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TO: WWSU Local Board Members & Administrators
FROM: Brigid Scheffert
DATE: January 31, 2011
RE: Updates & Information

Hello to all of you! Now that we have "made it" through the budget development process, we can return our energies to the growth of our union. It is time again for some updates. I simply love this time of year because I find it full of renewal and reflection. I have been thinking about how the pressures of both Challenges for Change and Act 153 have taken an inordinate amount of our time and energy since last August. It seems to me that because of all the changes and challenges that keep coming our way from Montpelier, there has never been a greater need for the WWSU to take the time to determine our priorities, and then with renewed focus, align our daily actions with our purpose and the goals we establish together.

The hard, but gratifying, work of school boards and administration seems to force us all to live in constant tension between the urgent and the important. The problem is that the important tasks rarely must be done today, or even within the week or month. However, urgent tasks call for what seems like instant action and command sometimes every hour of every day. These important tasks seem irresistible and incredibly important, so we allow them to devour our energy. I encourage us all to move forward for the remainder of the year determined to focus on the important so that we do not become slaves to the tyranny of the urgent, even if the urgent is coming from Montpelier!

As your Superintendent, I am certain that I cannot possibly know it all, or do it all. I hope that together we can determine the vital work of the district, and to contemplate what we need to know, what we need to do, and how we plan to do it.

I would like to take this opportunity to sincerely thank two board members on behalf of the entire WWSU for all of their dedication and contribution over the past 12 years. I have received 12-year service awards from the VSBA to present to Bob Holden, the Moretown representative on the HUHS Board, and Dale Smeltzer, the Waterbury-Duxbury representative on the Waterbury-Duxbury Board, (and now the HUHS Board). Congratulations to the both of you and thank you!

GOAL SETTING:

The WWSU Administrative team has been engaged in dialogue since October about the WWSU goals. We have had great conversations about our mission and vision statements and have concluded that they are as relevant as ever. The previous WWSU goals in place, when I arrived, were very content specific and directed growth in the areas of mathematics, writing, and civic responsibility. These areas continue to be emphasized across the district. I feel we have reported out to you in previous board reports the outcomes board members identified as

needing more information about. Boards should let me know if they have additional unanswered questions on these previous goals.

We have established a new set of WWSU Goals in draft form for your consideration. These goals are considerably broader in scope. We hope they provide more of a foundation for our pre-K-12 work in the WWSU based on where we are today. Once we receive board input and these goals become finalized, we will move into determining action steps and timelines under each goal statement. The end result will resemble a strategic plan that can span several years. Executive Committee will be discussing the draft at our meeting on Feb. 9th.

I have created a Superintendent Goals document for your review. This is a product of my reflection of my work since coming to the district, with recommendations so to speak, of the work that I believe comes next. Executive Committee will discuss my goals on Feb. 9th as well.

CURRICULUM, INSTRUCTION, & ASSESSMENT:

I am so delighted that we will have a front seat in the designing of the National Common Core implementation plan with Sheila's recent appointment. Here is the excerpt that I sent to the local papers.

The Washington West Supervisory Union is proud to announce the appointment of Sheila Rivers, the WWSU Director of Curriculum & Instruction, to the State of Vermont team responsible for the implementation of the Common Core State Standards (CCSS) and the new statewide assessment, Smarter Balance.

Over 40 plus states have adopted the Common Core Standards. Approximately 87% of American students will be working toward a unified set of high quality academic benchmarks on par with most competitive countries around the world.

As states move from adoption to successful implementation of the CCSS they will need to make changes to their state education system. Curricula, assessments, professional development, accountability systems, instructional materials, and data systems will be affected.

States participating in the Implementing the Common Core System (SCASS) will form a team of 6 individuals including: a deputy, a curriculum director, an assessment director, an ELL or special education director, a professional development director, and one additional person selected by the State Education Agency. All the participating state teams will meet three times in person throughout the year. These meetings will be supplemented with bi-weekly virtual meetings and regular webinars on key topics.

Sheila Rivers will be representing all the curriculum directors in our state on the team of 6 representing Vermont in Washington, D.C from January 26th through January 28th.

WWSU Accomplishments:

Sheila will be giving a WWSU curriculum update to the Executive Committee on Feb. 9th. You can also find quite a bit of new information on our website.

We are in the process of planning staff professional development for next year and this summer.

We have made great gains in developing common local assessments in all of our schools that are administered, scored and reported online into the new VCAT system. This allows me and other central office administrators and building principals to review classroom assessment data of our students online.

We have been putting together a "Data Study of Instructional Minutes in WWSU Schools in Grades K-8". This tool will be presented to boards once we complete the work in our administrative team. The information in the report takes a look at how the instructional day is divided, examining for example, how many minutes of science instruction weekly students in each of our schools receive. We hope this data, along with our assessment data, provides greater context to inform our decision-making going forward. The report can also be used to identify areas to discuss and possibly goals to be established as we embark on the study of the work day and the work year with the association.

