

APPENDIX C: SUMMARY OF “WHAT THE CCSU DOES” FOR BARNET, DANVILE, PEACHAM AND WALDEN

Provided by John Bacon on June 7, 2007.

I. ADMINISTRATIVE

1. Provides leadership and direction for member schools.
2. Advises the Boards.
3. Supports, advises, supervises and evaluates principals.
4. Deals with legal issues.
5. Prepares agendas for board meetings (type, copy, mail w/attachments, notify press of meeting, and send copies to be posted).
6. Attends Board meetings.
7. Preparation and distribution of Board meeting summaries for internal use and follow-up as needed from each Board.
8. Preparation of Warnings for Annual and any Special Town Meetings; placing notices in newspapers as needed.
9. Advertisement, recruitment, and hiring teachers and support staff; posting of teacher vacancies on School Spring internet site, as well as publishing and distributing internal notifications.
10. Preparations, coordination and submission of school reports, warnings and budgets to Town Auditors.
11. Advertising, as needed (warnings, policies, bids and vacancies, etc.).
12. Verifying prior employment for former employees with new employers.
13. Prepares a directory of all CCSU employees.
14. Maintains personnel files for all employees within the CCSU.
15. Reviews of tuition invoices from secondary schools and resolution of “problem” residency questions.
16. Reviews and monitor State Placed Students and file for reimbursements.
17. Collection of data and preparation of state-required annual ADM (average daily membership) report for each school.
18. Involvement/problem-resolution on all secondary students: residency, truancy, probate court, custody, and legal issues, etc.
19. Policy review and development for Board consideration.
20. Represents the School District in dealings with the state, other school districts, etc.
21. Provides leadership for program development.
22. Transportation contracts and issues for Barnet and Peacham.
23. Handling all insurance (including property insurance, transportation insurance, liability insurance, workers compensation, health and dental insurance, etc.); liaison between agent and district; general correspondence, checking invoices; dealing with billing problems, types of coverage, etc.

24. Preparation of contracts and/or addenda for all teachers and administrators.
25. Maintains vacation/sick log for CCSU Office staff and all administrators in the CCSU.
26. Preparation of school calendars, and coordination with regional group (as required by law).
27. Assists Danville and Walden in maintaining transportation services.
28. Bidding and managing construction projects.
29. Files paperwork for state aid.
30. Organizes and facilitates grade level meetings and SU wide in-services.
31. Organizes and coordinates CCSU professional development meetings and activities.
32. Administers grant programs (Title I, Title II, Title IV, Title V, etc.) and discretionary/categorical grants.
33. Organizes and coordinates Summer School.
34. Plans, coordinates, and contracts for graduate course offerings (Skillful Teacher).
35. Coordinates/assists districts with "School Quality" requirements.
36. Criminal Record Checks.
37. Works on specific Board requests.
38. Files Medicaid (both EPSDT and IEP) paperwork and claims.
39. Personnel issues, contract management, and grievances.
40. Assures that all schools are in compliance with state and federal regulations and laws.
41. Provides support and supervision to principals for evaluation of teachers (and dismissal if needed).

II. FINANCIAL

1. Preparation of "spreadsheet" budgets and updates during budget development process; finalization and distribution, including Town Report version.
2. Makes financial recommendations to Board as needed.
3. Compliance with professional audit requirements, bidding, organizing and preparation of materials and responds to audit findings.
4. Unemployment, disability and workers' compensation claims.
5. Enroll employees for BC/BS, dental, life insurance, workmen's' comp and retirement plans.
6. Each quarter, prepares and files the required State Department of Education financial 1.1 reports. (for 13 grants)
7. Prepares SPED Financial Reports (3 times a year) for all districts and SU.
8. Prepares bi-weekly payroll for CCSU, Danville, Peacham and Walden employees and make payroll deposits for checks and electronic deposits.
9. Unemployment reports and invoices.

