

Prioritized Goal	Prioritized Change Ideas / Strategies	Measures	Human, material, fiscal resources to support orientation
<p>In order to address the needs of students in CCSU schools who are eligible for equity supports, (including students on IEPs, students who qualify for free and reduced lunch due to income eligibility and other historically marginalized students), CCSU staff will focus on improving ELA and math instruction in order to foster student growth.</p>	<p>Implementation of UDL best practices in all grades</p> <ul style="list-style-type: none"> ● PD from Novak Associates ● CCSU PLCs focused on UDL principles <p>Math:</p> <ul style="list-style-type: none"> ● Ongoing professional development and coaching from All Learners Network ● Implementation of research and evidence based programming K - 8 ● Ongoing progress monitoring student data in school teams and at the SU level with LCAS data and other formative data. <p>ELA:</p> <ul style="list-style-type: none"> ● Professional development for teachers in preK - 3 through Early Literacy NIC participation and VT AOE Resources 	<p>Local Common Assessments:</p> <ul style="list-style-type: none"> ● STAR ● POA ● PNOA ● High Leverage Assessments ● TS Gold ● DIBELS ● F and P Benchmark Assessment System <p>Formative Assessments</p> <p>Summative Assessments</p> <ul style="list-style-type: none"> ● VTCAP ● NAEP 	<p>CFP Funding</p> <p>ARP Esser funding</p> <p>Early Literacy NIC</p> <p>VT AOE Literacy resources</p> <p>Consultants</p> <p>Teachers</p> <p>Principals and District Leaders</p>

	<ul style="list-style-type: none">● Purchase of decodable texts for use in preK - 2 classrooms● Implementation of research and evidence based program for foundational skills● Ongoing progress monitoring student data in school teams and at the SU level with LCAS data and other formative data.		
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Caledonia Central Supervisory Union
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Student Services Board Report
October 2023

1. CCSU Updates

- a. We are contracting for a school psychologist to provide remote special education evaluations. We are still working out the kinks in the system as we learn this new way of providing evaluations as well as speech language services to some of our students.
- b. Special educators are working to implement the last of the rule changes related to Act 173. The last changes that went into effect relate to eligibility determination for students with specific learning disabilities as well as evaluating students for functional skill deficits.

2. AOE Updates

- a. No new updates this month

3. Of Note

- a. I would like to recognize Laura Cavarretta, our out of district case manager. Laura has stepped seamlessly into that role. In addition, she is providing mentoring, guidance, and case management assistance for one of our new special educators.

Respectfully submitted,
Anne Landry
Director of Student Services



Caledonia Central Supervisory Union
Cabot School, Twinfield School,
Danville School District, Peacham School District
Caledonia Cooperative School District (Barnet, Walden & Waterford Schools)

PO Box 216, Danville, VT 05828 (802)684-3801x206 - Fax (802)684-1190
Mark Tucker, Superintendent of Schools
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August 25, 2023

To: CCSU Board

From: Mark Tucker, Superintendent

Subj: Continued employment

As you know, my current contract with CCSU expires on June 30, 2024. As I have been signaling for the past several months, I intend to retire. I have put this on the agenda for the September 18th meeting as a discussion/action item, and ask that you accept my decision at that time. I am including here some initial thoughts on the transition for you to consider:

As I look ahead to FY25, when CCSU will be under new leadership, I have been thinking a lot about two obvious needs for this SU beyond June 30, 2024. One of them has to do with the challenges of being a Superintendent in a five district, six Board SU. The other has to do with what increasingly looks like significant facility improvement opportunities in light of the State's effort to address an overwhelming need to provide financial support to public schools' facility needs. Following a series of conversations with persons at AOE involved in the school construction projects there, I finally have some clarity on first and following steps for you to consider as you plan ahead for our seven schools.