The WWSU Data Workbook you received last year has been updated with the current assessment information and posted on the website. I will not be distributing hard copies unless board members request them.

Another data report that should provide a greater understanding of how we staff our schools and what gets reimbursed is the new "WWSU FTE Status Report". Donarae and Michelle have done a great job of collecting a good deal of information and representing it on one page, an at-a-glance summary of all non-classroom teacher employees, funding sources, comparisons to ADM, etc. We will be sharing these with boards in the spring. Donarae will also be presenting a full report on Special Education and Compensatory Services to the Executive Committee in April.

We are in the process of completing a staff time and job function audit at the central office. Each central office employee has completed a month-to-month assessment of all job responsibilities. This has allowed us to do more cross training and to target training we would like to implement for our employees. Our goal is to work smarter, not harder, and thereby gain efficiencies. This work with the implementation of the new NEMRC software will do much to further us along this path.

BOARD BUSINESS:

I am aware that Town Meetings are upon us. We have a number of board member elections and will most likely be welcoming some new board members to our district and our teams. I will be in touch with Winton Goodrich at the VSBA to schedule a new board member training for April 2nd in my office from 8:30-12:30, unless I hear otherwise from boards. We did this last year, it seemed to work very well, and new members reported finding the training and resources helpful.

I would like to recommend that board chairs consider conducting a brief, 10-15 minute training, on confidentiality requirements at their reorganization meetings. I have included a packet of information that could be used along with this report. I would be happy to walk the board teams through the training. All staff in our buildings will participate in confidentiality training using the same tool in the fall. There are a number of statutory requirements, as well as increased liability for public organizations, such as schools, that do not provide annual confidentiality training to their employees and board members.

I also think it might be wise for boards to review the statutory requirements around meetings. All boards are required to establish a regular meeting schedule annually, specifying the day of the week, time and location of these regularly scheduled meetings. Special and emergency meetings have different requirements. These meeting regulations can be found in Title 1 §312 and Title 16 §554.

The Executive Committee will set a meeting schedule and agenda for the WWSU full board reorganization meeting and the March Executive Committee Meeting on Feb. 9th. All local boards will need to be reorganized before these meetings can be scheduled. Warren is scheduled to meet on 3/23. Monday, 3/28 and Wednesday, 3/30 are available dates.

LABOR RELATIONS AND CONTRACT NEGOTIATIONS:

Teacher Contracts: As you know, we will not be negotiating a teacher's contract next year. What we will be working on, however, is a work day/work year study committee. You can read the agreement regarding this work that we negotiated during the last round in the labor agreements on our website if you would like. The associations select four members and so do I. My team will consist of myself, Michelle Baker, Dale Smeltzer, and Kaiya Korb. I have not heard confirmation yet from the association as to their members. I have scheduled two meetings thus far, 2/11 and 3/7 2011 from 3:30-5:00 in my office.

Support Staff Negotiations: The agreements for HUHS, MES, and Wat.-Dux., expire June 30, 2011. Our first meeting is scheduled for 3:30 on 2/15 in my office. Joining me will be Michelle Baker, Dale Smeltzer (HUHS & Wat.-Dux) and Tom Badowski (MES).

A good deal of my time remains devoted to mediating labor disputes (1), defending legal actions which have been filed (3), and managing employee grievances (5).

POLICY DEVELOPMENT & REVISION:

I am pleased to report that by the end of February, we will have adopted approximately 15 consistent policies in all of our six school districts. These policies will be maintained on the web. Big thanks go to everyone for patience, not only in doing the work of policy adoption, but for working with the new systemic model. Our goal of having a process in place that is accountable, accurate, and not people/employee dependent, is close to realized. We will gain efficiencies over time because each building principal and board will no longer be responsible for all of this work on their own. We will save money through a coordinated warning process. None of our schools will be out of compliance in the future. The first round was definitely made more difficult than it normally will be, because we needed to fast track our Class Size and Harassment policies to get into compliance. I am looking forward to completing another 10-15 policies district wide by the end of the year. I bet you guys can't wait either!!!

STATE LEVEL NEWS:

On 1/20/2011, I attended the All State Vermont Superintendent's Meeting. We heard from Jeb Spaulding first. He focused on the approximately 200 million dollars in federal money that the State of Vermont would not be receiving in human services and education. But, he also said revenues are up \$80-90 million. Much of what was shared was not new information.

He referred to school districts having two years to meet the C4C targets, but had no way of telling us how this will be monitored and what penalties/actions districts may see that do not comply.

He focused on the challenges of FY 2013, noting that if the grand list continues to decline, the tax rate will most likely go up.

He stated that the current administration believes that local boards know best and that Montpelier does not intend to mandate solutions.

Next, we heard from Steve Dale, the new Director at VSBA. He shared that Doug Racine and the House Education Committee will be predominantly focused on closing the achievement gap for Vermont students. He spoke about the usual VSBA resources.

