

Act 46 Alternative Structure Proposal

Orleans Southwest Supervisory Union
Craftsbury Town School District
Greensboro Town School District
Hardwick Town School District
Hazen Union #26 School District
Lakeview Union #43 School District
Stannard Town School District
Wolcott Town School District
Woodbury Town School District

November 2017

November 3, 2017

Agency of Education
219 North Main Street, Suite 402
Barre, VT 05641

Dear Secretary Holcombe and the Board of Education Chairperson Huling,

Please find attached the Orleans Southwest Supervisory Union (OSSU) ACT 46 Alternative Structure Proposal as required by Act 46.

We would like to take this opportunity to thank you and your team for the support you have given us over the past two years as we strove to envision and work through all of the ramifications of the different scenarios through which we could comply with the new directive.

We have dedicated countless hours to this study and believe that the report we are presenting is the best thing for our communities, schools, and most importantly, for our students. In the two years leading up to this report, the OSSU board members serving on the ACT 46 exploratory committee, the OSSU staff, and our local governing boards have consulted with the Agency of Education, with Representatives Chip Troiano, Linda Martin, Peter Peltz and Senator Jane Kitchel, hosted public forums, conducted community surveys, and generated and studied data from every possible angle.

There can be no "one size fits all" in a state as demographically and geographically diverse as the State of Vermont, and we appreciate that ACT 46 allows for the possibility of alternative structure proposals such as this one. We are very proud of the work we have done and we will continue to have equity and educational excellence for all of our students at the forefront of our discussions as a supervisory union.

Thank you for your time and consideration.

Respectfully submitted,

Orleans Southwest Supervisory Union Board of Directors

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Executive Summary

We at Orleans Southwest Supervisory Union are proud to present a proposal for the formation of an alternative structure (“Alternative Structure”) under Act 46 that is in the best interest of our students, schools, and communities of Craftsbury, Greensboro, Hardwick, Stannard, Wolcott, and Woodbury. What follows is a comprehensive proposal that highlights the work we have already completed and articulates a clear vision for the shared work we will continue while preserving the value of the rich cultural and community-centered education we offer within our schools.

As stated by Secretary Holcombe and her staff, our towns and schools differ widely in geography and governance structure, which present challenges for consolidation, particularly at the elementary level. Even so, individual districts and the supervisory union have been committed to studying and implementing collaborative and cost-effective measures to deliver a quality education to our students.

Over the past seven years, and in compliance with Vermont statute, we have systematically consolidated financial and administrative resources, including special education, curriculum coordination, professional development, transportation, internet technology, data management, supply purchasing, and SU-wide teaching contracts. *In many ways, this supervisory union has been and continues to be at the forefront of consolidation efforts across the state of Vermont.*

As demonstrated throughout this proposal, we believe that we can strive for equity and equality of educational opportunities, exceed quality education standards, and maximize operational efficiencies at an acceptable cost to our taxpayers. We also recognize the need to honor voters in our communities and their desire for local community connections through local school boards and local decision making. **With a strong supervisory union board and the streamlining of local board meetings, we believe we are able to collaboratively work toward all goals stated in Act 46 while continuing our historical governance structures.**

To this end, the Orleans Southwest Supervisory Union proposes to continue to honor the values and needs of our individual districts while at the same time finding greater opportunities to collaborate and improve the learning experience for students in the whole SU. We are committed to meeting the goals of the Act by collaborating more effectively at the SU-level on issues such as behavioral programming, student wellness, community engagement, facilities management, and even with our food service.

The following proposal has been crafted to share our unique story and vision. It begins with a historical overview of our member districts, including past efforts to identify and implement opportunities for collaboration and consolidation, where possible. Next, it presents the facts and figures related to historical and current enrollment, programming, budget and tax impact, professional learning, and operations. After establishing a solid foundation on where we have been, we discuss our shared educational vision for the future, and how, specifically, we plan to meet the goals of Act 46. Finally, we offer individual school district profiles to share the unique qualities, perspectives, and context of each of our member districts in their work to provide a high quality education to our students.

Introduction

Overview

Orleans Southwest Supervisory Union (OSSU) is located in north central Vermont and has school districts located in four counties: Orleans, Caledonia, Lamoille, and Washington. Member towns include Craftsbury, Greensboro, Hardwick, Stannard, Wolcott, and Woodbury. The total estimated population within this geographic region is approximately 7,700. The primary economic drivers in our region are agriculture, forestry, and tourism - all of which support a variety of small business enterprises from mechanics to equipment dealers to hair salons and family-owned grocers. Several area businesses have also received national acclaim for their work in sustainable and value-added agriculture.

OSSU is a microcosm of most of the state system in that it has numerous school district configurations, including two districts that do not operate schools. It is this complexity that has presented the greatest challenge when considering potential consolidation. In order to understand the nature of the challenge to past efforts, it is important to understand the configuration of the school systems under consideration.

The OSSU had a total of 1,183 PK-12 students in 2016-17. It has eight school boards plus a supervisory union board for a total of nine boards with 42 directors.

- Craftsbury Town School District is a PK-12 district that operates Craftsbury Elementary School (PK-4) and Craftsbury Academy (5-12);
- Hardwick Town School District operates a PK-6 elementary school;
- Woodbury Town School District operates a K-6 elementary school and is responsible for funding universal Prekindergarten;
- Greensboro Town School District does not operate a school but is responsible for funding universal prekindergarten and is a member of the Lakeview Union School District for its elementary students and Hazen Union School District for its secondary students;
- Stannard Town School District does not operate a school, but is responsible for funding universal prekindergarten and is a member of the Lakeview Union School District for its elementary students and tuitions its secondary students (7-12);
- Wolcott Town School District operates a PK-6 elementary school and tuitions its secondary students (7-12) to a public or approved independent school of the family's choosing;
- Lakeview Union School District operates a school serving students in grades K-6 for residents of Greensboro and Stannard;
- Hazen Union School District operates a school serving students in grades 7-12 for residents of Hardwick, Greensboro, and Woodbury.

Governance in Practice

The chart below outlines the current governance in Orleans Southwest Supervisory Union with one exception. Until recently, the Supervisory Union Board typically met only 3 times a year. As a governing body, this board has determined that to discuss the needs of all students in the SU, it is critical for this

body to meet more frequently. Beginning in FY18, the full Supervisory Union Board will meet more frequently.

In addition to an increase in full SU board meetings for FY18, local board meetings have been consolidated to occur one evening per week over the course of a month. With the exception of Hazen Union, two different local boards will meet each Thursday evening of the month. Meetings will be attended by the Superintendent, the Chief Financial Officer, or both.

Governance	Local Boards	Supervisory Union Board	Executive Committee of the SU Board
Meeting Frequency	Monthly	6 times (as of FY18)	Monthly
Membership	3-8 members	20 members, 3 voting members from each school board with the exception of Greensboro and Stannard with one vote each.	8 members
Main Agenda Items	<ul style="list-style-type: none"> ● Principal's report ● Superintendent report on Academic ends ● Buildings and Grounds ● Budget ● Community Concerns ● Executive Functions relating to personnel and budget ● Policy ● Academic Ends / Vision / Future planning 	<ul style="list-style-type: none"> ● Consolidation ● Education Legislation ● Budget ● Superintendent evaluation ● Education Legislation (ACT 46, ACT 77 etc...) 	<ul style="list-style-type: none"> ● Superintendent Incidental Reports ● Superintendent Evaluation Review ● Budget building ● Audit review ● Transportation ● Annual Goals Review ● Negotiations ● Policy Governance Reports ● Education Legislation (ACT 46, ACT 77 etc...) ● Central office personnel

History of Collaboration

For several years, OSSU has worked to establish common policies, practices, and operations. Expected student outcomes have been clarified and adopted throughout the system. Monitoring board policies and expectations has been the ongoing work of the boards in the SU for approximately eight years.

The Voluntary Merger Committee, formed in 2011 and charged by the SU Board to study a potential merger, worked diligently for over three years to study several iterations of potential mergers. They made a recommendation based on that work in 2014.

The committee gave careful consideration to the potential benefits of a merger to improve program

options for students, increase choice opportunities, contain costs, reduce tax rate volatility, and improve the viability of the very small schools in the SU. After three years (2011-2014) of thorough study and deliberation, the Voluntary Merger Study Committee decided not to recommend the formation of a Regional Education District. The primary reasons for the decision were as follows:

1. The complexities of the existing governance structures throughout the supervisory union required that Stannard give up school choice for grades 7-12 and dissolve its union with Greensboro. Greensboro voters would have also needed to approve the dissolution of Lakeview Union School District. During the 2014 Town Meeting, Stannard voters clearly indicated their opposition to such a change. Because Stannard is a “necessary town” for the merger, the required unanimous vote to form a RED would have likely failed.
2. The level of enthusiasm on the part of local school board members to merge changed. During the discussion period, board turnover changed the collective interest in a merger. Loss of local control due to the elimination of local school boards was and continues to be a common hurdle to a RED configuration.
3. There was minimal financial benefit to the towns as a result of a merger. Less than \$100,000 would have been saved as a result of merger.
4. There appeared to be a cultural mistrust within OSSU of larger school governance structures. The loss of local school boards convinced many participants that merger was ill-advised. Perceived shifts of power to the Superintendent’s office also proved problematic.
5. Ironically, the legislative effort during sessions at the time convinced some voters and committee members that the “State” wasn’t able to agree that mergers were a “good idea” so OSSU should wait to see what might eventually be mandated.

In May 2015, Superintendent Joanne LeBlanc invited our elected officials and Secretary Holcombe to a public informational event to discuss the then House Bill H.361. Shortly after passage of the bill into law, each school board within Orleans Southwest Supervisory voted to join a discussion group to help understand Act 46 and what it meant for our students, families, and communities, as each town would ultimately decide how it wished to meet the requirements of Act 46.

Town School Board representatives from Craftsbury, Greensboro, Hardwick, Stannard, Wolcott and Woodbury formed a discussion group in November 2015 to discuss collaboration possibilities and any possible mergers. During the November meeting, the discussion group responded to these four questions:

1. What would you want to gain through partnerships with other school districts?
2. What do you want to preserve about your school district?
3. What is your community's definition of local control- be specific?
4. What questions or concerns do you have related to finances/efficiencies?

The following themes emerged: wider curriculum (opportunities and resources, choice), greater financial stability, coordination of elementary and high school curricula, preservation of school choice and better student achievement. (See Appendix A Note from Act 46 Activity 11/3/15.)

Town School Board representatives from Craftsbury, Greensboro, Hardwick, Stannard, Wolcott and Woodbury, as well as non-voting representatives from Hazen Union and Lakeview Union, officially formed an Act 46 Exploratory Committee on March 23, 2016. The committee elected Jennifer Marckres of Craftsbury as Chair and agreed to formally explore an “Alternative Structure” model, while continuing to

consider all viable options. The committee worked with a grant-funded consultant over the course of ten meetings that spring to develop specific proposals for review and discussion within each community. Neighboring or nearby districts were also identified as potential partners and invited to discuss potential options. OSSU Central Office produced a variety of financial models to assist school boards and community members in examining the financial impact of specific merger proposals.

As part of the work in the subcommittee, each school district described the assets of each school. Please refer to Appendix A.

Several financial models were discussed at both the subcommittee and board levels for consideration of a potential merger of districts within the Supervisory Union. These financial models depict the potential impact financially for each district. Please refer to Appendix F. Based on these models, it was determined that for many districts there would be minimal benefit.

The Committee agreed on June 29, 2016 that continuing to hold meetings with consultant Steven Sanborn at that stage would be unproductive until certain participating towns, including Greensboro, Woodbury, and Hardwick, had completed merger explorations outside of the OSSU Exploratory Committee.

The group also reached an impasse over issues surrounding tuitioning vs non-tuitioning of students. Wolcott and Stannard, two towns in the Orleans Southwest SU that tuition their students for grades 7-12, surveyed town residents and knew that their stakeholders remained unwilling to give up tuitioning to make the merger of governance structures work. Financial modeling also demonstrated that the likely tax impacts for Hardwick were Hazen Union to dissolve to expand tuitioning options to Woodbury and Greensboro would be too great, making passage by Hardwick of any article to dissolve Hazen Union unlikely.

Similarly to the issues faced in previous consolidation efforts, smaller towns in the SU continued to hold reservations that they would have adequate representation on any larger SU board. They were unwilling to have their education priorities sidelined by a larger board and were concerned that their towns could suffer both economically and socially in any merger scenario.

The Executive Committee of the OSSU formally voted to dissolve the OSSU Act 46 Exploratory Committee at its February 2017 meeting. In April 2017, the Executive Committee voted to form a writing committee for the sole purpose of compiling individual school reports and drafting the OSSU proposal that meets the Act 46 requirements as an Alternative Structure.

On June 20, 2017, the OSSU Board and its member boards completed a group activity to inform the development of this proposal. This activity provided opportunities for board members to further discuss and respond to the expectation of how the SU will work to provide education for all PK-12 students within the SU.

See Appendix A for the minutes of Act 46 exploratory meetings that occurred between May 2015 and June 2017.

Lessons Learned

The lessons learned while studying potential merger, both by the VMSC from 2011-2014 and by the Act 46 Exploratory Committee, were not lost on the Supervisory Union. Work continued where possible. The individual member districts developed a greater understanding and awareness of each school's assets

and challenges.

A common vision and commitment to increase opportunities for students across the system emerged during these meetings and discussions. Each board is committed to its community school and recognizes the interdependence of school and community. The success of one depends on the success of the other, and while each community has its own culture and identity, we are dependent on each other for our success. It is clear that each individual board is committed to increased collaboration between districts, a shared curriculum, a well-managed and efficient transportation system that meets the needs of students and families, and an effort to expand project-based learning that increases the connections between our communities and their schools.

While there is an understanding and a desire to create greater opportunities, the OSSU will face challenges to affect these changes. The most obvious of these are the geographical, legal, and structural barriers to consolidation of school districts. The same barriers that existed in the RED study continue to exist today and seriously hindered our early discussions following the passage of Act 46 surrounding collaboration and merger. We would be attempting to consolidate a wide variety of incompatible districts, both union and non-union schools, including two school districts that currently tuition students for grades 7-12. Moreover, the geographical distances between schools, coupled with poor road quality and challenging driving conditions in some areas of the SU, makes busing of students, particularly at the elementary level, problematic, potentially costly, and not in the best interests of students across the SU.

It is also apparent that member towns perceive some cultural differences, whether real or imagined, between their communities. Each school is viewed as a community cornerstone and taxpayers are unwilling to relinquish control over their schools and the educational decisions for their students. The school is seen as the element that defines the community. The cultural differences and a commitment to the preservation of community values lead to differences in learning goals and educational values, creating a hurdle to merger into preferred structures. For our districts to collaborate at all, we will need to honor these differences and find ways to not only address them, but work to find the commonalities to achieve better outcomes for all students in the SU. The development of a meeting schedule that provides opportunities for member districts to meet collectively with increased frequency is a direct recognition of the importance of the SU board's role in defining the future of our union. Of critical importance, however, is the retention of local board meetings to allow more direct participation and input from community members. Each of our towns and districts has an invaluable asset and resource in its community members; isolating and removing the opportunity for direct engagement by citizens with the governance of a school undermines communities and limits the ability of the full SU board to respond to the needs of all students in the district.

For these reasons, our proposal to retain our existing board configuration at the local and SU level is in the best interest of students across the supervisory union.

Analysis

The following section provides supporting data about the Orleans Southwest Supervisory Union. It includes information on enrollment, tax rates, and budgets for the SU.

Historical Enrollment

OSSU has seen a mild decline in overall enrollments in the last 10 years of about 5%, which is mostly on par with similar trends statewide. At the secondary level, Hazen enrollment has been fairly steady in the

last 10 years, but with a roughly 10% drop in the last 3 years. Craftsbury has increased by about 20% in the last 4 years (not counting the increase attributed to new PreK enrollments). Hardwick Elementary has seen mostly steady enrollments, and is currently about 5% down from its 10 year peak. Lakeview has been steady the last 7 years and is up about 15% from 10 years ago. Wolcott's enrollments have been very steady over the 10 year period. Woodbury, OSSU's smallest school, has the same enrollment it did 10 years ago and is up almost 40% from its low point of the last 10 years. Please see Appendix C for supporting data.

Assessment Systems

OSSU uses a variety of local assessments to evaluate student learning growth and proficiency. In addition, we participate in the SBAC, NECAP and NAEP state assessments (literacy, math and science). Results from local assessments are used primarily to inform instruction at the classroom level. Because curriculum and assessment are administered centrally at the SU level, the Director of Curriculum and Assessment is able to monitor and evaluate trends, comparisons and successes across schools, and share that data with building leaders and SU-wide curriculum committees. These committees are involved in a long term collaborative process of calibrating rubrics and learning scales for common assessments. Additionally, the new universal screening tool, MAP (Measures of Academic Progress), will provide further opportunities to coordinate SU-wide standards-based curriculum and assessment methodologies and practices.

Specific assessments within and across OSSU schools include:

- Grades K-2, Literacy: Primary Observation Assessment (POA); SU-wide
- Grades K-2, Literacy: Fountas and Pinnell (F&P); SU-wide
- Grades K-12, Writing: On-Demand Writing Prompts (ODWP); SU-wide
- Grades K-6, Literacy: AIMSweb; selected schools
- Grades 3-12, Math, Literacy, Science: ATI Galileo; SU-wide (discontinued in 17-18)
- Grades 4,8,11 Science: NECAP; SU-wide
- Grades 3-8, 11 Math, Literacy: SBAC; SU-wide
- New in 17-18: NWEA-MAP for universal screening and progress monitoring, K-10, Math, Literacy, Science

OSSU is home to schools with some of the highest rates of Free and Reduced Lunch populations in Vermont (Appendix C). As such, it is problematic to compare nominal proficiency rates to other schools, SU's or to statewide test results, without adjusting for these demographic factors (Appendix B). When adjusting for incomes, OSSU overall SBAC proficiency rates are similar to state results. As mentioned, local assessment results are used predominately for informing classroom instruction as well as OSSU's Multi-Tier System of Supports (MTSS).

Through the office of the Superintendent, the Director of Curriculum and Assessment and the OSSU Leadership Team which includes all school Principals, the OSSU has developed a working document entitled The Framework for Continuous Growth (See Appendix F - Framework for Continuous Growth), which lays out specific goals and programmatic action steps to regularly conduct needs assessments and enhance curriculum delivery. As mentioned above, cross-school curriculum committees revisit the assessment data on a regular basis for this purpose. Please see Appendix C for supporting data.

Budget and Historical Tax Rates

Total Expenditures have grown from \$20,620,549 in FY12 to \$22,036,292 in FY18, an increase of \$1,415,743 or 6.87%. This is a 1.15% average increase per year for this span of time.

Equalized pupils have remained relatively stable. From FY12 to FY18, Equalized Pupils have declined 22.25, or a decrease of less than 2% over this 7-year span.

The average Education Spending (ES) per Equalized Pupil (EP) across the SU has grown 25% or \$3,185 from FY12 to FY18. The increase in the last five years (FY14 - FY18) has been 11.21%, an average increase of 2.80%.

The average Equalized Homestead Tax Rate has increased by 0.2707 from \$1.2827 to \$1.5534, an average of 3.52% per year. In the last five years, the total growth has been \$0.0956, or an average of \$0.0239 per year.

We believe by continuing to maximize our operational and financial efficiencies we can slow the growth of our Education Spending per Equalized Pupil and residential tax rates going forward.

Please see Appendix E for additional information.

OSSU Educational Vision

Act 46 asks us to consider how the supervisory union is collectively responsible for the education of students across all districts. In this section, we will highlight ways in which our Supervisory Union is currently achieving this goal and how we are working to enhance quality and access for all 900+ students in the SU.

Current SU-Wide Programmatic Priorities and Opportunities

Across our supervisory union, our leadership team is constantly working to enhance and expand student opportunities and not only meet, but also exceed, the Education Quality Standards. Our educators and administrators embrace creativity and remain forward-thinking in their approach to address the needs of students across the entire supervisory union.

Proficiency-based Learning and Curriculum

OSSU, like all supervisory unions in Vermont, is transitioning to a Proficiency-Based Learning (PBL) system with Personalized Learning Plans (PLPs). This requires us to articulate what all students should be able to do at each grade level in each content area from PK to 12th grade. Students will no longer graduate based on obtained "Carnegie Units" (credits), but instead based on the demonstration that they are proficient in each content area. This will allow us to tailor learning for students' individual needs and also allow them to progress at their own pace.

Proficiency-based grading systems report work habits, behaviors, and character traits separately from academic achievement. Student strengths, as well as weaknesses and any behavioral issues, are clearer for educators and families, thereby allowing teachers and administrators to ensure students get the help they need to succeed.

Over the past five years, teachers and administrators within OSSU collaboratively developed a comprehensive set of learning outcomes, also known as proficiencies, in each content area from pre-kindergarten through twelfth grade. While teachers at different schools often use different resources and materials, teaching to these uniform standards helps ensure that all students within our system have access to educational experiences that best prepare them for life after graduation.

The curriculum committee of the OSSU has developed a common curriculum for all schools in the supervisory union across academic subject areas and grade levels. Building on what already exists and is working in our SU, the committee aligned the curriculum to various standards already in use locally or as required by the State. The initial draft of our curriculum was released for public study and comment in August 2017. In addition to the incorporation of Vermont State Board of Education's Education Quality Standards, highlights of the curriculum include:

- School Board Ends: each school board has established student learning outcomes
- Math: Common Core State Standards for Math
- Literacy: Common Core State Standards for English/Language Arts
- Science: Next Generation Science Standards
- Social Studies: Vermont Grade Expectations in History & Social Sciences
- The Arts: National Art Standards
- Physical Education: National Physical Education Standards
- Health: Vermont Health Education Standards
- World Language: Vermont Grade Expectations in Non-Native Language
- Transferable Skills: The Vermont Transferable Skills Assessment Supports (VTSAS)

Personal Learning Plans

As a key aspect of proficiency-based learning (PBL), students create personal learning plans (PLPs)—typically in collaboration with teachers, guidance counselors, advisors, and parents/guardians—to help them achieve short- and long-term learning goals in school.

A central goal of PLPs in Orleans Southwest is to motivate students to challenge themselves academically and consider learning opportunities they may not have considered otherwise. For this reason, personal learning plans can also include learning experiences that occur outside of school, such as internships, college courses, volunteer opportunities, and summer programs students pursue as part of their education.

Schools within OSSU are in the beginning stages of the implementation of PLPs. Our work thus far has focused on helping students and families understand what PLPs are, introducing students to goal setting, and exposing students to a variety of tools for exploring potential subjects and career interests. During the 2016-2017 school year, emphasis for professional development focused on two themes: how to become a trauma informed school and addressing the social/emotional needs of our learners and how to teach in a proficiency based classroom and personalized learning. Examples of professional development included:

- Schoology for Any Classroom: a learning management tool for students and teachers to track how students are performing in meeting the proficiencies.
- Supporting All Students Through Personalized Learning: instruction for teachers on how to design personalized learning experiences in the classrooms.
- Designing High Quality Mathematics Instruction for the Proficiency-Based Classroom
- Regulate to Educate: Developmental Trauma and Learning

-
- Managing Challenging Behaviors in the Classroom with ABA.

The 2017-2018 professional development is focused on the continuation of this work. The following courses are offered:

- The Trauma of Poverty
- School Initiative on Personalized Learning
- Relevance and Rigor through Farm to School
- Metacognitive Communities and Practice
- Learning Together in Project Based Learning
- Building Equitable Classrooms: The Math Workshop
- Becoming a Trauma Informed Educator
- Accomplished Teaching/Reflective Practice

Multi-Tiered System of Supports (MTSS)

To meet the academic and behavioral needs of all students, Orleans Southwest utilizes a Multi-Tiered System of Supports (MTSS) to improve student outcomes and build capacity within individual schools and throughout the supervisory union. We believe that all students, including those with the most intensive needs, should experience high-quality instruction in inclusive educational settings.

Over the past three years, OSSU has developed and implemented a comprehensive and systematic framework that uses research-based strategies and practices designed to meet the academic and behavior needs of all students. High-quality universal instruction for all students, with supplemental supports for some students and additional intensive supports for a few students, is at the heart of this framework. The Leadership Team within OSSU works collaboratively to support all staff and students at every level throughout the school system to ensure that students have the skills and behaviors they need to lead successful, healthy lives.

Professional Learning

OSSU Central Office coordinates and implements SU-wide professional development for OSSU educators to support teaching excellence and improve student learning. Supported programs include teacher mentoring, coaching, workshops, in-service programs, and working with universities offering credit-bearing courses. We are committed to supporting and retaining high quality educators and staff within OSSU.

OSSU has adopted a research-based mentoring program. Instead of resource-intensive, one-to-one mentoring, which relies on matching new teachers with veterans in similar roles, the program establishes a mentoring team in each building. All new teachers have access to the entire team, which allows for multiple perspectives, team building, and a better ability to harness the talents and innovation of new teachers. In addition to improved service to buildings, students and teachers, OSSU's new mentoring program has realized a cost savings of about 40% over the prior system. It is more effective and more efficient.

The Five-Year Plan: Collective Responsibility, Enhanced Quality, and Improved Equity for Students (Appendix F)

While our supervisory union has made great strides in meeting the needs of students across all of our districts, there is always more that we can achieve. Our new five-year strategic plan, called the Framework for Continuous Growth, articulates how we will enhance and implement our collaborative vision for all students in the OSSU. It is still under development and will receive additional input from school boards and communities during the fall. The Framework for Continuous Growth articulates three core values:

Equity

Student equity means that all students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

Excellence

Student excellence is a balance of rigorous academic, social, and career-readiness skills.

Community

Community engagement is proactive involvement of stakeholders in school district priorities and partnerships.

In addition to a focus on these core values, we have collectively defined four primary strategic goals:

1. Prepare our students to be college and career ready by raising the academic and social emotional learning bar and closing the Pre-K-12 gaps to student achievement.
2. Engage stakeholders (parents, students, staff, and community) in two-way communication focused on equity and excellence.
3. Create effective organizational systems that reinforce equity and excellence.
4. Recruit, hire, develop, and retain a diverse and premier workforce.

Strengthening Student Performance

Within each of the four goals, we have identified specific objectives to increase student performance and provide additional support for those students who struggle. These include professional development for staff and increased communication and collaboration with parents and community. Some objectives include:

1. Conduct a “needs assessment” for each school focused on improved implementation of curriculum, instruction, formative assessments, embedded technology, Professional Learning Communities (PLCs) and career pathways.
2. Implement social development curricula with fidelity in every school and ensure that all staff are trained in a normed system of behavioral and social supports
3. Develop proficiency-based instructional and assessment practices in all content areas that are directly aligned to our proficiency-based graduation requirements.
4. Develop staff expertise in modeling and teaching culturally competent and social emotional behaviors.
5. Improve two-way communication, engagement, and outreach by focusing on a shared goal of producing globally competitive students.
6. Create two-way conversations between schools and parents about how to best support student learning at home and in school.
7. Create and maintain partnerships with outside agencies to provide support in creating a safe environment.
8. Strengthen Personal Learning Communities at all schools by promoting school-based professional

development, formative assessments and career pathway curricula.

Expanding Instructional, Personal, and Experiential Learning Opportunities

In addition to the development of a new strategic plan, in February 2017, the OSSU Leadership Team identified several areas that present opportunities for improving quality, student performance, and equity, as well as expanding instructional, personal, and experiential learning. Presented to the OSSU Board at its March 2017 meeting, these ideas were formulated with the consideration of what each school and community could provide for all students within OSSU. The Leadership Team proposal has received initial support from school boards and does align with the vision for the supervisory union, but is still in development and will be evaluated for sustainability and feasibility. The next step in this process is a review of the financial implications for implementation of the proposals. Please see Appendix F for more information.

Traditional Academics

The Leadership Team identified several areas within the realm of traditional academics that could be better shared between individual districts within the SU. For example, for Library/Media services, the group discussed the option of having one lead coordinator at the SU level with a team of support staff working in each individual school. This would provide consistency in curriculum and procedures, as well as in professional development.

Advanced Placement classes are currently offered at both Hazen Union and Craftsbury Academy, but may not always run on a yearly basis depending on student needs and interests, as well as the certification of faculty. Centralizing AP classes and offering them on a yearly rotation between the two schools would offer more choice for AP courses and improve access to these academic offerings for all students in the SU. The development of a capstone or internship project could also encourage more in-depth learning beyond or in place of AP coursework.

Foreign Languages have historically been difficult to offer at our elementary schools due to budgetary and staffing constraints. Recognizing that education in world languages is featured in the learning outcomes of individual schools and in graduation proficiencies for the OSSU, it is important that member districts find ways to collaborate to offer language programming. Offering language classes on a quarterly or semester basis to elementary schools is one possible model. Sharing world language teachers between schools, much as elementary schools currently share music, art, and PE teachers, could be another option for providing language education to elementary students.

The OSSU recognized an opportunity for collaboration in the provision of Driver's Education by sharing teaching staff and a car between our two high schools. For many years, Hazen and Craftsbury operated separate, part-time Drivers' Education programs. Now, they rent one car instead of two and are able to share a single driver's ed instructor at a greater FTE, making it possible to attract a larger number of Drivers' Education instructors. Similarly, the coordination and sharing of Work-Based Learning Coordinators between Craftsbury and Hazen to support on-the-job training, development, and planning is an area of collaboration that will improve both districts' abilities to implement student PLPs.

Innovation is a key component of any educational undertaking. Perhaps one of the most intriguing ideas put forth by the Leadership Team that would revolutionize the way our schools function and their ability to achieve higher proficiency levels is the Year Round/Flex school option. This option would see our schools operating year-round and provide more flexibility for learning opportunities both in and outside of the classroom. It could eliminate summer learning loss and regression. It could expand options for

experiential learning and internships with area businesses. It would support families in a changing employment landscape by reducing the strain of finding child care during the long summer break. Most importantly for students, however, it could provide a more consistent learning experience and could increase student gains and achievement.

For a complete list of current offerings, please see Appendix D.

Sustainable Agriculture, Environmental, and Outdoor Learning

Place-based learning is a common theme across all schools in the OSSU. Agriculture plays a significant role in communities across the supervisory union, both as a source of employment and as a key component in economic development across the region. Sustainable and value-added agriculture have received national attention in the Hardwick area. The OSSU sees this is an opportunity to expand opportunities for all students. Possible programming areas that could enhance PLPs and better equip students for meeting graduation proficiencies include:

- work in conservation and land use with focus areas in environmental science and ecology.
- expanding our partnership with the Center for an Agricultural Economy (CAE) and area agricultural enterprises to incorporate value-added internship or other learning opportunities with area agricultural businesses.
- utilizing environmental resources at Woodbury (Woodbury Nature Trail, Pond, & Forest), Hazen Union (Hardwick Trails), Craftsbury (100-acre town woodlot), and in Greensboro (Caspian Lake) to expand environmental programming for all schools.
- collaboration with Sterling College for dual enrollment opportunities would provide expanded access to programming in sustainable agriculture, forestry, and environmental studies.

These resources support students in becoming critical thinkers, active learners and problem solvers who are scientifically literate, engaged citizens who value and respect the environment. Hands-on learning in the outdoors fosters a realistic, relevant educational experience where students will be immersed in an environment that engages inquiry, promotes proactive learning, and cultivates curiosity. Additionally, outdoor learning experiences can be applied to content areas beyond the sciences to include writing and the arts. We feel that collaboratively utilizing these resources within our communities can directly impact the quality of student learning experiences across the district

Specialized Programming: Hazen Arts Academy and Craftsbury Outdoor Sports Academy

Aside from programming in agriculture and forestry, our SU could expand opportunities for students interested in the arts. Some ideas that have been presented in this area include:

- the formation of a Hazen Performing Arts Academy to serve students PK-12 with a special diploma or endorsement for concentrated studies in the arts.
- increased schedule flexibility to provide the opportunity for in-depth study in the studio and performing arts.
- develop relationships with area arts organizations, including Highland Center for the Arts, Catamount Arts, and the Greensboro Arts Alliance & Residency.
- create a performance series that connects local artists with students through workshop and internship opportunities

Our region is also known as a sports hub, particularly for Nordic, or cross country, skiing. In conjunction

with the Craftsbury Outdoor Center, Craftsbury Academy launched a pilot program in the 2017/18 school year called the Craftsbury Outdoor Sports Academy (COSA). COSA students are middle or high school level student athletes at Craftsbury Academy who have demonstrated a commitment to both skiing and academics through the application process. Online learning and tutoring, as well as access to Craftsbury Academy's excellent public school programs, will enable students to continue their academic pursuits while participating training programs at the Craftsbury Outdoor Center. In the future, the program could be expanded to students not studying at Craftsbury Academy who are participants in the Craftsbury Nordic Ski Club.

Health, Behavioral, and Wellness Programming

Development of a supervisory union-wide behavior program will radically improve our ability to deliver appropriate and timely support for students across the SU. Using a continuum and system of supports for students pre K-12, the system will include student risk assessments, family involvement and local agency support networks, and access to differentiated programming and alternative sites as needed. Behavior interventionists will include primarily OSSU-trained personnel, as well as specially-trained and highly-qualified teaching staff with expertise in trauma-based behaviors. Teaching staff and behavior support staff will receive supervision from a behavior consultant who is becoming a Board Certified Behavior Analyst. Project-based and/or play-based learning will serve as the foundation for academic programming and instruction. Professional development for program staff will be continuous and include networking with other SU professionals.

Student health and wellness directly affects the ability of students to learn. Maintaining adequate medical professional staffing in schools that are facing an increasing number of students with chronic health conditions such as type I diabetes is a priority. One model which our supervisory union will explore to better meet the health needs of students is the employment of one RN by the supervisory union and the hiring of LPNs for each building. This could make it possible for schools to have a medical professional in each building full time, when currently some schools only have a nurse on site for one day per week.

Maximizing Operational and Financial Efficiency

Increased centralization of services continues across the Supervisory Union. The following section outlines centralization services to date as well as future opportunities.

Current Areas of Centralization

Current areas of centralization that impact operations and work toward improved financial efficiency include:

- Transportation services: OSSU has operated with a single busing contract for decades. While the districts do currently operate under one contract, this continues to be an area where the supervisory union could not only improve efficiency, but also address issues surrounding equity. Common concerns surrounding transportation include the provision of busing for after-school programming, changing transportation from a purchased service to an assessment to ensure that all districts are paying for all students, and improving bus routes and distances to enhance student health and safety.
- Special education services: staffing of teachers and support staff planned and budgeted for at the SU provides a more robust program of service delivery and efficient use of resources.

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- Teacher contract: all districts in the OSSU negotiate one master contract with our educators.
 - Support staff contract: currently 3 member districts (Hardwick, Craftsbury and Hazen) have one master contract for support staff in their schools.
 - Technology: IT support and management is now centralized with a team of tech support professionals who provide assistance on site to schools as needed, rather than individual schools needing their own technician. This has also enhanced equity across all our districts by providing smaller districts with more timely, improved assistance when technology issues arise, be they related to training new users or for service-related concerns.
 - Financial services: consolidated payroll and human resources, as well as budget development and fiscal oversight through the central office for all districts in the supervisory union.
 - Large-scale purchasing: enhanced buying power for districts when the SU purchases or negotiates total quantity purchases rather than each district purchasing smaller quantities on their own. For example the SU recently purchased a large volume of computer equipment and a new phone system for all the buildings. These bulk purchases resulted in savings of more than \$38,084 not only from the purchase price but the cost of financing as well. This provides both efficiency and equity across all our districts by allowing the smaller districts (Woodbury and Lakeview) to have access to technology at a cost they could not realize on their own.
 - Shared educator and greater collaboration between Craftsbury and Hazen Union to create a common schedule so that students may access different curriculum options

Future Opportunities for Centralization

While it is clear that our supervisory union has made significant gains in our efforts to improve operational and financial efficiency, we have identified several other key areas that could benefit from increased collaboration and consolidation. These ideas align with and support the vision for the OSSU, but are still under development and will need to be evaluated for both feasibility and sustainability.

Food Service

Centralization will allow for better monitoring and implementation of best practices across all the buildings. SU managed food service with one central Director as opposed to six individual managers should create efficiencies. We will be looking to existing state data to confirm or contradict our assumption. Centralized management will likely provide consistent implementation of all federal programs, training, as well as state health and sanitation requirements. Centralized food purchasing could reduce costs with improved economy of scale, improved monitoring of food expenses, quality, and nutritional value. In addition, centralization of food services could allow the OSSU to enhance buying power with our local food producers, better integrate farm-to-school programming across all the buildings while integrating into the OSSU-wide curriculum, and improve and expand the integration of sustainable agriculture into personal learning plans. This could create both financial efficiencies and building equity by ensuring all buildings are properly equipped, stocked and staffed.

Facility Management

Centralization could allow for consolidated purchase of products and consistent maintenance procedures and associated training across the facilities. Different cleaning products require different training, storage, and documentation. Streamlining the products will allow for more uniform documentation, improved safety, and cost reductions through larger purchases. Preventive maintenance plans can be created, monitored, and carried out at the SU level. Fuel purchases and other services that all buildings need can be consolidated as one procurement for reduced cost and greater opportunity for coordinated purchases

with other supervisory unions. A central facility team can bring expertise to larger infrastructure improvements to determine total lifetime costs of items such as flooring, roofing, and HVAC systems. This team could also provide support, similar to what we are experiencing with our Technology team, to individual buildings when they are faced with decisions pertaining to future building improvements or system purchases. More unified systems across the supervisory union requires less training in maintenance and fewer repair parts on hand, resulting in cost reductions.

Taken as a whole, these efforts and our combined vision to enhance quality and equity speak to the intent of Act 46 without the need for further consolidation of districts.

Transparency and Accountability

Our school boards are committed to understanding and supporting the four major components to a strong financial management system:

- Clear policies that outline the parameters the system must operate within
- Implementation of financial controls
- Internal and external monitoring to ensure compliance with policy
- Continuous evaluation of controls and monitoring

Our board members come from a variety of backgrounds and bring varied skills and ideas to the table. We feel that this diversity increases the value of the full supervisory union board to our community. Ultimately, we feel, together with our administrative leadership, responsible for charting a direction for our schools. We take our work seriously and will continue to put the needs of our students and our communities first.

Together with the OSSU administrative leadership, we work to develop budgets that are sustainable for the long term. In addition, communicating effectively with our central office helps our board proactively respond to financial issues that could negatively impact our ability to serve our community. High turnover in the business office of the OSSU in the past few years has presented the OSSU with recent challenges, but the OSSU board is confident that, moving forward, our needs and concerns will be addressed through effective communication.

Progress Monitoring and Monitoring Reports

The Executive Committee of the SU board receives monthly financial reports from the OSSU. The reporting includes a narrative portion to enable us to better understand any budget shortfalls or surpluses. The Executive Committee also receives monthly reports from the superintendent that provide greater detail on what each department is working on as well as any issues currently faced by the central office. While policy governance limits the board's capacity to participate in the day-to-day happenings of the supervisory union, the superintendent's report provides us with a clear overview of the issues she and her team are facing and helps us better support their work. The Executive Committee of the SU board also receives academic monitoring reports three times per year: in the fall, mid-year, and usually toward the end of the year. Taken together, these reports inform the SU's board's role in the budget process and makes us better able to serve our students.

In addition to financial reports and academic monitoring reports, the Executive Committee also receives monthly compliance reports on Executive Limitations Policies. Generated on an annual schedule, these reports inform the Executive Committee's work conducting annual superintendent evaluations.

Board Self-evaluation/Assessment and Board Observation

For more indepth review of each board's self-evaluation/assessment and observation, please refer to the individual school district profiles attached at the end of this report.

Audits

The Orleans Southwest Supervisory Union Board is responsible for ensuring that audits are completed for each school district and for the supervisory union. The SU Board contracted with Angolono and Company to conduct fiscal audits through 2016. Angolano informed the supervisory union that it could no longer provide services, so Besaw and Company has been working to complete the FY16 audit. All audits have been returned with no material findings. There are recommendations for changes in internal controls and procedures. These changes are being incorporated along with corrective action plans as a result of the federal grants audit.

Budget Development

Orleans Southwest begins the budget development process in the late summer. Dovetailing with board-identified needs, the OSSU central office builds a budget for the Executive Committee to review in October. Recent challenges to the passage of local school budgets has led the central office to redesign the budget development process in order to better accommodate public input on this crucial part of the supervisory union board's work. Under our new budget timeline, local boards will have dedicated meetings to review the proposed OSSU budget in November. Feedback from these meetings will inform any further needed revisions to the OSSU budget and make it ready for adoption in December of each year. It will, however, be largely up to local boards to be informed and educate their constituents about any possible impacts the OSSU budget will have on their local operating budgets. Recognizing that an alternative structure requires that we accept collective responsibility for all students in the union, the full SU board remains committed to developing sustainable budgets that all of our communities can support and that will continue to ensure forward movement in our efforts to provide quality educations to all students in our communities.

All board meetings and budget discussions are publicly warned. In addition, budget documents are provided on the OSSU website.

Communication with Community

Because of the diverse nature of our communities, the board utilizes a variety of outreach methods to engage the public. Traditional methods such as our local newspaper and postings at area stores and post offices help us reach those without internet service. We also utilize Front Porch Forum and the school's Facebook page to publicize special event

Conclusion

The Orleans Southwest Supervisory Union has consistently demonstrated a decade-long commitment to collaboration and administrative/operational centralization while maintaining our existing governance structure. The elected members of our supervisory union board have determined that they will work together in a more deliberate effort to create improved and dynamic learning opportunities for students across the SU that honor community values and work to enhance equity and quality across districts, with a careful eye to managing the financial impact for taxpayers of implementing our vision for education. We do not believe that the number of districts is indicative of the quality of education in a district. Instead, quality is enhanced when we work to collaborate and improve a system that builds on the strengths that each district and its community offer the wider SU. We can achieve this for the more than 900 students of Orleans Southwest without the need for formal mergers between districts.

Each school district's mission is to ensure all students learn. We believe that keeping our children in our community not only serves our youth, but also strengthens our town. The retention of our schools and their existing governance is best for the health and welfare of our students. Each school district has developed its own profile to articulate past efforts and future opportunities to meet the goals of Act 46.

OSSU Appendices

OSSU Appendix A: Act 46 Meetings and Activities: 2015-2017

Approved 11-30-2015

Orleans Southwest Supervisory Union
Act 46 Discussion Group
November 3, 2015
6:00 - 8:00 PM
OSSU Central Office Conference Room
Meeting Minutes

Board Members Present: David Kelley, Mercedes Werner, Jen Marckres, Kate Wilson, Orise Ainsworth, Brett Stanciu, Victoria Von Hessert, Carolyn Kehler, John Miller, Suzy Graves

Administration Present: Joanne LeBlanc

Public Present: Michael Bielawski (reporter)

Call to Order: Joanne LeBlanc opened the meeting at 6:00 PM.

Background and Agenda Review: Ms. LeBlanc explained how the SU board voted in August to create a subcommittee and that after the meeting, guidance from the AOE came out that individual school boards must vote to enter into a merger discussion. The agenda for the meeting was then reviewed.

Purpose of the Act 46 Discussion Group: Ms. LeBlanc facilitated an activity in which each board member individually responded to four questions (see page 3 for summary):

1. What would you want to gain through partnerships with other school districts?
2. What do you want to preserve about your school district?
3. What is your community's definition of local control- be specific?
4. What questions or concerns do you have related to finances/efficiencies?

Participants wrote notes on stickies and then posted them on the wall. The group was divided into smaller groups to organize thoughts and then come up with key themes to share out (see page 3 for results).

Overview of Past Work: Ms. Marckres provided an overview of the work of the OSSU Voluntary Merger Committee (2011-2014) and then the group looked at the report together. The most important component of the report was a mission statement. Discussion followed about tuitioning students out and whether it is cheaper to tuition students or designate a school, including state averages. There was discussion that there would be likely it will be difficult to present a case for financial savings - there is no concrete evidence of this; there will likely be administrative efficiency, but actual cost savings will be minimal. The group reiterated a shared desire to build innovative educational opportunities while maintaining small schools by including community partners and building something that is attractive to students and families (and possibly other districts).

Ms. LeBlanc also mentioned that the group might want to understand how the high school choice program (statewide choice for grades 9-12 that will continue even with Act 46) might support this work. Discussion followed that many school boards are interested in choice and the potential of creating a merged structure that allows for choice among member schools regardless of town of residence (choice for everyone).

Timeline: Starting with the Act 46 deadline for a conventional merger and moving backwards:

- March 2017 - June 2017: towns vote on proposed governance structure and new board representation
- January 2017: board representatives must submit petitions in preparation for the vote

- October 2016: school boards must submit proposal to State Board of Education for approval (4-6 weeks review)
- August 2016: submit proposal to Agency of Education (6-8 week review)

Members discussed concerns about timelines and process, and how they can speak with potential other districts while still exploring options within OSSU. Conversations with other school districts will need to take place by the end of the year (December 2015) in order to determine whether a formal act 46 study committee should be created and a joint proposal created. Other concerns were that these things must take place before and during the 2016 legislative session, so decisions might be made that will affect all of this work.

Representation on and Structure of Study Committee: Ms. LeBlanc reminded the group that union school district boards do not have a vote in this process. They are limited to ad-hoc membership in a study committee. Reps on the union school districts are highly encouraged to participate in the town discussions (for example, Hardwick members of the Hazen school board should participate in Hardwick community events).

To receive support and incentives from the state, the group would need to formally come together as a study committee. Voting representation on the committee must be based on equalized pupils. The group reviewed equalized pupils and agreed on the following structure of a study committee, should it move forward:

<u>Town (Equalized Pupils)</u>	<u>Votes Per Town</u>
Craftsbury (150.75)	2
Greensboro (107.61)	1
Hardwick (513.80)	5
Woodbury (98.28)	1
Stannard (47.62)	1
Wolcott (282.30)	3
Total	13

Joanne LeBlanc will facilitate the meetings until a chair is identified.

Future Meetings: The next meeting was scheduled for Monday November 30th from 6-8 pm at OSSU Central Office.

Homework: Mr. Kelley volunteered to research options related to Wolcott and Stannard maintaining choice and staying within OSSU. Each board will work to articulate what each school and community can potentially contribute to a partnership (its strengths) as well as what the board seeks for its students. Ms. LeBlanc will send these questions to all boards in preparation for discussion at November meetings. Ms. Kehler also raised the question of enrollment capacity and how many students each school can physically or legally accommodate.

Communication: The group would like to receive emails so that all members can remain informed and receive the same information (act46study@ossu.org has been created for this purpose). Ms. LeBlanc will work to identify other options to promote information sharing as additional materials and resources are added.

Adjourn: The meeting was adjourned by consensus at 8:02 pm.

Notes from Act 46 Activity
OSSU Act 46 Discussion Group
11/3/2015

What do you want to gain through partnerships with other school districts?

Summary

- Wider curriculum (opportunities and resources, choice)
- Greater financial stability
- Coordination of elem and HS curricula

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-
- Preservation of school choice
 - Better student achievement

Full List

- Parents could have choice as to the high school
- Creativity in school choice - diversification
- Innovative educational opportunities
- Join a richer curriculum, variety of teachers, Synergy of ideas and methods
- Reduced cost consolidate:
 - Principals
 - Purchases
 - music/art/pe classes
- I want partnerships to provide:
 - Wider curriculum
 - more student choice
 - Greater coordination between elementary and secondary schools
 - Greater financial stability
- More diverse class studies
- Better opportunities for our students
- More opportunities for every child
- We would want to increase opportunities in language and the arts for students
- We want to increase student performance to at or above the state average
- More academic options, greater flexibility with strength in finances, less financial waste, less bureaucracy
- We want to provide an educational experience that meets needs of all students
- Greater access to resources to improve student outcomes
- Increased curricular opportunities, i.e. (languages, etc!)
- The ability to find the best fit for each child when choosing a high school

What do you want to preserve about your school district?

Summary

- Preservation of choice (parent choice)
- Preservation of small, rural towns with strong ties to the community (preservation of local control)
- Preservation of programming as it relates to arts and music

Full List

- I want to preserve:
 - local control
 - our ability to retain small schools
- Our small school environment has a great deal of community and real ability to individualize what is best for each child. Additionally Woodbury has a terrific piece of rural land appropriate for educational purposes.
- Preservation of the small school environment
- Preservation of safe and respectful environment
- We want to keep multi grades in lower classroom together
- Community support in Craftsbury; high energy
- Sports, band, art; some students really need these
- Choice
- Preserve - small school in a rural town

What is your community's definition of local control (be specific)?

Summary

- Control over budget
- Control over choice
- Adequate representation for town
- Say over educational goals
- Voice in school closings
- Maintain local governance

Full List

- Being able to make decisions without being told what we have to do
- Control of budget
- Control over the budget - Craftsbury
- Controlling what is spent on all sections of the budget
- Some control over educational decision-making / policy
- Controlling what is taught
- Local control means a seat at the table and a vote in decisions that affect our children
- Local control means:
 - we decide in a transparent and democratic process
 - how much we will spend
 - what we will spend it on, and
 - our educational goals
- Keep the doors of our small school open in our community
- My guess on local control would be a local school board, ability to influence the tax rate and possibly (true or not) high school choice.
- We would not like larger areas to dominate the smaller schools
- Retention of local board governance
- a town board that can make decisions for the school

What questions or concerns do you have related to finances and/or efficiencies?

Summary

- Budgets and efficiencies must be transparent
- Impact (of Act 46) on schools and budgets
- Educational goals should trump efficiencies
- More about quality than efficiency

Full List

- What is the long term tax benefit to the towns if consolidation happens?
- Where will the savings be?
- Efficiency not #1
- current bond debt/assets - Craftsbury
- We need to be able to easily point to the value of lakeview to all taxpayers
- I want finances to be:
 - Transparent; easily understood by taxpayers and votes
 - The funding formula simplified
 - Controlled locally
- How would smaller areas be assessed if students go to larger schools?
- How will administrative costs be shared?
- What will happen to our per pupil cost and therefore tax rates?
- Can we actually reduce the # of people in central office if we do not have to do 9 budgets?
- Whether we can continue to fund Woodbury Ele without completely gutting our school due to lack of money
- Want to clearly follow the money for lakeview, greensboro elementary, middle school, high school
- Concerned about "race to the bottom" the lowest cost per student may not be the best educational answer

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- Efficiencies should not be the driving/most important follow

Prepared by Marina Chapman, Scribe

Approved 01-14-2016

Orleans Southwest Supervisory Union
Act 46 Discussion Group
November 30, 2015
6:00 - 8:00 PM
OSSU Central Office Conference Room
Meeting Minutes

Board Members Present: David Kelley, Jen Marckres, Kate Wilson, Orise Ainsworth, Brett Stanciu, Victoria Von Hessert, John Miller, Suzy Graves

Administration Present: Joanne LeBlanc

Public Present: None

Call to Order: Joanne LeBlanc opened the meeting at 6:00 PM.

Approve Minutes: Orise Ainsworth moved to approve the Act 46 Discussion Group meeting minutes from November 3, 2015. Seconded by Kate Wilson. The motion carried.

Report Out: John Miller provided a summary from the Stannard community meeting that occurred on November 11, 2015. Approximately 12 community members attended. Themes from the discussion included the desire to maintain local control, continue having access to smaller schools, and not wanting to vote on anything without knowing how much it will cost. The desire to maintain school choice is a "given"; although it was noted that the majority of Stannard's secondary students currently attend Hazen and Craftsbury. This was not always the case. Ms. LeBlanc asked whether Mr. Miller has a copy of the Lakeview Union School District agreement/articles of incorporation from 25 years ago. Mr. Miller indicated he would review his files. Hazen Union documents are on file. It will be important to really understand the original agreements when discussing options.

Kate Wilson presented developments from the last Wolcott school board meeting. The Lamoille North presentation will be rescheduled because its reps were detained by a traffic accident blocking Route 15. Parents from Elmore attended and shared that discussions in their current supervisory union don't include other options, and they appreciate that the Wolcott school board is working to identify as many options as possible. Ms. Wilson indicated that further discussion with these groups will occur.

Mrs. Ainsworth summarized the Hardwick community meeting. No Hardwick reps from the Hazen school board attended. There were many questions from the dozen participants, mostly related to how changes would impact the taxpayer. At the regular board meeting later that week, the question of looking outside of OSSU was discussed. Surrounding districts appear to be moving on an accelerated path, which is not likely for Hardwick given its ties to Hazen. Greensboro and Woodbury are in similar positions in terms of the union district agreement.

Jennifer Marckres shared that there have been discussions related to turning Craftsbury into private or independent school in the past. This came up at the last board meeting as a possible option, but it hasn't been explored further.

Brett Stanciu and Suzy Graves shared their discussions with other school districts, including Cabot and Calais. Initial discussions indicate that Woodbury could choose to join these districts, but the school would likely have to close. This is not something the board is willing to consider at this point.

David Kelley stated a need for looking at this through a different framework. We need aggressive marketing to attract those districts and others rather than breaking OSSU apart. Ms. Marckres agreed that this is a real opportunity for change. The approach of offering more choice is an original idea; that will attract people. Mr. Kelley cautioned that the law as written restricts choice when also operating schools (§822(a)), which presents a roadblock.

Review Homework: Community and school assets: The group opened Mr. Kelley's document on Greensboro's community assets. Each board member contributed assets about their school and/or community in [a working document](#). The discussion returned to the need to build a new vision for a unified system rooted in community and school assets. There was agreement about this, yet acknowledgement that it will take years to develop. Act 46 appears to be forcing school districts into a "win/lose" situation with school districts clamoring for students without developing shared visions that really meet student and community needs.

Mr. Kelley and Ms. Von Hessert excused themselves to attend another meeting.

The group discussed how academics fit within other assets and how academics should be emphasized across all assets. Also, that school success should be measured differently (beyond test scores). Ms. LeBlanc mentioned the Education Quality Review process as the new way in which schools will be evaluated on implementation of the Education Quality Standards. This will be a more holistic approach to evaluation than Adequate Yearly Progress under No Child Left Behind. OSSU is currently involved in the pilot field study to help shape how this system will work.

Act 46 is aligned with the Education Quality Standards in terms of its goal to resolve per pupil cost increases spurred by shrinking enrollment by "rightsizing" school districts.

Ms. Wilson reminded the group that while there is much anecdotal support for small schools, and small schools are clearly valued in our communities for a variety of reasons, most research indicates that small schools do not out-perform larger schools, including when it comes to student preparedness for and *completion* of college (2yr/4yr institutions). The college completion rates in Vermont are actually lower than one would expect based on high school graduation rates.

Ms. Stanciu stated that while she believes in using data in general, it must be scrutinized to ensure it "makes sense." Most data available on small schools is censored because there are not enough students. A single student's test score can radically shift the school's overall proficiency rate. That doesn't produce meaningful information. Ms. Wilson agreed with that point, but she restated that boards should be aware of the research when considering what configurations might best support students as we move forward.

Mr. Miller shared that research over the past 30 years has shown there are only two statistically significant variables when it comes to college completion: parental education level and parental income. All other variables, including school size, can't be attributed to college graduation beyond random chance (statistically speaking).

School capacity: Ms. LeBlanc reviewed preliminary school capacity numbers. Most buildings have capacity to accept many more students. The group questioned whether the extra capacity in many of the school buildings could be utilized creatively through programs or partnerships. In most schools, capacity is driven by sewer systems. These numbers will be refined over the next month as more information is collected.

Next Steps: Ms. LeBlanc reviewed the remaining agenda items related to next steps. Ms. Marckres reflected that it's difficult to develop an engagement plan when all of the boards are still working to understand the issues and options. Ms. Ainsworth agreed that there have been lots of ideas, but it seems that viable options are limited under the act as currently written. Clarity on specific viable options available to districts within OSSU is needed, particularly whether choice is an option if we continue to operate schools. Once a few scenarios have been vetted, deeper conversations with the community can begin.

Meetings with outside school districts should continue through December as well.

Ms. LeBlanc is working to set up a meeting in the next couple of weeks to discuss identified scenarios and barriers with Secretary Holcombe, Nicole Mace (Vermont School Boards Association), and Jeff Francis (Vermont Superintendents Association). The specific scenarios discussed and outcome of those meetings will be documented and shared.

The most popular scenarios so far involve combining all elementary schools into one district that allows for in-district choice, and then configuring 7-12 so that it provides the most choice possible in or out of the district (including leveraging the existing statewide high school choice program or becoming independent schools). This would be in combination with a new vision for academic programming based on community and school assets, partnerships, and personalized learning that will attract and retain students and families.

The group discussed variations of the above scenarios, including referencing statute to understand details of the high school choice program.

Next Meetings: Thurs. January 14th, Thurs. February 18th; Weds. March 23rd, Thurs. April 14th, Thurs. May 12th, June TBD. All meetings will be held at central office from 6-8 pm

Ms. Wilson suggested that legislators be invited to the January meeting. Ms. LeBlanc will invite reps and senators. Linda Martin, Chip Troiano, Sam Young, David Sharpe, and Ann Cummings were requested.

Homework: The group should review the study committee checklist in preparation for the January meeting. Ms. LeBlanc will forward to the act46 email group.

Adjourn: The meeting was adjourned by consensus at 7:57 pm.

Prepared by Marina Chapman, Scribe

Approved 3-23-2016

Orleans Southwest Supervisory Union
Act 46 Discussion Group
January 14, 2016
6:00 - 8:00 PM
OSSU Central Office Conference Room

Present:

Committee members: Jen Marckres, Kate Wilson, Orise Ainsworth, Brett Stanciu, John Miller, Suzy Graves, Mercedes Werner, Victoria Von Hessert, Carolyn Kehler

Legislators: Jane Kitchel, Chip Troiano, Linda Martin

Other: Joanne LeBlanc, OSSU Superintendent, Lucien Gravel, Kim Silk, Jennifer Laundry, Michael Bielawski

Call to Order: Joanne LeBlanc called the meeting to order at 6 pm.

Approve Minutes: Orise Ainsworth moved to accept the minutes as presented. Seconded by Mercedes Werner. Brett Stanciu indicated that Kim Silk was referenced in the minutes, but he was not present; it should read Suzy Graves. Motion carried with the noted edits.

Report Out: Orise Ainsworth summarized community and school mapping activities and Act 46 community meetings. Kate Wilson invited Legislators to understand the complexity found within OSSU to see if there are opportunities for legislative relief. Carolyn Kehler acknowledged the intent of Act 46, as well as a community desire to keep local schools. She offered that Hazen and Craftsbury are dependent on Wolcott students for revenue. John Miller reported that the message received

during the meeting with Secretary Holcombe was that school boards must advocate for changes that will be approved by the state, even though our community members have already said they do not want those things. He also brought referenced the increasing importance of school choice districts and choice caps under § 822a public high school choice provisions. Brett Stanciu warned against the push to homogenize schools without considering what is best for each town's students. The goal should be to build what is going to best serve our students while being financially responsible. She posed there is a difference between local elementary education and high school education opportunities. There is great inequity in high school opportunities and quality across the state. We need a reasonable solution that improves the system for all students. Victoria Von Hessert indicated that members of the Greensboro community agree that local elementary education is very important, and they seek additional options for high school. Jennifer Marckres shared that Craftsbury is in a positive place with educational programs and building improvements and there is frustration at having to change what is working and what the community is proud of. Ms. Kehler added that the committee must look far into the future to inform what is best, not just react to Act 46 requirements. Ms. Wilson agreed that the merger process is reactionary and not centered on educational opportunities. Ms. Ainsworth stated that public high school choice slots are not being utilized at Hazen, so parents are not taking advantage of the opportunities available to them if they are not happy. Ms. Stanciu cautioned against oversimplification of the issue. Ms. Kehler brought up the notion of not rushing. Ms. Ainsworth reviewed the timeline if the new configuration must be submitted to the state by July 1, 2018, and it means all must be decided by June of this year or our towns will miss tax incentives. Surrounding supervisory unions have a simpler path given their current configuration. Conversation continued about various configurations with other SU's or within OSSU.

Discussion with Legislators: Jane Kitchel acknowledged that choice is a huge issue for many districts. The Senate Education Committee will be taking up this issue. Another important topic is penalties (spending per equalized threshold). Linda Martin shared some of the House discussions about thresholds and expanding choice options within a unified union district under Act 46.

Chip Troiano acknowledged that consolidation had already occurred to a large extent within OSSU. In general, He is not convinced that the administrative savings promised within Act 46 will be realized. The House is focused on the issue of spending thresholds. Rep. Troiano sponsored an amendment to repeal the thresholds and another to suspend them for a year. There is a lot of activity right now.

Jane Kitchel asked about impact of universal pre-kindergarten. Ms. LeBlanc stated that OSSU was centrally coordinating PK for the last 10 years with six partner programs, which was very collaborative. Under Act 166, that will no longer be taking place, and some people feel it is a step backwards, even though they support the intent of the law.

Linda Martin asked the group to identify the biggest barrier. Various answers included perceptions around the law (to close small schools, to save money) and limited high school choice. Ms. Von Hessert asserted that strong schools are needed in order to draw and keep families, and a work force, in the area. John Miller added that the sense is that the efficiencies under Act 46 are meant for much larger districts (3,000 - 5,000 students). That just doesn't seem feasible within Vermont.

Ms. LeBlanc raised the issue of recent criticism of Hazen. All schools cycle through highs and lows. Hazen is on the rise after a low. How can we support our schools to be the best they can be? We can create strong educational programs over time; the exact configuration is unknown. Jennifer Laundry added that schools are only as good as their students, families, and community. If families and the community don't support the schools, they won't succeed. We can't just blame the administrators or the teachers. As long as we continue to treat it as "someone else's problem" things won't change.

Ms. Wilson asked the Legislators to consider expanding exemptions that give our districts more time to develop our vision and programming to really do things right. Ms. LeBlanc added that the goal is to create solutions that promote flexibility, collaboration, and resource sharing rather than just focusing on matching up specific governance structures.

Next Steps: Ms. LeBlanc asked the group to discuss how they wish to proceed and pulled up documentation related to securing a grant, including a consultant to take over the the facilitation of the group as it proceeds. The group reviewed the Act 46 timeline, including the tax incentives for the conventional mergers: July 1, 2017; operational on or before July 1, 2019. Alternative structure proposals must be submitted to the Board of Education by November 30, 2017; operational by July 1, 2019. **Orise Ainsworth moved for the Superintendent to apply for the \$5,000 grant to further explore Act 46 options and**

support the committee. Seconded by Victoria Von Hessert. Motion carried. Discussion continued on the current feelings among boards, particularly Craftsbury and Wolcott, to continue to pursue other options (exceptions, independent school, joining other districts).

The group discussed the need to understand what the voters want to guide the next step. Town meeting is an opportunity to survey community members. Developing the survey will be added to the February 16th carousel meeting agenda. The group discussed options for holding additional public meetings and publishing on school board websites. The goal of an engagement plan is to

Adjourn: the group adjourned by consensus at 7:58 pm.

Next Meeting: February 18, 2016

Respectfully submitted, Marina Chapman, Scribe

Approved 05-23-16

Orleans Southwest Supervisory Union
Act 46 Discussion Group
March 23, 2016
6:00 - 8:00 PM
OSSU Central Office Conference Room

Voting Board Members Present: Jennifer Marckres, Mary Lou Rylands-Isaacson, Jennifer Fliegelman, Kate Wilson, Brett Stanciu, Diane Janukajtis, David Kelley

Other Board Members Present: Carolyn Kehler, Suzy Graves, Charles McAteer, John Miller, Victoria Von Hessert, Kim Silk, Charles McAteer, Tanya Ewen, MacNeil

Administration Present: Superintendent Joanne LeBlanc

Others Present: two community members were present

Call to Order: Joanne LeBlanc called the meeting to order at 6:05 pm.

Approve Minutes: Ms. LeBlanc requested a motion to approve the minutes. Jennifer Fliegelman moved to approve the January 14, 2016 meeting minutes as presented. Seconded by Brett Stanciu. The motion carried unanimously.

Report Out: Ms. LeBlanc asked if any committee member wished to discuss the Act 46 community surveys that were collected during the annual school district meetings. Kate Wilson from Wolcott reported they had 100 respondents. Approximately 75% of respondents wished to preserve choice; the board met the night before and agreed to pursue options that preserve choice. The only viable option at this point is to pursue this option within OSSU. David Kelley suggested that Wolcott join Waldon, Peachum, and Barnet in discussions since they are also choice districts who want to preserve choice. Ms. Wilson indicated more information would be necessary, but that might be an option for further discussion. Jennifer Marckres reported that Craftsbury received approximately 80 responses. Approximately half wanted to pursue independent schools; the overall message was that Craftsbury should remain Craftsbury. Brett Stanciu indicated a similar response in Woodbury in terms of keeping Woodbury Elementary intact. Jennifer Fliegelman from Hardwick indicated that they received sixty-eight surveys; most respondents voted against dissolving Hazen Union. A slight majority in Harwick were in favor of merging four districts (no Wolcott or Stannard); a larger majority were in favor of OSSU becoming one district. Greensboro and Stannard results were displayed and briefly discussed. Diane Janukajtis indicated that the critical question is what will they gain in terms of tax savings if Stannard gives up choice; there isn't enough information to answer this question yet.

Ms. Wilson indicated that a lack of general community participation suggests a potential divide between voters who have children in the schools and other town members, who seem less connected to the outcome. Discussion continued on the topic of how communities respond to educational issues.

Ms. LeBlanc provided recent developments from the Agency of Education and their recommendation for Orleans Southwest Supervisory Union to pursue an Alternative Structure. This structure would provide no tax incentives. Small school support grants could potentially continue if districts could provide evidence that [certain conditions were met as outlined by the Agency of Education](#). Discussion continued about implications of pursuing an alternative structure with the goal of maintaining incentives and grants.

Ms. Wilson asked who would submit the proposal for the Alternative Structure – individual school districts or the supervisory union? Ms. LeBlanc reviewed the [language within the Alternative Structure documentation](#) provided by the Agency of Education; it appears that the Supervisory Union Board would apply and the application would address how each member district would collaborate to comply with each stated condition. Each school district would need to creatively and actively think about how it could collaborate with others to meet individual needs and support the whole SU. The Act 46 Study Committee and the consultant will therefore be tasked with building a case (document with evidence) for maintaining current structure as much as possible while detailing how you will meet the conditions of an Alternate Structure to preserve the small schools grants/merger support grants.

Discussion turned to the type of questions to ask: what can we create together to build what our individual communities want? How can we support each other even if we aren't one single district? What existing legislation can we use to our advantage, such High School Public Choice? How can we demonstrate that we've already consolidated many services and are willing to continue where feasible? Most importantly, how can we meet the Alternative Structure requirements while improving education for students?

Ms. Janukajtis commented on the frustration of doing this important work and not being eligible for tax incentives. Or potentially be penalized under the threshold. Ms LeBlanc indicated that by the time things are implemented, the tax incentives would be much less (2 cents), which still has an impact, but there are a variety of factors that impact the tax rate. The group agreed that it will require ongoing communication with legislators.

Discussion turned to the role of the consultant. Will it be possible to continue to pursue merger options in addition to the Alternative structure? For example, is it possible for some of our districts to make smaller adjustments that would make them eligible for a side-by-side? The role of the consultant is defined by this group.

Ms. Rylands-Isaacson reiterated that the starting point should be really examining how the school districts and school boards could further work together; Ms. LeBlanc added that these generative discussions may uncover more formal merger options once the details become clearer. The goal would be to identify what the school boards can collectively do to make education better for our students and then backward map from there. Ms. Stanciu reiterated that would be best to explore options across schools at the elementary level. Ms. Janukajtis reiterated that any proposal must be cost effective. Stannard will not be interested in options that cost more. The consultant must work to produce these analyses.

Ms. LeBlanc asked if any audience members had questions or comments. Kim Silk asked if the SU board voting structure will change under an Alternative Structure, i.e., move to a weighted structure. The committee did not think that was necessary since the SU Board is already in place as the active governance structure, but that question can be further pursued. Mr. Silk then asked why the group was not discussing recent resolutions H.731 and H.732 that could impact union school districts. Ms. LeBlanc suggested that the sub-committee can follow and discuss any legislation; discussion on these two resolutions have not yet taken place, but can in the future. It will be important to see whether the resolutions move forward given the late stage in the session.

A Woodbury parent expressed concern about merging smaller schools if it creates a less inclusive or less safe environment for students, particularly students with special needs, like her son. Another Woodbury parent asked what would happen if, because of low enrollment or other means, Woodbury Elementary closed five years down the road. Ms. LeBlanc indicated that the school district is still responsible for the education of its students even if the school closes, and must then decide what

to do, i.e., designate another school for the students to attend or pay tuition (school choice). Ms. Stanciu encouraged the group not to shy away from the issue of small school closure since it is a reality, but she stressed that it can be an opportunity to raise awareness, collaborate and create a plan that strengthens small schools to keep them open. Woodbury has many assets and strengths that should be explored. The group decided it was time to formulate action steps.