10. Preparation and distribution of 1099's.
11. Assessments – billing, collecting and monitoring.
12. Writes, files, monitors and amends state and federal grant budgets, as needed.
13. Prepares bi-weekly accounts payable warrants for CCSU, Danville, Peacham and Walden.
14. Prepares monthly financial updates and projections.
15. Reviews and oversees Hot Lunch Program
16. Submits quarterly and state payroll reports.
17. Prepares W-2's for employees.
18. Tracks cash flow (TAN).
19. Prepares annual statistical report for all 5 entities.
20. Works with district treasurers for warrants and annual reports.
21. Works with local auditor for town report materials.
22. Prepares calculations in regards to salary negotiations.
23. Provides budget assistance to principals.
24. Calculates allowable tuition and announced tuition.

III. SPECIAL EDUCATION

1. Recruitment, supervision, and evaluation of special education teachers.
2. Participation as needed in special Ed meetings supporting local special educators.
3. Preparation/filing of IDEA, EEE, BEST, Early Education and state grants for special education.
4. Reviews and synthesizes data for quarterly, annual, and special financial and programmatic reports for special education.
5. Preparation/filing/revision of Special Education Service Plan.
6. Assisting in the development of alternative programs in order to provide a continuum of services for special education students.
7. Serves as liaison for special education issues with the Vermont Department of Education.
8. Serves as a resource to the district for state and federal special education regulations and state policies. Insure that laws, policies, and procedures are understood and adhered to system wide.
9. Supervises the IEP Medicaid reinvestment program.
10. Maintains files for every special education student and coordinates SPED DOC computer program for special education record keeping, SU wide.
11. Obtains special education legal advice for school districts; represent district as needed for legal issues.
12. Crisis intervention as needed at the building level.
13. Publishes required notices, Child Find, etc.
14. Arranges for, and conducts in-service training for teachers, staff, and administration.
15. Contracts with related service providers (O.T., P.T., etc.)

16. Represents school districts for high school tuition students from Barnet, Peacham and Walden and all other out of district placements.
17. Coordinates out of district special education transportation.
18. Arranges for contracted services for special education students (counseling, tutoring, OT/PT) and approval of all special education invoices for payment.
19. Provides transition support for students and families as children transfer in or out of member schools.
20. Arranges for independent evaluations and take responsibility for completing reports not done at the school level.
21. Conducts site visits to receiving high schools and out of district placements and constantly review needs and services provided.
22. Completes paper work for evaluations, IEP's and meetings.
23. Develops multi year plans for students requiring more than 4 years of high school.
24. Arranges job placement and training programs for students as needed.
25. Supervises shared personnel.
26. Coordinates and supervises services for state-placed students who have IEPs or 504 plans.
27. Develops supervisory union capacity to meet the needs of students presenting challenging behaviors.

IV. EARLY EDUCATION

1. Coordinates an Early Education Program for pre-school, handicapped, and at-risk students, or assisting in alternative arrangements.
2. Screening/Testing 3-5 year olds and arranging evaluations for 0-3 year olds.
3. Prepares Early Education sites and programs for state licensing and ensure continued eligibility.
4. Coordinated with 0-3 year old programs and facilitate the transition to early Ed school based programs and to kindergarten programs (FITP, Head Start, Early Ed Council, Building Better Futures).
5. Facilitates involvement of parents in the Early Education Programs.
6. Represents schools on Early Childhood Councils.
7. NAEYC Accreditation and Stars Program.
8. Continually analyze early education program needs and costs; utilize community resources and secure alternative funding to improve the quality and efficiency of the program.
9. Curriculum development and professional development for early Ed staff.
10. Writes grants to support/enrich early education programs.

APPENDIX D: QUESTIONS AND ANSWERS FROM JUDY EKLUND, SPECIAL EDUCATION COORDINATOR FOR THE CCSU

RE: Differences in process for meeting needs of special education students in regular town funded school vs. town having full school choice. Specifically dealing with the full choice situation-

Q1. What is the town's responsibility for paying for special education needs? We are assuming the town is required to pay for all costs associated with educating students.