The last speaker was Education Commissioner Armando Vilaseca. In follow-up to the earlier message on achievement gap, he emphasized the State Board of Education's Strategic Plan, with particular emphasis on 220 days for teachers, longer school years and days, and summer school.

The second part of the message was about wanting more than voluntary consolidation. He reviewed his statutory authority to redistrict supervisory unions, and commented on Montpelier, Windsor Northwest, Washington South, Grand Isle and a few others who are losing their superintendents this year. He suggested that he may not allow them to hire new superintendents and instead he will dissolve these districts and assign towns to neighboring districts. In fact, we were mentioned as possibly "Getting Granville". I asked questions about how that would work, and specifically would we be guaranteed their enrollment, since now they have school choice and their elementary students attend 3 or 4 different schools. My questions were not answered. I do not have any specifics yet as to what this means, but I will keep you posted.

Just today, I received information from Superintendent Poljacik in WNWSU. He provided an update of options being considered for dissolving WNWSU. He cited nine different options, one of which is Granville links to Washington West. He is requesting an impact statement from the central office. We will begin this work, but without knowing whether or not we will receive the enrollment from Granville, or whether they will maintain school choice, the questions will be difficult to answer.

I asked the Commissioner directly when we will be receiving written, technical guidance around the implementation of Act 153 as it relates to the changes in supervisory union responsibilities. The answer was sort of "it's law and each of you needs to figure it out". I spoke in particular about all of special education coming into the WWSU budget, which taxpayers do not vote on, and your concerns about that. No real answer was received. I can only surmise that none of these details have been determined yet at the DOE. I feel we should just sit back, change nothing at the present time, and wait for all of this to unfold. I was also told that there is a bill in the House that would extend the implementation date to July 1, 2013, instead of 2012. Stay tuned! My legislative committee meets on Feb. 9th.

In summary, we have not received any written guidance as to how to implement Act 153 as it relates to the changing responsibilities of supervisory unions. The VSA continues to request this guidance from the DOE. Superintendents are concerned that we will not have adequate time to plan and make decisions with our boards before we are held responsible for this new legislation. The VSA is compiling a number of relevant questions for the DOE based on our interpretation of the law.

I spoke with Superintendent Ron Ryan in the Addison Rutland district. His boards insisted that he invite Commissioner Vilaseca and Vaughn Altemus to a district meeting to talk about the implementation of Act 153. They attended a meeting in his district last week. Ron described the meeting as beneficial, but did not share that new guidance resulted. His district wanted to know what penalties would occur if districts did not comply with the centralization components. The only penalty mentioned was the DOE having the right to withhold funding.

An example was given around transportation. Ron mentioned that one of his towns may choose to continue to provide its own busing. The response was they might not receive the 47% reimbursement transportation funds from the state then. Maybe we should invite Commissioner Vilaseca and Vaughn Altemus (Act 153 coordinator) to WWSU in the future.

At our full boards WWSU meeting in December, the board decided to establish a separate sub-committee to study consolidation options. At the time the decision was made, we were operating on the belief that our district would be receiving the \$20,000.00 in study money from the state. Our proposal was denied because we did not have a strong governance component to study a K-12 board. Our January Executive Committee Meeting only addressed the class size policy due to the snow storm. We will revisit how to proceed at our February 9th meeting. The HUHS board voted to ask the Executive Committee to reconsider submitting our proposal to the state with a K-12 single board governance proposal. Even if the Executive Committee were to agree to this, we would need to have at least two local boards vote to form a study committee to consider one board under the provisions of Title 16 §706.

The following statements summarize the recent correspondence that I have received from the DOE regarding our proposal, which only included the three options, all directed at merging the middle schools.

To be eligible for the reimbursement grant provided in Sec. 4(e) of Act 153, properly formed §706 committees must also be formed to study the advisability of forming a unified union (K-12 district) merging at least four districts or resulting in a district with a minimum of 1250 pupils. It is not clear the Washington West study committee intends to do this. If the committee was formed to study the advisability of forming a unified union, please provide me with the documentation stating this. (From Bill Talbott, Chief Financial Officer)

Where should we go from here? How should we manage and plan for the continued declining enrollment? Should the full WWSU board meet to discuss this, or should we continue to regularly continue these conversations at Executive Committee meetings?

PRINCIPAL EVALUATION:

We are coming up on the end of our 1-year cycle for principal evaluation. I will be completing these, hopefully for each of your March board meetings (except Warren). I need boards to discuss how you would like to receive the results and let me know. Staff and Board Performance Feedback surveys were sent out last week online as part of the principal evaluation process.

The administrative team finalized a common job description for all principals in WWSU. We worked from the existing tools in place at HUHS and FES. Next, it was cross referenced against the licensing standards and the evaluation tool we put into practice last year. It is attached for your review.

