

# ORANGE SOUTHWEST SUPERVISORY UNION

HISTORY: 2002 TO PRESENT

# OSSU ORGANIZATIONAL CHART 2002

OSSU BOARD

RUHS BOARD

RES BOARD

RTCC BOARD

BTREEBOARD

BFIELDBOARD

POLICIES &  
PROCEDURES

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PROCEDURES

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PROCEDURES

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PROCEDURES

SUPERINTENDENT

Principal  
Staff  
Maintenance  
Technology  
Food Services  
Finance  
Transportation

# CHALLENGES 2002

- Governance:
  - OSSU Board Played Relatively Insignificant Role
  - Boards Did Not Follow a Governance Model
  - Most Board Activity Not Related to Governance
  - Local Boards Trying to Manage Complex Systems Independently of One Another (Redundancy 6X)
  - No Common Vision & Mission (Guiding Goals)
  - No Monitoring of Organizational Outcomes

# CHALLENGES 2002 Continued...

- Policies & Procedures:
  - 6 Separate Documents (1 for each school)
  - Not current (most a decade since last review)
  - Out of Compliance with Federal & State Regs
  - Out of Compliance with Organizational Practice
  - No Identified Outcomes (ENDS) or Indicators of Progress for School System
  - High Level of Grievances (Board/Union Distress)

# CHALLENGES 2002 Continued...

- Operations:
  - No Strategic Plan (Reactive not Proactive)
  - Little innovation & creativity focused on student learning
  - Budgets Growth in Excess of 7% Annually
  - No to Little Capital Reserves
  - 6X Everything (Curricula, Technology, Facilities, Food Services, Financials, etc... Many components missing)
  - Heavily Overstaffed (30%+)
  - High Staff Turnover (Underpaid)
  - 5 Superintendents in 7 Years
  - 8 of 11 Senior Administrators Left in 4 Years

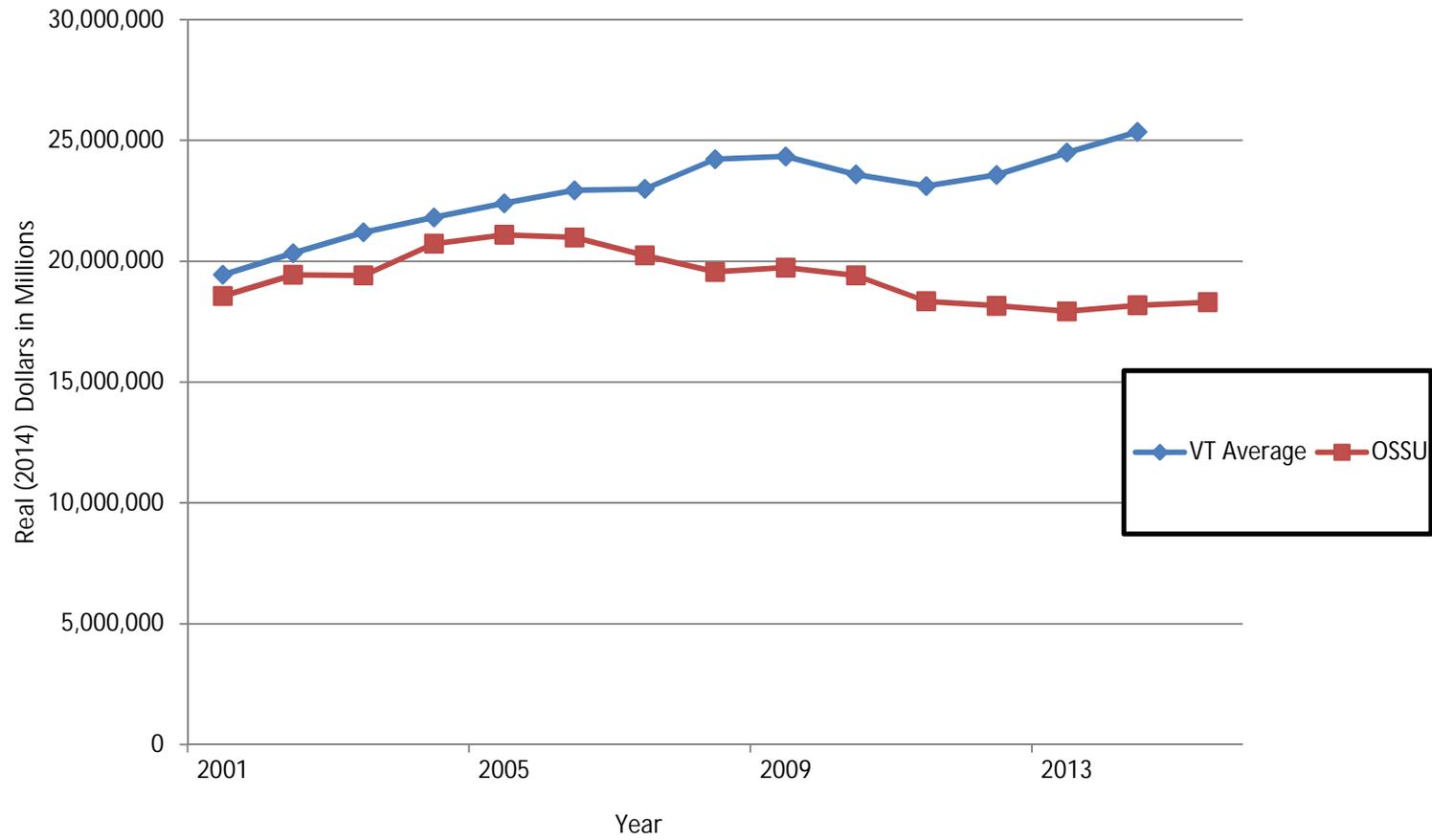
# GUIDING PRINCIPALS

- Become Purposeful (Proactive not Reactive)
- Keep Education De-Centralized
- Centralize Business Functions
- Right-Size the School System (Staffing)
- Become Effective & Efficient
- Become Creative & Innovative
- Decisions Based on Best Practices & Evidenced-Based Research