Consultant Selection: The group discussed the two consultant candidates. Based on the committees weighted voting structure, Mr. Gerson received 7.5 votes, and was selected. Ms. LeBlanc will contact the the VSBA to move forward.

Victoria Von Hessert asked how staff would be able to contribute to creative idea generation, particularly in the area of programs. Ms. LeBlanc indicated she goes to monthly association meetings to share updates on Act 46 and will continue to do so.

Ms. LeBlanc clarified that the group is now an official Act 46 sub-committee through the submission of the grant and reviewed the number of votes allotted to each school board based on equalized pupil count:

Town (Equalized Pupils)	Votes Per Town
Craftsbury (150.75)	2
Greensboro (107.61)	1
Hardwick (513.80)	5
Woodbury (98.28)	1
Stannard (47.62)	1
Wolcott (282.30)	3
Total	13

Ms. LeBlanc called for nominations for a chair of the sub-committee. Carolyn Kehler nominated Jennifer Marckres. Brett Stanciu seconded. The motion carried.

Ms. LeBlanc requested tasks to be assigned. The group identified the following topics to be divided up and researched:

- School Choice Options
- Improving Student Programs
- Tax incentives
- Resource sharing
- Governance
- Magnet/Charter/Independent school options
- Cost projections
- Need for town vote for approval of an Alternative Structure
- Related Legislation
- Summary data: number of students, staff, enrollment count by grade, equalized pupils, education spending per equalized pupil, enrollment projections

Ms. Kehler raised the issue of sharing the formal establishment of a study committee and a general update to the community through a short article in the Gazette or other communication. No specific action was taken.

Discussion returned to the developing a clear plan. This should start with developing a collective vision. Ms. LeBlanc suggested using the May and June Carousel meetings for this shared work. A community member added that members of the community may be willing to contribute to some of the research.

Research should include administration and staff in these discussions as part of the research. Ms. Janukajtis shared how other districts brought in administrators. Ms. Graves inquired about the principals working together on asset mapping, which was requested a couple of the months ago. Ms. LeBlanc says discussion around Act 46 takes place at individual school board meetings; she can bring it to the next Leadership team in April.

Ms. LeBlanc indicated she must obtain a corrected contract from the Agency of Education before the consultant can meet with the group. Jen Marckres offered that the priority should be to meet with the consultant to then map out a specific blueprint to get the group organized and action steps developed. This will be the focus of the April 14th meeting. The consultant will be granted access to all Act 46 materials. Charles McAteer wanted to clarify that the vision setting will still be the responsibility of the study committee; the mechanics will be delegated to the consultant. The group agreed. Jen Marckres invited anyone present to share resources (from other districts or states) before the April 14th meeting.

Carolyn Kehler and Brett Stanciu encouraged all board members to visit the different schools within OSSU. Board members can coordinate with their own building administrator to contact other building administrators.

Adjourn: the board adjourned by consensus at 8:32 pm.

Next Meeting: April 14, 2016

Submitted by Marina Chapman, Transcriber

Orleans Southwest Supervisory Union

Act 46 Study Committee

Consultant On-Boarding Meeting

May 3, 2016

5:30 - 6:30 PM

OSSU Central Office

Present: Joanne LeBlanc, Superintendent; Jennifer Marckres, Chair of the Act 46 Study Committee; Stephen Sanborn, Act 46 Consultant

Meeting Notes: The purpose of the meeting was to help the Consultant get up to speed on OSSU Act 46 activities to date and to develop the May 23, 2016 Act 46 Study Committee Agenda. Key topics discussed included:

- Clarification on how the committee will be classified moving forward if no districts merge within the Alternate Structure: do any of the member districts want to pursue a merger? If there are at least two districts that want to explore merging, then the committee should file to become a formal merger study committee under 706b. It is also important to clarify the difference between an Exploration Committee, 706b Merger Study Committee and Self-Study.
- If there are no proposed governance changes within the Alternative Structure then voter approval is not necessary; it will still be important to share information and collect feedback within each town.
- If there are no proposed mergers within the Alternate Structure, then there will be no further grant money available for assistance; the \$20,000 grant only supports merger studies. The current grant money will be able to cover the consultant's time and mileage through July; no funds are allocated to support the study committee beyond the initial grant.
- There is an Alternative Structure rubric created by the Agency of Education that should be collaboratively reviewed to determine how the criteria will be met.
- The configuration and role of the SU Board will likely need to be reviewed and possibly altered.
- School choice is a high priority for many of the member towns, and this must be explored in more detail. This will be one of the main topics for further discussion.
- We must brainstorm additional consolidation of resources or operations to support student learning and to meet the criteria for an Alternate Structure. This will require close examination of what will be shared or required across all schools districts and what will remain individual school board / building-based decisions.
- Steve Sanborn shared that the fact that upcoming elections will likely influence the Act 46 proposal and approval process or the actors involved; there may be turnover at the State Board of Education and the Agency of Education. This has an impact on what consultants can offer in terms of advice given the amount of potential transition.
- We will need to review the financial impact of an alternative structure and if there were potential mergers, what the financial impact would be for districts exploring mergers.

Next Act 46 Study Committee Meeting: May 23, 2016, 6 PM, OSSU Central Office Downstairs Conference Room

Approved 05-31-16

Orleans Southwest Supervisory Union
Act 46 Discussion Group
May 23, 2016
6:00 - 8:00 PM
OSSU Central Office Conference Room

Voting Board Members Present: Jennifer Marckres, Mary Lou Rylands-Isaacson, Jennifer Laundry, Kate Wilson, Brett Stanciu, Diane Janukajtis, MacNeil

Other Board Members Present: Carolyn Kehler, Suzy Graves, Amy Skelton

Administration Present: Superintendent Joanne LeBlanc

Others Present: Steve Sanborn, Act 46 Consultant; Linda Martin, Chip Troiano, Cacky Peltz, Mateo Kehler, Reeve Basom

Call to Order: Jennifer Marckres called the meeting to order at 6:01 pm.

Approve Minutes: MacNeil moved to approve the March 23, 2016 minutes as presented. Seconded by Jennifer Laundry. Jennifer Marckres requested clarification on the proposed weighted voting structure based on equalized pupils, which was previously agreed on, but is not required since the committee is not a formal 706b merger study committee. She suggested the minutes reflect that clarification. The group agreed by consensus to discuss this issue as part of a later agenda item. **The motion carried unanimously.**

Introductions: Steve Sanborn invited everyone to introduce themselves. He then provided background information on his career and his role as Act 46 consultant. He also outlined the general phases he's observed with other districts who have gone through the process. The first phase is learning, and usually problem-based learning. Next comes discussion and analysis. The third is decision making and moving forward. These are cyclical processes.

Exploration vs 706b Study Committee vs Self-Study: Mr. Sanborn reviewed each structure. Within a exploratory committee, the committee engages in discussion and analysis, including public engagement, but the group has no voting power. Recommendations are made back to each member school board. Community members can participate on the exploratory committee.

706b Study Committee: This did not come from Act 46; it came from V.S.A 16 § 706, which was passed decades ago as part of the the union school merger movement. The specific goal is to study the feasibility of merging two or more school districts. Membership on the committee is based on student population in each town school district. The school board from each town appoints members to the 706b committee; members can be school board members and community members. Once the committee is formed, they are a decision-making body and they supercede local school boards in decision making. The committee can create and vote on articles of agreement. Information and is carried back to school boards and with the community by the representatives. The articles of incorporation must be approved by the State board of Education and then by voters in each school town district if two or more districts seek to merge. A member asked if it is possible to be part of a 706b Study Committee and an Alternative Structure simultaneously; Mr. Sanborn clarified once a district commits to being a formal member of a 706 committee, it cannot also be a formal member of another study at the same time. If a district determines the 706 study committee is not going to meet its goals, it can become an informal member of the 706 committee that keeps its voting rights on what the committee decides, but then be able to seek membership as an informal member of another group (exploratory or self-study). Grant funding beyond the \$5,000 exploratory funding is only available to 706 committees.

Self-Study: this structure is for school districts interested in seeking an Alternative Structure, which focuses on identifying how they can meet the goals of Act 46 and how they would fit into either an existing or new Supervisory Union.

Members asked clarifying questions. Steve Sanborn clarified that OSSU the group gathered at the meeting constitutes an Act 46 exploratory committee, which means districts can explore other options with communities outside of the supervisory union. However, assignment to a particular SU, and where the district will receive centralized services, is made by the Board of Education.

Alternative Structure: Mr. Sanborn stated the Board of Education still seeks districts of 1,100 within the alternative structure as well as evidence of operational efficiencies and how you can do more things within the SU to increase student opportunities. All member districts must feel collectively responsible for all students in the SU and the proposal must demonstrate that.

Jennifer Marckres confirmed that the Act 46 committee is an exploratory committee; if two or more districts seek to study merging, then a 706b committee can be formed at a later time. Funding to support the exploratory work is available through July. Districts will need to determine how work will be resourced if grant funding is no longer available after July.

Mr. Sanborn asked each representative to summarize what each district currently seeks:

- Wolcott: maintain choice in grades 7-12
- Stannard: maintain choice in grades 7-12 and maintain relationship with Lakeview Union K-6
- Greensboro: do not to limit choice in any district (Greensboro does not currently have choice. K-6 with Stannard in Lakeview Union; 7-12 with Hardwick and Woodbury in Hazen Union)
- Woodbury: maintain small school and town district (K-6) and have school choice for 7-12 (currently in union district with Hardwick and Greensboro)
- Craftsbury: maintain current structure (PK-12), but are open to ideas
- Hardwick: maintain current structure (PK-6 town district and 7-12 union district with Greensboro and Woodbury)

The group continued to discuss which structure makes the most sense given each district's priorities, including trying to identify potential benefits to merging. Mr. Sanborn indicated that small schools may benefit from merging as a means to stabilize the budget and increase staff resources across two or more sites. The group turned to discussing representation on individual towns in these activities. There's representation on an Act 46 706 study committee and then there's how the study committee writes the articles of agreement for a new merged district. Representation on a new board can be defined a number of ways: total population, all at-large (anybody from each community can run), or some hybrid model that sets the number of board members from each town with additional at-large membership.

The discussion turned to union school districts, how to dissolve them only if voters in all towns agree to dissolve, and potential merger options among the districts given current configurations, as well as the challenges. One major concern was the union among Hardwick, Greensboro, and Woodbury since Hardwick would have to absorb all of the cost of Hazen if Greensboro and Woodbury left the union, and there is no benefit for Hardwick in doing that.

Mr. Sanborn summarized that if the members of this exploratory committee are confident they are representing the will of the towns, and there is no desire to dissolve Hazen Union or explore potential mergers, then each district should focus on a self-study to demonstrate how it is meet the goals of Act 46, with the primary goal of expanding educational opportunities for students and ensuring equity in access to education. This work can be done in collaboration, but information must be included for each district if prepared at the SU level. The conversation turned to the issue of equity and the impact of living in poverty, particularly when it comes to the issue of transportation. Mr. Sanborn suggested equity should be a central component of the self-study and districts can collaborate to determine how to increase access for all students in the SU.

Mateo Kehler stated that the amount of bureaucracy within the current education system creates barriers to getting local food within the schools, which makes it very difficult for community members to engage with their local town school; enlarging the circle to include more towns seems even less likely. Ms. Rylands-Isaacson asked for specific examples of what school districts have done to promote community discussions on poverty and change. Mr. Sanborn provided examples, such as

informal gatherings, dinners with parents, and summer camps for high poverty students that were completed in other SUs using existing resources or grants.

Alternative Structure Eligibility Worksheet: conversation turned to the need for more financial and educational services data to identify what additional services could be consolidated under an Alternative Structure that aren't already. Mr. Sanborn walked the group through the *Act 46 Criteria: Alternative Structure Eligibility Worksheet* document, identifying answers that are known and where more research is needed. Individual school boards would be wise to confirm what each community wants; a communication strategy to get input is looked on favorably by the Board of Education and is included in the worksheet.. Members indicated that estimated taxes over the next five years will be critical. Transportation was also discussed as an area to investigate further, particularly since the current contract will expire next year.

Next Steps: Mr. Sanborn stated that the state does not provide a standard rubric for the self-study. Members can request a model from the Agency, if desired. The group agreed by consensus to request a model and rubric for a self-study from the Agency of Education. Ms. Marckres suggested the next meeting be focused on choice, including cost projections. Members requested more information on the number of choice students and their selected schools, the legal possibilities to increase the movement of students, the number of students who apply for public high school choice and where they are enrolled, the number of choice in/out slots at Craftsbury and Hazen.

Adjourn: the board adjourned by consensus at 8:10 pm.

Next Meeting: June 16, 2016

Submitted by Marina Chapman, Transcriber

Approved 06-16-2016

Orleans Southwest Supervisory Union

Act 46 Study Committee

May 31, 2016

6:00 - 8:00 PM

OSSU Central Office Conference Room

(Public Comment may be open at any time other than the specified time.)

Board Members Present: Jennifer Marckres, Mary Lou Rylands-Isaacson, Jennifer Fliegelman, Kate Wilson, Diane Janukajtis, MacNeil, Suzy Graves, Amy Skelton, Carolyn Kehler, Cacky Peltz, David Kelley, John Miller

Administration Present: Superintendent Joanne LeBlanc

Others Present: Act 46 Consultant Steve Sanborn, Peter Peltz, two Woodbury community members

Call to Order: Jennifer Marckres called the meeting to order at 6:00 PM.

Approve Meeting Minutes: Kate Wilson moved to approve the minutes from May 23, 2016 as written. There was brief discussion on which board members were present before Ms. Marckres called for a vote. The motion passed unanimously.

Discussion on School Choice: Mr. Sanborn summarized the last meeting. At this time, there are no easy mergers. The committee seeks to move forward with an Alternative structure. Carolyn Kehler indicated she thought there was also discussion of a potential side-by-side. Steve Sanborn provided clarification on why a merger with Wolcott and Stannard would not be considered a side-by-side since that classification requires mergers of at least four districts in two structures. There is no such proposed configuration here. The group continued to discuss potential merger scenarios.. Ms. Marckres suggested the group focus on what can be achieved through the Alternative structure without merging.

Mr. Sanborn suggested focusing on three things related to choice: the current state within OSSU, the desired state, and

the committee's recommendation to move toward the desired state.

Current state (see *2016-17 Lottery Statistics (2) Sheet1.pdf* for choice in/out data)

- Hardwick: K-6 at Hardwick Elementary; 7-12 at Hazen Union. Only choice option is through the state's Public High School Choice program, grades 9-12.
- Craftsbury: K-12 system. Only choice option is through the state's Public High School Choice program.

Choice slots can be the lesser of 10% of student population or 40. David Kelley asked for clarification on the school board's ability to allow choice for individual students, as stated in Title 16, Sec. 822(c). Mr. Sanborn stated that this has been interpreted by the state that school boards can approve transfers of special-needs students whose needs cannot be met within the school district; this interpretation has not yet been legally challenged.

- Wolcott: K-6 at Wolcott Elementary; 7-12 choice, with approximately $\frac{1}{3}$ of secondary students in OSSU, $\frac{1}{3}$ at Lamoille North, and $\frac{1}{3}$ Lamoille South.
- Stannard: K-6 Lakeview Union; 7-12 choice, with majority of current students attending Hazen, although this has not been the case historically.
- Woodbury: K-6 at Woodbury Elementary; 7-12 at Hazen Union. Only choice option is through the state's Public High School Choice program, grades 9-12.
- Greensboro: K-6 at Lakeview Union; 7-12 at Hazen Union. Only choice option is through the state's Public High School Choice program, grades 9-12.

Mr. Sanborn asked what the group would like to see for choice. Discussion turned to whether to consider the dissolution of Hazen Union as part of the discussion. Mr. Sanborn summarized the process for a dissolution: the voters of all three town school districts (Hardwick, Greensboro, and Woodbury) would need to approve by a majority vote the release of Greensboro and/or Woodbury from Hazen Union. It must be approved by voters in all three districts. If voters approve Greensboro and Woodbury release from Hazen Union, Hardwick would likely assume full responsibility for Hazen. What the school would be called would be determined. If Greensboro and Woodbury students still choose Hazen, then Woodbury and Greensboro would pay tuition to Hardwick, and would not have any representation on its board or be a part of any decision making. Joanne LeBlanc clarified that there are clear steps to follow if Greensboro and/or Woodbury wish to pursue a vote, but that decision must be made.

Ms. Marckres suggested that the group return to brainstorming other options to increase collaboration within the SU.

The group agreed. Discussion included:

- Hazen or Craftsbury students could take classes at either school depending on their interests and PLP. This arrangement could also include Sterling, or other local programs.
- Mr. Sanborn indicated there is no law preventing elementary school districts from forming agreements to allow choice within K-8 in the OSSU modeled after the high school choice program (no money would follow the students, but slots would be available in/out).
- Ms. Marckres inquired about barriers to opening choice within the SU and why more supervisory unions haven't. Mr. Sanborn replied that first school boards must form agreements. Second, general perceptions around change may be a barrier. Transportation would need to be resolved. The caps on choice slots would need to be expanded since some are already maxed out. This would be part of the proposal to the state.

Discussion continued about the importance of crafting a creative, persuasive Alternative Structure proposal that meets the needs of OSSU students regardless of potential barriers or limitations.

- Elementary board members indicated that they don't know the communities preference on choice at the elementary level. Cacky Peltz indicated there may be interest in "program or activity" choice at different schools a couple of days a week. Parents seek fluidity for enrichment activities to meet students needs. This is different from choice to fully enroll in school in another district within OSSU.

The group acknowledged the importance of transportation in the Alternative model. Superintendent LeBlanc indicated that transportation will be a central aspect of the Executive Committee meetings and individual board meetings to determine what boards want for transportation service outcomes over the next couple months since the current transportation contract expires at the end of next school year and a request for proposals (RFP) must be developed this fall.

Discussion turned to the issue small districts will lose the small schools grant if they don't merge. If Hardwick and Woodbury merge, then there would be choice between the two schools within an unified district with one school board and continued financial incentives as outlined under Act 46.

Clarification was made between the Public High School Choice program for 9-12, tuition students, and 7-12 school choice in districts that do not operate high schools. The public high school choice program allows for "trading slots" in/out of the school with no money exchanging hands. If requests for student transfers occur outside of that program, then it is most likely a tuition situation where money is exchanged. In school districts with 7-12 choice, tuition is paid to

receiving districts. Students in 7-12 choice districts can seek enrollment at their desired school, but receiving schools may or may not be able to take them based on capacity, so there are no guarantees students get into their first choice school.

The group discussed next steps: determine who will make decisions related to transportation, expanding program flexibility and sharing, magnet programs, and to sketch a plan. Superintendent LeBlanc clarified that the boards must state desired outcomes and then she and school administration will work to develop how those outcomes could be met.

Board members created a wishlist:

- How many students are homeschooled within OSSU boundaries?
- Free and reduced lunch numbers by school and homeschool?
- Are any homeschool students coming in for programs/classes?
- What does a collaborative relationship between Craftsbury and Hazen look like for grades 7-12? What are some specific options for themes, programs while still ensuring each school can meet the needs of all students (remain full-service schools)?
- Establish parameters around when students transfer to another school under choice to support personalized learning but prevent excessive back and forth (either 7th or 9th grade or with some way to reevaluate).
- Stop thinking about Hazen and Craftsbury and think broadly about how to make OSSU strong. Having an OSSU that supports access to a small school and a large school can be attractive to many families. How can programs, schedules and classes be aligned so that students have the most options?
- The SU board should be taking on these discussions, particularly given its more equitable representation across districts.
- Don't lose small schools grant in 2019; develop pragmatic contingency plan in how to manage the loss of revenue
- Create a statement about establishing a culture for learning and growth beginning in kindergarten that supports broader choice at the higher grades.
- Think of schools as campuses rather than individual entities
- Can we expand the choice slots between Hazen and Craftsbury?

Next Agenda: Supervisory Union Board - current state and how its role might change to support increased collaboration of member districts and shared decision making. Financial modeling on 7-12 choice and potential mergers.

Adjourn: The committee adjourned by consensus at 8:04 PM.

Next Meeting: June 16, 2016

Approved 06-29-16

Orleans Southwest Supervisory Union

Act 46 Study Committee

June 16, 2016

6:00 - 8:00 PM

OSSU Central Office Conference Room

(Public Comment may be open at any time other than the specified time.)

Board Members Present: Jennifer Marckres, Mary Lou Rylands-Isaacson, Jennifer Fliegelman, Jennifer Laundry, Kate Wilson, Diane Janukajtis, MacNeil, Suzy Graves, Carolyn Kehler, David Kelley, John Miller, Brett Stanciu

Administration Present: Superintendent Joanne LeBlanc

Others Present: Act 46 Consultant Steve Sanborn; OSSU Data Manager, Ted Gates; Representative Chip Troiano

Call to Order: Jennifer Marckres called the meeting to order at 6:00 PM.

Approve Meeting Minutes: Jennifer Fliegelman moved to approve the minutes from May 31, 2016 as written. Kate Wilson seconded. The motion passed unanimously.

Financial Modeling: Superintendent LeBlanc introduced the preliminary financial model created to support exploration of

different scenarios, beginning with a “status quo” scenario, or what things would look like if current trends were extended out five years. Right now, documents are available for Woodbury, Stannard, and Hazen Union (partial). She cautioned that these are estimated projections based on numerous variables and averages over the last five years. Ted Gates reviewed the documents in the folder:

- Act 46 District Status Quo Model Woodbury_Ted1.pdf
- Act 46 Union Expansion Model Stannard Hazen_dLarcombe tab1.pdf
- Act 46 Union Expansion Model Stannard Hazen_dLarcombe tab2.pdf
- Act 46 Union Expansion Model Stannard Hazen_dLarcombe tab3.pdf

Under these projections, Stannard would potentially see an increase in its FY19 tax rate if it were to join Hazen Union. The committee discussed the assumptions related to the projections, and the factors that can impact a tax rate in general (education spending, base amount/property yield, equalized pupils, etc). This model is built to allow exploration of numerous scenarios, such as the potential merger between Hardwick and Woodbury just to see what it would look like. One document will be created for each district. Additional scenarios can be requested by the committee or an individual board.

Discussion turned to representation on school boards within merged districts. Steve Sanborn clarified there are three options: school board seats can be based on town population, can be at-large, or can be a combination of the two. For at-large representation, directors from either communities can be elected to any seat. In a combined structure, there can be dedicated seats for each town with additional at-large seats. The specific makeup of the school board would be negotiated between the merging districts and documented in the new articles of agreement.

The committee discussed when the financial models will be available for all districts, and what resources are available to boards to help explore all available options. Superintendent LeBlanc indicated that the initial set of reports would be completed as soon as possible. Additional requests for reports will need to be completed as resources allow. Each school board has available board development funds within its budget to seek outside support (additional consulting services) should they decide to use it.

Steve Sanborn clarified what a school district commits to if it participates in a formal 706(b) study since that is the only option that includes continued grant funding from the state. The 706(b) committee would work to develop articles of agreement and then determine whether it wants to bring those articles to the voters. The study committee can choose not to bring the articles to voters in their respective towns. Or, if they decide to bring it to the voters by a majority vote, individual committee members can advocate for voters in a particular town to vote for or against the proposed merger. The articles can be written in a variety of ways to protect smaller schools that seek to enter into a merger, such as requiring a community vote to close a school or requiring an unanimous vote of the new board to make major decisions that could impact the smaller school more significantly. David Kelley voiced concern for not enough protections for smaller schools.

Jennifer Marckres asked for an update on expanding choice between Hazen and Craftsbury. Mr. Sanborn submitted a series of questions related to expanding choice within OSSU to the Agency of Education, but has not yet received a response.

Supervisory Union (SU) Board: Ms. Marckres introduced the idea of exploring potential changes to the supervisory union board as part of the Alternative Structure proposal. Superintendent LeBlanc outlined the current responsibilities of the SU board. Each school district that operates a school has three seats on the SU board. Districts that do not operate schools (Stannard and Greensboro) have one vote each, for a total of 20 voting members. The SU board meets 3-4 times per year to vote on the SU budget, to elect officers, to give the Superintendent the power to obtain grants, and other duties outlined in statute. It currently delegates much of its decision making to the Executive Committee, which meets monthly and is comprised of the eight school board chairs or their designee.

Ms. Marckres reiterated that the purpose of the discussion is to identify which body will be the “forward thinking” entity that determines how school boards will demonstrate increased collaboration. Superintendent LeBlanc added that this discussion will likely require a shift in thinking about the purpose of the SU Board - from one of individual school boards advocating for their individual interests to one of collaboratively making decisions for all communities within OSSU. Ms. Marckres asked how we move from a desire to work together to actually doing the work.

Mr. Sanborn suggested the group review the Alternative Structure proposal [template](#). He stated it is a work in progress and will be refined as more school districts move through the process. He has sent it to the Agency of Education for feedback. The goal is to produce a document that can help the Board of Education clearly understand the proposed structure and configuration of each school district and the SU as a whole within the Alternate Structure.

David Kelley asked whether articles of agreement can be drafted among two or more school boards before forming a formal 706(b) study committee. Mr. Sanborn stated yes; individual school districts can engage in a wide variety of informal discussions prior to deciding whether to enter into a 706(b) study committee.

Ms. Marckres offered that it is possible for each school district to submit its own Alternate Structure proposal, but that it would be looked upon more favorably to collaborate as an SU and submit a combined document. Mr. Sanborn stated that it is also an opportunity to review how the SU as a whole will work to meet the needs of all students; it provides a vehicle to rethink the role of the Supervisory Union while maintaining control in your local communities. The group discussed engaging in a genuine effort to reimagine the role of the SU Board. Other than this Act 46 Exploratory Committee, other avenues include carousel meetings, individual school boards and the Executive Committee. Carolyn Kehler indicated that the culture within the Executive Committee is to support all students, not just individual school districts. She suggested not scheduling more carousel meetings, but rather focusing on a few key program goals, such as supporting students in poverty or expanding community arts.

MacNeil stated that the template language in Section 4, subsection D, E, related to 'new' governance structure presumes that the current structure has failed. The group discussed and clarified the language of the template. The intent of the template was to help the SU describe how it will increase collaboration to make improvements to meet the goals of Act 46: quality, equity, fiscal responsibility, accountability, maximizing efficiencies, and share resources across all districts. The committee collaboratively edited the template in the identified sections based on the discussion.

Ms. Marckres reflected that it will be important to have additional conversations about the role of the SU board as it relates to budget development. Mr. Kelley suggested the focus be on student learning opportunities.

Mary Lou Rylands-Isaacson offered the example of collaboratively addressing poverty's impact on early student learning, particularly language development, and the importance of strong Pre-K programs across the supervisory union. Other members suggested increased access to afterschool programs, sport programs, and enrichment programs. Mr. Kelley suggested using Title I funds to hire shared staff to assist with early identification of high poverty students and program/support enrollment. Superintendent LeBlanc recommended that the committee learn what programs are currently in place and how to build on them by asking what is working and needs to change? She offered the example of when parents choose to not enroll their students in Pre-K; enrollment is not required, and transportation is not offered, so parents opt out. The SU does outreach with other organizations to help get parents interested, but it can't force parents to enroll. She also warned against relying on grant resources since they fluctuate or are only for a set period of time. Boards must understand current realities, determine priorities, and build budgets around those priorities to ensure sustainable funding of programs.

Mr. Kelley stated he would like to have a creative dialogue with boards and the administration on the use of Title I funds to support students in poverty. The group discussed the challenges in securing resources and in translating the vision to practical implementation, as part of the Act 46 proposal.

Brett Stanciu warned that the solution to generational poverty is complex and not necessarily just financial. Hiring someone to support programs alone will not solve the issue. It is beyond a school issue, it is a community issue. Ms. Rylands-Isaacson stated the need for a community-wide education initiative. Ms. Janukajtis stated that the Educational Quality Standards layout what is good for all kids, including students in poverty; the committee might consider starting there.

Ms. Marckres reflected that would be beneficial to identify how to create the forum for these discussions, but not have the discussion here. Ted Gates stated that the mechanisms are largely in place through the current governance structure to generate policy and set specific outcomes for the administration to focus on, but it takes leadership from board members to do so, which can be difficult given the volunteer nature of the job.

Mr. Sanborn asked the group to consider how time will be shared between the SU Board and the individual school boards if the goal is to increase collaboration at the SU level. Jennifer Fliegelman stated that the trend based on board member feedback has been to reduce the number of SU Board carousel meetings so that individual boards can meet more frequently, so this might not be a shared goal with all boards. Ms. Wilson proposed looking at expanding the number of people who are involved in each town so it's not just school board members doing everything (for example, at-large community membership on subcommittees).

Ms. Marckres suggested the group do homework to help make the next meeting as productive and concrete as possible. The group agreed that each member would brainstorm the structure and mission of the SU board and how that might be different than what is currently in place. The role of the Executive Committee should also be considered.

Next Agenda: review homework as part of a continued discussion on the roles and responsibilities of the SU Board within an Alternative Structure. Follow up from the Agency of Education on expanding choice within OSSU.

Adjourn: The committee adjourned by consensus at 8:03 PM.

Next Meeting: June 29, 2016

Act 46 – Alternative Structure Governance

June 19, 2016

The following is a first draft that attempts to compile the points of discussion from the most recent Act 46 Study Committee meeting. No specific structure or function was agreed upon – this is just brainstorming. And I'm sure I'm missing some of the responsibilities of the current OSSU Board. Please feel free to add, subtract, edit.

Governing body

Current structure – OSSU Board with 3 voting members from each of the 8 schools, Executive Committee – Members are the 8 individual board chairs

Proposed structure – OSSU Board will serve as the sole governing body (eliminate the Executive Committee to improve efficiency)

Responsibilities of the OSSU Board

Approve the SU budget

Empower the OSSU Superintendent to apply for grants

Transportation

Discuss SU-wide programming and issues in order to continue searching for cost-saving opportunities

Propose SU-wide programming to enhance the educational opportunities for all OSSU students preK-12

Form committees and study groups to research areas of concern and potential action (for example: poverty, increasing opportunities such as foreign language in elementary school, shared high school programs, etc.)

Still needing discussion: how to liaison with individual boards to replace the Executive Committee function, especially agenda planning

Board and Committee Membership

Current voting members are the 3 officers (chair, vice-chair, clerk) of each individual board

Need discussion on membership – should it be more representative of population, or equalized pupils?

Some other formula?

Could boards select other members besides the 3 officers – for instance, a former board member, or a current board member who is not an officer? Is it

possible to broaden involvement and reduce the time commitment of any single member? Can we leave it up to individual boards to determine their members?

Could committee membership include non-board members – perhaps a community member with a special interest or expertise in the subject? Again – to broaden involvement and reduce the time commitment of any single member?

Could a school choose to rotate membership of one or more positions?

Board Leadership

Discussion needed regarding leadership – selection and duties

Instead of the usual chair, vice-chair, etc. could we designate leadership for different functions – for example – the chair is responsible for running the meetings, agenda, general governance; the vice-chair is responsible for organizing and coordinating committee work, other positions?

Unapproved

Orleans Southwest Supervisory Union

Act 46 Study Committee

June 29, 2016

6:00 - 8:00 PM

OSSU Central Office Conference Room

(Public Comment may be open at any time other than the specified time.)

Board Members Present: Jennifer Marckres, Orise Ainsworth, Kate Wilson, MacNeil, Cacky Peltz, Victoria Von Hessert, David Kelley, John Miller, Suzy Graves, Mary Lou Rylands-Isaacson

Administration Present: OSSU Chief Operation Officer Victor (Bud) DeBonis

Others Present: Act 46 Consultant Steve Sanborn

Call to Order: Jennifer Marckres called the meeting to order at 6:00 PM.

Approve Meeting Minutes: Kate Wilson moved to approve the minutes from June 16, 2016 as written. Cacky Peltz seconded. Cacky Peltz requested that Brett Stanciu be added under board members present. **The motion with the noted amendment passed unanimously.**

OSSU Board Structure: Jennifer Marckres introduced the purpose of the meeting was to discuss the role of the SU Board within an Alternative Structure proposal. Kate Wilson requested clarification on whether guidance will be published from the State Board of Education or Agency of Education on what the proposal should contain and whether the committee should wait until that is published in September. Steve Sanborn stated it is up to the committee whether to wait, but there is probably work in each section 1-3 of the proposal that can be completed before September.

Discussion turned to the definition of local control, what is currently managed at the supervisory union level and what is the role of local school boards, and concerns about potentially losing local school boards. Mrs. Ainsworth indicated that curriculum, transportation, special education, hiring and evaluations and many aspects of the budget haven't been under local school board control for decades. Ms. Marckres confirmed that the role of the local school board is less about administration and more on setting the vision of the school: what the community wants for students and the school, creating that linkage, and holding the school accountable to that vision.

Suzy Graves raised concerns about losing the small schools grant in Woodbury if no merger takes place. The committee reviewed the issues and timelines for small schools. To keep the funds, they must demonstrate certain criteria (efficiency, quality, transparency, and equity) or receive support through a merger support grant. Cacky Peltz encouraged thinking collaboratively while developing specific agreements that protect the small schools and local communities' sense of ownership. Other members agreed.

Mary Lou Rylands-Isaacson asked for clarification on the focus of the committee given the circular nature of the discussion. Committee members discussed related concerns and questions. Mr. Sanborn returned to the goals of Act 46 and reiterated that the purpose of the committee is to define how the member districts will meet those goals – how will the SU act differently than it currently does without changing the current governance structure?

Ms. Wilson stated she supports changes that result in the SU Board addressing more global questions that impact all students across the SU, such as how to improve curricular offerings, how do we best support innovative programs, etc? Mrs. Ainsworth added that the schools and administration, as educators, make those decisions. Boards set the vision.

David Kelley stated that the goals of Act 46 and the means to achieve them through consolidation and eliminating local school boards are not related. It is possible to have larger conversations, consolidate where there are savings, coordinate curriculum collectively without changing the current structure. There are ideas and possibilities that haven't been addressed. He stated that students who live in poverty are better off in small schools. The discussion turned to the idea that poverty rates are not a reflection of family engagement or quality of education. The group agreed to return to the agenda.

Discussion continued on the scope of the SU Board as a vision-setting body that sets specific goals for implementation by the administration. Committee members previously discussed wanting more flexibility in choice within the SU. Mr. Sanborn followed up with the Agency of Education on this and the guidance received was for local boards to work together to create agreements that articulate the parameters of the choice arrangements (slots in/out, whether tuition will be exchanged or not). There are no legal restrictions on setting these agreements, but it was advised that they be created with/reviewed by legal counsel. Another opportunity previously discussed was aligning program offerings or schedules so that students can take classes or programs at other schools. There are many examples of how to do this with the help of technology in order to reduce transportation costs. Even if the cost savings aren't significant, members of the committee seemed to agree this would result in greater equity in opportunity.

Mr. Kelley proposed a side-by-side configuration comprised of Wolcott, Peacham, Stannard, and Greensboro forming one similar district (K-6 operating school with 7-12 choice), Woodbury and Hardwick would form the second district. This would be total approximately 1,000 students. This configuration would enable the districts to claim the tax incentives and merger support grants. The alternative structure being discussed will not result in any tax incentives or preservation of small school grants. Ms. Marckres suggested it might be beneficial for those towns to create a separate exploratory or study committee should they wish to pursue it further, but it is a separate discussion from the current exploratory committee goal to pursue an alternate structure. Mr. Kelley said he will continue to pursue the \$5,000 exploratory grant.

The committee acknowledged the need for resolution on other potential options before proceeding with submitting a proposal to Board of Education. Members indicated that looking at the potential financial benefits of a side-by-side, with tax incentives and small school grants, is the next step. Bud DeBonis stated initial financial models have been created. Additional analysis will likely come out of the OSSU Business Office, not through exploratory grant consultants. He requested further clarity from boards in terms of what they wish to see in order to efficiently meet requests. He also cautioned that projections are based on available data and trends, but that many factors may change five years out in the future.

The group discussed whether to meet on July 13th. Some members thought it valuable to meet to actually draft sections of the proposal that do not require additional input. Mr. Sanborn suggested that section 1 should be completed in conjunction with each school principal and town school board. Section 2 and 3 can be completed by the SU (Superintendent). Section 4 must be completed collaboratively by the member school boards. The town school boards must formally vote to pursue the side-by-side, which must be done at a special meeting or the regularly scheduled meeting in August. It was decided to postpone the final meeting until at least late August or early September. The Superintendent, Ms. Marckres, and Mr. Sanborn will communicate later this summer to identify a date that makes sense. Ms. Marckres encouraged individual school boards to engage in further discussions in the spirit of collaboration and keeping what is best for students and communities at the forefront.

Adjourn: The committee adjourned by consensus at 7:42 pm.

OSSU Appendix B: Academic Performance Data

OSSU SBAC Proficiency Rates, Summary Results 2015-2017*

	English Language Arts			Math		
	2015	2016	2017	2015	2016	2017
Craftsbury	53%	54%	61%	40%	40%	33%
Hardwick	50%	52%	30%	46%	44%	34%
Hazen Union	57%	48%	42%	39%	36%	24%
Lakeview	50%	38%	37%	34%	38%	39%
Wolcott	60%	55%	41%	37%	35%	32%
Woodbury	39%	57%	67%	22%	29%	45%
OSSU	54%	50%	43%	40%	38%	32%
Vermont	54%	57%	n/a	42%	46%	n/a

* SBAC results for 2015 and 2016 were not official, per ruling by State of Vermont. 2017 results are preliminary.

Spring 2016 OSSU SBAC Results, by School, by Income: (Percent Proficient, compared to State results, Grades 3-8, 11)

ENGLISH (Percent FRL, 2015-16):

	69%	68%	59%	56%	55%	66%	63%	44%
	LV	HES	WOL	WDB	CA	HAZ	OSSU	VT
FRL	24%	44%	40%	54%	41%	40%	39%	39%
Not FRL	77%	67%	83%	63%	70%	59%	67%	67%
All	38%	52%	57%	57%	55%	48%	50%	57%
N	47	120	76	21	89	163	515	

MATH (Percent FRL, 2015-16):

	69%	68%	59%	56%	55%	66%	63%	44%
	LV	HES	WOL	WDB	CA	HAZ	OSSU	VT
FRL	26%	35%	28%	31%	33%	29%	30%	28%
Not FRL	69%	62%	48%	25%	49%	46%	51%	56%
All	38%	44%	36%	29%	40%	36%	38%	45%
N	47	120	76	21	89	163	515	

Craftsbury 2016 SBAC Disaggregated Data

CRAFTSBURY

2015-2016 SBAC Results

Grades 3 - 6 English Language Arts (ELA)

	Craftsbury				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	36	17	19	20	23,953	11,616	12,337	9,849
Exceeds Standard	22%	18%	26%	20%	26%	31%	21%	13%
Meets Standard	36%	53%	21%	20%	29%	30%	28%	25%
Near Standard	31%	18%	42%	45%	22%	20%	23%	26%
Substantially Below Standard	11%	12%	11%	15%	22%	18%	26%	34%
Meets / Exceeds Standard	58%	71%	47%	40%	54%	61%	49%	38%

CRAFTSBURY

2015-2016 SBAC Results

Grades 7 - 8,11 English Language Arts (ELA)

	Craftsbury				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	54	20	34	27	17,576	8,592	8,984	6,155
Exceeds Standard	19%	20%	18%	15%	22%	27%	17%	9%
Meets Standard	33%	35%	32%	26%	35%	39%	32%	29%
Near Standard	33%	30%	35%	37%	22%	20%	23%	28%
Substantially Below Standard	15%	15%	15%	22%	19%	13%	26%	32%
Meets / Exceeds Standard	52%	55%	50%	41%	57%	65%	49%	38%

CRAFTSBURY

2015-2016 SBAC Results

Grades 3 - 6 Math

	Craftsbury				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	36	17	19	20	24,029	11,643	12,366	9,880
Exceeds Standard	17%	6%	26%	20%	20%	19%	21%	10%
Meets Standard	31%	41%	21%	20%	26%	27%	26%	21%
Near Standard	33%	29%	37%	35%	29%	30%	28%	33%
Substantially Below Standard	19%	24%	16%	25%	22%	21%	22%	34%
Meets / Exceeds Standard	47%	47%	47%	40%	47%	46%	47%	31%

CRAFTSBURY

2015-2016 SBAC Results

Grades 7 - 8,11 Math

	Craftsbury				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	54	20	34	27	17,587	8,598	8,989	6,148
Exceeds Standard	11%	15%	9%	11%	19%	19%	18%	8%
Meets Standard	24%	15%	29%	15%	23%	24%	21%	16%
Near Standard	37%	35%	38%	30%	26%	27%	26%	29%
Substantially Below Standard	28%	35%	24%	44%	30%	27%	33%	45%
Meets / Exceeds Standard	35%	30%	38%	26%	42%	44%	39%	24%

Hazen 2016 SBAC Disaggregated Data

HAZEN

2015-2016 SBAC Results

Grade 7 English Language Arts (ELA)

	Hazen Union				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	56	28	28	32	5,835	2,846	2,989	2,240
Exceeds Standard	16%	25%	7%	13%	19%	24%	14%	8%
Meets Standard	43%	39%	46%	44%	38%	42%	34%	30%
Near Standard	21%	21%	21%	19%	21%	19%	23%	27%
Substantially Below Standard	20%	14%	25%	25%	20%	14%	26%	33%
Meets / Exceeds Standard	59%	64%	54%	56%	57%	66%	48%	38%

HAZEN

2015-2016 SBAC Results

Grade 8 English Language Arts (ELA)

	Hazen Union				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	50	21	29	29	5,916	2,937	2,979	2,198
Exceeds Standard	12%	19%	7%	10%	19%	23%	14%	8%
Meets Standard	36%	29%	41%	28%	39%	43%	35%	32%
Near Standard	28%	33%	24%	24%	23%	20%	25%	29%
Substantially Below Standard	24%	19%	28%	38%	18%	12%	24%	29%
Meets / Exceeds Standard	48%	48%	48%	38%	58%	66%	49%	40%

HAZEN

2015-2016 SBAC Results

Grade 11 English Language Arts (ELA)

	Hazen Union				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	56	28	28	29	5,825	2,809	3,016	1,717
Exceeds Standard	20%	25%	14%	21%	27%	33%	22%	12%
Meets Standard	18%	21%	14%	7%	29%	31%	27%	25%
Near Standard	36%	36%	36%	41%	21%	20%	22%	27%
Substantially Below Standard	27%	18%	36%	31%	20%	14%	27%	33%
Meets / Exceeds Standard	38%	46%	29%	28%	56%	64%	49%	37%

HAZEN

2015-2016 SBAC Results

Grade 7 Math

	Hazen Union				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	56	28	28	32	5,845	2,850	2,995	2,237
Exceeds Standard	13%	21%	4%	16%	19%	20%	18%	8%
Meets Standard	36%	29%	43%	25%	26%	28%	24%	19%
Near Standard	34%	32%	36%	31%	29%	30%	29%	34%
Substantially Below Standard	18%	18%	18%	28%	24%	20%	27%	36%
Meets / Exceeds Standard	48%	50%	46%	41%	45%	48%	42%	27%

HAZEN

2015-2016 SBAC Results**Grade 8 Math**

	Hazen Union				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	50	21	29	29	5,913	2,931	2,982	2,197
Exceeds Standard	16%	14%	17%	10%	23%	23%	22%	10%
Meets Standard	16%	14%	17%	17%	20%	21%	19%	15%
Near Standard	28%	24%	31%	24%	26%	27%	25%	30%
Substantially Below Standard	40%	48%	34%	48%	29%	26%	32%	43%
Meets / Exceeds Standard	32%	29%	34%	28%	43%	44%	41%	25%

HAZEN

2015-2016 SBAC Results**Grade 11 Math**

	Hazen Union				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	56	28	28	29	5,829	2,817	3,012	1,714
Exceeds Standard	13%	7%	18%	14%	15%	15%	15%	5%
Meets Standard	16%	25%	7%	7%	22%	24%	19%	13%
Near Standard	30%	29%	32%	31%	24%	25%	23%	22%
Substantially Below Standard	41%	39%	43%	48%	37%	34%	40%	58%
Meets / Exceeds Standard	29%	32%	25%	21%	37%	39%	34%	18%

Hardwick 2016 SBAC Disaggregated Data

HARDWICK

2015-2016 SBAC Results**Grades 3-6 English Language Arts (ELA)**

	Hardwick				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	120	55	65	78	23,953	11,616	12,337	9,849
Exceeds Standard	23%	27%	20%	13%	26%	31%	21%	13%
Meets Standard	28%	25%	31%	31%	29%	30%	28%	25%
Near Standard	26%	27%	25%	27%	22%	20%	23%	26%
Substantially Below Standard	23%	20%	25%	29%	22%	18%	26%	34%
Meets / Exceeds Standard	52%	53%	51%	44%	54%	61%	49%	38%

HARDWICK

2015-2016 SBAC Results

Grade 3-6 Math

	Hardwick				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	120	55	65	78	24,029	11,643	12,366	9,880
Exceeds Standard	22%	20%	23%	18%	20%	19%	21%	10%
Meets Standard	23%	25%	20%	17%	26%	27%	26%	21%
Near Standard	38%	33%	43%	46%	29%	30%	28%	33%
Substantially Below Standard	18%	22%	14%	19%	22%	21%	22%	34%
Meets / Exceeds Standard	44%	45%	43%	35%	47%	46%	47%	31%

Lakeview 2016 SBAC Disaggregated Data

LAKEVIEW

2015-2016 SBAC Results

Grades 3 - 6 English Language Arts (ELA)

	Lakeview Union				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	47	24	23	34	23,953	11,616	12,337	9,849
Exceeds Standard	15%	17%	13%	6%	26%	31%	21%	13%
Meets Standard	23%	13%	35%	18%	29%	30%	28%	25%
Near Standard	32%	38%	26%	38%	22%	20%	23%	26%
Substantially Below Standard	30%	33%	26%	38%	22%	18%	26%	34%
Meets / Exceeds Standard	38%	29%	48%	24%	54%	61%	49%	38%

LAKEVIEW

2015-2016 SBAC Results

Grades 3 - 6 Math

	Lakeview Union				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	47	24	23	34	24,029	11,643	12,366	9,880
Exceeds Standard	17%	13%	22%	6%	20%	19%	21%	10%
Meets Standard	21%	25%	17%	21%	26%	27%	26%	21%
Near Standard	32%	25%	39%	38%	29%	30%	28%	33%
Substantially Below Standard	30%	38%	22%	35%	22%	21%	22%	34%
Meets / Exceeds Standard	38%	38%	39%	26%	47%	46%	47%	31%

Wolcott 2016 SBAC Disaggregated Data

WOLCOTT

2015-2016 SBAC Results

Grades 3 - 6 English Language Arts (ELA)

	Wolcott				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	78	38	40	49	23,953	11,616	12,337	9,849
Exceeds Standard	26%	34%	18%	16%	26%	31%	21%	13%
Meets Standard	29%	34%	25%	22%	29%	30%	28%	25%
Near Standard	22%	16%	28%	31%	22%	20%	23%	26%
Substantially Below Standard	23%	16%	30%	31%	22%	18%	26%	34%
Meets / Exceeds Standard	55%	68%	43%	39%	54%	61%	49%	38%

WOLCOTT

2015-2016 SBAC Results

Grades 3 - 6 Math

	Wolcott				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	78	38	40	49	24,029	11,643	12,366	9,880
Exceeds Standard	13%	16%	10%	6%	20%	19%	21%	10%
Meets Standard	22%	24%	20%	20%	26%	27%	26%	21%
Near Standard	33%	39%	28%	33%	29%	30%	28%	33%
Substantially Below Standard	32%	21%	43%	41%	22%	21%	22%	34%
Meets / Exceeds Standard	35%	39%	30%	27%	47%	46%	47%	31%

Woodbury 2016 SBAC Disaggregated Data

WOODBURY

2015-2016 SBAC Results

Grades 3 - 6 English Language Arts (ELA)

	Woodbury				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	21	9	12	13	23,953	11,616	12,337	9,849
Exceeds Standard	24%	33%	17%	23%	26%	31%	21%	13%
Meets Standard	33%	44%	25%	31%	29%	30%	28%	25%
Near Standard	19%	22%	17%	15%	22%	20%	23%	26%
Substantially Below Standard	24%	0%	42%	31%	22%	18%	26%	34%
Meets / Exceeds Standard	57%	78%	42%	54%	54%	61%	49%	38%

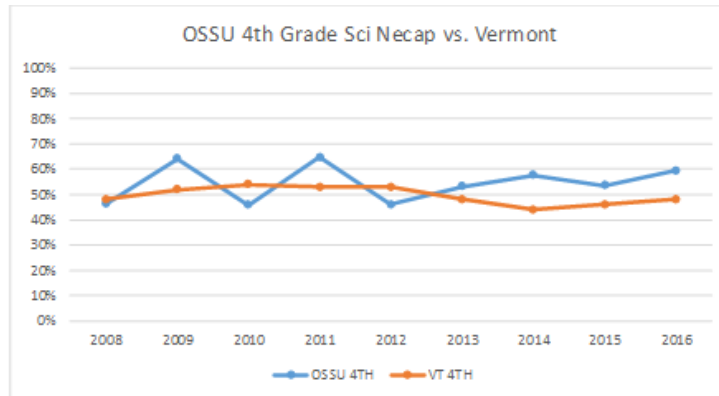
WOODBURY

2015-2016 SBAC Results

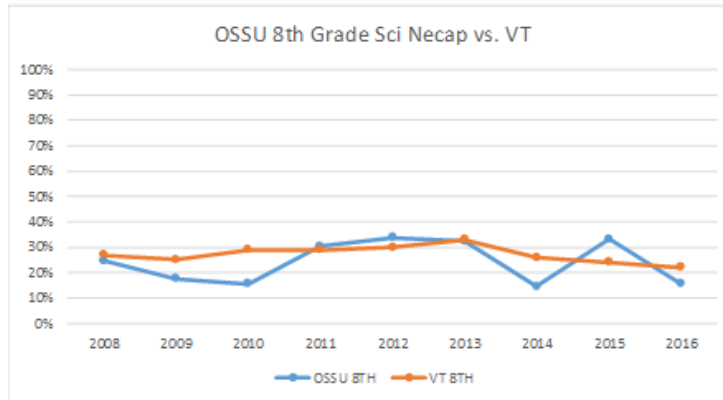
Grades 3 - 6 Math

	Woodbury				State of Vermont			
	Overall	Female	Male	FRL	Overall	Female	Male	FRL
Number of Students Tested	21	9	12	13	24,029	11,643	12,366	9,880
Exceeds Standard	19%	44%	0%	15%	20%	19%	21%	10%
Meets Standard	10%	0%	17%	15%	26%	27%	26%	21%
Near Standard	29%	33%	25%	15%	29%	30%	28%	33%
Substantially Below Standard	43%	22%	58%	54%	22%	21%	22%	34%
Meets / Exceeds Standard	29%	44%	17%	31%	47%	46%	47%	31%

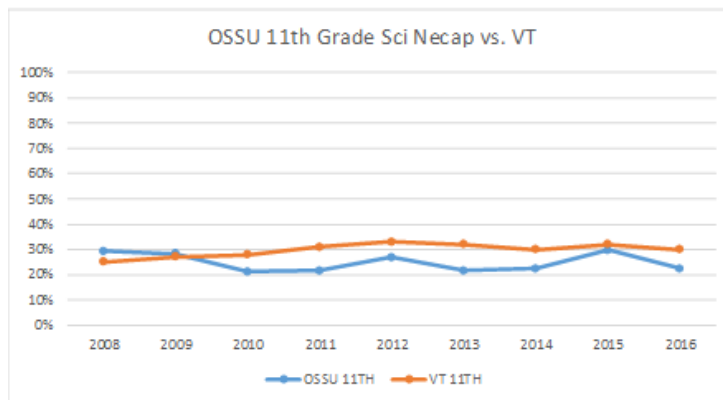
OSSU NECAP Science Assessment History (Proficiency Rates):



	2008	2009	2010	2011	2012	2013	2014	2015	2016
OSSU 4TH	46%	64%	46%	65%	46%	53%	58%	54%	59%
VT 4TH	48%	52%	54%	53%	53%	48%	44%	46%	48%



	2008	2009	2010	2011	2012	2013	2014	2015	2016
OSSU 8TH	25%	18%	15%	30%	34%	32%	14%	33%	16%
VT 8TH	27%	25%	29%	29%	30%	33%	26%	24%	22%



	2008	2009	2010	2011	2012	2013	2014	2015	2016
OSSU 11TH	29%	28%	21%	22%	27%	22%	22%	30%	22%
VT 11TH	25%	27%	28%	31%	33%	32%	30%	32%	30%

2016 NECAP, Disaggregated, by School:

Craftsbury

2015-2016 NECAP Results

4th Grade SCIENCE

	Craftsbury					State of Vermont				
	Overall	Female	Male	FRL	Not FRL	Overall	Female	Male	FRL	Not FRL
Number of Students Tested	9	<N	<N	<N	<N	5,898	2,893	3,005	2,521	3,377
Proficient With Distinction	0%	<N	<N	<N	<N	1%	2%	1%	0%	2%
Proficient	67%	<N	<N	<N	<N	47%	48%	45%	32%	58%
Partially Proficient	33%	<N	<N	<N	<N	39%	38%	39%	47%	33%
Substantially Below Proficient	0%	<N	<N	<N	<N	13%	12%	14%	21%	7%
Total Proficient and Above	67%	<N	<N	<N	<N	48%	50%	47%	32%	60%

CRAFTSBURY

2015-2016 NECAP Results

8th Grade Science

	Craftsbury					State of Vermont				
	Overall	Female	Male	FRL	Not FRL	Overall	Female	Male	FRL	Not FRL
Number of Students Tested	15	<N	<N	<N	<N	5,926	2,944	2,982	2,206	3,720
Proficient With Distinction	0%	<N	<N	<N	<N	0%	0%	0%	0%	0%
Proficient	13%	<N	<N	<N	<N	22%	24%	21%	11%	29%
Partially Proficient	47%	<N	<N	<N	<N	51%	53%	50%	49%	53%
Substantially Below Proficient	40%	<N	<N	<N	<N	26%	23%	29%	40%	18%
Total Proficient and Above	13%	<N	<N	<N	<N	23%	24%	21%	11%	30%

CRAFTSBURY

2015-2016 NECAP Results

11th Grade Science

	Craftsbury					State of Vermont				
	Overall	Female	Male	FRL	Not FRL	Overall	Female	Male	FRL	Not FRL
Number of Students Tested	20	10	10	10	10	5,853	2,814	3,039	1,716	4,137
Proficient With Distinction	5%	0%	10%	10%	0%	1%	1%	2%	1%	2%
Proficient	45%	20%	70%	20%	70%	29%	31%	27%	13%	36%
Partially Proficient	45%	70%	20%	60%	30%	42%	44%	40%	42%	42%
Substantially Below Proficient	5%	10%	0%	10%	0%	28%	24%	31%	44%	21%
Total Proficient and Above	50%	20%	80%	30%	70%	31%	33%	29%	14%	38%

Hazen Union

2015-2016 NECAP Results

8th Grade SCIENCE

	Hazen Union					State of Vermont				
	Overall	Female	Male	FRL	Not FRL	Overall	Female	Male	FRL	Not FRL
Number of Students Tested	49	21	28	28	21	5,926	2,944	2,982	2,206	3,720
Proficient With Distinction	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficient	16%	14%	18%	11%	24%	22%	24%	21%	11%	29%
Partially Proficient	47%	48%	46%	39%	57%	51%	53%	50%	49%	53%
Substantially Below Proficient	37%	38%	36%	50%	19%	26%	23%	29%	40%	18%
Total Proficient and Above	16%	14%	18%	11%	24%	23%	24%	21%	11%	30%

11th Grade Science

	Hazen Union					State of Vermont				
	Overall	Female	Male	FRL	Not FRL	Overall	Female	Male	FRL	Not FRL
Number of Students Tested	56	28	28	30	26	5,853	2,814	3,039	1,716	4,137
Proficient With Distinction	0%	0%	0%	0%	0%	1%	1%	2%	1%	2%
Proficient	13%	14%	11%	13%	12%	29%	31%	27%	13%	36%
Partially Proficient	41%	43%	39%	40%	42%	42%	44%	40%	42%	42%
Substantially Below Proficient	46%	43%	50%	47%	46%	28%	24%	31%	44%	21%
Total Proficient and Above	13%	14%	11%	13%	12%	31%	33%	29%	14%	38%

Hardwick

2015-2016 NECAP Results

4th Grade SCIENCE

	Hardwick					State of Vermont				
	Overall	Female	Male	FRL	Not FRL	Overall	Female	Male	FRL	Not FRL
Number of Students Tested	37	11	26	22	15	5,898	2,893	3,005	2,521	3,377
Proficient With Distinction	5%	0%	8%	5%	7%	1%	2%	1%	0%	2%
Proficient	51%	73%	42%	45%	60%	47%	48%	45%	32%	58%
Partially Proficient	41%	27%	46%	45%	33%	39%	38%	39%	47%	33%
Substantially Below Proficient	3%	0%	4%	5%	0%	13%	12%	14%	21%	7%
Total Proficient and Above	57%	73%	50%	50%	67%	48%	50%	47%	32%	60%

Lakeview

2015-2016 NECAP Results

4th Grade SCIENCE

	Lakeview					State of Vermont				
	Overall	Female	Male	FRL	Not FRL	Overall	Female	Male	FRL	Not FRL
Number of Students Tested	7	<N	<N	<N	<N	5,898	2,893	3,005	2,521	3,377
Proficient With Distinction	0%	<N	<N	<N	<N	1%	2%	1%	0%	2%
Proficient	43%	<N	<N	<N	<N	47%	48%	45%	32%	58%
Partially Proficient	29%	<N	<N	<N	<N	39%	38%	39%	47%	33%
Substantially Below Proficient	29%	<N	<N	<N	<N	13%	12%	14%	21%	7%
Total Proficient and Above	43%	<N	<N	<N	<N	48%	50%	47%	32%	60%

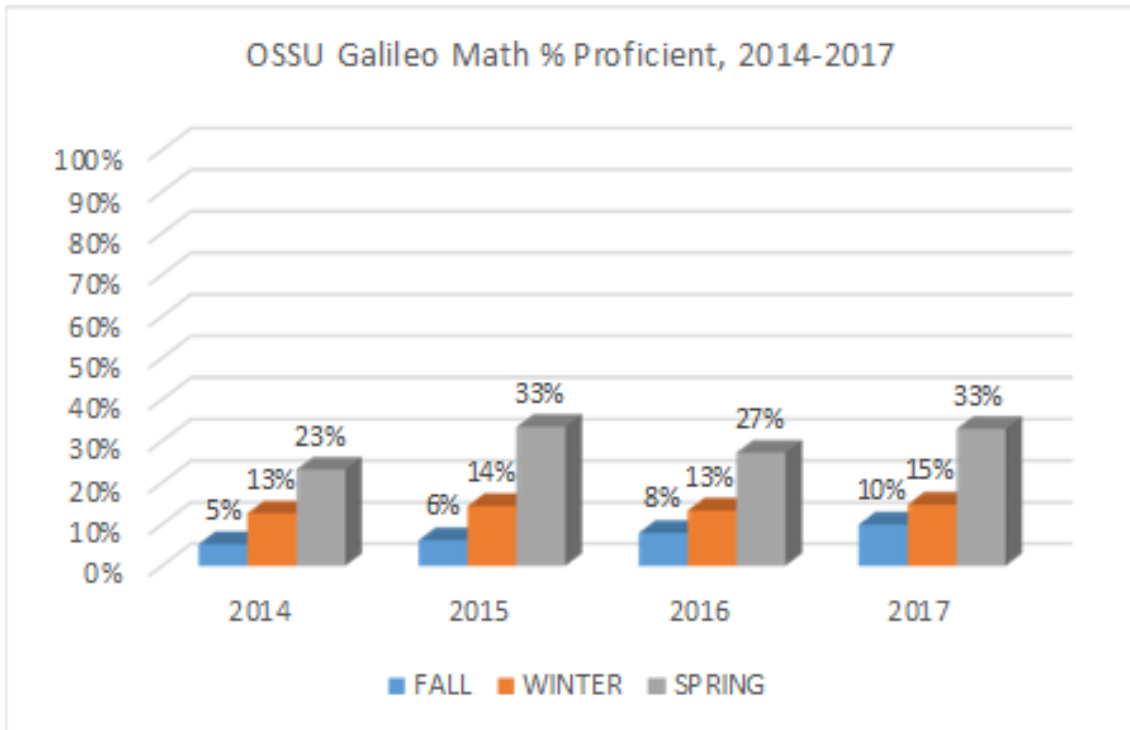
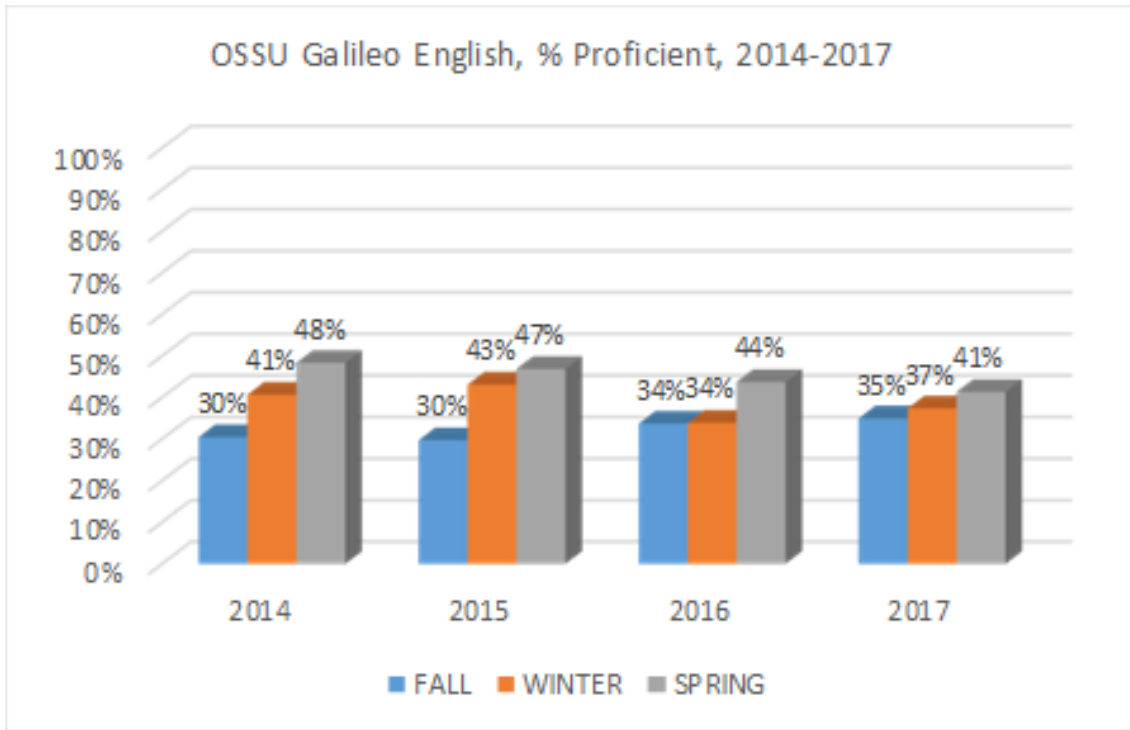
Wolcott

2015-2016 NECAP Results

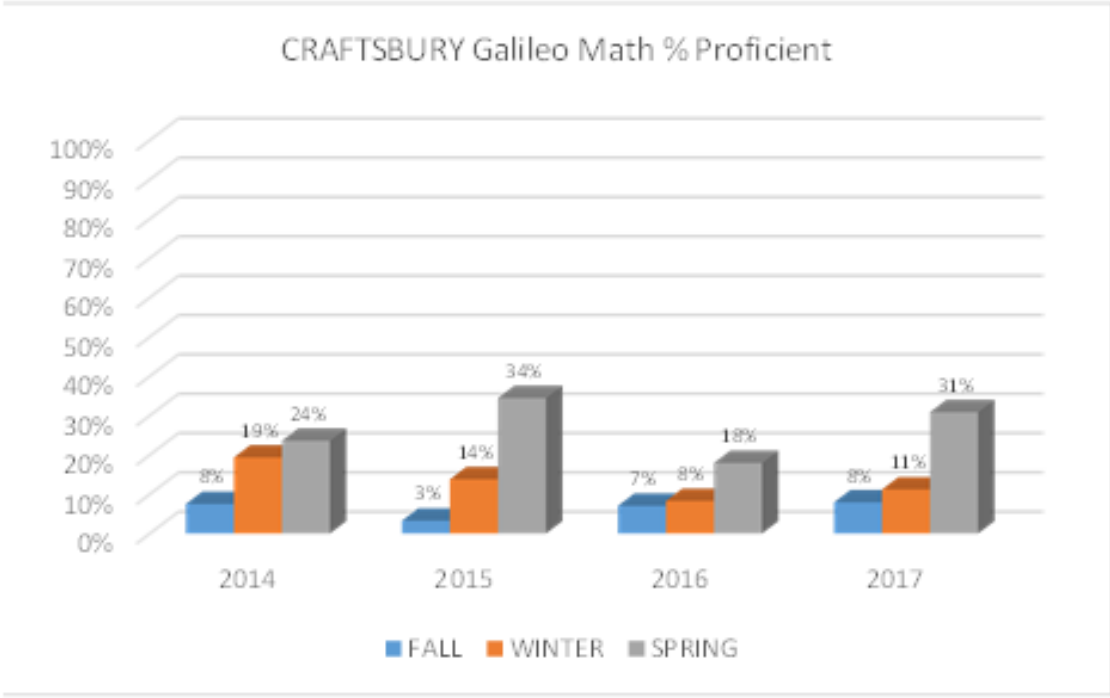
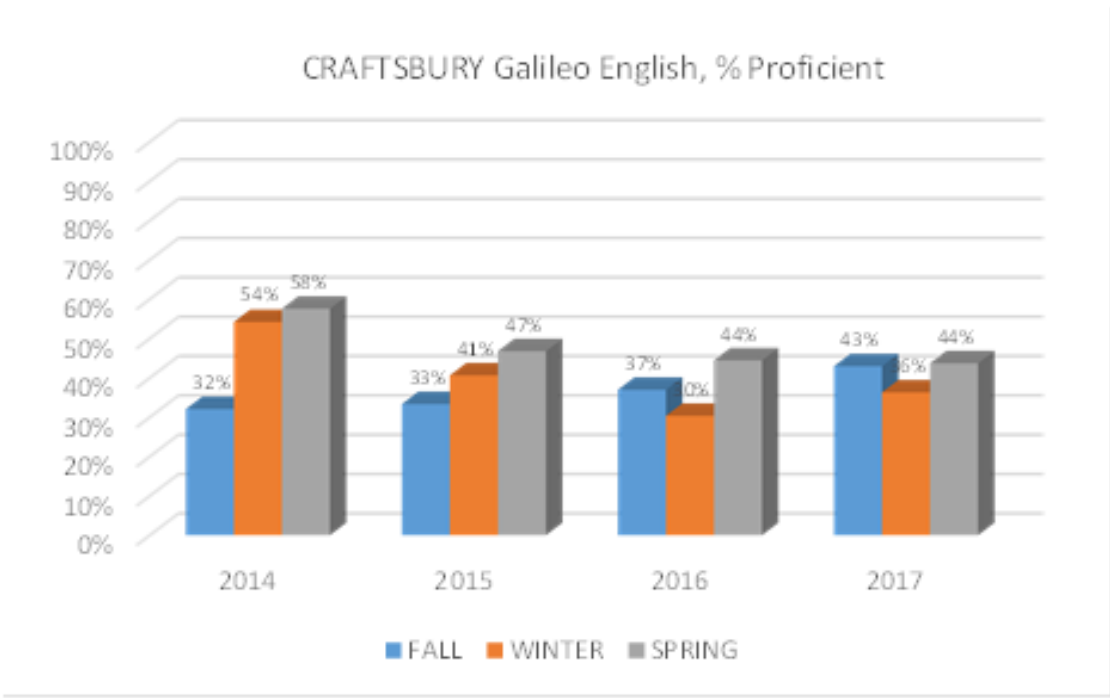
4th Grade SCIENCE