A: Yes in addition to the general tuition, the district of residence is responsible for the special education costs.

Q2. Who determines the services, rate, and cost? (The receiving school?)

A: The special education costs above the tuition rate are based on the services that the IEP team agrees the student needs to receive a free and appropriate education. These are called excess costs. The school providing the services sends an excess cost bill to the district where the student resides however the district of residence is involved in determining student needs at the IEP meeting. (Examples of excess costs: paraeducator, speech services, occupational therapy, counseling, physical therapy, evaluation services and transition services.)

Q3. Are the costs based on each individual student or does the receiving school budget for all the special education students and them prorate to the sending town?

A: The costs are based on each individual student. Again the costs are tied to the educational needs as outlined on the service page of the IEP.

Q4. How much input and control does the sending school board have for its special ed students for both Cost and Opportunities?

A: The sending school is represented at all IEP meetings by either the Special Services Coordinator or the CCSU out-of-district case manager. We have the final decision as the LEA on service needs if there is a disagreement with the receiving school.

Q5. Is there a cap for special education costs per student for the town? (over the cap does the state or feds pay the cost?)

A: No

Q6. Who determines if an independent school is approved to take the special needs child and is it on an individual basis?

A: Schools are approved by the Vermont Dept. of Education

Q7. Who is responsible to see that the student's needs are being met at the independent school?

A: When we enter into an agreement with an independent school the requirements are outlined in their agreement. St. Johnsbury Academy has a detailed agreement of what they provide in their programs. As the service provider they are responsible for meeting their obligations and the district of residence (LEA) is responsible for monitoring that agreement to insure that services are being delivered. The LEA for special education students right now for Peacham students receiving special education is Judy Eklund or Carolyn Wheeler. For students receiving special education services who attend Peacham or Danville we designate the school principal if Judy Eklund is not able to attend meetings. For kids out of the SU either Carolyn or Judy attend all meetings. If you had no school in Peacham and full choice, there still is the responsibility under federal and state special education regulations. The way it is done in Vermont is to have the SU provide the oversight.

Q8. Is the text in the report regarding special education (page 8) accurate?

Generally this sounds correct; however what should be clear is that special education service costs above the tuition rate which are referred to as "excess costs" are billed to the town of residence by the school the student attends--these costs may include paraeducator services, case management, related services such as OT or PT etc. Since the school of residence is responsible for evaluations which are required for IEP students every 3 years, the town of residence may be billed for outside evaluations as John [Bacon] mentioned. The excess cost rate is student specific and varies based on the school the student is attending and the services the student needs.

APPENDIX E: RESPONSES TO QUESTIONS SUBMITTED BY SAM KEMPTON AND OTHERS

Can state licensing requirements be avoided?

School licensing:

To receive public funds schools must meet a set of standards established by the Vermont State Board of Education and be identified as approved.

Many independent schools also seek accreditation, a process that takes approximately 12-18 months. Schools must meet standards established by the regional offices of National Association of Schools and Colleges and the National Association of Independent Schools.

Mission statement of NAIS:

The National Association of Independent Schools acts as the national voice of independent pre-collegiate education and as the center for collective action on behalf of its membership. It serves and strengthens its member schools and associations by articulating and promoting high standards of educational quality and ethical behavior by working to preserve their independence to serve the democratic society from which that independence derives and by advocating broad access for students in affirming the principles of equity and justice.

Health and safety licensing:

Independent schools must comply with any state or federal health and safety regulations.

Teacher licensing: (The following information comes from NAIS)

Independent schools develop their own criteria for hiring teachers. At the elementary level, independent schools seek teachers with solid grounding in early childhood education and those teaching middle school are expected to understand the developmental issues critical to this age group. At the secondary level, there is a strong preference for teachers with undergraduate and graduate degrees in the liberal arts and sciences, and for teachers who have demonstrated academic achievement by succeeding at colleges with competitive admissions standards. These teachers are recognized as specialists in their major fields. Independent schools also value the professional work experience offered by candidates turning to teaching as a second career.

