

NEK Career Technical Education Consortium Agreement St. Johnsbury CTE Service Region

Purpose

Provide a structure for distribution of federal funds available for career technical education that maximizes development of programs of study grades 7-16, informed by current regional workforce development needs, for the St Johnsbury Service area. The agreement will be in place for a one-year period and upon completion of the one year will be reviewed.

Goals

- Provide equal access to high quality CTE (Center for Technology Education)
- Strengthen the academic and career and technical skills of students participating in career and technical education programs in the region
- Integrate academics with career and technical education programs through a sequence of courses or experiences in regional programs of study
- Develop, improve, or expand the use of technology in career and technical education in the region
- Ensure partnership with post-secondary institutions (VTC and CCV as partners in the consortium) to provide pathways for student growth and workforce development
- Coordination among CTE institutions (St Johnsbury Academy and Lyndon Institute) to provide efficiencies in coordination, sharing of data and information, joint outreach and career planning process, and reciprocity among delivery mechanisms.
- Create a single source funding structure where one entity is responsible for distribution of secondary funds among participating secondary institutions.
- Manage a student-centered effort aligned to comprehensive needs assessment findings and priorities.

Meeting Calendar and Schedule - meetings via electronic means (Zoom)

2nd Tuesday in December 4:15 pm
 Review Data, draft Investments for the upcoming year

2nd Tuesday in March 4:15 pm
 Updates on Perkins grant programs

2nd Tuesday in June 4:15 pm
 Evaluate current program, strengths, weaknesses

Additional meetings may be scheduled as needed.

**NEK Career Technical Education Consortium Agreement
St. Johnsbury CTE Service Region**

FY2024 CONSORTIUM AGREEMENT

The Consortium consists of Caledonia Central Supervisory Union (CCSU), Kingdom East Unified Union School District (KESD) and Saint Johnsbury School District (SJSD). The Consortium is the eligible recipient for funds available for career technical education, including Perkins grant funds and any other federal grant funds for which the Consortium is eligible in FY 24. All of the LEAs that are members of the Consortium are legally responsible for the use of these federal funds. The Consortium is subject to the requirements of Section 131 (f) of the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V).

Kingdom East Unified Union School District is designated as the Lead LEA. The Consortium and its Lead LEA will:

1. Submit to the Vermont Agency of Education a Perkins grant application and any subsequent amendments on behalf of all member LEAs.
2. Submit to the Vermont Agency of Education a GEER grant application and any subsequent amendments on behalf of all member LEAs.
3. Serve as the fiscal agent for the consortium and be responsible and accountable for adhering to all federal, state and local laws.
4. Be responsible for procurement of goods and services specified in the grant agreement, adhering to the Federal procurement rules (2 CRF § 200) as well as the Vermont state bid law (16 V.S.A. §559) as it applies to certain purchases.
5. Work with all the LEAs in the consortium to reach an agreement on how to spend federal funds for career technical education.
6. Be responsible for negotiating performance targets with the Agency of Education.
7. Be responsible for all fiscal reporting and reimbursement requests.
8. Work with all member LEAs to prioritize investments based on the accountability measures and the CLNA.
9. Ensure that any contracted service administers the Agency of Education required WorkKeys assessments so that the Agency of Education can make valid and reliable comparisons for student performance across all regions of the state.

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10. Submit written requests to the Agency of Education's Finance Department for non-competitive determinations per 2 CFR §200.320(f)(3) of the Uniform Grants Guidance (UGG)
11. Send to the Agency of Education's Chief Financial Officer, copying the State Director of Career Technical Education, for review and approval any contract for CTE services between the Consortium and an independent school. Any such contract will not be executed until prior Agency of Education written approval is received. Any such contract will include all of the terms set forth in the Agency of Education's Standard Operating Procedure for Entering into a Consortium under the Carl D. Perkins Federal Grant Award.
12. Ensure that any equipment purchased with Perkins grant funds will be purchased and owned by the Consortium.
13. Ensure that any invoices received from a contracted CTE service provider/CTE center meet the requirements detailed in the Agency of Education's Standard Operating Procedure for Entering into a Consortium under the Carl D. Perkins Federal Grant Award.

The consortium responsibilities are:

1. In coordination with the two private schools that provide CTE in the region, conduct a Comprehensive Local Needs Assessment that meets Perkins V requirements, using data provided by the Vermont Agency of Education and other sources and collected from all key stakeholders.
2. Review data, including Perkins accountability measures, provided by the Vermont Agency of Education and other sources. Each member of the consortium is responsible for its own performance under the accountability requirements.
3. Consortium members convene and reflect on Comprehensive Needs Assessment, determine priority areas.
4. Post secondary partners are linked with individual programs of study and are part of the St Johnsbury CTE Service Region dual enrollment and Fast Forward program.
5. Recipients and partners weigh in on ways they can contribute to provide outreach, resources, and fill in delivery gaps.
6. The consortium is eligible for the Perkins funds and all the LEAs that are members of the consortium are legally responsible for the use of the Perkins funds.

**NEK Career Technical Education Consortium Agreement
St. Johnsbury CTE Service Region**

We, the undersigned, agree to serve as a consortium for career technical education funds.