	Wolcott					State of Vermont				
	Overall	Female	Male	FRL	Not FRL	Overall	Female	Male	FRL	Not FRL
Number of Students Tested	15	<N	<N	<N	<N	5,898	2,893	3,005	2,521	3,377
Proficient With Distinction	0%	<N	<N	<N	<N	1%	2%	1%	0%	2%
Proficient	73%	<N	<N	<N	<N	47%	48%	45%	32%	58%
Partially Proficient	27%	<N	<N	<N	<N	39%	38%	39%	47%	33%
Substantially Below Proficient	0%	<N	<N	<N	<N	13%	12%	14%	21%	7%
Total Proficient and Above	73%	<N	<N	<N	<N	48%	50%	47%	32%	60%

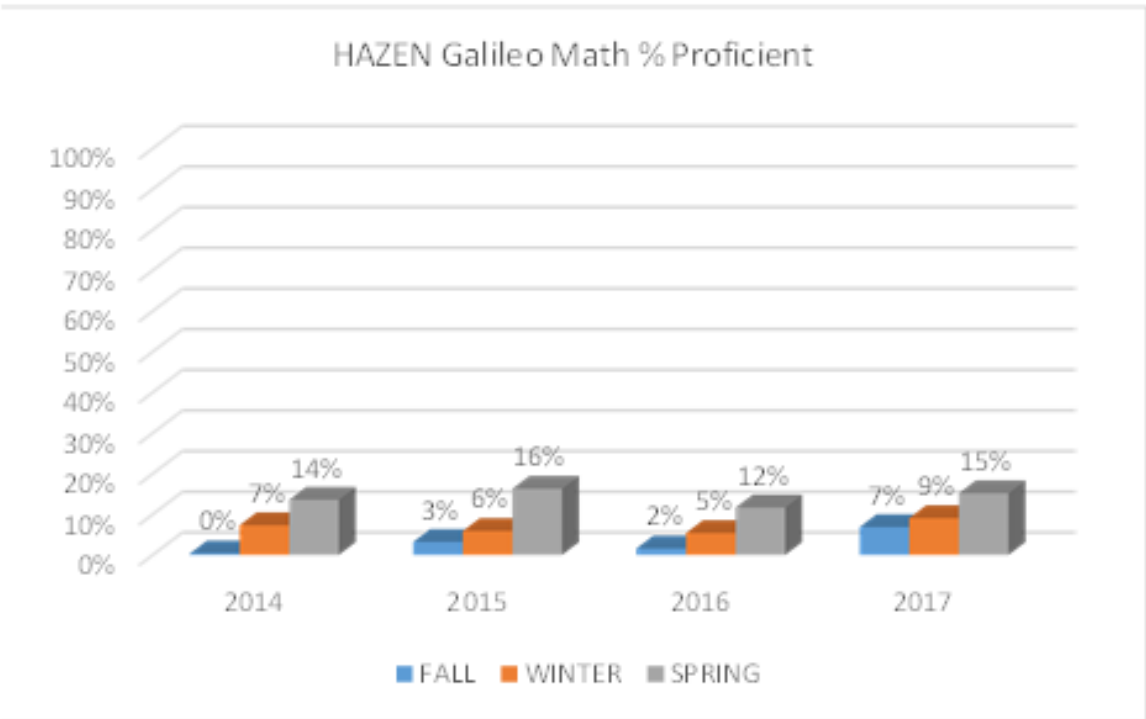
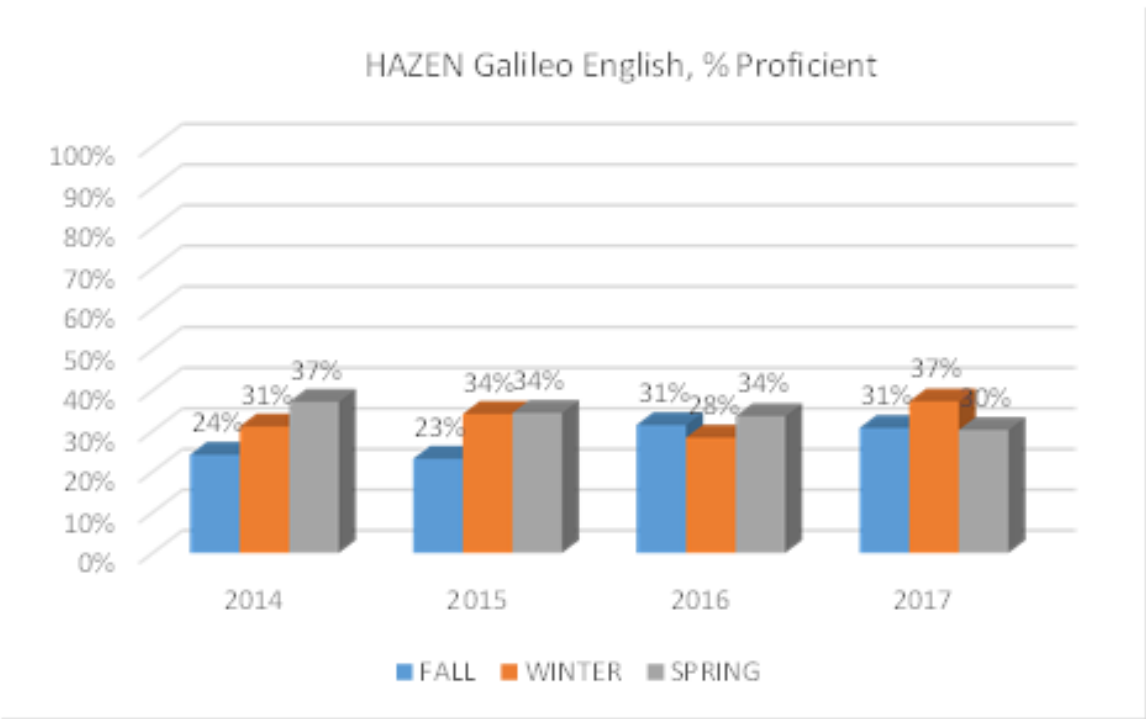
OSSU Galileo Universal Screening Assessments, 2014-2017:



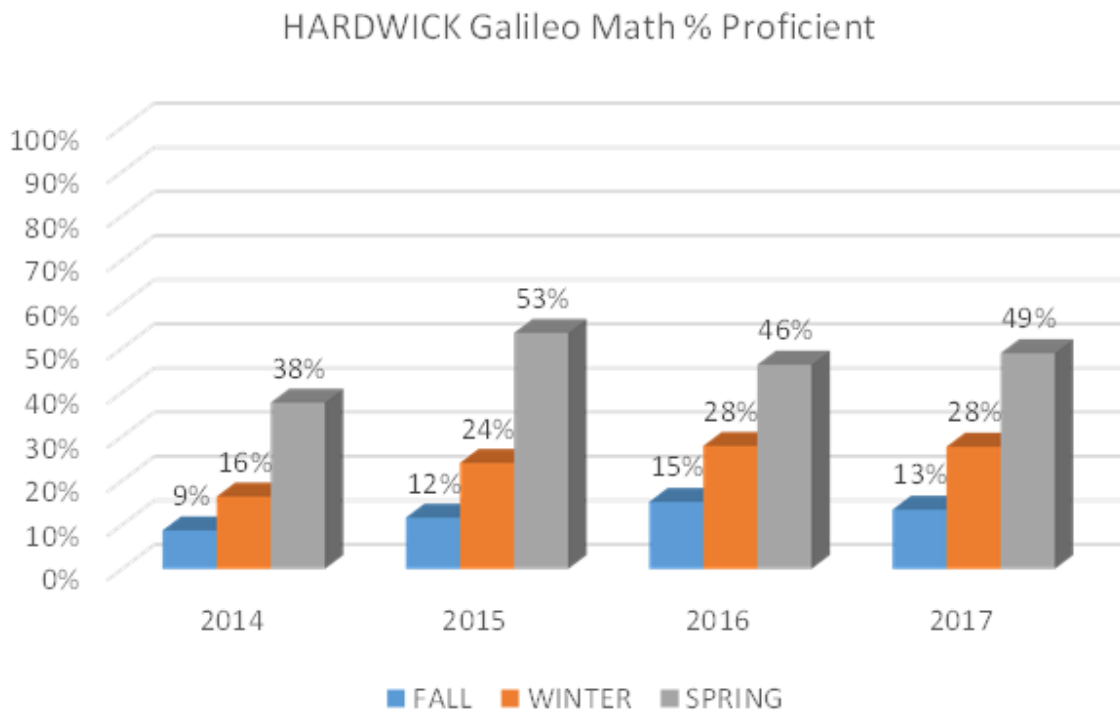
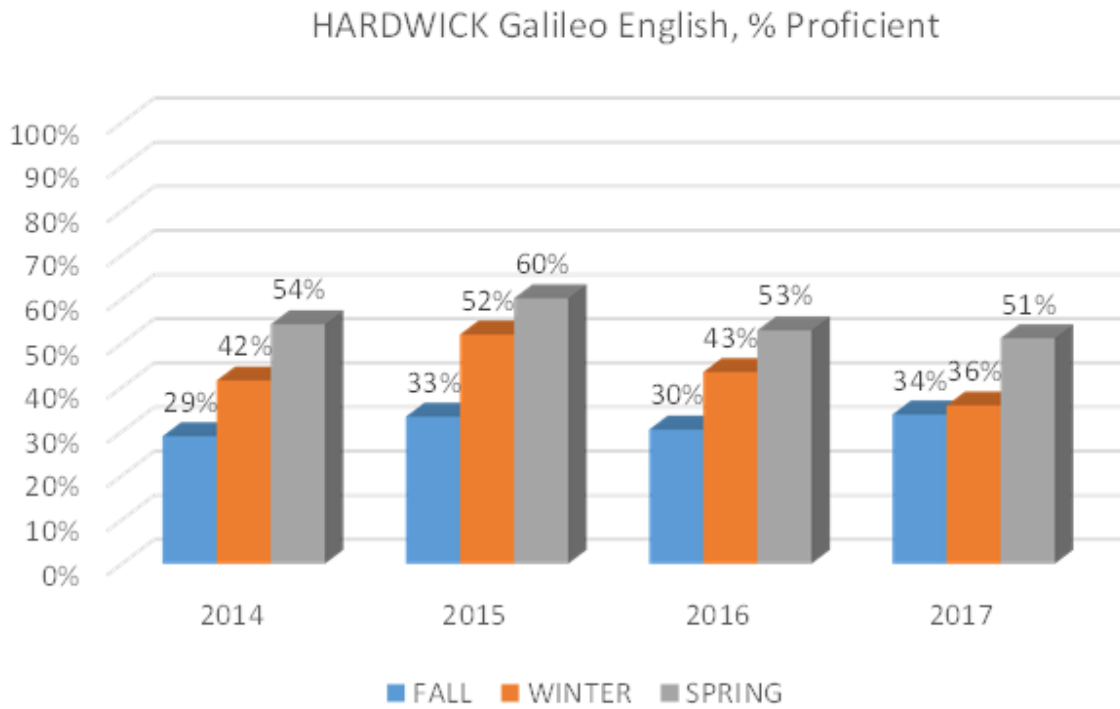
Craftsbury Galileo History:



Hazen Union Galileo History:

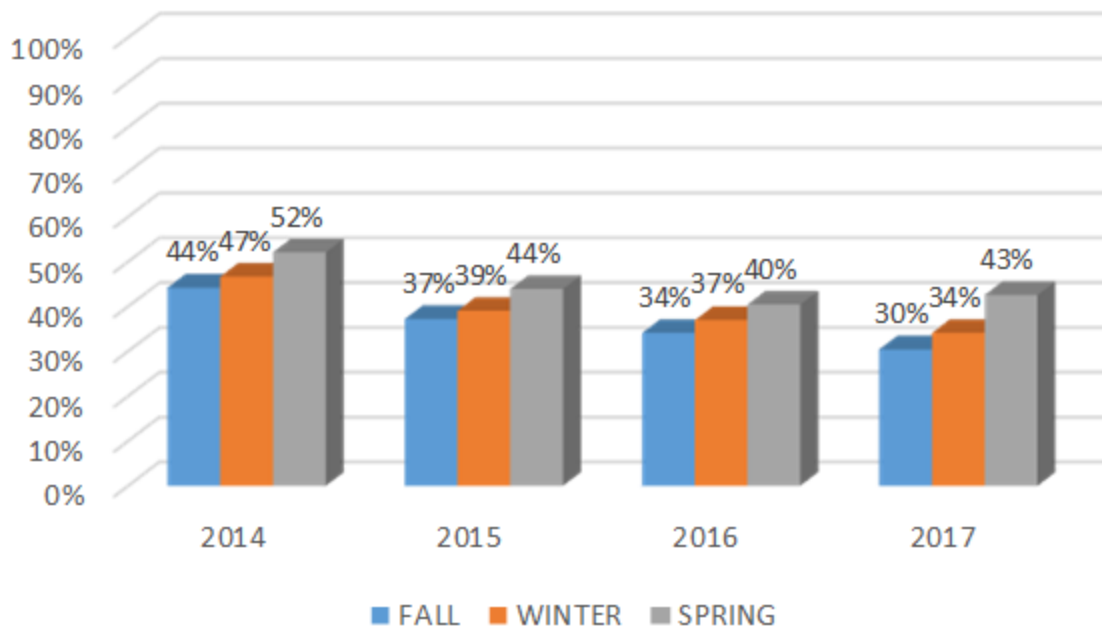


Hardwick Galileo History:

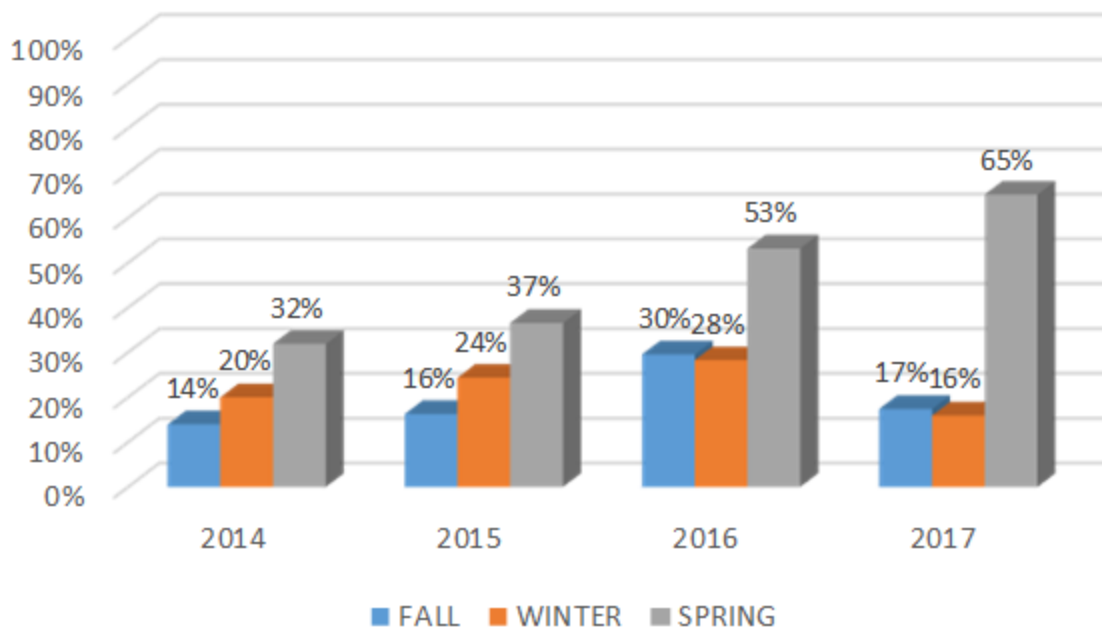


Lakeview Galileo History:

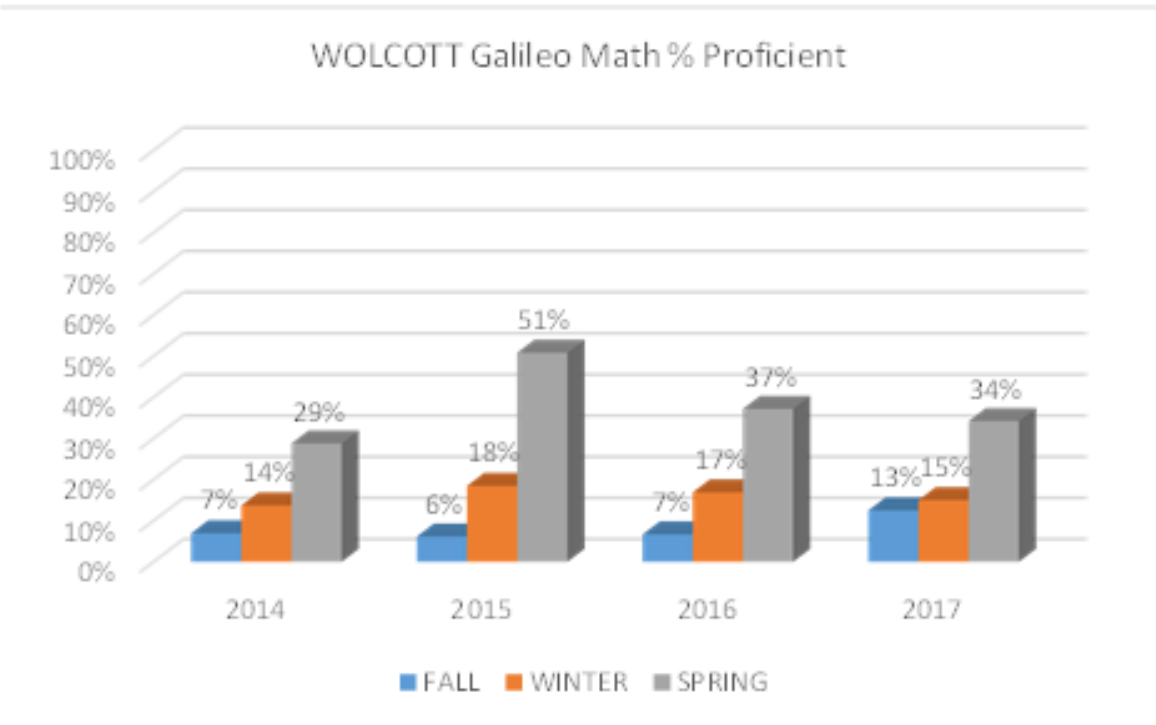
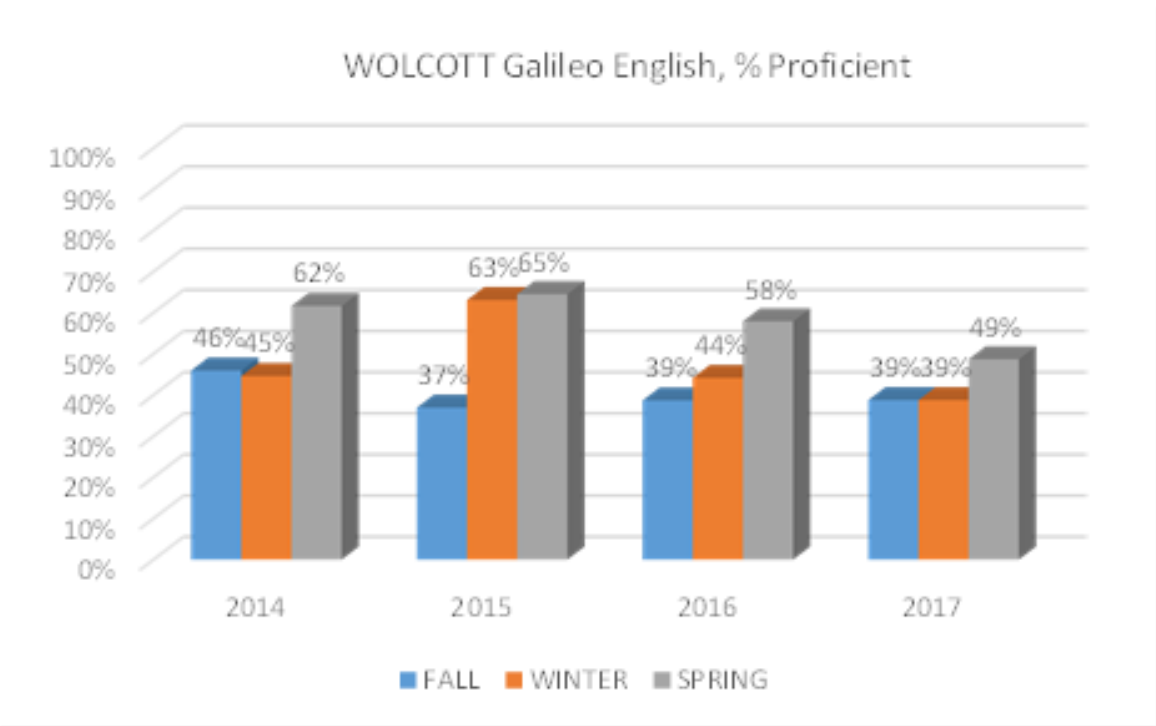
LAKEVIEW Galileo English, % Proficient



LAKEVIEW Galileo Math % Proficient

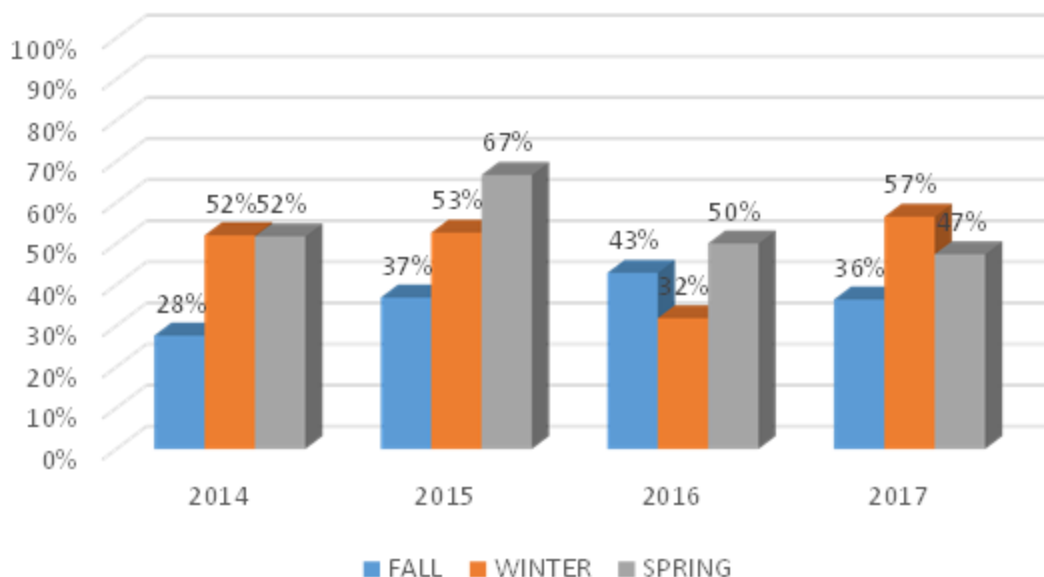


Wolcott Galileo History:

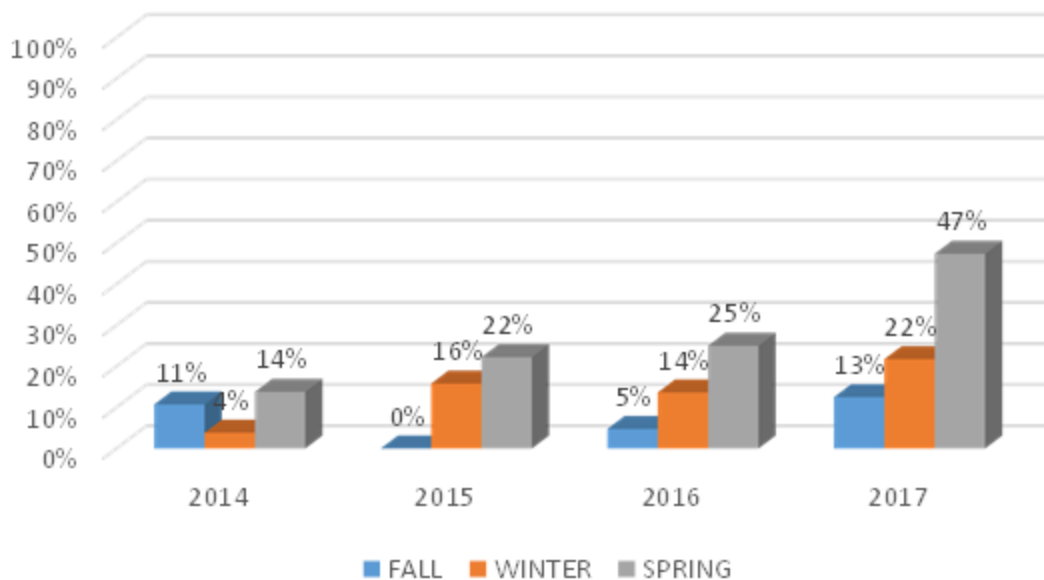


Woodbury Galileo History:

WOODBURY Galileo English, % Proficient



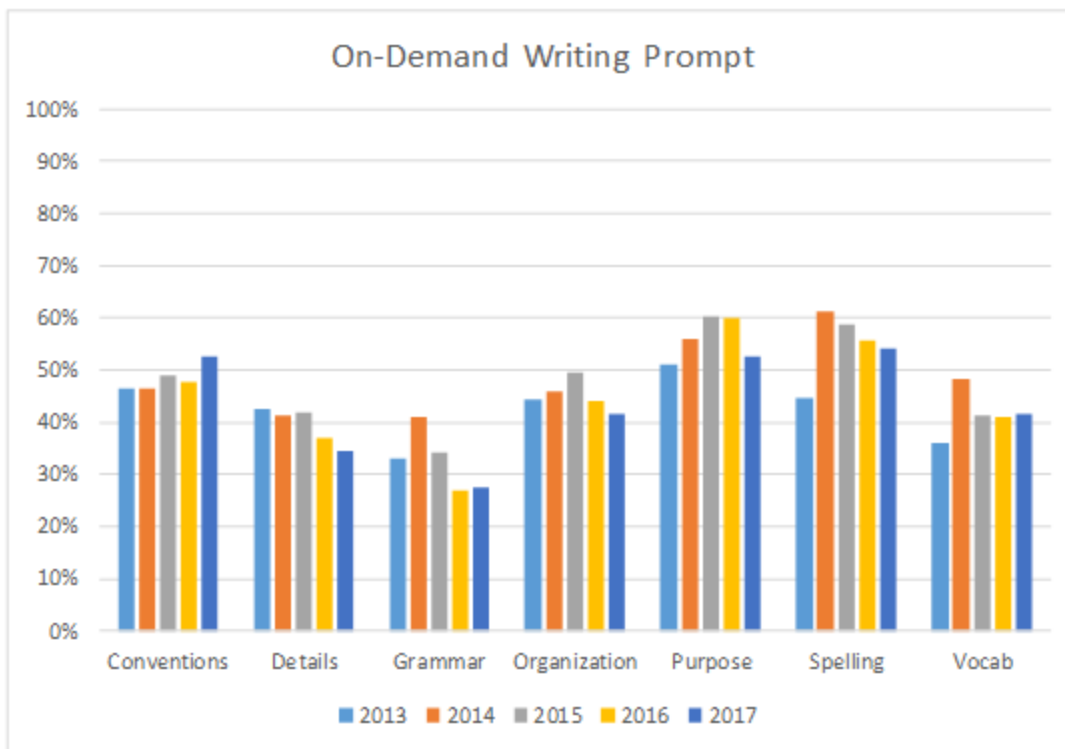
WOODBURY Galileo Math % Proficient



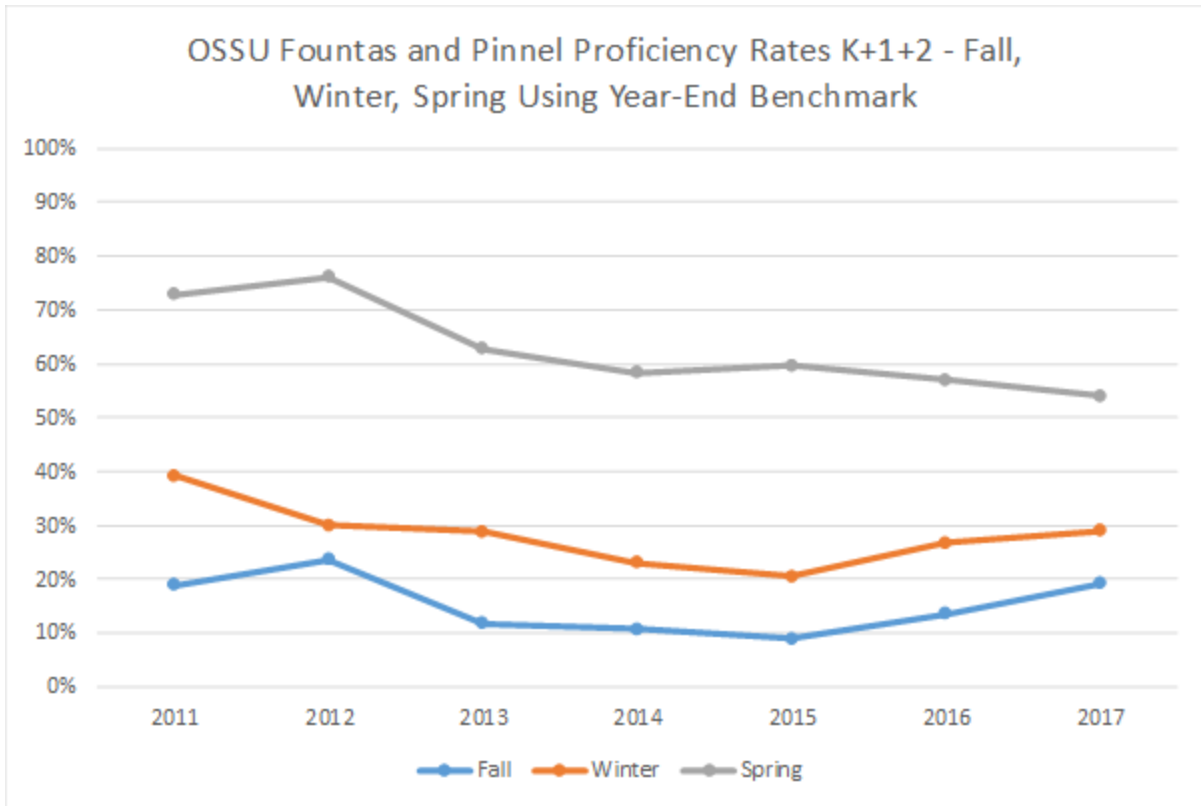
OSSU Writing Assessment:

**On-Demand Writing Prompt District-Wide Assessment
Spring Proficiency Rates, 2013-17**

	2013	2014	2015	2016	2017
Conventions	47%	46%	49%	48%	53%
Details	42%	41%	42%	37%	35%
Grammar	33%	41%	34%	27%	27%
Organization	44%	46%	50%	44%	41%
Purpose	51%	56%	60%	60%	53%
Spelling	45%	61%	59%	56%	54%
Vocab	36%	48%	41%	41%	42%



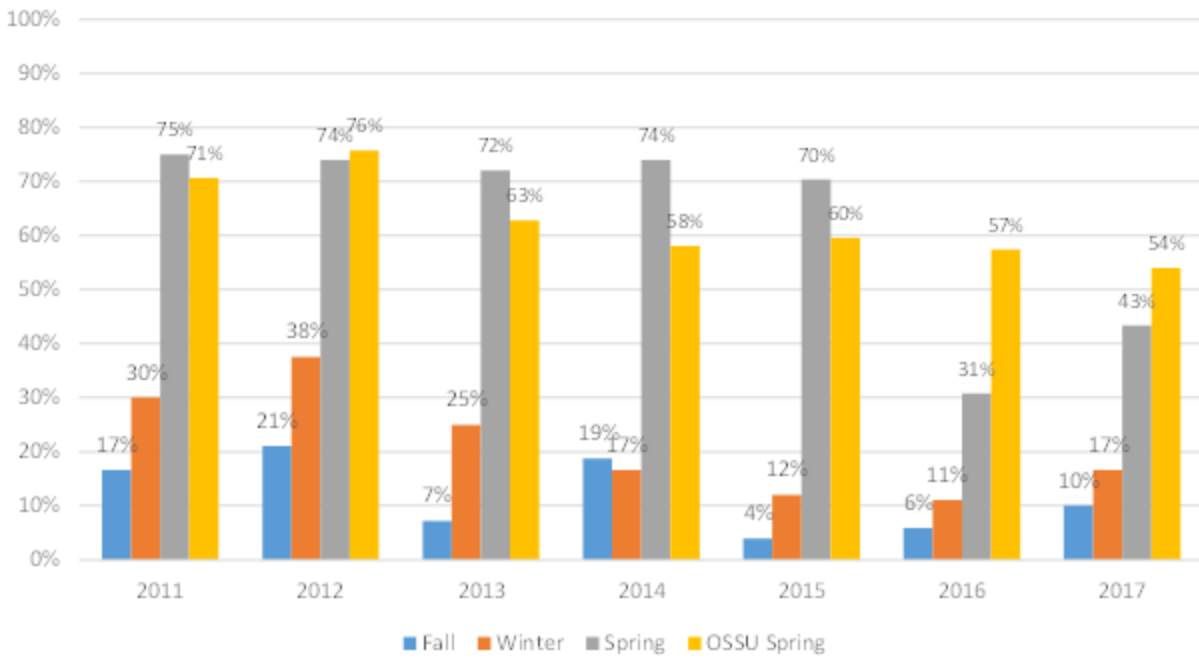
Grades K-2 Fountas and Pinnell Literacy Assessment (Independent Reading Level):



	2011	2012	2013	2014	2015	2016	2017
Fall	19%	24%	12%	11%	9%	13%	19%
Winter	39%	30%	29%	23%	20%	27%	29%
Spring	73%	76%	63%	58%	60%	57%	54%

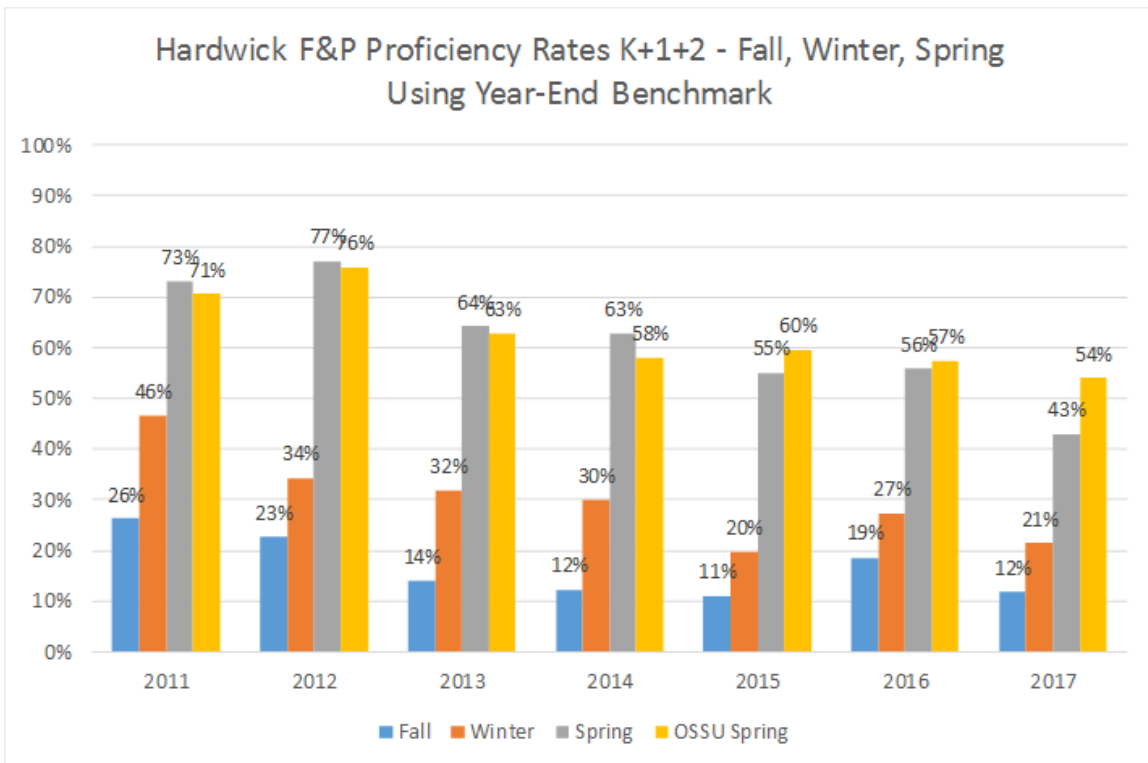
Craftsbury F&P History:

Craftsbury F&P Proficiency Rates K+1+2 - Fall, Winter, Spring Using Year-End Benchmark

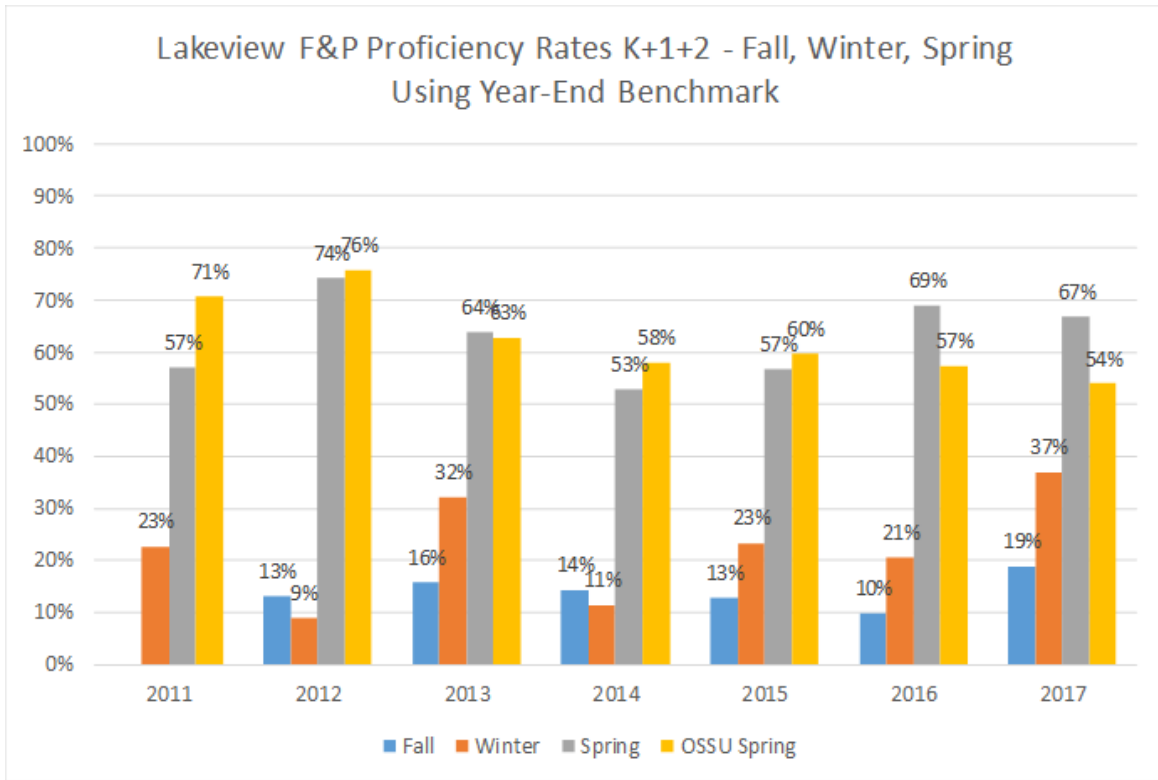


Hardwick F&P History:

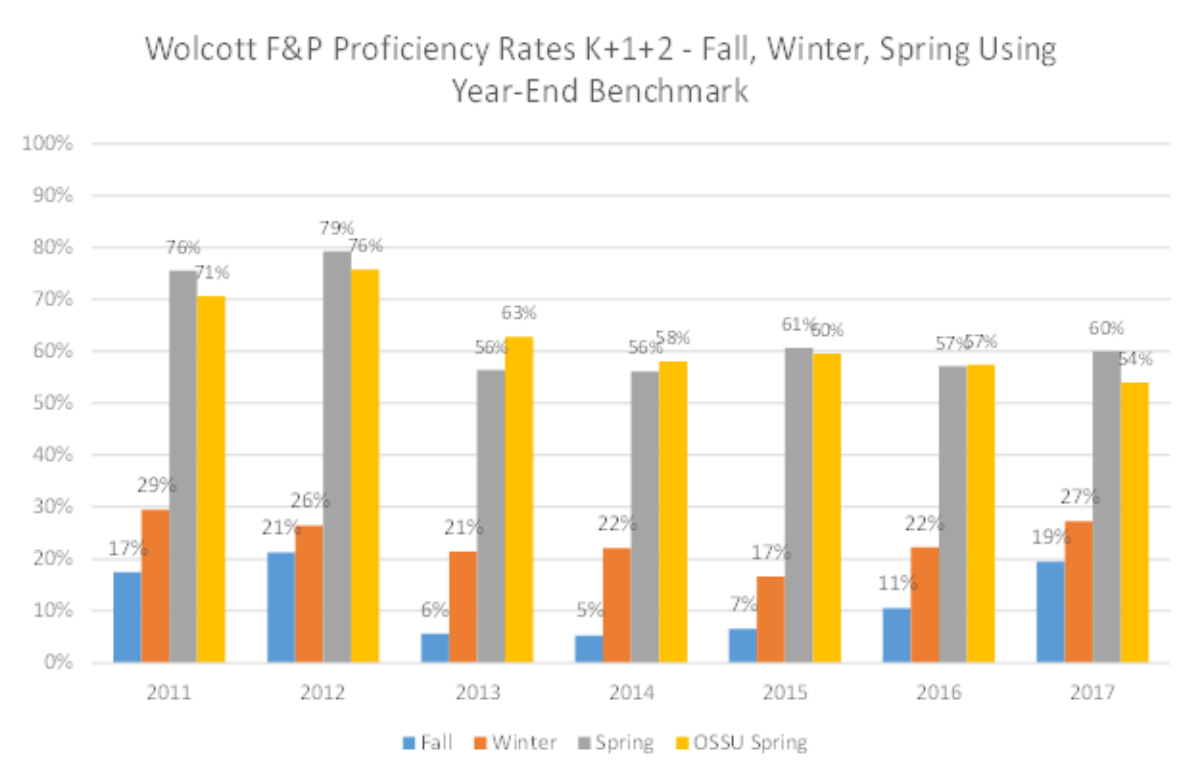
Hardwick F&P Proficiency Rates K+1+2 - Fall, Winter, Spring Using Year-End Benchmark



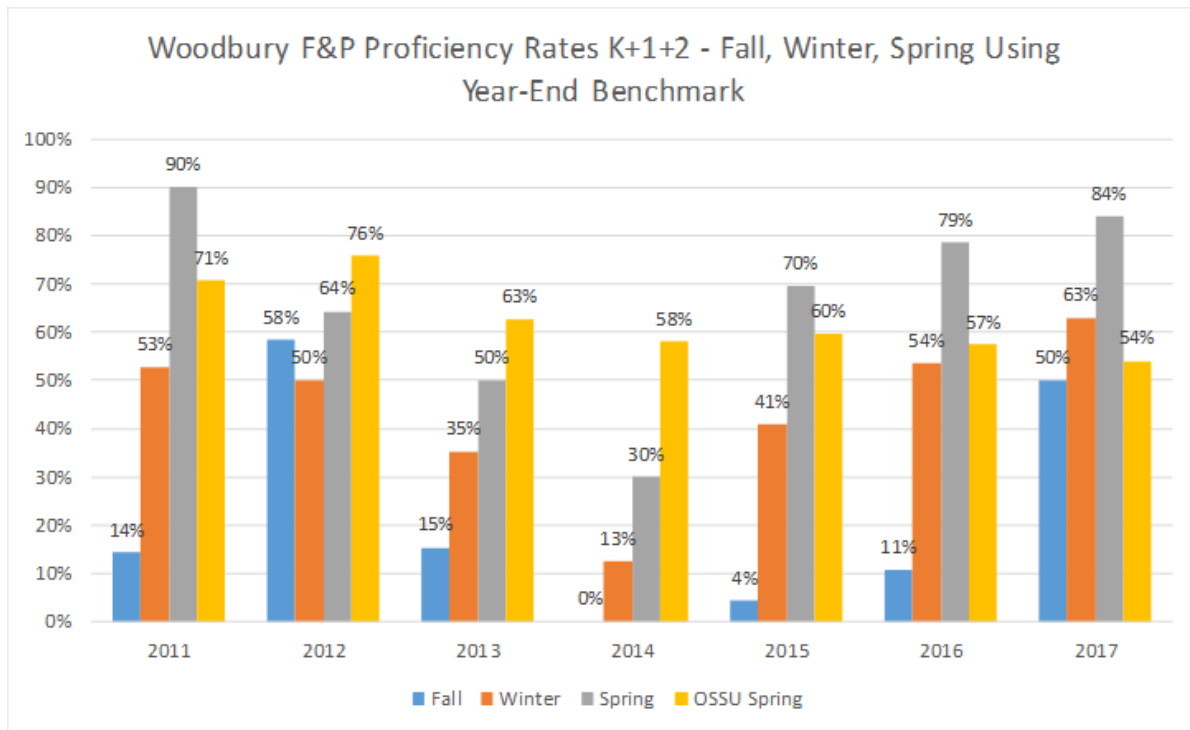
Lakeview F&P History:



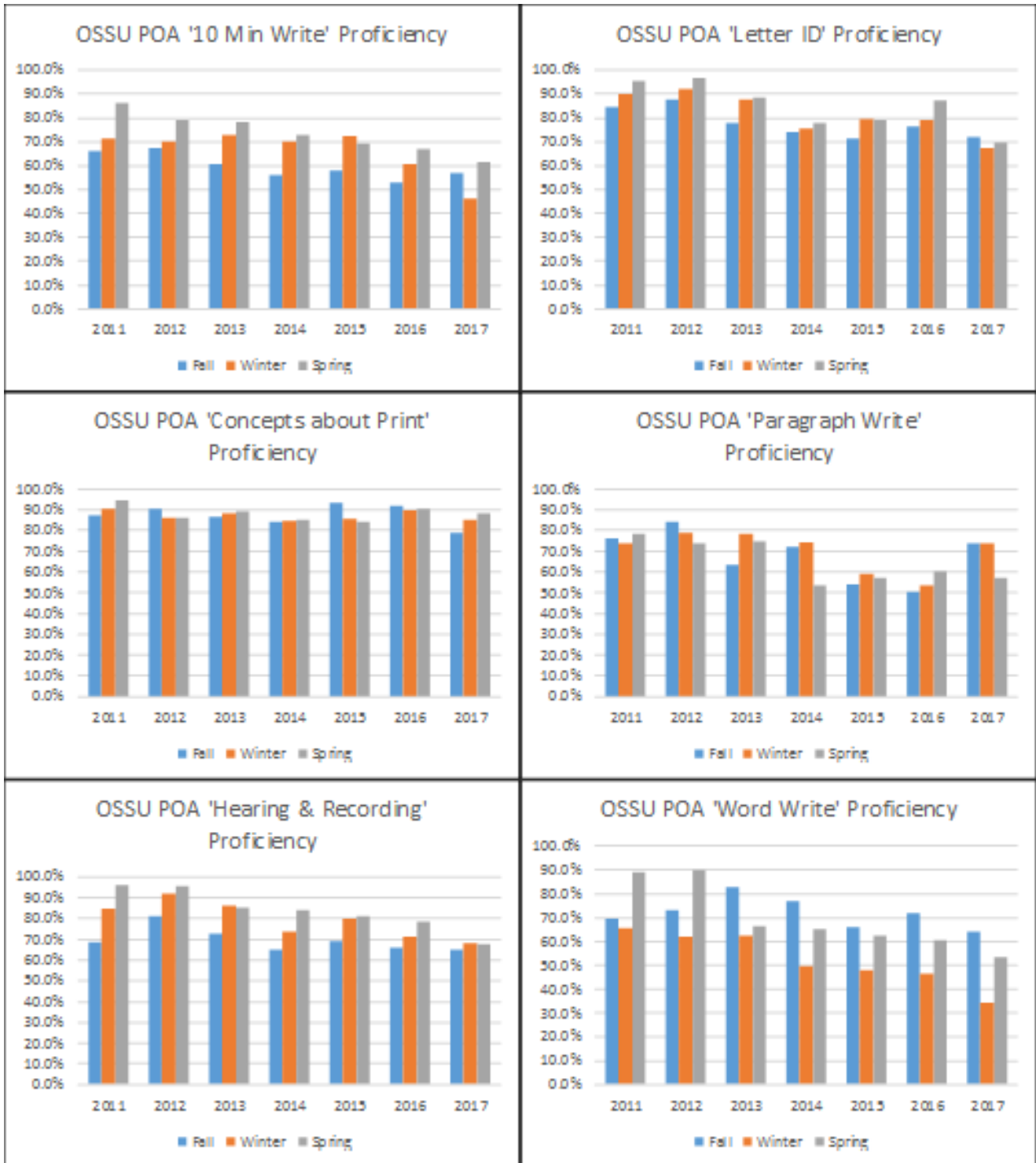
Wolcott F&P History:



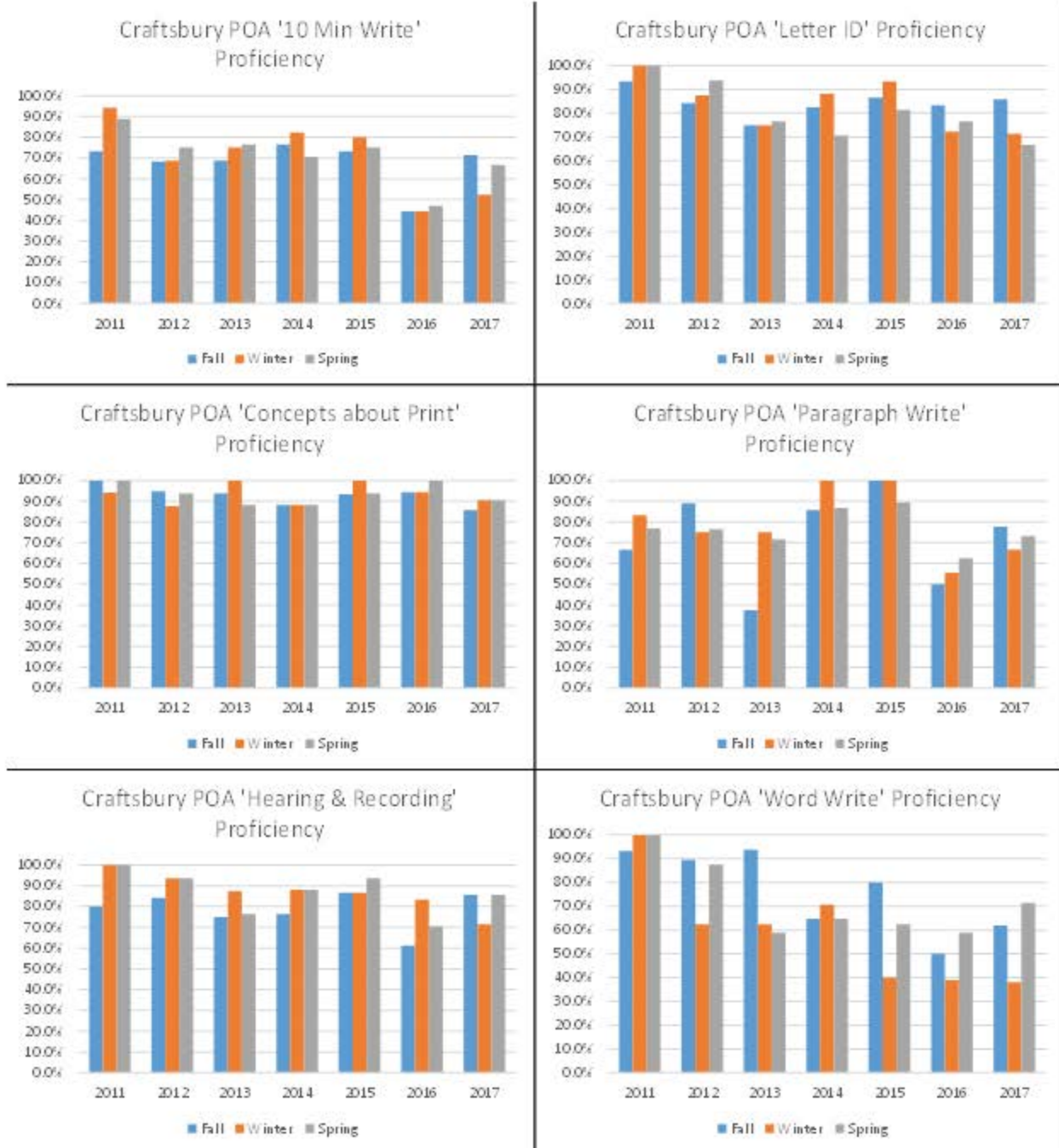
Woodbury F&P History:



OSSU Grades K-2 POA Literacy Assessment:

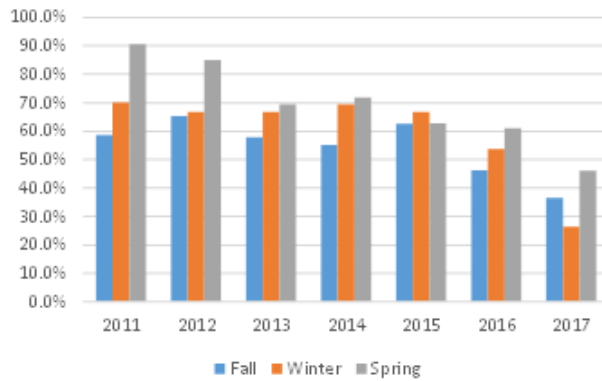


Craftsbury Grades K-2 POA Literacy Assessment:

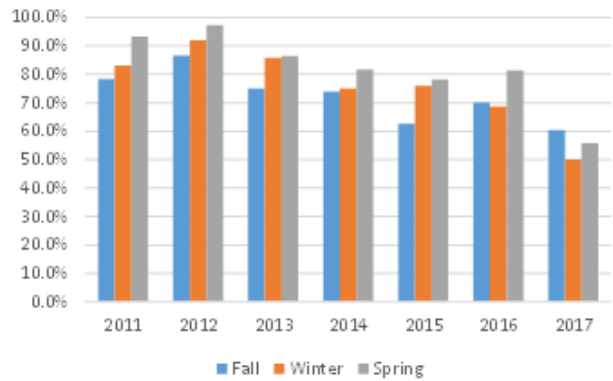


Hardwick Grades K-2 POA Literacy Assessment:

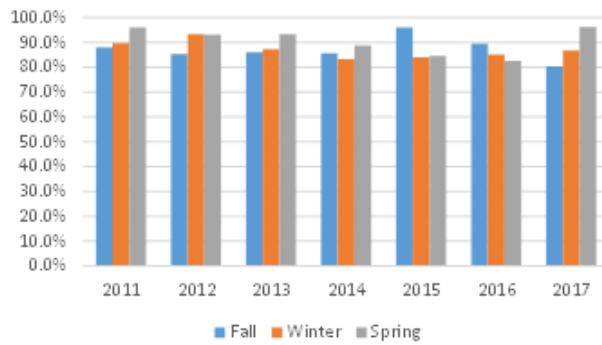
Hardwick POA '10 Min Write' Proficiency



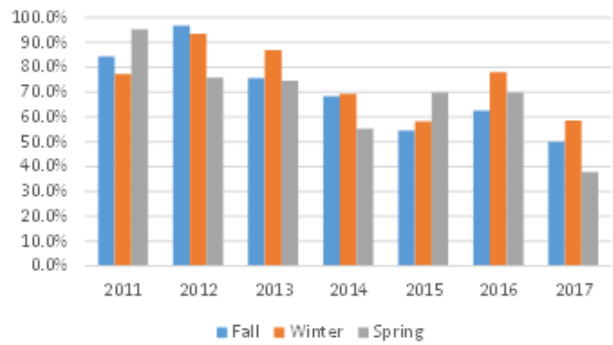
Hardwick POA 'Letter ID' Proficiency



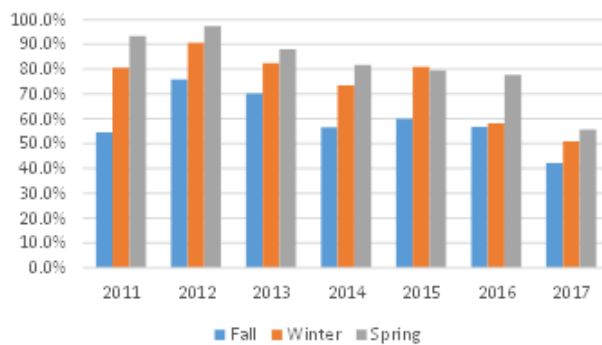
Hardwick POA 'Concepts about Print' Proficiency



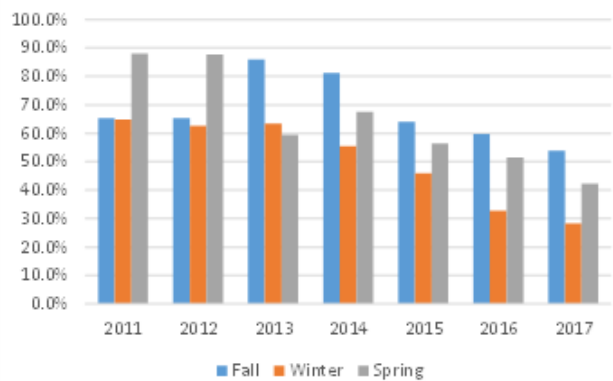
Hardwick POA 'Paragraph Write' Proficiency



Hardwick POA 'Hearing & Recording' Proficiency



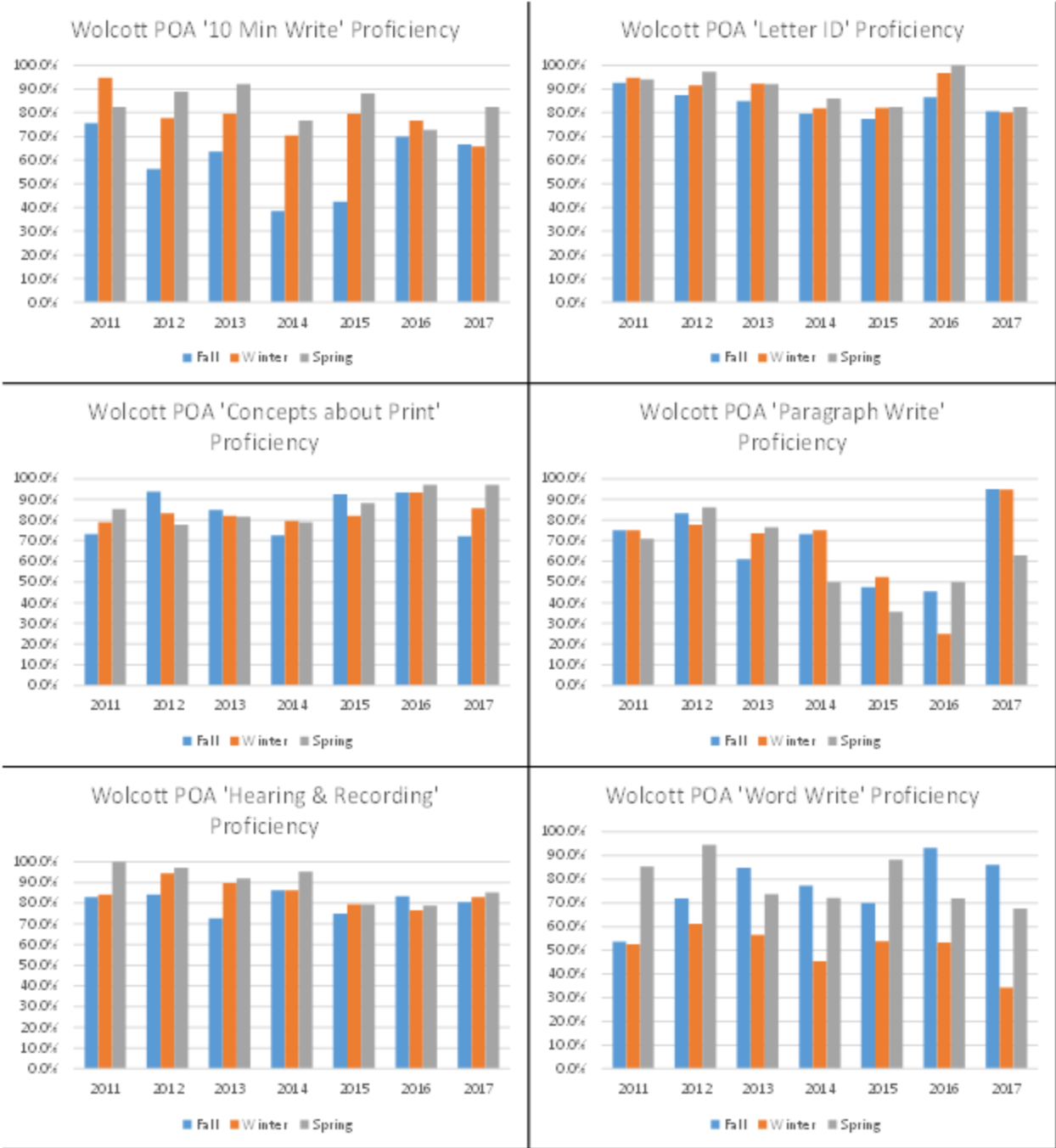
Hardwick POA 'Word Write' Proficiency



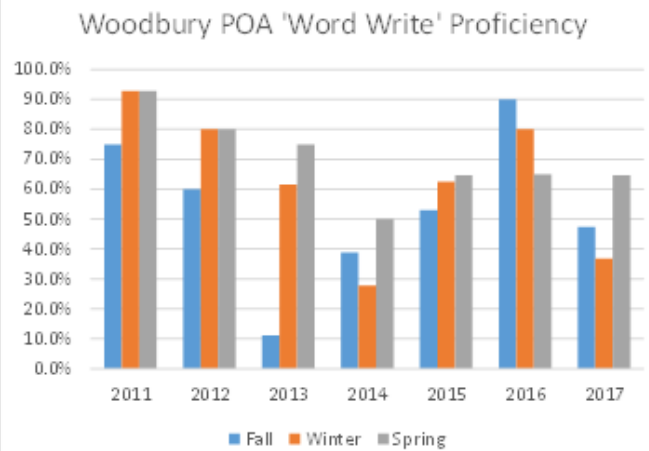
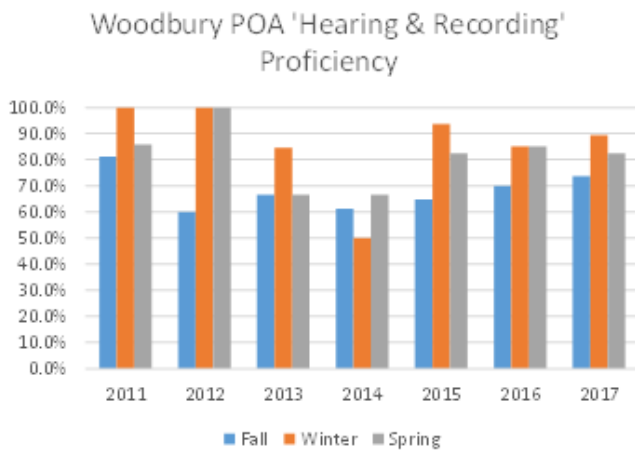
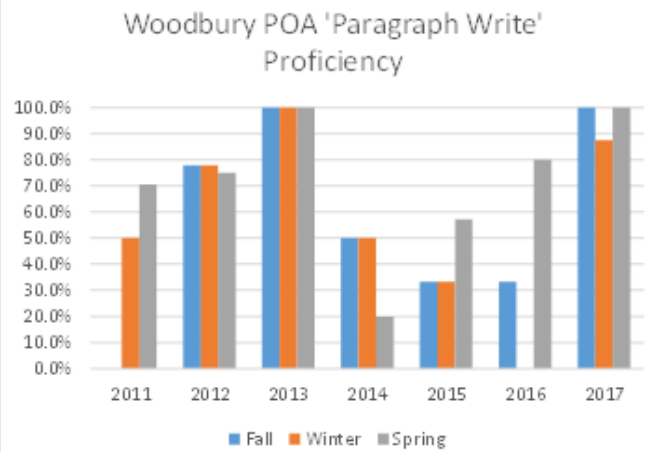
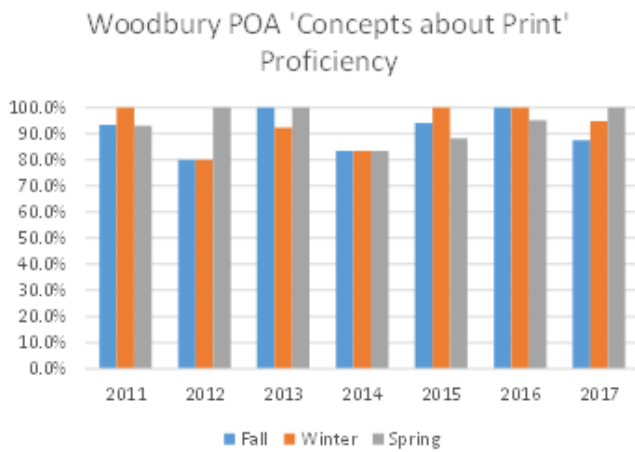
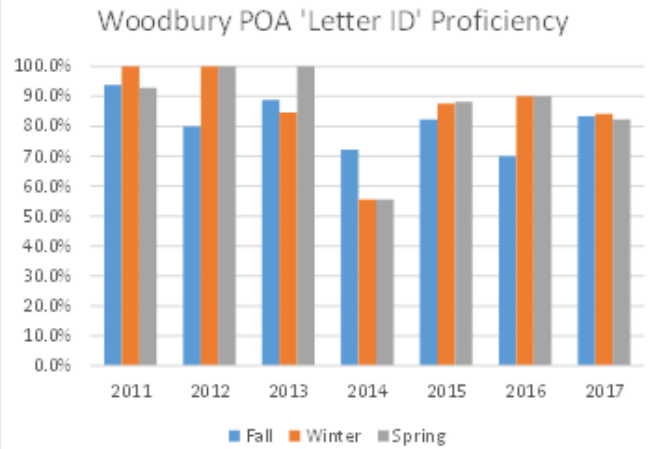
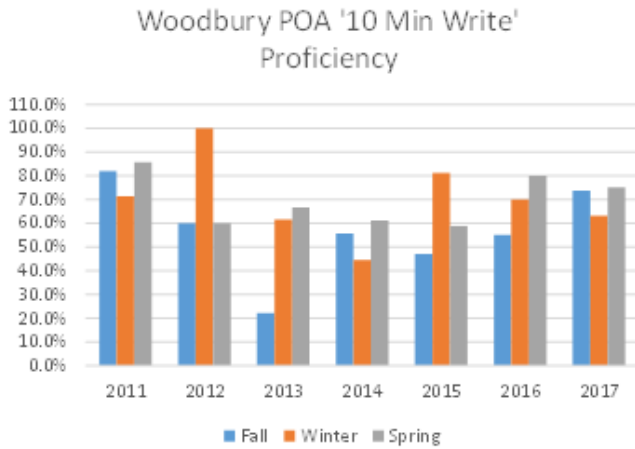
Lakeview Grades K-2 POA Literacy Assessment:



Wolcott Grades K-2 POA Literacy Assessment:



Woodbury Grades K-2 POA Literacy Assessment:



OSSU Appendix C: Enrollment, Demographics, and Staffing Patterns

Historical Enrollments:

		Historical Enrollment										
		07-08 (FY08)	08-09 (FY09)	09-10 (FY10)	10-11 (FY11)	11-12 (FY12)	12-13 (FY13)	13-14 (FY14)	14-15 (FY15)	15-16 (FY16)	16-17 (FY17)	Avg Growth
Craftsbury Schools		167	171	160	153	157	152	161	168	176	195	1.9%

		Historical Enrollment										
		07-08 (FY08)	08-09 (FY09)	09-10 (FY10)	10-11 (FY11)	11-12 (FY12)	12-13 (FY13)	13-14 (FY14)	14-15 (FY15)	15-16 (FY16)	16-17 (FY17)	Avg Growth
Hazen UHSD #26 (School)		358	357	376	367	363	368	368	347	337	332	-0.8%