State certification is not usually required of independent schoolteachers. Independent schools hold themselves publicly accountable through accreditation – a process of peer evaluation that certifies that schools meet certain standards of educational quality, fiscal operation, and staff competence as defined by an independent entity. All independent schools accepted for membership at NAIS must be accredited by an approved state or regional association.

Independent schools welcome applications from recent college graduates (at both the

bachelor's and graduate levels), experienced teachers (from independent schools, public schools, and colleges), and people changing careers. Typically, independent schools begin interviewing and hiring teachers earlier in the year than public schools, with most of the action occurring between February and May in preparation for the next school term.

Can state reporting requirements be avoided?

Independent schools must report the names and addresses of the students enrolled to the State by October 1.

Independent schools must report any new teachers or any changes or additions to its curriculum.

Independent schools must return public tuition money to the town through its supervisory union if a student transfers to another school during the school year.

Can any special ed laws be avoided?

Independent schools must be approved for each student who is identified with special needs. The independent school must submit a separate and detailed budget several months in advance of accepting the student.

While the reach of the legislation — renamed the Individuals with Disabilities Education Act (IDEA) in 1990 — does not extend to the obligations of privately funded independent schools, it *does* apply to limited obligations of the public districts to identify and serve the needs of children with disabilities enrolled in private schools. (NAIS)

Can any federal laws be avoided?

Am not sure which laws he is suggesting. Federal law generally applies to all citizens.

Can children be turned away or kicked out that a public school would have to accept?

By the nature of choice, it is unusual that a family would choose a school that is not in agreement with values regarding education.

Independent schools must follow the same due process that public schools use to remove students from the school to another school. For example, the Caledonia School and the Cornerstone School exist to receive students for whom the traditional school setting does not meet the academic or social needs of the student.

Can independent schools avoid being unionized?

No organization can prevent workers from unionizing. However, generally speaking, teachers who choose independent schools value their professional independence and their ability to perform their jobs according to their principles and commitment.

NAIS statement regarding teachers and independent schools

Researchers at the Klingenstein Center at Teachers College, Columbia University, have identified four factors that draw teachers to independent schools: the autonomy and empowerment associated with independent schools, the unique atmosphere of an independent school, the quality of students, and the school facilities. Teachers value their curricular freedom; small class size; and close-knit relationships with students, faculty, and administrators. Data from the National Center for Education Statistics (NCES) supports the Klingenstein research. According to the Digest of Education Statistics 2002, 88.9 percent of private school teachers feel there is cooperative effort among staff, and 85.5 percent of private school teachers were satisfied with size of their classes.

Some independent schools have internal teacher associations but there is no independent schoolteachers' union. In a few rare instances, however, independent school faculties belong to national public school teacher unions.

Can independent schools have closed meetings and keep the public from disrupting their board meetings and harassing their board and staff?

Board meetings must be open to their constituents except in cases of personnel issues.

Do independent schools have to follow the full 1000+ pages of No Child Left Behind Act (NCLB)?

Any student receiving public funds must receive the benefits of the NCLB.

The following is from CAPE: Council for American Private Education: The reauthorization of NCLB is a major education priority for the 110th Congress. Many provisions within NCLB have a direct impact on students and teachers in private schools, and some of those provisions go back as far as the mid 1960s, when Congress determined that federal education aid should be directed toward helping children in need, regardless of the type of school they attend. CAPE believes that federal programs that benefit public school students and teachers should provide equitable benefits to comparably situated private school students and teachers. Such equity is mandated in much of federal education law. It is based not only on a commitment to fairness, but also on the practical recognition that America's children are educated in a variety of schools and that the nation is best served when all its children are well-educated.

Additionally, most independent schools test their programs annually. A large number use the tests developed by the Education Records Bureau, a comprehensive standardized test developed for independent schools. Here in Vermont many high schools are working with the legislature to determine whether the ACT can be used to comply with the Federal Mandate.