TEACHER EVALUATION:

In an effort to bring better consistency to the teacher supervision and evaluation process in the supervisory union, the procedures and practices aligned with the Framework for Teaching (Danielson Model) have recently been revised and updated. Included in this update are restructured procedures for the "Intensive" process within the evaluation model, which is necessary when teachers do not meet performance expectations. Building principals have all been brought to speed regarding implementing and documenting the required improved performance that this level requires. Common tools and forms will now be utilized across the district.

During the 2009-10 school year, the administrative team completed refresher training in the Danielson Model of Evaluation that we use throughout the district. We established the use of common forms, defined timelines, and each building administrator completed the set of evaluations assigned to them for the year.

Our next step has just been completed. We have finalized a database at the central office that includes all the licensed staff working in the district and the comprehensive schedule for the 7-year evaluation cycle for each employee. Therefore, not only will every teacher know exactly where he/she is in the evaluation cycle, each principal will know, at the click of a mouse, who they are responsible for evaluating each year. This will assure that all teachers are appropriately evaluated with greater regularity than in the past. To view the new documents, visit the WWSU website at

http://www.wwsu.org/uploads/Final%20WWSU%20TEACHER%20SUPERVISION%20AND%20EVALUATION%2011_11.pdf

THE ADMINISTRATIVE TEAM'S WORK:

Here are a few of our accomplishments not mentioned above:

- We have developed consistent standards for the implementation of service learning strategies in all schools. Following up on this earlier WWSU Goal, all students will participate in at least three service learning projects, one each at elementary, middle and high school levels by the time they graduate from HUHS. The CFG grant will allocate a \$500.00 stipend to each building to support a site coordinator. Each school will determine the specifics of meeting this goal. This systemic design for this learning strategy will provide consistency in learning opportunities for all students throughout the district. Workgroup A (Chair-Duane) will put the finishing touches on this implementation plan for roll out August 2012.
- We have been working with the nurses across the district to develop detailed procedures, as consistent as possible for all schools, to address the lice policy. Workgroup B (Chair-Lisa) will prepare a final guide for all schools, and the nurses will develop a publication for all WWSU parents.
- Workgroup B (Chair-Lisa) has worked since the start of school to review and make needed edits to all the climate survey documents. They were not changed for content, but the questions were reformatted to be clearer. Climate surveys will go out to staff, students and parents in February and early March. We expect to have the results tabulated by late April for your consideration.
- We have reviewed and improved our hiring procedures and documents. They are ready for implementation for all hiring going forward.
- We will begin our work at reviewing and revising all Safety Plans for our schools. We have begun discussing what types of training we feel we need as administrators. I plan to set up safety training for our team during our August retreat.
- We reviewed the first draft of the regional school calendar. It should be available in February after it is approved by our Winooski Valley Superintendents VSA.
- Our new messaging/emergency notification system, ALERT NOW, is fully operational. We have been receiving very positive feedback from parents in all of our communities.

The following attachments are being sent in pdf format with this report:

1. Job Description for the Principal
2. Confidentiality Training Materials.
3. Draft WWSU Goals
4. Supt. Goals 2010-2012
5. Article on Test Scores and Economic Competitiveness

WASHINGTON WEST SUPERVISORY UNION

JOB DESCRIPTION: PRINCIPAL

Position: Principal
FTE: Per individually negotiated contract
Benefits: Per individually negotiated contract
Salary: Per individually negotiated contract
Hours: Per individually negotiated contract
Reports to: Superintendent and School Board

Qualifications:

- Masters degree in pertinent field plus 3-5 years of relevant school administration experience, with prior experience as a principal desirable, or a combination of education and experience from which comparable knowledge and skills are required.
- Demonstrated effectiveness in leadership and administrative roles, with a broad base of knowledge and skills related to curriculum, instruction and assessment; personnel and fiscal management; parent and community relations; special education; student conduct and discipline; school office operations; and facility, food service and school transportation services management.
- Relevant experience in strategic planning, organizational development and systems design pertinent to a public school.
- Strong public speaking and writing skills; problem-solving and analytical skills.
- Good understanding of public education law and school board policy with Vermont public school experience desirable.
- Ability to represent the school and deal effectively with a wide array of individuals, groups and organizations, within and outside of the school, in carrying out the varied reporting, coordinating, liaison, advising, policy enforcement, advocacy, and public relations functions of the job, frequently regarding highly sensitive student, family or employment matters, and often in high stress and/or emergency situations. Good negotiating, mediating and counseling skills, with the ability to work effectively with individual students and parents.
- Understanding of and genuine rapport with students.
- Appropriate licensure as a principal (elementary, secondary)
- Ability to interact positively and productively with the school community in order to create a positive school climate

Nature and Scope of Job:

Serves as the educational leader and chief administrator of the school, responsible for implementing and managing the policies, regulations, and procedures of the Board of School Directors to ensure that all students are supervised in a safe learning environment and provided instruction that meets and/or exceeds the Vermont Learning Standards and the Washington West Supervisory Union curriculum, following the approved curricula and directives of the school and district. Achieving academic excellence requires that the Principal work collaboratively to lead and ensure all members of the school staff communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in

the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

Essential Job Functions:

1. The Principal supervises all certificated and non-certificated personnel assigned to the building to ensure that all job responsibilities are met. The Principal ensures that personnel evaluation procedures are accomplished in a timely, fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, board policy, and contractual requirements. The Principal recommends to the Superintendent the renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned to the school, following established procedures and timelines. The teacher and support staff evaluation models will utilize the chosen WWSU evaluation models.
2. The Principal ensures an emotionally and physically safe school building and climate for students, staff and visitors by directing and administering school safety and security systems and coordinating facility maintenance. The Principal establishes procedures that create and maintain attractive, organized, functional, healthy, clean and safe facilities, with proper attention to the visual, acoustic, and thermal environments. The Principal regularly inspects all facilities to ensure compliance with all applicable codes and regulations.
3. The Principal facilitates the advertising and hiring process for all employees following district recruitment and selection procedures and recommends personnel for hire to the Superintendent. The Superintendent recommends final candidates for hire to the School Board.
4. Working with the WWSU Business Manager, WWSU Superintendent, school staff, and Board of Directors, the Principal creates a proposed budget, assists the Board in making budgetary decisions, and facilitates and approves all spending within that budget.
5. The Principal provides opportunities for effective staff development that addresses the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies.
6. The Principal organizes and maintains a public relations system for the school that consistently celebrates and informs parents and the community of the accomplishments of students, staff, and the school.
7. The Principal acts within the negotiated Master Agreement and school policies during all decision-making processes.
8. The Principal works collaboratively with the WWSU Administrative Team to identify, implement, and evaluate district initiatives.

9. The Principal administers a comprehensive student conduct, recognition, and discipline system in accordance with school procedures. The Principal will provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
10. Using the school's assessment data, action plan, mission and vision, the Principal will support students and staff in achieving their full instructional and learning potential, and to make educational decisions that are in the best interest of children.
11. The Principal ensures that local, State and Federal mandates are achieved (i.e. testing and other documentation).
12. The Principal works with the Superintendent, staff and Board to create policies and procedures that further the school's and district's mission, vision and initiatives.
13. The Principal works with the Superintendent and, when necessary, legal counsel to resolve legal matters.
14. The Principal directs, coordinates, and carries out a wide range of parent liaison/relations functions. The Principal maintains visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff. The Principal communicates regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the students in the school.
15. The Principal facilitates school committees and work groups as necessary (EST, etc.) or ensures such groups are facilitated by a qualified person. The Principal attends all required staff meetings and services, as appropriate, on staff committees.
16. The Principal plans, implements, administers, coordinates, monitors and evaluates all school programs, services, and operations regularly, including operating policies, procedures and systems and deals with a wide variety of problems that arise on a daily basis.
17. The Principal serves as an instructional leader of the school, directing and coordinating a wide range of curriculum, instruction, and assessment functions by supervising the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. The Principal also establishes procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
18. The Principal serves as administrative liaison to the School Board. The Principal performs a wide range of liaison functions with regional and state agencies and organizations.

19. The Principal keeps abreast of relevant developments in state and federal education law, regulations and guidelines, as well as current trends in educational philosophy, programs and methods. The Principal continues to grow professionally through collaboration with colleagues and professional growth experiences. The Principal summarizes, interprets, and disseminates current developments in learning theory and research, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
20. The Principal establishes the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the district and school's philosophy, mission statement, instructional goals and school level objectives.
21. The Principal keeps the staff informed and seeks ideas for the improvement of the school. The Principal conducts meetings as necessary for the proper functioning of the school.
22. The Principal establishes and maintains an effective accounting and inventory system for all school supplies, materials, and equipment.
23. The Principal assumes responsibility for the health, safety, and welfare of students, personnel, and visitors. The Principal develops clearly understood procedures and provides regular drills for emergencies and disasters, following state, local, and district guidelines. Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances. The Principal provides information to staff, students, and parents as necessary, and establishes and follows procedures for dealing with the media. The Principal notifies the Superintendent and the Board of School Directors immediately of any unusually circumstances.
24. The Principal develops a master schedule for the use of the school facilities.
25. The Principal establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and bus loading and unloading.
26. The Principal ensures that personnel and student recordkeeping procedures comply with state and federal law and district policy. The Principal establishes procedures for safe storing and integrity of all public and confidential school records. The Principal protects the confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing such information within legal confines.
27. The Principal organizes and supervises procedures and coordinates resources for identifying and addressing the special needs of students including but not limited to health related concerns, physical, emotional, and learning disabilities.
28. The Principal maintains and accounts for all student activity funds and money collected from students in accordance with district policy and auditing recommendations.

29. (HUHS) The Principal organizes and implements an effective leadership team of assistants, department heads, and supervisors, with clear expectations for role, responsibilities, and performance, holding each individual accountable for the area of assignment.
30. (CBMS/HUHS) The Principal organizes and supervises a comprehensive program of athletics and extracurricular activities to meet the needs of all students.
31. (HUHS) The Principal maintains effective communications with agencies and resources outside of the school, including employers, colleges, and high schools in the area and in the athletic conference.

