY19 budgets.

Began to write and send out RFP's for: Disability Insurance, LTD, Life Insurance, Copiers, Banking, Busing. Although we ran into an issue regarding food service I prepared and planned for RFP for contracting out food service for FY19. I will be able to use most of this work if / when we decide to attempt to contract out in future years.

This same time the Business office dove into building a new accounting system for the CVSU for implementation on July 1, 2018.

March 2018

Next round of state reporting done as well as first crack at budget submission to the state. Budget submission allows the state to identify total statewide education costs and get idea of tax rate. Final submission is due June 1, 2018.

Continued working internally to prepare for July 1, 2018. Mostly centered on unifying vendor contracts and building new accounting system.

Letters of Intent developed for all staff across two SU's.

Major bump in the road occurred the day after town meeting we learned that our third-party administrator (TPA) was essentially quitting (they help us administer the new health plan that went into effect January 1, 2018). This began an incredibly tough task of finding a new TPA and simultaneously working with our 200+ staff on navigating through the mess that health insurance had become.

April, May, June 2018

Letters of intent deployed for all staff across the two SU's.

I/ Business Office staff have spent an inordinate amount of time over these last three months on Health insurance. We have the problem solved now, heading into July 1, 2018 – but it has been an incredibly difficult and complex issue to tackle.

Oversaw and took part in fiscal monitoring of federal grants process.

Applied for and submitted documentation to receive new DUNS numbers for our entities. TO receive federal grants, an entity needs a DUNS number.

Over this period, we are awarding all contracts per RFP's. We are finalizing the new accounting system. I am getting all new banking information set up. I am changing and/or registering ALL legal documents to represent CVSU and member schools and not the WSSU / ONSU and their member schools.

Working closely with business office staff on cash flow projections and process' for new entities. Actively working with staff about roles and responsibilities for FY19.

I have been working with administrative team on planning for summer work (i.e.: contracts and pay for summer staff)

I am also continuing to work on contract negotiations with negotiating team.

Finally, I will be submitting final state reports that are due. This includes final Budget Data Submission (June 1st).

Facilities

My facility work was mostly centered on ONSU side of the hill for the months of July – April. I will take over oversight of WSSU side of hill on July 1, 2019 – the planning and prep for that began in May 2018. I meet with Al Legacy and Bill Kirby regularly to plan our summer work.

In addition to the day-to-day oversight and consultation with custodial staff and Principals; Some of the major accomplishments in FY18 were:

Oversaw planning and install of new propane boiler system at Orange Center School.

Oversaw planning and installation of new fire alarm system at Williamstown Elementary School in summer of 2017.

Oversaw planning and installation of generator at Orange Center School (summer 2018).

Continued to develop a plan to pave Washington Village School. Paving is only a part of the project, we are looking at a “facelift” for school grounds. This work will continue into FY19.

Oversaw analysis, bidding and planning for installation of generator at Williamstown Elementary School (summer 2018).

Oversaw bidding and planning for contracting with a outside firm to do full analysis of our newly created CVSU schools. This will be a 3-year project and we will begin at the Northfield Schools in summer of 2018. The firm will provide us a 10-year plan of facility upgrades that we will use in budget and staff planning.

Worked closely with Al Legacy and Bill Kirby to unify our contracted services for the new CVSU. Beginning in July 2018 we will have one vendor for: Trash removal, pest control, electrical services. Discussions continue monthly on other services to unify. We are discussing plumbing, snow removal and grounds keeping.

We are currently planning for staff movement last week of June 2018. This entails moving offices from WSSU to ONSU and vice versa.

Oversaw bidding and award for copier contract for new CVSU. Consolidated from three vendors to one. Install will be in July 2018.

Assisted in RFP and bid award for new VOIP (Phone system) that will cover CVSU. VOIP install will take place in summer 2018.

Oversaw planning and contracting for oil tank removal at Orange Center School. Oil tank will be removed week of June 25th.

Food Service

Food service is in two vastly different places in regards to how it is delivered in WSSU v ONSU.

At ONSU:

Three years ago, faced with deficits, rising costs, new nutrition guidelines and strict procurement requirements, and following two years of analysis, it was determined that our best course of action was to contract out. For ONSU it was a wise decision. We have a great system in place with known costs and consisting budgeting. Principals are happy, students are happy and it has proven to be a prudent decision. Furthermore, we have been able to budget for and retire our food service deficits that had accumulated in prior years.