Consortium Members

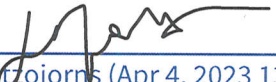
| <i>Consortium Members</i> | | | | |
|-------------------------------------|--|-----------------------------|----------------|---|
| Caledonia Central Supervisory Union | Mark Tucker, Superintendent | mark.tucker@ccsuvt.net | (802) 684-3801 | 10 Route 2 West P.O. Box 216 Danville, VT 05828 |
| Kingdom East Supervisory District | Jennifer Botzojorns, Superintendent | jbotzojorns@kingdomeast.org | (802) 626-6100 | 64 Campus Lane P.O. Box 129 Lyndon Center, VT 05850 |
| St. Johnsbury Supervisory District | Karen Conroy, Superintendent | kconroy@stjisd.org | (802) 748-8912 | 257 Western Avenue St. Johnsbury, VT 05819 |

**NEK Career Technical Education Consortium Agreement
St. Johnsbury CTE Service Region**

THE Caledonia Central Supervisory Union

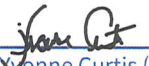
AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURES.

ORIGINAL SENT TO FISCAL AGENT; ONE COPY RETAINED AT LOCAL LEVEL FOR PERKINS GRANT FILE.

| | |
|---|---------------------------------------|
| <u>Mark Tucker</u> Mark Tucker (Apr 4, 2023 15:17 EDT) Mark Tucker, Superintendent of Schools Signature | Apr 4, 2023 Date Signed |
|  <u>Jen Botzojorns</u> (Apr 4, 2023 13:35 EDT) Jennifer Botzojorns Consortium Committee Chair Signature | Apr 4, 2023 Date Signed |

THE FISCAL AGENT Kingdom East School District AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURE.


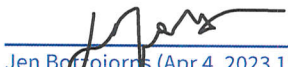
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| <u>Tisha Hankinson</u> Tisha Hankinson (Apr 4, 2023 14:21 EDT) Tisha Hankinson, Kingdom East Director of Finance Fiscal Agent Administrator Signature | Apr 4, 2023 Date Signed |
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|  <u>Yvonne Curtis</u> (Apr 5, 2023 14:56 EDT) Yvonne Viens Curtis Grant's Coordinator Signature | Apr 5, 2023 Date Signed |
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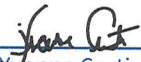
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|  <small>Jen Botzojorns (Apr 4, 2023 13:35 EDT)</small> Jennifer Botzojorns Consortium Committee Chair Signature | Apr 4, 2023 Date Signed |

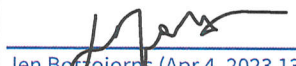

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Community Partners

| <i>Post Secondary Partners</i> | <i>Contact Person</i> | <i>Email</i> | <i>Phone</i> | <i>Address</i> |
|--|---|------------------------------------|---------------------|--|
| Community College of Vermont | Natalie Searle, Director of Secondary Education Initiatives | natalie.searle@ccv.edu | (802) 885-8368 | CCV – Springfield HDEC, 307 South Street Springfield, VT 05166 |
| Castleton University | Richard Reardon, Director, School of Education | richard.reardon@castleton.edu | (802) 468-12347 | Castleton University Castleton, VT 05735 |
| <i>Industry Partners</i> | | | | |
| Northeastern Vermont Regional Hospital | Shawn Tester, Chief Executive Officer | s.teste@nvrh.org | (802) 748-8141 | P.O. Box 905 St. Johnsbury, VT 05819 |
| Northeastern Vermont Regional Hospital | Betty Ann Gwatkin, Chief Human Resource Officer | B.Gwatkin@nvrh.org | (802) 748-8141 | P.O. Box 905 St. Johnsbury, VT 05819 |
| <i>Student/Faculty/Parent Groups</i> | | | | |
| FBLA - St. Johnsbury Academy | Abigail Murphy, Lead Advisor | amurphy@stjacademy.org | (802) 751-2487 | 1000 Main Street St. Johnsbury, VT 05819 |
| FBLA - Lyndon Institute | Bridget Atkins | bridget.atkins@lyndoninstitute.org | (802) 535-3636 | 168 Institute Circle Lyndonville, VT 05850 |
| Skills USA - St. Johnsbury Academy | Paula Bystrycki, SkillsUSA Leader Advisor | pbystrycki@stjacademy.org | (802) 751-2382 | 1000 Main Street St. Johnsbury, VT 05819 |
| Skills USA - Lyndon Institute | Bridget Atkins | bridget.atkins@lyndoninstitute.org | (802) 535-3636 | 168 Institute Circle Lyndonville, VT 05850 |
| Future Farmers of America (FFA) – Lyndon Institute | Jerry Leonard | jerry.leonard@lyndoninstitute.org | (802) 535-3636 | 168 Institute Circle Lyndonville, VT 05850 |

**NEK Career Technical Education Consortium Agreement
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We agree to serve as the community partners to the Perkins Consortium in the St. Johnsbury CTE Service Region.

