

Current Reality

8 town school district boards

1 Executive Committee

1 SU Board

Centralized Services currently

Special Education

Transportation

Human Resource Services

Payroll/Benefits

Financial Management and Oversight

Network Administration

Curriculum, Instruction, Assessment and Grants

Data Management

Proposed

Theme: Centralization and strengthening of Services

1. Take our current reality and consider the following
2. Operations MF

Food Service: *Centralization at OSSU will allow for better monitoring of the CEP program and other federal and state funding as well as associated cost monitoring. State health and sanitation requirement changes can be monitored more effectively and efficiently. Training can be planned and carried out for the individual districts through the OSSU. Centralized food purchasing to reduce costs with improved economy of scale. Centralization will result in reduced costs in food and improvement in monitoring food expenses.*

Maintenance: *Allows for a unified vision and purchase of products, procedures, and training to be utilized across the OSSU facilities and grounds. Different cleaning products require different training, storage, and documentation. Streamlining the products will allow for more uniform documentation, safety, and cost reductions through larger purchases. Preventive maintenance plans can be created, monitored, and carried out at the OSSU level. Fuel purchases and other services that all buildings need can be pulled together for one purchased service for reduced cost.*

Facility: *OSSU facility team can bring expertise to product purchases to determine total lifetime costs of items such as flooring, roofing, heating and cooling systems. Expertise may be brought into to support individual District decisions pertaining to future building designs or system purchases. The more unified the products and systems are across the District requires less training on maintaining systems and fewer repair parts on hand resulting in cost reductions.*

3. Instruction

Library/Media- *One lead coordinator at the district level with a team of support staff to work at the building level.*

ED/HF Behavior Program/ *A continuum and system of supports for students pre K-12. This system will include student risk assessments, family involvement and local agency support networks, differentiated programming and alternative sites as needed. Behavior interventionists will include primarily OSSU trained personnel, specially trained and highly qualified teaching staff with expertise in trauma based behaviors. Teaching staff and behavior support staff will receive "clinical" supervision from a qualified clinical psychologist and behavior consultant from a Board Certified Behavior Analyst. Project based, play based learning will serve as the foundation for academic programming and instruction. Professional development for program staff will be continuous and include networking with other SU professionals.*

MM Advanced Placement *classes rotation yearly at different schools- AP classes currently offered at Hazen and Craftsbury may not run on a yearly basis depending on need and certification of faculty. If AP classes become centralized, this would allow staff to rotate between the two high schools and offer more choice for Advanced Placement courses.*

MG Driver's Education- *shared staff and car: Currently Hazen and Craftsbury operate separate, part-time Drivers' Education programs. Renting one car instead of two would save money. A position at a greater FTE would make it possible to attract a greater number of Drivers' Education instructors.*

MM Work Based Learning Coordinators: *Coordination between Craftsbury and Hazen on job training, development, and planning.*

MG Health services: *Several districts have moved to a model of one centralized RN with LPNs at each building level. This would might make it possible to have a medical professional in each building full time, a need in many schools with students who have chronic health conditions like type I diabetes.*

MM Foreign Language- *trimester or quarterly basis at the elementary level: Elementary schools across the district have expressed the desire to add foreign language to the program. This year Craftsbury offered Spanish to each middle school class for one quarter of the year. Perhaps this model could be replicated in elementary schools throughout the supervisory union.*

**Expanding Personal and Experiential Learning:
Programs**

MM/ JC Hazen Performing Arts Academy- PK-12:

An opening of a student's schedule to provide the opportunity for depth within the performing arts:

- *Alternative pathways to graduation proficiencies in other content areas especially ELA*
- *To provide an internship and capstone project opportunity for students*
- *Provide a performance series/venue within our community for our students to benefit from by connecting them with local artists and providing them with workshops*
- *Help build relationships with outside organizations in our area (GAAR, HPAC, Catamount Arts, Flynn, VYSO to name a few)*
- *Provide a graduation diploma with a Performance Arts Academy stamp on it of some sort showcasing that a student accomplished something with depth*

EE STEM- Science, Technology, Engineering and Math

- *Focuses on future employment opportunities*
- *Highly attuned to personalized learning*
- *Authentic learning and assessment tasks*
- *Engages creative thinking*

MG Craftsbury Outdoor Sports Academy, COSA

NEKLS (Northeast Kingdom Learning Services) Gr. 5-9

- *Outdoor Education course for middle level students*

JL Sustainable Agriculture- SU wide

AM Conservation Land Use- Woodbury, Hazen, Craftsbury, and Greensboro have environmental resources that are available on sight and could be a valuable resource in expanding an environmental program for all schools to access. These resources support students in becoming critical thinkers, active learners and problem solvers who are scientifically literate, engaged citizens who value and respect the environment. Specialty agriculture is a burgeoning area of future employment in the local area.

