

Winooski School District
Office of the Superintendent
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All students will graduate from the Winooski School District (WSD) college and career ready at a cost supported by a majority of the Winooski community. WSD students will lead healthy, productive and successful lives and engage with their local and global community.

Superintendent's Board Report

Action Items: The Winooski administration recommends that the board approve all of the following action items:

A. **Consent Agenda**

1. Minutes of Meetings: August 22, 2015
2. Policy Title: 2.3 Financial Condition and Activities
 1. Approval of Bills
3. Policy Title: 2.7 Compensation & Benefits
 1. Approve Contract Recommendations
 1. Deb George: Long-Term Sub for Lisa Dold
4. Policy Title: 2.8 Communication and Support to the Board
 1. Superintendent Report
5. Policy Title: 4.2.2 Board Job Description
 1. Policy #5146, Whole Child & School Wellness

Discussion & Action Items: Please read the attached backup materials to be prepared for the following board discussions:

- School Board/City Council Meeting
 - Discussion/Approve City-School MOU
- Executive Limitations (Policy Section II)
 - Policy Title 2.1 Treatment of Students, Parents/Guardians and Community
 - Superintendent Monitoring Report-Review and Discussion
 - Policy Title: 2.4 Financial Planning and Budgeting
 - Discussion: Set Budget Parameters and Budget Building Timetable
- Governance Processes (Policy Section IV)
 - Policy Title: 4.2.2 Create Written Governing Policies:
 - Discussion - 1st Reading, Policy #3545, Transportation
 - Discussion - 1st Reading, Policy #6144a, Animal Dissection
 - Policy Title: 4.8 Governance Investment
 - Discussion: No backup, the board has up to \$8900 available for board development

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- **Curriculum, Instruction & Assessment:**
 - **WSD Pre-Service**
 - Teachers began on Monday, August 17th with the following:
 - An opening presentation on the ENDS Statement, GXs, Vision and [a humorous video comparing teaching to the sports world](#).

- PreK-12 cross-grade groupings of teachers to read two articles about effective school teaming and emotional IQ, and build a personal wellness plan using the [Strengths, Weaknesses, Opportunities & Threats \(SWOT\) model](#).
 - PreK-12 cross-grade groupings of teachers reviewed the following [data packet](#) over the course of three days and submitted a list of prioritized action items.
 - Later in the week all teacher teams were given student-specific data (reading, attendance & behavioral) for the students they work with.
 - All teachers were provided training in the WIDA standards which “advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.”
(<https://www.wida.us/aboutus/mission.aspx>)
 - There was a lot of work on climate as both JFK and WMHS spent time looking at our facility with fresh eyes with a specific focus on GXs and multiculturalism and more clearly defining our approach to student behavior.
 - For the first time all PreK teachers joined WSD for the full Pre-Service and worked closely with kindergarten teachers to review Kindergarten readiness Survey data and plan for future collaboration to target specific areas of need.
 - We continued our professional summer reading ritual by having book discussions on the following titles which were selected specifically because of their natural connections to the Physical, Social, and Emotional Well-Being GX:
 - [Hold Fast to Dreams](#) by Beth Zasloff & Joshua Steckel
 - [The Inner World of the Immigrant Child](#) by Christina Igoa
 - [Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement](#) by Eric Jensen
 - [The Freedom Writer’s Diary](#) by Erin Gruwell
 - [The Way of Mindful Education](#) by Daniel Rechtschaffen
- Gardening & Food Security: [Vermont Youth Conservation Corps. \(VYCC\)](#) and Winooski School District have collaborated to develop two 1/8 of an acre plots at the [Pine Island Community Farm](#) in addition to the usual VYCC farm in Richmond this spring and summer. Our first delivery of food harvested from this effort was delivered to The Abbey Group this week to be served in our cafeteria! Scallions, tomatoes, onions, cabbage, watermelon and basil.
- Student Transportation Update: The committee met on Friday, August 28th and discussed/reviewed the following items:
- Bus passes are now being sold at City Hall and in the main lobby at WSD
 - Info about how to use CCTA to get to school has been included in the District Newsletter
 - WSD attendance data
 - The committee is moving into developing possible solutions for student transportation to and from school to consider.
- Partnership for Change/ Nellie Mae Education Foundation (NMEF) Update
- Press Release: [Burlington and Winooski Continue Partnership to Redesign School for All Learners with Support from the Nellie Mae Education Foundation](#)
- Education Quality Reviews (EQR)
- At the board retreat in August I gave an update on accreditation and spoke to the challenges of balancing the New England Association of Schools & Colleges (NEASC) process and the new state-required EQR. VT AOE Deputy Secretary Amy Fowler provided an overview of the EQR process at the VSA All-member meeting this past week that will be piloted this year. Please read the overview here:

- [EQR Overview](#)
 - Additional resources can be found here: [VT AOE website](#)
- New Deputy Secretary of Education: I was invited to sit on an interview panel of superintendents in order to provide input on the selection of a new Deputy Secretary of Education. Welcome to [Heather Bouchey, Ph.D who was announced on August 13th!](#)
- Educational Partnership Advisory Council (EPAC): Franklin West Supervisory Union superintendent Ned Kirsch and I have been representing the Champlain Valley Supts. Association (CVSA) in working with UVM College of Education to create a mechanism to ensure excellent teacher preparation at our local universities and coordinated, meaningful student-teaching experiences in our schools. Below is the framework and our first meeting is slated for this fall.
 - **Vision**-Promote an ongoing partnership for the purpose of preparing knowledgeable and competent professionals in the field of education who will promote the social, emotional and academic well-being of students in the PK-12 system.
 - Define the roles and responsibilities of cooperating teachers, student teachers and the university supervisor in order to promote ongoing collaborative partnerships with PK-12 schools
 - To consult regularly with PK-12 school partners to assure that educator preparation is responsive to the changing demands of public education and make recommendations
 - Identify goals and strategies to promote collaboration and strengthen clinical and field experiences between P-12 schools and the University of Vermont
 - Coordinate opportunities for ongoing professional development of educators in the field through collaborative work with the University
 - Examine and share activity related to current research related to PreK-12 schools
 - Create a system to continuously assess the effectiveness of the partnership
- Legislative updates:
 - I will be attending a full-day informational session on Act 46 on September 22 specifically for superintendents. VSBA Executive Director Nicole Mace will present to the board at the October meeting on the elements of Act 46. It would be helpful for board members to begin reviewing the linked resources prior to the October board meeting:
 - [Act 46 Resources](#)
 - [Legislative Summary for 2015 Legislative Session](#): This is the overall summary of all education-related bills passed in the 2015 legislative session
- Policy work:
 - I have completed the annual review of required policies as listed on the VSBA website and the board is in compliance.
 - These policies are up this month for a first reading:
 - Discussion - 1st Reading, Policy #3545, Transportation
 - Discussion - 1st Reading, Policy #6144a, Animal Dissection

WSD Goals

Goal #1: College & Career Readiness

- This summer the JFK ELL teachers participated in two days of curriculum work to develop an intensive English program for new ELLs in second through fifth grade. The new program, which began the first

day of this school year, is a half-day program that provides intensive English instruction and helps students develop strong early literacy and numeracy skills.

- WHS ELL teachers participated in curriculum work around developing proficiencies that align with the GXs for each of their courses.
- Early Learning Update: We are excited to have approximately 109 preschool slots filled as of 9/1/15. In terms of our forecast, this is very close to what we expected. The JFK preschool (Winooski Early Childhood Program/EEE Collaborative) has a total of 20 Head Start Slots, 10 in the AM and 10 in the PM. Both classes are filled. The other slots are filled with children who receive Early Essential Education (EEE) services. The new preschool (Early Learning Center) is also doing well with filling its spots. The AM program is full with 17 students, and the afternoon program is at 16. The Winooski Family Center has enrollment of 24 students with a short wait list. Off-site we have twenty-three Act 166 partners right now; they are serving approximately 27 children. So, we have gained more partners than we had last year and are getting some new children as well.
- Dynamic Learning Maps (DLM) is the alternative assessment for students who would have significant difficulty accessing the SBAC assessment (significant cognitive disability, requires extensive direct individualized instruction and substantial support to achieve measureable gains in the grade-and-age appropriate curriculum). This time of year is our checkpoint for intake and uploading students into the testing system. The fall window for testing is 10/15 to 12/15. We continue to prepare for this important assessment.
- The teachers at JFK are beginning to explore Responsive Classroom. Responsive Classroom is a research-based approach that is focused on four key domains: Engaging Academics, Positive Community, Effective Management, and Developmental Awareness. During the first six weeks of school, as part of Responsive Classroom, teachers are working on building community in their classrooms and in the school. This time allows for teachers and students to focus on building positive, high expectations for behavior and academics. By taking the time to create the expectations and classroom community, students form connections to peers and teachers, allowing them to engage in academics and deeper learning throughout the year.

