



Certificate of Project Completion

VMBB Bond Series: Year 2018 Series # 2

This Certificate shall be evidence signed by the borrower, delivered to the trustee/disbursing agent and the Bond Bank. That the (name of borrower) Oxbow Union High School Project, (describe here) Gymnasium and Auditorium upgrades

has been substantially completed so as to permit efficient use in operations of the borrower and setting forth any Project Costs remaining to be paid from the Project Fund established with the trustee/disbursing agent.

IN WITNESS WHEREOF, we have hereunto set our hands on behalf of the Borrower this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Name of Borrower: \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

All or a Majority of its Board

And By: Lynda L. Fischer Its Treasurer

Facility Director's Report  
12/18/2019

- The AHERA (Asbestos Management Plan) required awareness training is scheduled for 1/20/2020. The three year re-inspection is scheduled for December 30<sup>th</sup>.
- Updates of the fuel delivery system for the schools heating and hot water are underway. The boiler room fresh air system and glycol pump systems are also being repaired.
- I am waiting for a budget amount for electrical engineering to size our power distribution correctly and prepare bid documents for replacement in FY21.
- I am waiting for a budget number for professional services to perform the ground work for:
  - Traffic, parking, drop off and pedestrian flow analysis in prep for:
    - Front step replacement including HC entry, the current steps will need to be replaced, so that will be the time HC access will be required to be updated.
    - Paving, curbing & painting/signage and drainage
    - Curb appeal of plantings, lighting, etc
- We will need to look for professional services to perform the ground work for window replacement also, I hope to get this professional work completed in FY21/22.
- In the not too distant future, the large roof top unit on the north side of the Auditorium will need to be evaluated for repair or replacement, it is currently inoperative.

Respectfully Submitted,  
Terry Cromack  
Facilities Director

Oxbow High School  
OUUSD Report  
December 18, 2019

**Mission:** We are a family of empathetic, inquisitive, and socially responsible learners who positively impact our world.

**Theme of 2019-2020:** Create Yourself

**Goals for 2019-2020:**

1. **Curriculum and Instructional Enrichment** - Support the success of **ALL** students through continuously improving their learning experiences in and out of the classroom by:
  - Becoming strong and actively engaged administrative leaders who are committed to improving teaching and learning within a system that empowers educators and school personnel.
  - Implementing a continuum of research-based, system-wide practices of data-based decision making used to meet the academic and behavior needs of all students.
  - Developing an educational system that includes all students, personnel, and stakeholders within a positive culture and ensures full access for all students to participate in all school-related activities.
  - Forming partnerships in which each benefits from and supports the others, the local culture supports and sustains equity within the school's MTSS.
  - Nurturing a supportive, reciprocal partnership between the school and its district or local educational agency.
  - Creating clear, strategic, resourceful, and motivational learning goals that are aligned with proficiency standards and support the development of lifelong learners;
  - Building skills for success after graduation by intentionally teaching and assessing 21st century (transferable) skills;
  - Creating a framework to optimize teaching and learning for all based on scientific insights into how humans learn;
  - Providing targeted support to struggling students;
  - Utilizing callback in a meaningful way.
  
2. **Culture and Climate** - Enrich the lives of our students by intensely focusing on enhancing the quality of student life by:
  - Continuing to foster strong staff-student relationships;

- Teaching social skills that enhance a positive culture to promote a consistent positive culture throughout the school
  - Being good role models
  - Being a positive steward for OHS, OUUSD and OESU.
  - Setting clearly articulated goals and expectations
  - Acknowledging the process, not just the accomplishment
3. **School Safety** - Everyone feels safe and supported at Oxbow.
- Creating a stronger network for the prevention and reaction to crisis
  - Refine our school safety model
  - Closely analyze each crisis - antecedents, incident, and post-crisis

**We organize ourselves with clear roles and expectations:**

- A. Department Coordinators
  - Continue the curriculum and Proficiency-Based Learning work
  - Run department meetings
  - Oversee the department budget
  - Act as mentors for new staff
  - Communication conduit
- B. Core Teams
  - Grade level
  - Collect and assess data
  - Create strategies to meet the needs of ALL students
  - Implement strategies - intervention
  - Include all staff - including music/art/PE/world languages
- C. Departments
  - Department Chairs lead the meetings
  - Develop and modify curriculum
  - Develop assessment strategies
  - Analyze data and plan accordingly
- D. Crisis Response Team
  - Safety Coordinator
  - Runs/manages drills
  - Coordinates debrief
  - Coordinates with community EMS for regular meetings

**Total Staff:**

**OHS Staff Job assignments 2019-2020**

Teachers - 23 Full-Time

Paras - 20 Full-Time; 1 Half-Time (16 full-time/1 half-time-special ed.; 4 - gen. ed.)