Hire an Assistant Superintendent - When I came onboard in 2019, CCSU had a line item in its budget for an Assistant Superintendent. At the time, I told the Board not to fill that position, a recommendation that was accepted at a time of some financial uncertainty tangentially related to the merger of CCSU and WNESU, the former home of Cabot and Twinfield schools. That was my recommendation at the time, and I own it, but if any of you think this has been an easy task in light of all the challenges we have faced – think Covid-19 and PCB testing for just two examples, plus the looming issues related to school renovation/construction – you are wrong. It is clear to me in hindsight that my recommendation would have been different if I had a crystal ball in 2019.

It is my strong belief that you will be challenged to find a qualified candidate to fill my position when I retire, not because I am some special force, but because everyone I know professionally thinks I am crazy for having done this for five years by myself. So while my decision to accept this position in 2019 was not influenced in any way by the opportunity to hire an assistant Superintendent, I don't think you should rely on someone else coming along who will look at all of the current challenges in public education and be inclined to take this role on by themselves.

“It is the mission of the Caledonia Central Supervisory Union and its seven member schools to create a learning community in which each individual can achieve the highest standards of excellence in intellectual growth and citizenship.”

My recommendation is as follows:

- Plan and budget for an Assistant Superintendent position in FY25
- Work with a consultant on the hiring process for my replacement (VSA/VSBA can connect you with qualified former Superintendents who know how to lead a search committee) and task them with leading a search for both positions
- I am happy to help with defining prospective roles and responsibilities in a two-leader model, if the Board wants my input.

Start planning for an SU-Level Facility Director

If you read my responses to the Superintendent Evaluation survey, you will recall that I hinted at the need to hire an SU-level Facility Director – I said then that I would be putting this in the draft budget for FY25. This need is driven by two pieces of legislation – [Act 72](#) and Act 127, which essentially authorized the Agency of Education to conduct rulemaking related to the creation of District Quality Standards (DQS) in addition to Education Quality Standards (EQS). A simple way to think about the two is DQS is aimed at rules for how we operate our schools and districts, and EQS is aimed at what we are supposed to teach our students.

Act 127 says that SUs/SDs must have an SU/SD-level Facility Director but there was no mechanism for determining the guidelines for how this worked, thus the need for Act 127. DQS is a work in progress, and I'm told that work is expected to take up to three years to complete. But embedded within DQS will be guidelines related to facility management, and it is through the DQS guidelines that you will actually see the implementation of the Act 127 requirement for an SU-level Facility Director. (Sorry, I know this is convoluted, but I have learned that this is how the Legislature makes its sausage.)

Because the DQS rulemaking will take time, the requirement to have an SU-level Facility Director does not actually come true until July 1, 2025. But even then, if an SU-level Facility Director is *not* in place, all that happens is that this will trigger the availability of resources from AOE to help with the implementation of the position. The vision for this position is driven by the expected complexity of the school renovation/replacement challenge that will eventually arise from the work of the School Construction Task Force (just formed and barely underway) that is tasked with recommending to the Legislature how to deal with the anticipated recommendations of the school construction study that is due out later this year. By all accounts, that work is expected to identify the need to replace or renovate more than 75% of the public school infrastructure in the State of Vermont, at a cost that is unnamed today but expected to be in the billions of dollars. Most of these projects will be on a scale ranging up to the complexity of the Burlington High School project, where they are currently leveling the old building and starting over with a new one. The management of a project of this scale is complex and requires professional credentials that exceed those of any of our current Facility Directors, to say nothing of the credentials of a typical Superintendent.

I will leave it to your imagination just what the needs in CCSU might be, but start with Danville School, first built in 1939, at a projected cost of \$75M to build a new school, and then consider Cabot, which was built in stages with the main building constructed in 1909 . . . and go from there. One of the challenges of moving forward will include resolving the pros and cons of regionalizing some of our existing schools in order to access State money – no one thinks the outcome of the school construction study will be a recommendation to simply rebuild what already exists – and it should be apparent that this work will require a highly professional skill set. Part of what is supposed to come from the DQS work on facilities are recommendations for what that skillset is, and access to training to achieve it.