Goal #2: Healthy, Productive & Successful Lives

- <http://www.vyo.org/vyoa-receives-national-endowment-for-the-arts-funding-for-after-school-programs/>
- Each classroom at JFK is starting their day with a Morning Meeting. This meeting time is a key part of Responsive Classroom. Using Morning Meeting sets the tone each day for a respectful and engaging learning environment based in trust. This time is used to build connections between students, and between students and adults. These connections motivate students by nurturing a sense of significance and belonging.
- The Middle School Spartans-In-Motion (SIM) program is expanding this year to encompass Mindfulness as well as movement, as the staff and students see both of these as important components of wellness.
- The Physical, Social and Emotional Well-Being GX is being piloted this year, and will be a requirement for graduation beginning with the Class of 2017.
- A small team of professionals at JFK met this summer to define our behavior expectations and responses. We defined what a minor behavior is, and the expectations around handling those behaviors within the classrooms. We also defined what are major behaviors, and developed a system utilizing our behavior coaches and student support room to respond to those behaviors, and support students, teachers, and families.
- We are excited to move into our second year of Unified Sports. Tim Rich, will once again lead the students as program director and coach. There is an organizational meeting for all members next week, with bowling starting the first week of October. This program connects students with disabilities with normally developing peers.

Goal #3: Local & Global Community Engagement

- This summer some of our middle school ELL students were part of a pilot summer program run by the Shader Croft School, an organization that has worked in Chittenden South Supervisory Union (CSSU) in the past. As part of this summer program students developed their oral and written English skills by planning their own educational field trips, interviewing community members and writing about their experiences. They visited a lot of businesses including Flashbags, the Burlington airport control tower, Green Seas Robotics in Richmond and the bakery at The Essex Inn and Resort. For more information, please check out their blog at <http://shadercroftschooll.org/blogs/winooski-student-blog.html>
- The JFK Summer School staff participated in two weeks of professional development run by our own home-school liaisons. Each liaison taught the staff about their culture and taught teachers a few key phrases in each language that teachers could use with students. The students have been blown away by the teachers' ability to suddenly tell them "good job!" in Nepali, Somali, Arabic and Vietnamese! The teachers enjoyed this professional learning so much that they advocated to have it for all JFK teachers, so this year each month one staff meeting will be dedicated to the liaisons' cultural presentations.
- JFK Newcomer Summer School provided students that have recently come to the US an intensive week of language instruction combined with field trips that helped them get to know their new community. The academic theme of this week was "Force and Motion" and the field trips that helped students learn about these concepts included a ferry ride across Lake Champlain, an afternoon riding bikes on the bike path in Burlington and a day of adventure donated by Sugarbush Resort that gave students the chance to ride a ski lift and a zipline.
- The drop off and pick up routines have changed at JFK. Each day, students will go to breakfast and/or have supervised time on the playground from 7:30 to 8:00. At 8:00, students line up, and teachers go outside to get their classes and bring them inside. Families are welcome to check in with teachers when they come outside, or to walk their students in at 8:00. In the afternoon, families are waiting outside or in the main lobby, and teachers are walking students out at 3:00. All the teachers are outside at that time, which allows all families access to check in. While these new routines have been a transition, the positive feedback from students, teachers, and families have far outweighed any of the concerns.

Finance/Operations

- At the end of August, our fund balance for FY16 is favorably forecasted at \$137,474 or 1.02% of the voter-approved budget. This will continue to vary, as year-end expenses are reconciled in. Our auditors have completed one day of field work and will return later in September to complete their review.
- The balance of the Reserve Fund is currently \$565,484 with a final payment of \$6,206 to be made on WHS Unit Vent project.
- The firm of Melanson Heath was contracted by the State of Vermont to audit the records of the Vermont Municipal Retirement System and the Vermont State Teachers' Retirement System. As part of their audit, several districts are reviewed each year. In late July, the audit team reviewed the records for the Winooski School District for the period of July 1, 2013 to June 30, 2014. Their draft reports states "our opinion is that the data was materially complete and accurate".
- The summer was busy once again...here are some of the highlights:
 - The 4th and final phase of unit ventilators for the high school was completed.
 - Duct cleaning in WMHS
 - Striping of the parking lot/sign relocation
 - Updating of the Gym Lobby bathrooms.
 - Installation of water bottle filling stations.
 - Continued transformation of the Learning Commons Center
 - Redesign on JFK ELL Suite, including private workspace and newcomers meeting space.
 - Redesign and relocation of JFK Special Education Suite including private workspace, and teaching space.
 - Relocation of JFK & WHS therapeutic classrooms, Sensory Room, SLP services, Athletic Director Office, Head Start office space and School Resource Officer (SRO) office space.