Facilities - 1 Director; 2 Maintenance; 4 Custodians

School Counselors - 2 School Counselors; 1 Behavioral Counselor; 1 School Clinician (contracted through Upper Valley)

Administration - 1 Principal; 1 Assistant Principal; 1 Athletic/Extra Curricular Activities Director; .35 Special Ed. Coordinator (OESU)

**Total Student Count:**

| Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|---------|---------|---------|----------|----------|----------|-------|
| 57      | 44      | 53      | 64       | 50       | 42       | 310   |

**Average Class Size -**

| Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------|---------|---------|----------|----------|----------|
| 15      | 15      | 18      | 16       | 17       | 16       |

**Any vacancies -** French Teacher; Driver Ed.

**New hires -**

Math - Dan Thomas (replaced Laura Shrewsbury-Gardner)

Science - Cassie Saikin (replaced Brian Johnson)

Social Studies - Andrew Fisher, Kristin Rimal (Replaced Emily Willems and Betsy Pond)

Special Education - Amy McQuade, Theresa Bonasera

Behavior Counselor (in lieu of a general school counselor) - Tracie Novak (replaced Katherine Chobanian)

**What makes us special?**

A staff that wants ALL students to succeed

Comprehensive curriculum

PLPs that come alive in the 8th grade - rotations to RBCTC, job shadow, community service

**Initiatives:**

2019-2020 is the year of data at Oxbow. In June 2019, a team of 4 (Principal, Assistant Principal, Teacher-Leader/MTSS Coordinator, and a Case Manager) participated in the BEST conference. The plan we left with had 3 goals - How to collect meaningful data?

How to interpret meaningful data? How to use data to make decisions regarding students support, programming, curriculum and instruction. After creating a flow sheet of available data, we identified our gaps. Identified gaps include - regularly and intentional local assessments in Math and ELA; and, comprehensive data documentation. STAR Math, STAR Reading and SBAC Interim assessments are now being used three times each year to assess student growth in ELA and Math, and to inform instruction and curriculum decisions. Data is documented and made available to all teachers through a core spreadsheet. Currently, school counselors are uploading students' PLP information for teachers to use when planning instruction.

**PBGRs** - Vermont is shifting to Proficiency-Based Graduation Requirements (PBGRs) and faculty are spending professional development and in-service time to learn more about the best ways to bring this state initiative to Oxbow High School. PBGRs are developed by schools and departments to define the content knowledge and skills connected to state standards that a student needs in order to demonstrate proficiency as well as earn a high school diploma. Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of student proficiency as opposed to time spent in classrooms.

Oxbow High School has chosen to use the PBGRs as supplemental information regarding the student's progress toward graduation, while maintaining the current graduation requirements (credits) and grading practices.

Update - OHS has identified the transferable skills to be intentionally assessed across all curricula. We have established a list of proficiencies - standards in which we believe all graduates from OHS will have demonstrated knowledge and skills; each course is aligned with content specific standards; each proficiency is also aligned with performance indicators.

Next Steps - Now that the curriculum is fully aligned with proficiency standards and performance indicators, staff will work collaboratively to further define the alignment and calibrate assessment.

**Multi-Tiered System of Support (MTSS)** - Our focus this year is on enhancing Tier 1 opportunities; call back is an example. Call back is an intervention period built into the school day during which time all students can access additional support from staff.

**Education Support Team (EST)** - Our team meets 1-2 times a month to function as a "think tank" to help solve the puzzle of what is going on with a student and determine what he/she might need to be more successful as a learner.

**Universal Design for Learning (UDL)** - In January, we will begin a professional learning community for staff interested in exploring Universal Design for Learning, a framework for inclusive education that aims to lower barriers to learning and optimize each individual's opportunity to learn.

**Project-based learning (PBL)** - as defined by the Buck Institute, is when students "investigate and respond to an authentic, engaging, and complex problem, or challenge" with deep and sustained attention. Each teacher is required to have two lesson plans aligned with project-based learning.

**Public relations** - Oxbow was present at high school fairs at WRVS, Barnet, and Piermont. Students from elementary schools are invited to join us for different activities throughout the year - the drama production's dress rehearsals, basketball skills, and chorus/band opportunities.

**Thorns - Issues:**

Busing/transportation

Providing intervention

- Master Schedule
- Staff
- Time

Addressing/responding to SEL needs



State of Vermont  
219 North Main Street, Suite 402  
Barre, VT 05641  
[education.vermont.gov](http://education.vermont.gov)

[phone] 802-479-1030  
[fax] 802-479-1835

*Agency of Education*

December 11, 2019

Mr. Brian Emerson, Director  
River Bend Career and Technical Center  
36 Oxbow Drive  
Bradford, VT 05033

Dear Brian:

The U. S. Department of Education's Office for Civil Rights (OCR) requires that the Vermont Agency of Education (the "Agency") ensure that discrimination by race, color, national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), or handicap (Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act) does not occur in vocational programs throughout the state. In addition, under Vermont law, we are required to ensure that discrimination on the basis of sexual orientation, gender identity and gender expression do not occur. The Agency is mandated to monitor compliance in all institutions that meet two criteria:

- 1) the institution receives any federal funds via the Agency of Education; and
- 2) the institution operates a vocational/technical education program.