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Revised 12-2010



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CONFIDENTIALITY TRAINING

1. Legal Authority: Family Educational Rights & Privacy Act (FERPA)
2. What is confidential information?
Personally identifiable information including:
 - a) the name of the student, student's parent or other family member
 - b) the address of the student
 - c) a personal identifier, such as the student's social security number or student number (such as a child count number), or
 - d) a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.
3. When should information be kept confidential?
At four stages:
 - a) collection
 - b) disclosure
 - c) storage
 - d) destruction
4. What is the two-part test?
Does the individual have both –
 - a) the need to know?
 - b) the right to know?
5. What are the consequences of a breach of confidentiality?
 - a) Legal action may be brought against **you personally**.
 - b) It would jeopardize **all** state and federal funding to the district.

**PERSONALLY IDENTIFIABLE INFORMATION
RIGHTS AND RESPONSIBILITIES**

PARENTS' RIGHTS

1) Access Right 12/a.562

A) The right to inspect or review any education record relating to their children that are collected, maintained or used by the agency.

B) The right to a response to reasonable requests for explanations and interpretations of the records.

C) The right to request copies of their child's records (at no cost) if failure to provide the records would effectively prevent the parents from exercising their right to review and inspect the records.

D) The right to have a representative inspect and review the records.

2) Record Access 12/a. 563

LEA RESPONSIBILITIES

A) LEA shall permit parents to review the records without undue delay and before any meeting regarding an IEP or hearing and in no case more than 45 days after the request has been made.

B) LEA shall respond to reasonable request for explanations and interpretations of records.

C) LEA shall provide copies of the child's records. Copies shall be provided at no cost (upon request) if the fee would prevent the parents from exercising their right to review and inspect the records.

D) LEA shall permit (with proper authorization) a representative of the parents to review and inspect the records of the child.

E) LEA may presume that the parent has authority to inspect and review records relating to his/her child unless the LEA has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

A) LEA shall keep a record of parties obtaining access to education records collected, maintained or used (except access by parents and authorized employees) including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

PARENTS' RIGHTS

3) Records on more than one child 12/a 564

A) The right to inspect and review only the information relative to their child or to be informed of that specific information.

4) List of types and locations of information 121a 565

5) Fees 121c 566

6) Amendment of records at parent's request 121a 567

A) A parent who believes that information in education records collected, maintained or used under this part is inaccurate or misleading or violates the privacy or other rights of the child, may request the agency that maintains the information to amend the information.

7) Opportunity for a hearing 121a 568

A) The right to request a hearing to challenge information in education records.

LEA RESPONSIBILITIES

A) LEA shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the agency.

A) LEA may charge a fee for copies of records that are made for parents (under this part) if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.

A) LEA shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.

B) LEA shall, if it refuses to amend the information, inform the parents of the refusal and advise the parents of their right to a hearing under 121a 568.

A) LEA shall provide an opportunity for a hearing to challenge information in education records to insure that it is not inaccurate, misleading, etc.

PARENTS' RIGHTS

8) Result of hearing 121a 569

A) The right to be informed in writing if information in education records has been amended as the result of a hearing.

B) The right to place in the records maintained by the LEA a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency (when a hearing does not find in favor of the parents).

9) Consent 121a 571

10) Safeguards 121c 572

LEA RESPONSIBILITIES

A) LEA shall inform the parents in writing if information has been amended as the result of a hearing.

B) LEA shall inform the parents of their right to place a statement of disagreement in the records.

C) LEA shall maintain the above statement as part of the record as long as the record or contested portion is maintained by the agency. If the record is disclosed to any party by the agency, the statement of disagreement must also be disclosed to the party.

A) LEA shall obtain parental consent before personally identifiable information is:

- 1) disclosed to anyone other than officials of participating agencies;
- 2) used for any purpose other than meeting a requirement under this part.

A) LEA shall protect the confidentiality of personally identifiable information of collection, storage, disclosure and destruction stages.

B) LEA shall designate one official to assume responsibility for insuring the confidentiality of any personally identifiable information.

C) LEA shall provide training re: confidentiality of personally identifiable information to all persons collecting or using such information.

D) LEA shall maintain for public inspections a current listing of the names and positions of those employees who may have access to personally identifiable information.

PARENTS' RIGHTS

11) Destruction of Information 121a 573

A) The right to be informed when personally identifiable information is no longer needed to provide educational services to a child.

B) The right to request that the information be destroyed.

LEA RESPONSIBILITIES

A) LEA shall inform parents when personally identifiable information is no longer needed to provide educational services to the child.

B) LEA shall destroy the information at the request of the parents. However, a permanent record of a student's name, address, phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.