		Historical Enrollment										
		07-08 (FY08)	08-09 (FY09)	09-10 (FY10)	10-11 (FY11)	11-12 (FY12)	12-13 (FY13)	13-14 (FY14)	14-15 (FY15)	15-16 (FY16)	16-17 (FY17)	Avg Growth
Hardwick Elementary School		267	258	244	254	264	238	239	236	236	228	-1.6%

		Historical Enrollment										
		07-08 (FY08)	08-09 (FY09)	09-10 (FY10)	10-11 (FY11)	11-12 (FY12)	12-13 (FY13)	13-14 (FY14)	14-15 (FY15)	15-16 (FY16)	16-17 (FY17)	Avg Growth
Lakeview USD #43 (School)		65	69	74	76	76	67	74	75	73	75	1.8%

		Historical Enrollment										
		07-08 (FY08)	08-09 (FY09)	09-10 (FY10)	10-11 (FY11)	11-12 (FY12)	12-13 (FY13)	13-14 (FY14)	14-15 (FY15)	15-16 (FY16)	16-17 (FY17)	Avg Growth
Wolcott Elementary School		141	136	127	131	119	128	132	126	128	151	1.1%

		Historical Enrollment										
		07-08 (FY08)	08-09 (FY09)	09-10 (FY10)	10-11 (FY11)	11-12 (FY12)	12-13 (FY13)	13-14 (FY14)	14-15 (FY15)	15-16 (FY16)	16-17 (FY17)	Avg Growth
Woodbury Elementary School		50	55	51	47	36	43	49	44	52	50	1.0%

OSSU Demographics, 2016-2017:

	IEP %	FRL %	504 %	ELL %
Craftsbury	15%	51%	10%	2%
Hardwick	21%	62%	3%	0%
Hazen Union	17%	62%	7%	0%
Lakeview	20%	63%	3%	3%
Wolcott	18%	63%	5%	0%
Woodbury	n/a	68%	0%	0%
OSSU	19%	61%	5%	0%
Vermont	15%	39%	4%	2%

OSSU Race/Ethnicity

African American	2%
American Indian	<n
Asian	1%
Hispanic	1%
Multiple	2%
Other	<n
Pacific Islander	<n
White	94%

OSSU Staffing Patterns/Ratios, 2016-2017 (Source=AOE):

	Staff Information	School	SU/SD	Vermont
Craftsbury	Student:Teacher Ratio	10.9	9.0	10.6
	Teacher: Administrator Ratio	18.0	10.9	9.5
	Student: Administrator Ratio	196.0	98.1	100.4
	Average Teacher Salary	\$48,503	\$51,147	\$59,154
Hardwick	Student:Teacher Ratio	11.0	9.0	10.6
	Teacher: Administrator Ratio	23.0	10.9	9.5
	Student: Administrator Ratio	253.0	98.1	100.4
	Average Teacher Salary	\$53,912	\$51,147	\$59,154
Hazen	Student:Teacher Ratio	8.7	9.0	10.6
	Teacher: Administrator Ratio	19.1	10.9	9.5
	Student: Administrator Ratio	166.0	98.1	100.4
	Average Teacher Salary	\$51,357	\$51,147	\$59,154
Lakeview	Student:Teacher Ratio	11.5	9.0	10.6
	Teacher: Administrator Ratio	7.9	10.9	9.5
	Student: Administrator Ratio	91.0	98.1	100.4
	Average Teacher Salary	\$50,401	\$51,147	\$59,154
Wolcott	Student:Teacher Ratio	11.0	9.0	10.6
	Teacher: Administrator Ratio	13.7	10.9	9.5
	Student: Administrator Ratio	151.0	98.1	100.4
	Average Teacher Salary	\$50,758	\$51,147	\$59,154
Woodbury	Student:Teacher Ratio	11.0	9.0	10.6
	Teacher: Administrator Ratio	5.1	10.9	9.5
	Student: Administrator Ratio	56.0	98.1	100.4
	Average Teacher Salary	\$45,686	\$51,147	\$59,154

OSSU Appendix D: Course offerings and Student Course Enrollments

All OSSU elementary schools provide curriculum in:

- Literacy
- Math
- Science
- Social Studies
- Art
- Music
- PE
- Library/Technology

Craftsbury Secondary Courses, 16-17:

<u>COURSE_NAME</u>	<u>Students</u>	<u>COURSE_NAME</u>	<u>Students</u>
Advanced Art	2	Guidance	65
Algebra I	13	Guided Study Hall	9
Algebra II/Pre-Calculus	5	Health and Fitness	8
American Humanities	33	High School Chorus	13
American Humanities Honors	18	Ind. Poetry	1
American Studies	14	Integrated Studies 5/6	20
American Studies .5	1	Integrated Studies 7	24
AP Literature	11	Integrated Studies 8	22
AP Biology	16	Library	20
AP Language/Composition	13	Literacy 5/6	20
AP US Government	20	Literacy 7	24
Art .25	2	Literacy 8	22
Art 10	11	Math 5/6	20
Art 5/6	19	Math 7	24
Art 7 Blue	12	Math 8	22
Art 7 White	12	Middle School Band	22

Art 8	22	Middle School Chorus	20
Art 9	15	Music	64
Art 9/10	10	P.E. .25	3
Band	21	Physical Education 10	10
Beginning Band	20	Physical Education 5/6	20
CCV - Dual Enrollment - Digital Photogra	1	Physical Education 7	24
CCV - Dual Enrollment - Statistics	1	Physical Education 8	21
CCV Dual Enr Anatomy & Phys I	1	Physical Education 9	16
CCV Dual Enroll Global Issues in Media	1	Physical Education 9/10	11
CCV Dual Enrollment Forensics and Crime	1	Physics	17
CCV Dual Enrollment Medical Terminology	1	Pre Calculus	21
CCV Dual Enrollment World Mythology	1	Senior Project	22
Chemistry	19	Service Learning	12
Contemporary Literature/Composition	16	Spanish 8	20
CTY AP Calculus	2	Spanish I	13
CTY Multivariable Calculus	1	Spanish II	16
Drivers Ed	14	Spanish III	4
EMR	6	Spanish IV	5
Environmental Science	14	Study Hall	268
General Applied Math I	7	Teacher Aid 0	7
General Applied Math II	5	Tech Ed.	46
Geography	13	Trigonometry	3
GEOMETRY	31	Tutorial	106
GMTCC Allied Health II	1	Unified Science I	6
GMTCC Co-Op	1	Unified Science II	1
GMTCC Financial Literacy	1	Varsity Sport	11
GMTCC Financial Literacy II	1	VHS Algebra II	1
GMTCC Forestry/Land I	1	VHS Anatomy and Physiology	2

GMTCC Human/Mammal Biology	1	VHS AP Chemistry	1
GMTCC Life Span Dev/Psych	1	VHS AP Music Theory	1
GMTCC Plato Algebra 2	1	VHS International Business	2
GMTCC Plato Phys Ed	1	VHS Investing in the Stock Market	1
GMTCC Prof Commun	1	VHS Latin I	1
GMTCC Prof Commun II	1	VHS Marketing and the Internet	1
GMTCC Tree Anatomy	1	VHS Music: Fundamentals of Composition	1
		VHS Personal Finance	1
		VHS Spanish II	1

Hazen Union Secondary Courses, 16-17:

COURSE_NAME	Students	COURSE_NAME	Students
3D: Digital Design & Comp Graph	13	IBL	1
Academic Support Center	81	IBL (0)	10
Algebra I	58	IBL Art (1)	1
Algebra II	37	IBL Elective (.5)	34
AP Biology	9	IBL Elective (1)	4
AP Calculus	6	IBL English (.5)	39
AP English Lit & Comp	20	IBL English (1)	9
Art 7	51	IBL Global Citizenship (.5)	21
Art 8	52	IBL Global Citizenship (1)	8
Art Seminar I	33	IBL Government (.5)	5
Art Seminar II	15	IBL Health (.5)	12
Band Aide	1	IBL Humanities (.5)	2
Beginner Piano	11	IBL Humanities (1)	6
Biol/EnvSci I	59	IBL Math (.5)	40
Biol/EnvSci II	56	IBL Math (1)	9

CAD: 3D Design Printing I	21	IBL Music (.5)	1
Chemistry	37	IBL Performance Arts (.5)	17
Chorus Aide	2	IBL Physical Education (.5)	29
Chorus Aide - no cred	2	IBL Science (.5)	30
Computer Graphics	14	IBL Social Studies (.5)	1
Concert Band	24	IBL Unified Arts	17
Concert Chorus	46	Ind PE	2
Cooking Healthy FTW 7	49	Intro to Forensic Sci (.5)	30
Cooking Healthy FTW 8	55	Intro to Video Game Design	36
Design Tech II: Pre-Engineering	28	IS Physical Fitness 1/2 yr	1
Design Tech III: Prin of Engineering	15	Math Thematics 7	60
Design Tech IV: Robotics	28	Math Thematics 8	54
Digital Audio Production	7	MS Band	33
Drawing I	40	MS Chorus	46
Drawing II	25	MS Computers 7	51
Driver Ed.	49	MS Computers 8	53
Dual Enrollment	20	MS Design and Tech 7	50
Engineering Science I	22	MS Design and Tech 8	51
Engineering Science II	15	MS General Music 7	49
English 11	37	MS General Music 8	48
English 11 Honors	17	MS TSA	304
English 12	23	MS World Language I 7	49
English 7	64	MS World Language I 8	47
English 8	66	MS World Language II 7	48
Fit for Life I	29	MS World Language II 8	52
Fit for Life II	27	Painting I	25
Food Science .5	35	Pathway	323
Foundations in Algebra	25	PE Aide	5

French I	31	PE Aide - No Credit	2
French II	41	Personal Finance	31
French IV	10	Personal Performance	37
GEOMETRY	55	Phys Ed. 7	48
German I	18	Phys Ed. 8	56
GMTCC Ag & Forestry Foundations	17	Phys Ed. II 7	48
GMTCC Allied Health I	4	Phys Ed. II 8	52
GMTCC Automotive	3	Phys/EarthSci I	49
GMTCC Business Admin	4	Phys/EarthSci II	41
GMTCC Computer Networking	1	Physics	17
GMTCC Computer Networking II	1	Pre-Calculus	17
GMTCC Construction Technology	2	Prob & Stats	24
GMTCC Creative Media Art & Design I	4	Psychology	23
GMTCC Culinary	1	Public Speaking	17
GMTCC Electrical Technology II	1	Read 180	15
GMTCC Forestry/Land I	2	Science 7	62
GMTCC HVAC	1	Science 8	73
GMTCC Power Sports	1	Sculpture I	22
GMTCC Power Sports II	2	Sculpture II	13
GMTCC Pre-Tech Education	3	Select Chorus	20
Government	33	SLIMS Serv Learn in Math & Science	25
H.S. Health	93	Soc. St. 7	61
Health 7	49	Soc. St. 8	65
Health 8	50	Sociology	14
Homeroom 7/8	130	Spanish I	39
Humanities Making the Modern World 9	63	Spanish II	5
Humanities: Making the Modern World, 10	63	Spanish III	2
		Studio in Fine Art	42

Study Hall	369
Team Games	52
Theater Arts	27
TSA	246
VTVLC Creative Writing	1
VTVLC Pre-Calc	1
VTVLC Psychology	1
VTVLC Spanish III	1
Weight Room	28
Weight Room II	26
WonHwaDo	23
Work Study	13

OSSU After School/Summer Program (REACH) Participation, 2016-17:

Craftsbury	27
Hardwick	77
Wolcott	84

OSSU Secondary Grades - Additional Programs:

School	Program	14-15	15-16	16-17
Craftsbury Schools	Green Mountain TC	9	6	1
	North Country TC	1	1	
	Dual Enrollment	12	8	8
	Early College	2	0	2

School	Program	14-15	15-16	16-17
Hazen	Green Mountain TC	38	33	29
	Central Vermont Career Ctr (Barre)	1	1	
	Dual Enrollment	17	12	6
	Early College	7	9	10
	VAST	1	-	1
	Pathways	12	9	27

OSSU College/Career Readiness:

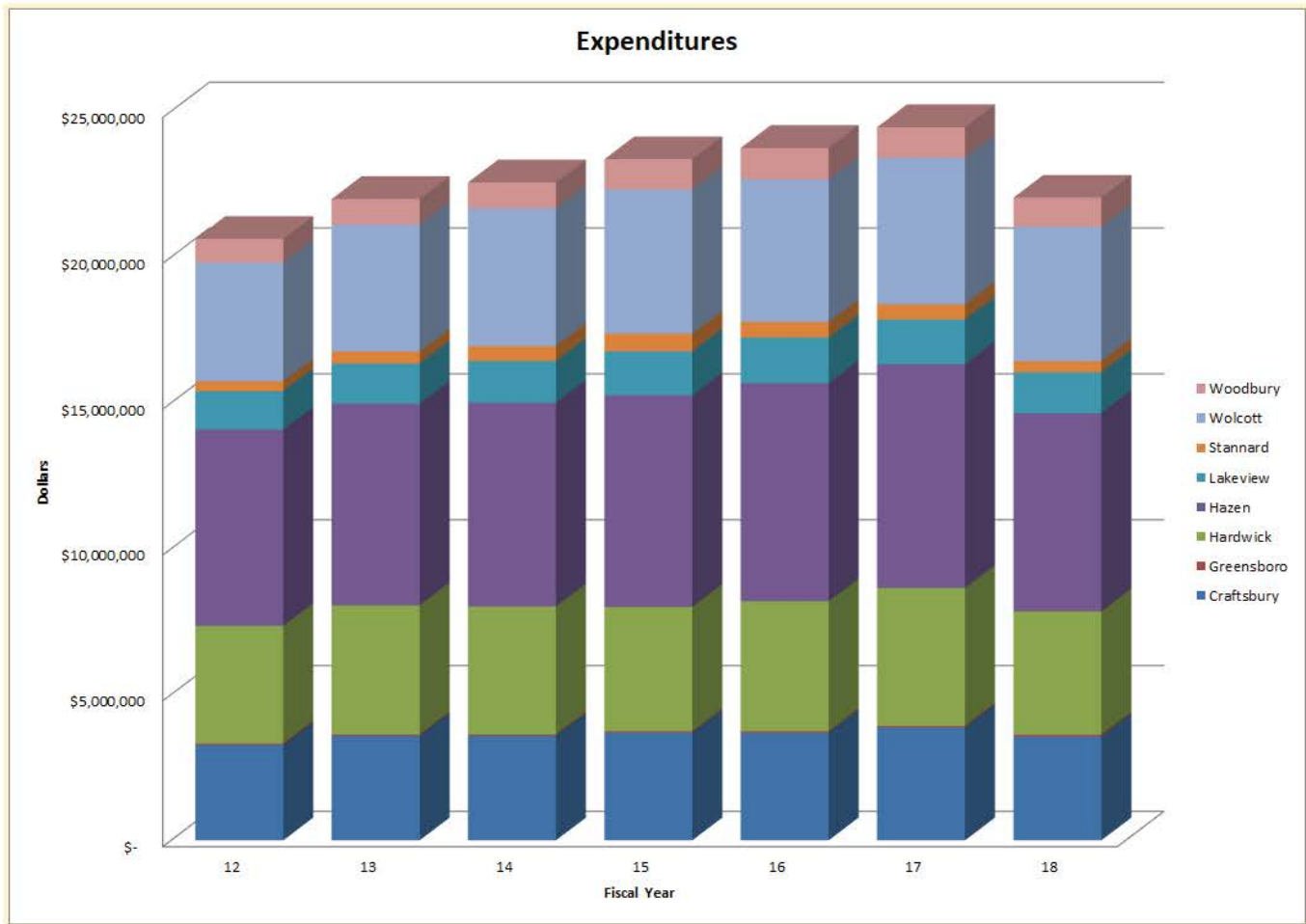
CRAFTSBURY

College & Work Readiness	13-14	14-15	15-16
Junior/Seniors Taking AP Exams	46%	43%	67%
AP Exams with Passing Scores (3 or higher)	58%	75%	57%
Juniors Taking College Admissions Tests	57%	48%	91%
Seniors Taking College Admissions Tests	58%	73%	60%
Graduation Rate	100%	100%	100%
Graduates Pursuing Higher Education	73%	71%	60%

HAZEN

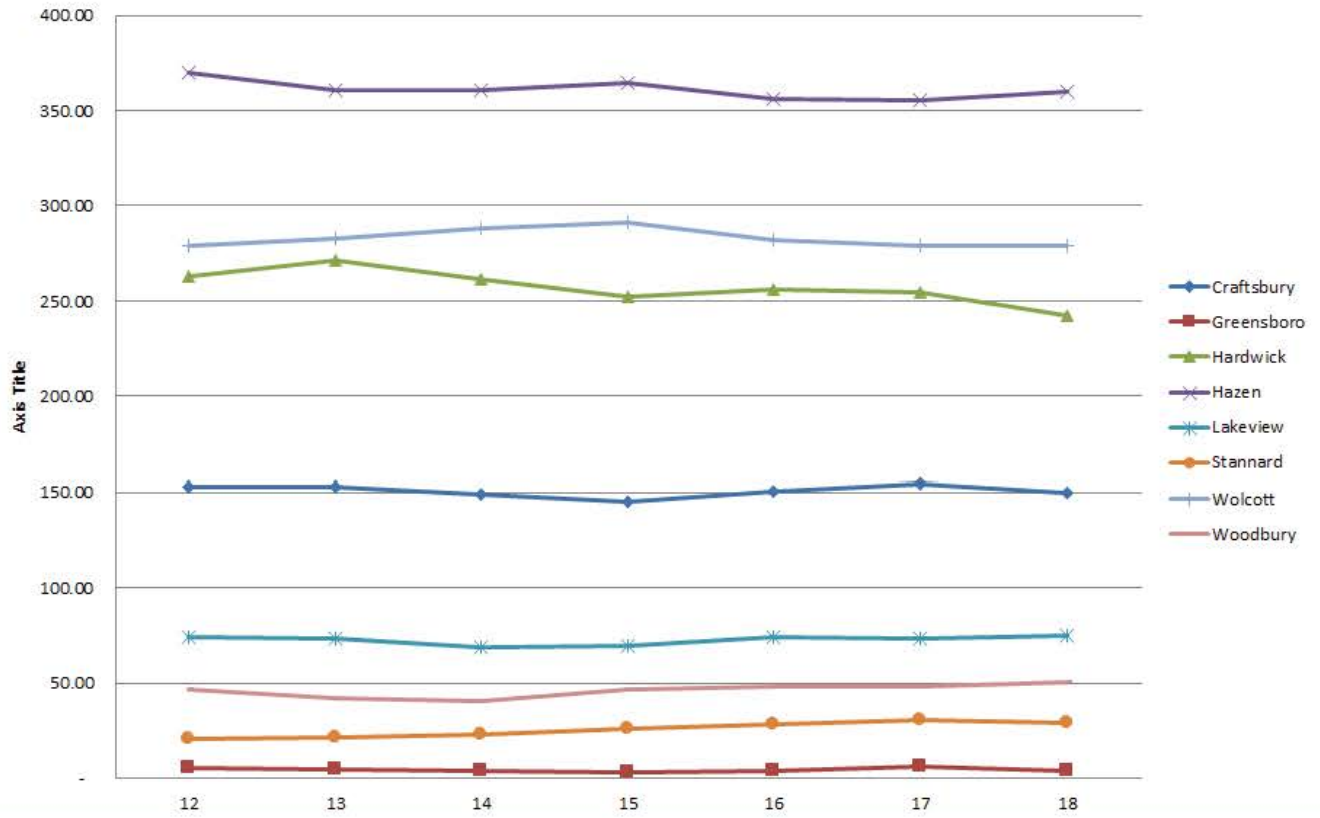
College & Work Readiness	13-14	14-15	15-16
Junior/Seniors Taking AP Exams	9%	15%	20%
AP Exams with Passing Scores (3 or higher)	68%	72%	46%
Juniors Taking College Admissions Tests	30%	38%	38%
Seniors Taking College Admissions Tests	62%	52%	45%
Graduation Rate	93%	88%	93%
Graduates Pursuing Higher Education	61%	62%	65%

OSSU Appendix E: Budget and Tax Information Detail

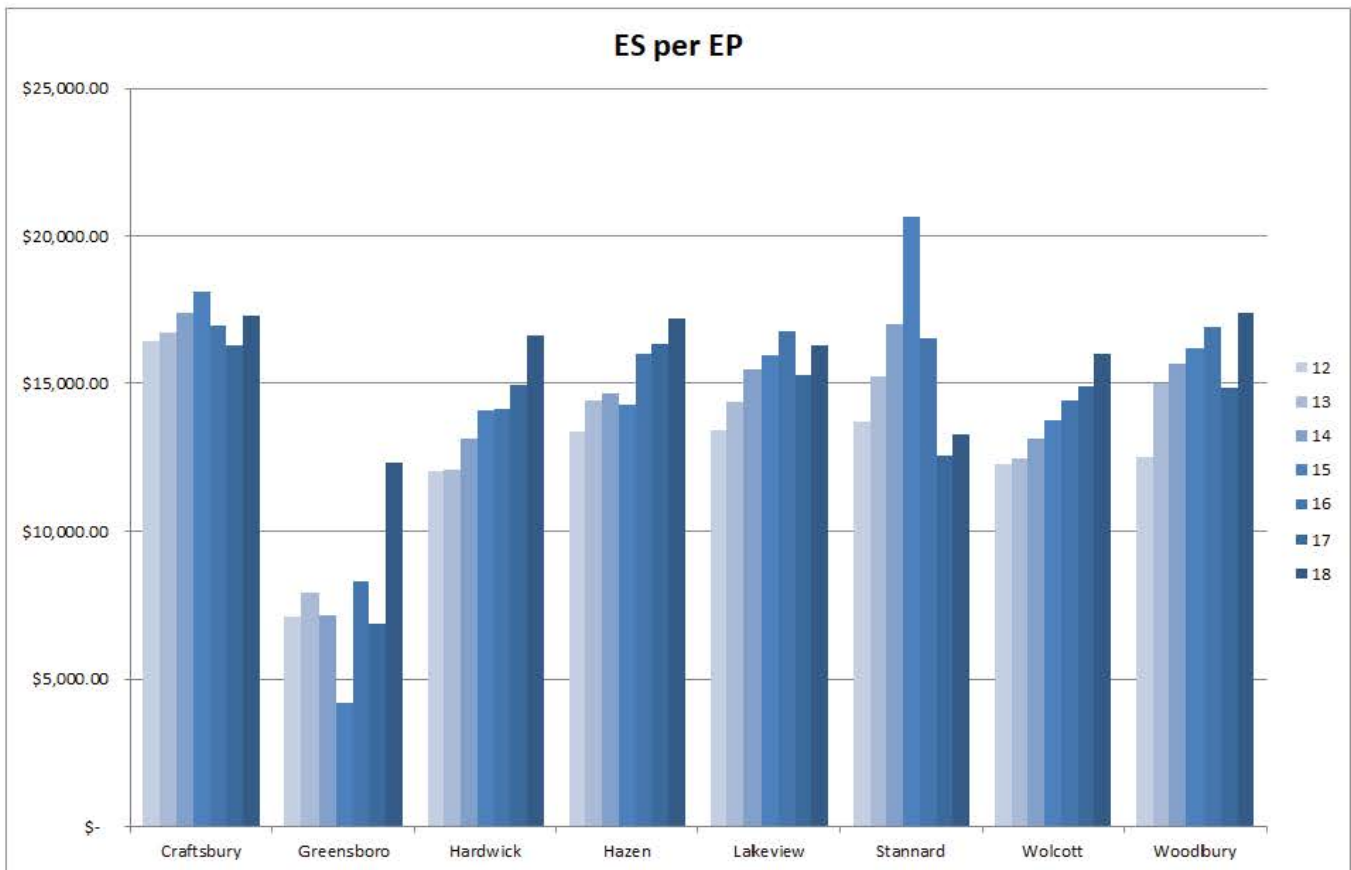


	Fiscal Year						
	12	13	14	15	16	17	18
Craftsbury	\$ 3,274,500	\$ 3,582,840	\$ 3,586,482	\$ 3,696,879	\$ 3,693,673	\$ 3,876,117	\$ 3,567,661
Greensboro	46,098	45,261	39,619	39,536	44,108	49,053	53,663
Hardwick	4,035,110	4,428,523	4,390,305	4,265,217	4,459,349	4,732,525	4,227,997
Hazen	6,733,625	6,912,308	6,988,768	7,251,371	7,478,149	7,668,410	6,799,585
Lakeview	1,311,823	1,385,840	1,433,916	1,515,415	1,566,101	1,530,287	1,400,773
Stannard	345,206	407,648	507,022	605,253	535,402	527,311	383,118
Wolcott	4,062,713	4,352,595	4,725,805	4,942,069	4,880,730	5,022,180	4,611,950
Woodbury	811,474	876,028	885,437	1,038,417	1,082,980	1,046,316	991,545
Total:	\$ 20,620,549	\$ 21,991,043	\$ 22,557,354	\$ 23,354,157	\$ 23,740,492	\$ 24,452,199	\$ 22,036,292

Equalized Pupils (EP)

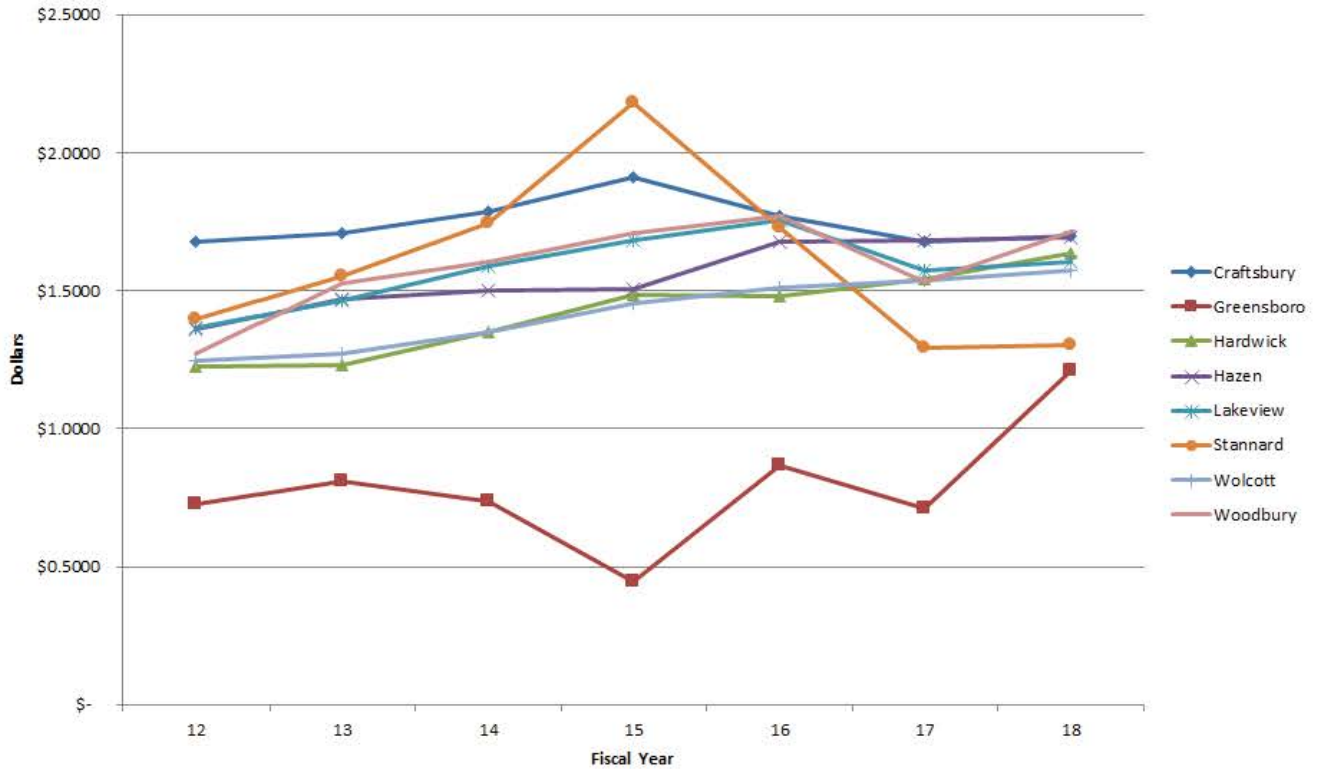


	Fiscal Year						
	12	13	14	15	16	17	18
Craftsbury	\$ 153.06	\$ 153.08	\$ 148.95	\$ 145.37	\$ 150.75	\$ 154.57	\$ 150.06
Greensboro	5.23	4.59	3.94	3.23	3.98	5.92	3.55
Hardwick	263.02	271.69	261.32	252.49	256.18	254.65	242.36
Hazen	370.23	360.58	360.89	364.72	356.49	355.41	360.28
Lakeview	73.90	73.60	68.70	69.90	74.32	73.58	75.17
Stannard	20.51	21.82	23.25	26.20	28.13	30.82	28.94
Wolcott	279.26	282.86	288.04	290.90	282.30	279.24	279.12
Woodbury	46.76	42.28	40.68	46.68	48.21	48.31	50.24
Total:	\$ 1,211.97	\$ 1,210.50	\$ 1,195.77	\$ 1,199.49	\$ 1,200.36	\$ 1,202.50	\$ 1,189.72



	Fiscal Year						
	12	13	14	15	16	17	18
Craftsbury	\$ 16,446.47	\$ 16,722.82	\$ 17,389.51	\$ 18,113.24	\$ 16,933.61	\$ 16,260.01	\$ 17,270.17
Greensboro	7,109.94	7,943.14	7,187.82	4,219.50	8,302.01	6,873.14	12,299.44
Hardwick	12,037.37	12,084.04	13,131.49	14,075.16	14,123.19	14,956.79	16,608.09
Hazen	13,365.79	14,415.36	14,628.82	14,280.64	16,008.16	16,323.65	17,175.04
Lakeview	13,391.85	14,374.80	15,456.00	15,923.35	16,750.28	15,281.63	16,284.33
Stannard	13,692.44	15,232.13	16,984.09	20,658.70	16,502.67	12,519.53	13,238.36
Wolcott	12,246.16	12,463.37	13,116.02	13,763.10	14,412.80	14,890.85	15,999.41
Woodbury	12,486.66	14,986.38	15,639.95	16,203.94	16,908.11	14,858.15	17,385.45
Average:	\$ 12,597.09	\$ 13,527.75	\$ 14,191.71	\$ 14,654.71	\$ 14,992.60	\$ 13,995.47	\$ 15,782.54

Equalized Homestead Tax Rate



	Fiscal Year						
	12	13	14	15	16	17	18
Craftsbury	\$ 1.6747	\$ 1.7062	\$ 1.7863	\$ 1.9118	\$ 1.7723	\$ 1.6761	\$ 1.6998
Greensboro	0.7240	0.8104	0.7383	0.4454	0.8689	0.7085	1.2106
Hardwick	1.2257	1.2329	1.3489	1.4856	1.4782	1.5418	1.6347
Hazen	1.3610	1.4708	1.5027	1.5073	1.6754	1.6827	1.6905
Lakeview	1.3636	1.4666	1.5877	1.6807	1.7531	1.5753	1.6028
Stannard	1.3942	1.5541	1.7446	2.1805	1.7272	1.2905	1.3030
Wolcott	1.2470	1.2716	1.3473	1.4526	1.5085	1.5350	1.5747
Woodbury	1.2715	1.5290	1.6066	1.7103	1.7696	1.5316	1.7112
Average:	\$ 1.2827	\$ 1.3802	\$ 1.4578	\$ 1.5468	\$ 1.5692	\$ 1.4427	\$ 1.5534

OSSU Appendix F: Miscellaneous Reports

Financial Models

ACT 46 HARDWICK-WOODBURY POTENTIAL MERGER SCENARIOS SUMMARY

FY19 SCENARIOS:

	Actual Homestead Tax Rates	
	HARDWICK	WOODBURY
STATUS QUO	0.91	0.88
MERGE/UNION w/ HES - WDB OPEN	0.90	0.82
WDB SCHOOL CHOICE, TUITION OUT K-6 (75% to HES)	0.85	0.81
MERGE/UNION w/ HES - WDB CLOSE	0.78	0.71
WOODBURY SKELETON BUDGET/PROGRAMS	n/a	0.68

ACT 46 HAZEN UNION ADDING STANNARD TO THE UNION

Hazen Union School District											
PROJECTED BUDGETS and TAX RATES											
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Total Expenditures	4.3%	2.7%	1.1%	3.8%	3.1%	2.5%	2.0%	4.5%	2.0%	2.0%	2.0%
Total Revenues	13.6%	-4.0%	-0.3%	19.5%	-13.3%	5.4%	2.0%	-10.7%	2.0%	2.0%	2.0%
Education Spending	1.3%	5.0%	1.6%	-1.3%	9.6%	1.7%	2.0%	9.4%	2.0%	2.0%	2.0%
Equalized Pupils	0.6%	-2.6%	0.1%	1.1%	-2.3%	-1.3%	-1.0%	8.0%	-1.0%	-1.0%	-1.0%
Ed Spending/Eq Pupil	0.6%	7.9%	1.5%	-2.4%	12.1%	3.0%	3.0%	1.3%	3.0%	3.0%	3.0%
CLA	3.2%	4.1%	-2.8%	-2.8%	-0.6%	0.3%	-1.0%	-1.0%	-1.0%	-1.0%	-1.0%
Equalized Tax Rate	1.3610	1.4708	1.5027	1.5073	1.6755	1.6993	1.7865	1.8467	1.9415	2.0411	2.1459
% ETR Increase over PY	1.8%	8.1%	2.2%	0.3%	11.2%	1.4%	5.1%	3.4%	5.1%	5.1%	5.1%
1 Total Expenditures	6,733,625	6,912,308	6,988,768	7,251,371	7,478,149	7,668,410	7,821,778	8,176,440	8,339,968	8,506,768	8,676,903
2 Total Revenues	1,785,207	1,714,416	1,709,372	2,042,935	1,771,399	1,866,823	1,904,159	1,700,869	1,734,887	1,769,584	1,804,976
3 Education Spending	4,948,418	5,197,892	5,279,396	5,208,436	5,706,750	5,801,587	5,917,619	6,475,570	6,605,082	6,737,183	6,871,927
4 Equalized Pupils	370.23	360.58	360.89	364.72	356.49	351.94	348.42	376.38	372.61	368.89	365.20
5 Ed Spending per Eq Pupil	13,366	14,415	14,629	14,281	16,008	16,485	16,984	17,205	17,726	18,264	18,817
Base Ed Amt/Prop Yield	8,544	8,723	9,151	9,285	9,459	9,701	9,507	9,317	9,131	8,948	8,769
6 District Spending Adjustment	156.435%	165.257%	159.860%	153.803%	169.237%	169.927%	178.649%	184.666%	194.145%	204.111%	214.587%
Base Tax Rate	0.87	0.89	0.94	0.98	0.99	1.00	1.00	1.00	1.00	1.00	1.00
7 Equalized Homestead Tax Rate	1.3610	1.4708	1.5027	1.5073	1.6755	1.6993	1.7865	1.8467	1.9415	2.0411	2.1459
EqPup of Greensboro at Hazen	46.59%	43.57%	45.20%	46.49%	45.35%	44.67%	44.67%	44.67%	44.67%	44.67%	44.67%
EqPup of Hardwick at Hazen	49.74%	48.40%	49.50%	51.51%	50.14%	49.84%	49.84%	49.84%	49.84%	49.84%	49.84%
EqPup of Stannard at Hazen						62.99%	62.99%	62.99%	62.99%	62.99%	62.99%
EqPup of Woodbury at Hazen	55.66%	58.24%	58.37%	52.53%	50.95%	50.47%	50.47%	50.47%	50.47%	50.47%	50.47%
ETR Greensboro	0.6340	0.6408	0.6792	0.7007	0.7598	0.7591	0.7980	0.8249	0.8672	0.9118	0.9586
ETR Hardwick	0.6770	0.7119	0.7438	0.7764	0.8401	0.8469	0.8904	0.9204	0.9676	1.0173	1.0695
ETR Stannard								1.1632	1.2229	1.2827	1.3517
ETR Woodbury	0.7575	0.8566	0.8771	0.7918	0.8536	0.8576	0.9016	0.9320	0.9799	1.0301	1.0830
8 Common Level of Appraisal											
CLA Greensboro	100.74%	102.89%	102.86%	105.13%	100.11%	100.40%	99.40%	98.40%	97.42%	96.44%	95.48%
CLA Hardwick	90.58%	94.27%	91.66%	89.09%	88.56%	89.41%	88.52%	87.63%	86.75%	85.89%	85.03%
CLA Stannard							93.84%	92.90%	91.97%	91.05%	90.14%
CLA Woodbury	103.12%	99.26%	100.87%	102.61%	101.55%	102.33%	101.31%	100.29%	99.29%	98.30%	97.31%
9 Actual Homestead Tax Rate											
ATR Greensboro	0.6294	0.6228	0.6603	0.6665	0.7590	0.7560	0.8029	0.8383	0.8902	0.9454	1.0039
ATR Hardwick	0.7474	0.7551	0.8115	0.8715	0.9486	0.9472	1.0059	1.0503	1.1154	1.1844	1.2578
ATR Stannard								1.2521	1.3296	1.4120	1.4995
ATR Woodbury	0.7346	0.8630	0.8696	0.7716	0.8406	0.8381	0.8900	0.9293	0.9869	1.0480	1.1129
10 Homestead Ed Grand List											
EGL Greensboro				570,321	549,090	549,090	549,090	549,090	549,090	549,090	549,090
EGL Hardwick				1,013,392	1,001,754	1,001,754	1,001,754	1,001,754	1,001,754	1,001,754	1,001,754
EGL Stannard			83,577	86,562	85,701	85,701	85,701	85,701	85,701	85,701	85,701
EGL Woodbury			621,772	585,003	599,524	599,524	599,524	599,524	599,524	599,524	599,524
11 Homestead Tax Liability											
TL Greensboro				380,141	416,749	415,133	440,850	460,302	488,817	519,099	551,257
TL Hardwick				883,145	950,253	948,887	1,007,670	1,052,132	1,117,310	1,186,527	1,260,031
TL Stannard								107,303	113,950	121,010	128,506
TL Woodbury			540,664	451,407	503,967	502,457	533,583	557,127	591,640	628,292	667,214

Hazen Union School District

PROJECTED BUDGETS and TAX RATES

	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Equivalent Property Yield	9,821	9,801	9,735	9,474	9,555	9,701		No threshold penalties applied for any year SPED + Transportation revenue not centralized			
Equivalent Base Tax Rate	1.00	1.00	1.00	1.00	1.00	1.00					
Assumptions about annual changes (%)											
1 Total Expenditures					Average for FY12-FY17	2.9%	2.0%	2.0%	2.0%	2.0%	2.0%
2 Total Revenues						3.5%	2.0%	2.0%	2.0%	2.0%	2.0%
4 Equalized Pupils						-0.7%	-1.0%	-1.0%	-1.0%	-1.0%	-1.0%
Base Ed Amt/Prop Yield							-2.0%	-2.0%	-2.0%	-2.0%	-2.0%
8 Common Level of Appraisal							-1.0%	-1.0%	-1.0%	-1.0%	-1.0%
Assumptions about annual changes (amounts)											
1 Total Expenditures								198,226			
2 Total Revenues								(241,373)			
4 Equalized Pupils					Stannard			31,44			
Revenue/Expenditure Adjustments due to Expansion											
A Revenue Decrease - Tuition Stannard								(241,373)			
Equalized Pupils Pre-Expansion								344,94			
Equalized Pupils Increase Post-Expansion								31,44			
B Equalized Pupils Increase %								9.11%			
Expenditures - GenED Assessments (excl Transp) Pre-Expansion					437,700	446,454		455,383			
C Expenditures Increase - GenED Assessments (excl Transp) Post-Expansion								41,506			
Expenditures - Transportation Assessment Pre-Expansion					197,804	201,760		205,795			
D Expenditures Increase - Transportation Assessment Post-Expansion								18,757	0	0	0
Expenditures - SPED Assessment Pre-Expansion					1,454,868	1,483,965		1,513,645			
E Expenditures Increase - SPED Assessment Increase Post-Expansion								137,962			
F Expenditures - Purchased Services											

Act 46 Greensboro-Stannard

ACT 46 GREENSBORO-STANNARD SCENARIOS SUMMARY

Actual Homestead Tax Rates

FY19 SCENARIOS:	(Pre-K)		(7-12)		(K-6) Lakeview Union		Hazen Union (7-12)		Town Totals	
	GREENSBORO Distr.	STANNARD Distr.	GREENSBORO	STANNARD	GREENSBORO	STANNARD	GREENSBORO	STANNARD	GREENSBORO	
STATUS QUO	0.04	0.98	0.95	0.80	0.85	0.80	0.85	1.78	1.84	
Stannard Joins Hazen	0.04	1.14	0.95	0.80	0.84	0.80	0.84	1.94	1.83	
Both Towns Tuition K-12			0.95	0.80	0.84	0.80	0.84	1.76	1.38	
Greensboro Tuition PreK, 7-12		0.98	0.95	0.80	0.72	0.80	0.72	1.78	1.67	

OSSU Act 46 Proposals By The Administrative Leadership Team
3/30/17

Purpose Statement

The Leadership team exists to meet the vision of the OSSU by maximizing learning opportunities for all students and staff, using a variety of data to design, implement and evaluate systems, thus creating a cycle of continuous improvement that cultivates and supports the interdependence of the individual school districts.

Current Reality

- 8 town school district boards
- 1 Executive Committee
- 1 SU Board

Current Centralized Services

- Special Education
- Transportation
- Human Resource Services
- Payroll/Benefits
- Financial Management and Oversight
- Network Administration
- Curriculum, Instruction, Assessment and Grants
- Data Management

Proposed

Theme: Centralization and Strengthening of Services

Take our current reality and consider the following:

1. Operations
 - a. Food Service: Centralization at OSSU will allow for better monitoring of the CEP program and other federal and state funding as well as associated cost monitoring. State health and sanitation requirement changes can be monitored more effectively and efficiently. Training can be planned and carried out for the individual districts through the OSSU. Centralized food purchasing to reduce costs with improved economy of scale. Centralization will result in reduced costs in food and improvement in monitoring food expenses.
 - b. Maintenance: Allows for a unified vision and purchase of products, procedures, and training to be utilized across the OSSU facilities and grounds. Different cleaning products require

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- different training, storage, and documentation. Streamlining the products will allow for more uniform documentation, safety, and cost reductions through larger purchases. Preventive maintenance plans can be created, monitored, and carried out at the OSSU level. Fuel purchases and other services that all buildings need can be pulled together for one purchased service for reduced cost.
- c. Facility: OSSU facility team can bring expertise to product purchases to determine total lifetime costs of items such as flooring, roofing, heating and cooling systems. Expertise may be brought into to support individual District decisions pertaining to future building designs or system purchases. The more unified the products and systems are across the District requires less training on maintaining systems and fewer repair parts on hand resulting in cost reductions.

2. Instruction

- a. Library/Media- One lead coordinator at the district level with a team of support staff to work at the building level.
- b. Behavior Program: A continuum and system of supports for students pre K-12. This system will include student risk assessments, family involvement and local agency support networks, differentiated programming and alternative sites as needed. Behavior interventionists will include primarily OSSU trained personnel, specially trained and highly qualified teaching staff with expertise in trauma based behaviors. Teaching staff and behavior support staff will receive "clinical" supervision from a qualified clinical psychologist and behavior consultant from a Board Certified Behavior Analyst. Project based, play based learning will serve as the foundation for academic programming and instruction. Professional development for program staff will be continuous and include networking with other SU professionals.
- c. Advanced Placement classes rotation yearly at different schools- AP classes currently offered at Hazen and Craftsbury may not run on a yearly basis depending on need and certification of faculty. If AP classes become centralized, this would allow staff to rotate between the two high schools and offer more choice for Advanced Placement courses.
- d. Driver's Education- shared staff and car: Currently Hazen and Craftsbury operate separate, part- time Drivers' Education programs. Renting one car instead of two would save money. A position at a greater FTE would make it possible to attract a greater number of Drivers' Education instructors.
- e. Work Based Learning Coordinators: Coordination between Craftsbury and Hazen on job training, development, and planning.
- f. Health services: Several districts have moved to a model of one centralized RN with LPNs at each building level. This would might make it possible to have a medical professional in each building full time, a need in many schools with students who have chronic health conditions like type I diabetes.
- g. Foreign Language- trimester or quarterly basis at the elementary level: Elementary schools across the district have expressed the desire to add foreign language to the program. This year Craftsbury offered Spanish to each middle school class for one quarter of the year. Perhaps this model could be replicated in elementary schools throughout the supervisory union.

Theme: Expanding Personal and Experiential Learning

Program Options

1. Hazen Performing Arts Academy- PK-12

- a. An opening of a student's schedule to provide the opportunity for depth within the performing arts:
 - i. Alternative pathways to graduation proficiencies in other content areas especially ELA
 - ii. To provide an internship and capstone project opportunity for students
 - iii. Provide a performance series/venue within our community for our students to benefit from by connecting them with local artists and providing them with workshops
 - iv. Help build relationships with outside organizations in our area (GAAR, HPAC, Catamount Arts, Flynn, VYSO to name a few)
 - v. Provide a graduation diploma with a Performance Arts Academy stamp on it of some sort showcasing that a student accomplished something with depth
- b. STEM- Science, Technology, Engineering and Math
 - i. Focuses on future employment opportunities
 - ii. Highly attuned to personalized learning
 - iii. Authentic learning and assessment tasks
 - iv. Engages creative thinking
- c. [Craftsbury Outdoor Sports Academy, COSA](#)
- d. NEKLS (Northeast Kingdom Learning Services) Gr. 5-9
 - i. Outdoor Education course for middle level students
- e. [Sustainable Agriculture- SU wide](#)
 - i. Conservation Land Use- Woodbury, Hazen, Craftsbury, and Greensboro have environmental resources that are available on sight and could be a valuable resource in expanding an environmental program for all schools to access. These resources support students in becoming critical thinkers, active learners and problem solvers who are scientifically literate, engaged citizens who value and respect the environment. Specialty agriculture is a burgeoning area of future employment in the local area.
 1. Learning in the outdoors fosters a realistic, relevant and hands-on educational experience where students will be immersed in an environment that: engages inquiry; promotes proactive learning; cultivates curiosity; and supports student thinking that allows for life-long learning. Through these environments students can explore topics in Environment and Society, Environmental Science, Ecology or apply other content area learning in an outdoor learning environment.
 - a. Hazen Trails
 - b. Woodbury Nature Trail, Pond and Forest - Buck Lake Connection
 - c. Craftsbury -100 acre wood lot - Sterling College
 - d. Greensboro - Access to Caspian Lake
 - e. - authentic science, math and literacy opportunities
 - f. - engages student curiosity

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- g. - supports respect for natural environment and sustainability
- f. Dual enrollment- Sterling, CCV, USNH- on school offerings
- g. Year round school/flex schedule
- i. Eliminates summer learning loss and regression
 - ii. Supports families and changing employment landscape
 - iii. Ensures sustainable learning and achievement
- h. PK students in home district school
- i. Students build relationships early
 - ii. Early screening and identification of strengths and needs
 - iii. Build relationships with families early
 - iv. Pre k students join curriculum system earlier
 - v. Improved delivery of community services
 - vi. Therapeutic child care
- i. 6th grade at Hazen Union for Lakeview, Woodbury, Hardwick, Craftsbury same, Wolcott choice

Partners

- [GAAR](#) Greensboro Arts Alliance Residency
 - Authentic and engaging literacy tasks
 - Engages students who avoid organized sports
 - Personal development and personalized learning

- Highland Center for the ArtS

- [Circus Smirkus](#)
 - More options for PE
 - Improved self esteem
 - Engages students who avoid organized sports
 - Individualized physical development programs

- CAE & Food Venture Center
 - Organized and predictable local food procurement
 - Internships for high school students
 - Authentic science, math and literacy projects
 - Place-based learning

- Green Mountain Farm to School
 - Engaging lessons in healthy eating and nutrition
 - Teaches important life skills such as cooking
 - Broadens student experiences with food

- Shelburne Farms
 - Farm-to-School Programs
 - Place-based Learning Opportunities
- Craftsbury Outdoor Center
- Sterling College
- CCV - [Dual Enrollment](#)
- USNH
 - Professional Development Courses for faculty and staff.
- Black Dirt Farms (compost)
 - Supports local sustainability and responsibility
 - Authentic science tasks and projects
 - Teaches responsibility and global perspective
 - Reduces waste management cost

OSSU Framework for Continuous Growth 2017 - 2022

Included as a separate attachment to the Act 46 proposal, this plan outlines the goals of the Supervisory Union and its member districts for the next five years and incorporates many aspects of Act 77 (personalized learning plans, proficiency based learning, flexible pathways, place based learning) and Act 46 (expanding learning opportunities for all students, meeting education quality standards and governance). A draft of the plan is also available on OSSU's website:

<http://www.ossu.org/vision-direction.html>

The Framework's Four Primary Strategic Goals

1. Prepare our students to be college and career ready by raising the academic and social emotional learning bar and closing the Pre-K-12 gaps to student achievement.
2. Engage stakeholders (parents, students, staff, and community) in two-way communication focused on equity and excellence.
3. Create effective organizational systems that reinforce equity and excellence.
4. Recruit, hire, develop, and retain a diverse and premier workforce.



Act 46 Alternative Structure Proposal Craftsbury Town School District School Profile

Board of Directors

Harry Miller, Chair

Mary Lou Rylands-Isaacson, Vice Chair

John Smith, Jr., Clerk

Anne Morse, Member

John Rowell, Member

Craftsbury Town School District

Schools: Craftsbury Elementary (PK-6) and Craftsbury Academy (5-12)

Schools at A Glance

Craftsbury School District is a PreK through 12 district currently serving 205 students. We have the smallest and one of the oldest operating public high schools in the state. Craftsbury Schools work hard to deserve the tremendous energy, support and investment they derive from the larger community.

The following quote was published in 1962 and still holds true today:

"It is frequently stated that the people in any community will determine what sort of schools it will have. And it is particularly to the Craftsbury Community that we pay our especial tribute on this occasion. The people of Craftsbury, at least in our time, were determined to have schools equal to the best. ...With a force of public opinion, with active and discerning trustees, with adequate equipment, with well trained and consecrated instructors, we are bound to feel we were part of a great tradition, we did then, and we do now."

– Craftsbury Schools 1962 as printed in
The History of Craftsbury Academy by Aaron Cornelius

History

Facilities

Craftsbury Schools maintain an elementary school in the village, but the bulk of the buildings making up the campus are clustered on the east side of Craftsbury Common. The Academy building is the oldest structure, built in 1868 (replacing an older brick academy nearby which had been destroyed by fire) and expanded since. In the 2010-2011 school year, the Academy building was extensively remodeled to bring it up to modern building codes while maintaining its historic character. The upstairs of the building now serves the high school, while the downstairs serves as office space, a kitchen and a multipurpose cafeteria known as the "Common Room" due to its views of scenic Craftsbury Common. The renovations were partly meant to vastly improve energy efficiency on campus. As renovated, the Academy is the state's first operating "High Performance School" for energy efficiency.

The Annex was fully remodeled as part of the renovations and contains offices, locker rooms, a weight room, a classroom, and the heating system for the campus. Prior to the 2010-2011 renovations each building had its own heat system. Now, the entire main campus uses a wood pellet boiler with a propane boiler as backup.

Just north of this complex is Minden Hall, which was built after part of the previous structure was moved onto a new foundation nearby on the common. Minden Hall was built in 1989 as an auxiliary to the Academy complex. Downstairs in Minden Hall are a library, computer lab and three classrooms. Upstairs are science labs and support services.

A few buildings to the south is the Industrial Arts building, which hosts the art rooms in the original structure and a wood shop in a spacious newer addition. This building has been transferred to Sterling College in exchange for the development of a Sterling College dual enrollment woodworking course specifically for CA students, to be offered on the CA schedule and calendar as mentioned later in this

report.

A few miles north of campus is the Academy Woodlot, a school-owned forest which is used as a resource for both the school and wider community.

The extensive renovation of the historic Academy building cost approximately three million dollars and took great pains to preserve the historic qualities and appearance of the school. For a closer look at the process and extent of Craftsbury's renovations, see the community newsletters sent during that time in Appendix A.

Community Collaboration / Relationship to Community

Craftsbury has been no stranger to engaging the community in the study of alternative models for delivering education or the examination of the cost effectiveness of the current working model.

In 2009 the Craftsbury Schools Community Collaboration (CSCC) was formed as an independent subcommittee of the School Board. The group was charged with producing a set of consensus recommendations from the community for the Board to consider regarding possible future directions for Craftsbury Schools. For more information on the process, meetings and subsequent report / recommendations see, Appendix B.

2012-2017 Mission, Curriculum and Educational Goals

School Board Response to the CSCC Recommendations

The School Board chose to pursue keeping a K-12 program in Craftsbury while pursuing an aggressive campaign to attract new students. Our focus turned to both modernizing our physical campus as well as expanding our course offerings, thematic learning and collaboration with Sterling College and the Craftsbury Outdoor Center.

This aggressive pursuit has not only changed the direction of Craftsbury Schools enrollment but has invigorated the community at large.

After review of the CSCC recommendations the Craftsbury School Board created a mission document entitled Portrait of the Craftsbury Graduate (see Appendix C) meant to be a working ends document for teaching, reporting and School Board guidance.

With the expansion of our AP Course offering and general curriculum with VHS online learning, our aggressive service and job embedded learning program, and support for dual enrollment and early college, we have managed over the last seven years to attract increasing numbers of tuition students, reversing the trend of declining enrollment experienced in the 10 years prior to the formation of the CSCC collaboration. The anticipated K-12 enrollment for the 2017-2018 year is 195 students, an increase of 40 students since 2011. The increase is due to both more tuition students in grades 7-12 and more families moving to Craftsbury.

Act 46 Exploration

Craftsbury's Act 46 exploration is discussed in the SU document accompanying this report. Craftsbury members of the merger study groups included a School Board member and an additional community member appointed by the Craftsbury School Board. One of the concerns that surfaced in the course of the

merger study group discussions was that Craftsbury Academy, as the smaller of two high schools in the SU, with great potential for close collaborations with neighboring organizations such as the Craftsbury Outdoor Center and Sterling College, could lose local control and support through merged governance. Another concern was interrupting Craftsbury's positive momentum in energy, increased enrollment and student performance.

As part of the Act 46 exploration process, the Craftsbury School Board hosted three community forums. At these forums the School Board, with the help of the SU office, presented to the community the different merger options explored to comply with Act 46 and garnered feedback for the direction the community wanted the Board to pursue. The Board held a panel discussion, created a powerpoint presentation and developed a survey that was distributed during town meeting. Despite the overwhelming desire of the voters not to merge with nearby districts, Craftsbury continued to participate in Act 46 Exploration discussions and remains open to areas where consolidation of services on an SU level is found to be in the best interest of the students.

Meeting the Goals of Act 46

Equity

Craftsbury Schools have a long and proud tradition of providing equal student access to a viable curriculum. Because of our small size, students with different skill levels can be found in every classroom pre-K to grade 12. Our small size also allows for flexibility in scheduling, making it possible to meet the needs of all learners. The positive school culture creates better access to learning for all students.

The number of high school students enrolled in Advanced Placement courses and the senior capstone are evidence of the Craftsbury Schools' high expectations for all students. In 2016-2017, thirty-six juniors and seniors enrolled in 61 AP courses, and all students enrolled in these courses took the AP exam. All graduating seniors complete a capstone project that includes field work, a research paper, and a public presentation. Students with learning challenges receive the additional support and practice necessary to successfully complete the project.

Student involvement in co-curricular activities is encouraged at all levels, and our small size has a positive effect on the percentage of students who participate. As an example, 73% of seniors in 2017 participated in at least one varsity sport and 50% participated in band or chorus. 30% of the class continued to participate in music programs through their senior year.

Craftsbury Schools has received a Universal Meals grant, and we will use the funds to initiate a "grab and go" breakfast that will be free for all students. The school also provides free healthy snacks to all elementary students through the Free Fruits and Vegetables program.

Quality

Craftsbury Schools and the Education Quality Standards

The Vermont Education Quality Standards have guided the school improvement work of Craftsbury Schools and the other schools in Orleans Southwest for the past few years. Using the document as a guide, several improvements have been made and a new five year plan has been created to assure continued school improvement.

Curriculum and Instruction

Literacy

Craftsbury literacy scores on state assessments are generally at or above the state average. We use reading and writing workshop models in K-8. All elementary teachers are training in Leveled Literacy Instruction (LLI), and we use LLI for tier II support. Orleans Southwest has a district writing assessment that is administered twice a year, and the faculty uses results to respond to instructional needs of groups and individual students. Our middle school team is implementing the Lucy Calkins curriculum with fidelity, and we are expanding implementation of the curriculum to the elementary and high school. More than half of 11th and 12th grade students take either AP Literature or AP Composition, and 11th grade scores on state assessments are consistently above the state average.

Math

We have identified math as the key focus in our school action plan. On state assessments, math scores are 10 to 20 points lower than literacy scores. State assessments demonstrate equity in math achievement for students receiving free or reduced meals and students not receiving free or reduced meals. Craftsbury Academy has had a relatively high number of students take AP Calculus for a school of our size, and the AP scores have been high. In 2016, all students in the course received a 4 or 5 on the AP Calculus BC exam. As part of our school improvement plan, Craftsbury will have a 20% math coach this year who will work with teachers at all grade levels.

Science

In 2016, 50% of Craftsbury 11th grade students met or exceeded the standard on the NECAP science exam, as compared to 30% of students in the state. Science instruction is designed around the OSSU proficiencies, proficiencies which are based on the NGSS standards. Teachers from across Orleans Southwest are currently developing scope and sequence, summative performance tasks and learning scales for the district science curriculum. Craftsbury teachers are involved in this work at all grade levels.

Global Citizenship

All Craftsbury students in K-12 have the opportunity to research and present on topics of interest within a common theme. Students in grades 9 and 10 participate in a two-period humanities class. The class is team taught by the high school social studies, English, and resource room teachers, and the focus is on reading, writing, listening and speaking proficiencies. All students research and present on topics of their choosing during the two exam periods. Teachers team score student products and performances, and teacher feedback builds student skills that will lead to success on the senior capstone project.

Physical Education

Students in kindergarten have physical education once weekly. Students 1-10 have two PE classes each week. As described in the Craftsbury Portrait of the Graduate, the focus of the PE curriculum is lifelong wellness through physical activity, cooperative play, and sound nutrition.

Performing & Studio Arts

Craftsbury Schools have a strong instrumental program. All 5th grade students participate in lessons and beginning band, with the school providing instruments free of charge. In the past two years, we have added middle and high school choral programs that have received high praise in community performances. We are expanding offerings in drama and dance through a variety of strategies and community resources. Through a partnership with the Art House (now Wonder Arts), we offer drama and dance workshops to middle and high school students. We currently offer instruction in visual arts with a dedicated instructor.

Act 1 & Other Important Learning Opportunities

Craftsbury Schools provide Act 1 education to elementary students using the CARES (Cooperation, Assertiveness-positive, Respectful, Reliable, Responsible, Empathy, Safe) curriculum. As described previously, learning opportunities are expanding through all of the following: service learning and job placed learning, online classes, dual enrollment, college classes using state vouchers, and partnerships with Sterling College, the Craftsbury Outdoor Center and Wonder Arts.

Professional Resources and Support

Craftsbury Schools employ 13.6 FTE classroom teachers. All faculty currently hold a valid Vermont teaching license or a provisional license appropriate for their area of instruction. In compliance with the school quality standards, we employ a 0.8 FTE library/media specialist who supports our school library and provides weekly library science instruction to all students K-6 and digital literacy instruction to students in grades 7 and 8. Craftsbury has a full time music teacher for grades pre-K through 12 who provides weekly music classes through grade 8; band and chorus for grades 5-6, 7-8, and 9-12; and individual lessons. Through fundraising and local budget, our school provides instruments free of charge to all participating students. We offer physical education two times weekly to all students in grades 1-10. Kindergarten students have PE once weekly. Additional support personnel include a full time guidance director, 2.8 FTE special educators, a 0.8 art teacher, and a 0.5 service learning coordinator. Classrooms are staffed with eight paraeducators who provide needed support to students and teachers.

Craftsbury's current principal has 32 years of administrative experience in Orleans Southwest. For most of those 32 years she has taught at least one class. In 2006-2007 she led a school in the Vermont RTI pilot school project. The school was a successful implementer of the model and served as a demonstration site for other schools interested in implementation.

Shared leadership exists at both the local school level and at the supervisory union. Craftsbury has three grade level teams: pre-K through 4, 5 through 8 and 9 through 12. Each team holds weekly professional learning team meetings, and teachers on each team share leadership responsibility for the work of the teams. Each team also has monthly EST/Data team meetings facilitated by the principal. Beginning this year, two teachers on each team will receive intensive training in the MTSS model and will co-facilitate these meetings. Supervisory union committees focus on curriculum, assessment and MTSS.

OSSU utilizes the Charlotte Danielson model for teacher supervision and evaluation. Through the Supervisory Union's negotiated agreement, teachers are evaluated on a rotating schedule according to years of employment, expertise and need for support. Beginning teachers are formally evaluated for their first two contiguous years. Experienced teachers are evaluated on a rotating schedule (every other year

on average, but can be yearly at the principal's discretion). Evaluations are focused on all four domains of the Danielson model (Planning & Preparation, Classroom Environment, Instruction and Professional Responsibilities). Teachers receive a formal summative evaluation based upon observations and additional evidence, covering both areas of commendation as well as guidance for growth. In cases where teachers or other staff are not performing at expected levels, they are placed on a plan of assistance that includes performance goals, supports and a timeline by which goals must be met in order for employment to continue.

All principals within OSSU receive yearly professional development and support to ensure strong supervision and evaluation practices. Professional development opportunities for our teaching staff are developed based on identified needs in our school. Based on the needs assessments, Orleans Southwest has provided a variety of workshops and courses on the social and emotional needs of students, and all schools in the district are becoming trauma-informed schools. Through a partnership with Southern New Hampshire University, several teachers in Orleans Southwest have earned master's degrees, and a second cohort began the program in 2017.

Addressing behavioral issues that impact students' ability to learn and teachers' ability to teach is also an important component of our efforts to meet and exceed the state's Education Quality Standards. To that end, Craftsbury utilizes a tiered system of supports that infuses all of our practices at the school. We utilize this framework when addressing behavioral concerns and trends, when analyzing and intervening in achievement gaps, and when addressing faculty supervision and evaluation. We are strongest in its application to academic interventions and teacher supervision.

Adult-student ratios at Craftsbury are within the minimum limits outlined in the school quality standards, and Craftsbury follows the OSSU policy on class size.

Learning Environment and Facilities

Craftsbury utilizes the (Positive Behavior Interventions & Support) PBIS system to create a school climate that reduces and responds to problem behaviors. This district- and school-wide initiative teaches expected behaviors to students, much like the Responsive Classroom model. Data collection is a key part of this model. Teachers record behaviors on a standardized form that categorizes behaviors as minor or major, and the data is entered into PowerSchool, the school's student management system. In 2017, eleven staff members met during the summer to develop a "revitalization plan" for PBIS in Craftsbury Schools. The team decided to use the acronym C.A.R.E.S to define our school wide expectations. T-shirts bearing the school charger mascot and "Craftsbury CARES" were given to all staff members, and staff wore the shirts on the first day of school to reinforce the rollout of the model.

The small size of Craftsbury Schools allows for personal attention, real relationships and better accountability in human interaction than is seen in most larger schools. Bullying is quite rare, and it is difficult for a student at Craftsbury to 'fall through the cracks' and not have their needs met. Students report feeling safe in Craftsbury Schools.

The physical spaces in which students learn also directly contribute to morale and enthusiasm for learning. The renovations in the Academy building have made classrooms and other spaces much more pleasant and comfortable for learning. The new gymnasium is not only a vast improvement over the old one in terms of school sports and musical activities, but is heavily utilized by the wider community for celebrations, festivals, services, open gym and, of course, Town Meeting.

Maximizing energy efficiency was a high priority in the CA renovations, and our school now serves as a role model in this regard as well as a teaching lab for students interested in energy efficient design.

Craftsbury Academy owns its own woodlot, which provides a valuable teaching lab for ecology, woodlot management, trail building and maintenance, habitat evaluation and enhancement, botanical studies, wetlands management and more.

State and Local Comprehensive Assessment

Craftsbury has used the SBAC for the past two years as an assessment tool. In addition, students participate in district-wide On-Demand Writing Prompts, Fountas & Pinnell assessments for grades K-2, and Galileo assessments in reading, math and science. We also participate in the NECAP science assessment in grades 4,8, and 11. After teacher feedback, the OSSU is moving away from Galileo as an assessment tool and will replace it with the NWEA beginning in 2017. Craftsbury Schools testing data is included in the OSSU's portion of our proposal for an alternative structure.

Continuous Improvement Plan

Craftsbury conducts a yearly needs assessment based upon achievement data, behavioral data, and community needs and feedback. The assessment informs our continuous improvement plan which is approved by the Board and presented to the community in the annual report, and serves as a basis for teacher evaluation and professional development. As an example, low math achievement scores on both state and local assessments in 2016 led to an increased focus on professional development in math at all levels. The middle school math teacher enrolled in VMI and participated in math training offered by the district. The school has also used CFP support to bring a math coach to the school one day per week.

The assessment also includes Craftsbury goals and objectives for improved student learning, educational strategies and activities specifically designed to achieve these goals, and strategies and supports that ensure the school maintains a safe, orderly, civil and positive learning environment.

Community Enrichment Activities

Many of our efforts to partner with local organizations are direct efforts to improve quality and provide greater equity of programming as compared to larger districts. The Board believes that these partnerships provide learning situations that cannot be found in the classroom alone. In addition to the partnerships discussed in the following section "c", Craftsbury students can be seen in regular, on-going community events and activities throughout the year; for example, music students and pre-K students regularly visit and perform at the Craftsbury Community Care Center.

Current and Future Exploration of Partnerships

Craftsbury Schools are well situated for strong partnerships with local institutions such as the Craftsbury Outdoor Center (COC), Sterling College, Hazen Union and the Highland Center for the Arts, as well as, numerous professionals in a range of fields. Our new partnership with the Outdoor Center to create the Craftsbury Outdoor Sports Academy (COSA) creates opportunities for young athletes to pursue their athletic interests in the context of individualized, teacher supported academic programs. (a foundation for serious work in areas of interest as part of Personal Learning Plans). Other ongoing collaborations with

the COC include ski and sledding days during (Craftsbury Academy Physical Education) CAPE, weekly ski instruction for elementary school students, and after school programming.

Our ongoing partnerships with Sterling College include programming around local foods and sustainability; farm field trips; challenge course programming to support leadership development and enhance communication skills; after school adventure programming through REACH! led by Sterling College students; in-school environmental and experiential education workshops offered by Sterling College students in collaboration with middle school faculty; and opportunities for high school students to incorporate Sterling College courses into their program of study. There are several initiatives moving forward to further enhance collaboration between Craftsbury Schools and Sterling College. One involves the transfer of the Industrial Arts building to Sterling College in exchange for the development of a Sterling College dual enrollment woodworking course specifically for CA students, to be offered on the CA schedule and calendar. Another initiative in the planning phase is a second dual enrollment course with Sterling College focused on outdoor leadership. As the two institutions work to overcome scheduling and calendar barriers, we look forward to furthering more collaboration, especially in the area of sustainability.

Craftsbury Academy and Hazen Union are exploring a variety of ways to coordinate programs to create more options for students. The two high schools in the district have established common schedules to allow students to take courses at either school. There is also a plan to share faculty to teach advanced placement courses at both campuses. In addition to shared AP courses, art and athletics will be a focus of the collaboration. We are fortunate, as we work toward a Hazen-Craftsbury partnership in the arts, that the new Highland Center for the Arts, located between Hardwick and Craftsbury, has promised to give OSSU students access to their state-of-the-art facility.

Our robust Capstone program has created the foundation for mentorships with a wide array of talented and knowledgeable community members. Previous mentors have included experts in the arts, government, conservation, construction, and science and technology.

Unique Programs at Craftsbury

Some of these programs have already been highlighted in the previous section regarding partnerships, but here we elaborate a little further on some aspects of these partnerships.

The School Board transferred the Industrial Arts building to Sterling College in 2017. With this transfer, the College and Craftsbury Schools will share a space for visual arts, with the School using the space four days each week until the end of the school day. In addition, Craftsbury Academy students will have the option to take a variety of Sterling College fine and industrial arts classes through dual enrollment.