NCLB continued: If so, what happens if they are identified as failing?

Unlike public schools, no funding is available for independent schools that fail to meet the academic expectations of the families, the state, or the federal government, and there is no additional money allotted to help the school improve. Nor would an independent school be given a three-year timeline to improve.

Since families are not required to send their children to an independent school, they are able make decisions for their children without interference from the state.

What are disadvantages of a full choice or independent school? (The town and the school board lose any input or control over the education dollars they spend.)

There is still a School Board in every town. The parent has input and control over the education dollars they spend on their children. No public funds would go to a school that is not approved by the State.

For the independent school there is a constant for fundraising since the announced tuition the town pays is usually not enough to support the school.

True. Parents and teachers work together hard on behalf of maintaining a quality school for their children.

Independent schools do not offer the stability of a public school—they could close on short notice.

True. Their ability to stay open is directly tied to the satisfaction of their families. If the school is not providing what it claims to provide, it will not last long.

Issues Raised by Others

Why is school choice talked about more now than in the past?

The choice proposal is based on the idea that the state has a vested interest in educating its citizenry. In the beginning of the Republic, states and local towns assumed responsibility for providing education for their children. The overriding belief on educating the children was more due to religious reasons and was easy to implement, as the only groups in existence were the Puritans and the Congregationalists. Until the 1840s the education system was highly localized and available only to wealthy people. History of Public Education (<http://www.servintfree.net/~aidmn-ejournal/publications/2001-11/PublicEducationInTheUnitedStates.html>.)

Publicly funding school choice recognizes both the responsibility of the state to educate its citizens and the needs of a pluralistic society. The liberty to live according to one's individual beliefs is fundamental to American democracy. Balancing the needs of the common good and the rights of the people is a permanent aspect of democratic debate. The diversity of class, religious belief, ethnic history, and ethnic identity have contributed to the notion that civic duty extends in two directions: from the state's duty to the people

to provide an appropriate education drawn from the taxes paid by its citizenry and from the people's duty to the state to participate in civic discourse, abide by the laws of the state, and to pay their share of the funding required by the government to fund education.

"Genuine civic unity rests on unforced consent. States that permit their citizens to live in ways that express their values are likely to enjoy widespread support, even gratitude. By contrast, state coercion is likely to produce dissent, resistance, and withdrawal." Galston, William A. (2002). *Liberal Pluralism: The Implications of Value Pluralism for Political Theory and Practice*. New York: Cambridge University Press. *See also* <http://epaa.asu.edu/epaa/v11n30/>.

Aren't independent schools more exclusive than public schools?

"Misperceptions About Independent Schools," a section of "How to Privatize a Public School in Vermont: A Layman's Guide,"²⁵ describes an evaluation of data from the U.S. Department of Education's 1992 National Education Longitudinal Study that was conducted by Jay P. Greene, a University of Texas assistant professor of government, and published by the Brookings Institute in the book "Learning from School Choice." According to the "Layman's Guide" Website, Greene found that as compared with public schools nationally, private schools are more integrated, better at teaching tolerance and engendering respect for diversity, are more likely to engage in community service activities, and, according to their administrators, are superior in promoting citizenship and teaching values and morals.

What is the role of the board of an independent school?

The following represents the best practices for a board of directors of an independent school according to the National Association of Independents Schools:²⁶

- Define the mission of the school and clarify its philosophy and commitment to equity and justice.
- Establish or affirm policies which promote the mission.
- Protect the financial well-being of the school.
- Select a Head to administer the school, and provide support and periodic performance evaluation.
- Ensure that all laws and regulations are being followed, and that day-to-day operations are consistent with board policy and the school's mission and philosophy.

²⁵ Available from: http://schoolreport.com/vbe_privatize.htm [cited 2007 Oct 20].