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Introduction:

The administrative team of WWSU in conjunction with all constituencies promotes the success of all students by advancing a shared vision of PreK-12 education. To achieve that vision the following goals have been established:

Goal #1

Engage and support all learners through the development and implementation of a rigorous PreK-12 comprehensive curriculum in all content areas aligned with State and National Standards.

Goal #2

Support a coherent preK-12 instructional program with a comprehensive model of professional development tied to school and district action plans.

Goal #3

Meet the diverse learning needs of all students by providing a comprehensive continuum of services rooted in research-based best practices within all learning environments.

Goal #4

Promote responsible management through development and support of systemic effective and efficient operational practices. These include, but are not limited to, fiscal services, human resources, use of technology, building and grounds operations, and information and data analysis.



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WWSU SUPERINTENDENT GOALS

2010-2012

Goal 1: Create and Maintain a Policy Development and Implementation System

- Develop a model to achieve consistent, timely, policy adoption to support all member districts.
- Draft model board policies for use by the member school districts, using VSBA model policies as a primary resource, along with existing adopted policies, for required, recommended and local policies.
- Establish procedures that align with board policy.
- Maintain a database and timeline for development and revision purposes.
- Maintain all adopted policies on the WWSU website and in hard copy for public review.

Goal 2: Ensure districts have the information necessary to manage and develop budgets that maximize revenues and evaluate costs for effective decision-making.

- Improve and enhance the financial planning/budgeting, accounting, and reporting functions by expanding NEMRC operations.
- Create data reports on FTE staffing, special education, enrollment, class size, and instructional programming for all member districts.
- Inform boards and make recommendations regarding the required changes in Act 153.

Goal 3: Prepare written reports and presentations to the WWSU Boards summarizing the work, growth and accomplishment the WWSU".

- Report annually on student achievement, curricula, and WWSU-wide professional development.
- Provide data and information on a statewide level to inform decision making with a greater context.
- Post all board reports on the WWSU website to inform our communities.

Goal 4: Ensure that the human resource needs of all WWSU customers, i.e. employees, administrators, and board members, are served promptly and in accordance with applicable policies, statutes, and contracts.

- Support the negotiations for all labor agreements and achieve increased flexibility to promote innovations in student learning.
- Facilitate, mediate, and when necessary litigate labor disputes in a cost effective and efficient manner.
- Develop and maintain systems to accurately account for employee leave, attendance, licensure, and personnel files.

- Set high expectations for employee conduct and school-based climate. Develop discipline procedures that are fair and document employee accountability.
- Develop and implement thorough hiring procedures with follow-up documentation.

Goal 5: Assist and coordinate WWSU schools in providing appropriate services which are compliant with federal and state mandates that maximize revenues, reimbursements, and efficiency.

- Review staffing plans annually with building administrators focusing especially on special education and compensatory services.
- Review and improve safety planning and emergency procedures in all WWSU sites.
- Provide professional development for administrators in the areas of labor relations and reporting employee misconduct.

Goal 6: Establish a schedule for the evaluation of those professionals who report directly to the superintendent, and insure that the evaluations are completed in a timely manner. Develop and maintain a system for tracking evaluations of other WWSU employees.

- Develop and implement a comprehensive evaluation tool for all building principals. Evaluations will be completed annually. Evaluations will be shared with locally boards in a format directed by them.
- The central office staff (business manager, special education director, director of curriculum and assessment, and the administrative assistant) will receive evaluation reviews every two years in narrative format. These will be shared with the Executive Committee.
- Develop and maintain a database for all building principals identifying all licensed employees, specifying their evaluation level on the 7 year cycle (Charlotte Danielson's Model), and recording the dates that the required, completed evaluations were filed to the personnel files at central office.

Goal 7: Leadership: The Superintendent is primarily the educational leader of the supervisory union, and the CEO of the business operations.

Create operational systems that measure accountability for the work of the district. Provide direction and mentorship to the other WWSU administrators to maximize their potential and to achieve desired outcomes. Act as an advocate for the WWSU and model respect, integrity and ethics.

- Establish WWSU Goals through a collaborative process with administrative staff and boards.
- Develop work plans that articulate the action steps and timelines for the agreed upon WWSU goals.
- Integrate statewide initiatives and/or mandates into the district in a way that best meets the needs of each community.
- Monitor and support moving to the National Common Core Curriculum and Smarter Balanced Assessment requirements.
- Prepare detailed student assessment data reports to inform our consistent and coordinated work in curriculum, instruction and assessment.



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Latest WaPo column from yours truly

1 message

Bill Mathis <wmathis@sover.net>

Mon, Jan 24, 2011 at 4:01 PM

<http://voices.washingtonpost.com/answer-sheet/guest-bloggers/test-scores-and-the-economy-ar.html#more>

Test scores and economic competitiveness

By Valerie Strauss

It has become a common refrain among politicians and school reformers that the performance of American students on international tests is a reflection of the country's ability to compete economically. Here's a different view, written by William J. Mathis of Goshen, Vermont. He is the managing director of the National Education Policy Center and a former Vermont superintendent. The views expressed are his own.