Craftsbury Academy has partnered with the Craftsbury Outdoor Center for short term programs for many years (see above section). This year we are initiating the Craftsbury Outdoor Sports Academy, or COSA. Seven students in 7-12 are dual-enrolled in the academic program at Craftsbury Academy and the elite ski training program at the Outdoor Center. Some of the enrolled students are Craftsbury residents, some applied for and received school choice, and some are tuition students.

In 2016, Craftsbury Schools partnered with The Art House (now Wonder Arts) to bring enrichment programming to secondary students. During the second semester, students could choose one of six workshops in the arts, business or cooking in a program we called FAB Friday. The program was funded through Art House grants and a grant from the Craftsbury Academy Trustees. The model was very successful, and plans are underway to bring FAB Friday to the middle school this year.

Craftsbury Academy has required all seniors to complete a senior project for many years. For the past two years, the high school faculty has revised the senior project into a Capstone that measures transferrable skills proficiencies. Faculty collaborates to create and revise learning scales, advise students and evaluate student work. The Capstone includes a project completed with a community mentor and documented in a field journal, a written paper and a public presentation of new learning.

Accountability and Transparency

Craftsbury Schools have a long history of working closely with the community to promote understanding and collaboration, seek input, and promote accountable, transparent relationships within our shared community. The Craftsbury Schools Community Collaboration, discussed earlier, is an excellent example of this dynamic.

The Craftsbury School Board has hosted many community forums to explore a variety of proposed initiatives, including school renovation and rebuilding proposals, Act 46, RED and MUUDD exploration committee work, and the recent Sterling College/Craftsbury partnership. These meetings are warned, publicized and well attended.

The Vermont Council on Rural Development conducted a Community Visit Process in Craftsbury in the fall of 2015. The three month process was well attended, energetic, and well facilitated. One of the priorities identified in the visit process was improved Community-School collaboration. The ongoing work of this task force has resulted in a more formalized Open Gym night and improved school and OSSU websites.

We have developed and maintain clear and open communication with both our school administrators and with the OSSU leadership. Together, we work to develop budgets that are sustainable for the long term. In addition, communicating effectively with our central office helps our board respond proactively to financial issues that could negatively impact our ability to serve our community.

Progress Monitoring and Monitoring Reports

The board receives monthly financial reports from the OSSU. The reporting includes a narrative portion to enable us to better understand any budget shortfalls or surpluses. We also receive reports from the principal and the superintendent. The principal's report focuses on how Craftsbury is meeting the goals as defined in the Craftsbury Portrait of the Graduate. The principal's report provides us with a clear overview of the day-to-day happenings and issues which helps us better support the work of the teaching team. The superintendent's report covers issues facing the whole OSSU and connects us with the rest of the district. In addition to this report, our board chair provides monthly updates to the full board on the decisions and discussions made by the Executive Committee of the OSSU.

We receive academic monitoring reports three times per year: in the fall, mid-year, and usually toward the end of the school year. These reports help us monitor student growth and to understand what curricular areas might need extra support.

Taken together, we are well equipped to build an informed budget that should better serve the students and teachers.

Board Self-evaluation / Assessment and Board Observation

The Board sets its goals for the year at an annual retreat scheduled between June and September and conducts a full board self-evaluation at that time. We use policy governance and conduct regular reviews

of our adherence to school and district policies. We aim to build regular policy monitoring into our yearly work plan but had difficulty completing these reports in 2016 due to our work on the learning outcomes and facilities planning. We are responsive to problems brought to us by administrators, teachers, and the community and lend expertise as requested and appropriate.

Audits

See Orleans Southwest Supervisory Union Act 46 proposal for details.

Budget Development

Craftsbury begins the budget development process in the fall in coordination with the development of the OSSU budget. The Craftsbury leadership team develops a needs assessment each year, and working with the OSSU central office and dovetailing with board-identified needs, builds a budget for the board to review. The Craftsbury board has multiple opportunities to offer input on the proposed budget and ensure its alliance with the school's mission and goals for learning outcomes. As we have a fiduciary responsibility to taxpayers of Craftsbury, the board remains committed to developing sustainable budgets that our community can support.

All board meetings and budget discussions are publicly warned. In addition, budget documents are provided on the school board website and Front Porch Forum to disseminate budget meeting information.

Communication with Community

As highlighted throughout this report, the school's connection to the greater Craftsbury community is exceptional. The students, parents, staff, board members and administrators of Craftsbury Schools are motivated to work harder because of the energy generated by the community. School events, community informational forums hosted by the school board, capstone project presentations to name a few are heavily attended by invested members of the community.

Operational Efficiencies

See Orleans Southwest Supervisory Union Act 46 proposal for details.

Value

Craftsbury is very proud that the Academy is the oldest and smallest high school in the state with a history of looking forward. As stated in this report, over the last five years we have enjoyed increasing enrollment, stable budgets and an expanded curriculum. Of our 79 high school students, we have 30-35 students taking Advanced Placement classes, many taking more than one class, for a total of 63 enrollments in nine subject areas. Yet even those numbers don't tell the whole story. We successfully serve a very diverse student population, from very different backgrounds, choosing to go in many different directions after our job at the Academy is finished.

Craftsbury Schools greatest value is the dedication not just to the kinds of students we are encouraging in the classroom but more importantly the kind of people we are encouraging. We would invite you to look at Appendix C and read what the portrait of a Craftsbury graduate looks like. In those expectations you will

see that our small schools, with their close ties to our greater community, offer more than just a curriculum.

We can cite so many examples of community involvement, energy and dedication to our school. In the last five years we have built a gym, invested in sustainable energy, boasted the highest NECAP scores in the state, expanded our curriculum and built a local pre-school at the insistence of our taxpayers. Families are moving into our rural town to be a part of what we are building. It is difficult to place a value on that level of commitment and energy, but we think it is safe to say that the value is high and irreplaceable.

Looking to the Future

Even though Craftsbury Academy is the oldest and smallest high school in the state, through this report we have hopefully conveyed our commitment to the future. We have outlined all of the many instances over the last decade where the Craftsbury community has come together to explore creative, forward-thinking initiatives to ensure the delivery of a quality education while keeping a realistic and watchful eye on the financial implications of these initiatives.

From the 2009 Craftsbury Community Collaboration to the latest Act 46 Exploratory Committee meetings, we have explored all possible avenues for the future of Craftsbury Schools. The data in this report clearly shows that Craftsbury is delivering a quality education and devoting considerable energy to continue to ensure growth in both student enrollment and excellence. Craftsbury, along with the SU will build on this history, capitalizing on the positive momentum of which we are justifiably proud.

DESIGNING THE FUTURE OF CRAFTSBURY SCHOOLS

THE GYM PROJECT

The Board has received a petition to reconsider the bond to renovate the gymnasium. Due to the filing of this petition, we have waived a re-vote for June 23rd. We will be holding an informational meeting on June 14th at 6:00 p.m. in the common room of the Academy.

The architect, Robert Bast that designed the new project will be there to give a presentation and to answer any questions that may arise.

Some of the highlights are as follows:

The cost of the new gym is 2 million dollars. We are able to borrow this money at 1% interest. We anticipate the tax impact to be \$.12/\$100 or \$.120 on a \$100,000 home. If we can entice just 5 tuition students, the price rate decreases in half. This is an optimal time to borrow money because of the low interest rates and an optimal time to build because of the competitiveness in the labor market.

Some of the specs for the new gym design are as follows:

- The footprint of the gym overall is +/- 10,500 ft² with an entry vestibule of 180 ft², a stage area of ft² and a music room space of 850 ft²+
- There are two single accessible bathrooms.
- There is a bleacher area with seating for about 160, though there are other viewing locations around the gym for big games.
- The gym floor is at the same level as the current music room, which lowers the overall height of the building. Even with increased clearances inside, it is not higher than the existing gym's peak.
- The gym will have regulation clearances or better, enabling the hosting of games throughout a season.
- The Gym takes advantage of the locker rooms, fitness room, elevator and new

boiler that have already been completed.

- The west side of the gym, facing the common, will maintain the same facade elements as the current gym and will be clapboarded.
- The design of the gym will enable the re-establishment of the southerly eave of the Annex, which will improve the historic presentation of the building ensemble from the common.
- The gym project will be organized to have a base envelope, with certain interior areas as alternates, to give the project the best chance of coming in on budget, but also be able to include the most work within that budget.

THE INFORMATIONAL MEETING

The Craftsbury School Board and the architect, Robert Bast will be available to answer any questions you may have on the project on June 14th at 6pm.

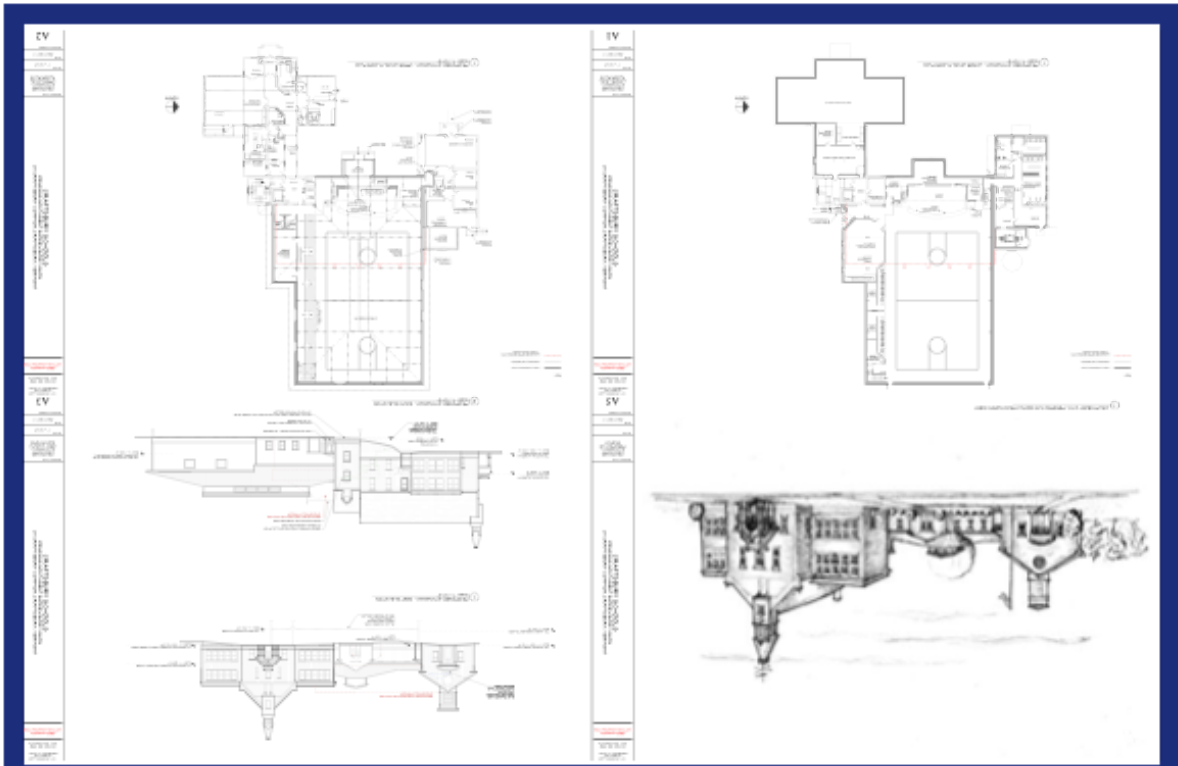
If you are unable to attend the meeting please don't hesitate to contact us with any questions you may have.

THE VOTE

Election day for the bond re-vote will be on June 23rd. The ballot will be exactly the same as the vote in April.

If you are unable to vote on that day you may vote by absentee ballot by contacting the town clerk at 586-2823.

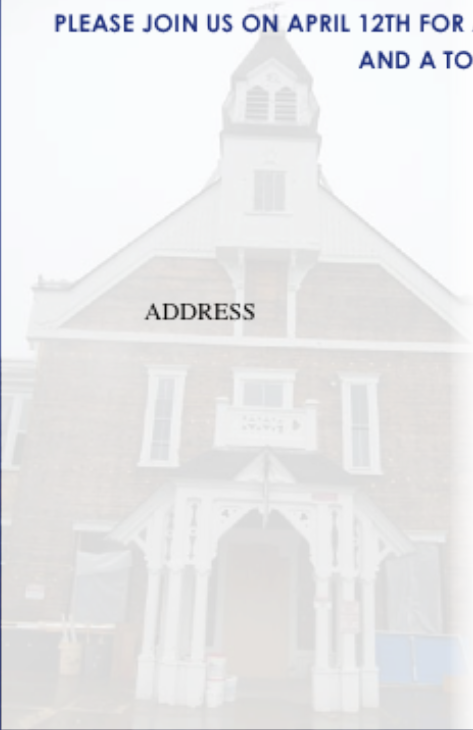
**Don't forget to vote
Thursday, June 23rd!**



**PLEASE JOIN US ON APRIL 12TH FOR AN INFORMATIONAL MEETING ON THE GYM PROJECT
AND A TOUR OF OUR NEW FACILITIES**

ADDRESS

POSTAGE



CRAFTSBURY SCHOOLS JOIN THE 21ST CENTURY IN STYLE



So much is happening this year for Craftsbury Schools that the School Board wanted to share the excitement and provide an update to the community that has made it all possible.

As Harry Miller likes to say we have catapulted from the 19th century right into the 21st! As everyone knows from the sign that hangs in front of the Academy our building was constructed in 1829 and has only undergone 2 major renovations since then (a renovation in 1868 when the building crumbled and another in 1920 to add wings with more classroom space). Today we find ourselves a few weeks from completion with a high performance, energy efficient, building that will not only accommodate the needs of our students but that will serve as a learning tool for the State of Vermont. Despite many surprises, numerous change orders and delays it is looking like we will complete the renovation project we started in June under budget and on time. With the savings we have been able to make repairs to the annex building as well as painting the elementary school.

The students and faculty have moved into the first floor and have been able to enjoy the new offices, kitchen and common room/café and the second floor is well on its way. Most of the changes are structural with health code-complying state of the art plumbing, heating, ventilation and electricity but some are easily noted. As



examples: students will now have bathrooms in the lobby and the second floor as well as under the annex; student lockers will be much more accessible and closer to the classrooms; the Dean

Johnson memorial has been moved to the front of Minden Hall these are just a few of the many changes.

Although this newsletter was primarily intended to update the community on the renovations of the building we would be derelict if we didn't provide an update on all of the wonderful things happening within the school. Our new principal has hit the ground running! Long distance learning through Virtual High School is now being offered, service learning programs are well underway, thematic collaboration with Sterling is growing and defining and refining the curriculum has been an utmost priority since the beginning of the school year.

We would also like to take this opportunity to thank the Craftsbury School Collaborative Committee for all of the wonderful work that it does and continues to help shape the decisions we are making as a community for the future of our students.

We hope to see everyone at the open house to tour the new facilities on December 23rd at

2011 PROMISES TO BE MONUMENTAL!



Foundation in June



Foundation Now



A Peek at the Upstairs



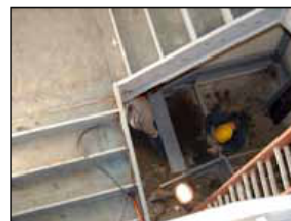
A Bright and Inviting Common Room



A 2000 gallon Water Tank Needed to Be Buried



Wood Pellet Storage



A New Staircase



New Administrative Office



An Exciting New Future...



The Academy now has a Broman boiler for wood pellets that will accept different types of fuel and has been gutted of all old plumbing and wiring and replaced with the latest technology in energy efficient systems.



Old pipes. We unburted an old oil pipe and broken lead pipes. Just a few surprises!



The new staircase / elevator shaft



The old staircase no longer there



Appreciation of architectural details of the past



In order to meet high performance standards and still comply with the historic preservation guideline we had to get creative. We have placed storm windows on the outside, used the old window sashes and have purchased state of the art thermal shades for the inside.

PLEASE JOIN US FOR A TOUR OF OUR NEW FACILITIES
DECEMBER 23RD AT 1PM

POSTAGE



ADDRESS

Craftsbury Appendix B: Summary and Excerpts of the Craftsbury Schools Community Collaboration (CSCC) 2009-2010

The CSCC was open to all Craftsbury residents and taxpayers. The Steering Committee made a concentrated effort to collect a broad group, reflective of the community. Diverse perspectives were represented in the resulting CSCC Stakeholder group. The CSCC held nineteen Stakeholder meetings from October 2009 through July 2010, facilitated by Craftsbury resident and professional facilitator Heidi Krantz. Twenty four Stakeholders participated in at least five meetings; and thirty one Stakeholders participated in at least two meetings. Some were more active in early stages; some participated intermittently, and some were involved throughout. Stakeholders spent an estimated (conservatively) 465 “person hours” on this project, in meeting time alone.

The Steering Committee and facilitator met over thirty times, and spent many more hours with phone and email contacts, Stakeholder communication, typing minutes, maintaining a blog, drafting reports, etc. The Steering Committee members and facilitator spent an estimated (conservatively) 260 “person hours” in meetings, and many additional hours working on logistics.

The first step of the Collaboration involved defining the issues and generating questions. Stakeholders generated the following initial list of topics to explore: grade configuration, economics, alternative models, physical plant, in-school culture, school-community culture and constraints.

The second step of the process was education, and considerable time was spent digging into the first three topics noted above. The Stakeholders formed research groups and gave presentations on tuitions of area high schools, transportation costs, possibilities for building consolidation, academic offerings at area high schools, and alternative models. Research included interviews with experts. In addition, the group held four panel discussions. Panelists included headmasters and principals from private and public schools, the Associate Director of the Vermont School Board Association, a professor of school finance from UVM, and the Vermont Department of Education General Counsel.

Stakeholder and economist Ann Ingerson created a professional economic cost workbook to analyze school costs for various scenarios. This tool was used by the Stakeholder group to examine the impact of various assumptions, and it will be of significant value to the School Board for future studies.

Introduction to CSCC Conclusions, 2010

The following has been excerpted from the CSCC report of 2010:

“Craftsbury Schools’ best chance to grow into the twenty first century is to implement significant changes. Stakeholders report that during the past nine months their ideas have changed. For many, there is a greater appreciation of the complexity involved in mapping future directions for our schools. Despite the sometimes overwhelming amount of information available related to Stakeholder questions, a sense of unity emerged as the group wrestled with alternative models to present to the School Board. No matter which of these models the School Board ultimately decides to take, Stakeholders envision Craftsbury Schools as places where students, staff, teachers, parents, and community members collaborate to fulfill a clearly-articulated mission.

The changed school should be affordable. The cost structure of the Craftsbury Schools should be reasonable for taxpayers in the town. Stakeholders emphasize that a larger student body would reduce costs as well as provide educational and diversity benefits. On the other hand, there are significant

challenges for a school in our rural location seeking to attract a larger student body, as school-age population is declining in most nearby towns. Furthermore, a specialized curriculum may attract some students from further away, but be less attractive to some of our own students.

The decision about the future of the schools must balance needs of the children and community. While the latter is important and should certainly influence the decisions, they must be secondary to the priority of providing our children with the best possible preparation for responsible adulthood. However, in dealing with the difficult issue of the future of Craftsbury Schools we must be aware of and sensitive to the negative and positive consequences to our community. The decisions that we will face are larger than the future of the Academy and involve the future character and identity of the Craftsbury community.

We believe that all of us, including school staff, the School Board and leaders in the community must be vigorously proactive in charting our future. The pressures for change are immense and the imposition of external models and solutions are inevitable unless we take the initiative to create our own future. Indeed, change is inevitable and the community of Craftsbury must take responsibility for managing that process. In planning for the future it is critically important to develop long-range financial scenarios that can test the financial viability of alternative models. Year to year budget forecasting is not reliable enough and may lead to decisions that are not financially viable.

The approach envisioned in this Report is fully consistent with national recommendations, including those of Tom Carroll, President of the National Commission on Teaching and America's Future (NCTAF): ". . . if all we do is to fix the schools we have, the future is already over . . . To make this vision a reality our schools must be transformed into 21st century learning organizations." By learning organizations, Carroll refers to schools where teachers participate in the kind of collaboration that Craftsbury community members have practiced the CSCC.

Our process over the last nine months included many perspectives and voices in our Town. We acknowledge that some voices may not have been adequately heard. Nevertheless, we believe that the research and study that we have done for the past year provides a strong and credible base for our recommendations. While we cannot know everything about this complex issue, we believe that our work has placed us in a position to make recommendations that are sensitive to a broad and representative spectrum of our community.

With respect to the physical infrastructure, we welcome the renovations that are occurring this summer, designed to improve aesthetics and efficiency and to insure that the school building is safe and in compliance with code. However, we do not believe that significant future investments should be made unless and until the school has developed a strategy to address long-term viability."

CSCC Recommendations, 2010

Stakeholders anticipate a second phase of the CSCC process will entail rigorous research related to one or more of the alternative models identified:

1. Keep K – 6 or K- 8 in Craftsbury and tuition out students to nearby schools. The resulting K – 6 or K – 8 school would be characterized by a mission-focused, interdisciplinary curriculum; small classes taught by motivated, knowledgeable teachers; and renewed emphasis on thematics.
2. Keep K – 12 in Craftsbury. Design and establish a mission-driven public school that would attract students from other communities.
 - a. With gradual improvements: Mission driven, creative curriculum; attract motivated, talented, knowledgeable, licensed teachers; continue and expand use of local resources,

-
-
- such as collaborations with Sterling and the Outdoor Center.
- b. With thematic emphasis: Mission driven; creative curriculum (focused on something like sustainability); attract motivated, talented, knowledgeable teachers; local collaborations with Sterling, Outdoor Center, and other resources.
3. Independent, whether K – 6, K – 8, or K - 12: Mission driven; creative curriculum (focused on something like sustainability); attract motivated, talented, knowledgeable teachers (not necessarily licensed); town academy model; local collaborations possible with Sterling College, the Outdoor Center, and other resources. Specific research needs include some or all of the following:
- a. Determine definitive costs of our schools compared to other small schools, solidify those numbers.
 - b. Obtain accurate estimates of expected enrollment.
 - c. Check past projections that school has predicted, say 20 years back or more, and see if predictions materialized.
 - d. Determine whether it is possible to have an interim situation while issues such as enrollment are addressed.
 - e. Since attracting students is critical, would it be possible to develop a cooperative agreement within the supervisory union so that any student from other towns who want to attend Craftsbury schools would be free to do so?
 - f. Consider whether the “Hardwick effect” exists: can we anticipate increased local numbers despite state and nationwide student downturns.
 - g. Carefully weigh pros and cons of district consolidation, including any possible alternatives
 - h. Talk with new superintendent to determine what her vision is and if a new Craftsbury vision would be accepted.
 - i. Determine the full capacity of Craftsbury schools.
 - j. Use the newly developed spreadsheets to compare 7-12 vs. 9-12 costs.

Craftsbury Appendix C: Portrait of the Craftsbury Graduate

The Craftsbury graduate is ready for college or career, equipped with the following knowledge, skills and dispositions:

KNOWLEDGE AND CRITICAL THINKING SKILLS: The graduate has a high level of content mastery and demonstrates creative and critical thinking. The student can acquire, integrate and use this information in novel situations.

STRATEGY	EVIDENCE
Increase excitement in the class with technology and project based learning	<ul style="list-style-type: none"> • Participation rates and exam scores in AP classes, college courses, VHS classes • Participation rates in state and national competitions such as district and state music festivals, Odyssey of the mind, math competitions and science fairs • SAT Scores • State, district and local assessment scores • Scholastic and scholarship awards • Percentage of students going on to college • Percentage of students who succeed in college • Portfolio of work supporting Personal Learning Plan culminating in the Senior project • Through discussion based learning students are able to use a variety of complex reasoning strategies
Promote discussion based learning	
Develop programs for career exploration	
Personal Learning Plans for each student	
Increase rigor with the implementation of the Common Core State Standards*	
Students, parents, teachers and community take responsibility for education, creating ownership in the process and discouraging blame	
RTI (Response to Instruction) method of instruction	
Collaboration with other area schools and colleges and Virtual High School (VHS) to increase learning opportunities	

1. * The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. For a full detail of the Common Core State Standards in English Language Arts and Math visit www.corestandards.org

SELF-DIRECTION: The student pushes personal limits, sets clear goals, and manages his/her own progress toward those goals

STRATEGY	EVIDENCE
Personal Learning Plans that demonstrate progress toward individual goals	<ul style="list-style-type: none"> • Percentage of students reaching high achievement levels in academics, sports, and the arts. • Participation rates in AP classes, college courses, VHS classes • Community presentations (author's night, concerts, plays, senior projects)

COMMUNICATIONS AND INFORMATION PROCESSING: The graduate can organize and express ideas clearly and communicate effectively to diverse audiences, using a variety of media.

The graduate can differentiate and assess the validity of information sources and interpret and analyze the information effectively.

STRATEGY	EVIDENCE
Implementation of the Common Core State Standards	<ul style="list-style-type: none"> Classroom based research and presentations Student presentations through programs such as Hugh O'Brian Leadership, Student Council, NHS, and YATST Student writing scores on state, district and local assessments Senior Projects Public speaking / presentation rubric scores
Create opportunities for student presentations in all classes	

LEADERSHIP AND COLLABORATION: The graduate is able to both lead groups and follow the leadership of others in a variety of settings, monitoring and regulating his/her behavior in order to achieve group goals.

STRATEGY	EVIDENCE
PBIS (Positive Behavior Instruction and Support)	<ul style="list-style-type: none"> School behavioral data Collaboration rubric scores for classroom group projects Percentage of students who take formal leadership roles in athletics, student organizations, the arts and classroom projects
Create opportunities for classroom group projects	

CITIZENSHIP: The graduate regularly volunteers his or her time and talents in the school and town. As a member of the larger state, national, and global communities, the graduate lives in a way to ensure quality of life for future generations.

STRATEGY	EVIDENCE
Create opportunities to explore other cultures and communities through residency and travel	<ul style="list-style-type: none"> Participation in community service activities such as Green Up Day, food drives and mentoring Participation in sustainable living activities such as recycling and waste reduction Participation in the democratic process Participation in off campus learning opportunities
Yearly thematic studies focused on sustainable living	
Create opportunities for integrating other cultures into our student body- SPIRAL International	

PERSONAL WELLNESS: The graduate is physically, emotionally and fiscally prepared and participates in a variety of sustainable activities

STRATEGY	EVIDENCE
Collaboration with Sterling College and the Craftsbury Outdoor center to enhance the school program	<ul style="list-style-type: none"> Participation in athletic activities Participation in activities such as CAPE, enrichment afternoons, Key Bank Marathon, etc... Participation in music and drama
Create opportunities for volunteerism in the community	
Enrichment will include activities that will enhance the personal wellness of the student	

Act 46 Alternative Structure Proposal Greensboro Town School District School Profile

Board of Directors

Carolyn Kehler, Chair

Jerilyn Virden, Vice Chair

MacNeil, Clerk

Greensboro Town School District

School: Non-Operating District - PK

District At a Glance

Greensboro Town School District is a non-operating district. Greensboro's K-6 student population is served by the Lakeview Union Elementary school and five Greensboro citizens serve on the Lakeview Union School Board with representatives from Stannard. Greensboro's 7-12 student population is served by Hazen Union School and two Greensboro serve on the Hazen Union School Board with representatives from Hardwick and Woodbury.

History

Greensboro covers an area of 39.38 square miles (highest elevation is 2175 ft. at Barr Hill). The population was 762 in the 2010 US census (<http://goo.gl/maps/hU3Vu>).

Native Americans were resident to the area until the late 1700s, prior to the granting of land in Greensboro to 67 men of European descent, most of whom had served in the Revolutionary War. The Town Charter was issued on August 20, 1781.

When the town was chartered, the Village of Greensboro was the center of economic activity. Beginning in 1872, the seven mile loop of railroad was constructed, passing through Greensboro Bend. From the construction of the railroad until WWII, Greensboro Bend was the economic driver for Greensboro and Stannard. Around 1900, people primarily from Hardwick, Barre, and Randolph, Vermont as well as Boston, New York and Princeton began purchasing land and spending summers in Greensboro, thanks in large part to easy access via the railroad. Many of the "summer people" or "campers", as they were known, were from highly-educated professionals: college professors, deans, ministers, writers, etc. The families and descendants of the campers have returned for over 100 years, some as summer visitors and some transitioning to full-time residents, and the symbiosis between full-time and summer residents has enriched both communities.

Today, Greensboro is home to a variety of businesses and public facilities which continue to provide jobs and quality-of-life for residents. Businesses include Willey's and Smith's General Stores, the Miller's Thumb, The Highland Lodge, The Highland Center for the Arts and Hardwick Street Cafe, Jasper Hill Cheese, Hill Farmstead Brewery, Thornhill Farm, Circus Smirkus and camp, and the Mountain View Country Club. Public facilities include two post offices, the Greensboro Free Library, 3 churches (United, Catholic, and Methodist) and a monastery, a Historical Society, and Barr Hill Nature Preserve and Long Pond.

In the last 10 years, new start-up businesses increased employment opportunities, including Hill Farmstead Brewery, Jasper Hill Cheese, Circus Smirkus camp, the Highland Center for the Arts, and Hardwick Street Café, which may bring more young families to town.

The history of Greensboro School District begins in 1892, while the history of the education of Greensboro's children begins a hundred years earlier, in 1794. The original Vermont constitution of 1777 decreed that there be a state university, that each town have a public school, and each county an academy. By 1838 there were twelve neighborhood school districts each with their own school houses within walking distance from home for students. Each district was financially self-supporting with a minimum of help from the town's Grand List. The school paid board for teachers to district families, and male teachers

earned more than female.

In 1870, the legislature authorized “the town system” which rendered schooling a function of town government and eliminated small school districts. In the next 20 years, less than half of the town's adopted the new town system, in part because wealthier schools did not want their town's taxes used outside their neighborhoods. Thirty years later, in 1900, there were eleven elementary schools in Greensboro. The last one closed in 1958.

The village population of Greensboro continued to grow, and by 1913 a new elementary school was necessary, as well as a larger space for town meeting. After much debate, the new Greensboro Village school opened in 1913. Subsequently, the building became the High School and today it houses the Town Hall, which rents space to the elementary school, now called Lakeview Union, for 4th, 5th, and 6th grades, as well as music and art classes. This continues an interdependence dependence between Town Hall and the elementary school that was established in 1913.

With the enactment of Act 60, known as "The Equal Educational Opportunity Act", in June of 1997, the Vermont legislature sought to achieve fair balance of educational spending across school districts, independent of the degree of prosperity within each district. Non-resident school property taxes are now assessed statewide in an attempt to equalize the property value per student for school support. In addition, to help make the individual local tax burden more related to ability to pay, local school property taxes now incorporate a measure of income sensitivity. Act 60 required wealthy towns (sending towns) to share their property tax base with poor towns (receiving towns). Greensboro became a sending town.

Today, the Lakeview Union School is comprised of two campuses. The lower campus is the original Greensboro Village School of 1913. The upper campus, built in 1957, has classrooms for grades K-3. In 1983, an addition was constructed as part of the upper campus.

The Greensboro Elementary School District is one of nine school boards within the Orleans Supervisory Union serving six schools in six towns across four counties. Each board has specific responsibilities based on Vermont law and school district charters.

Under Act 46, consolidation of school districts leads to the elimination of local school boards and gives small schools a minority vote on the consolidated board—small town schools like Greensboro's are then at the mercy of policies for larger schools.

Community Collaboration / Relationship to Community

Universal Preschool

The Greensboro Bend School closed in 1934 and later reopened as the Caspian Area Association for Retarded Children, Inc. The Caspian Area Association for Retarded Children closed in 1971, and in 1973, the Caspian Area Preschool rented the building. The Caspian Area Pre-School has since become the Four Seasons of Early Learning, a non-profit 501(c)3. Greensboro parents exercise choice regarding where their child will attend preschool according to VT law Act 166 and OSSU policies regarding preschool enrollment.

In the 2016-2017 school year, the district paid for six students to attend Four Season Early Learning Preschool. Licensed as a center in 1995, it was recognized as a leader in the industry by the Department of Children and Families, as VTSTARS (5) in 2012. Four Seasons operates as an independent non-profit early education center. It is located in Greensboro Bend, between Greensboro Village and Stannard, and has served the area for over 40 years. It has served Preschool and Kindergarten-aged children from all towns in the Greensboro area, first as a half-day non profit, parent-operated and maintained cooperative,

and now as a full day program.

Four Seasons creates solid social bonds between students and families. The Center has worked with four Supervisory Unions under Act 166. It meets throughout the year with the OSSU and with other early educators to participate in agreed-upon training and identify trends in its served populations. Four Seasons also meets with kindergarten teachers to share information on transitioning students from preschool to kindergarten. Four Seasons works closely with the Lamoille Family Center and Lamoille County Mental Health. In addition, the Art House in Craftsbury (now Wonder Arts) provides music and movement education to students. The Green Mountain Farm to School program provides opportunities for children to explore the complete cycle of our food system, through hands-on activities, such as gardening, small-scale farming, cooking in the well-equipped and staffed kitchen, and on-site composting. This is a critical component of the curriculum and approach to learning. After the preschool day is complete, Four Seasons offers daycare in the afternoon, creating a seamless daily transition for Greensboro's working parents. This is a critical resource for working families, and is something school programs do not offer.

Four Seasons of Early Learning is successful in empowering families to participate in and enhance their children's education, and parents praise the school's compassionate and innovative administration and teacher care.

The Greensboro Free Library

The first record of the Library is a quit claim deed dated March 30, 1843. The library has been and continues to be a nexus for education in the Greensboro Community. The library offers story time for 0-6 children, special summer reading events, educational activities in summer and collaborates with area nonprofits. This year, the library added Makerspace. Additionally, many Greensboro families choose homeschooling for personal, religious, political reasons, and these families participate in the children's programs, which are run by a trained youth librarian two days a week throughout the year.

Looking to the Future

Looking to the future, Greensboro is experiencing a time of exciting transition. Circus Smirkus camp, now a year-round presence, brings an inclusive youth educational organization with an inspiring pedagogy. The Highland Center for the Arts is in its first season of programming, bringing world class music and theater to the community and providing a venue for students to become involved in performance arts. New businesses are bringing young families to Greensboro. The elements are present for a flourishing of educational opportunities for Greensboro, the OSSU and the region.

While Greensboro's population has remained stable, the population is much older on average than most Vermont towns. A recent survey of the Planning Commission noted Greensboro needs affordable housing, and that need will grow in the future. There is an established food shelf for the area, an innovative and flourishing Center of an Agriculture Economy, and the area has a surplus of locally grown foods, yet a few Greensboro families still experience food insecurity. The systems to ensure consistent help for the most needy are not in place. The Four Seasons and the OSSU have a strong foundation and network to be able to build on past successes, and to find solutions to bridge these gaps.

Act 166 is a new law. Preschool is expensive, especially for single parent families and families with more than one child. The logistics of getting to, and picking up, a child for a 10 hour program are often difficult. Four Seasons and The Greensboro Free Library facilitate learning and provide support on a daily and weekly basis for families faced with these challenges. These institutions have the history and stability to

bridge our present kaleidoscope of cultures.

Greensboro, Stannard, Craftsbury, Hardwick, Wolcott and Woodbury independently, together, and through the OSSU can share data, curriculum, community strengths, and technology to meet and surpass educational goals and enrich the OSSU community.

Act 46 Alternative Structure Proposal Hardwick Town School District School Profile

Board of Directors

Jennifer Fliegelman, Chair

Jennifer Laundry, Vice Chair

Kevin Moore, Clerk

Katharine Ingram, Member

Hardwick Town School District

School: Hardwick Elementary (PK-6)

School at A Glance

Hardwick Elementary School (HES) is a pre-K through Grade 6 school serving 238 students. The building is in the center of the town, enabling many students to walk to and from school, and allowing the school to be closely connected to local businesses. Students can also walk to the community gardens where there are school beds, to the local bookstore for book fairs, and to the town library. The school has basketball and soccer teams as well as an after school program with many options including an annual musical production. Teachers work collaboratively on programming and curriculum with students frequently visiting other classrooms for things such as the sixth grade reading buddies with kindergarten students.

History

Recent History

In the fall of 1961, the new Hardwick Elementary School opened. The school housed Hardwick students from most of Hardwick, while some students still attended the East Hardwick School. Prior to moving into the new school, students in grades 1-6 were housed in the Hardwick Academy (HA) building located behind HES.

In 1963, the East Hardwick students were transferred to HES, creating only one elementary school in Hardwick. Over the next 25 years, the East Hardwick School was used when HES became overcrowded. In 1970, HA was closed and a new union school was opened. Hardwick, Woodbury and Greensboro joined forces to open Hazen Union, for grades 7-12, that fall.

In the early 1980's it was obvious an addition was needed at HES. Classrooms were full and the student population was in excess of 350. Classrooms, a multipurpose room, offices and a modern library/computer lab were added and opened in 1988.

In the 1989 school year, HES was awarded the Presidential Award for Excellence for our outstanding educational accomplishments.

Community Collaboration / Relationship to Community

Field trips to Hazen Union School to use the Hardwick trails behind the school for hiking and nature exploration are common. We have a strong arts integration program for all students as well as chorus and band for grades 4-6.

The farm to school/sustainability initiative program has been an exemplary model for over 10 years, partnering with local businesses, the Center for an Agricultural Economy, and the Hardwick Community Gardens to promote students and families understanding of growing and eating healthy foods. The combination of its size as one of the larger schools in the area and its being in the center of town near many businesses lends itself to integrating well into the community. The school has a well-established farm to school program with many classes working in the school's community garden plot and the student kitchen that has been added a few years ago. This was done in part with donations of materials from the community.

The past two years we had a Harvest Dinner in the fall where students grew many ingredients and

prepared dishes for families and community members. In the spring, there is a Fiber Day where people from local farms bring in sheep, alpaca, etc. and students get to see the animals and try different fiber crafts with their wool.

In addition, HES has offered the Four Winds Nature program (formerly known as ELF - Environmental Learning for the Future) for over 15 years, to provide hands-on-nature based learning through parent and community volunteers. We currently have more than 30 volunteers who donate over 15 hours per school year to present students with outdoor learning experiences and the study of natural science concepts.

The town of Hardwick has a large number of families who chose to homeschool their children for a variety of reasons. Many of these children come to Hardwick Elementary for specific classes and activities such as Physical Education, our Art and Music programs, sports, and after school activities. Keeping our school open to these families helps to integrate more children into our school community and further help residents of Hardwick.

Facilities

The taxpayers and voters of Hardwick have been supportive of the Board and school staff's efforts to keep the building and grounds in good condition. Community members and businesses have also been very helpful and generous in their help to the school.

Two years ago, the board approved using Building Fund money to replace windows on the south side of the building. The windows were quite old and in poor condition. Additionally, the classrooms on that side of the building quickly became unbearably hot on sunny days. The replacement windows improve the appearance of the building and make the classrooms more comfortable for students and staff.

This past school year, local company Vermont Natural Coatings sanded and refinished the school's gym floor, at no cost to the school. They did this as a way to combine training for buyers of their products, product durability testing, and helping their community. This was a cost savings to the school of \$50,000. Last summer upgrades to our kitchen began, which will be further improved this summer. Upgrades include new windows and a cooler to keep fresh dairy and other foods cold in the lunch line. Last year we replaced the curtain separating the cafeteria and gym and refinished the cafeteria floor.

Additionally, mulch is added to the playground annually to keep it within state and federal safety standards.

The voters of Hardwick voted to get a bond of \$499,000 to pay for significant renovations to our school building and grounds. This includes a new parking lot and driveway, a new entrance to the school to improve security, improvements to our bleachers, and upgrades to external doors and the kitchen. These projects will be completed during the summer of 2017.

Mission, Curriculum, and Educational Goals

The Hardwick Town School Board created ends goals that align with the curriculum at Hardwick Elementary in 2009. We have been discussing moving from Ends to Transferable Skills that more closely align with the proficiencies that the school is working on implementing.

Hardwick has been struggling to bring all students to a proficient level of reading fluency and comprehension. In recent years we've had a lot of turnover among our K-2 teachers, as well as a large number of students moving to town with emotional and behavioral problems that make learning difficult

for them. Our SU Director of Curriculum and Instruction has been working with the superintendent to provide the necessary professional development for our teachers so that they can better meet the needs of their students. In addition, our art teacher works with our classroom teachers on art integration projects that align with the curriculum in reading and writing.

Math instruction in many classrooms focuses on creative ways to incorporate math instruction into creative projects. These have included studying penguins and climate change, building mock farms, and playing chess. Teachers work to differentiate math instruction within their classes on a daily basis to meet the diverse needs of their students.

Our science curriculum is largely focused on our local environment and agriculture. Students have two plots at the local community garden which they plant in the spring and return to harvest in the fall. Some classes also work with local farmers, writing them letters throughout the year and visiting their farms in the spring and fall to help plant and harvest. Older students focus on experimentation and the scientific method. Fifth graders prepare and present lessons on human body systems to teach the class. Our Four Winds science program is a great partnership between the school, parents, and the community. While mostly parent-led, there are several volunteers from the community who don't have children in the school, including a dairy farmer and a plant nursery owner, who bring their science knowledge from their careers to the curriculum and students.

Hardwick Elementary students have a short walk to the Hardwick Trails, a network of 5.6 miles of trails with a stream, a free library, free snowshoes and cross-country skis in the winter, and a trail with poems written by local students and adults. Science and physical education can merge here with students learning about the natural world and they hike or explore in the stream.

Students have physical education twice a week. They play age-appropriate games that get students of all abilities moving and working on coordination and fitness. We have a large ball field that students use during the warmer months.

We have a strong music program that includes chorus and band for students in grades 4-6. In addition, students in grades 3-6 may be in the school musical, offered through our REACH after school program. We also have a dance festival in May where students perform dances for the school and their parents.

Our art program is very strong, with students carving pumpkins in October for a well-attended pumpkin walk at the Hardwick Trails on a Sunday evening, and making pottery several times a year. Our teacher incorporates environmentalism and creativity in her curriculum, using a great deal of reused materials in student work.

We have a full time guidance counselor who works with children on topics related to the prevention of sexual abuse, as mandated by Act 1.

We have an educational support team that meets weekly to address student needs. We also have a behavioral team to address emotional and behavioral needs.

OSSU utilizes the Charlotte Danielson model for teacher supervision and evaluation. Through the Supervisory Union's negotiated agreement, teachers are evaluated on a rotating schedule according to years of employment, expertise, and need for support. Beginning teachers are formally evaluated for their first two contiguous years. Experienced teachers are evaluated on a rotating schedule (every other year on average, but can include yearly evaluations at the principal's discretion). Evaluations are focused on all four domains of the Danielson model (Planning & Preparation, Classroom Environment, Instruction and Professional Responsibilities). Teachers receive a formal summative evaluation based upon observations

and additional evidence, and receive both areas of commendation as well as guidance for growth. In cases where teachers or other staff are not performing at expected levels, they are placed upon a plan of assistance which includes performance goals, supports, and a timeline by which goals must be met in order for employment to continue.

All principals within OSSU receive yearly professional development and support to ensure strong supervision and evaluation practices. Professional development opportunities for our teaching staff are developed based on identified needs in our school.

Act 46 Exploration

Summary of Discussions with Other Districts

HES had a representative in the study group for the RED several years ago as well as a representative in the SU study group for a merger under Act 46. With both groups, we could not go through with a merger due to the different structures within OSSU schools. Two towns having secondary school choice while the other towns send their students to a specific school was an especially significant barrier.

Hardwick and Woodbury discussed merging, as we have the only identical structure for schools in our SU. However, the schools are very different, given that Woodbury is the smallest school in the SU and Hardwick is one of the largest. Woodbury was concerned that their voice would not be heard if they merged with Hardwick and that their school would be closed. Hardwick was concerned with the financial impact in supporting a small school. We already share some resources. Our library/media specialist works in both schools. Students from Woodbury are invited to participate in Hardwick's downhill ski program, the end of the year 6th grade dance, and the marching band's participation in Hardwick's Spring Festival parade.

Summary of Community Involvement

Hardwick had a community forum in October 2015 that was well attended during which we presented information about Act 46 to the community. We also gave community members a survey about Act 46 at Town Meeting 2016. While community members are interested in sharing resources, which OSSU has been doing increasingly for years, there is little to no interest in having our school merge with other schools to have combined boards and budgets.

Meeting the Goals of Act 46

Equity

Hardwick has done a lot in recent years to give all students equal access to a quality education. We currently have a program for younger students with trauma histories who cannot be in a regular classroom setting. Staff in this program work with students to prepare them to transition to regular classrooms. We also have a new program for older students who need more behavioral support. This just began last year.

Hardwick has a well-attended after school and summer program (REACH). This provides students with safe, educational, low-cost activities. The program operates on a sliding scale, and parents are encouraged to send their children regardless of their ability to pay. Through this program, they provide

students with opportunities they may not otherwise have such as cross-country skiing, ice skating, snowshoeing, and theater. In the summer, this program is free for the morning session, which includes breakfast. The summer program works with the Jeudevine Library to bring REACH students to the library's summer programs. Students also go to the library during the school year through the REACH program. REACH also provides swimming lessons to students and home-schooled children at Casplan Lake in the summer. In the spring, students in grades 3-6 prepare a musical to perform at Hardwick's Town House.

Hardwick Elementary provides free lunch to 62% of its students. We also provide a free fresh fruit or vegetable snack daily as well as free breakfast for all students. The cafeteria workers package the hot breakfast and station carts near the entrances to the school to give breakfast to students arriving late or choosing to play on the playground before school, as well as serving it in the cafeteria. This increases the number of students having breakfast each day. We are currently exploring Community Eligibility Provision to provide free lunch for all students, as well as offering a hot meal in the evening after the REACH program.

Quality

Community Enrichment Activities

Many classrooms partner with local farmers, exchanging letters and going to their farms to help plant or harvest. This year's second grade planted potatoes at a local farm in the spring, and will return as third graders to harvest them in the fall. The fourth grade typically goes to a farm in the fall to harvest corn which is frozen and used for school lunches throughout the year.

For the past two years, the bookstore down the street has held a book fair for HES students. They hold a fundraiser beforehand to raise money to give books for students who did not bring money to buy one. Students often utilize the Hardwick Trail network and the community gardens, as previously described. Our PTO organizes a downhill skiing and snowboarding program each winter. Students from Woodbury Elementary and Lakeview Union participate as well. They have also sponsored a free family breakfast the past few years and a community cancer walk and fundraiser. They have sponsored art nights and reading nights that have been well attended by students and their families. They sponsored a popular community dance this year.

Current and Future Exploration of Partnerships

We are working with Shelburne Farms on sustainable agriculture. We also work with the Center for an Agricultural Economy. Over the last five years, the Center for an Agricultural Economy (CAE) has played an evolving role in support of strengthening place-based, food systems education and local food procurement, both at the school and SU level. As a not-for-profit organization which works to build a local, healthy, regenerative food system in the greater Hardwick area and beyond, CAE recognizes the education system as a critical focal point for advancing food access, food and agricultural education, community engagement in food systems, and locally-based workforce development. Their work with HES has included supporting the Sustainability Team in developing farm to school programs and infrastructure such as gleaning field trips to local farms, school garden coordination, Fiber Day, kitchen classroom construction, garden space and community service projects at Atkins field, and hopefully a new outdoor oven this year! They have also worked with HES to coordinate community events such as harvest dinners, build sustainability themes into the school vision and job descriptions, and expand the values-based meals program to access more local food and more federal dollars for child nutrition. Their work at the SU level

that impacts all OSSU schools, including HES, includes cultivating school-community partnerships around curriculum and local procurement and establishing place-based learning within the strategic plan and providing professional development to advance this goal.

For the past 4 years, Northeast Kingdom (NEK) Kids on the Move, a non-profit operating out of Hardwick, has supported HES' REACH program to assist in providing active, unique opportunities for students. Activities have ranged from taking hikes with local naturalists on the Hardwick Trails to cross country skiing both locally and in Craftsbury at the Outdoor Center. The mini-grants have also facilitated winter swimming excursions and yoga or Tae Kwon Do when weather limited outdoor activities. Sixth grade students have the opportunity to play some sports at Hazen - some participate in the cross-country program, and this fall sixth grade girls are invited to play soccer on the middle school team. Hazen students come to Hardwick Elementary frequently. They come help carve pumpkins for our pumpkin walk, to read with younger children, and to help with some sports activities.

Unique Programs within Hardwick

Our Time for Kids program for young students with trauma histories, and Project Success for older students with behavioral challenges are unique programs that HES offers students. Our REACH after school and summer camp programs offer unique and diverse programs for students. We have a free cross country program at the Hardwick Trails. Students snowshoe on our ballfield and ice skate at a community field close to the school. Our art room has a kiln, which enables students to create beautiful and creative pottery several times a year. This is an unusual thing for an elementary school to have. Our connections with local farms give students a connection to local businesses, an understanding of how healthy food grows and is produced, and gets kids outside and interacting with people outside of the school building.

Accountability and Transparency

Progress Monitoring and Monitoring Reports

The board receives monthly financial reports from the OSSU. The reporting includes a narrative portion to enable us to better understand any budget shortfalls or surpluses. We also receive reports from the principal and the superintendent. The principal's report focuses on how Hardwick Elementary is meeting the learning outcomes, student population, and also highlights any items of particular interest for the board. While policy governance limits the board's capacity to participate in the day-to-day happenings at the school, the principal's report provides us with a clear overview of the issues and helps us better support the work of the teaching team. The superintendent's report covers issues facing the whole OSSU and connects us with the rest of the district. In addition to this report, our board chair provides monthly updates to the full board on the decisions and discussions made by the Executive Committee of the OSSU.

We receive academic monitoring reports three times per year: in the fall, mid-year, and usually toward the end of the year. These reports help us monitor student growth and understand what curricular areas might need extra support.

Taken together, we are well-equipped to build an informed budget that should better serve the students and teachers.

Board Self-Evaluation / Self-assessment and Board Observation

Hardwick has two new board members and a new chair this year, so we are just starting to work on how to better monitor our progress and performance. We agreed on and signed an ethics policy as a starting point. We will begin reviewing our policies and how to better monitor them at our August meeting.

Audits

Audits are performed annually. The board reviews and approves them. Recent audits have shown no major weaknesses, and we have carefully reviewed the corrective action plan done by Central Office to address the small concerns that have been raised.

A Federal Compliance Audit was performed this past year. There is an action plan for this to address concerns that were raised.

Budget Development

Hardwick Elementary begins the budget development process in the fall in coordination with the development of the OSSU budget. The Hardwick leadership team develops a needs assessment each year, and working with the OSSU central office and dovetailing with board-identified needs, builds a budget for the board to review. The Hardwick board has multiple opportunities to offer input on the proposed budget and ensure its alliance with the school's mission and goals for learning outcomes. The board remains committed to developing sustainable budgets that our communities can support.

All board meetings and budget discussions are publicly warned. In addition, budget documents are provided on the school board website. The board will also utilize the school's Facebook page and Front Porch Forum to disseminate budget meeting information. The annual meeting of the Hardwick Town School District is held on Town Meeting Day.

Communication with Community

The board has a website that is updated regularly by Central Office with input from Board members. We also write letters to the editor in the local paper and post information on Front Porch Forum as often as possible, especially when there is a pressing issue such as a budget vote.

Last year we had invited the community to come to a local diner for coffee and donuts to talk with board members. We had about 8 people come - both parents of HES students and local community members. Feedback from attendees was positive; they appreciated the gesture and the opportunity to talk outside of board meetings.

This spring we had two budgets fail. We put together a flyer with help from Central Office that was distributed to all residents. We also put a different version of the flyer in local businesses and post offices. We made calls to some residents and talked with our neighbors. Letters were written in the paper and FPF by board members and by community members in support of the budget. It passed after these efforts. Next year, we will begin such efforts before the initial budget vote, hopefully to avoid revotes.

Operational Efficiencies

Staff/Student Ratio Policy

Hardwick Elementary School's size allows it to have single-grade classrooms with 2 classes per grade most of the time. Classes in grades K-3 have a minimum of 12-15 students with 16-18 on average. Grades 4-6 have a minimum of 15 with an average of 16-18. These are within Vermont Agency of Education recommended amounts, and are small enough for students to get the personalized attention they need while large enough to keep staffing costs within reasonable levels.

Shared Resources

Our Central Office does a great deal for our individual schools. Special education funding and staffing is done out of Central Office, per state law. Transportation is as well. Bookkeeping and Board support are done by Central Office staff. Large purchases such as computers are done on an SU-wide level to get lower prices for buying larger quantities.

Value

OSSU schools already work closely with each other. We have shared a Library teacher and special educator with Woodbury. As already mentioned, bands from other SU elementary schools have marched with Hardwick in the Spring Festival parade the past few years.

Our OSSU leadership team has been working on more ways for schools to collaborate across the SU. This does not need a change in structure to happen. There is already a great deal of excitement and motivation for this to happen. Schools in our SU can keep the structures they are setup to have, while sharing resources to help educate all our children.

A survey of Hardwick voters showed a lack of interest in merging with other schools, especially if it would mean fewer students for Hardwick Elementary and Hazen. There was not much interest in any changes to the current structure of school districts. Voters like having control over Hardwick's schools and budgets.

Hardwick was prepared to discuss merging with any interested school districts. We discussed a merger with Woodbury Elementary, but it did not seem beneficial to either school. Woodbury was concerned about losing control over decisions made for their school if Hardwick, being about 7 times larger, merged with it. Additionally, Hardwick was concerned with having to pay the majority of the cost of expensive renovations that Woodbury needs. We are willing to work with any school district that wants to talk about a merger, but none have been interested.

Hardwick Elementary's size allows it to be cost-effective. We have enough students to fill two classrooms per grade. This allows grade level teachers to have someone with whom they can collaborate and share resources. Our PE teacher has a full schedule with each class having PE twice a week. Our art teachers maintains a full schedule as well, seeing students both in her room and in their classrooms for art integration. Our music teacher sees classes for music as well as doing instrumental lessons and running a chorus program for 4-6th graders. Class sizes easily fall within recommended levels, ensuring a quality education and cost effectiveness.

The Town of Hardwick has been supportive of maintaining the school. While we had difficulty getting a budget passed this past year, our bond vote for a new parking lot, new secure entryway, cafeteria

improvements, and bleacher upgrades passed easily.

Looking to the Future

Hardwick Elementary School is in a good position and is moving in a positive direction right now. Hardwick's location in the center of town and a short walk from miles of hiking and ski trails and the community gardens puts many experiences and opportunities within easy reach for students and staff. Walks to the trails for nature exploration and to the community gardens for planting and harvesting are common. Field trips to local businesses and the library are easy and convenient, with local businesses being very supportive of our children. The school is more than big enough for our current student population and the community has been supportive of maintenance projects, keeping the facility in good shape. We have a new principal who is working well with the staff, and many staff are incorporating nature and agriculture into their instruction on a regular basis.

Hardwick's size allows it to have full, single-grade classrooms as well as a variety of extracurricular programming such as theater, sports, and music. We have an active PTO that offers enrichment activities to students throughout the year. Hardwick's larger size allows it to offer some of its enrichment activities to smaller schools in the area, such as having the bands from local schools march in the Spring Festival parade with our band and students participating in our PTO-led downhill ski and snowboard program. We share staff such as our library/media specialist and special educators with other schools.

The OSSU already is working on increasing collaboration between schools. HES is in a position to easily share resources as one of the largest schools in the Supervisory Union, being in the center of the SU geographically, and being a short walk from our Central Office building. This collaboration allows us to keep costs down while ensuring all students in our SU receive a similar high-quality education. Maintaining our current structure with an Alternative structure through Act 46 will allow Hardwick Elementary to continue to improve the education it provides to its students while providing increasing collaboration between area schools.

We are excited about the energy and enthusiasm our new principal is bringing to the school. Several teachers took summer coursework on a variety of topics including art integration in writing, positive behavior supports, and math instruction, that they are looking forward to integrating into their teaching and sharing with their colleagues.

At our August board meeting, we voted unanimously to authorize HES to work with Hunger Free Vermont to secure funds to offer an afterschool meal program to better meet the needs of our students. This will support and strengthen our already varied after school offerings including music, sports, and the REACH program. We are also going to explore being part of the universal free lunch (Consolidated Federal Program) program for next year.

The board would like to see an improvement in the number of students reaching proficiency in standardized tests. Changes the school staff are working on such as more fluidity between classrooms and grade levels should help meet this goal.

We also want to get parents more involved in the school and in their children's education. We'd like to see parents in the school more often and more aware of grade level academic expectations, where their children are in meeting those expectations, and what they can do to help their children's academic progress.

Act 46 Alternative Structure Proposal Hazen Union #26 School District School Profile

Board of Directors

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Ceilidh Galloway-Kane, Member

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Hazen Union #26 School District

School: Hazen Union School (7-12)

School at A Glance

Hazen Union (“Hazen”) is part of the Orleans Southwest Supervisory Union, which serves about 1,100 students in six towns across four counties. Hazen, located in Hardwick, is a public school with 350 enrolled students (2017). It is the designated middle and high school for students from the Towns of Hardwick, Greensboro and Woodbury for grades 7 through 12. Of that number, approximately 23 students from grades 9 through 12 attend classes at the Green Mountain Technical Center in Hyde Park.

History

Hazen Union was formed in 1970 by the Towns of Hardwick, Greensboro and Woodbury to serve as the designated public school for students in grades 7 through 12. Hazen is the successor institution to the Hardwick Academy, which closed in 1969, when construction of Hazen Union was completed. Since its inception, the highest number of students enrolled at Hazen was 488, in 1970.

Facilities

There are two principal structures at Hazen: the main school building and a sugar house.

The main school building is a one-storey building originally built to accommodate approximately 600 students. Its interior is typical of middle/high schools: it contains classrooms, a dining area, kitchen facilities, a gym, a library, an auditorium, staff offices, and related facilities. It has wireless connectivity.

Some of the fixtures are decades-old original equipment, which, thanks to excellent maintenance, still functions but needs to be replaced. The Hazen Board is considering a major overhaul of the building in the immediate future, which will most likely require bond financing. In addition to the gym, a playing field for outdoor sports and tennis courts are located on the premises.

The working sugar house is used in connection with the Green Mountain Technical Center. The sugar house, as well as the main building, will undergo expansion and modernization in the immediate future.

Mission, Curriculum, and Educational Goals

Hazen Union operates under an alternating day, 70 minute block schedule. The school is committed to heterogeneous grouping, allowing students to choose an academic path best suited to their learning goals. Each student selects a program reflecting their individual interests, abilities, and needs. Students are encouraged to enroll in the most demanding program possible.

In the fall of 2016, Hazen Union High School moved to a proficiency-based model of instruction and assessment for grades 7 through 12. Hazen teachers have worked to horizontally and vertically align graduation proficiencies and indicators within specific content areas. Through professional development, teachers have begun building authentic summative assessments, formative assessments, and learning scales.

Hazen has served as model for other schools throughout this transition. In addition to changing the methods of grading and reporting, Hazen piloted a “j-term” in the spring of 2017 with its middle level

students. “J-term” created opportunities for students to engage in three project-based seminars. This work will be extended to the high school in 2018. Graduation requirements include 30 hours of community service. Through community service, students connect themselves to people in their community and gain a wide variety of experiences that strengthen their values, habits of mind, and academic work. Many students find community service rewarding, and, consequently exceed the thirty hour community service requirement.

In conjunction with our work in proficiency-based learning and rethinking graduation requirements, Hazen is actively expanding its flexible pathways opportunities for all students. Hazen has a goal that all students graduating in 2020 will engage in at least one independent study, internship, or work-based learning opportunity. This precedent has helped drive a variety of growing community partnerships.

Act 46 Exploration

Hazen Union’s role in the Act 46 exploration process is best understood from the perspective of its member Towns’ exploration of their own merger scenarios - with each other and with other school districts within and without the OSSU. A brief overview of how the Act 46 exploration process in the OSSU unfolded is helpful in that regard.

The OSSU Act 46 Exploration Committee, which included representatives from all districts, held meetings from approximately November 2015 through April 2016. Those meetings revealed that because most districts in the OSSU do not operate under the same structure, the prospect of mergers between and among OSSU districts presented extraordinarily complex issues. Myriad configurations were considered, including the dissolution of Hazen Union. For a variety of reasons, these configurations, including the prospect of dissolving Hazen Union, were deemed untenable.

Nevertheless, the Supervisory Union-wide Act 46 exploration process revealed that that the goals of Act 46 could be met just as well – if not better than through a statutory ‘preferred structure’ – by keeping the present configuration of the OSSU, while centralizing some important district operations at the SU level. One example of how centralization may increase student equity in terms of academic opportunity would be to coordinate inter-district academic schedules among the various districts. So doing would allow the opportunity for access by all OSSU students to a wider variety of classes, either by physically transporting students to other district schools, or, by remote attendance through digital media. Additional aspects of centralization are addressed elsewhere in this report. Other aspects of centralization are addressed later in this report.

There is a singular advantage in maintaining the present governance structure of Hazen Union (and other OSSU districts) as an ‘Alternative Structure’ to meet the goals of Act 46. And that is, doing so preserves a high level of community involvement by keeping local school boards intact, rather than reducing the number of school board members by compacting school boards.

The remainder of this report contains statistics and commentary particular to Hazen Union itself but, along the way, also includes important observations regarding Hazen’s role in the proposed ‘Alternate Structure’.

Meeting the Goals of Act 46

Equity

Hazen works to create a level playing field for all students by providing access to all in school and after school activities regardless of a student's access to transportation or ability to pay. Examples include:

- Offering a range of internships, work-based learning opportunities and alternative learning sites to accommodate different interests and learning styles.
- Partnering with community based organizations like the Highland Center for the Arts, The Center for an Agricultural Economy, the Craftsbury Outdoor Center and over 40 other individuals and business to provide learning opportunities for students in the community as part of their personal learning plans.
- Providing transportation for all students to all music and drama festivals as well as athletic competitions as well as other after school activities such as the Debate team.
- Providing transportation through our work-based learning program to students who are working in the community in jobs or internships.
- Pay for all students to take the AP exams
- Pay for student registration fees for music and drama debate festivals other student related activity fees such as conference fees for students attending the Student Against Drunk Driving (SADD) conference.

Quality

Hazen prides itself on being school that seeks to provide a quality education to children in grades 7-12 from Hardwick and the surrounding communities of Greensboro, Woodbury East Hardwick, Greensboro Bend and Stannard and from the choice communities of Walden and Wolcott. Hazen offers a wide range of core classes, classes in French, Spanish and German as well as foreign languages s engaged in a variety of community partnerships and strives to offer a wide range of core courses.

In the winter of 2016 Vermont Council on Rural Development engaged the citizens of Hardwick in a community assessment process where creating a stronger school/ community collaboration was identified as an important goal. Since then the Partners in Learning Committee which is made up of community members, students and school faculty and staff have been meeting to identify ways to advance the connection between the community and the students at the school to enhance educational opportunities and to help the community become more familiar with what the school is doing. Activities have included meetings to discuss goals, a recognition breakfast to honor community members and businesses who work with students directly and participation in job fairs and other outreach activities.

Unique Programs within Hazen

Hazen is engaged in cutting edge PLP activities with the middle and early high school. There are ongoing relationships supported by both government and private donors between Hazen and the Center for an Agricultural Economy and the Food Venture Center as well as an arts collaborative with the Highland Center for the Arts. The school in general and the Partners in Learning in particular, continue to work to raise the profile of the school in the community and to encourage members of the community to volunteer their time either as mentors and internship sites or to share their interests and talents as advisors for school activities such as drama, and debate. This has included ongoing conversations with the new

owners of the Hardwick Gazette to encourage more coverage of school/community related events.

Accountability and Transparency

The Hazen Board is tasked with monitoring all reports including financial reports and student progress reports which are a regular part of monthly board meetings. A newly formed Finance Committee is tasked with identify financial issues to be brought to the board for further consideration.

Progress Monitoring and Monitoring Reports

The board receives monthly financial reports from the OSSU. The reporting includes a narrative portion to enable us to better understand any budget shortfalls or surpluses. We also receive reports from the principal and the superintendent. We receive academic monitoring reports three times per year: in the fall, mid-year, and usually toward the end of the year. These reports help us monitor student growth and understand what curricular areas might need extra support.

Board Self-evaluation/Assessment and Board Observation

The Hazen Board is a relatively new board made up of members who have mostly joined in the last two years. New board members participate in on-boarding activities organized through the Superintendent's office as well as in yearly Board Retreats that are organized to identify goals for the year.

Audits

Yearly audits are performed and presented to the Board annually. There have been no findings of material weakness.

Budget Development

The annual school budget is prepared in the fall in collaboration with the Superintendent's office, the Hazen administration and the Board. The final proposed budget is made available to the public for review in March during the annual meeting in advance of Town Meeting Day when it is voted on by the community.

Communication with Community

The Hazen staff maintains an active presence on social media including a facebook page, a twitter account, and a school website that keeps the community posted on current events as well as upcoming events. The Workplace learning coordinator produces a newsletter that goes out to students, staff and the Board that advertise internship, and work opportunities. The Front Porch Forum and the Hardwick Gazette are also used to advertise upcoming events at the school.

Operational Efficiencies

As a part of the Orleans Southwest Supervisory Union, several of our services have been consolidated within the SU and are already under the management of the Superintendent's office. These include transportation, special education services, technology support, management and integration, professional staff negotiations (one contract for the whole SU), and financial services (payroll, HR, budget development and financial oversight).

In the future, we anticipate realizing additional operational efficiency in the areas of facilities management, large-scale purchasing, and food service. For additional information on future areas of consolidation and improved efficiency, please refer to the full Supervisory Union report.

Value

There are two secondary schools within our Supervisory Union and within any reasonable distance to all of the districts and towns in our Supervisory Union. Those schools are Hazen Union and Craftsbury Academy. A merger of those schools is unacceptable to the communities of either school. Craftsbury Academy is one of the oldest public schools in Vermont. It has a supportive and devoted community. It has recently undergone a major renovation and its student outcomes are regularly among the highest in the State. Craftsbury Academy serves the students of Craftsbury from grades K-12 as well as dozens of students from tuitioning towns in outlying areas. It is the heart and soul of civic life in the towns of Craftsbury and Craftsbury Common. Neither the students, parents nor taxpayers want to give up Craftsbury Academy. The burden of increased time and expense for transportation, and more importantly the loss of community engagement outweigh any possible gains from merger with Hazen Union for grades 7-12.

By the same token, Hazen serves grades 7-12. It is a union school serving three separate communities (Hardwick, Woodbury and Greensboro) as well as students from tuitioning districts in outlying areas (primarily Wolcott, Stannard and Walden). Hazen is structurally isolated. There are no other 7-12 secondary union schools that could provide a practical merger for students from all three of the Hazen communities. It is also important to note that Hazen serves diverse and in some cases economically disadvantaged communities. The research is overwhelming: Multiple communities served by Hazen would be poorly served in a larger merged union secondary school.[1] The Hazen Board believes that it has a vision for the future of our school that is highly preferable than the "preferred structure" of Act 46.

Looking to the Future

The vision that has begun to come into focus for the Hazen School Board and for the future of Hazen (as well as other districts in our area) involves the creation of what we hope will ultimately become a multi-campus secondary school. As noted in other parts of this proposal, despite challenging demographics, our region is blessed with exceptional community assets. In particular, with the Highland Art Center in Greensboro we are blessed with the finest performing arts center in Vermont. In Craftsbury we are blessed with the Craftsbury Outdoor Recreation Center and in Hardwick we are blessed with the Center for an Agricultural Economy. As Vermont moves forward with Act 77, flexible pathways and increasing possibilities for work and community based learning the value of these assets is becoming increasingly important to our secondary schools. Our theater and music programs have already begun to work with the Highland Center for the Arts.

Modern technologies also provide the flexibility to achieve the opportunities of a large school with the advantages of a small school. We expect to cooperate with Craftsbury Academy in sharing Advanced Placement and other courses. The Hazen debate team uses Google Hangout to practice with Boston Latin High School in Boston, Massachusetts. One of Hazen's English classes has used Skype and Google Hangout to discuss modern literature with students in Pakistan. As our students become more involved in imagining their own future and shaping their own Personal Learning Plans we believe we can put technological resources together with community resources to create a multi-campus secondary school of the highest calibre.