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My recommendation is as follows:

- Hold off for now on creating an SU-Level Facility Director position. You may not have to, or want to, wait until July 2025, but I anticipate there will be more clarity coming before that date to help you decide.
- In the interim, retain the existing Facility Management model, with a Director for Cabot/Danville/TUS, Directors at Waterford and Barnet, a Head Custodian at Walden and facility-level support for Peacham from another Director (currently the Barnet Facility Director, as needed). I can explain the current model in more detail at a later date.

There are, of course, potential contingencies that may lead this Board to act sooner, or later, on the creation of an SU-level Director. To the extent that any of these are known before I depart, I will certainly be advising the Board as they come up.

I am grateful for the opportunity to serve CCSU during my tenure, and I believe I am leaving the Supervisory Union in better shape than when I arrived in 2019. There is a strong administrative team in place at the central office, and I would hold up our school leaders across the seven school against any other Superintendent's team in the State. I am also grateful for the strong support I received from all of the boards over the years and continuing until 2024, as we have navigated some challenging times together, always keeping the needs of our students at the forefront of our thinking and actions.

I will continue to serve this SU and its Districts with my fullest attention until June 30, 2024.

Thank you,

Mark

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Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

Title: Assistant Superintendent

Department: Central Office Administration

Reports to: Superintendent

Classification: Licensed Administrator

Terms of Employment: 12-24 month contract; Salary commensurate with experience

FLSA Status: Exempt

Qualifications: Appropriate licensure, successful experience as an educator, and demonstration of leadership

Position Summary

In collaboration with the Superintendent, the Assistant Superintendent ensures the effective operation of all initiatives related to improving the academic performance of all students across all school buildings. He/she is expected to create a shared vision and clear goals and maintain a positive climate, employing effective decision making skills, managing and allocating resources to support critical work priorities, developing the effectiveness of staff, and engaging in two-way communication with staff, parents, and community.

Performance Responsibilities

Vision, Continuous Improvement & Focus of Work

- Supports, along with the Superintendent, the development of a shared vision for the Supervisory Union (SU)
- Models and supports the effective use of data.
- Communicates the SU's vision, goals, and focused plan with staff, parents, and community stakeholders.
- Acts in the absence of the Superintendent.

Communication, Collaboration, & Supervision

- Communicates effectively with all staff and demonstrates a willingness to collaborate with personnel to improve the learning of all students.
- Provides direct supervision, evaluation, organization, and operation of all programs, schools, and services within the Supervisory Union (SU).
- Communicates and shares information regarding student performance with the staff, parents, community, and School Board to support higher levels of achievement for all students.
- Provides the leadership necessary to challenge and support experienced and highly professional staff.
- Collaborates with district administrators, teachers, and related personnel to improve teaching and learning conditions for all students.

Policies & Governance

Creating learning communities... where students are engaged and successful

- At the direction of the Superintendent, reviews, develops, recommends policies for the SU and its member Districts.
- Continually assesses SU & District policies and practices to ensure that they reflect educational trends and legislative changes (state & federal) and align with the SU vision.
- Advocates for children and families.
- Models and expects professional conduct.

Operations

- Oversees the overall health and safety of the buildings, staff, and students of the SU in conjunction with building administrators, facilities directors, food service directors, Human Resources, and the Superintendent.
- Provides oversight to food service operations, assisting in the monitoring of federal and state food service-related grants.
- Coordinates with the Business Office, Student Services Department, and Superintendent to negotiate transportation contracts as appropriate. Ensures compliance with the enforcement of contract provisions with the selected transportation vendor.
- Works with the SU Facilities Directors to ensure the smooth operation of the maintenance of buildings and grounds at all school buildings. Oversees capital projects in conjunction with school administration and school facilities staff.
- In conjunction with the Director of Technology, assists in implementing and installing any technology solutions necessary for the smooth operation of the SU.

Instruction

- In collaboration with the Director of Curriculum, Instruction, & Assessment:
 - Establishes priorities, goals, and strategies for the development and delivery of instructional programs and services throughout the SU.
 - Integrates the use of technology into all curriculum and instruction areas.
 - Supports and monitors SU efforts to differentiate instruction for students.
 - Supports and monitors, as appropriate, the effective operation of the Professional Standards Board; ensures compliance with the legal and district requirements of the licensing process.