Washington South has been a bit more challenging. However, I feel we made significant strides in FY2018.

Much like the general fund, when I arrived in 2015 I was taken back by the financial situation WSSU had. There were rising deficits, no plan to fix it, and worse an unawareness of how we got there.

Thus began a multiyear plan to stabilize and fix the food service program. I really enjoy food service. The challenges are relatively easy to identify. The solutions are hard to achieve, but at least we know what they are and you can implement changes quickly.

I started by identifying that it cost more to create a meal than what we were making when we sold a meal. Along the way we identified issues with menu planning, participation and procurement also.

FY17 saw us make gains in each arena. Working closely with our former food service director, we were able to cut costs, begin a procurement process, and slightly increase participation. During this year we also had a food service monitoring visit from VT AOE. They provided us valuable feedback and constructive criticism.

FY18 saw us hire a new food service director. With his hire, his willingness to work closely with me and VT AOE to really learn the food service program, we made huge progress.

Upon hire we reviewed the report from VT AOE from prior year (which was only a few months prior in real time) and make a strategic plan for the year. We have tackled food costs, participation and menu planning aggressively.

We now have a great procurement process. Costs are tracked closely. Menu planning is top notch and identifying and increasing number of free/reduced students who participate in the program has really helped our program.

The underlying issue continues, rising labor and food costs will make running a program in Northfield a considerable financial challenge for the foreseeable future.

I will continue my analysis of the food program and make necessary recommendations to CVSU board in FY20 budget deliberations.

That said, I think FY18 went about as well as it could have given the immense challenges that we face.

I will conclude by saying FY18 was easily one of the hardest, most challenging, most satisfying, most gratifying years of my career. We have accomplished an incredible amount of work that I am very proud of.

It is a pleasure to serve our communities, students and school boards. I look forward to the challenges and success' that we will realize with the creation of the CVSU. I feel incredibly fortunate to work here.

Respectfully submitted,

Christopher Locarno

Central Vermont Supervisory Union

*Committed to cultivating within all our students the knowledge, skills,
and character essential to becoming purposeful, productive and
engaged members of their world.*

Susette L. Bollard
Superintendent of Schools

Andrea M. Wasson
Co-Director of School Transformation

Michaela B. Martin
Co-Director of School Transformation

Christopher F. Locarno
Business Manager

Central Vermont Supervisory Union Superintendent's Report June 2018

The journey toward merged districts and a new supervisory union began for me before I became superintendent of the Orange North Supervisory Union in 2009. My predecessor, Doug Shiok, had spearheaded a number of conversations between the Towns of Orange, Washington and Williamstown with the goal of efficiency and improving opportunities for students. The initiatives proved unsuccessful at the time, but groundwork was laid. When the superintendency was passed to me, I was able to pick up the pieces, learn from our mistakes and start again. With the support of a stellar team, committed boards and caring communities we are about to officially begin our work as the Central Vermont Supervisory Union and its member districts Paine Mountain and Echo Valley Community.

After reading the reports from my Central Office colleagues, I will simply say – no wonder they're exhausted. There were times when we felt that we had an impossible mission but thanks to your support and the support of the new school district boards we are feeling good about where we are in the process of merging and looking forward to the fall.

I would also like to congratulate you on the work you and your board member colleagues have accomplished! If you're feeling tired, there's a reason for that too. Beginning in late August, loyal to the tenets of the Merger Agreements, you committed to attending two meetings a month and sometimes three. You worked tirelessly to develop a thoughtful and forward-thinking mission statement. You listened to hours of budget development presentations and made sometimes difficult decisions to support a balance between gaining efficiencies and increasing student opportunities. That said, you communicated positively with your communities and your budgets passed by significant margins. You developed and executed a process that produced meaningful names for our new entities. You have listened intently and worked hard to understand the changes in how education is delivered in the world of proficiencies and are determined to keep close watch on the success of our students. Negotiations are in full swing for new Master Agreements between the CVSU, PMSD and EVCSU and the teachers and support staff, and will continue well into the fall. You've hired principals, teachers and other key positions in your schools and are working to make student membership on the Board meaningful and value added. And finally, you've tackled policy development head on.