Act 46 Alternative Structure Proposal Lakeview Union #43 School District School Profile

Board of Directors

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Jerilyn Virden, Vice Chair (Greensboro)

John Miller, Clerk (Stannard)

Erin Dezell, Member (Greensboro)

Robert Hurst, Member (Greensboro)

Dylan LaFlam, Member (Greensboro)

Jennifer Davis, Member (Stannard)

Open Seat, Greensboro

Lakeview Union #43 School District

School: Lakeview Union Elementary School (K-6)

School at A Glance

Lakeview Union School's mission is to ensure all students learn to learn. The Lakeview learning experience is collaborative and cooperative. Teachers and learners build relationships and find new ways to experience education. Our teachers, staff, and students develop the skills and knowledge for individual educational growth. Together, they work to solve problems, help others, and contribute to the Lakeview learning community, as well as to expand their learning.

History

Originally Greensboro Elementary, Lakeview Union School formed as a union school in February 1988. The school currently serves 64 students in grades K through 6 from the communities of Greensboro and Stannard. Appendix A contains the Articles of Incorporation for Lakeview, dated February 25, 1988.

As a union school serving towns with two different governance structures for middle and secondary school students, our statutory decision-making abilities in regards to Act 46, as well as to past consolidation efforts, are limited. Our physical isolation already demands that we create partnerships with other communities and organizations to expand opportunities for our children, but that same geography limits our abilities to increase opportunities through formal merger activities because of issues surrounding transportation. Nevertheless, the Lakeview board has remained actively involved in consolidation discussions undertaken by our constituent towns and by our supervisory union. Given the significant impact Act 46's requirements could have on our community and its students, the Lakeview district is submitting its own report as part of the Orleans Southwest Supervisory Union's proposal for an alternative structure.

Mission and Educational Goals

During the 2016/2017 school year, the Lakeview Board redrafted the mission and "Ends" policies for our school. Now named the Lakeview Learning Outcomes, these policies outline the board's – and the community's – goals for our students. The Outcomes emphasize a learning environment that is collaborative, builds bridges between the town and school, encourages risk, and supports learners of all abilities. The Board incorporated personalized learning plans into our outcomes, and we are optimistic that this will provide both teaching staff and students with more opportunities to achieve and demonstrate proficiency in core subject areas. The Board also took care to ensure that Lakeview outcomes align with those of the OSSU. Adopted in May 2017, a copy of the Lakeview Union Learning Outcomes can be reviewed in Appendix B.

While the board and our teaching team recognize the importance of emphasizing proficiency and transferable skills, the development of healthy work habits will ultimately be the key to student success in their future learning and life endeavors. Consequently, a significant component of Lakeview's learning outcomes emphasizes not only academic responsibility, but also social, physical, and community responsibility. Lakeview's leadership team is developing an Academic Habits Rubric for the measurement of these critical non-academic skills, which include preparation and organization, persistence and focus, engagement and participation, and responsibility. Development of support systems for students who

struggle in these areas will be an important component of its success. A working draft of this rubric is included in Appendix C.

Our teaching team continues to try creative ways to innovate in the classroom that reflect our mission and educational goals. We share teaching resources with other schools in our district to ensure that we can offer performing and studio arts in addition to the core subjects. We anticipate seeking out additional opportunities for collaboration with other schools to offer the best curricular opportunities for our children.

Relevant data about our school and its students is included in the OSSU full report.

Relationship to Community

The towns of Greensboro and Stannard have a rich cultural heritage rooted in agriculture and forestry. We are also home to a vibrant summer community on the shores of Caspian Lake that has had a long-standing connection to the literary and arts worlds, as well as to academia. The Lakeview team values this heritage and encourages collaborative learning opportunities that build bridges between the school and the towns. To that end, they are working to build community partnerships with area businesses, such as Pete's Greens in Craftsbury, The Willey's Store in Greensboro, and Jasper Hill Farm in Greensboro, that could provide educational opportunities for our students outside the classroom. Classes also utilize both the Greensboro Free Library programs and visit the museum at the Greensboro Historical Society.

Family involvement in our school is made possible through the parent group known as PLUS, (People for Lakeview Union School), which funds whole-school field trips, guest presentations (such as VINS and performances by the Vermont Symphony Orchestra) and family-based activities, such as Family Game Night, Fall Family Dance, and our Ice Cream Social. PLUS also provides financial support to the kindergarten and sixth grade graduations, and they spearheaded the fundraising for the school's new playground structure. Their mission is to create enriching opportunities for students and to foster greater family involvement in the school.

School community is not limited to Lakeview families, teachers, and staff. To foster greater connections with our towns, our Principal connected with area residents interested in reading with and to our students. These adults, including retired teachers, initiated a reading-to-kids program as part of an effort by the Greensboro church to increase volunteer participation in the community. The program currently has five volunteer readers serving up to 12 students weekly.

Our leadership team is also dedicated to inviting the Greensboro and Stannard communities to school events and presentations. During the past three years, attendance at events such as Harvest Dinner, the Holiday Sing-a-Long and Community Dinner, as well as school-wide concerts and art shows has steadily risen. We look forward to continuing this trend.

Expanding and enhancing partnerships with area non-profits and residents builds stronger ties to our community. Students learn that they are a part of something bigger and that adults support their learning beyond the brick-and-mortar classroom. Our towns benefit in immeasurable ways from these collaborative efforts.

Act 46 Exploration

From 2015 to the present, members of the Lakeview Union School board participated on two Exploratory Committees: the Orleans Southwest Supervisory Union Act 46 Exploratory Committee, which met from November 2015 to April 2016, and the Peacham/Greensboro/ Stannard Exploratory Committee. Lakeview Union sent an ad-hoc representative to most meetings for these committees. As a union school without the statutory authority to approve mergers, we could not participate as a voting member.

OSSU Act 46 Exploratory Committee

The OSSU Exploratory Committee set as its primary goal an effort to discuss more ways to collaborate, innovate, and meet the expectations of Act 46. The process, challenges, and outcomes surrounding the OSSU Act 46 Exploratory Committee are included as part of the OSSU's Act 46 report.

Peacham/Greensboro/Stannard Exploratory Committee

This committee was comprised of two representatives from Greensboro, two representatives from Stannard, two non-voting representatives from Lakeview (1 each from Greensboro and Stannard), and a variable number of members from Peacham. We met in Greensboro without a consultant, in Peacham with consultant Peter Clarke, and held one additional meeting at the Caledonia Central Supervisory Union Office in Danville without the facilitation of a consultant.

The group discussed a variety of possible configurations, but each of these configurations would have required the dissolution of Hazen Union High School. While the Greensboro representatives felt optimistic that Greensboro voters would support this, the possible tax impact and likely opposition to such a move in Hardwick and Woodbury made forward movement toward a possible elementary district merger with Peacham that would bring tuitioning to Greensboro students in grades 7-12 unlikely. Moreover, the impact of the dissolution of Hazen on the community of Hardwick became a factor in our decision not to more aggressively pursue this option.

Peacham's Act 46 Subcommittee submitted its final report to the Peacham board recommending that they not pursue a merger with Greensboro and Stannard.

Copies of the minutes from these meetings are included in Appendix D.

Summary of Community Involvement

Greensboro, Stannard, and Lakeview began the Act 46 process in our communities with a survey at Town Meeting Day in 2016. The survey and its results are included in Appendix E.

In addition, Greensboro held public forums in December 2015, June 2016, and July 2016 to gain input from community members about how to proceed. It is important to note that attendees felt that the merger process had already been attempted (and did not move forward). Several people were concerned about the impact on both the school and taxpayers were Lakeview to lose the small school grant. Consensus at the meetings and from the survey indicated that residents wanted to keep Lakeview as it is.

Act 46 also remained on the Lakeview Union School Board warned agenda for most of 2016 and 2017. In addition, the Lakeview and Greensboro school boards maintained community access to Act 46 information and documents on their respective websites.

Meeting the Goals of Act 46

Equity

We believe that all students deserve the same chances at success and should have access to the same opportunities at our school. We are a small school in a rural community with an elevated number of students who qualify for Free Reduced Lunch. We believe that a small-school environment which allows for more frequent and individualized teacher-student interaction is the best means of achieving our educational mission for our students.

Our extra-curricular programming is open to all students and our leadership team has made a conscious effort to create programming that will appeal to a wide variety of student interests. Expanding and enhancing partnerships with area non-profits and residents will provide greater equity of programming as compared to other districts in the state for a historically underserved population. We are not, however, currently able to offer transportation home from after school events, which may limit the ability of some families who rely on school transportation to participate. We anticipate that this will become a broader conversation both within our district and within the SU.

Our school also participates in the Community Eligibility Provision (CEP) or Provision 2 under the National School Lunch Program. This allows us to provide all students with breakfast and lunch at no charge for the entire school year. Good nutrition and improved access to healthy foods are key elements to improving students' ability to focus and learn. This program ensures that those children from families who might struggle to provide healthy meals for their children have equal access to that opportunity.

Even though Lakeview participates in the CEP, in response to increasing evidence in the 2015/2016 school year that some of our families were struggling to meet the nutritional needs of their children over the weekend, the school implemented a Backpack Program. The program provides participants with a special backpack on Fridays filled with donations of both fresh and non-perishable food items supplied by families and a few area businesses. We currently serve four families and approximately 14 children, and the number of donors to the program has increased as well. Anecdotal evidence suggests that these children are better able to manage behaviors, are more engaged during the school week, and are less likely to overeat or experience anxiety at the end of the school week. Addressing issues surrounding nutrition, both at home and in school, could be an effective tool for us in our efforts to improve both quality and equity.

As a Board, we must always balance the desire to enhance educational opportunity with the financial impact our decisions might have on our communities. The small school grant plays a pivotal role in our ability to meet the needs of all students. It gives us a chance to address the inequities that exist and provide our students some of the same opportunities available in other Vermont communities. Without it, we will likely need to pare down our programming to keep the cost for taxpayers manageable, making it difficult for us to meet the goals of the Act, and most importantly, meet the needs of our students.

Our geographic isolation (we are, allowing for speed limits and safe driving in average winter and school year driving conditions, more than a 15 minute drive to the nearest elementary school) will make it difficult for us to realize any benefits, both financial and those that can truly benefit our kids and our communities, from a formal merger. We remain committed, however, to seeking out the best opportunities that taxpayers can afford through collaborative efforts with the other districts in our supervisory union.

Quality

Our smaller classes provide a supportive, familial learning environment that can meet all children where they are in their learning journey. With often very small cohorts to provide data, however, traditional methods of relying on test scores to demonstrate quality can be unreliable and even misleading. As such, we consider the term quality to mean quality of learning experience for each student, and not only quality as defined by performance on standardized tests or by number of programs offered.

Lakeview Union and the Education Quality Standards

The board of Lakeview Union considers the school's work toward meeting the State's Education Quality Standards to be an opportunity for growth. Our teaching and leadership teams have made strides in meeting the standards, but we acknowledge that this work should be looked at on a continuum and there will always be more to be done.

Curriculum and Instruction

Literacy

Lakeview offers a rich and varied literacy curriculum. Writing, reading and analysis are emphasized in all grades. Literacy scores at Lakeview have experienced a drop in achievement over the past ten years and are currently below the state average. Our leadership team identified this as a critical need and our teachers embarked on significant professional development in this core subject, with a particular focus on writing. All students have a daily block of literacy for 90 minutes that includes writing, reading (both structured and independent), and analysis. Lakeview also has a 0.5 FTE reading specialist assigned through the CFG to provide instruction to eligible students K-2.

Math

Lakeview emphasizes the Common Core standards for mathematics, and we utilize EngageNY for most of this instruction. Given our students' struggle with language and literacy, however, we need to supplement our math curriculum with more visual supports and computer-based practice and application systems (e.g., Khan Academy) to ensure that students are able to maximize their math achievement. Math is offered daily in 1-hour or 1.25 hour blocks. Math achievement is at or above the state average.

Science

Science achievement at Lakeview is typically above the state average and is a strong curricular area at Lakeview. We offer a rich experience- and place-based science curriculum. We utilize the natural world around us (e.g., Caspian Lake, Four Winds programming, school garden, local forests, food production partnerships, etc.) to enhance our instruction and build upon our students' strong interest in the natural world. Frequent field trips to local farms and our magnificent lake enhance student understanding of science concepts. As an example, in 2013 Lakeview students helped Fish and Game officials stock the lake with trout. Science instruction happens daily for an hour or more at Lakeview in a variety of forms.

Global Citizenship

Concepts about global citizenship and history are taught in developmentally appropriate ways 2-4 times a

week. In kindergarten we begin focusing on “me and my family,” gradually broadening this circle of focus grade by grade. Grades 1&2 explore basic geography and history. Third graders study animals and ecosystems. In 4th grade, students deepen their understanding of Vermont and local history, and in 5th & 6th grade, students explore myths and legends, as well as world history. We invite a variety of guest speakers to address these topics. The Greensboro Historical Society Museum maintains a varied collection of artifacts and photographs of historical import to our town and we make frequent field trips to this organization to provide deeper context to history for our students.

Physical Education

PE is provided twice a week for forty minutes each day. The curriculum focuses on health and wellness, exercise and enhancement of gross motor skills,, and self-confidence. With the help of community volunteers, ski outings to the Craftsbury Outdoor Center add variety to physical education during winter. We also offer extracurricular soccer for grades 2-6 on two different teams in the fall, basketball for 4-6 graders in the winter, as well as skills clinics in the sport for grades 2 and 3.

We are fortunate to have the internationally renowned Circus Smirkus in our community, and we offer 4-8 weeks of circus arts in PE in partnership with this organization. This programming began as a unicycling class during physical education for our upper grades and evolved to become an after school unicycling club. During the 2016/2017 school year, Circus Smirkus began a more intensive program as part of a nation-wide study on the use of circus arts in the PE curriculum for grades 4-6. The program covered juggling, tight-wire walking, unicycling and more, and it culminated in a student performance for the community. Lakeview is optimistic that we will be able to build a longer-term program with Circus Smirkus.

Performing & Studio Arts

Studio art classes are provided to all students once per week for 40 minutes. Students create a portfolio of work to be presented at our school concerts and art shows three times per year. Classes focus on art appreciation as well as art creation. Music is provided twice per week to every student. For students K-3, this is provided in two 40-minute sessions. Students in grades 4-6 receive 40 minutes once per week of generalized music instruction and appreciation in addition to 40 minutes once per week of performance (chorus and instrumental). Twice per year students grades 4-5 are provided with opportunities to rehearse and perform with students from other schools.

Act 1 and Other Important Learning Opportunities

Lakeview employed a 0.40 FTE Guidance Counselor until the end of the 2017 school year and is currently searching for a new individual to fill the position. We also employ a 0.1 FTE nurse to provide supports to students in all grades. All students receive 40 minutes of guidance instruction per week with a curriculum that focuses on appropriate and healthy communication, healthy lifestyle, drug & alcohol awareness, and self-care. In addition, special support groups are provided for students of changing families, students who benefit from additional social skills support and/or anger management, and students who are struggling with challenges outside of school. Our guidance counselor coordinates our Educational Support Team (EST). We also employ a 1.0 FTE behavioral specialist to assist students with their behavior, to develop and monitor behavior plans, and to help conduct investigations under 16 VSA (i.e., bullying and

harassment). The nurse provides a 3-week unit on puberty and changing bodies to all students grades 5-6.

Professional Resources and Support

The faculty of the school is small, with 5 full-time classroom teachers on staff. All faculty at Lakeview currently hold a valid Vermont teaching license appropriate for their area of instruction. In compliance with the school quality standards, we employ a 0.40 FTE library/media specialist who supports our school library and provides weekly instruction to all students K-6 in library science. Lakeview also shares music, art, and PE teachers with two other schools in the OSSU. In addition, our classrooms are staffed with paraeducators to provide needed support to teachers. Committees of shared leadership exist at both the local school level and at the supervisory union. Current Lakeview committees include: PBIS design, implementation & monitoring, EST (facilitated by the guidance counselor), needs assessment and school improvement, safety planning, and other ad hoc committees as needed. Supervisory union committees focus on curriculum and assessment.

Lakeview's current principal possesses a Ph.D. in child development. The principal takes an active role in behavior planning and supports a number of students with emotional and behavioral challenges. This work is supported by the behavioral specialist and the guidance counselor. Our goal is to ensure that every student at Lakeview will have at least one adult on staff who provides one-on-one guidance and support to him or her, and acts as that child's 'cheerleader.' The principal serves in this capacity for a number of students.

OSSU utilizes the Charlotte Danielson model for teacher supervision and evaluation. Through the Supervisory Union's negotiated agreement, teachers are evaluated on a rotating schedule according to years of employment, expertise, and need for support. Beginning teachers are formally evaluated for their first two contiguous years. Experienced teachers are evaluated on a rotating schedule (every other year on average, but can include yearly evaluations at the principal's discretion). Evaluations are focused on all four domains of the Danielson model (Planning & Preparation, Classroom Environment, Instruction and Professional Responsibilities). Teachers receive a formal summative evaluation based upon observations and additional evidence, and receive both areas of commendation as well as guidance for growth. In cases where teachers or other staff are not performing at expected levels, they are placed upon a plan of assistance which includes performance goals, supports, and a timeline by which goals must be met in order for employment to continue.

All principals within OSSU receive yearly professional development and support to ensure strong supervision and evaluation practices. Professional development opportunities for our teaching staff are developed based on student achievement data, discipline data, and school action planning. For example, when data indicated that students were struggling with literacy and writing, Lakeview teachers participated in a 2-year professional development opportunity focused on the teaching of writing. There are three categories of professional development: supervisory union-wide opportunities (based upon identified needs and trends at the supervisory union, e.g., the PD academy, trauma-sensitive school design, proficiency-based learning, etc.), building-specific opportunities (based upon the school's unique needs, student achievement data, and identified through the action planning process, e.g., effective strategies for writing instruction, mapping the reading curriculum, challenging reluctant learners, etc.), and teacher-specific opportunities (courses and workshops chosen by teachers based upon their individualized professional development plan, based upon the unique challenges and needs presented by a particular student cohort, or as mandated by the administrator as part of a disciplinary action plan, or

through the supervision and evaluation process).

Addressing behavioral issues that impact students' ability to learn and teachers' ability to teach is also an important component of our efforts to meet and exceed the State's Education Quality Standards. To that end, Lakeview utilizes a tiered system of supports that infuses all of our practices at the school. We utilize this framework when addressing behavioral concerns and trends, when analyzing and intervening in achievement gaps, and when addressing faculty supervision and evaluation. We are strongest in its application to behavioral interventions and teacher supervision. Lakeview has struggled, however, with providing multi-tiered supports for academics due to a lack of resources. Title I funds have been targeted to provide Tier 2 interventions in reading and in math, but difficulty in finding qualified and consistent staff to provide these interventions has been an issue. This has had a negative influence on our capacity to build effective intervention systems (universal screening, identification, intervention and monitoring). Increasing the guidance counselor's time to 0.4 FTE and hiring a qualified 0.5 FTE reading interventionist/coach for the 2016/17 school year brought immediate positive changes and improvements.

Learning Environment and Facilities

Learning environment plays a key role in our ability to reach and teach students. Lakeview is committed to providing a supportive and collaborative environment for students. Students learn the Lakeview motto on day one of kindergarten: Lakeview students are Safe, Respectful, and Ready to Learn.

Lakeview utilizes the PBIS (Positive Behavior Interventions & Support) system to improve school climate and address problem behaviors. This district- and school-wide initiative teaches expected behaviors to students, much like the Responsive Classroom model. Data collection is a key part of this model, and teachers record behaviors using minor behavior reports as well as planning forms for more serious behavioral issues. Students receive reinforcement for positive actions or words that are noticed and acknowledged. Over time, school-wide points accrue and the entire student body celebrates when point goals are attained. We have been recognized as an exemplar school for this program for the past two years and have seen a reduction in problem behaviors among students.

The physical spaces in which students learn also directly contributes to morale and enthusiasm for learning. Lakeview Union School consists of two "campuses". Built in 1957, the original structure of the "upper campus" contains classrooms for grades K-3, a conference room, and specialized learning spaces. In 1983, the community built an addition to this structure. Since then, the upper building has housed the library, office space, bathrooms, a kitchen, and the school's multipurpose room in addition to classroom spaces. Our library is well-supplied, and students have access to Chromebooks for technology integration and other learning opportunities. Led by a teacher's initiative, parent, staff, and community volunteers spent many hours in the summer of 2016 repainting both the main hallway and the three main classrooms in the upper building of Lakeview. Our hallways are adorned with student artwork and writing samples, as well as literature and information on prevention of bullying and more. Our "lower campus", a Greensboro landmark, was the original school building. Built in 1910, it houses the Town Clerk's Office, classrooms for grades 4-6, and the art/music room.

The two spaces are connected by a path through the school's playground. In 2011, the school replaced the playground structure through community fundraising efforts. In addition, the space contains an outdoor shelter for dramatic play, swings, a small basketball court, and enough green space for pick-up soccer games or other running activities to keep our kids moving. The school is also working to build a

natural playscape that includes a willow hut village to provide more space for imaginative play.

In June of 2016, the Lakeview board conducted a walk-through of our upper school building with our principal and superintendent, during which it became clear that our physical plant needs attention. While we have already begun addressing some of the more immediate and pressing items in this assessment, we will need to engage in a series of important conversations with our community - the school's owners - about how best to proceed with maintaining a safe and inviting learning environment for the children of Greensboro and Stannard. A quality learning experience must include the physical environment provided to students and staff. We are committed to working with residents and taxpayers to determine the best course of action for both our students and our towns.

State and Local Comprehensive Assessment

Lakeview Union has used the SBAC for the past two years as an assessment tool. In addition, students participate in district-wide On-Demand Writing Prompts, Fountas & Pinnell assessments for grades K-2, and Galileo assessments. We also participate in the NECAP for an assessment of 4th grade science knowledge. After teacher feedback, the OSSU is moving away from Galileo as an assessment tool and has identified two possible other assessments to utilize as replacements. Lakeview's testing data and additional information about assessments are included in the OSSU's proposal for an alternative structure.

Continuous Improvement Plan

Lakeview conducts a yearly needs assessment based upon achievement data, behavioral data, and community needs and feedback. The assessment informs our continuous improvement plan, approved by the Board and presented to the community in the annual report, and serves as a basis for teacher evaluation and professional development. As an example, low literacy achievement scores and an analysis of data led to a two-year professional development and supervision focus on writing at Lakeview. The assessment also includes Lakeview's goals and objectives for improved student learning, educational strategies and activities specifically designed to achieve these goals, strategies and supports that ensure the school maintains a safe, orderly, civil and positive learning environment, and any required technical assistance from the Vermont Agency of Education as appropriate or determined by law.

Taken together, our efforts in after-school programming, school climate and behavioral support and management, as well as professional development, are targeted directly at improving school quality and helping us realize continuous growth in our students.

Current and Future Partnerships

Many of our efforts to partner with local organizations are direct efforts to improve quality and provide greater equity of programming as compared to larger districts. Lakeview's leadership team and the Board believe these opportunities will provide students who might be struggling with a traditional classroom setting with new enthusiasm for learning and being in school. In recent years we have developed a robust program of offerings for students in collaboration with area non-profit organizations. Working with The Art House in Craftsbury (now merged with Wonder & Wisdom to form WonderArts in Greensboro) and the Greensboro Arts Alliance & Residency, opportunities available to students have included fiber arts classes, design-build workshops, animation, dance, and theater. Past programming with Wonder & Wisdom

offered once-a-week field trips and outdoor experiences through NEK Kids on the Move and in collaboration with the Craftsbury REACH! program. This program gives children hands-on learning and fitness opportunities, often at Hosmer Point Camp and the Craftsbury Outdoor Center in Craftsbury.

Efforts to support students in these ways build upon work done in the classroom to improve student achievement and enhance the overall quality of our programs. Possible future collaborations could include classes in world languages, additional programming in the arts, and STEAM-focused opportunities such as robotics. As our collaborative programming is new, we do not yet have substantive data to share, but we can report anecdotally that each of the school's offerings in the 2016/17 school year were filled to capacity. Lakeview plans to continue its collaborations with area nonprofits such as the Highland Center for the Arts, Greensboro Arts Alliance & Residency, WonderArts, and the Craftsbury Outdoor Center with the goal of developing a viable 5-day per week after school program.

Lakeview is not currently participating in any formal merger conversations with area schools or districts. We are both geographically and structurally isolated. We look forward to continuing to share our art, music, and PE teachers with neighboring schools and enhancing our partnerships with area nonprofit organizations. In the future, we anticipate working with other schools to provide additional opportunities for our students in areas such as science and world languages.

Unique Programs at Lakeview

Some of our unique programming opportunities have already been discussed in connection with our community collaborations. We do offer several other programs that support our students, their families, and their learning experience.

Our partnership with Green Mountain Farm to School (GMFTS) provides students with co-curricular opportunities to visit area farms, cook and taste a variety of different vegetables, and work in our school garden. This program spans a variety of core subjects, including science, math, and writing. It is also a critical part of our efforts to source more local foods for our students and to improve their overall nutrition. Past projects with GMFTS include our school garden, cooking and taste testing at community events, and the design, construction, and planting of container gardens for students to take home at the end of the school year. These gardens provided a hands-on learning experience, and for students whose families live in apartments or may be experiencing food insecurity, they provided an additional healthy food source. Well-aligned with our educational mission and goals, our work with GMFTS is an integral part of our efforts to build a curriculum that is reflective of and connected to our community and provides students with varied opportunities to learn transferable and vital life skills.

Recognizing the need for more extensive adult support for some students, Lakeview also began a formal mentoring program for students in the 2011/2012 academic year. Since its inception, program coordinators have successfully matched more than 17 students with mentoring partnerships. Many of the mentoring pairs have lasted several years (while they are at Lakeview) and our longest match was for five years. Students and mentors spend 45 minutes to one hour a week enjoying activities such as cooking, photography, scrapbooking, skiing, snowshoeing, walking, chess and checkers, building birdhouses, making wreaths, computer programming, drawing, reading, and more. By providing positive in-school experiences for at-risk students, the mentoring program impacts a student's interest and engagement with the academic components of being in school. Mentoring greatly enriches the lives of our students, their mentors, and our community.

In the 2015/16 school year, our principal began a chess club for older students during the lunch hour. A

donation of chess boards currently enables up to 6 matches to occur at a time. Strategic thinking, planning, and also learning to persevere despite loss and failure are all important lessons attained through chess that translate directly to work done in the classroom. The program has expanded and students in all grades are now learning to play chess. Advancement in skill is a goal for many participants as our principal has created a “Hall of Fame” to include those students who have put him in checkmate. With the eventual acquisition of competition chess sets, the principal anticipates teaching more competitive chess and providing the opportunity for tournament play to those interested. Anecdotal evidence suggests that these chess matches are engaging struggling students with school again and giving them a sense of success where they may be struggling in other learning areas.

Accountability and Transparency

Lakeview Union has long had a committed and dedicated school board. From the early days of the union in the 1980s until today, our board has a strong record of attendance and participation in board committees. Our board members come from a variety of backgrounds and bring varied skills and ideas to the table. We feel that this diversity increases the value of our board to the school and our community. Ultimately, we feel, together with our administrative leadership, responsible for charting a direction for our school. We take our work seriously and will continue to put the needs of our students and our communities first.

We have developed and maintain clear and open communication with both our school administrators and with the OSSU leadership in Hardwick. Together, we work to develop budgets that are sustainable for the long term. In addition, communicating effectively with our central office helps our board proactively respond to financial issues that could negatively impact our ability to serve our community. High turnover in the business office of the OSSU in the past few years has presented the OSSU with recent challenges, but the Lakeview board is confident that, moving forward, our needs and concerns will be addressed through effective communication.

Progress Monitoring and Monitoring Reports

The board receives monthly financial reports from the OSSU. The reporting includes a narrative portion to enable us to better understand any budget shortfalls or surpluses. We also receive reports from the principal and the superintendent. The principal’s report focuses on how Lakeview is meeting the learning outcomes, student population, and also highlights any items of particular interest for the board. Past principal reports have included presentations of student work in writing and math, and we have also held discussions about social and behavioral challenges in the classrooms. While policy governance limits the board’s capacity to participate in the day-to-day happenings at the school, the principal’s report provides us with a clear overview of the issues and helps us better support the work of the teaching team. The superintendent’s report covers issues facing the whole OSSU and connects us with the rest of the district. In addition to this report, our board chair provides monthly updates to the full board on the decisions and discussions made by the Executive Committee of the OSSU.

We receive academic monitoring reports three times per year: in the fall, mid-year, and usually toward the end of the year. These reports help us monitor student growth and understand what curricular areas might need extra support.

Taken together, we are well-equipped to build an informed budget that should better serve the students and teachers.

Board Self-evaluation/Assessment and Board Observation

The Board sets its goals for the year at an annual retreat scheduled between June and September and conducts a full board self-evaluation at that time. We use policy governance and conduct regular reviews of our adherence to school and district policies. We aim to build regular policy monitoring into our yearly work plan but had difficulty completing these reports in 2016 due to our work on the learning outcomes and facilities planning. During the 2017/2018 school year, we will return to a regular reporting schedule.

The Board also conducts formal and informal observation during the school year. Board members are advised of school events, such as art and music performances, that can serve as direct observation opportunities for watching our education team and students in action. In addition, Board members have taken the time to conduct walk-throughs of the school during which they can directly observe the curriculum in action and make note of areas for possible improvement in meeting desired student outcomes.

Audits

Third-party financial audits are performed annually and reviewed by the Board. Recent audits have shown no major weaknesses, and we have carefully reviewed the corrective action plan done by Central Office to address the small concerns that have been raised.

A Federal Compliance Audit was performed during the 2016/2017 school year. The Superintendent and her team developed an action plan to address areas of concern raised in the audit.

Budget Development

Lakeview begins the budget development process in the fall in coordination with the development of the OSSU budget. The Lakeview leadership team develops a needs assessment each year, and working with the OSSU central office and dovetailing with board-identified needs, builds a budget for the board to review. The Lakeview board has multiple opportunities to offer input on the proposed budget and ensure its alliance with the school's mission and goals for learning outcomes. As we have a fiduciary responsibility to taxpayers of Greensboro and Stannard, the board remains committed to developing sustainable budgets that our communities can support.

All board meetings and budget discussions are publicly warned. In addition, budget documents are provided on the school board website. The board will also utilize the school's Facebook page and Front Porch Forum to disseminate budget meeting information. The annual meeting of the Lakeview Union School District is held on the second Thursday of March. Attendance varies from year to year, but historically averages in the mid-teens to low twenties with residents from both Greensboro and Stannard in attendance. The communities have passed every annual budget for at least the past four years.

Communication with Community

The Lakeview Union School Board is committed to enhancing regular communication with the communities it serves. While attendance by the public at regularly scheduled meetings is poor, attendance at forums addressing specific topics has been good. Act 46 discussions had an average of 10 participants. Community forums about the building had anywhere from 15 to 50 attendees. Because of

the diverse nature of our communities, the board utilizes a variety of outreach methods to engage the public. Traditional methods such as our local newspaper, mailings, and postings at area stores and post offices help us reach those without internet service. We also utilize Front Porch Forum and the school's Facebook page to publicize special events. The Greensboro Association, which is a Greensboro non-profit committed to lake protection, conservation and community initiatives also provides us with the ability to communicate with the non-resident (but tax-paying) summer community through both its website and Facebook page. Finally, the board maintains a website at www.lakeviewschoolboard.ossu.org on which people can readily access meeting minutes, agendas, and information about current topics that the board is discussing, such as the development of learning outcomes, Act 46, and our facilities.

Operational Efficiencies

As a part of the Orleans Southwest Supervisory Union, several of our services have been consolidated within the SU and are already under the management of the Superintendent's office. These include transportation, special education services, technology support, management and integration, professional staff negotiations (one contract for the whole SU), and financial services (payroll, HR, budget development and financial oversight).

In the future, we anticipate realizing additional operational efficiency in the areas of facilities management, large-scale purchasing, and food service. For additional information on future areas of consolidation and improved efficiency, please refer to the full Supervisory Union report.

Value

Value is perhaps the most subjective component of this effort. Do we as a board define value as a dollar figure that aligns with a set of concrete goals that we need to meet for our taxpayers? Do we define it solely in terms of cost per student and test scores achieved for that cost? Where does the concept of value fit in our efforts to support and educate our kids?

From a political standpoint, the value our small school offers its community is many fold. We believe that keeping our children in our community not only serves them, but strengthens our town. Our small school demands a higher level of commitment, both personal and financial, from residents to ensure its success. Civic engagement is at the foundation of what makes Vermont great, and our small towns continue to play a critical role in keeping this spirit alive. Small local schools rooted in the towns in which their students reside demand by their very nature that we have engaged leadership with a deep knowledge of the community's values and goals. Separating small towns from the governance of their schools ensures that over time, the commitment to civic engagement and community will begin to erode as citizens feel less connected and responsible for the success of their own students.

From an educational standpoint, retention of our small school and its existing governance is best for the health and welfare of our students. Small community schools can create a secure, familial environment that often better serves the needs of kids. If we expect our students to succeed beyond their time at Lakeview, we need to lay a supportive foundation for them, to build confidence and self esteem where there may be little, and to create the space for them to try and fail without judgment. Small schools like ours are better equipped to do so than a larger, merged school without roots in some of the communities it serves.

In addition, as a K-6 school, our youngest students are only 5 years old. A merger with a neighboring district, even within our supervisory union, will present transportation challenges because of our

geography. Keeping travel distances for students as young as 5 to a minimum should be a priority, not only for fiscal reasons, but to be sure that our students are not exhausted from travel before they even reach the doors of the school. We as board members need to make sure that we are creating an environment in which our children have a better chance of succeeding. Lengthy bus rides are far from supportive of this goal and would likely move us farther from meeting the quality standards.

Without a doubt, most things of value come with an associated cost, and our small school is no exception to this. From a fiscal standpoint, we are committed to providing our students with the education they deserve at a cost our taxpayers can afford. In recent years, our voters have not defeated any budgets despite a difficult budgetary climate. Our geographic isolation will make it difficult for us to realize the fiscal benefits that may come from a formal merger. We fully acknowledge that in comparison to some of our counterparts in other parts of the state, we are still barely keeping pace with their offerings. The small school grant plays an invaluable role in helping us meet our ability to deliver the programming we currently do. The grant helps level the playing field and provides much needed equity between rural and more urban districts. With careful management in the future, we are optimistic that these funds will help us provide opportunities comparable to our counterparts. Regardless, we as a board stand committed to continuing to present responsible budgets to our communities that help our students meet our learning outcomes and prepare them for success in their future educational endeavors.

Looking to the Future

We have shared a great deal about our community's school and what we believe we are doing to meet the needs of our students and our towns. We see opportunities for growth in several areas.

- Expanded engagement with our community beyond our budget season. A strong school has deep roots in its community - not just amongst parents and staff, but with those who pay the taxes that support the education of children in their respective towns. We envision expanding and streamlining our volunteer programs.
- Making meaningful gains in student proficiency, especially for students who qualify for FRL.
- Retaining our voice, remaining true to the educational vision and needs of our communities, and ensuring that the best interests of our students and taxpayers are represented on a larger SU board will be critical in our work. We also envision enhanced collaboration between the boards of the OSSU bringing greater creativity and opportunities to districts.
- Work with the Greensboro Planning Commission as it develops a new Town Plan. Participating in the development of the Town Plan and ensuring that our visions support each other's goals helps both communities.
- Further development of our after-school programming to better support students and families.
- Engage our home schooling population more effectively to better understand in what ways we can work together to educate our community's children.

Conclusion

The Lakeview Board commends the goals of Act 46. Improving quality and access to programming can only expand the opportunities for students to grow and develop into successful learners, equipped with intellectual curiosity and determination, as well as a desire to improve not only themselves, but also their communities. Together with the other member districts of the Orleans Southwest Supervisory Union, we believe that our learning communities will be able to build on our successes to meet the intent of the law,

as well as explore new ways to work together to improve our students' learning.

Collaboration does not require or necessitate merger. District size does not necessarily determine quality or equity in programming, nor does it necessarily determine the success of students. Mandated consolidation efforts in other states have resulted in the closure of small schools, which, for rural communities, can have irreversible consequences for small towns and the families who live there. Collaboration demands improved dialogue, provides greater opportunities for listening and understanding the needs of children, and it honors the uniqueness and vision of each community that the board serves.

There will undoubtedly be challenges, but we approach the work of Act 46, and indeed all of our work as a board, from a deep understanding and desire to do the best we can for the children at Lakeview and within the whole SU. At this time, given our existing governance structures and the nature of our communities, we feel strongly that we can best achieve the goals of Act 46, both for our students and the school's stakeholders in Greensboro and Stannard, as an alternative structure.

Respectfully submitted,
The Board of Lakeview Union Elementary School, District #43

Lakeview Appendix A: Articles of Incorporation for Lakeview Union School, dated February 25, 1988

CHAPTER 61.

LAKEVIEW UNION HIGH SCHOOL DISTRICT #43

2006 Adoption Note.

1988 Greensboro and Stannard voted yes on the following articles.

ARTICLES OF AGREEMENT

Town of Greensboro and Town of Stannard
Elementary Union District

1. The School Districts of the Town of Greensboro and the Town of Stannard are necessary for the establishment of the proposed Union Elementary School District.
2. There are no additional school districts the Committee considers advisable to be included in the proposed Union Elementary School District.
3. The Union Elementary School District shall be established for a class grade level from kindergarten through 6.
4. No new schools are to be constructed.
- 5.A. Current contracts for transportation shall be completed by the member districts. On the completion of these contracts the Union Elementary School District may provide transportation.
- B. The negotiated agreements and individual contracts for Greensboro Town School teachers, administrators, aides and custodians shall be honored by the Union Elementary School District until such time as the Union Elementary School District Board and the staff organizations negotiate new agreements for the Union Elementary School District.
- C. The curriculum to be offered for grades kindergarten through 6 shall be the current Greensboro Town School curriculum with any amendments made before the Union is formed or by the Union board after the Union is formed.
- D. The Union shall be responsible for all required special education of pupils residing in member districts.
6. The Union Elementary School District shall assume all the rights and liabilities of the Greensboro Town School district relating to the Greensboro School Building except bonded indebtedness.
7. The Greensboro Town School District shall convey the present elementary school, its contents and grounds to the Union Elementary School District. Interest in those premises shall be transferred by deed creating a fee interest which is subject to condition upon the first to occur of the dissolution of the Union Elementary School District or the failure of the Union Elementary School District to make payments required under

paragraph 5. At that time the Greensboro Town School district shall have a right to enter and reclaim the premises, without instituting any action in the nature of foreclosure or otherwise. In the event that the Union Elementary School District is dissolved, the Greensboro Town School district shall pay to the town of Stannard an amount equal to its contributions to the Union Elementary School District for capital payments, under interest shall be included in the payment.

8. Capital and operating expenses of the Union School District, including payments under paragraph 9, shall be allocated between the member districts on a per pupil basis, using the enrollment of legal pupils who are residents of the member districts as of October 15 of the preceding year. Such capital and operating expenses shall be separately stated in each annual assessment. "Enrollment", for purposes of this agreement, means legal pupils attending grades Kindergarten through 6 at public expense. Only the Union Elementary School Board may waive assessments an students attending schools outside the union.

9. In order to pay existing debt obligations, the Union Elementary School District shall make capital payments to the Greensboro Town School District on or before November 1 of each year from 1488 through 2004 in an amount equal to the obligation of the Greensboro Town School District due to its bondholders on the Following December 1 under its 1986 series B bonds issued through the Vermont Municipal Bank. The Greensboro Elementary School District shall retain its obligations under those bonds.

10. If the Union Elementary School District should sell or otherwise dispose of the present elementary school, the proceeds shall be divided between the Greensboro Town School District and the Stannard Town School district, after first paying to the Greensboro Town School District an amount equal to any remaining principal on its 1986 series B bonds issued by the Vermont Municipal Bond Bank. The amount distributed to Greensboro shall be in proportion to its original contribution plus capital payments made to the Union District under this agreement. "Original contribution" for the purposes of this agreement means the sum of \$422,254.23.

The amount distributed to Stannard shall be in proportion to its capital payments made to the Union District under this agreement. Upon that sale or disposition, the reversionary interest of the Greensboro Town School district in the property shall be extinguished.

11. The Union Elementary School District Board representation shall be proportional to the population according to the most recent census. Annually, one member shall be elected chairman by the board and shall be a non-voting member except when necessary to break a tie. The representation shall be subject to reapportionment following each decennial census.

The initial representation shall be as follows:

- Greensboro Town = 6 members
- Stannard Town = 2 members

12. The terms of office of the Union Elementary School District Board members shall be as follows:

The Town of Stannard shall have two directors who will serve three year terms upon the establishment of the following schedule. The Town of Greensboro shall have six directors who will serve three year terms upon the establishment of the following schedule.

Schedule:

1988	-	2 Greensboro	(1 yr. terms)
	- 1	Stannard - 2 Greensboro	(2 yr. terms)
	- 1	Stannard - 2 Greensboro	(3 yr. terms)
1989	- 0	Stannard - 2 Greensboro	(3 yr. terms)
1990	- 1	Stannard - 2 Greensboro	(3 yr. terms)

13. The Union Elementary School District proposal shall be submitted to the voters of the Town of Stannard and the Town of Greensboro on February 25, 1988.

14. The Union Elementary School District shall be named by the Union Board following suggestions from students after approval of the Union Elementary School District.

Lakeview Appendix B: Lakeview Learning Outcomes, Approved May 2017

Lakeview Union School Mission and Goals

Mission	Short-Term Vision and Goals	Measures and Performance Indicators
<p>Lakeview Union School's mission is to ensure all students learn to learn. The Lakeview learning experience is collaborative and cooperative. Teachers and learners build relationships and find new ways of experiencing education. Our teachers, staff, and students develop the skills and knowledge for individual educational growth. Together, they work to solve problems, help others, and contribute to the Lakeview learning community, as well as to expand their learning.</p> <p>Our graduates possess a strong foundational knowledge to prepare them for future learning and personal development. They are tolerant, responsible, honorable, inclusive, and empathetic citizens in their communities, whether local or global.</p> <p>Our teaching team equips Lakeview learners with a strong foundation in:</p> <ol style="list-style-type: none"> 1) Clear and effective communication; 2) Self-direction; 3) Creative and Practical Problem Solving; 4) Responsible and Involved Citizenship 5) Informed Thinking 	<p>The Greensboro and Stannard communities have a rich cultural heritage rooted in agriculture and forestry. The Lakeview team values this heritage and encourages collaborative learning opportunities for students that build bridges between the school and the towns.</p> <p>Students at Lakeview work, in conjunction with contemporaries and professionals in our community, in a cooperative, inclusive and accepting environment that encourages risk and supports learners of all abilities.</p>	<ul style="list-style-type: none"> ● Climate survey about learning environments ● School grades/assessments ● Summaries of wide sampling of Individual learning plans ● Survey of graduates – educational achievement and commitment post-graduation ● Discipline data ● Curricular reporting ● Opportunities for community-student-teacher engagement with periodic updates

<p>Academic Achievement</p> <p>At least 70% of students at Lakeview Union School meet or exceed state and local proficiency standards in the core subjects of math, science, and the language arts. Graduates of Lakeview are also capable of clear and effective communication.</p> <p>Students are critical thinkers and skilled at problem solving. They ask questions, make predictions, analyze evidence, and create solutions. They persist in solving problems and they rebound from failure to try again.</p> <p>Study of the creative arts, history and social studies, non-native languages, IT, and wellness significantly enhance the development of core skills that all students will need in future endeavors. They carry equal weight in the Lakeview learning environment.</p> <p>The success of Lakeview at achieving its mission to teach our children is not only measured by student achievement on standardized tests. Our success hinges on a learning environment that provides sufficient opportunities for all students to succeed, that challenges them to take risks and experience learning as a positive journey - one that opens opportunities.</p>	<p>Academic Achievement</p> <p>To develop critical thinking and problem-solving skills, students have opportunities to:</p> <ol style="list-style-type: none"> 1. Engage with materials 2. Explore through investigation 3. Apply understanding to take the next steps. 4. Work in teams and collaborate to create solutions. 5. Critically evaluate solutions and begin the process again, whether successful or not. <p>(TS 1, 2, 3, 4, 5)</p> <p>Language Arts (TS 1, 2, 5)</p> <p>Students experience reading and writing as positive activities through a variety of literary and informational texts and other media. Students have ample opportunity to practice effective communication in both the written and spoken word.</p> <p>They produce clear and coherent written pieces and have an understanding of correct grammar that forms a solid base for the more intensive writing, oral presentations, and research projects expected in future learning experiences.</p> <p>Science (TS 2, 3, 5)</p> <p>Science at Lakeview is experienced as a hands-on opportunity to explore the natural world, to be curious, and to ask questions. Students learn through creative inquiry in both the physical and life sciences. They can</p> <ul style="list-style-type: none"> ● define a problem using the scientific method, ● plan and carry out scientific investigations to test theories; and ● understand how to use data to answer or solve a problem. <p>Mathematics (TS 3, 5)</p> <p>Students are proficient in fundamental math skills and concepts. They are encouraged to apply a variety of strategies for problem solving.</p>	<ul style="list-style-type: none"> ● Curricular reporting in arts, history and social studies, non-native language, information technology, wellness and physical education ● District-based assessments and SBAC in mathematics, science, and ELA. ● Arts and music presentations and concerts ● Student written and/or oral work/presentations ● Competency evaluation in information technology (TBD) ● Lakeview Union Academic Habits Report
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	<p>Information Technology (TS 1, 3, 4, 5) Students learn to use technology safely and responsibly. They use technology to collaborate on projects and to enhance their critical thinking skills.</p> <p>Artistic Expression (TS 2, 3, 5) Students build confidence in their own creative decisions. They experience artistic expression through a wide range of media, including but not limited to: painting, drawing, sculpture and pottery, as well as dramatic performance and instrumental and/or choral music. They are exposed to a wide range of styles and cultural understandings of the arts.</p> <p>Wellness/Physical Education (TS 2, 3, 4, 5) Students learn healthy habits that support them for their lifetime. They possess the foundation for understanding how personal and social behaviors impact respect for self and others.</p> <p>History and Social Studies (TS 1, 2, 4, 5) Students learn the basic history of our community, state, and country, as well as the structure of our government. They study geography, world history, and other cultures in addition to learning about their immediate community in order to gain a better understanding of their place in the world.</p> <p>Non-native Languages (TS 1, 2, 4) All grades are taught a commonly-used foreign language. Language-learning includes engagement with both the spoken and written word as well as exposure to non-native cultures, and is consistent between grades (e.g., all grades learn Spanish).</p>	
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<p>Personal Responsibility (Academic, Social, and Personal) Students understand the value of their own healthy personal development and the importance of setting personal goals. They make responsible independent choices and practice safe behaviors, demonstrate respect for self, as well as respect and empathy for fellow students, teachers, and community members. They are resilient and capable of adapting and trying again when plans don't work out as anticipated.</p>	<p>Academic Personal Responsibility Working with teachers, students generate and implement a personal academic growth plan. Students engage with monitoring their learning plans and, working with educators, adapt the plan as needed to achieve their learning goals.</p> <p>Social Personal Responsibility Students understand and are active participants in PBIS (Positive Behavior Interventions and Supports). Teachers and administrators utilize PBIS to help students learn personal responsibility for their actions and develop empathy and respect for their community members. When confronted with social challenges or problems, students are taught current best practices for resolving conflict.</p> <p>Physical Personal Responsibility - Students are taught healthy habits in school that include nutritional education, exercise, and the foundations for respecting their own bodies, as well as those of others.</p>	<ul style="list-style-type: none"> Evidence of student participation in development of individual learning plans at particular grade levels and the monitoring of these plans. Lakeview Union Academic Habits report PBIS/discipline data and reporting Curriculum reporting on guidance, wellness, and physical education
<p>Community Responsibility – Lakeview and its students are contributing partners in the fabric of Greensboro and Stannard life.</p> <p>Students understand their role in a community through solid connections forged by the school and its programs with Greensboro and Stannard. They respect diversity and differing points of view while at the same time respecting themselves and embracing their place in a diverse world.</p>	<p>Community Responsibility Lakeview provides ample opportunities for students to become engaged in and develop relationships with their school and local communities.</p> <p>Whenever possible, the school uses local resources to further its goals, whether it be through the purchase of local foods or seeking out local professionals who can enhance the learning experience of our students.</p>	<ul style="list-style-type: none"> Evidence of community projects that build connections between the school and Greensboro and/or Stannard Reports on volunteer-school engagement and outreach Survey of recent graduates (TBD) Discipline data

Lakeview Appendix C: Academic Habits Rubric (working draft)

Lakeview Academic Habits Rubric

Engagement & Participation

Includes stamina, task completion, creativity, curiosity, following directions, etc.

Exceeds My enthusiastic engagement, participation, and productivity serve as a model for others. I have an infectious curiosity about the world. I accurately anticipate what is expected and am very prepared and organized.

Meets I consistently engage in classroom learning opportunities and participate with respect, care, and interest. I am curious about many topics. I can summon additional stamina when the task requires it. I am usually prepared and organized.

Approaches I am practicing ways of participating effectively; I am working to improve on strategies to be engaged and to participate. I sometimes need reminders to engage with learning. I am curious about a few things, but have a harder time with things I am not interested in. My peers can usually work longer than I can.

Just Beginning I need lots of reminders to participate effectively; I need more strategies to help me stay engaged in my school work. I need lots of reminders to stay on task. I need help and support to complete my work. I give up when work seems too long or too hard. My peers often can work longer on a task than I can.

Self Regulation & Focus

Includes the ability to manage impulses and use self-restraint, ability to focus on tasks and maintain attention.

Exceeds I have an open mind in class and embrace challenges to the best of my abilities. I stay persistently focused on the task at hand. I encourage my classmates to accept challenges, and I find new challenges to solve. When I encounter difficulty I try a new way or try harder.

Meets I am focused in class and accept challenges. I am persistent when faced with challenges. When frustrated, I try to find new solutions and ideas. When excited, I can find effective ways to calm myself so I can get focused again. There are times I get upset, but I can find ways to feel better and move on.

Approaches I am working on being focused in class. I can get distracted from time to time and need reminders to get back on task. I can sometimes get frustrated over little things, or have a hard time calming down when I am upset. I sometimes struggle when challenged. Sometimes I get very excited and cannot focus on learning without reminders or help.

Just Beginning I have a hard time being focused in class. I get distracted a lot, and need lots of reminders to get back on task. I can often get frustrated over little things, and have a hard time accepting help when this happens. Challenges are difficult for me. I often get silly and this stops me and my friends from focusing on the school work. Something has to be really interesting for me to stay focused on it.

Pride & Responsibility

Includes having high expectations for oneself, a striving for excellence and accuracy; ability to complete tasks, and response to feedback and guidance.

Exceeds	I set and meet ambitious goals for myself. When given ideas about how to improve, I accept them eagerly and seek out new ideas. I redo my assignments to raise my understanding and class grade. I seek out feedback from adults and peers and change my behavior and work as a result. I work hard to ensure my tasks are done well. I take responsibility for my work and complete tasks in a timely manner.
Meets	I work with teachers and peers to set goals, and then work steadily to achieve them. I revise work when given the chance to do so, and grow from the feedback of my peers and teachers(s). I recognize that my teacher is not the only person responsible for my learning. When I make mistakes I fix them. Nearly all of my work is done well. I can follow routines easily.
Approaches	I need help and support from my teachers to work on goals and tasks. When teachers or peers give me feedback on my work I may not use it to improve. I need support and reminders to get my jobs done. I may choose to leave my work as it is when given the chance to improve it. When I make mistakes I often ignore them or just fix a few before moving on. I often care more about getting my work done than whether it is done well. I can follow some routines, but may struggle if I want to do something else.
Just Beginning	I avoid getting help and support from teachers and peers. I have a hard time setting goals, and am more focused on just getting through the activity. I avoid work and often needs lots of support to get it done. I avoid fixing mistakes or avoid work when I feel I might make mistakes. I often avoid my work when it seems too hard or not very fun. I try to avoid routines I do not like.

Social Skills & Community Building

Includes empathy for others, assertive and effective communication, self awareness, self-care, and willingness to help others.

Exceeds	I am a positive leader at school. I model expected behaviors, appropriately support peers who may be struggling, and avoid behaviors that hurt others or the community. I can appropriately and effectively communicate my needs, and can compromise easily. I take care of myself by engaging in healthy eating, physical exercise, and getting enough sleep. I demonstrate empathy for others in ways that are more mature than expected for my age.
Meets	I usually model expected behaviors, and respond positively when I receive guidance and support. There are some situations where I am a positive leader, and some situations where I prefer not to take the lead. I support my friends. I can effectively communicate my thoughts and feelings. I care for myself most of the time by eating healthy food, exercising, and getting enough sleep. I demonstrate empathy for others.
Approaches	I model expected behaviors most of the time, but may struggle or resist when I get guidance and support. Sometimes I need reminders to be appropriate or kind. I avoid being a leader, or may take the lead in appropriate ways from time to time. I can sometimes communicate my thoughts and feelings appropriately. I support my close friends, but have difficulty with others who are not close to me. I sometimes care for myself by eating healthy food, exercising, and getting enough sleep, but may need support or reminders. I demonstrate empathy most of my peers.
Just Beginning	I model expected behaviors some of the time, but often need adult guidance and support. I often need reminders to be appropriate or kind. I can be a leader, but often try to lead others in ways that are not respectful or helpful. I can sometimes communicate my thoughts and feelings appropriately, and sometimes can be more aggressive in my communication. I support only my closest friends and have difficulty with those who are not close to me. I avoid eating healthy food, exercising or getting sufficient sleep.

Lakeview Appendix D: Greensboro/Stannard/Peacham Discussions and Minutes from Meetings

June 27, 2016

Meeting of Peacham, Stannard, Greensboro, and Lakeview Board Members
Lakeview Union School, Greensboro

Present:

Mike Heath, Cornelia Hasenfuss, Jessica Philippe, Margaret MacLean, Inez Lumsden, Diane Janukajitis, John Miller, Mark Clough, Carolyn Kehler, Victoria Von Hessert, MacNeil

Discussion:

1. Overview of the Caledonia Central Supervisory Union and the Act 46 status of its member districts.
 - a. 2 K8s (Barnet, Walden, Waterford) are in a 706(b) committee.
 - b. Danville, Cabot and Twinfield are forming a 706(b) committee.
 - c. These two groups will form a RED sidebyside.
 - d. Peacham participated in the exploratory group that is now a K8 706(b), but they have great concern about poor representation on any new board and concerns about losing Gr.7/8 choice. They have run the numbers for joining the K8 and for closing the school and tuitioning all students – neither option is good costwise or

communitywise.

2. The group reviewed the history of Lakeview Union School and Greensboro and Stannard's current participation in the OSSU Exploratory Committee. This committee is exploring an alternate structure that would largely keep things the same.
3. Various options for possible governance structures between the three towns were discussed. Participants also touched on the challenges faced by each school, as well as what each community has to date indicated is important to them.
4. School board members present agreed that all three towns shared an interest in keeping K6 governance, keeping our small, local schools, and that the towns share values and have support of their communities for retention and preservation of their local schools and boards.
5. Those present agreed on the following:
 - a. Peacham, Stannard, and Greensboro boards will formally vote in August to form an exploratory group.
 - b. Peacham will then ask Matt Forest, superintendent of Caledonia Central SU, to apply for a \$5000 exploratory grant for Peacham to explore its options with Greensboro and Stannard.

Approved 9-15-16

Orleans Southwest Supervisory Union
Lakeview Union School Board
August 8, 2016
6:00-8:00PM
Lakeview Union School Library

Board Members Present: Victoria Von Hessert, John Miller, Amy Skelton, Jerilyn Virden, Erin Dezell

Administrators Present: Principal Eric Erwin, Superintendent Joanne LeBlanc

Call to Order: Mrs. Von Hessert called the meeting to order at 6:02 p.m.

Approve Meeting Minutes: Erin Dezell moved to approve the minutes of June 13, 2016. The motion carried unanimously. Amy Skelton moved to approve the minutes of July 26, 2016. This motion was tabled until the numbers could be filled in since they were discussed at the meeting.

Public Comment: No public present

Board Business:

- Transportation: Amy Skelton summarized her informal phone survey of Lakeview parents on the topic of transportation. The general consensus was to consider a quarter mile walking zone. The notification system is effective. There wasn't a strong feeling to pursue extra curricular busing. People thought it was a reasonable use of resources to provide transportation for choice students who need to get to Hazen and have no other connection otherwise. Some people indicated that if parents elect to enroll students in another school for other reasons, OSSU should not pay and wouldn't want to see a change in that direction. In general, people seemed happy with service with the exception of bus 16. Parents indicated that concerns were communicated with the principal and/or the busing company and actions were taken, but the issue was not adequately addressed in some cases. This route is the longest and fullest bus with a mix of younger and older students. There has been some driver turn over. The option of using bus 6 for older students was suggested. Bud DeBonis will follow up with the bus provider about options. There was a request for a sign along a curve in the road near Runaway pond. Superintendent LeBlanc explained "carve outs", costs that are paid by individual school districts separately from what is assessed to all school districts. Boards should be aware of these and determine the degree to which they support the practice moving forward. Discussion followed on how this relates to Act 46 and increased unification across OSSU while balancing costs for Greensboro and Stannard. Since Stannard is a choice town, it benefits from current configuration. **Ms. Von Hessert moved that Lakeview Union delegates to the OSSU Board vote in support of a transportation RFP that a contains a minimum of a 2-year contract. The motion passed unanimously. Ms. Von Hessert moved**

that Lakeview Union delegates to the OSSU Board advocate for policy changes that would eliminate carve outs from the transportation system. Discussion followed. **The motion failed 4-1 opposed.**

John Miller moved that Lakeview Union delegates to the OSSU Board advocate to maintain carve outs from the transportation system. Seconded by Victoria Von Hessert, this motion carried.

- Act 46: Ms Von Hessert provided a brief summary. Greensboro is pursuing an exploratory committee for a merger with Peacham. No action by the Lakeview Union board is needed at this time until more information is brought by other school boards. Ms. Skelton suggested a survey of all OSSU families to learn where students would enroll and subsequent transportation needs if choice was offered within OSSU. Hardwick and Woodbury school boards are meeting to consider any possible options towards a merger later in August.
- Update of front steps: the board did not accept any of the bids received. Discussion on the potential need for a bond to address numerous maintenance issues followed. Bonds require a clear vision for how it will help students in order to gain adequate community support. There are some repairs that must be completed in the near future to avoid liability or accessibility issues. There is an interest in bringing all students under one roof within a 21st century school. There are costs associated with conducting research and developing some type of plan, including drawings, to bring to the community. Superintendent LeBlanc suggested a community discussion for input on the potential of a bond vote for both the physical structure and learning spaces. Ms. Dezell requested an estimate for producing a plan for community review. Bud DeBonis will research. No action was taken by the board beyond agreement to schedule a community meeting about Lakeview's future. Thursday, September 29, 2016 at 7-8 pm. The elevator repair is an immediate priority to maintain ADA compliance. **Ms. Von Hessert moved to authorize OSSU Central Office to pursue estimates for replacing the lift to ensure accessibility for students and parents, and if needed, to pursue an RFP. The motion passed unanimously.**
- VEHI update: Ms. Von Hessert stated that there is a seat opening on the Vermont Education Health Initiative (VEHI) board. VEHI manages the health care plans for school employees. There is a petition circulating to change the bylaws so that a VSBA member would hold the seat, which would change the composition of the board. If the board wishes to sign the petition, one member will need to sign for both health and dental. **Ms. Von Hessert moved for Lakeview Union School Board to sign the VEHI petition to amend the bylaws to have a representative from the VSBA serve on the VEHI board. The motion passed unanimously.**

Discussion Items:

- Facilities discussion: the board agreed by consensus this was discussed in the previous section of the agenda under Update of front steps.
- Engagement Plan: the board acknowledged summer activities related to engagement and agreed further discussion and planning is needed.
- Learning outcomes for students: Superintendent LeBlanc indicated that five of the seven areas are complete for the proficiencies. The board will need to review when they are available and incorporate into its own work.
- Executive Committee: Ms. Von Hessert provided a written summary of the Executive Committee meeting within the August 2016 folder. Board members also have access to all Executive Committee materials.
- Safety Policy: Superintendent LeBlanc introduced a new potential policy related to school crisis prevention and response. The next step would be to warn it for review in September and then the board can vote on it in October. School teams and local first responders met on July 26th for a kick off meeting for upcoming collaborative work to strengthen school and supervisory union wide emergency operation plans.

Administration Reports:

- OSSU Vision and Framework: Mr. Erwin stated that he provided the school-level report as part of the Leadership Team planning week. Superintendent LeBlanc shared her aligned work at the SU-level. These reports will form the basis for goal setting and work in the coming year. This document will be revisited throughout the year and will be incorporated into Lakeviews school action plan. Board members thanked the Superintendent and Principal Erwin for this work and thought it helpful.
- Pre-Audit Financials: Bud DeBonis introduced end-of-year FY16 financial reports available in the August 2016 folder. These have not yet been audited. Revenues exceed expenditures, and any positive fund balance will be moved into the building and grounds reserve fund as directed by the board.

Next Agenda Topics: Act 46, elevator/lift RFP, executive committee overview, safety policy to be warned, planning for bond community meeting, budget, learning outcomes, academic monitoring report, incidental report.

Bud DeBonis identified the numbers required to complete the July 26, 2016 meeting minutes: \$32,919.22, \$2,850, and \$44,000, respectively. **Ms. Von Hessert moved to approve the minutes of the July 26, 2016 meeting as amended. The motion passed unanimously.**

Executive Session for Negotiations: Ms. Von Hessert moved to enter executive session at 8:06 pm with the administration to discuss negotiation issues since prior knowledge would place the board at a disadvantage. The board exited executive session at 8:19 pm with no action taken.

Adjourn: the board adjourned by consensus at 8:19 pm.

Next Meeting: **September 7, 2016 - OSSU Board Meeting**
 September 12, 2016 - Lakeview Union Board Meeting

Transcribed by Marina Chapman

Approved 10-10-16

Orleans Southwest Supervisory Union
Lakeview Union School Board
September 12 , 2016
6:00-8:00PM
Lakeview Union School Library

Board Members Present: Victoria Von Hessert, John Miller, Jerilyn Virden, Erin Dezell, Robert Hurst, Inez Lumsden, Charles McAteer

Administrators Present: Principal Eric Erwin, Superintendent Joanne LeBlanc, Chief Financial Officer Bud DeBonis

Call to Order: Mrs. Von Hessert called the meeting to order at 6:07 p.m.

Approve Meeting Minutes August 8, 2016: **Victoria Von Hessert moved to approve the minutes of August 8, 2016. Seconded by Jerilyn Virden. Discussion: Mr. Miller suggested a change to the minutes, to reflect action that was taken regarding transportation. This motion carried unanimously.**

Public Comment- none

Board Business-Action Items: Issues that require the Board to make a decision by vote.

1. Vote on bids for Lift -if required: Superintendent LeBlanc reported that she had researched some different configurations for lifts; she had sought some bids and is waiting to hear back from some of the companies. One company out of Richmond, Vermont, is planning to visit the school and offer some input and possibly a bid. Brief discussion followed around handicap accessibility in the building. Currently the school building is compliant with accessibility requirements.

2. Act 46- vote on membership for Exploratory Committee with Peacham, Greensboro and Stannard: **Jerilyn Virden moved to nominate Victoria Von Hessert and John Miller as members to this committee, with Amy Skelton as alternate. This motion carried unanimously.** Victoria Von Hessert moved to amend the agenda to include discussion of possible Act 46 scenarios. This motion carried unanimously. Superintendent LeBlanc provided an overview of these documents which had been shared earlier in the day. Discussion followed about various scenarios.

Discussion Items: Issues that the Board discusses and deliberate, but no action is taken at this meeting.

1. Bond Process: next steps, issues, community meeting: Ms. Von Hessert shared that a meeting is planned for September 29th. Bud DeBonis suggested that before the school board ask the community to support building needs, they enlist a professional to provide an assessment of such needs. Superintendent LeBlanc suggested that the cost for such an assessment is estimated at least \$15K.

Discussion followed around possible building repairs and upgrades. The board agreed to invite the fire marshall to walk through the building and provide insight for consideration regarding facilities issues and improvements/ repairs.

John Miller moved to seek a facilities assessment, not to exceed \$15K. This motion carried unanimously.

The board decided to postpone the meeting that was planned for September 29th; to collect more information in the meantime.

2. Engagement Plan- Volunteer Outreach, other outreach opportunities: Some discussion followed around volunteerism and family participation, including the fingerprint/ criminal and background check required to volunteer or work in the school.

The board and administration discussed whether a website or some other social media is most useful to share school news and announcements. Superintendent LeBlanc stated that she believes Facebook appeals to the community and is a good way to outreach. However, open meeting law was discussed, with the warning that board members cannot engage in back-and-forth discussion on a Facebook page.

Superintendent LeBlanc will look into the existing Lakeview FB page and get more information for the board to consider when planning outreach via FB or other means.

3. Learning outcomes for Students- Update on progress: Superintendent LeBlanc shared this document draft with board members for continued discussion at a future date.
4. Debrief SU Board meeting: Some discussion of the transportation contract discussion followed. Victoria Von Hessert gave an overview of the September 7th OSSU board meeting.
5. School Crisis and Prevention Policy-warned for adoption in Oct. : The board reviewed this policy. One edit was suggested (a typo.) This will be on the agenda for adoption at the October meeting.
6. FY18 Budget guidance: Board members asked for considerations in the first budget draft such as efficiencies in delivery of services to students, continued focus on literacy improvement, possibility of foreign language, priorities regarding building needs (such as water fountains). Victoria Von Hessert asked to have a separate Google Drive folder for budget development documents.
7. Elevator/lift -do we roll this into a potential bond?

Administrative Reports

1. Principal's report: Eric Erwin had prepared a written report. He invited questions or comments from the board. He stated that his report at next month's meeting will include some information about after school programs, activities and initiatives.

Bud DeBonis shared that the revenue anticipation document from a previous board meeting had an inadvertent error in the date, so he had made a correction and sought the necessary signatures.

Agenda for next month

-
- FY 18 budget
 - Year-to-date budget report
 - Update on facilities
 - Learning Outcomes
 - Outreach
 - Possible Executive Session for negotiations
 - School Crisis Policy adoption
 - Act 46 updates

Adjourn: The meeting adjourned by consensus at 8:02 p.m.

Next Meeting: October 10, 2016

Transcribed by Lisa Stoudt

Approved: 12/12/16

Orleans Southwest Supervisory Union
Lakeview Union School Board
November 14, 2016
6:00-8:00PM
Lakeview Union School Library

Board Members Present: Victoria Von Hessert, John Miller, Jerilyn Virden, Inez Lumsden, Amy Skelton, Erin Dezell

Administrators Present: Principal Eric Erwin, Superintendent Joanne LeBlanc, Chief Financial Officer Rick Pembroke

Others Present:

Call to Order: Ms. Von Hessert called the meeting to order at 6:11 p.m.

Approve Meeting Minutes October 10, 2016: Ms. Von Hessert moved to approve the minutes. Discussion: She pointed out an error in the minutes. This motion carried, with noted edit.

Public Comment: none

Board Business-Action Items: Issues that require the Board to make a decision by vote.

1. **FY18 OSSU budget- vote at 11/29:** Ms. Von Hessert noted some changes in this budget: consolidation of tech services and an upgrade in the phone services. The board reviewed this draft. This will be voted on at the November 29th full board meeting. Superintendent LeBlanc explained some of the changes in this budget; some of the changes result in changes in the accounting or funding stream. The Lakeview board expressed its support for this budget as presented.

Discussion Items: Issues that the Board discusses and deliberate, but no action is taken at this meeting.

1. FY17 Year to date Financial Report: Superintendent LeBlanc reviewed this report with the board.
2. FY18 Budget Draft 2: Rick Pembroke reviewed this draft. He explained that he had reviewed and made some changes to the details in the budget draft, to bring it to a more accurate estimate, especially around salaries and benefits. He explained some changes in the way special education costs are reflected in the supervisory union budget and in the local school budgets. Mr. Pembroke explained some of the details of this budget draft with the board. Some discussion followed around foreign language instruction. Principal Erwin expressed his conviction that if a foreign language is offered, then it be offered to all students. The board agreed

that meeting twice in December will be necessary. Mr. Pembroke invited board members to contact him if they have any questions about the budget or anything related to education financing.