Resources & Relationships

- Works with the union(s) to solve grievances and build a strong working relationship.
- Represents the SU at School Board meetings, stakeholder groups, and other meetings as needed.
- Promotes community/business support for schools.
- Develops and implements appropriate Board development programs.
- Visits schools and classrooms routinely.
- Participates in professional organizations to ensure continued awareness and understanding of current research and the "best practices" literature.

Evaluation

Evaluation shall be performed annually by the Superintendent.

Supervision

This position shall supervise all positions under the direction of the Superintendent's office.

Position Expectations

1. Ability to communicate clearly both orally and in writing.
2. Ability to utilize and promote the use of participatory management techniques.
3. Possesses physical and mental stamina commensurate with responsibilities of the position.
4. Possesses personal characteristics including, but not limited to, poise, perspective, integrity, flexibility, sound judgment, professionalism, and personal appearance for success as an administrator in the Orange East Supervisory Union.
5. Ability to work collaboratively and cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
6. Understands and is sensitive to the needs of various culture and ethnic groups of the school and community, and the needs of students with limiting conditions.
7. Possesses a high degree of conflict management skill and ability to utilize effective problem solving strategies.

Position Requirements

Education & Training

- An earned Master's degree from an accredited college or university.

Licenses & Certifications

- Must possess or be able to obtain a Vermont Educators license with the Superintendent endorsement.
- Valid Driver's License

Experience

1. Have previously demonstrated at least five (5) years of successful licensed teaching experience.
2. Have previously demonstrated at least two (2) years of experience as a contract administrator at an accredited K-12 public or private school or at least two (2) years of experience as a contracted administrator in a related position.
3. Successful experience as an elementary and/or secondary principal.
4. Demonstrated experience providing leadership in an academic environment.
5. Successful performance in the position held at the time of application.
6. Equivalent experience shall be considered.

Tools/Technology

- Computer literacy required.
- General office equipment, such as a phone, computer, adding machine, copier/scanner/printer/fax
- Computer software, such as e-mail, calendar/scheduling, MS Office, and database user interface and query software

Mental & Physical Demands

1. Prolonged periods of sitting
2. Physical mobility to visit multiple building locations
3. Talking/Hearing
4. Occasional reaching with hands and arms
5. Close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus

6. Comprehension of the English language
7. Reasoning and decision making
8. Presence at the workplace
9. Presence at Board meetings in evenings

Remote Working Conditions

- This position may qualify for consideration under the OESU Remote Working Agreement.

Working Conditions

- Work is normally performed in climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases.
- Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.).
- No known environmental hazards are encountered in normal performance of job duties.

Background check required upon acceptance of offer of employment.

***Disclaimer:** The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed.*

An Affirmative Action/Equal Opportunity Employer

This employer does not knowingly discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, age, disability or national origin.

Barre Unified Union School District

Position Description

POSITION: Assistant Superintendent of Instruction

FLSA: Exempt/Salary

REPORTS TO: Superintendent

POSITION GOAL: The Assistant Superintendent for Instruction will provide leadership and work with the Superintendent in the coordination, organization, assessment and development of curriculum, improvement of instruction, and improvement and development of programs in the Barre Unified Union School District. To support this work, the Assistant Superintendent is responsible for administering grants, including the Consolidated Federal Programs grant. This position also includes oversight of the collection and analysis of data.

PROFESSIONAL STANDARDS:

The Assistant Superintendent of Instruction will meet or exceed the Professional Standards as adopted by the Vermont Standards Board for Professional Educators.

Professional Standards for Educational Leaders

CORE/PRIMARY RESPONSIBILITIES include the following. Other duties may be assigned.