²⁶ See www.nais.org. In addition, Vermont statutes provide for a Council of Independent Schools with duties including advising the Commissioner of the Department of Education on policies and procedures with respect to independent schools, and providing recommendations to the State Board of Education or the Commissioner regarding hearings before them. 16 V.S.A. Sec 166(d).

- Working with the Head and representatives of the school's constituency groups (staff, parents, alumni, friends of the school), take the leadership role in strategic planning and self-study.
- Assume a key role in fund raising for the school.

APPENDIX F. ESTIMATED COST FOR EDUCATING PEACHAM STUDENTS UNDER A FULL CHOICE ALTERNATIVE

	Estimates using announced tuitions for FY2008			Estimates using allowable tuitions for FY2006		
	Number of elementary school students (1)	56	51	46	56	51
Number of public school students (2)	33.6	30.6	27.6	33.6	30.6	27.6
Number of independent school students (2)	22.4	20.4	18.4	22.4	20.4	18.4
Tuition per public school student (3)	\$10,939	\$10,939	\$10,939	\$10,004	\$10,004	\$10,004
Tuition per independent school student (4)	\$9,126	\$9,126	\$9,126	\$8,155	\$8,155	\$8,155
Total cost for public school tuitions	\$367,550	\$334,733	\$301,916	\$336,134	\$306,122	\$276,110
Total cost for independent school tuitions	\$204,422	\$186,170	\$167,918	\$182,672	\$166,362	\$150,052
Total cost for tuitions	\$571,973	\$520,904	\$469,835	\$518,806	\$472,484	\$426,162
Total cost for "overhead" (5)	\$98,807	\$98,807	\$98,807	\$98,807	\$98,807	\$98,807
Total cost for elementary school students	\$670,779	\$619,710	\$568,641	\$617,613	\$571,291	\$524,969
Tuition cost for 7-12 grade students (6)	\$744,484	\$744,484	\$744,484	\$744,484	\$744,484	\$744,484
Total cost for all students	\$1,415,263	\$1,364,194	\$1,313,125	\$1,362,097	\$1,315,775	\$1,269,453
Cost per elementary student	\$11,978	\$12,151	\$12,362	\$11,029	\$11,202	\$11,412

Note: The numbers in parentheses in the first column refer to the assumptions below.

Assumptions

In calculating these estimates, the Workgroup made the following assumptions:

- (1) We reviewed the number of Peacham elementary students in school for FY2003-07. We excluded homeschooled students. Because the number of students may change over time, we provide estimates for an historical average of 51 students

- and a range of students that is five more and five less than this average. (Data on student enrollment was obtained from Vermont Dept. of Education records.)
- (2) To estimate the number of students who would attend public and independent schools under Full Choice, we used the percentages of students during 2003-07 in grades 7 & 8 who attended public and independent schools. During this period, sixty percent attended public schools, and 40% attended independent schools.
 - (3) To estimate the cost for elementary students attending public schools, we prorated either the announced FY 2008 elementary tuitions, or the FY2006 allowable tuitions, for Barnet (49%), Danville (44%), Cabot (3.5%), and St Johnsbury School (3.5%), based on the percent of Peacham students that attended grades 7 & 8 in these schools for the years FY 2003-2007.
 - (4) To estimate the cost for elementary students attending independent schools, we used either the announced average tuition for union elementary schools for FY 2008 (\$9,126) or the announced average tuition for union elementary schools for FY 2006 (\$8,155).
 - (5) We included in our estimates the following "overhead" costs:
 - Peacham School Board and fiscal services provided by CCSU: \$30,000
 - Debt service for the Peacham Elementary school building: \$26,220
 - Costs for maintaining the Peacham Elementary school building (building operation, heating, insurance, etc.): \$20,000
 - Cost for a part-time caretaker for Peacham Elementary school building: \$3,500
 - Transportation cost in current school budget (less the 50% of the cost that is reimbursed by the State): \$19,087
 - Total "overhead" costs: \$98,807
 - (6) To estimate the tuition cost for Peacham students in grades 7-12, we used the cost for these students in the FY2008 school budget of \$744,484.