Learning in the outdoors fosters a realistic, relevant and hands-on educational experience where students will be immersed in an environment that: engages inquiry; promotes proactive learning; cultivates curiosity; and supports student thinking that allows for life-long learning. Through these environments students can explore

topics in Environment and Society, Environmental Science, Ecology or apply other content area learning in an outdoor learning environment.

- *Hazen Trails*
- *Woodbury Nature Trail, Pond and Forest - Buck Lake Connection*
- *Craftsbury -100 acre wood lot - Sterling College*
- *Greensboro - Access to Caspian Lake*
- *- authentic science, math and literacy opportunities*
- *- engages student curiosity*
- *- supports respect for natural environment and sustainability*

Dual enrollment- Sterling, CCV, USNH- on school offerings

EE Year round school/flex schedule

- *Eliminates summer learning loss and regression*
- *Supports families and changing employment landscape*
- *Ensures sustainable learning and achievement*

EE/ED/ HFPK students in home district school

- *Students Build relationships early*
- *Early screening and identification of strengths and needs*
- *Build relationships with families early*
- *Pre k students join curriculum system earlier*
- *Improved delivery of community services*
- *Therapeutic child care*

ED 6th grade at Hazen Union for Lakeview, Woodbury, Hardwick, Craftsbury same, Wolcott choice

Partners

GAAR Greensboro Arts Alliance Residency

- *Authentic and engaging literacy tasks*
- *Engages students who avoid organized sports*
- *Personal development and personalized learning*

Highland Center for the Arts

Circus Smirkus

- More options for PE
- Improved self esteem
- Engages students who avoid organized sports
- Individualized physical development programs

CAE & Food Venture Center

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

Green Mountain Farm to School

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

Shelburne Farms

- Farm-to-School Programs
- Place-based Learning Opportunities

Craftsbury Outdoor Center**Sterling College****CCV - Dual Enrollment****USNH**

- Professional Development Courses for faculty and staff.

Black Dirt Farms (compost)

- Supports local sustainability and responsibility
 - Authentic science tasks and projects
 - Teaches responsibility and global perspective
 - Reduces waste management costs
-

Orleans Southwest SU

Act 46 Proposals

By

Administrative Leadership Team

3/30/17

3. Instruction

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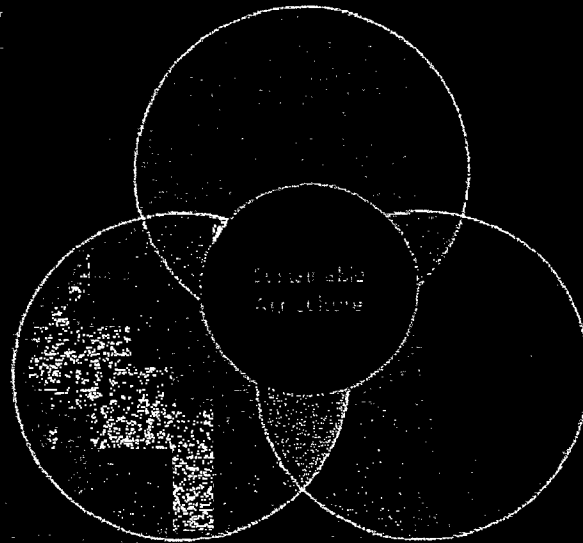
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What is Sustainable Agriculture?

Sustainable agriculture is the practice of farming using principles of ecology, the study of relationships between organisms and their environment. It has been defined as "an integrated system of plant and animal production practices having a site-specific application that will, over the long term:

- Satisfy human food and fiber needs
- Make the most efficient use of non-renewable resources and on-farm resources and integrate, where appropriate, natural biological cycles and controls
- Sustain the economic viability of farm operations
- Enhance the quality of life for farmers and society as a whole"



Sustainable Agriculture/Place Based Learning

Goal: In 3-5 years, OSSU will connect schools, communities and community lands through place based learning. Through this learning is attached to real, tangible things; places; and people; and is accessible to every learning style, including summer and year round programming.

Place based learning and civic engagement address three integrated goals:

Ecological integrity- students make contributions to resolve local environmental issues and conserve local environmental quality.

Community Social and Economic Vitality-students forge strong ties between local, social, and environmental organizations and their constituencies in the schools and community, which helps improve quality of life and economic vitality.

Student Achievement- student engagement, academic achievement, and sense of personal efficacy as stewards of their local environment and community.

Benefits:

- Foster's student connection to place
- Creates partnerships between schools and communities
- Boosts student achievement
- Improves environmental, social, and economic vitality
- Teaching to multiple intelligences, brain-based learning
- Collaborative learning and differentiated instruction
- Year round or summer programming

Placed Based Learning

WHY?

1. emphasizes authentic, real-world learning
2. increases academic achievement
3. develops stronger community ties
4. enhances appreciation for the natural world
5. heightens commitment to being an active, contributing citizen
6. meets many standards at once

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