1. In coordination with the Superintendent, direct the coordination, development, and assessment of PreK through adult curriculum and instructional services.
2. Develop and implement, in coordination with building and central office administration and curriculum office staff, an effective program of inservice education and staff development for instructional staff.
3. Provide overall coordination of CFP and other grants, including preparing, filing, and administration of these grants with input from building and central office administrative teams
4. Assure compliance with all laws and regulations related to programs, curriculum, instruction, assessment and the use of grant funds. This includes overseeing plans to meet standards in all areas related to curriculum.
5. Direct the implementation of all local, state, and federal assessment and coordinate the compilation, use, and interpretation of assessment results.
6. Oversee the district and school Continuous Improvement Plans.
7. Work with the Superintendent to oversee all staff committees related to curriculum, instruction, assessment and professional development.
8. Serve with the Superintendent as district liaison for all school board committees and functions related to curriculum, instruction, assessment and professional development.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

1. Vermont endorsement 3-93 (Director of Curriculum) and Vermont endorsement 3-90 (Superintendent).
2. Master's Degree in Education or Administration and a concentration in educational administration, experience teaching at the high school level and experience serving as a School

Principal or other leadership capacity within a PreK-12 school or a combination of education and experience from which comparable knowledge and skills are acquired.

3. Knowledge of contemporary instructional theory and practice; commitment to standards-based curriculum and instruction, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance; plus competence in the following areas:
4. Fundamentals of educational administration/leadership, School law, School finance or school business management Staff evaluation/development.
5. Curriculum management (e.g. development, supervision, an evaluation).
6. Excellent school and community relations

SUPERVISORY RESPONSIBILITIES: The Assistant Superintendent shall supervise the curriculum team,. administrative assistant and administrators as assigned.

PROFESSIONAL RESPONSIBILITIES:

Remains active in professional organizations and associations for both CIA and Superintendent

TOOLS/TECHNOLOGY REQUIREMENTS: Proficiency in Google Suite and experience and knowledge of computerized database systems.

PHYSICAL EFFORTS AND STRESS: In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, public scrutiny, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary..

WORK ENVIRONMENT: Work is typically performed in a climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). No known environmental hazards are encountered in normal performance of job duties.

Work may also be performed in the school/classroom environment. The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day and location.

TERMS OF EMPLOYMENT: Full Year- 261 Days- Administrator Contract

EVALUATION: The Assistant Superintendent of Instruction will be evaluated annually by the Superintendent.

Disclaimer: The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. This job description is subject to revision at any time by the employer.

Updated February 5, 2021

MAPLE RUN UNIFIED SCHOOL DISTRICT
Job Description

Job Title: Assistant Superintendent for Administrative Services
Location: Superintendent's Office
Job Group: Administrator
Reports To: Superintendent

Summary: The *Assistant Superintendent for Administrative Services* shall provide leadership in the areas of personnel and human resources and will provide functional management to the district's non-instructional administrative operations, such as operations and transportation. He/she will assist district with strategic planning initiatives, curriculum and will fulfill the duties of the Superintendent in his absence.

Essential Duties and Responsibilities:

Human Resources

- Coordinate the personnel and human resources needs of the school district.
- Take the lead in all employee contract negotiations for district unionized personnel and related contract administration including grievances, hearings, arbitration, etc.
- Coordinate and supervise the year-round recruitment of quality staff.
- Ensure that district hiring processes are in compliance with Board policies and applicable statutes.
- Facilitate the interview process for all administrative openings.
- Oversee issuance of work agreements and contracts.
- Review and process transfer requests for employees, in compliance with applicable contractual provisions.
- Oversee the evaluation process for all district employees.
- Coordinate "on-boarding" processes as appropriate for all employees.
- Oversee record-keeping for required professional development, certification and licensing of staff. Approve professional development course requests. Ensure that instructional staff and administrators have the proper qualifications per state and federal law.