# OUTCOMES

- Student outcomes have steadily increased
- Student options have significantly increased
- Saved over \$40 million
- Saved \$7 million in reserve funds
- Invested \$3 million in new technology for schools
- Invested \$6.6 million in facility upgrades
- All staff competitively compensated
- Incurred no debt or deficit spending
- Audited expenditures between 2006 and 2014 decreased by \$152,000

OSSU BUDGET INCREASES vs VT STATE AVERAGE BUDGET INCREASES



# OSSU AUDITED FINANCIALS

	Actual	Actual													
SCHOOL	2006-2007	2007-2008	%	2008-2009	%	2009-2010	%	2010-2011	%	2011-2012	%	2012-2013	%	2013-2014	%
Braintree	1,513,083	1,507,981	(0)	1,479,572	(2)	1,482,450	0	1,379,798	(7)	1,395,315	1	1,332,421	(5)	1,335,975	0.27
Brookfield	1,371,525	1,294,472	(6)	1,350,989	4	1,300,096	(4)	1,310,005	1	1,326,248	1	1,337,282	1	1,327,116	(0.76)
Randolph	4,322,513	4,300,981	(0)	4,221,357	(2)	4,256,563	1	4,357,832	2	4,273,716	(2)	4,346,847	2	4,430,541	1.93
RUHS	7,905,989	7,925,164	0	8,019,764	1	7,893,129	(2)	7,867,287	(0)	7,881,105	0	7,792,797	(1)	7,862,959	0.90
RTCC	2,704,183	2,648,789	(2)	2,662,082	1	2,704,260	2	2,710,974	0	2,505,547	(8)	2,801,444	12	2,682,510	(4.25)
Total	17,817,293	17,677,387	(1)	17,733,764	0	17,636,498	(1)	17,625,896	(0)	17,381,931	(1)	17,610,791	1	17,639,101	0.16

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# OSSU ORGANIZATIONAL CHART 2013

OSSU BOARD

OSSU LOCAL SCHOOL BOARDS

Brookfield Braintree  
Randolph RUHS RTCC  
RTCC

VISION & MISSION  
POLICIES & PROCEDURES

SUPERINTENDENT OF SCHOOLS

CENTRAL OFFICE

CFO Payroll/GL/AP  
Special Education Director Medicaid  
CFP Title Grants Transportation Director  
Maintenance Director Purchasing  
Technology Director Food Services Director

SCHOOLS

Principals/Directors  
Braintree School Brookfield School  
Randolph Elementary School  
Randolph Union High School  
Randolph Technical Career Center  
VIP Raven

# FUTURE DIRECTIONS

- Expand Multiple Pathways for students
- Student demonstrations of abilities
- Enhance Student Career Development & Readiness
- Full-Day, Year-Long Language Emersion Program (Middlebury College) at RTCC
- Expand Early Education Services
- Problem Solving Laboratory at RUHS
- STEAM at RUHS (Middle Years)
- Centralized Purchasing (Central Stores)
- Continue modernization of Facilities

# OSSU ENDS STATEMENT

Students have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community.

- Further, our core focus is on the following:
- 1.1 Critical thinking: Students creatively apply experiences and critical analysis to solve problems and make informed decisions.
- 1.2 Foundational Knowledge: Students possess comprehensive knowledge of a core curriculum in the following areas:
  - 1.2.1 Reading, writing and communication
  - 1.2.2 Mathematics
  - 1.2.3 Science
  - 1.2.4 Social studies
  - 1.2.5 Life Skills
  - 1.2.6 The Arts
- 1.3 Ability to Adapt: Students are adaptable, resilient and can manage change.
- 1.4 Information Technology: Students use and apply information and technology appropriately, effectively and objectively.

# MEASURING STUDENT PROGRESS

- 70% of OSSU Board meetings focused on student progress towards meeting Board's Ends Statement.
- Longitudinal data on every student, class, grade, school, and district in all content areas and 15 qualitative domains (persistence, curiosity, work effort, citizenship, etc...)

# GENERAL ASSEMBLY CONSIDERATIONS

- Making Supervisory Unions larger will not work and will serve to cause further dysfunction.
- Boards, Superintendents, and Principals must be enabled to perform their roles (not each other's roles). E.g. Principals are instructional leaders., Boards set and monitor desired outcomes.
- Continuous pre-K through 12 systems are required for proper accountability, economies of scale, coordinated educational services for all children, and most importantly Equity!

# CONTINUED...

- Single governance structures (not SU's) allow for common purpose/vision, coordinated systems, proper accountability, economies of scale, control of expenditures, Equity, etc...
- Supervisory Unions across Vermont are struggling to survive, not thrive.
  - High board, superintendent, principal turnover
  - Multiple and independent approaches, systems
  - Little economies of scale, support, collaboration
  - Little equity.

# A FINANCIAL SOLUTION...

- Require all SU's and S.D.'s to realize a minimum 5.2:1, Student:Employee Ratio by FY 2018.
- SU's/S.D.'s who meet standard receive a 5 cent tax incentive, those who don't receive a 5 cent tax penalty until they meet the standard.
- Allows for local communities to best determine how they should achieve standard.
- Saves Vermont \$150,000,000.

# A BETTER SOLUTION

- H. 883