3. Facilities update: The board hopes to consider proposals for facilities improvements at the December meeting. Principal Erwin stated that his overall “ask” is that all of the student classrooms be in one building, when considering whether to pursue a bond.
4. Communications: Some discussion followed around using the website and Facebook and Front Porch Forum to outreach, especially around current board work. Amy Skelton suggested taking photos around the school, for instance, to explain some proposed changes to the facilities (in a possible future bond vote). Marina Chapman had shared some documents with boards to help focus on outreach and communication. The board discussed these documents.
5. Act 46- Peacham meeting and status of Alternative Structure: Victoria Von Hessert shared the intention to have the Lakeview Act 46 report ready by February or March 2017. Superintendent LeBlanc had shared Craftsbury’s format for a report; she invited the board to use this same format. Ms. Von Hessert shared that the Peacham meeting had been well attended and useful. Discussion is still underway and no decisions have been made yet as far as how Peacham might move forward in light o Act 46. Board members expressed support in continuing to consider alternative options with Peacham, even if the only outcome a learning and growing experience from exploration and discussion. That being said, board members stated that a merging opportunity with Peacham is “far fetched.”
6. Executive Committee Report: Victoria Von Hessert reported from the Executive Committee.
7. Learning Outcomes Review: The board reviewed the Learning Outcomes document. Mr. Miller commented that some of the “voice” in the document is inconsistent. The sub committee that has worked on this document will continue to make edits; the board will consider this at the next board meeting.

Administration Reports-Incidental Information- No Board Action Required

- Principal and Superintendent Incidental Reports: Board members reviewed these written reports.
- Agenda topics
 - mid-year academic data
 - Act 46
 - Executive Committee
 - Facilities update

Agenda for next month

Executive Session for Negotiations- Prior knowledge would place the board at a disadvantage (none)
Executive Session for Superintendent Evaluation - Victoria Von Hessert moved to go into Executive Session at 8:13 to complete the Superintendent’s Evaluation. This motion carried unanimously.

Adjourn: The board adjourned by consensus at ____.

Respectfully submitted,
Lisa Stoudt, Board Scribe

**Next Meeting: SU Board - November 29 - Woodbury Elementary School
December 12 and 21, 2016**

Lakeview Appendix E: Greensboro and Stannard Town Meeting Day Survey & Results, Minutes of Public Forums, December 2015 and June 2016

Vermont's school district consolidation law (Act 46) was designed to address some of Vermont's current challenges in education. Under this law, school districts and supervisory unions are being asked to unify boards by 2019 into more efficient models to meet the needs of students and address taxpayer concerns. The law was passed to encourage and support local decisions that:

1. Provide substantial equity in the quality and variety of educational opportunities statewide;
2. Lead students to achieve or exceed the State's Education Quality Standards, adopted as rules by the State Board of Education at the direction of the General Assembly;
3. Maximize operational efficiencies through increased flexibility to manage, share and transfer resources, with a goal of increasing the district-level ratio of students to full-time equivalent staff;
4. Promote transparency and accountability; and
5. Are delivered at a cost that parents, voters, and taxpayers value.

This survey will help your school boards understand the opinions of community members as we consider various options and configurations under Act 46.

On a scale of 5 to 1, with **5 being strongly agree and 1 being strongly disagree**, please share with us how you feel about the following statements.

Lakeview Union Elementary is an important part of our community and should be kept open as part of any new configuration.	5	4	3	2	1	No Opinion
Small local school boards will make better decisions for our schools and students than would a single, large, district-wide board governing all local schools.	5	4	3	2	1	No Opinion
School choice for high school students should be a primary goal as the Town and school boards consider options presented to comply with consolidation.	5	4	3	2	1	No Opinion
Limiting any tax increase should be a primary focus as the Town considers options presented that comply with consolidation.	5	4	3	2	1	No Opinion
District consolidation will create new learning opportunities for children.	5	4	3	2	1	No Opinion
A merger or alignment with other schools in our area under Act 46 would be beneficial.	5	4	3	2	1	No Opinion
I need more information about Act 46.	5	4	3	2	1	No Opinion
Our school board will meet the needs of our community on the issue of district consolidation.	5	4	3	2	1	No Opinion

Is there one thing that you would like to school board to know that is most important to you in regards to act 46? Please comment below or on the reverse of this page.

Survey Results

Greensboro Town Meeting Survey 2016

Question	5	4	3	2	1	No opinion	Total
Lakeview Union Elementary is an important part of our community and should be kept open as part of any new configuration.	38	3	9	1	2	2	55
Small local school board will make better decisions for our schools and students than would a single, large district-wide board governing all local schools	23	14	5	5	8	0	55
School choice for high school students should be a primary goal as the Town and school boards consider options presented to comply with consolidation.	22	7	15	6	5		55
Limiting any tax increase should be a primary focus as the Town considers options presented that comply with consolidation.	14	11	19	5	6	0	55
District consolidation will create new learning opportunities for children.	7	14	22	7	1	1	52
A merger or alignments with other schools in our area under Act 46 would be beneficial.	5	10	24	8	5	1	53
I need more information about Act 46.	18	13	4	6	9	6	56
Our school board will meet the needs of our community on the issue of district consolidation.	15	17	14	2	0	6	54

COMMENTS

Need more info.

The town has already lost a lot of control with the governance policy. This just takes away more control.

I know the idea of magnet schools have been discussed. I believe that elementary kids are too young to have to make decisions that large. Too much pressure.

Please look outside of the OSSU for partnerships that would benefit our students.

Please hurry to take advantage of tax benefits of Act 46.

Notes from Greensboro Meeting Concerning Act 46 June 7, 2016

5:00 p.m. Greensboro Free Library area residents gathered to discuss and consider implications of Act 46 for Lakeview and area schools. In attendance were Victoria von Hessert, Erika Karp, Inez Lumsden, Virginia Lapierre, Carolyn Kehler, Charlie McAteer, Nancy Reige, Diane Janukajtis, Chip Troiano, Dave Kelley, Amy Skelton, Carl Stein, Joe Wood, Susan Wood and Judy Carpenter.

Victoria van Hessert opened the meeting with a brief description of the history and efforts of the school districts in the Orleans Southwest Supervisory Union (OSSU) to comply with Act 46. She explained what has been done by the "Act 46 Exploratory Committee" and that the configuration and governance of our schools in the OSSU was unique and made Act 46 more challenging for us than for districts in less rural areas. She explained that we will most likely have to come up with an "alternative structure" and not the preferred structure that the Act calls for.

The group discussed reasons underlying Act 46, including declining enrollment. Carolyn Kehler noted that there were only seven babies born to parents in Greensboro last year and that this demographic can put the future well being of Lakeview at risk, given the State's education formula.

It was suggested that attracting home schooled students into our schools would help with the per pupil costs of education in the area. Virginia Lapierre, who homeschools her children, pointed out how homeschooling allowed families far greater flexibility in terms of schedule and the everyday rhythms of family life. She also noted how homeschooling is much less expensive than public schools.

Some in attendance expressed the belief that many of Vermont's legislators and the leadership at the Agency of Education wanted Vermont to move to a more centralized educational system and that Act 46 was a step in that direction.

There was a discussion about what kind of representation Greensboro would have if the OSSU was to adopt a "preferred structure" under Act 46 with concern that Greensboro would be at the mercy of the larger communities since representation on the new board would likely be proportional based on population. Diane noted that the law did allow for the election of boards with "at large" candidates and a third type of structure that could help small towns be better represented if we have to consolidate school boards.

Diane also noted that Stannard's tax burden was one of the very highest in the State and that Stannard grand list was also small. Nevertheless, she was clear that Stannard did not want to give up choice.

The group was polled to gather a sense of what characteristics people at the meeting thought we should strive to preserve or create for our schools in the Act 46 process. There was general support expressed for the following: 1) More choice; 2) Preserving small, local schools; 3) No long bus rides; 4) Retaining some kind of local control.

Victoria noted that Greensboro was approached by Peacham about discussing a merger with districts that were not already a part of the OSSU. Various obstacles to that possibility were discussed (Greensboro's participation in Hazen Union, the geographic distance between Greensboro and Peacham, operating two elementary school buildings).

It was agreed that we need to begin to draft options to present to a broader cross section of the community. Diane, Amy, Charlie, Victoria, Carolyn and Dave volunteered to help draft options and proposals as well as ideas for a larger forum.

Amy Skelton described what she called Greensboro's "best, realistic option." She said that option would have the following characteristics: 1) Each of the towns in the OSSU with elementary schools would retain their elementary schools; 2) Stannard and Wolcott, which have universal secondary school choice would retain that school choice; 3) The other towns within the OSSU, besides Stannard and Wolcott, would have secondary school choice with respect to Hazen Union and Craftsbury Academy, with a greater effort to access and share resources.

(Question: Did Amy talk about governance structure?)

Joe Wood noted that if we thought this was the "best, realistic option" then discussions with Peacham would distract people from what should be the focus of our efforts. It was left that despite that additional possibility we would still have at least one discussion with representatives from Peacham. Dave Kelley would contact them.

Carl Stein spoke about how just a couple of years ago he worked with others to create a Regional Education District under Act 153. He said the proposal was very much like the option described by Amy. He said it involved long hours of work and was eventually defeated because of a couple of assertive voices. Carl said he could not devote that kind of time to this effort but recommended somebody get notes and minutes of their efforts. Dave Kelley said he would do that.

Carl also pointed out that close scrutiny reveals there will be no significant tax savings from simply consolidating school boards or putting the mergers in place that are called for by Act 46.

There was concern about our inability to implement one of the State's preferred structures and the risk of losing small school grants. It was noted that without a preferred structure it would be important to have test scores that looked good. It was noted by some that the intrinsic value of small schools to a community cannot be measured by standardized tests.

To do list—Going forward the group needs to: 1) develop email addresses for community members interested in helping with this effort; 2) Draft proposals and options; 3) Reach out to as wide a cross section of Greensboro neighbors as possible (a community forum?); 4) Get background work previously done by RED committee; 5) Better understand how to preserve small schools grant; 6) Talk to Peacham; 7) Consider how to effectively communicate once we have a proposal that people feel we can support; 8) Develop proposals and a communication plan.

Approved 4/4/16

Orleans Southwest Supervisory Union
Lakeview Union School Board
December 10, 2015
6:30-7:30PM
Lakeview Union School
Special Meeting

Board Present: Victoria Kehler, Jeri Virden, John Miller, Charlie McAteer, Inez Lumsden, Erin Dezell, Amy Skelton

Other Present: Joanne LeBlanc, David Kelley, Jim Flint, June Cook, Carolyn Kehler, Tim Nisbet, John Moffatt, Sam Friend

Board Business: Act 46 Greensboro Community Forum: Carolyn Kehler introduced Superintendent Joanne Leblanc and explained the purpose of the meeting was to hear from members of the community about what was most important to people about our school system and what characteristics and qualities they most hope to preserve or change in the Act 46 process.

Victoria Von Hessert spoke about the purposes of Act 46 and pointed out that as we go forward it would be helpful to get key definitions of terms that are being used in the dialogue to help facilitate the conversation. She also asked that the public be provided with a clear explanation of what options might be available to the community in order to comply with the consolidation requirements of Act 46.

Jim Flint explained that he had difficulty envisioning our current governance structure, how that might change and what the various alternatives might look like as well as their consequences. Sam spoke about the values and benefits of a small school and a place where everybody knows everybody and where everyone gets individualized attention.

Joanne explained some of the anomalies of the Orleans Southwest Supervisory Union (OSSU): First, that Lakeview was a union school where one partner (Stannard) had secondary school choice and wanted to retain that quality, and the other partner (Greensboro) had a commitment to an operating school (Hazen). Joanne also explained that the OSSU was unique in that it is the only SU that embraces parts of four separate counties. She noted our uniqueness poses unusual complications in the process envisioned by Act 46.

There was a discussion about Wolcott. Joanne said that Wolcott was in the catbird's seat because they have approximately 250 students and they have choice for grades 7-12. Right now they are being courted by Lamoyille North and others. Joanne said that Act 46 was not just about redesigning governance structure but was a means to re-imagine how we could better provide educational opportunities to students. She said it was a way in which we might consider better use of community resources and enhancing curriculum with more focus on the personal interests of individual students which is the intended purpose and requirement of Act 77. She suggested that rich local resources such as the performing arts programs, businesses and institutions involved in food, nutrition and agriculture might all help enhance new Personalized Learning Plans and enrich curriculum. Joanne also told the group that Craftsbury was considering the possibility of becoming an independent school.

Carolyn said that this was the time for our community to think through what we want the final result to look like. Sam said "What is it about Hazen? Why don't they (other towns, choice towns) want to go to Hazen?" Joanne replied, "Students from Stannard do come to Hazen." She said Wolcott is split because of transportation and family tradition but a significant number of students from Wolcott also come to Hazen.

Joanne outlined some of the options we should be thinking about: Leave schools the way they are, presumably with a single Board (and perhaps advisory committees for each school); or all districts have choice—which would require a change of the law by the Legislature for choice outside of the schools in the SU or district. People from Greensboro said they would like school choice.

June Cook asked how curriculum with a focus such as food and agriculture would be any different than the Green Mountain Technical Center. Dave Kelley said he thought the concept was more like the Bronx High School of Science, with the traditional core curriculum but more personalized with a focus on students individual interests.

Carolyn spoke of her experience in Pomfret and said that a good school can be weakened when families with children cannot afford the housing in the community. A question was then raised about whether or not we could become the first SU to have full school choice within and outside the SU. Joanne said there will be a meeting with key Legislators where those types of questions can be raised (date of meeting January 14th, 2016).

Joanne suggested that we should survey our community about what qualities of our schools they would most like to preserve in this process and what changes they feel might be adopted that would improve our schools.

Four summary points for the forum:

- people spoke out for choice for high school
- Stannard's desire to keep choice
- A hope to keep things as they are
- A desire to move more quickly and not get left behind

Act 46 Alternative Structure Proposal Stannard Town School District School Profile

Board of Directors

Inez Lumsden, Chair

Ben Hewitt, Vice Chair

Diane Janukajtis, Clerk

Stannard Town School District

School: Non-Operating District - PK & Tuition 7-12

District at A Glance

Stannard's K-6 student population is served by the Lakeview Union Elementary school and Stannard citizens serve on the Lakeview Union School Board with representatives from Greensboro.

Stannard, Vermont, is the smallest town in Caledonia County; it covers an area of 12.5 square miles at an elevation of 1700 feet. The population was 2016 in the 2010 U. S. Census (<http://goo.gl/maps/hU3Vu>). The town was originally Goshen Gore Number One; it became a town in 1867. The western part of the town is the most inhabited because the eastern portion of the town is mostly mountainous terrain and a state wildlife management area - approximately one third of the town's acreage is located in Steam Mill Brook Wildlife Management Area. Stannard is accessible from the west through Greensboro and from the east over Wheelock Mountain through the Wildlife Management area. It has 18 miles of dirt road; there is no post office, zip code, store or library. The village consists of the old church (seasonal use only), the old schoolhouse and a few homes.

The first schoolhouse was built in 1823, the second in 1834. The town operated both small schools which were later combined into a single, one room schoolhouse which closed, circa 1964. The original building still serves as Stannard's town hall. For the next 20 years, Stannard was a non-operating, tuitioning district (K-12) until 1985 when the Stannard community joined with Greensboro to form the Lakeview Union School District. Since the formation of that union district, Stannard students in grades K-6 have attended Lakeview Union School administered by a union school board.

The Stannard Town School District is one of nine school boards within Orleans Southwest Supervisory Union serving six schools in six towns across four counties. Each board has specific responsibilities based on Vermont law and individual school district charters.

The Stannard School District has maintained its own town school board that currently governs the funding of universal prekindergarten education for Stannard residents, as well as, the tuitioning of Stannard students in grades 7-12. As noted earlier, the elementary school programs fall under the responsibility of the Lakeview Union School Board where Stannard is represented by two school board directors on the eight member Lakeview Union School Board.

This geographically unique operating structure reflects the important role that school choice has played in the educational history of Stannard. This structure is valued by the citizens and parents of Stannard as an important means for insuring that every child's education is uniquely matched to their educational needs and aspirations, as well as, reflecting the pragmatic needs of parents in Stannard who work throughout the region. In many cases, parents choose schools in the direction of their work to ease transportation issues – Stannard may be one of the only communities in Vermont with no paved roads (18 square miles), making transportation a challenging consideration in educating one's child.

To meet that challenge, the Stannard community has always offered and financed busing to enable publically funded student transport to both Craftsbury Academy and Hazen Union High School when those transportation options were not offered by the receiving school.

History

Recent History

Universal Preschool

Stannard parents exercise choice regarding where their child will attend preschool according to VT law Act 166 and OSSU policies regarding preschool enrollment. In the 2016-2017 school year, the district paid tuition for seven (7) students to attend the Four Seasons of Early Learning Preschool – a 5 star VT Department of Children and Families approved preschool which operates as an independent non-profit early education center (previously the site of a former public school for Greensboro). It's located in an old schoolhouse in Greensboro Bend (part of town of Greensboro) which has a long history of serving preschool and kindergarten age children from Stannard and Greensboro, first as a half day, non-profit, parent operated and maintained cooperative to the current full day program. All Greensboro and all Stannard preschool children attend, creating solid social bonds between the students and families who will later make up the Lakeview elementary school community. Parents laud the school's compassionate and innovative administration and teacher core. In addition, Four Seasons offers daycare in the afternoon, creating a seamless daily transition for Stannard and Greensboro working families. The Greensboro Bend location is halfway in-between the villages of Stannard and Greensboro in the valley along VT State Route 16. This is a key location for parents who have children attending the center and need their child to ride the bus from Greensboro Bend to Lakeview Elementary.

Average Daily Membership

Since 2012, the Stannard Town School District (prek and 7-12) has seen a healthy growth in its average daily membership of 18 students in 2012 to 31.85 in 2017. (See Appendix B) Unlike other communities in the state, Stannard continues to enjoy a solid growth rate in its student population as young families see Stannard as an attractive choice to live and raise a family.

High School Attendance/Tuition

As Stannard has never operated a high school for grades 9-12, over the years Stannard high school students have chosen to attend a broad range of public and approved independent high schools in pursuit of the best educational match for their personal needs and aspirations. (See Appendix C: Stannard Enrollment Matrix). In 2016 the School Board implemented a policy requiring Stannard parents/guardians to complete a tuition/residency voucher which is submitted to the board for payment approval.

In 2016, Stannard students attended the following high schools:

Craftsbury Academy	5
Hazen Union High School	12
Lake Region Union High School	1
Peoples Academy	1

For the 2017-2018 school year, Stannard students are projected to attend:

Craftsbury Academy	5
Hazen Union High School	10
Lake Region Union High School	1
Twinfield	1

Note: See Appendix D for history of Stannard Student Enrollment Table for High School attendance 1984-2018

History Student Performance

For tuition districts, tracking student performance in high school is difficult. One of the reasons for the district's decision to track school attendance is to begin to establish some form of reporting protocol with receiving high schools on how our students are performing and to use that information to strengthen and align their elementary school instructional program. The Stannard School Board sees this as an essential operational goal in working to meet the educational goals of Act 46.

Community Collaboration / Relationship to Community

The townships of Stannard and Greensboro have always had a shared agricultural economy (hill farms and logging); Greensboro was the traditional the economic the hub of both communities because of the railroad route through the Bend. In the past 25 years, both communities have seen shift to a service economy aimed at serving the needs of summer residents and tourists. In recent years, however, younger families have begun moving into Stannard to farm the land and begin other unique "boutique" enterprises. (see census and enrollment data) These young families have renewed our community's interest in keeping and improving our elementary school, and maintaining choice within the district, an interest that we share with the citizens of Greensboro.

Facilities

As noted earlier in the section covering the history of the Stannard schools, the community no longer operates or maintains a school.

Mission, Curriculum, and Educational Goals

For a description of the mission, curriculum and educational goals for our elementary school and the students that it serves, see the Lakeview Union section of this report. However, the Stannard Town School Board would add a voice of support to the Lakeview Elementary School Board's ongoing initiatives to strengthen the educational programs at our elementary school.

In meeting the educational goals of Act 46 for our preschool and high school students, the Stannard community views the strong relationship between our preschool and elementary school programs, as well as, high school choice as the most effective means for maintaining and enhancing the learning opportunities for our children and ensuring high levels of student achievement. Parents can match their student's needs with the educational programs of a large variety of regional high schools.

Act 46 Exploration

Summary of Discussions with Other Districts

Stannard School Board Members have attended Act 46 meetings with the member districts that make up the Orleans Southwest Supervisory Union. In addition, Stannard met with Peacham, Greensboro, and Lakeview school board members to examine the potential of forming a Pk-6 union among the three elementary districts. In the course of these deliberations, four options emerged.

Option #1 - Form a preK-6 district with 7-12 choice with Peacham, Greensboro, and Stannard

The boards formed an Exploratory Committee which secured a \$5,000 grant from the AOE to consider this option. We were unable to move forward as Peacham and Stannard have similar operating structures (PreK-6 and 7-12 school choice), but Greensboro belongs to Hazen Union – not a like structure – and districts within the union made it clear that they would not support a vote for Greensboro to leave the union. In addition, it was unclear to Greensboro board members whether voting to leave the union would be in either the financial or educational interests of its citizens or students. Finally, neither Stannard nor Peacham were interested in changing their operating structure by merging with Greensboro, giving up middle and high school choice and joining Hazen Union. The geographic distances affording such a union were also a consideration, making the coordination and sharing of educational opportunities extremely difficult.

Option #2 – Join Hazen Union; no longer provide 7-12 high school choice

According to financial projections provided by the Orleans Southwest Supervisory Union and the Act 46 Study Committee (see full report), joining Hazen Union would have substantially raised Stannard school taxes and adversely impacted the Hazen Union budget due to the loss of tuition revenues. In addition, Stannard citizens did not see merging with Hazen Union and giving up high school choice as in their children's best educational interests.

Option #3 – Join a PreK-12 non-operating district (Northeast Kingdom Choice District)

Ten member towns located in the Northeast Kingdom that do not operate a school that have formed a new school district under Act 46. This option would have required a vote of both the Greensboro and Stannard communities to end their current elementary school union. This course of action was favored by either community. In addition, in such a governance structure, no one school would guarantee accepting and serving all of Stannard's elementary students fracturing the sense of community important to the development of our youngest students. The recently voted NEK Choice District Articles of Agreement do not allow member towns to provide or fund transportation to and from school which is a concern for the Stannard School District as voters have indicated this is an essential service for their child. Finally, OSSU projections indicated that this option would cost our taxpayers the same or even more than our current structure (see full report).

Option #4 – Work with current OSSU member districts to create a sustainable Alternative Structure for submission to the State Board.

Stannard is unable to merge or consolidate under Act 46 due to its geographic and structural isolation – there are no other “like” districts in the OSSU or our region. Stannard, as a member of an exploratory committee with other OSSU boards, agreed that the current Supervisory Union structure offers the best governance structure within our region to meet the goals of Act 46. We support initiatives within the current supervisory union structure to:

1. Establish new patterns of governance that ensure that we work collectively and responsibly in delivering a quality education to every prekindergarten through grade 12 student residing in our supervisory union regardless of local district affiliation;
2. Identify inequities and/or disparities among our districts or among demographic subgroups within and between our districts and the ways in which the OSSU will work to address these educational disparities or inequities;
3. Operate in a manner that maximizes efficiencies through economies of scale and the flexible management, transfer, and sharing of nonfinancial resources among the member districts of our SU.

In addition to addressing the goals of Act 46, an alternative structure would enable Stannard to maintain its current educational affiliation with Greensboro, maintain school choice, and create new opportunities to work with our traditional partners within the current S.U to address the emerging needs of every student in the Orleans Southwest.(see full report)

Summary of community Involvement (e.g. Act 46 community outreach activities)

During the course of our deliberations on Act 46, the Stannard Town School board held two town meetings/ forums in March 1, 2016 and March 7, 2017 to inform the greater community and solicit feedback on our options. In addition, we surveyed the community for feedback on our community’s options under Act 46.

The two resounding interests expressed by community members and parents were to keep choice and maintain and strengthen our union elementary school in Lakeview.

Note: See Appendix D for list of Meetings concerning Act 46 attended by Stannard representatives.

Meeting the Goals of Act 46

Equity

As a non-operating/tuitioning school district, the most important issue facing our parents and student is terms of equity is “Access”. As noted earlier in this section, Stannard township has 18 square miles of unpaved roads making transportation, particularly in winter difficult. In addition, we recognize that not all parents are able to transport their child to the school of their choice. Despite no legal requirement to do so, Stannard has provided busses to Hazen Union High School and Craftsbury Academy to ensure a meaningful degree of choice equity. Given the distances involved to other regional high school, it is not

practicable of financially feasible to extend our busing program beyond those two schools

Quality

As a non-operating/tuitioning school district, the most important issue facing our parents and student is terms of equity is "Access". As noted earlier in this section, Stannard township has 18 square miles of unpaved roads making transportation, particularly in winter difficult. In addition, we recognize that not all parents are able to transport their child to the school of their choice. Despite no legal requirement to do so, Stannard has provided busses to Hazen Union High School and Craftsbury Academy to ensure a meaningful degree of choice equity. Given the distances involved to other regional high school, it is not practicable of financially feasible to extend our busing program beyond those two schools

Accountability and Transparency

Locally, we provide our citizens through the vehicle of our annual town report an annual accounting of our district's spending and operations. This includes, long term budget and tax comparisons, a projected budget for the next fiscal year, and 3-year tax rate comparisons. In the last town report, as noted earlier, we were able to provide our citizens with a cost matrix of the high schools our students were attending and the budgeted cost of those tuitions.

An examination of those trend lines (see Appendix B) reveals that over the past seven years for which the district has available data:

1. Stannard's has seen a healthy and steady increase in its Average Daily Membership unlike other communities in Vermont. (See Appendix B) In addition, recent census projections for Caledonia county suggest a pattern of slow but steady growth in population for our area. [Vermont Agency of Commerce and Community Development](#)
2. While the district's educational spending has increased in that same time frame, the number of equalized pupils served by that spending has also increased keeping the overall cost of education spending per equalized pupil relatively flat during the past seven years, with a few variations driven by one time increases in spending due to changes in our student population – despite the addition of a preschool program.
3. Finally, despite fluctuations in the Stannard community equalized tax rate, the tax rate for 2018 was actually a bit lower than the tax for 2012.

For our board and our community, we see all of this data as evidence of a healthy and sustainable educational program moving into the future.

That said, it is the position of the Stannard Town School Board that as a local district and a Supervisory Union, we can do better in providing a transparent and accountable picture of the educational and fiscal health of our district. In particular, the Stannard School District would like to see, as part of SU's plan for an Alternative Structure, the creation of additional vehicles for reporting student performance data across schools and districts, as well as, providing financial information that highlights the performance and operations of both individual districts and SU operations, and to use that data strategically by initiating additional, meaningful, cross district opportunities for local boards members to work together strategically to address the collective and individual needs of the students served throughout our supervisory union.

Operational Efficiencies

As a non-operating district, our budget is primarily the result of fixed tuition expenses established by the schools/districts our students attend. While the board has little leverage in these matters, we nonetheless would like to see better reporting mechanisms on school operations from the schools that serve our students. Despite that fact, our operating budgets have grown modestly over the past seven years mostly due to an increase in our overall student enrollment. (see Appendix B).

Value

As a choice district, the question of value is a calculation primarily arrived at by individual students and their families. However, as a school board, we have been able to report to our taxpayers long-term trend lines in spending and enrollments. Despite fluctuation in spending our district's education spending per equalized pupil has remained flat along with our local tax rate – something that our taxpayers value.

The community's support for its schools is evidenced by the fact that Stannard voters have consistently supported the school board's budget appropriations in support of its children. In fact only one budget was strategically rejected in Stannard in the last 30 years to send a message concerning the passage of Act 60.

That said, we would like to find ways to provide our community members more and timely performance data on how our high school students are progressing – not simply for reasons of accountability but to foster our community's ownership and pride in the education of its young people.

Looking to the Future

As school board members and community representatives, we are concerned about what we perceive as the changing socio-economic demographics of our area including an increasing population of free and reduced students and higher levels of student poverty and emotional need characterizing our own student population and the schools that our students attend. We believe that we need to develop the data both locally and regionally to support a strategic conversation about these issues in our area.

Stannard Appendix A: Stannard Town Historical Population

Table 1: Historical Population

Census	Pop.	%±
1850	215	—
1860	240	11.6%
1870	228	-5.0%
1880	252	10.5%
1890	239	-5.2%
1900	222	-7.1%
1910	206	-7.2%
1920	173	-16.0%
1930	154	-11.0%
1940	140	-9.1%
1950	116	-17.1%
1960	113	-2.6%
1970	88	-22.1%
1980	142	61.4%
1990	148	4.2%
2000	185	25.0%
2010	216	16.8%
Est. 2014	222	2.8%
U.S. Decennial Census ⁹		

Stannard Appendix B: AOE Data for Stannard Town School District

Average Daily Membership (ADM)						
2012	2013	2014	2015	2016	2017	2018
18.00	21.00	25.50	26.08	30.50	31.85	N/A
Equalized Pupil Counts						
2012	2013	2014	2015	2016	2017	2018
17.58	19.66	23.07	26.2	25.13	30.82	28.94
Equalized Tax Rate						
2012	2013	2014	2015	2016	2017	2018
1.3942	1.584	1.7446	2.6513	1.7272	1.2905	1.3372
Budgets / Total Expenditures						
2012	2013	2014	2015	2016	2017	2018
\$345,206.00	\$407,648.00	\$507,022.00	\$605,253.00	\$535,402.00	\$527,311.00	\$383,118.00
Education Spending						
2012	2013	2014	2015	2016	2017	2018
\$280,832.00	\$332,365.00	\$394,880.00	\$541,258.00	\$464,220.00	\$385,852.00	\$383,118.00
Education Spending per Equalized Pupil						
2012	2013	2014	2015	2016	2017	2018
\$13,692.00	\$15,232.13	\$16,984.09	\$20,658.70	\$16,502.67	\$12,519.53	\$13,328.36

Stannard Appendix C: Town Meeting Day 2016: School District Consolidation (Act 46) Survey

Vermont's school district consolidation law (Act 46) was designed to address some of Vermont's current challenges in education. Under this law, school districts and supervisory unions are being asked to unify boards by 2019 into more efficient models to meet the needs of students and address taxpayer concerns. The law was passed to encourage and support local decisions that:

6. Provide substantial equity in the quality and variety of educational opportunities statewide;
7. Lead students to achieve or exceed the State's Education Quality Standards, adopted as rules by the State Board of Education at the direction of the General Assembly;
8. Maximize operational efficiencies through increased flexibility to manage, share and transfer resources, with a goal of increasing the district-level ratio of students to full-time equivalent staff;
9. Promote transparency and accountability; and
10. Are delivered at a cost that parents, voters, and taxpayers value.

This survey will help your school boards understand the opinions of community members as we consider various options and configurations under Act 46.

On a scale of 5 to 1, with **5 being strongly agree** and **1 being strongly disagree**, please share with us how you feel about the following statements.

Lakeview Union Elementary is an important part of our community and should be kept open as part of any new configuration.	5	4	3	2	1	No Opinion
Small local school boards will make better decisions for our schools and students than would a single, large, district-wide board governing all local schools.	5	4	3	2	1	No Opinion
School choice for high school students should be a primary goal as the Town and school boards consider options presented to comply with consolidation.	5	4	3	2	1	No Opinion
Limiting any tax increase should be a primary focus as the Town considers options presented that comply with consolidation.	5	4	3	2	1	No Opinion
District consolidation will create new learning opportunities for children.	5	4	3	2	1	No Opinion
A merger or alignment with other schools in our area under Act 46 would be beneficial.	5	4	3	2	1	No Opinion
I need more information about Act 46.	5	4	3	2	1	No Opinion
Our school board will meet the needs of our community on the issue of district consolidation.	5	4	3	2	1	No Opinion

Is there one thing that you would like to school board to know that is most important to you in regards to act 46? Please comment below or on the reverse of this page.

Survey Results

3.1.16 STANNARD SURVEY Act 46
 AM PM

Calendar	5 5 5 5 5 5 3 5 5 5 5 5 5 4	2 4 5 5 5 5 1 5 5 5 5 5 5
1	1	
Small	5 3 5 5 5 5 5 4 5 5 5 5 5 5 4	4 4 4 5 5 5 3 5 5 5 5 5 5
2	5	
Local		
Choice	5 5 5 5 5 5 5 2 5 5 5 5 5 5 5	5 4 3 5 5 5 5 5 5 5 5 5 5
3	5	
Cost	5 5 3 5 5 4 5 3 5 5 5 2 4 3 0 1	2 5 3 4 4 5 5 5 0 5 3 3 4
4	3	
Opportunities	2 3 1 5 2 1 3 4 5 2 3 1 3 1 1 ?	4 4 4 3 2 1 5 1 1 3 2 2 4
5	1	
Mayor	1 3 1 2 2 1 3 3 0 0 3 1 3 1 1 ?	3 3 3 0 3 1 5 1 1 3 2 1 3
6	1	
Info	5 5 4 5 0 5 5 4 5 5 3 5 4 0 5 4	1 0 5 5 5 5 1 3 0 5 3 1 4
7	0	
Board	5 3 0 0 5 5 5 5 5 5 5 5 4 3 5 4	4 4 2 5 3 5 5 5 3 3 5 5 4
8	5	

We need to clarify school goals and then decide on how best to achieve them.

Keep school choice 7-12

Stannard Appendix D: Town of Stannard School Enrollment History

Town of Stannard School Enrollment History
(Compiled from Town Reports)

School Year	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17		
	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18		
SCHOOL																																				
Hardwick Elementary	9	9	5	3	6	3	2	1																												
Greensboro Elementary	7	8	18	20	27																															
Lakeview Union Elementary						27	31	30	29	23	19	24	19	28	20	15	12	14	17	23	26	22	30	22	20	24	20	19	18	*	19	16	19			
Kindergartens		4	5	4																																
Hazen Union	14	16	13	9	11	16	14	14	10	9	10	11	10	12	15	15	16	13	11	15	8	7	10	6	5	3	7	*	16	20	26	20	*	10		
Craftsbury				1	3	2	2	6	10	13	17	18	13	13	6	9	4	4	5	2	4	6	5	5	9	10	9	*	5	2	3	2	*	5		
Lamoille/GMT	1																	1		1				2		2	2	*	*	*		2				
Spaulding				2	1																															
Stowe							1	2	3	2	2	1	1	1																						
Lyndon Institute									2			2	3	3	2	2	2	1	2	3	1	1	1		1											
St. Johnsbury MS or Academy								1	1	1	3	4	2	2	1	1	1	1	1	1	3															
Burke Mountain Academy									1	1	1		1				1	1	1																	
Twinfield Union											5	3	1																							1
Riverside School												1	1	1																						
Montpelier												1	1	3	2																					
U-32														2	1									1	1	1	1	*		2		1				
Cabot																	1	1	1	1	1	1		1	1	2		*	1	1						
Oxbow																		1																		
New School of Montpelier																										1	1									
Orchard Valley School																												1								
Lake Region																																				1

Stannard Appendix E: Act 46 Meetings

Act 46 Discussion Groups

November 3, 2015
November 30, 2015
January 14, 2016

Peacham, Lakeview, Greensboro, Stannard Exploratory Meetings

June 27, 2016
November 1, 2016
November 22, 2016

Act 46 Study Committee Meetings

February 18, 2016
March 23, 2016
April 14, 2016
May 23, 2016
May 31, 2016
June 16, 2016
June 29, 2016

Act 46 Alternative Structure Meetings (Stannard)

June 29, 2017
July 28, 2017

Act 46 Alternative Structure Proposal Wolcott Town School District School Profile

Board of Directors

Peter Burgess, Chair

Rebecca Ventrice, Vice Chair

Anne Farley, Clerk

Pam Peck, Member

Christy Moodie, Member

Wolcott Town School District

School: Wolcott Elementary School (PK-6) & Tuition (7-12)

School at A Glance

Wolcott Elementary School's Mission is to guide all students to achieve their best academically, socially, and emotionally. Our staff and students work to think critically and be effective problem solvers and to meet all academic standards. Teachers and learners demonstrate personal responsibility and understand the value of healthy personal development. Together they work to be responsible citizens of the school and larger community.

We serve, on average, 140 students in grades preK-6 and, on average, 130 students in grades 7-12. Wolcott serves its students in grades 7-12 through school choice, currently attending six to nine different middle/high schools.

For the 2016-17 school year we had a new principal.

History

Recent History

The school was built in 1987-1988. Staff and students moved into the school in 1989. Wolcott Elementary School moved as a result of state mandates of overcrowding, water/sewer issues and structural issues.

Community Collaboration / Relationship to Community

Wolcott Elementary School collaborates with community members to maintain our school vegetable garden, Black Dirt Farms for composting, Wolcott Fire Department for safety training, our town library, Lamoille County Mental Health Services for counseling services, and Wolcott Athletic Association for school athletic offerings.

Wolcott Elementary School is unique in that our town's public library doubles as our school library and is located within our school building. The library utilizes the facilities for many annual events such as a Wellness Night and Gingerbread House Decorating. Our facilities were used on 27 separate occasions by outside community members for activities including: local fire department trainings, veterans' breakfast, birthday parties, youth basketball tournaments and wedding receptions. The farm at Sterling College visited our school with many animals for our Spring Fling celebration. There were a few Wolcott Parent Organization (WPO) events held for the community such as a Chili Dinner for election night, as well as a Hunters' Breakfast, Holiday Cookie & Movie Night and Bingo.

Wolcott serves its students in grades 7-12 through schools of choice. We have had strong community support for continuing this method of servicing students. Recent town surveys have overwhelmingly been in support of school choice

Facilities

The school itself is around 30 years old and needs some investments including: parking lot being paved, new floors, hardware locks/doors, outside windows, fire alarm system, and the boiler pneumatics need upgrading.

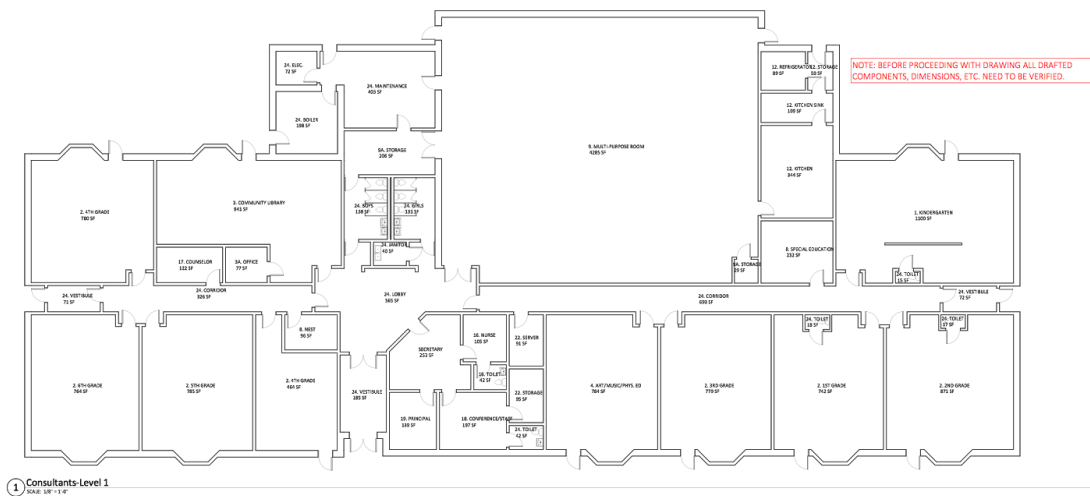
Table 1: Wolcott Elementary Facilities

8 Standard Classrooms	2 Intervention Rooms	1 Counselor Office	1 Nurse Office	1 Off-site pre-school	1 Library shared with the community
2 Baseball Fields	1 Playground	1 Black top w/basketball hoop	1 Nature Path through our woods	1 Community Garden	1 School Kitchen

We hired an architect to survey our current facilities to determine its condition and to complete a needs assessment for how best to support our current and future curriculum programming. It was determined that our student numbers are exceeding our current building capacity.

Image 1: Wolcott Elementary School Facility Accessment

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Unnamed
12/07/16
FACILITY ACCESSMENT

BLACK RIVER DESIGN ARCHITECTS

Mission, Curriculum, and Educational Goals

Literacy

Wolcott Elementary teachers use a balanced literacy approach. Literacy instruction occurs every day for at least 120 minutes. Each grade level has identifiable and measurable learning outcomes that are benchmarked three times a year. Students that are identified as struggling at any point will be provided a reading intervention based on their identifiable need. These students' reading progress is monitored to determine if the intervention is successful and if not, the student is provided more or different reading interventions to obtain appropriate learning. Wolcott teachers are beginning year two of an intensive curriculum analysis and development process. Teachers have been able to work together to identify what skills are to be taught, when these skills are to be introduced, and when these skills are to be mastered. Teachers have been working closely together in this process to ensure that vertical alignment of the literacy program is solid and in place to meet all of our students' learning needs.

Math

Our math program is centered on the Common Core Standards with instruction occurring every day for at least 90 minutes. Our staff acquired a new math curriculum, Bridges, over summer 2017. Our staff also received initial staff development training for this curriculum during the same summer. The new math curriculum, Bridges, "focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful (www.mathlearningcenter.org/bridges)." The curriculum also provides math interventions aligned with classroom lessons. This curriculum provides assessments that are aligned with the class lessons. The assessments will provide teachers the information they need to guide their instruction on an individual basis.

Science

Our teachers now use the Next Generation Science Standards to guide instructional planning. Science and Social Studies is rotated throughout the year. Science or Social Studies instruction occurs daily for at least 30 minutes.

Social Studies

Social Studies instruction is rotated throughout the year with Science instruction. Science or Social Studies instruction occurs daily for at least 30 minutes.

Physical Education

Winter program: Stowe Mountain for skiing and snowboarding, Jackson Arena in Stowe for ice skating, Craftsbury Outdoor Center for XC skiing and snowshoeing.

Technology

Our school has a technology integration staff member. Their job is to help facilitate the use of instructional technology in the classroom. This position also acts as a resource for technology projects and enrichment activities. During the 2016-17 school year we implemented instruction in computer coding and robot construction.

Wings

Our School Counselor provides weekly instruction to our students on social and emotional development. She provides direct instruction as well as provides individual and group counseling opportunities for our students. The school counselor also organizes and facilitates our running club and Yoga club. Through Wings, students learn benefits of the mind-body connection and ways to realize this connection.

Guidance & Health

Wolcott Elementary School guidance and health programs combine to teach each grade developmentally appropriate lessons on sexuality and healthy relationship skills weekly for 6 weeks out of every year. The fifth and sixth grade curriculum also includes an additional two to three lessons focused on the physical and emotional changes of human development during puberty and addresses common questions students may have regarding sexual development. The content of the early grades focuses on teaching accurate names for body parts and appropriate behavior regarding "private" areas. The content for the middle grades reviews the accurate names for body parts and builds awareness for healthy/safe behavior and how to manage difficult situations. The content for the oldest grades focuses on healthy relationships and respect for self and others around sexual topics including safety, online behavior, and harassment. All lessons are prepared carefully with respect for cultural differences, family values, and children's innocence. Topics are addressed in an honest, gentle, and straightforward manner.

The curriculum used for grades K-2 is "Care for Kids," the 3-6 curriculum is "We Care." Information about the material can be found at: <https://pcavt.org>. Parent letters are sent home during the teaching time to provide information about the lessons. Parent info nights have been hosted in the past with very low attendance numbers.

Act 46 Exploration

Summary of Discussions with Other Districts

Wolcott participated on the OSSU Exploratory Committee. Our group reached an impasse surrounding tuitioning vs. non-tuitioning of students. Wolcott is one of two towns in our SU that tuition our students for grades 7-12. The school board surveyed town residents and knew that the stakeholders would be unwilling to give up tuitioning to make the merger of governance structures work.

Also, two board members interviewed teachers at Wolcott Elementary School. They were interested to find out what they knew about neighboring schools and teaching philosophies/ methods and was there any particular school that seemed a better match than others for the teaching styles that Wolcott employs. The interviewees felt, overall, that no particular middle school provided a more seamless

transition than others.

A board member met with the superintendent of Lamoille North Supervisory Union (LNSU), and the LNSU invited us to join them and attend their transition meetings. Wolcott Board members attended several of those meetings. The LNSU was working on the fast-track of approval in order to receive all the tax breaks. We discussed their offer at several board meetings and decided we were not ready to make that commitment. In fall of 2015, Wolcott School Board met with Stowe School Board to discuss the possibility of merging. We met again with the newly formed Morristown-Elmore and Stowe boards more recently in July 2017, and for many reasons including the fact that Stowe does not have space to accommodate our middle school students and our community's desire to retain school choice, there wasn't sufficient time to work out the details at this late date.

Summary of Community Involvement

In March of 2016, the Wolcott School Board conducted a community-wide survey, the results of which showed overwhelming support for school choice. The survey questions asked were:

1. "Do you think the Wolcott School Board should designate a receiving school at this point in time?" In favor: 34; Not in favor: 126; Undecided: 33; with a total of 193 respondents to the question.
2. "What factors are important to you when choosing a secondary school?" Check all that apply:
Quality: 176; Location: 117; Other: 15; Family history: 30; Tuition: 50
3. "How highly do you value the opportunity for school choice as a Wolcott resident?" High Value: 103; Significant: 73; Indifferent: 18; Low value: 6; No value/not in favor of choice: 16

Meeting the Goals of Act 46

Equity

All Wolcott Elementary School students deserve the same chances at success and should have access to the same opportunities. As a board, we must balance the desire to enhance educational opportunity for our students with the financial impact our decisions might have on taxpayers in our communities. We remain committed to seeking out the best opportunities for our students that our community can afford through collaborative efforts with the other districts in our supervisory union.

Quality

Quality is an important guiding factor in our school's mission: Guiding all students to achieve, their best academically, socially, and emotionally. We ground our work in best practices:

1. Positive Behavioral Interventions and Supports (PBIS) for social and emotional development (see Appendix A)
2. CCSS/Vermont Learning Proficiencies for Academic Success.
3. MTSS/Rtl to identify student academic, social, and emotional performance levels (Wolcott was a leader in the state and an exemplar school for others in Vermont)
4. Teacher evaluation plan (Danielson Model)

We evaluate our programming success with classroom, district, state, and national (NAEP) student assessments. We question why we are successful in certain areas and why we are not as successful as

we would like in others. An example of this in action is our recent adoption of a new core math program. We identified through a variety of academic assessments that our students were not performing as well as expected. We examined our math practices and determined that our vertical alignment was not as tight as it should be, which resulted in “holes” in our math curriculum. We evaluated a couple of programs and settled on a new math program which we have begun training and implementing for this year.

Our after school enrichment program (REACH) provided surveys to our students and our families to identify what areas students might like to explore and to learn about. This resulted in the addition of gymnastics, TaeKwonDo, drama and mountain biking as newly added learning opportunities for our students. These new activities would not have been possible without local community support from businesses to provide their knowledge, expertise and materials for our students.

A quality learning experience must include the physical environment provided to students and staff as well. As a board we are committed to providing our students and teachers with a safe and inviting space that can only contribute to their success.

Our schools of choice program ensures that our community members’ children receive the highest quality educational program that best satisfies their unique academic, social, and emotional needs. We realize that our choice program does a better job of providing equity and access to high quality educational programming to our community than limiting our students to one predetermined grades 7-12 educational program.

Discipline

Student discipline continues on a positive trend.

Table 2: Referrals

	NEST Referrals (Tier 1)	Office Referrals (Tiers 2&3)
SY 2016	667	54
SY 2017	338	37
% Change/Decrease	49.33%	31%

Extra-Curricular Activities

After School Programming (REACH): soccer, basketball, TaeKwonDo through a local community partnership (Dunlavey’s), baseball, softball, mountain biking through a community partnership, and snowshoeing, Yoga, running club, garden club, violin, color guard, chorus and band.

Professional Staff, Support Staff, and Administrators

We have eight full-time classroom teachers on staff. All faculty at Wolcott Elementary School hold Vermont teaching licenses appropriate for their area of instruction or hold a temporary license while in the process of earning their state licensure. We employ a 0.5 FTE who supports our school library and provides weekly instruction to all students K-6 in Library Science. Our school shares music, art, and PE teachers with two schools in the OSSU. In addition, our classrooms are staffed with seven Para-educators

to provide needed support for teachers and two special education teachers to support students with special needs. We also have a full-time counselor on staff for whom we share the financial costs with Lamoille County Mental Health Services, and we maintain a full-time behavioral specialist to help meet our students' social and emotional learning needs. Wolcott was one of the first in the state to fully comply with the response to intervention (RTI) process and to implement correctly the educational support team (EST) concept. The EST team meets biweekly to look over student academic and social/emotional data to identify concerns and to develop plans to remedy the concerns. Committees of shared leadership exist at both the local school level and at the Orleans Southwest Supervisory Union level. Current committees include: Supervisory Union level committees focus on curriculum and assessment, and special education.

Wolcott Elementary School's current principal possesses a Master's degree in educational administration, a Master's degree in business administration, and a Bachelor's degree in elementary education with areas of emphasis in reading, language arts, and social science. He also currently teaches courses at the local community college in business administration and management.

OSSU utilizes the Charlotte Danielson model for teacher supervision and evaluation. Teachers are evaluated on a rotating schedule according to years of employment, expertise, and need for support. Beginning teachers are formally evaluated for the first two continuous years. Experienced teachers are evaluated on a rotating schedule (every other year on average, but can include yearly evaluation per principal's discretion). Evaluations are focused on all four domains of the Danielson model (planning and preparation, classroom environment, instruction, and professional responsibilities). Teachers receive a formal summative evaluation based upon observations and additional evidence, and receive both areas of commendation as well as guidance for growth. In cases where teachers or other staff are not performing at expected levels, they are placed upon a plan of assistance which includes performance goals, supports, and a timeline by which goals must be met in order for employment to continue. All principals within the OSSU receive yearly professional development and support to ensure strong supervision and evaluation practices.

Accountability and Transparency

Progress Monitoring / Monitoring Reports

The principal attends all of our board meetings and gives a monthly "Principal's Incidental Report". An OSSU representative also attends all board meetings and provides a "Superintendent's Report." School data is provided via these reports, assessments, and on request. The Wolcott School Board held a retreat in July of 2017 during which we worked with a facilitator from Vermont School Boards Association. The facilitator shared information on the Roles and Responsibilities of the School Board and the VSBA Tool Kit, and helped us outline a plan to address our vision, goals and board development, how to better welcome the community and engage the public in meeting participation, conduct board business, and our communications. Regularly throughout the year we have reviewed our policies to ensure we continue to be in compliance.

Audits

Please refer to the OSSU Act 46 Report for more details.

Budget Development

Budget development timeline has been reconfigured so the public can better understand the supervisory budget process, as well as our local district process. We plan to post updates to the budgets schedule on our website, and we use Front Porch Forum, newspapers, flyers in local gathering places, robo-calls, and flyers sent home to parents with students to warn about monthly board meetings and our agenda including budget discussion.

Communication with Community

In response to community members' desire for greater transparency regarding the Supervisory Union budget, we have increased the number of OSSU board meetings held during budget development season to better align with our local Wolcott School Board meetings and allow for dialogue earlier in the budget formation process.

Communication with the community happens via posts in the News & Citizen, Front Porch Forum, Wolcott Elementary School and Orleans Southwest Supervisory Union Websites, and notices hung in Town Office, as well as during public comment at monthly school board meetings.

Collaboration and Consolidation

We share transportation, special education, financial, and human resources services with the OSSU as a whole.

Value

Our Elementary School is the center of our community. Not only are children thriving while attending Wolcott Elementary School, our graduates are also doing well in the world. We have received feedback from three of our sending secondary schools that Wolcott students always arrive prepared for seventh grade, and are often socially and academically advanced compared to peers. We have a number of graduates that have come back to coach and work in our after school program. A behavioral consultant who works in many schools has given feedback that our Positive Behavioral Interventions and Supports (PBIS) is, by far, the best system she has seen and that it clearly works well.

Looking to the Future

A lot of what we are currently doing is working well, and we are interested in pursuing the innovative ideas broached by the leadership teams within our Supervisory Union, such as shared services. We hear great feedback from teachers at secondary schools, not just that our graduates are succeeding academically, but that they are socially and emotionally better-equipped than some of their peers from other schools.

Our board wishes to continue our current structure because it is serving our students and community effectively. As we have considered collaborating with neighboring communities, it has become clear that due, in part, to our geographical situation and economically diverse population, that changing our structure

would negatively impact our students and families socially, academically, and financially. Going forward we plan, within the next 3-5 years, to increase financial efficiencies by taking advantage of group purchasing for foodservice and other school supplies. We plan to use a similar “shared services” approach to provide a greater array of academic offerings to all students within the OSSU by harnessing each school’s respective strengths. Potential collaborative learning opportunities include outdoor science, physical learning experiences, and foreign language with Hazen and Craftsbury school.

Wolcott Appendix A: PBIS

Our School Mission: Guiding all students to achieve their best academically, socially, and emotionally.

All students need the opportunity to understand clearly what a healthy school culture and climate requires to be successful. Our school staff researched many social-emotional curriculums available and selected PBIS as the most soundly researched, practical, and appropriate curriculum for our students to be successful.

Our staff rotates through our PBIS Committee and this committee develops plans and training outlines for our staff to implement with our students. The PBIS Committee sets timelines for students to learn what it means to be respectful, responsible, and safe.

We provide positive incentives at the individual and school wide levels to celebrate students modeling our school wide behavior expectations.

To monitor student success, students can earn an eagle stamp for displaying exemplary daily student behavior. This stamp is placed on their weekly stamp sheets and goes home every day to communicate the child's behavior successes or challenges with their family. This data is collected, analyzed, and communicated by our PBIS data consultant to our school staff members. When a student is found to be exhibiting a pattern of challenging behavior, based on collected data, our Educational Support Team (EST) is notified and develops a support plan to re-teach appropriate behavior expectations.

Examples of our celebrations at the individual student level can include: Ice cream treat, cookies/muffins, crafts, sledding, extra recess, beach party lunch, Spirit week.

Examples of our celebrations at the school wide level can include: Whole school Hike, Fall Festival, Popcorn and movies, spring fling, and field days.

Students have visuals of their progress provided by our Data consultant in our main lobby. This is usually in the form of a TREE with colors and numbers representing progress for our students.

History of PBIS Data

We have earned from the state level recognition as an Exemplar PBIS School. We have earned this distinction based on our annual self-monitoring surveys to measure how successfully we implement PBIS with fidelity.

Act 46 Alternative Structure Proposal Woodbury Town School District School Profile

Board of Directors

Patrick Flood, Chair

Cacky Peltz, Vice Chair

Phoebe Slater, Clerk

Kim Silk, Member

Woodbury Town School District

School: Woodbury Elementary School (K-6)

School at A Glance

Woodbury Elementary School (WDB) is a K-6 community nestled in the hillsides of Northeastern Vermont consisting of approximately fifty students. WDB values and respects the diverse nature of each individual student and works collaboratively to help meet all students' social, emotional, and academic needs.

Woodbury Elementary School seeks to create a learning environment that encourages high expectations for academic and social success. To accommodate for individual learning styles, we provide varied and innovative instructional practices, as well as, student-centered and experiential learning opportunities. Throughout the elementary journey we cultivate and celebrate growth and achievement.

Our school promotes a respectful, responsible and safe environment that extends beyond the school and into the community. We strive to have parents, teachers, and community members actively involved in our students' learning to support and prepare learners for their future as productive members of society.

The Woodbury Elementary School exists to empower students with the knowledge and skills necessary to achieve their full potential and become successful, responsible, and contributing members of society.

History

Recent History

The Woodbury Elementary School (WDB) is a K-6 elementary school located in the heart of Woodbury Village. The building was built in 1915 when the population of the town was under a thousand citizens. The population of both the school and the town has been fairly stable for the past 100 years, the school averaging around 60 students and the town about 900 residents. The exception to these numbers occurred in the 1980's when the student count increased to 100 or more. However, these numbers were not sustained and by the 1990's the student count was dropping back to historic average.

The district is a member town in the Orleans Southwest Supervisory Union (OSSU) - one of three school districts sending its 7-12 grades to Hazen Union School in Hardwick. The current enrollment is fifty students with four multi-age classrooms. The entire school is a close-knit community, more of a family than just a school, and has maintained strong support from the town over the years.

Woodbury Elementary School has historically educated many generations of students and has balanced its budgets, maintained a building reserve fund, passed budgets, and maintained and improved the schoolhouse that has been recognized as one of the most energy efficient schools in the state. The school board has been sensitive over the years to concerns about property taxes by keeping increases to a minimum while safeguarding the quality of educating its students.

With increasing concerns of declining enrollment and its impact on per pupil costs, the Woodbury School Board, with funds from the Woodbury Select Board, and guidance from the Vermont School Boards Association, began a study in 2009 to research how education services might better be delivered in a more cost effective manner. The results of findings from this study were reported out and a non-binding survey was conducted with light response from the residents, and no action taken.

The most recent decisive action regarding the fate of the school was taken in June of 2011. A petition to close the school to tuition students to other public elementary school was brought to a vote. The meeting drew the biggest turnout in recent memory and the resounding result was to not close the school, by a vote of 129-63.

Act 46 Exploration

Act 153 compounded the ongoing local focus on the future of Woodbury Elementary School. The Orleans Southwest Supervisory Union (OSSU) RED study committee, chaired by a Woodbury resident, worked for, at least, two and one half years to create a supervisory union district merger plan. In 2014 after H.883 mandating a date certain plan for statewide district mergers failed in the Statehouse, the OSSU RED study committee disbanded after sending a report to the State Department of Education that RED district was not possible, because of the Union School within the OSSU.

The passage of Act 46 in 2015 required the Woodbury School board to consider merging with other districts. Meetings were held with other OSSU board members beginning in the summer of 2015 and extended to two outside districts in the fall, Cabot and Calais. Those two districts did not encourage merging. OSSU has one of the most challenging supervisory compositions in the state. The only two districts of the seven that could merge are the Woodbury Elementary School and the Hardwick Elementary School (HES). Hardwick would only merge if Woodbury closed its school and designated HES for its students. The Woodbury School board did not accept this condition and began to see the importance of the Woodbury School submitting its own report as part of the OSSU's proposal for an alternative structure. (Refer to Appendix A.)

In a series of community meetings held in 2016-17, parents, grandparents and interested citizens, rather than requesting a merger or school closure, asked for wider collaboration with area elementary schools regarding sports, music, drama and field trips. By March 2017 the board formed a Steering Committee of the board including parents, teachers and community members charging them with examining options to improve the school and making it financially sustainable.

Community Collaboration / Relationship to Community

Woodbury Elementary School has a history of strong community partnerships, and continues to cultivate such collaboration. Examples include Farm to School partnerships with local cooperatives and businesses including the Center for Agricultural Economy in Hardwick, Cabot Creamery, Pete's Greens, Gibou Gardens and Masse' Maple.

Woodbury also has several community volunteers who come to school monthly to provide environmental education and stewardship opportunities for our students through the Four Winds Nature Institute.

The Friends of Woodbury Elementary School is a parent/teacher/community group that sponsors many fun events during and after school such as field day, and a Spaghetti Dinner & Talent Show. Friends of Woodbury Elementary School also fundraises and spearheads projects to improve the school such as the recent construction of an ice-rink enjoyed by the community and by students in PE class.

We have many community and parent volunteers and chaperones for school events, programming and field trips. Recently, a parent came to the school to teach first and second graders how to weave birch bark into star ornaments. This past year, for winter festival, volunteers from the community came to the

school and set up stations where students constructed home-made geoboards, fun crafts and more.

The school invites the community for many special events throughout the year, including to our weekly whole school morning meeting, field trips, the Ice Cream Social, Grandparent's Day, Harvest Lunch, Music Concerts and Celebrations of Learning.

The Craftsbury Outdoor Center is a partnership that we have been involved in for the past four years. They offer our students weekly cross country skiing free of charge for about six to eight weeks during the winter months. This also includes instruction to groups needing extra support. We are fortunate to bring this level of physical activity to our students and staff.

We have collaborated with the Woodbury Community Library in bringing special author visits, presentations and poetry writing and exhibition. The librarian also comes to our all school read aloud to present new books that she has or featured authors and activities happening in her library. She has worked to support kids after school in offering programs and activities of interest.

We have a commitment to buying as much local as possible. We use area businesses such as Hardwick Village Market, the Woodbury Store, Pete's Greens, Center for Agriculture Economy, Masse' Maple, Gibou Gardens, Cabot Creamery and we hope to continue to grow this list. It is important that our children are aware of the quality products available in our own and neighboring communities.

Often in the spring, we partner with Galaxy Bookstore to exhibit student poetry or writing as well as artwork. This is a wonderful opportunity for the community to sample some of the efforts of our students.

As noted above, in the 1980's, the population of the school spiked to about 100 students. In response, the school board proposed a significant expansion of the school. At Town Meeting, the town rejected the plan due to the very high cost. However, a group of townspeople proposed an alternative: build a new, separate classroom adjacent to the school. Townspeople rallied around this idea and many volunteers came together to design and build the new building. It was a great example of how the town can come together to solve problems for the school, a tradition that continues today.

Facilities

Although over a hundred-years-old, the schoolhouse has been diligently improved with 21st century energy efficiency techniques, and now ranks in the top 25% of energy efficient schools nationwide. Our school was selected in 2013 with eleven Vermont schools by the Environmental Protection Agency for an Energy Star certified school. It is a school goal to have a zero environmental footprint. To this end, the school recycles and has on-site composting. We have gardens that students help prepare, maintain and harvest for use in our kitchen. Woodbury Elementary is looking into the possibility of using solar power energy to power the school year around, and how to better use the acres around the school to more fully integrate outdoor nature into the classroom.

With a current enrollment of approximately fifty students and four classroom teachers, the entire school is a close-knit community, far beyond individual classrooms. In an exquisitely built and well-maintained schoolhouse, the four classrooms are arranged around a central foyer where a whole school morning meeting starts every day with announcements and student leadership opportunities for students of all ages. This layout also allows for an openness and exchange between classes. While all classes are multi-age, the entire school can be viewed as one classroom.

Meeting the Goals of Act 46

Equity

At the 2017 Town Meeting the Woodbury School Board made a clear statement to the residents the of the school was at risk and may have to be closed within two years. An appeal was made to form a study committee on how best to address the student count of 50 students and ideas on improved learning opportunities for students that might include nature studies on the school's wet and wood lands and stronger individual learning plans. The response was strong and the first meeting was held shortly after the town meeting that included parents, the principal, teachers, staff and community members. Priorities were winnowed down to providing an after school enrichment program, while maintaining focus on classroom opportunities. The Woodbury School Board decided to continue discussion of the alternative structure option at the board level and formed a steering committee. The new committee first met in March of 2017, and has grown into a positive working group of board members, parents, school staff, and community members committed to examining options to improve the school, make it financially sustainable, and work towards greater collaboration across districts. The committee has prioritized areas for school improvement and subsequently parents have formed a group that have since organized a very popular after school enrichment program two days a week. The board is working to help provide guidance and support.

Working with the Steering Committee, the board and community members have approached working on meeting the goals of Act 46 with renewed optimism and a commitment to identify and address inequities by strengthening school programs and opportunities, partnering with other area schools to share services and programs, and building more sustainable programs for the long term such as our farm to school, outdoor education, and identifying community members who could share their special areas of expertise. The Steering Committee has helped us to increase communication and interest in the community for the school and will continue to help us be more accountable and transparent in the process.

Quality

Woodbury Elementary School works collaboratively to help meet the needs of all students socially, emotionally and academically. As a community of learners, we value and respect the diverse nature of each individual. Within a nurturing, responsible, respectful and safe environment the children will strive with support, to reach their full potential as lifelong learners.

Student Outcomes

Global End

Woodbury Elementary School exists to empower students with the knowledge and skills necessary to achieve their full potential and become successful, responsible, and contributing members of society.

Problem Solving & Critical Thinking

Students will use problem solving and critical thinking skills to improve their performance throughout their middle and secondary education experiences. Students will analyze and interpret information to determine independent conclusions. Students will transfer and generalize problem solving and critical thinking

strategies across content areas. Students will access multiple resources to independently acquire new knowledge.

Academic Achievement

Students are expected to meet or exceed state and/or local standards in: the arts, language arts, history and social studies, science, mathematics, non-native language, physical education, health, and information technology.

Personal Growth & Life Skills

Students will understand the importance of physical, mental, and emotional health. Students will identify and develop personal goals and implement plans to achieve them. Students will accept challenges and risk failure. Students will make informed decisions and be accountable for outcomes. Students will understand fiscal responsibility. Students will use communication skills to effectively present ideas to others. Students will learn to resolve conflict.

Social Responsibility & Citizenship

Students will understand how government works in a democracy. Students will be knowledgeable about the history of their community and its present-day characteristics. Students will understand their place in the global community. Students will understand their personal responsibilities in relation to the environment. Students will understand community service as an obligation, an opportunity, and a critical piece of education. Students will practice care and concern for others.

The day-to-day running of Woodbury Elementary School reflects a deeper philosophy: a whole-child educational approach within the whole-school philosophy. Rather than fragmenting into four isolated classrooms, the school is run as a whole, with remarkable collaboration between teachers, and every adult in the building is given equal authority and respect. While the single food service worker provides breakfast and lunch, she commands such value to the children that the graduating sixth grade class of 2016 chose her to be their class speaker. The school's annual autumn hike in the woods behind the school is traditionally led by Larry Eldred, Director of Buildings and Grounds.

The oldest students – fifth and sixth graders – are specifically charged with responsibilities they take very seriously. Each older student is buddied up with K-1 students, both for academic mentoring, such as reading, and for projects the older student chooses, such as crafts or skill sharing. The older students serve lunch, empty compost and recycling, and are expected to step forward in any need and always be mindful of the younger students.

Curriculum and Instruction

Literacy

Woodbury students are provided a rich and varied literacy curriculum. Writing, reading and analysis are emphasized in all grades and frequently integrated in units of study. Literacy scores at Woodbury have

risen in achievement over the past five years and are currently within or slightly above the state average. Our staff recognize this as an area to work to maintain. Our teachers embarked on professional development in this core subject, as well as looking deeper into best practices in instruction. With regard to writing we are finding multiple opportunities in a day to have kids write for a variety of reasons. The goal is to help to develop writing stamina. All students have a daily block of literacy which includes writing, reading (both structured and independent), language (Grammar, Usage and Mechanics) as well as comprehension and analysis. Woodbury also has a 0.8 FTE reading and math support teacher to support student needs but also to work with teachers directly on best practices. This is available through the CFG and provides additional instruction to high risk students K-6 and has proven to benefit the growth of students in need.

Academically, the Woodbury school is vigilant about developing and strengthening foundational skills, while experimenting with different methods to best meet the particular student cohort's needs. As an example, reading group arrangements sometimes cross between classrooms, depending on student ability, or a mathematically-advanced student might assist with teaching a younger group of children.

Math

Woodbury Elementary uses the Common Core standards for mathematics to guide instruction. Staff use a variety of strategies from EngageNY and other such programs for most of this instruction. Given our students' struggle with language we need to supplement our math curriculum with common language across grades, more visual supports, computer-based practice opportunities and application systems (e.g., Khan Academy, Xtra Math) to ensure that students are able to maximize their math achievement. Math is offered daily in 1-hour blocks. Math achievement is below the state average.

Science

Science achievement at Woodbury is typically close to the state average. We offer a variety of hands on experiences that include place-based science curriculum. We utilize the natural world around us (e.g., our nature trail and property including gardens, Four Winds programming etc.) to enhance our instruction and build upon our students' strong interest in the natural world. Science instruction is delivered in a variety of forms focusing on problem solving and critical thinking and is integrated as much as possible.

Global Citizenship

Concepts about global citizenship and history are taught in developmentally appropriate ways throughout the school. In kindergarten we focus on "me and my family," gradually broadening this focus throughout the grades evolving into broader topics of study that include specific themes chosen by teachers but also student interests connected to the standards.

Physical Education

PE is provided twice a week to each classroom for 45 minutes each day. The curriculum focuses on health and wellness, exercise, and self-confidence and self regulation. With the help of community volunteers and our local PTO we have access to an outdoor ice skating rink and ski outings to the Craftsbury Outdoor

Center add variety to physical education during winter. The school also has a supply of ice skates available and snowshoes so that this can be integrated into the PE program or classroom schedules. We offer extracurricular soccer for grades 4-6 in the fall. We have a parent that organizes a K-3 soccer clinic run on Saturdays for the younger students. Basketball is offered for 4-6 graders in the winter. In the fall we take part in a whole school hike and throughout the winter also bring sledding, snowshoe adventures and ice skating at an indoor facility. We have also accessed the NEK Kids on the Move grant to allow us to offer additional wellness activities, such as dance and yoga for our students.