- When necessary, conduct investigations into employee conduct and/or issue appropriate disciplinary action.
- When necessary, develop performance improvement plans for employees and/or assist other administrators in this task.
- Oversee administration of employee benefits, Workers' Compensation, FMLA and other leaves. When appropriate, approve leaves in compliance with contractual provisions.
- Oversee the following for payroll: employee attendance reports, mentor pay and column movements.
- Develop job description for new staff positions and coordinate the periodic review and revision of existing job description.
- Research employment laws and regulations to implement procedures to maintain compliance with current legal requirements.
- Oversee maintenance of various employment files and records, compilation pertinent employee information to ensure accuracy of employee's compensation, maintain eligibility for position and compliance with all federal/state and district regulations.

Curriculum and Instruction

- Provide guidance and direction to advance curriculum and instruction throughout the district.

Transportation Services

- Oversee student transportation and contract management and act as liaison to the transportation contractor.

Operations

- Oversee district planning and supervision of construction, renovation, and maintenance of school facilities.
- Work with district facility directors and principals to project student enrollments, building and facility's needs, energy consumption, capital equipment needs and other cost items for district improvement.

Title IX Coordinator

- In compliance with Federal law, OCR guidelines, and district policies, oversee all issues related to Title IX.

- Ensure that annual training is provided to all district staff regarding Title IX and sex-based harassment.
- Review and/or conduct investigations into alleged situations of sex-based harassment and ensure that the appropriate documentation is maintained.

Other Administrative Services

- Serve as district liaison with district legal counsel.
- Ensure that board policies and administrative guidelines are in compliance with legal requirements as well as meeting the needs of the district and that those directly affected by personnel policies have knowledge of relevant policies and procedures.
- Recommend and implement changes in policy and procedure.
- Attend all principal/administrator meetings and share important information.
- Attend all board of education meetings.
- Meet monthly, along with the Superintendent, with Maple Run Unified Education Association (MRUEA) leadership to jointly and proactively address concerns.
- Assist in representing Central Office at district events such as curriculum nights, academic awards, concerts, honors programs and graduation.
- Provide guidance and resources to school administrators to assist and maintain an effective educational environment.
- Serve in the absence of the superintendent as the person responsible for administration of the school district.
- Performs other duties and responsibilities as assigned by the Superintendent.

Qualification Requirements: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Education and/or Experience: Master's degree in Educational Administration or other appropriate area. Minimum of five (5) years teaching experience and a minimum of three (3) years of experience as an educational administrator.

Certificates, Licenses, Registrations: A valid Vermont Superintendent License is preferred or working towards the Superintendent license.

Math Skills: An ability to work with basic and advanced mathematical concepts such as calculations, fractions, percentages, ratios, proportions, probability, statistical inference, and to apply to practical situations.

Reasoning Skills: A demonstrated ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of instructions in written, mathematical, or diagram form and deal with several abstract and concrete variables is essential.

Other Skills and Abilities:

- Excellent interpersonal and oral and written communications skills.
- Demonstrated success working with and through people to establish and meet objectives and action plans consistent with district goals.
- Demonstrated success working within established organizational guidelines to establish and meet objectives and action plans consistent with district goals.
- Demonstrated success problem-solving within organizational constraints, to establish and meet objectives and action plans consistent with district goals.
- Ability to cultivate and maintain positive and collaborative relationships with private and public agencies.
- Demonstrated ability to work effectively with stakeholders.

***Physical Demands:** The physical demands described here are typical of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations as defined by the School District may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to sit, walk, stand, talk, or hear. The incumbent must use hands and fingers to write or type. Specific vision abilities required by this job include close vision, distance vision. Some driving to various locations is required.

Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints, interacting with the public and other workers. Occasionally the position requires the employee to work irregular or extended hours, direct responsibility for the safety, wellbeing, or work output of other people and meet multiple demands from several people. Some travel is required. The employee must occasionally lift and/or move up to 50 pounds.

***Work Environment:** The work environment characteristics described here are typical of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate.

Terms of Employment: 12 Months

Evaluation: Annual Performance will be conducted by the Superintendent.