By William J. Mathis

What does international economic competitiveness have to do with kids' test scores?

Not much.

If we look at it from a jobs perspective, 70 percent of United States jobs require only on-the-job training, 10 percent require technical training, and 20 percent require a college education.

Although the Obama administration claims that the jobs of the future will require much higher and universal skills, the Washington D.C.-based Brookings Institution says that the country's job structure profile will remain about the same. The proportion of middle skill jobs (plumbers, electricians, health care, police officers, etc.) is not expected to decline.

In stark contrast to the school reform rhetoric, the dramatic job slowdown will be in the more highly skilled jobs.

The cry reaches fullest volume when talking about science, math and technology training. This is where we are supposedly behind the "economically competitive" needs for the 21st century.

Unfortunately, only one-twentieth of United States jobs require science and math backgrounds. For these positions, there are three times as many qualified applicants as there are available positions. Far from any shortage, the United States produces 25% of the world's most talented youth.

The problem is not the failure to "supply" a sufficient number of qualified applicants; it is with the failure of the "demand" side of the equation to supply enough high tech jobs. Underemployment or unemployment among the college educated afflicts 13% of people with bachelor's degree people and 9% of those with post-graduate training.

Paradoxically, the universal ascent of technology requires less proficiency – not more – for most jobs. For example, flashing items under a scanner requires less skill than hand-keying in prices. Despite the economic downturn, if the objective is to be internationally competitive in science, math and technology, then the private sector has to invest in these types of jobs. The numbers demonstrate they have not.

Contrary to the simplicity of the sound bite, the drivers of national economic competitiveness show a much more complex and nuanced connection with education. The United States fell from its usual first place in the World Economic Forum's (WEF) competitiveness index to fourth in the latest ratings (China is 27th). The reason for this fall was not education. Rather, it was macro-economic instability.

1/24/2011

Gmail - Latest WaPo column from yours...

The nation's economic swoon has a whole lot more to do with sub-prime mortgages, exporting manufacturing jobs to low wage countries, debt, and the cost of two wars than it does with increasing our over-supply of highly trained, under-employed high tech people.

Having sound institutions, well-maintained infrastructure, market efficiency and business efficiency are among the more direct and influential factors in global competitiveness. In the WEF's "Twelve Pillars of Competitiveness," only two relate to education (health and primary education; higher education and training).

The Forum warns against cutting expenditures in basic education – which, despite temporary federal bail-outs, is exactly what the states are doing. For higher education, where the United States has traditionally shined, the Forum speaks of teaching "adaptability." However, adaptability is not a trait often associated with the ever-increasing push for high stakes standardized testing.

Furthermore, predicting, standardizing, teaching and testing the hard skills that will be essential in the work force 20 years from now require a level of economic divination that is more prophecy than rational policy-making. Our best knowledge is that soft skills such as versatility, adaptability, using evaluative information, and encouraging a wide range of talents are far more important to national, economic and personal development than the mastery of certain cognate.

To be sure, many proponents for the new standardized tests claim they test higher-level skills. Such claims have been common in the past. The record, however, doesn't support the claim.

High stakes standardized tests narrow and dumb the curriculum. Social studies, science, art and music instruction have been reduced by a third in some states. If it is testable in a standardized way, it is unlikely to measure the knowledge, flexibility and creativity needed for a new and uncertain age.

Finally, if international test scores are your measure of interest, as the recent report on PISA points out, high scoring nations and school systems are characterized by equal opportunities for all children. [In the latest PISA results, American students overall earned generally average scores in reading, science and math, though scores in high-income areas had top scores.]

Unfortunately, the United States has become the most inequitable of the developed nations – a very dubious number one ranking. The simple arithmetic shows that we will remain low-scorers as long as we perpetuate huge economic disparities and inequalities in the quality of schooling we provide. Number one ranked Finland has 3% poverty while the United States has over 25% poverty.

It is the scores of our most needy children that pull our national average down. One of the reasons that other nations are catching up and surpassing us is because they are building their middle class while the United States is pursuing policies that destroy theirs.

The highest scoring international states have high resiliency scores, which is based on the link between socioeconomic levels and test scores. That is, do children boot-strap their way up through education? The United States has among the worst resiliency rates.

Thus, education as the road to the American dream is becoming more of a dead-end. Further, when families and students fall into poverty in the United States, they tend to stay there far more than they do in other countries.

Yet as a matter of policy, the reforms promoted by both Republican and Democratic politicians explicitly or implicitly claim that the achievement gap (and thus equality) can be closed by dint of privatization, more efficient pedagogy and market based reforms. The research to date shows that even under the best of circumstances, such reforms simply do not have that much educational or social power.

So what does international competitiveness have to do with kids' test scores? Not much.

But if we obsess on test score ratings and test based accountability systems as our key to international competitiveness, we will not only fail to be economically competitive, we will fail in the plain measures of equality, decency and fairness that are essential for a democracy and a civilized society.