Performing & Studio Arts

Art classes are provided to all students once per week for 45 minutes. Students create a portfolio of work to be presented at our school concerts and art shows twice times per year. Classes focus on art appreciation as well as art creation. Music is provided once a week to every student. Students in grades 4-6 can access band and chorus as electives once a week.

Act 1 and Other Important Learning Opportunities

Woodbury employs a 0.20 FTE Guidance Counselor and a 0.2 FTE nurse to provide supports to students in all grades. All students receive 45 minutes of guidance instruction per week with a curriculum that focuses on appropriate and healthy communication, healthy lifestyle, drug & alcohol awareness, and self-care. In addition, special support groups are provided for students of changing families, students who benefit from additional social skills support and/or anger management, and students who are struggling with challenges outside of school. Our guidance counselor coordinates with our Educational Support Team (EST) to help build plans that are effective for students. The nurse and guidance counselor collaborate to provide a unit on puberty and changing bodies to all students grades 5-6.

Personalized Learning and Independent Learning Projects

It has been a focus of our school to develop opportunities for children to engage in student centered and student driven learning projects. These projects can be very personalized and focus around individual goals and standards that a student needs to solidify or they can be completely interest driven topics that a teacher folds the standards into. Either way they are exciting and engaging for the students. This is an opportunity for students to ask questions and explore topics on their own. The teacher facilitates this learning and offers resources and direction. The culmination of this research is a project and presentation where students get to explain their learning and discuss their growth with authentic audiences (other classrooms, the entire school, the community, or their families). Twice a year we will exhibit student chosen projects for a celebration of learning, where the community is invited to visit these exhibitions and talk with the students about their work. Our K-2 classrooms actively participate in this model of learning and we are growing it throughout the other classrooms each developing their own sense of what this looks like.

PBiS

At Woodbury Elementary we use a PBiS system that is based on the state and national system to teach

students the behavioral expectations across all school settings. This system was specifically created by our staff to meet the unique needs of our school. In preparing students for this expectation, all staff members are expected to pro-actively teach, re-teach and reinforce positive behaviors. The teaching and re-teaching is done several times throughout the year. We reinforce positive behaviors with our Bear Paws. These slips of paper are our way of letting the students know that they are making positive behavior choices. One portion of the slip is sent home so that families can acknowledge students as well. The other portion is used for whole class goals that are set and for tallying whole school bear paws received. As a school we set goals around the number of paws received and when these goals are met there will be some type of celebration. It is important that we celebrate our successes. We have sent home a bear paw magnet that supports our “pawsitive” message that Woodbury Bears are responsible, respectful and safe. Families are encouraged to display this magnet at home and encourage the child(ren) to make positive behavior choices throughout the day. We work together to develop responsible, respectful and safe citizens.

(2120.1) Educational Technology

Woodbury Elementary School offers 1:1 technology for all students. We do not allow students at this time to take devices home, but at school each student has an assigned device to use. Technology usage is for the enhancement of the curriculum and to offer a tool that will enhance learning. Classes use the technology in a variety of ways and with a variety of purposes. All classrooms have appleTV to allow remote hook up to wall mount projectors, digital cameras and smart boards. Technology integration is also part of the role of the library media specialist who works with classrooms to find meaningful ways to integrate technology us whether it is for research, creativity or innovation, skills practice, communication or collaboration, problem solving or broaden digital citizenship.

(2120.1) Instructional Practices

Classrooms at Woodbury Elementary off a variety of personalization for each student. Students identify personal goals and then monitor the growth of them. Students are allowed choice on a variety of levels (ie. book choice, topics of interest, activities to support learning) . Classrooms use a range of materials and resources from online applications to printed materials to reinforce standards. Staff work collaboratively to identify research based materials and strategies to support learning.

(2120.2) Flexible Pathways

Although we are an elementary school our students are allowed to personalize their learning and experiences in ways that are meaningful to them. We outreach to professionals or guests that can share concentrated knowledge about specific topics/themes with children. We allow kids to visit places of business or local interests that would support the learning. We allow for virtual experiences and global outreach. For example a student wanting to study about electricity was taken to the local electric department to see and ask questions, a local electrician visited the classroom and research both online and through printed materials supported this learning endeavor.

Learning Environment and Facilities

The school’s trajectory under the current staff and administration is developing a richer outdoor program,

both in the surrounding wild environment and in cultivation of the school's expanding gardens. The Woodbury Elementary School Steering Committee, a recently formed sub-committee of the Woodbury School Board, is also developing ideas to support this vision and has received positive interest from members of the Town Selectboard to build greater collaboration. Woodbury is physically well-suited to this vision, as the school owns fifteen largely undeveloped acres, most of it on a wild wetland. Those fifteen acres abut an additional fifteen acres owned by the Woodbury Conservation Committee, as well as surrounding private acres open to use by the school. With a staff proficient in science and horticultural skills, and clear support from the administration, this vision is achievable. Students already have practice preparing garden beds for planting, planning and planting flower and vegetable beds, harvesting crops, processing the harvest for school meals, and composting. Students also spend time on the trails for nature studies, school hikes, creative writing and more.

State and Local Comprehensive Assessment

Standardized test scores are a particular area of concern for the school, as these scores provide an inadequate illustration of the school's academic reality. With such small class sizes, a single student's scores (either unusually low or high) can skew the entire results in a misleading direction. The current school board is also cognizant that, while benchmarks have their relevancy, the goal of education is student growth, not good test scores. While the board monitors academic data, particular attention is given toward demonstration of student growth, while acknowledging the provided information needs to be read within the confines of student numbers. One area of greatest concern for the board is that, while a student may achieve significant and admirable growth within a single year, without achieving a proficient benchmark score that student (and often the teacher as well) is considered lacking, when the opposite should be acknowledged. Perhaps due to size, Woodbury has naturally progressed toward a holistic educational bent. Academic scores are considered one piece of information among myriad others: growth, student engagement, individual initiation and work, participation in co-curricular activities, and student success beyond sixth-grade graduation.

Woodbury results from 2016-2017 show positive results on standardized tests. On the Galileo tests for English, Woodbury students scored well above the average for the whole supervisory union. In math, they were at the supervisory union average score. In tests of reading proficiency for K-2 students, Woodbury scored well above the supervisory union average. In writing, again, Woodbury Elementary School students scored above the average for the supervisory union. Just as importantly, students in our small school show progress in learning and in personal growth that is difficult to measure on standardized tests.

At the recent graduation for Woodbury 6th graders, each graduate presented a speech to the assembled parents and members of the public. Each student delivered a thoughtful, well written speech of what they had learned in their time at Woodbury. The skill and maturity to deliver such a speech is not easily measured, but is a key indicator of the growth of our students.

Community Enrichment Activities

The community has traditionally supported the school through high attendance at school events and passing budgets. Additionally, the 4 Winds monthly nature program is predominantly staffed by multigenerational volunteers. The enthusiastic Friends of Woodbury Elementary School sponsor all-school trips, field days, book purchases, teacher appreciation day, and, in 2016, created a grant-sponsored ice skating rink on town property, for school and community use.

Woodbury Elementary School hosts a number of events that welcome and include parents and

community members. One such event is the annual Pumpkin Walk. To prepare for this, students harvest pumpkins grown in the school garden and other pumpkins donated locally, parent and student volunteers meet during the evening to prepare each pumpkin for carving, students then carve their very own pumpkin during art class, and finally, the community is invited to come and enjoy a potluck dinner and see the pumpkins lit up along the Woodbury School nature trail. Other events include a family movie night, community talent show & spaghetti dinner, grandparents' lunch, Big Truck Day, and lunch with the local fire department. Additionally, every week the school has a whole school morning meeting and whole school read aloud during which grade levels take turns leading, presenting their learning, sharing news, leading the school in songs, reading aloud, etc. Community members are invited to visit and participate. Lastly, Woodbury Elementary School hosts a winter and spring Celebration of Learning to showcase art, music, independent learning projects and more, and is always attended by families and community members.

Current and Future Partnerships

Current:

- Woodbury Elementary School Steering Committee: school board members, parents and community members have formed a committee to identify and act on priority areas for school improvement.
- Pete's Greens delivers weekly vegetables free of cost and invite students to their facility to learn about their process and procedures in agro-business.
- Friends of Woodbury Elementary School has supported artists-in-residencies, whole school events, celebrations, and whole school events.
- Central Vermont Solid Waste staff bring education and support to our students for onsite composting and recycling. We conducted waste audits with their staff and look at ways to improve our efforts.
- Four Winds: monthly classroom is a hands on science program that engages parents and community members as volunteers to get children outside discovering nature and supporting science curriculum.
- Craftsbury Outdoor Center: winter cross country skiing 6 -8 weekly ski program.
- Northeast Kingdom Kids on the Move: grants that support enhanced wellness programs in our school.
- Center for Agricultural Economy: there is a commitment to buying local whenever possible for the school breakfast and lunch programs. Vegetable gardens have been developed and added to each year. All children work in the school gardens and the produce is used in the school lunch program with students providing help planting, tending, harvesting, preparing of food at the school.

Future:

- Center for Agricultural Economy in Hardwick, Vt. Dept of Game and Wildlife, Vt Dept of Ag., Shelburne Farms to focus on place-based learning using sustainability curriculum.
- Woodbury Elementary School Steering Committee: school board members, parents and community members have formed a committee to identify and act on four priority areas for school improvement: after-school enrichment, outdoor education, trails & classroom space, expanding arts in the curriculum, and building a mentor program.

Unique Programs at Woodbury

- Personalized Learning and Independent Learning Projects: It has been a focus of our school to develop opportunities for children to engage in student centered and student driven learning projects. These projects can be very personalized and focus around individual goals and standards that a student needs to solidify or they can be completely interest driven topics that a teacher folds the standards and/or proficiencies into. Either way they are exciting and engaging for the students and requires a growth mindset. This is an opportunity for students to ask questions and explore topics on their own. The teacher facilitates this learning and offers resources and direction. The culmination of this research is a project and presentation where students get to explain their learning and discuss their growth with authentic audiences (other classrooms, the entire school, the community, or their families). Twice a year we will exhibit student chosen projects for a celebration of learning, where the community is invited to visit these exhibitions and talk with the students about their work. Our K-2 classrooms actively participate in this model of learning and we are growing it throughout the other classrooms each developing their own sense of what this looks like.
- Growth Mindset: Each classroom spends time teaching about and modeling with examples around the idea of growth mindset and brain development. We encourage to see “mistakes” or “failures” as opportunities and for learning. Our youngest learners keep tally in their classroom when mistakes are made and celebrate the learning that is happening due to this.
- Big Buddy program: Big Buddies has been taking root at Woodbury Elementary for over 17 years. It started simply as a book reading session between the older students and the younger students, while encouraging relationships and a family atmosphere in our school. It really took off and has grown into a steady and very well loved program where the 5/6 students plan a book to read and organize an activity to do with their little buddies. The older students take into consideration the child's interests, strengths and weaknesses and have also enveloped CCSS threads across their lessons; the end result being a positive, caring and respectful relationship school wide. The younger students can't wait to have a buddy and as the students go through the grades, they can't wait to be a big buddy, all while remembering their own buddies and good memories. We have had a lot of positive feedback from students, other staff and parents as well. It's become a very popular but academic time with the benefit of beginning powerful relationships.
- Whole School Morning Meeting: Each Wednesday from 7:50 - 8:15 we have a whole school morning meeting. All staff/classes take turns facilitating the meeting. The focus of the meeting is decided by the facilitator and when it is a classroom running the meeting there is always a focus on sharing student work and learning. We engage in a greeting with each other, share news and announcements, and participate in some kind of activity together. The community is invited to join us for these weekly meetings.
- Student Led Conferences: At the grade 5-6 level parent conferences are led by the students. This is an opportunity for students to take ownership of their learning and present their goals and their progress and reflect on their learning with their family. This is also an opportunity to develop the transferable skills of communication, self direction and critical thinking. Other classrooms have attempted this as well and we plan to grow this idea across all grades.
- Celebrations of Learning: Parents and community members are invited to attend a Celebration of Learning Open House twice a year. This is a special opportunity to learn more about – and to experience – the innovative education taking place at in our school. This provides an up close and personal look at a variety of learning experiences ranging from processes and procedures, games and manipulatives to independent learning projects. This educational culmination in academics and the arts features student work and student reflection on learning. The celebration is infused

with joy when students take pride in their work and share their achievements with the community. Our hope is that the community and families take interest in student learning and feel free to ask questions. Students set up in various classrooms throughout the building and all guests are invited to circulate through examining and interacting at all grade levels. We have artwork showcased throughout the building and on exhibit in the gym and we conclude the evening with musical performances of all grade levels as well as special music by the band and chorus.

- The School grounds of Woodbury Elementary are a real asset. These are currently utilized by all classrooms to extend our hands on experiences and to offer an extension to nature and science related studies. We have a diverse acreage of ecosystems within the property that supports specific topics of study as well as multiple gardens for both consumption and educational purposes. Our property has a defined nature trail which we use for whole school hikes, individual classroom exploration or connections to curriculum as well as hiking and snowshoeing.

Accountability and Transparency

Woodbury Elementary has had a committed and dedicated school board that operates under the policy governance model. Our board has a strong record of consistent attendance and participation in board committees. Our board members come from a variety of backgrounds and bring varied skills and ideas to the table. We feel that this diversity increases the value of our board to the school and our community. Ultimately, we feel, together with our administrative leadership, responsible for charting a direction for our school. We take our work seriously and will continue to put the needs of our students and our community needs first.

Progress Monitoring and Monitoring Reports

The board receives and reviews progress monitoring reports. The principal's report focuses on how Woodbury is meeting the learning outcomes, student and classroom highlights any items of particular interest for the board. The principal reports have included presentations of student work across all curricular areas and we have also held discussions about social and behavioral challenges in the classrooms.

Board Self-evaluation / Self-assessment and Board Observation

In the past, the Woodbury School Board has completed self-assessments. We found that communication was one of the areas that we needed to improve upon. As a result, we engaged in community dialogue which led to the formation of a Steering Committee that has identified several priority areas including after-school programming, outdoor education/outdoor classroom space, etc. Currently, we are a board in transition with 50% turnover and a vacant spot, but we are committed to completing a full self-assessment in this upcoming school year, 2017-2018.

Audits

We are audited once a year and we receive a report which we review and act upon accordingly.

Budget Development

Woodbury begins the budget development process in the fall in coordination with the development of the OSSU budget. The Woodbury leadership team develops a needs assessment each year, and working with the OSSU central office and dovetailing with board-identified needs, builds a budget for the board to review. The Woodbury board has multiple opportunities to offer input on the proposed budget and ensure its alliance with the school's mission and goals for learning outcomes. We have open meetings, and the public is always invited, announcements are posted on Front Porch Forum, during budget development. We will redouble our efforts to get community involvement in our budget development this year.

Communication with Community

Woodbury has benefitted from an increased dedication to community communication and transparency. While the school has a current website, the school board has one, too, which is regularly updated with current information and also contains in-depth information ranging in topics from schoolhouse maintenance to Act 46 documents. Additionally, the school and school board regularly utilize Front Porch Forum, Facebook, and email lists to provide the community with relevant information.

Other venues for communication with community include: Whole School Morning Meetings, Open House, Celebrations of Learning, Parent Connections email group/Family Folders, School Board bulletin board at school, School Messenger, Newsletters, etc.

The Woodbury School Board has also initiated a Woodbury School Steering Committee, which is a sub-committee of the Board and includes many parents and community members. This committee meets monthly and is charged with examining options to improve the school and make it financially sustainable. The Steering Committee can make recommendations for action to the school board.

Operational Efficiencies

Within the larger supervisory union of Orleans Southwest Supervisory Union, financial resources have been systematically consolidated. These include supervisory union-wide contracts for teachers and transportation. Special education, IT, technology, purchasing, supplies, and fuel are all jointly handled by the SU.

Value

As noted above, the community of Woodbury voted overwhelmingly to maintain its little school. This happened in 2011 when more people came to a special meeting than had been to any other town meeting in memory. They voted 129 to 63 to maintain the school, in spite of the knowledge that our school taxes were relatively high and likely to remain so.

Starting in 2017, the existence of a well-attended "steering committee" to find ways to improve the school while holding the line on costs is a key indicator of the town's strong commitment.

The Woodbury school board has strived to keep expenses down and quality up. As noted above, a number of steps have been taken to streamline operations.

The good news is that our incoming kindergarten class has 12 registered children, which is more than any recent year. We are optimistic that growth in the school population will reduce the per pupil costs and

return the school to being a better bargain for the taxpayers without sacrificing quality.

Looking to the Future

As evidenced in earlier statements Woodbury School has a history of strong community support. We intend to build on this support with the aid of our Steering Committee which was formed to examine options for improving the school and making it financially stable. Following are examples of the priorities set by the school board staff, parents and community showing a growing momentum for clarity and change.

In September, 2017 an after school program two days per week was begun to enrich student learning and provide after school options. An active parent group collaborated with the Woodbury School board and school principal to get the program underway by the beginning of the school year and three quarters of the student population are enrolled. There are future plans to provide full time after school opportunities in 2018-19. We believe this will have the added benefit of making the Woodbury school more attractive to families who might be considering moving to Woodbury.

We hope to expand the arts in the school, using volunteers from the community. Woodbury and the surrounding area is blessed to have many artists including musicians, painters, writers, sculptors, and many craftspeople who are willing to volunteer their time in flexible ways to offer their skills to the students.

We hope to expand the use of our natural resources to expand environmental learning. We will consider a model that bases most, if not all, of the curriculum on the natural world and gardening. While this would take several years to fully develop, we believe it can also help attract families and students to Woodbury. There is great interest in collaborating with the Woodbury Conservation Commission, the Woodbury Selectboard, local citizens and school staff to develop plans, common purpose and goals for the school grounds and nature trails.

We plan to work with other schools in our OSSU to share resources and curriculum offerings for our students, and make ours available to them. There is strong interest in this model among the schools in the supervisory union. Transportation is the most challenging barrier to address in order for this to be successful.

We also have started discussions with the Agency of Human Services on ways to improve social services for our students and families, many of who live in poverty and suffer from the effects of trauma. We believe we cannot be successful in addressing those needs, or empowering students to be successful, unless we develop new, flexible, and integrated ways to address those issues.

Woodbury Elementary School truly is a unique school that thrives on unified collaboration and support among school staff, administration, school board, parents and community. Students show impressive gains in both qualitative and quantitative measures. Its many assets and current trajectory prove that this school has much to offer and will be very valuable to the overarching goals of Act 46 around educational excellence and equity.

Woodbury Appendix A: Woodbury Town School District Meeting Minutes Aug / Sept 2016

Orleans Southwest Supervisory Union
Woodbury School Board
August 16, 2016
Hardwick Elementary School Library
minutes

Approved 8-25-16

Woodbury Board Members Present: Woodbury School Board Members Suzy Graves, Brett Stanciu, Tonya Ewen, Kim Silk;

Hardwick Board Members Present: Orise Ainsworth, Jen Laundry, Jennifer Fliegelman

Administrators Present: Superintendent Joanne LeBlanc, Principal Edie Dunn, Chief Financial Officer Victor DeBonis

Act 46 discussion with Hardwick Town School Board- consideration of a potential merger

Call to Order: Mrs. Ainsworth called the meeting to order at 6:00 p.m. and welcomed those present.

Board Business

Discussion Items: Issues that the Board discusses and deliberate, but no action is taken at this meeting.

1. Woodbury School Board meet to discuss a consideration for possible merger: Kim Silk, Chairman of Woodbury School Board, explained to the Hardwick School Board that board members are present to discuss the possibility of forming a study committee to explore a merger between Woodbury and Hardwick. He asked the Hardwick board if they had any interest, if they had any questions, or if they cared to attend any Woodbury School Board meetings. Ms. Stanciu further explained that the Woodbury School Board continues to explore, via Act 46, neighboring school districts.

Mrs. Ainsworth stated that, while she does not see a merger as a financial advantage to Hardwick students, she sees it as an advantage for students to increase opportunities, between the two schools. Mrs. Ainsworth spoke about the other neighboring school districts and the aspects that make merging with them more complicated than merging with Woodbury (including school choice and grade levels other than pre-K through 6). Mrs. Ainsworth spoke about the timeline and the process of proposing a merger to the Vermont Agency of Education. Suzy Graves summarized the crux of the discussion between Hardwick and Woodbury: Why would you want us? And why would we want you? The two boards spoke about challenges for small schools to stay afloat financially, and how a merger could possibly be mutually beneficial. Mrs. Ainsworth and Ms. Stanciu shared the desire to do what is best for students, academically.

Mrs. Ainsworth asked whether her board cared to take action to move forward with an exploratory subcommittee regarding a merger with Woodbury. The board is not prepared to take action at this time, but would like to consider financial projections and to further consider forming a committee to explore a merger between Woodbury and Hardwick, in response to Act 46. Some discussion of a state imposed timeline followed. Jen Laundry asked for classroom sizes and configurations at Woodbury, for the Hardwick board to consider. Jennifer Fliegelman suggested that, when the boards meet again (possibly at next week's Woodbury Board meeting), board members be prepared to discuss issues and concerns so that they can decide to either take this discussion to the next level (forming a committee to explore a merger, including using a \$5K grant to hire a discussion facilitator), or not.

The two boards discussed current board configuration (Hardwick has two board vacancies at this time). The issue of home school students was discussed. Superintendent LeBlanc suggested that a broader scope of student opportunities/ learning environments might appeal to some of the home school community members. Jen Laundry stated that she does not believe classroom size or configuration affects home school choices.

The two boards ended their joint discussion at 6:40 p.m. The Woodbury board meets on Thursday, August 25. Hardwick board members plan to attend this meeting; however, a Hardwick quorum is unlikely.

Respectfully submitted, Lisa Stoudt, Board Recording Secretary

Orleans Southwest Supervisory Union
Woodbury Town School Board
August 25, 2016
6:00-8:15PM
Woodbury Elementary School

Approved 9-22-16

PRESENT:

Woodbury Board Members: Kim Silk, Cacky Peltz, Tonya Ewen, Brett Stanciu (left at 7:30), Suzy Graves

Administrators: Superintendent Joanne LeBlanc, Chief Financial Officer Bud DeBonis, Principal Amy Masse

Hardwick Board Members: Jen Laundry, Jennifer Fliegelman, Orise Ainsworth (all left at 6:30)

Others Present: Representative Chip Troiano (left at 6:30) and Hardwick Gazette newspaper reporter

Call to Order: Mr. Silk called the meeting to order at 6:00 p.m.

Approve Meeting Minutes June 23, 2016, August 16, 2016: Cacky Peltz moved to approve the minutes of June 23, 2016, and August 16, 2016. Seconded by Brett Stanciu, this motion carried unanimously.

Public Comment: none

Board Business

Discussion Items: Issues that the Board discusses and deliberate, but no action is taken at this meeting.

Hardwick School Board meet to discuss a consideration for possible merger. Introductions were made. Mrs. Ainsworth called the Hardwick School Board meeting to order at 6:02. Mr. Silk asked whether Woodbury board members had any additional thoughts from the previous meeting at Hardwick School, about the prospect of merging. Ms. Stanciu asked Hardwick Board members for their thoughts about the prospect of merging, upon reflection after the last meeting.

Jen Laundry stated that she had asked among her community; she went door to door to some homes. She does not hear interest in merging with Woodbury from her constituents; there seems to be no perception of any benefit to Hardwick residents.

Orise Ainsworth posed the question: There seems to be no financial benefit for Hardwick; however - can we improve student outcomes? Can we improve offerings for students? She spoke about the efficiencies of combining services such as foodservice. She spoke about the apparent building needs at Woodbury School. She wondered about sports teams and how that would work, should the schools merge. She stated that she believed students would have to have opportunities to get acquainted with a new population of peers.

Jennifer Fliegelman spoke about students' abilities to get acquainted without much ado. She spoke about larger school districts and how students manage. She asked whether there might be benefit for students, for example, who might be better suited for a smaller school environment to come to Woodbury, and, for instance, perhaps some Woodbury students with special needs might opt to Hardwick where there might be more resources available.

Kim Silk asked whether any Woodbury board members had heard from the community; he had not gotten any response. Cacky Peltz stated that she has heard some hesitation, and some confusion over Act 46 as a whole. She stated that, at some point, Woodbury will have to make a change.

Kim Silk asked whether the two boards have any interest in forming a subcommittee to explore a merger, or whether the boards would like to wait for a couple months and revisit this issue.

Superintendent LeBlanc reiterated Orise Ainsworth's opinion that there would be no financial benefit to Hardwick; however, that is assuming "status quo" - she spoke about the possibility of sharing some services and finding some efficiencies in merging and suggested that the board members consider exploring that issue.

Jen Laundry asked: did the projected budgets reflect deficits from prior years? for instance, Hardwick ended this past year with an almost \$300K deficit. Superintendent LeBlanc stated that the projected budgets at this point do not reflect deficits or surpluses from the previous year(s).

Kim Silk asked Hardwick board members if they cared to go any further in the discussion. Jen Laundry suggested that the Hardwick board meet again in the near future, even if it means a special meeting, to consider some financial information and some student outcomes data, and to talk further about whether to move forward to explore a merge.

Superintendent LeBlanc asked for the boards to provide some guidance about financial information or student data, to consider. She suggested that she, Amy Masse, Bud DeBonis and Principal Dunn might be able to sit down and prepare some documents that might help the boards further discuss these issues, for example, around programs and staffing.

Amy Masse spoke about the "framework" documents for each school and the benefit of comparing each school's strengths and needs.

Orise Ainsworth suggested creating a shared folder for both boards so that they can review related documents.

The two boards would like to reconvene together in October to revisit this. The boards decided on a meeting at Hardwick Elementary School October 18th, the day of Hardwick's regular board meeting. The board will consider:

- Framework from each school
- Financial information
- Monitoring reports

The Hardwick School Board meeting adjourned at 6:26, and the Hardwick board members departed.

Update on summer building projects (this is included in the Principal's Incidental Report)

Safety Policy-review: Superintendent LeBlanc shared that this policy has been discussed and updated, supervisory-union-wide, coordinating with each town and specific to each school. Principal Masse spoke about the challenge of having a crisis plan at a small school such as Woodbury where the staffing configuration can change from day to day, or during each day.

Executive Committee-overview: Kim Silk stated that the Executive Committee is currently working on the transportation contract, and will be starting the annual process of evaluating the superintendent. He stated that the Executive Committee is going to address at the October meeting the prospect of developing a program within the supervisory union for students who might otherwise be placed out of district. Superintendent LeBlanc stated that Heather Freeman, Director of Student Services, will be facilitating this discussion with the Executive Committee.

Facilities Use Agreement- Review and provide parameters: The board reviewed this document. Kim Silk asked whether there is a distinction between school administrator and event manager. Joanne LeBlanc stated that the event manager is not the administrator, but the person who is renting the building space. Brett Stanciu stated that she believes it is important for Woodbury School to be a welcoming community building, the center of town; she does not want to create an agreement document that sends a message other than that. Kim Silk stated that he had spoken with the Woodbury Selectboard and they are in agreement with accepting responsibility for cleaning and/ or custodial expenses when they use the building (e.g., on Town Meeting Day). Cacky Peltz stated that she too would like to remain welcoming to the community and she worries that the document is intimidating and onerous. Superintendent LeBlanc stated that Craftsbury School is addressing the same issue; she shared some of the changes that Craftsbury School has made to their facilities use. The board agreed to warn this for adoption at the next board meeting in September. Some changes to the document were suggested. The board agreed that it seems redundant to charge a fee for the event manager, so would like to removed that part of the document. The issue of liability was discussed.

Board Work-Calendar: BSRs, GPs: Suzy Graves spoke about her experience in the past addressing these policies at each board meeting. She felt that the procedure was tedious and time consuming, with no real effect. Cacky Peltz stated that she believes the board should try working these documents back into board meetings, but should work toward being more time efficient. Suzy Graves stated that it feels like busy work and she wondered who decided this was an appropriate use of board members' time. Superintendent LeBlanc stated that the board's business is stated in these policies and she believes there is value to board members reviewing them regularly. Kim Silk proposed that in November the board address the BSRs, and address the GPs after the budget is finalized in 2017. He asked board members to come to the November meeting having read the BSRs, prepared to quickly and efficiently review.

Act 46- next steps: The committee has not met since June 2016.

Action Items: Issues that require the Board to make a decision by vote.

Transportation: Elimination of certain bus routes or not? Carve outs or not? The board discussed some of the responses from the surveys to the community about transportation. Very few responses were received. Kim Silk asked board members for their input about transportation. Suzy Graves stated that she would like to negotiate a less costly transportation contract. She spoke about the possibility of examining hubs for students to catch the bus rather than picking up at each house. Brett Stanciu does not suggest changing the bus routes unless there is some financial incentive. Tonya Ewen reiterated that she does not see any compelling reason to change the bus routes. Cacky Peltz asked whether there might be options for West Woodbury; some discussion followed about student population in West Woodbury.

Kim Silk summarized: don't change routes, nobody is in favor of removing "carve outs," also the board is interested to see if the lower fuel prices will lower the cost.

The issue of transportation will be addressed at the September Carousel Board meeting, by all of the boards together.

VEHI Petition- membership bylaws: Kim Silk explained this petition to change the membership to include a Vermont School Board Association member instead of one of the NEA representatives.

Cacky Peltz moved to authorize the board chair to sign the petition as presented. Seconded by Tonya Ewen, this motion carried unanimously.

Administration Reports-Incidental Information- No Board Action Required

OSSU and Building Vision and Framework: Superintendent LeBlanc shared this document with the board. She has reviewed this document with the central office staff and she has asked school administrators to address their similar school documents with staff. She expects these documents to help determine needs. Kim Silk asked for the next iteration of the Woodbury document to have measurable goals.

Pre-Audit Financial Report: Bud DeBonis shared that Woodbury ended the year in sound financial condition, with a fund balance around 10% of their budget. Superintendent LeBlanc shared, though, that some of the surplus will go to buildings and grounds, and some rolled into the future fiscal year(s), as per past board action. Some discussion followed, with Bud DeBonis explaining the concepts of the "actual" budget and "under-spending the budget."

Superintendent LeBlanc explained that in FY15, Woodbury School ended with a surplus of approximately \$80K; this was applied to FY17, but Woodbury School still ended up in FY16 with surplus of approximately \$20K.

Principal's Report: Principal Masse had shared a written report. She invited questions. Kim Silk asked about her coursework toward completing her program. She expects to complete the program at the end of this school year. She stated that her staff had commented that the two inservice days were very relevant and a great use of their time.

Academic Monitoring Report: Superintendent LeBlanc invited questions from this report, which had been shared with board members. Kim Silk asked, at the end of the school year, how many of the 51 students were proficient, looking at all areas? Superintendent LeBlanc referred to the proficiency charts from the report. He asked for a total number. Some discussion followed between Mr. Silk and the administrators to determine how to collate the data so that it shows an answer to his question. Superintendent LeBlanc explained that there is not a common rubric over the entire range of grades. Some discussion followed about the desire to improve student outcomes in math.

Items for next agenda:

- Norms check in
- Act 46 (possible study with Hardwick?)
- Safety Plan
- Facilities Use Agreement
- Budget guidance
- Community linkages

Suzy Graves and the board and administration congratulated Tonya Ewen on completing the requirements to receive her high school diploma.

Executive Session for Negotiations- Prior knowledge would put the board at a disadvantage.: none

Adjourn: The board adjourned by consensus at 8:20 p.m.

Respectfully submitted, Lisa Stoudt, Board Recording Secretary

Next Meeting- September 7 2016 Carousel Board meeting at Hardwick Elementary 5:30-8PM

Board Meeting: September 22, 2016

Orleans Southwest Supervisory Union

Woodbury Town School Board

September 22, 2016

6:00-8:00PM

Woodbury Elementary School

Approved 10-27-16

School Board Members Present: Kim Silk, Cacky Peltz, Brett Stanciu, Suzy Graves, Tonya Ewen

Administrators Present: Superintendent Joanne LeBlanc, Principal Amy Masse, Chief Financial Officer Bud DeBonis

Others Present: David Yacavone (left at 6:10 p.m.), Patrick Flood, Woodbury; Stephen Freihofner, Woodbury (Vice Chair of Hazen Board); Marci Young, Morrisville

Call to Order: Mr. Silk called the meeting to order at 6:00 p.m.

Approve Meeting Minutes August 25, 2016: Brett Stanciu moved to approve the minutes of 8-25-16. Seconded by Cacky Pelkey. Discussion: Ms. Ewen pointed out that Principal Masse's name is missing from those present at the meeting. This motion carried with the noted edit.

Public Comment- David Yacavone: Mr. Yacavone introduced himself to the board; he is running for Vermont senate. He explained his intention to be interact with school boards. He stated his desire to have taxes less affected by property value, and more related to income. He shared that the school boards that are included in his district are Worcester, Woodbury and Morrisville/ Elmore. He invited questions or comments from school board members. Some school board members expressed frustration around the unique challenges faced by Woodbury as a result of Act 46.

Mr. Silk stated that he would like to amend the agenda and put the B/SRs on the November agenda. Cacky Peltz asked for clarification when the board addresses the B/SRs - board members are to prepare for the board action by reading the policies and considering whether the board is compliant.

Board Business

Action Items: Issues that require the Board to make a decision by vote.

1. **Board Superintendent Relationship Policy-** are we in compliance with our policies? (this will be included on the November agenda)

B/SR1- Global Governance- Management Connection
B/SR2- Unity of Control
B/SR3- Accountability of the Superintendent
B/SR4- Delegation to the Superintendent
B/SR5- Monitoring Performance of the Superintendent

- 2. VEHI Proxy: Cacky Peltz moved to appoint Kim Silk to act as the Woodbury Board proxy at the VEHI meeting. Seconded by Brett Stanciu, this motion carried unanimously.**

Discussion Items: Issues that the Board discusses and deliberate, but no action is taken at this meeting.

1. **School Crisis and Safety Policy-warn for adoption in Oct.** The board agreed to move this policy to the October meeting for adoption.
2. **Facilities Use Agreement- warn for adoption in Oct.** The board agreed to moved this policy to the October meeting for adoption. Superintendent LeBlanc had made changes to this document at the last board meeting, as a result of the discussion.
3. **Act 46: Hardwick-Woodbury potential merger discussion:** Mr. Silk stated that his understanding is that the Hardwick School Board is not interested in pursuing a merged board with the Woodbury Board. Superintendent LeBlanc reviewed some of the scenarios for the board to consider, especially in FY19 when the Small Schools Grant is no longer available. Cacky Peltz asked for more detail about the discussion at Hardwick School Board. Superintendent LeBlanc stated that the Hardwick Board does not see value in merging with Woodbury, and keeping status quo with two school buildings. If Woodbury is willing to consider other scenarios, for example, creating a union board with Hardwick School taking in the Woodbury students, then the Hardwick Board is interested in discussing further.

Kim Silk asked whether the board is interested in moving forward with discussions with Hardwick. Cacky Peltz stated that she believes the discussions are still fluid and she does not think the board should yet end discussions about any scenarios.

Mr. Silk spoke about the possibility, with Small Schools Grant ending, that continuing the Woodbury School building is unsustainable. He spoke about a possible scenario of tuitioning all students from Woodbury, and leasing the school building to some other entity. He mentioned the "Homecoming Program" which is a supervisory union (future) initiative to bring students who are placed outside the SU, back into the SU by creating an alternative education environment to meet their needs.

Some discussion followed about tax rates, including the issue of tax sensitivity. Mr. Silk suggested surveying the town in March at Town Meeting Day, about their wishes for the Woodbury School, in light of Act 46. Brett Stanciu stated that she is not in support of a survey; she believes that broader and more interactive discussions need to take place with the community, to better understand the will of the town. Ms. Peltz stated that she believes that the board needs to keep its focus on the charge of Act 46 and to continue to explore various scenarios and configurations.

Suzy Graves stated that she believes the board is putting the cart before the horse when discussing closing the school building. She stated that she does not want to be on a board that is responsible for closing the school. She agreed with Cacky Peltz's desire to report to the state as per Act 46 and to continue to explore.

Mr. Silk asked for public comments.

Patrick Flood asked the amount of Small School Grant: Small School Grant currently approximately \$75K.

Stephen Freihofner asked whether the board is considering five years out when the financial implications of Act 46 level out more.

Some discussion followed around the sentiment that the school building is the heart of the Woodbury Town.

Suzy Graves stated that she has heard among the town that there has been animosity between Woodbury and Hardwick.

Patrick Flood stated that this conversation has been happening for decades. He does believe that closing the school building is the critical piece of the discussion. He does not believe we can sustain the educational model that we currently have, five years from now.

Cacky asked what is his vision? He answered by asking the board: what do you want children to know when they leave you in sixth grade? Are there other ways to get there, besides the model that we have today? Kids are learning in so many ways, could be considering a far more flexible school day and school arrangement. At the same time, consider the social issues that kids are coming to school with every day. He thinks we should be looking at every aspect of the way children think and grow, and thinking more creatively than staying with the same educational model.

Patrick Flood asked how many children who live in this town do not go to this school - these people should be queried - why are they not attending? Why do those parents like a different model?

Superintendent LeBlanc stated that she has explored this issue. Some of the homeschool parents make these decisions based on religious beliefs or philosophical beliefs around education. Some prefer the flexibility of scheduling. She briefly discussed flexible pathways to learning. At the same time she explained the challenge of transportation costs when schedules vary.

Discussion followed around creative and flexible education models.

Kim Silk asked the board what its desired next steps are regarding Act 46. Brett Stanciu referred to the Act 46 document that describes steps that school boards are required to take. The board will work at an individual level on a summary profile report stating its work to date. The board reviewed the guidelines and will proceed with this report at the next board meeting.

4. **FY18 Budget Guidance:** Kim Silk asked board members for input. Brett Stanciu stated that she does not want to consider staffing cuts. In fact she would like to increase the music program; she believes it is a valuable program.

Cacky Peltz stated that she would like to see if the school can make better use of the Community Library.

Tonya Ewen stated that she hears from community members who wish for greater opportunities for students to join with Hardwick students, for example, for sports or other opportunities

Kim Silk expressed a desire to maximize the potential of school staff.

Kim Silk asked whether Amy Masse feels there are any needs, in order to continue to improve reading results.

Brett Stanciu rephrased the question: do you have what you need for academic excellence in math and reading?

5. **Community Linkages:** Cacky Peltz stated that the board has expressed a desire to connect better with the community. She stated that she would like to continue setting aside times during the school day, or after the school day, to invite parents or community members to casually talk and connect with board members. Brett is continuing to post on Front Porch Forum; Tonya is keeping the webpage up to date. The board will continue to discuss community linkages.

Administration Reports-Incidental Information- No Board Action Required

- **Principal's Report:** Superintendent LeBlanc updated about the water crisis that Woodbury has had in recent days. She stated that the underlying problem has been uncovered and that the repair should cost no more than \$1K. She stated that the bright side is this is much better to discover now versus in the winter. She suggested that having a backup water pump might be a consideration; this might cost around \$500. Superintendent LeBlanc stated that there is plenty of water in the well; the problem was in the pipe, which has been repaired.

●

The board discussed that there is currently \$25K in the building fund.

Cacky Peltz moved to authorize purchasing a new pump as discussed from the building and grounds fund. Seconded by Brett Stanciu. Discussion: Suzy Graves asked whether this requires a bid.

Superintendent LeBlanc stated that a purchase for this amount does not require a bid, and that Larry will purchase based on his expertise. This motion carried unanimously. The board thanked Larry for his work.

Cacky Peltz thanked Principal Masse for the thorough overview in her report. Principal Masse asked for the board's input about a sixth grade trip. She had suggested that, in an effort to avoid "reinventing the wheel" each year, she would like to offer a choice from the same options that were set up last year. The board is in support of this plan, including inviting the fifth grader to join the sixth grade trip this year.

Superintendent LeBlanc spoke about possibilities to make up the two student days that were missed due to water issues. October 21, half day and November 23, half day were proposed for the board to consider. Superintendent LeBlanc reported that transportation will be required for these days. She stated that a majority of students need to attend in order for the day to count. Mr. Silk suggested planning the Harvest Meal on November 23rd, as this is a highly attended event, and this might ensure student attendance on that day. Brett Stanciu suggested that parents be given plenty of notice to be sure that attendance is significant enough to count toward a required student day.

Kim Silk would like the board to approve a solar powered light to be placed on the flagpole so that the flag can be illuminated if it were inadvertently left out at dark. Superintendent LeBlanc reminded the board that formal action was not needed for such a purchase. **Mr. Silk moved to approve the purchase of a solar powered light to be placed on the flagpole. Seconded by Cacky Peltz. Discussion: the cost of this light is approximately \$50. This motion carried with 4 in favor, 1 against.**

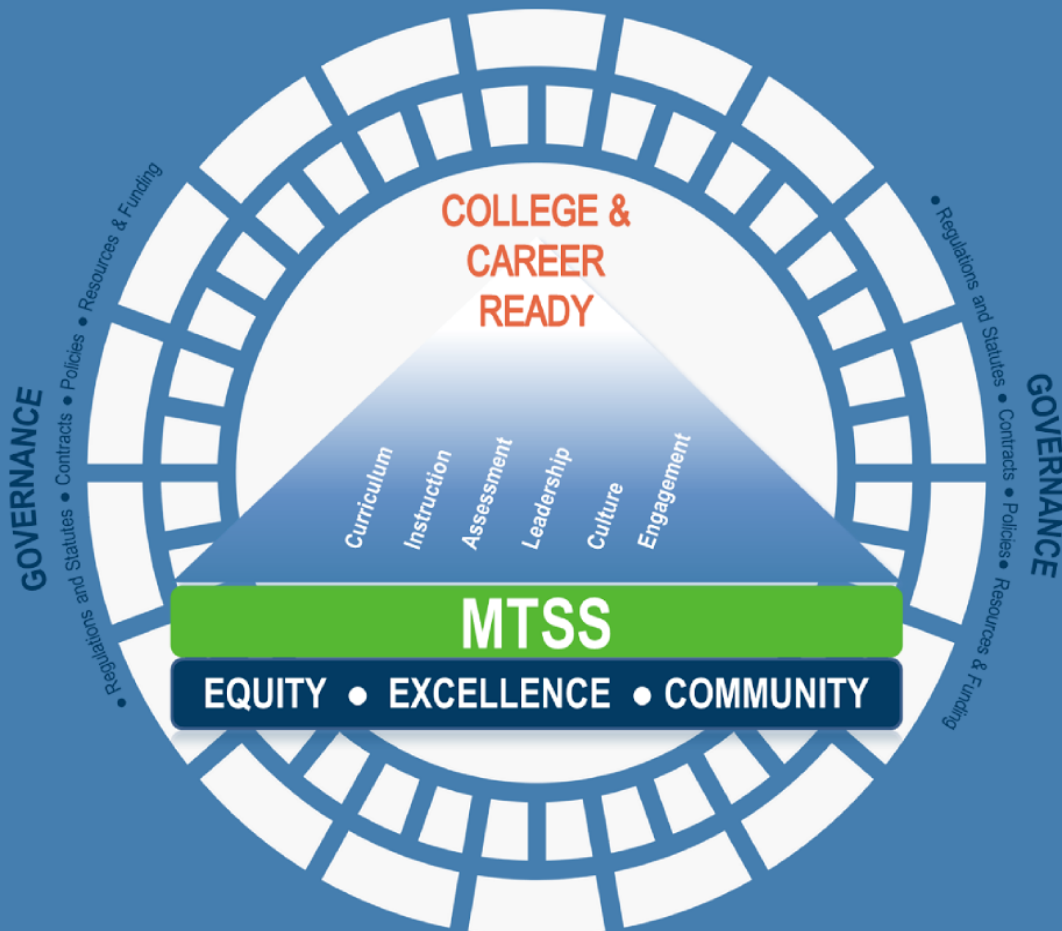
Items for next agenda:

- Alternative structure
- FY18 budget
- Community linkage
- B/SR policies
-

Adjourn: The board adjourned by consensus at 8:10 p.m.

Respectfully submitted,
Lisa Stoudt, Board Scribe

Next Meeting: October 27, 2016



Orleans Southwest Supervisory Union

Framework For
Continuous Growth
2017 - 2022

Overview

The Why: MISSION

Our mission explains our **fundamental purpose** as an organization.

Successfully preparing all students for their futures.

The What: VISION

Our vision captures **the future we seek** to create for our students.

Empowering students with the knowledge, skills and disposition to be college and career ready and become successful, responsible, and contributing members of society--locally and globally.

The How: THEORY OF ACTION

Our theory of action describes the **specific methods** we will use to achieve our vision.

When we close the PK-12 achievement and completion gaps, and when we create challenging career pathways for all students, then we will equip every student to be globally competitive in college, careers, and in life.

The Way We Act: CORE VALUES

Our core values drive our culture and answer the question, "How do we want to act, consistent with our mission, along the path toward achieving our vision?"

Specific values are at the **heart of our culture** because they are levers that drive us towards achieving shared vision. Throughout this plan, three core values are prioritized:

Equity

Student equity means that all students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

Excellence

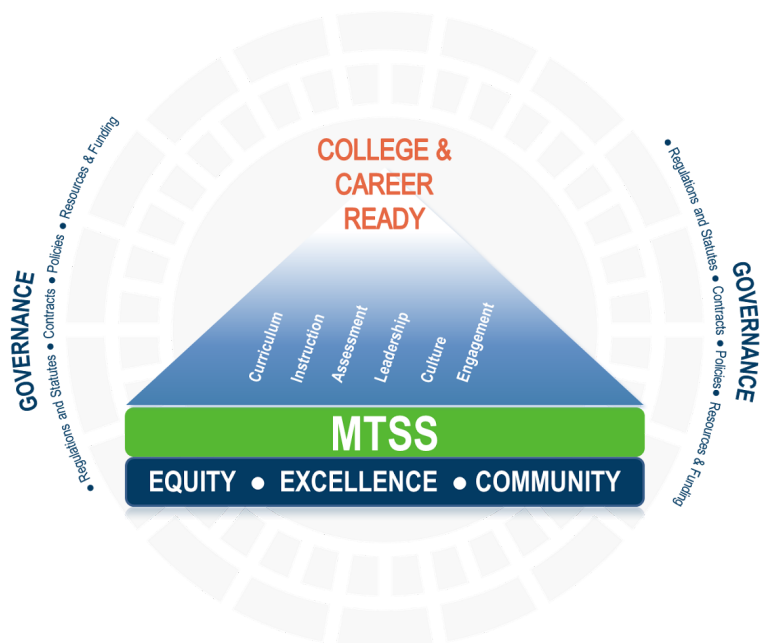
Student excellence is a balance of rigorous academic, social, and career-readiness skills.

Community

Community engagement is proactive involvement of stakeholders in school district priorities and partnerships.

What it looks like: OSSU FRAMEWORK

Our strategic framework is embedded with our three primary core values.



STRATEGY

Strategy declares the four primary district goals and targeted measures (quantitative, qualitative, and perceptual) that are essential toward achieving our desired results. Our strategy assumes an active, continuous improvement system with oversight.

Four strategic goals drive our work and focus our efforts toward accomplishing our mission and vision for our students.

The following pages present our four primary strategic goals. For each goal, there is a specific set of objectives and implementation strategies followed by a set of key indicators that measure our performance over the 5 years of the plan.

Our Four Primary Strategic Goals

1. Prepare our students to be college and career ready by raising the academic and social emotional learning bar and closing the Pre-K-12 gaps to student achievement.

Consistency of instruction

2. Engage stakeholders (parents, students, staff, and community) in two-way communication focused on equity and excellence.

Community meeting

3. Create effective organizational systems that reinforce equity and excellence.

4. Recruit, hire, develop, and retain a diverse and premier workforce.



Goal 1

Prepare our students to be college and career ready by raising the academic and social emotional learning bar and closing the Pre-K-12 gaps to student achievement.

Research and Practice Rationale

- Closing the (PreK-12) achievement gap and completion gap is essential to preparing all students for challenging, competitive careers.
- We will raise the academic achievement and social emotional learning bar and eliminate the PreK-12 and college achievement gaps simultaneously for all students.
- Both academic and social development are essential for improved student performance.
- Our curriculum will anticipate how to best educate today's children to succeed in tomorrow's world.
- A common curricula and instructional model supports teachers in lesson planning and delivery; it accelerates student progress.
- Effective teaching is the most essential lever in student learning; it is best learned through modeling and collaborative structures.
- Career pathways offer students applied learning in the world of work and ensure their global competitiveness.
- Vertical PreK-12 curricula that are backward-mapped with rigorous college and career expectations have become an accelerator towards improved student achievement.

Objectives

The primary objectives for this goal will be implemented in two phases: Initial 2017-2020, full 2019-2022.

Academic Bar

Ensure academic growth for all students by closing the PreK-12 achievement gap.

1. Establish grade and school performance targets to track academic and social growth and to close the achievement gap in 4 years.
2. Conduct a “needs assessment” for each school focused on improved implementation of curriculum, instruction, formative assessments, embedded technology, Professional Learning Communities (PLCs) and career pathways.

Social Emotional Learning Growth Bar

Ensure social growth appropriate for college and career readiness.

1. Implement social development curricula with fidelity in every school and ensure that all staff are trained in a normed system of behavioral and social supports

District Curriculum

Establish a clear, PreK-12 Proficiency-based curriculum aligned with Common Core, NGSS standards, etc, and integrates place based learning, which will prepare students to become college and career ready.

1. Develop proficiency-based instructional and assessment practices in all content areas that are directly aligned to our proficiency-based graduation requirements.
2. Develop personalized capstone projects in fifth, eighth, and twelfth grade measuring transferable skills of all students.
3. Develop criteria for meeting graduation

requirements.

4. Sustainable Agriculture, Environmental, and Outdoor Learning

Integrate place based learning in a way that incorporates ecological integrity, community, social and economic vitality, and student achievement. Place-based learning is a common theme across all schools in the OSSU. Agriculture plays a significant role in communities across the supervisory union, both as a source of employment and as a key component in economic development across the region. The OSSU sees this is an opportunity to expand opportunities for all students. These resources support students in becoming critical thinkers, active learners and problem solvers who are scientifically literate, engaged citizens who value and respect the environment. Hands-on learning in the outdoors fosters a realistic, relevant educational experience where students will be immersed in an environment that engages inquiry, promotes proactive learning, and cultivates curiosity. Additionally, outdoor learning experiences can be applied to content areas beyond the sciences to include writing and the arts. We feel that collaboratively utilizing these resources within our communities can directly impact the quality of student learning experiences across the district.

Instructional Model

Design a multi-tiered instruction model in which all students access material in meaningful and transformative ways. As such, instruction is intended to focused on differentiation and student-centered pedagogy. Teachers must represent learning as an ongoing, growth-driven process which allows for individual pathways to learning, engages students at their individual levels, and promotes personalizable assessment.

1. Create common planning or PLC structure to continue the production and sharing of integrated, universally designed lessons.
2. Utilize multiple instructional strategies during each instructional block, focusing on differentiation, student-centered pedagogy, and a minimum of

teacher-centered pedagogy.

3. Develop high impact lessons, formative assessments, and units for college and career pathways utilizing a learning management system.

4. Collaborate and develop cross-curricular opportunities and connect ALL learning to the transferrable skills.

5. Create a uniform reporting system on student progress towards meeting the graduation proficiencies and transferrable skills.

Career Pathways

Partner with community, tech centers and businesses to stimulate the creation of multiple career pathways, work based learning and STEM at each high school to ensure career-ready graduates.

1. Implement rigorous career pathways, work based learning and STEM offerings through local business partnership plans for secondary students (7-12).

2. Implement rigorous vertical curricula for multiple new career pathways courses, STEM offerings and work based learning.



Close College Gaps

Incentivize and support college entry and completion strategies to close the college gap.

1. Increase college entry applications.

2. Increase the enrollment in Advanced Placement courses.

3. Increase dual enrollment applications.

4. Adopt college guidance and support strategies that close the gaps and ensure equitable access for all students.

5. Partner with strong local colleges and postsecondary institutions and backward plan exemplary bridge (ie Upward Bound) and summer programs for juniors and seniors.

Goal 1 Measures

The OSSU overarching vision is to ensure **100** percent of students are college or career ready. Indicators for the following benchmarks are based on Smarter Balance. Disaggregated scores are in Appendix A and are essential to achieving the gap closing goals of the Framework. In some cases, year one occurs in 2017 and will establish a baseline metric.

Early Literacy and Reading Skill Development		
Indicators	2016 - 17	2022
Kindergartners at benchmark on end of year Fountas & Pinnell Benchmark (F&P) reading assessment.	63.4%	100 %
Math Development		
Indicators	2016 - 17	2022
Kindergartners at benchmark on end of year _____ assessment.	n/a	100 %
3rd graders On Track for Success		
Indicators	2016 - 17	2022
3rd graders meeting or exceeding state standards in ELA	32.6%	90%
3rd graders meeting or exceeding state standards in math.	33.7%	90%
5th graders Academic Readiness for Middle School		
Indicators	2016 - 17	2022
5th graders meeting or exceeding state standards in reading.	40.0%	90%
5th graders meeting or exceeding state standards in math.	38.6%	90%
5th graders meeting or exceeding state standards in science	n/a	90%
5th graders meeting proficiency on transferable skills (Capstone)	n/a	80%

8th graders Academic Readiness for High School		
Indicators	2016 - 17	2022
8th graders meeting or exceeding state standards in reading.	52.2%	90%
8th graders meeting or exceeding state standards in math.	20.3%	90%
8th graders meeting or exceeding state standards in science.		90%
8th graders meeting proficiency on transferable skills (Capstone)		90%
High School Students on Track for Graduation		
Indicators	2016 - 17	2022
11th graders meeting or exceeding state standards in ELA.	48.4%	90%
11th graders meeting or exceeding state standards in math.	20.6%	85%
11th graders meeting or exceeding state standards in science.	n/a	85%
12th graders meeting proficiency on transferable skills (Capstone)		100 %
High School Students Graduating		
Indicators	2016 - 17	2022
High School Graduation rate (on time= four years), (Hazen/Crafts.)	93%/95%	90%
High School Graduation rate (extended= within five years), (Hazen/Crafts.)	n/a	100 %
Career and Future Ready		
Indicators	2016 - 17	2022
Students who completed college in five years.		80%
Students passing AP exam or earning college credit equivalent.		??
Graduates enrolling in post-secondary institution within two years of graduation.	79%	85%

Career and Future Ready (Continued)		
Indicators	2016 - 17	2022
Students who completed college in five years.		80%
Students passing AP exam or earning college credit equivalent.		??
Graduates enrolling in post-secondary institution within two years of graduation.	79%	85%
Embedded Technology		
Indicators	2016 - 17	2022
Parents who agree that OSSU schools integrate technology as a learning tool in all courses, grade levels.		90%
Help Desk school-based tickets resolved at first tier.		80%
Teachers who routinely use technology as a learning tool in the classroom.		95%
Social Emotional Learning Implementation		
Indicators	2016 - 17	2022
Schools with full, high-fidelity implementation of social emotional curricula (PBIS, Second Step, Restorative Justice).		90%
Academic Implementation		
Indicators	2016 - 17	2022
Schools with full use of proficiency based curriculum and data driven instruction.		100%

College and Career Readiness and Persistence Implementation		
Indicators	2016 - 17	2022
College and non-college bound students who participate in at least one career pathway in high school.		100%
% of 11th/12th students enrolled in Dual Enrollment or AP classes (Hazen/Craftsbury)		*
*Depends on where we are now		
Students with portfolios demonstrating proficiency in content areas.		100%



Goal 2

Engage parents, students, staff and community members in two-way communication focused on equity and excellence.

All stakeholders (students, parents, teachers, and community members) are active members of team OSSU; they are all partners in creating, sustaining, and investing in actions vital to ensuring equity and excellence.

Research and Practice Rationale

- Parent engagement focused on academic growth and social emotional development is the most powerful support because it simultaneously improves student equity and promotes achievement.
- In order to ensure academic success for every student, we must address the need for cultural understanding and mutual respect.
- Communication becomes high impact when it encourages collaborations focused on a shared vision.
- Language proficiency among bilingual students is best built through a Teaching English to Speakers of Other Languages (TESOL) program with meaningful access to core instruction and clear performance criteria.
- Aligned two-way, mutual communication promotes understanding of the perspective of others.

Objectives

The primary objectives for this goal will be implemented in two phases: initial 2017-2020, full 2019-2020.

Mutual Respect

Create a culture of mutual respect of differences to guide student behavior in school and in the community.

1. Increase behavioral exchanges of mutual respect and decrease bullying and harassment incidents:

- Develop staff expertise in modeling and teaching culturally competent and social emotional behaviors.
- Create a culture of respectful communication at all levels: students, parents, faculty and staff, administration, boards and community.
- Fully implement an anti-bullying curriculum that builds cultural understanding and inclusive behaviors through acceptance of different perspectives.
- Norm and enforce a proactive code of student and staff conduct that includes the early elimination of verbal insults and bullying.

Shared Vision

Create a district culture that builds community understanding and ownership of our shared vision of creating locally and globally competitive graduates.

1. Improve two-way communication, engagement, and outreach by focusing on a shared goal of producing globally competitive students:

- Organize schools and their parent and student communities in feeder pattern teams to promote college and career readiness and to produce globally competitive graduates.
- Sponsor community events that build understanding of college and career-ready business partnerships and applied learning projects in OSSU.

Language Proficiency

Strengthen TESOL to accelerate language growth for identified students.

1. Strengthen TESOL outreach to identify and serve all eligible students and enlist parents as partners.
2. Ensure adequate curriculum and testing materials for both TESOL.
3. Create separate proactive criteria to assess the growth of TESOL students.
4. Conduct a middle school and high school study of TESOL students to track the success of elementary level programming.

Shared Learning

Educate parents and students to navigate the college readiness system.

1. Create a menu of training offerings for parents, students and family members to navigate all aspects of college entry, readiness and completion.
2. Provide enhanced college and career support in high schools.
3. Secure active family engagement in college visits, college marketing and summer campus options.

Aligned Communications

Improve two-way communication, engagement and outreach that connect the community, the schools and central office.

1. Create a mutual system of communication between schools and central office focused on joint ownership of framework goals.
2. Create two-way conversations between schools and parents about how to best support student learning at home and in school.
3. Strengthen and coordinate student interventions with parents and community prevention services.



Goal 2 Measures

The perceptual indicators are based on climate/satisfaction surveys administered every spring. The baseline metric for many of these indicators will not be established until 2018. Indicators for the following focus areas are based on Smarter Balance and Tiered Fidelity Inventory (TFI) assessments.

Parent and Student Academic/Social Emotional Engagement		
Indicators	2017-2018	2022
Parents who report satisfaction with parent-teacher communications about the academic and social progress of the child.		
Parents who understand the purpose of academic and social requirements for their child.		
Parents who feel their child has fair and equal access to appropriate learning opportunities.		
Students who report they understand next steps in their learning pathway and could explain those to others.		
Mutual Respect: culture and development		
Indicators	2017-2018	2022
Reduction of hazing, harassment, or bullying investigations.		
Parents who agree "My child's school maintains an environment free of bullying and intimidation"		
Students who report they know what to do when they feel they are bullied or harassed at school.		
Students who report school staff addresses bullying and harassment issues when they become aware of them.		
Students who feel safe on school grounds.		

Staff, students, and parents report a culture of respectful communication.		
Teachers who report they know how to work with students to build cultural understanding in a diverse group.		
Increasing Language Proficiency		
Indicators	2017-2018	2022
TESOL students who meet requirements for transitioning annually.		
TESOL students making progress in learning English as measured by local assessments.		
Shared Vision		
Indicators	2017-2018	2022
Principals who report collaborative advantages of either vertical or horizontal curriculum sharing (within or between schools)		
Middle school students who report they have an adult they can access when they need to talk.		
Parents, teachers and students who understand high school requirements, grading, courses and credits.		
Shared Learning		
Indicators	2017-2018	2022
Students and parents who report fair and equal access to college and career ready opportunities.		
Students who report proactive outreach of counselors.		
Students/parents who feel knowledgeable about navigating college entry systems.		
Aligned Communications		
Indicators	2017-2018	2022

School principals and central office administrators who report more aligned messages between schools and central office.		
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intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions.

Goal 3

Create effective organizational systems reinforcing equity and excellence.

To ensure global competitiveness for every student, we must build organizational systems reinforcing our core values of equity and excellence.

Research and Practice Rationale

- Equity of student access and positive opportunities to learn are essential to accelerating learning for all.
- Safe, well-maintained and modernized school facilities and an embedded, reliable technology infrastructure are essential for ongoing student learning.
- Variety of dashboard of data and collaborative sharing promote accelerated learning and more informed teaching.
- Performance management supports implementation best when it is designed in a continuous feedback loop.
- Implementations are rarely successful unless conditions of learning and equity are established first.
- OSSU accountability is achieved by holding all internal stakeholders accountable for their outcomes.
- A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways. Such an environment promotes innovation, inquiry, and risk taking.
- The MTSS model is a multi-tiered approach to providing high quality instruction and

- Being a Trauma-Informed School leads to improved academic achievement and test scores, improved school climate, Improved retention of new teachers, reduction of student behavioral outburst and referrals to the office and reduction of stress for staff and students.
- Continuous improvement helps to ensure effective learning remains the primary focus of learning communities and to develop a plan of ongoing evaluation

Objectives

The primary objectives for this goal will be implemented in two phases: (1) initial 2017-2018, (2) full 2018-21.

Provide safe and innovative environments for all students

Implement a proactive plan of facility modernization, student safety and technology implementation.

1. Intentional schedule of maintenance and updates for facility spaces and technology implementations over the next five years.
2. Continue to reduce overall suspension rates with a focus on reducing exclusionary practices and disproportionality.
3. Increase the timeliness and safety of school transportation services.
4. Maximize technology integration for teachers as a teaching and learning tool.
5. Create and maintain partnerships with outside agencies to provide support in creating safe environment.

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SU Accountability to Framework for Continuous Growth Goals

Establish a performance management system with continuous improvement monitoring for key student outcomes.

1. Create a performance management system that sets the learning targets for schools and populations of students. Establish measurable goals, progress cycles and metrics.
2. Create a biannual continuous improvement feedback loop to the Executive Committee/SU Board to verify progress in achieving projected targets.
3. Develop a data dashboard of continuous framework goals extracted from the Performance Management System.
4. Couple the school dashboard with readiness assessments based on periodic school visits.
5. Establish online, transparent teacher collaboration sites organized vertically and horizontally to support strategic plan goals.
6. Establish common formats and methods for sharing curriculum, assessment, and instructional strategies, as well as known pilots such as career pathways and other best-we-know practices.

- Explore and pilot new school environments to equalize access and opportunity for target student populations.
- Ensure that highly qualified teachers are assigned to low socioeconomic students.
- Ensure that high-need students are supported early and often through coordinated school and central office interventions.

Equity of Student Access

Distribute resources by aligning to student needs and desired outcomes, and then ensure equal access to high-quality resources.

1. Fund schools through a system of identified student needs and desired outcomes.
2. Ensure that students have equal access to high-quality district resources and positive opportunities to have:
 - Review student entry and participation data in programs, courses and activities; ensure normed learning expectations for all.

Goal 3 Measures

When school-based conditions of learning are embedded with the values of equity and excellence, the potential for accelerating student learning is improved. In order to ensure equity and excellence for every child, we must establish organizational systems designed to reinforce equity. Indicators for the following focus areas are based on satisfaction surveys and internal reports (budget and IT plan).



Needs-Based Resource Distribution		
Indicators	2016 - 17	2022
Average needs-based budget distribution to all schools.		95%
District Accountability to Continuous Framework		
Indicators	2016 - 17	2022
School and central units reporting successfully on framework goals.		95%
Key student outcomes (proficiencies) successfully achieved by schools.		90%
Safe and Innovative Learning Environments		
Facility projects on time and within budget.		90%
Decrease in total out of school suspensions.		90%
Decrease disproportionate suspensions. Two subgroups represent largest disproportional suspensions/expulsions.		90%
On-time school bus arrivals and drop offs.		
Decreased monthly student injury incidents.		
Decreased monthly accidents.		
Technology installations on time and within budget.		
Teachers trained annually in integrated instructional technology.		

Goal 4

Recruit, hire, develop and retain a diverse and premier workforce.

To ensure we hire and retain talented staff, embed staff support systems with high-quality professional development to continuously build instructional capacity.

Research and Practice Rationale

- Recruit and hire diverse teacher role models with proven performance to motivate students.
- Internal staff offer both loyalty and system knowledge that often helps build organizational capacity.
- Vertical teams provide the best structure to provide student personalization and continuity. Integration of best practice ideas between vertical teams is a powerful resource for principals.
- Hands-on learning, live modeling, and instructional coaching are three of the most impactful ways to improve the craft of teaching.
- Teachers trained in data and continuous design methods often produce a positive track record of impressive student results.

Objectives

The primary objectives for this goal will be implemented in two phases: (1) initial 2017-2020, (2) full 2019-22.

Diverse and Proven Staff Hiring

Ensure equity and excellence through diverse staff hiring based on proven performance.

1. Partner with strong university systems and nonprofits to build a predictable pipeline of diverse, highly effective new hires.

Sharing Best Practices

Establish a systemic way of sharing teacher best-we-know practices within and across schools.

1. Strengthen Personal Learning Communities at all schools by promoting school-based professional development, formative assessments and career pathway curricula.
2. School leaders focus continuously on both vertical and horizontal sharing of best practices from the PLCs.
3. Principals meet to present their own successful practices to colleagues at leadership team meetings.

Building Teaching Capacity

Build teaching capacity through embedded instructional coaching and integrated technology.

1. Staff each school have access to coaches and/or mentors who focus on modeling and supporting what great instruction should look like in multi-tiered system of supports.
2. Faculty contribute to the development of a streamline, locally prioritized instructional model.
3. All IT installations are accompanied with onsite professional development and the modeling of technology-integrated lessons for cross-school sharing.

Professional Development

Support the delivery of customized professional development in schools and SU-wide.

1. PLCs organized in grade level or content teams to develop and share customized instructional solutions for learning needs within their school's classrooms.
2. Reduce teacher and principal time away from school. Utilize electronic learning, school-based collaborations, and voluntary after-hours professional development.
3. Support national board certification for teacher leadership and pipeline development.

Goal 4 Measures

In order to ensure all students are globally competitive, attract and sustain a diverse group of talented teachers and administrators with proven experience who are eager to continuously improve their practice. Indicators for the following focus areas are based on satisfaction surveys and internal reports (budget and IT plan).

Share Best Practices		
Schools that meet or exceed criteria on School Readiness Review		
Principals who have adopted best practices from other principal colleagues.		
Teachers who have adopted lessons or curricula from sharing within the school or district.		
Build Teacher Capacity		
Schools whose teachers participated in a model lesson followed by mentoring..		
Teachers who feel well trained on technology integration.		
School-Based Performance Development		
Increase on-site professional development options		

Staff Hiring		
Indicators	2016 - 17	2022
Increase the number of teachers hired through pipeline partnerships with universities.		
Grow Internal Leadership Capacities		
Indicators	2016 - 17	2022
Increase internal hires for leadership positions.		95%
Internal hires who feel well-mentored and supported in their pursuit of internal positions.		

Conclusion

This plan concludes with a summary of the OSSU way of achieving this vision. Many of our stakeholders asked for clarity around our shared expectations for students, staff, classrooms, instruction, schools and district offices. The OSSU Leadership Team responded by authenticating its core beliefs and commitments in a document that captures these expectations:

The OSSU Way: A PreK-12 Shared Framework

OSSU Graduate Profile:

- OSSU graduates are prepared to be college and career ready and responsible, contributing citizens.
- Successful OSSU students engage and persist in learning; they actively seek help and demonstrate skills for their chosen professions.

OSSU Schools:

- OSSU Schools offer well-rounded, relevant, standards-based curriculum that serves the whole child.
- Effective OSSU schools engage students to meet their diverse needs, and promote excellent teaching and parent involvement.

OSSU Classrooms:

- Effective OSSU classrooms are welcoming to all students with caring teachers, joy and engagement in learning and students all working to their potential.

OSSU School/District Staff:

- Effective school/district staff members care deeply about students, make student-centric decisions, work with team members toward a common goal of high achievement for all, and instill a sense of hope and belief in students.

OSSU Instruction:

- Quality instructional programs are rigorous and aligned to Vermont State Learning Standards, support individualization and group differentiation through teaching, coaching and mixed resources, and offer career pathways beginning in middle schools.

OSSU School and District Offices:

- Effective school offices and district offices support each other's successes, set a clear vision, and help all students succeed; they provide high impact resources and support transparent communication tied to clear expectations.