Date: February 12, 2019

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

Per Mark Tucker's recommendation for an Assistant Superintendent: Here is what the potential cost implication:

Assist. Superintendent position was modeled at 85% of the Superintendent position. Salary - \$121K.
Fully loaded with Benefits - \$161K

We would follow the same Assessment % as we did for FY24 – 50% FTE Staff and 50% Students allocation which would breakdown as follows

CCSD – 35% - or \$56,785

DSD – 24.5% or \$39,436

PSD – 5.8% or \$9,355

Cabot – 11.9% or \$19,182

TUS – 22.5% or \$36,242

16.3 Printing:

Within one month following ratification of the Agreement by both parties, the Board shall post a copy of the Agreement on the Supervisory Union web page. The Board shall give one printed copy to each new teacher before said teacher signs an individual contract. The board will provide each new teacher a copy of the document reflecting the resolution of health care benefits by the Commission on Public School Employees Health Benefits. This document is made part of this agreement (Appendix D) and will be posted on the CCSU website.

16.4 Notices:

Except as specifically provided in this Agreement, all written notices to the Board or the Association, respectively, will be deemed to have been properly served if delivered electronically first and then personally or by certified mail to the Chair of the Boards and Superintendent and the President of the Association at the school at which he/she teachers. Furthermore, a copy of such notice shall be sent to the applicable school representative for the Association.

16.5 Time Deadlines:

Unless otherwise specifically provided in this Agreement, all time deadlines provided in this Agreement shall consist of school days from September 1 – June 12. From June 12 through August 31, days shall be weekdays, exclusive of legal holidays.

16.6 All salaries, benefits, duties and planning time for part-time teachers will be prorated based on his or her full-time equivalency (FTE) status, unless specified differently elsewhere in this Agreement.

16.7 This Agreement incorporates the entire understanding of all parties on all matters which were the subject of negotiations. During the term this Agreement is in force, neither party will be required to negotiate with respect to any such matter whether or not covered by this Agreement. All other matters not incorporated in this Agreement remain within the purview of the Board which retains the right to manage and direct the operation of the School District, in order to efficiently carry out its mission in accordance with Vermont State Statutes.

Article 17 Retirement

A. Payment to Retiring Teachers: (Does not apply to Cabot & Twinfield)

With twenty (20) years in the CCSU System - \$1,000.00

B. Early Retirement Incentive Program: (Does not apply to Cabot & Twinfield)

The School Board shall have the discretion, on an annual basis, to offer or not offer the early retirement plan noted herein and the discretion to specify the number of teachers to whom it will be offered.

This Early Retirement Incentive Program will be offered under the following limited conditions:

1. Eligibility:

This program is offered to any teacher in the bargaining unit whose age and years of experience in the district, when added together, equal seventy (70). For example, a teacher fifty (50) years old with twenty (20) years teaching experience in the district or at the top of the salary schedule would be eligible for this program.

2. Compensation:

- (a) The teacher shall receive a total cash payment equivalent to sixty-six percent (66%) of his/her highest teaching salary at the District. This figure shall be based only upon the annual teaching salary figure and shall not include extra compensation which may have been given for extra-curricular or co-curricular activities, per diem, or any other additional compensation.
- (b) For one (1) year following the teacher's resignation, the teacher may select and shall be provided either a single or two-person membership in the Blue Cross/Blue Shield Plan provided to teachers; both the Board and the teacher shall contribute the same percentage toward the premium cost of said plan as provided in the Agreement for said year of coverage.
- (c) The teacher may obtain family membership plans by paying the difference between the premium cost of such plans and the cost of the single membership plan. Following the expiration of the one-year period, the teacher will be allowed to continue membership in the group plan for an additional six months provided he/she pays the full cost of the group rate premium. Arrangements for payment of insurance premiums by the teacher will be established by the District.
- (d) At the teacher's option, the monetary amount of the health insurance premium will be paid to the Vermont Teachers Retirement System to pay for the teacher's cost of the plan.
- (e) The cash payment under Section B (1) above will be made in three equal installments on September 15 during the first three years following the teacher's resignation. The District will deduct any applicable state and federal taxes from the payments to teachers.

C. Procedures:

- 1. The Board will provide annual notice, by October 15, to the Association and the teachers if it intends to offer the Program. This notice shall specify the number of teachers to whom the Program will be offered.