Natalie Searle

Natalie Searle (Apr 10, 2023 13:29 EDT)

Natalie Searle, Community College of Vermont

Apr 10, 2023

Date

Richard Reardon

Richard Reardon (Apr 10, 2023 09:38 EDT)

Richard Reardon, Castleton University

Apr 10, 2023

Date

Shawn Tester

Shawn Tester (Apr 5, 2023 14:23 EDT)

Shawn Tester, Northeastern Vermont Regional Hospital

Apr 5, 2023

Date

Betty Ann Gwatkin

Betty Ann Gwatkin, Northeastern Vermont Regional Hospital

Apr 10, 2023

Date

**NEK Career Technical Education Consortium Agreement
St. Johnsbury CTE Service Region**

SCHOOL BOARD CHAIRS

Kingdom East School Board Chair

Date

Date Board approved: _____

Clayton Cargill, Caledonia Central School Board Chair

Date

Date Board approved: _____

Abbey Campbell, St Johnsbury School Board Chair

Date

Date Board approved: _____

VERMONT AGENCY OF EDUCATION

Daniel French (Heather Bouchey), Secretary of Education

Date

DISTRICT EQUITY POLICY

Policy

The Caledonia Central Supervisory Union and its member Districts (District) are committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. Within each CCSU member District, the Board holds itself and all District and school-site decision-makers, faculty, and support staff accountable for building a District-wide commitment to equity. The District will incorporate principles of equity within all policies, programs, operations, practices, and resource allocations.

Definitions

Equity: Each student receives the resources and educational opportunities they need to learn and thrive.

- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities and support services to meet the needs of each and every student.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

Culturally Responsive Practices: The beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences to ensure learning.

Implementation

To realize this commitment to equity, the District will:

- Systematically use District-wide and individual school-level data, disaggregated by race, ethnicity, language, ability, gender, and socioeconomic background to inform District decision-making;
- Provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology and other educational resources that respect their individual identities, cultures, backgrounds, abilities and experiences;
- Monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs;

- Incorporate the voice, culture and perspectives of students, staff, families, and communities that reflect student demographics and support and enhance student success;
- Identify and counteract biased practices that perpetuate achievement disparities and opportunity gaps;
- Provide ongoing and continuous professional development at all organizational levels to support employees to engage in culturally responsive practices and delivery of quality culturally relevant instruction;
- Incorporate the principle of equity into the District's strategic plan and identify measurable outcomes to prepare all students for college, career, and life.

The superintendent shall identify outcome indicators as necessary to monitor this policy and shall provide an annual status report to each respective Board.

| | |
|-----------------------------|----------------------|
| <i>VSBA Version:</i> | <i>July 21, 2020</i> |
| <i>Date Warned:</i> | |
| <i>Date Adopted:</i> | |
| <i>Legal Reference(s):</i> | |
| <i>Policy Reference(s):</i> | |



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

mark.tucker@ccsuvt.net

April 13, 2023

To: CCSU Board Members

From: Mark Tucker

Subj: Superintendent's Goals from Last Evaluation

I am writing in advance of Monday's Board meeting to reflect on Goals set by the SU Board for me at the conclusion of my last evaluation:

Superintendent Goals for the 2022-2023 School Year

1. For all regular school board meetings, ensure that all board materials are distributed to board members no less than 5 days prior to a meeting. **The process that has been put in place addresses concerns raised by board members about receiving multiple document distributions prior to meetings that led to some members not being sure which "board packet" to look at. Under the current process, documents for the meeting are collected and sent out with the "final" agenda on the Friday afternoon preceding the next week's regular meeting. This means that board members now get one board packet and don't have to search through multiple versions in their email. If a document is late coming in (after the packet is emailed), the author of the document is directed to send it to the Board Chair, and the Board Chair is then responsible for distributing just that document to his/her fellow members.**
2. Review and revise existing policies and develop new posting and communication procedures to improve access by staff, board members and the general public. **Partially addressed above, but all of the boards have been discussing ways in which to improve community outreach by using additional pathways such as Front Porch Forum and Facebook. The need for this broadened outreach is critically clear after this year's budget and election cycle, which saw a drop in participation – sometimes to zero – by community members in informational meetings, and in some districts a noticeable drop off in election voting overall.**
3. Develop and prioritize instructional models that reflect education quality standards while allowing flexibility for unique differences among the schools. **CCSU has, for the past two years, been working on a significant revamping of our instructional models as part of what we have**
"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."

called the “Inclusive Education Project.” The driving force behind this project is the need to revamp instructional models to improve Tier One (classroom) instruction so as to lower the number of students needing intervention and special education. These two outcomes are driven by changes to the special education funding model under Act 173. Our work has assumed an overarching model for inclusive education practices that will allow some local school distinctions based on size, complexity of student need and the local culture of the school and community itself.

The model is well defined. Next school year we will be focusing a great deal of our collective professional development time on implementing functional changes in four key areas – curriculum, implementation of Universal Design for Learning (UDL) principles, standardization of the Educational Support Team (EST) framework that already exists in the schools, and further investments in Social Emotional Learning (SEL) screening and curriculum support.

I am happy to provide more details about anything I have said here.

Mark

“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.”