I want to thank you for the trust you allowed me this last year when the Agency of Education appointed me the temporary superintendent for purposes of transition. I have truly enjoyed working with all of you on these important tasks. I find you thoughtful, caring, committed individuals that bring many different strengths to the table. I have always believed in the "collective genius" and it is a pleasure to be a part of an organization that embodies the concept. But most of all I want to thank you for the trust you have placed in me to assist you for the next three years in fulfilling your mission for the CVSU community of schools.

Respectfully Submitted,
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33. The Waits River Valley Union School District (Towns of Corinth and Topsham)

The Waits River Valley School District is a unified union school district located in the Orange East SU. The district operates a school through grade 8 for the resident students of Corinth and Topsham and pays tuition for students in grades 9-12. The other members of the SU are the Oxbow Union High School District, its two member school districts (Bradford and Newbury) and the Thetford School District. In May 2018, the State Board of Education redrew SU boundaries to include the Blue Mountain USD in the Orange East SU as well.⁷⁶

The K-12 ADM numbers in FY 2018 for districts in the region are:

Orange East SU (with Blue Mountain) – 1,737.5
Waits River Valley Union – 332.42
Newbury (K-6) – 137
Bradford ID (K-6) – 221
Oxbow Union High (7-12) – 273.83
Blue Mountain Union (three towns; K-12 o) – 380.25
Thetford (K-6 o / 7-12 designating) – 394

Echo Valley Community (K-8 o / 9-12 t) – 265.27 (147.92 Orange + 117.35 Washington) -
which is in the Central VT SU – 1,241.60
First Branch USD (K-8 o / 9-12 t) – 334.87 (167.17 Chelsea + 167.70 Tunbridge)

The district's Section 9 Proposal projects that *enrollment* in the Waits River Valley District is and will continue to be stable. When looking at ADM, data reveal that K-8 numbers have risen by nearly 15% (29.64 FTE) during the period FY 2014-FY 2018 and the ADM for Grades 9-12 has dropped by 5% (5.4) during the same period, which is an overall rise in K-12 ADM of nearly 8% (24.2).

In FY 2017, the most recent year for which data are available to the Agency, the district paid tuition on behalf of a majority of its high school students to school districts or schools located in the Orange East SU – Oxbow Union (37.84 FTE) and Thetford Academy (23.17). The Waits River Valley District also paid tuition to the St Johnsbury Academy (6.12); U-32 (5.94); Blue Mountain Union (4.2); Rivendell Interstate (3.62); Hartford (2); Chelsea (1.19); Danville, Spaulding, and Connecticut River Academy (1 each); and Northfield (0.68).

District's Sec. 9 Analysis and Proposal

The Waits River School Valley District proposes to remain a two-town unified union district that operates K-8 and pays tuition for the high school grades. It appears to see merit both to remaining in the Orange East SU and to being moved into the new Central Vermont SU⁷⁷, where it would have the same operating/tuitioning structure as the newly-created Echo Valley Community School District (Orange; Williamstown).

⁷⁶ See Part VI(A)(a) #3 (Oxbow UHSD and its member districts), VI(C)(b) (Thetford), and VI(C)(a) #21 (Blue Mountain) for more information and a discussion of these districts.

⁷⁷ The new Central Vermont SU will serve the two new UUSDs: the Echo Valley Community School District and the Paine Mountain School District.

The Waits River Valley community is oriented to the East and the South for tuitioning, employment, recreation, services, and health care. After the Legislature enacted Act 46, the district engaged in exploratory conversations with the Orange and Washington districts, the Tunbridge District and, to a lesser degree, the Chelsea District. The voters in both pairs of districts created new unified union school districts. Neither new unified district is interested in further discussions with Waits River Valley at this time. Waits River Valley states that its Section 9 Proposal “is not simply the ‘best means’ for the WRVS to meet the goals of Act 46, it is the only means!”

Describing Waits River Valley as “structurally isolated,” the Section 9 Proposal stated that the district would continue to explore “assignment of the WRVS to another SU in our region whose member districts share an educational philosophy, instructional goals, and operating structures similar to our own.” At the Conversation, the Board representatives speculated that if it is assigned to the Central Vermont SU, then the district might develop a relationship with the Echo Valley Community School District that would lead eventually to merger.