2. Applications for this Program must be submitted by the teacher to the Superintendent by December 15.
3. If a greater number of teachers apply than the number authorized by the Board, seniority for CCSU will be used to select the teachers who will be selected for the Program.
4. Teachers will be notified whether or not they have been selected by March 15.
5. If early retirement is granted, teacher(s) must submit a letter of resignation within ten (10) school days of being notified.

D. Other Provisions:

This Program may be offered for all years of this Agreement, and in accordance with the provisions and procedures above.

1. This Program is being offered on an entirely voluntary basis. No teacher shall be obligated to participate in this Program.
2. Teachers who are interested in this Program may contact the Superintendent's office to verify their salary, health insurance costs and procedures.
3. This Program shall be considered an addendum to the current Agreement, and should a dispute arise as to the interpretation of its provisions, the enforcement procedures of the grievance and arbitration provisions of the Agreement shall apply. It is specifically understood, however, that this Program shall expire according to the terms specified herein. In no way shall it be considered part of the status quo should the parties fail to reach agreement on a successor to the current Agreement nor shall it be continued beyond the term specified except by express written agreement.

Article 17.A Early Retirement Incentive (Cabot & Twinfield Only)

Availability

For a given year, the Board may make available career change/early retirement incentives. If the Board so chooses, the Board will announce the availability of the career change/early retirement incentives by October 1st. At that time, the Board will determine the number of career change/early retirement slots that will be made available for the next school year. Applicants for these slots must respond in writing no later than December 1st. If there are more applicants than slots in a given year, slots will be awarded by seniority in the district.

Any teacher who will have accumulated fifteen (15) years of teaching service in the district and who will reach fifty (50) years of age by the next June 30th and who retires/resigns from the district will be eligible for the benefits as follows:

- a. The teacher who retires/resigns under this plan will receive a cash payout of eighty percent (80%) of his/her last full year salary with the district exclusive of any extra compensation for extracurricular activities
- b. The cash payment as described above will be made in four (4) equal installments on or before September 1st of the first four (4) years following the teacher's retirement/resignation. The payments will be less any applicable deductions for state and federal taxes. The teacher may opt to have the district pay directly into the teacher retirement system.
- c. The individual teacher will be entitled to dental insurance coverage for one (1) year following the effective date of the retirement/resignation from July 1st through June 30th in accordance with the terms of Section 9.4 of this Agreement.
- d. Following the expiration of the one-year period for insurance coverage, the teacher will be allowed to continue dental insurance coverage in the district's group plan at his or her own expense for a period of eighteen (18) months.
- e. Dental insurance coverage will not be available if coverage could be obtained from a subsequent employer.

“Air Time” Retirement

A teacher vested in the Vermont State Teachers’ Retirement System (VSTRS) and who will have accumulated 15 years of teaching service in the district and who also meets the eligibility requirements to purchase “Air Time” as determined by the VSTRS (Vermont State Teachers’ Retirement System) may elect to have the District use all or a portion of the above referenced eighty percent (80%) to purchase up to five (5) years of the “Air Time” in the VSTRS, as may be needed for the teacher to reach the maximum retirement benefit. As in Section 20.2, this retirement incentive is subject to Board approval on an annual basis. Any/all interest charges incurred, as part of this “Air Time” retirement incentive will be the sole responsibility of the teacher.

Procedures

A teacher who wishes to apply for this program will tender a letter of resignation to be effective June 30th by December 1st following the Board’s October 1st announcement of the availability of the Program.

Protections

The program is strictly voluntary and no teacher will be obligated or pressured to participate in it.

Article 18 Duration

- 18.1 This Agreement shall become effective as of July 1, 2022, and shall continue in full force and effect until twelve (12:00) midnight, June 30, 2025. If neither the Board nor the Association gives written notice to the other of its intention to negotiate a successor to this Agreement by September 30, as provided in Article 15, this Agreement will automatically be renewed and will continue in full force and effect for an additional period of one (1) year.