The Section 9 Proposal asserts that the district “historically and currently ... meets the requirements of the” State’s Education Quality Standards. The SU, however, “has yet to fully coordinate, implement and support the delivery of a unified approach to curriculum and instruction. Despite that absence of leadership, WRVS has forged ahead in addressing the [EQS] including a comprehensive plan for ensuring that its students meet or exceed state and national performance standards.” Even so, the Section 9 Proposal concedes that its “overall record of student performance [on standard assessments] remains uneven from grade to grade.” Examining cohorts over three years reveals “instances of steady progress, but more often the results are uneven. There was a “substantive performance gap” when results were disaggregated based on economic status, although “the only cohort large enough to examine was in grade 6.” The Section 9 Proposal concludes that “[c]learly more work needs to be done to align the school’s curriculum with state standards and provide consistent instructional approaches across grade levels, as well as the required levels of instructional support.”

The Waits River Valley School District has adopted a universal meals program, ensuring that “all scholars [can] eat breakfast and lunch at no cost. The District asserts that it is one of the most efficient K-8 operating districts in the State having undertaken a number of initiatives on its own and some in conjunction with other Orange East SU districts. Among other things, it cites its food service, fuel oil contract, and student data system as examples. It has restructured its administrative team and consolidated “its tax anticipation notes with the other districts in OESU to acquire more favorable rates.” The Section 9 Proposal indicates that the district intends to continue to explore other opportunities to collaborate and coordinate with the other member districts in Orange East.

The district also notes that its education spending per equalized pupil is “well below state-wide average for similarly structured schools” and “has grown at an annual rate of only 1.1% from FY’13 to FY’17.”

For more details, see the district’s Snapshot at Appendix F; common data points at Appendix G; and a link to the Section 9 Proposal at the [School Governance / Sec. 9 Proposals webpage](#).

Secretary's Discussion and Proposal

As a general proposition when looking at the Waits River Valley District, the Secretary defers to the Legislature's presumption that the district would be better able to meet or exceed the educational and fiscal goals of opportunity, equity, and efficiency – and its school would more likely remain viable – if it had access to the flexibility inherent in a larger, unified structure.

Both the Echo Valley Community School District (Orange; Washington) and the First Branch Unified School District (Chelsea; Tunbridge) are, like Waits River Valley, two-town PreK-12 districts that operate schools through grade 8 and pay tuition for high school students. Both will be fully operational on July 1, 2018. The Echo Valley District is a member of a new, larger SU that also will be fully operational on July 1. The First Branch District is a member of the fairly recently-created White River Valley SU, which has been operational for a few years.

The State Board cannot require the Waits River Valley District to merge with either the Echo Valley District or with the First Branch District unless Echo Valley or First Branch agrees to accept Waits River Valley as a member (because both Echo Valley and First Branch are newly created districts that meet eligibility requirements for one of the Legislature's voluntary merger programs). Both new unified districts have indicated their unwillingness to merge further at this point, and both need to focus on the structural, clerical, and community-building work that accompanies unification.

The Waits River Valley District suggests that becoming a member of the new Central Vermont SU will promote collaboration with the Echo Valley District and that collaboration might lead ultimately to merger. Although this makes sense on a theoretical level and looks promising on a map, the reality is that the Waits River Valley community is focused to the east and to the south for employment, services, and tuitioning. In FY 2017, 61 Waits River Valley students (70%) enrolled in either Oxbow Union or Thetford Academy. In that same year, the district paid tuition for 0.68 FTE students to attend high school in the new Central Vermont SU. It paid tuition for just under two FTE students to attend high school in Chelsea (which the First Branch District will no longer operate as of July 1).

With a large percentage of its high school students enrolled in Oxbow Union and Thetford Academy, it is important for the Waits River Valley District to work with the other Orange East SU districts to provide continuity for students enrolling in schools within the SU.

Accordingly, because the Secretary believes that it is not practicable to require merger at this time, the Secretary does not propose that the State Board request either the Echo Valley Community School District or the First Branch Unified School District to accept the Waits River Valley Union School District as a member. By the time the State Board is required to issue its statewide plan in November, it may have additional information with which to make the final decision.