To meet this charge, the Agency is required to implement a Methods of Administration (MOA) process and to develop a system for monitoring the institutions that fit the above criteria. The State's targeting review process leads us to conduct an on-site review at River Bend Career and Technical Center.

The Agency of Education is contracting the work of these civil rights reviews to Durkee-Reymore Consulting, LLC. Ruth Durkee will be handling the planning, logistics, and implementation of the reviews. The reviews of River Bend Career & Technical Center will likely occur during late spring 2020. The exact dates will be determined between you and Mrs. Durkee.

To help you prepare for the on-site review, I have enclosed the (1) **Civil Rights Compliance Checklist** that will be used. This gives you and your staff an idea of the types of things Ms. Durkee will be looking for when she arrives. In addition, I have included the (2) **Document Request List**. Having the documentation in advance helps make the visit more efficient. (3)





There is also a construction information collection sheet that will make the reviews go more smoothly.

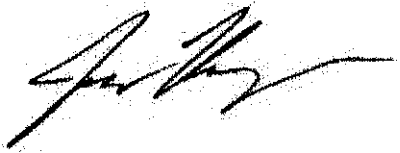
**BY FRIDAY, FEBRUARY 14, 2020, please complete the document request list and the construction information collection and have the requested information sent to:**

**Ruth Durkee  
11 Stafford Street  
Barre, VT 05641**

Please contact Ms. Durkee should you have any questions or concerns about the document request, or anything related to planning and implementing the review of each site. She can be reached by e-mail at [ruth.i.durkee@gmail.com](mailto:ruth.i.durkee@gmail.com) or by phone at 518-321-6238.

Please do not hesitate to call me if you have any questions or concerns about the process. You can reach me at my office at 802-479-1343.

Sincerely,



Jay Ramsey  
Assistant Director, Student Pathways Division  
State Director, Career Technical Education  
MOA Coordinator





**Materials Requested Prior to  
Civil Rights Compliance Review**

The documents should be sent to Ruth Durkee. Her contact information is below. Please send the documents by the date given in the letter that accompanied this form.

Documents should be compiled into manila folders labeled with the corresponding sections, or in digital PDF files or portfolios with the corresponding Exhibit title clearly marked. Photocopies of the original documents and other evidence should be marked with the proper label (i.e. A1, B3) and placed in the appropriate folder or digital file. Full notebooks/handbooks/etc...do not need to be included unless requested. A copy of the front page of the document will be sufficient. The full document should be available for review during the site visit.

**Mailing Address:** Ruth Durkee  
11 Stafford St.  
Barre, VT 05641

**E-mail Address:**  
ruth.i.durkee@gmail.com

Include a copy of this checklist, marked with the documents provided, in the mail/e-mail packet. Include a separate copy of this checklist with the documents to be reviewed during the site visit.

Explanations for each area may be provided in a letter accompanying the documents. District/Supervisory Union/School are used interchangeably.

**Exhibit A – Administrative**

| Label | <input checked="" type="checkbox"/> | Materials Requested   |
|-------|-------------------------------------|---|
| A1    |                                     | District Policy Handbook with nondiscrimination policies, procedures and statements marked and/or tabbed. (Each policy should have a board adoption date.)  |
| A2    |                                     | Copies of student, staff, and faculty handbooks.  |
| A3    |                                     | Copies of the Annual Notice of Nondiscrimination as posted from the last three years. Indicate date and name of publication or place of posting.  |
| A4    |                                     | Course catalogs/course offerings booklet, other written communications/selected notices, recruitment materials for students and employees that contain or address policies of nondiscrimination for Title VI, Civil Rights Act of 1964, Title IX, Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973. |
| A5    |                                     | One copy of current newspaper/magazine articles, newsletter/memoranda, bulletin/postings or other written communications or materials for students, parents, employees, and unions that contain or address policies of nondiscrimination and complaint procedures.  |
| A6    |                                     | Publications that contain the name, office address, telephone number/email address of the coordinator(s) for Title IX and Section 504.  |
| A7    |                                     | Evidence that LEP/ELL students and their families have received public nondiscrimination notices.   |
| A8    |                                     | Grievance procedures for both students and employees.   |
| A9    |                                     | Description of discrimination complaints from students or parents from the past 3 years.  |
| A10   |                                     | Description of Title IX/Section 504 compliance officer training, including date of last training  |
| A11   |                                     | Description of trainings for employees, students, and parents related to Title IX and Section 504. Indicate date of last training.  |

**Exhibit B - Employment**

| Label | <input checked="" type="checkbox"/> | Materials Requested  |
|-------|-------------------------------------|--|
| B1    |                                     | Provide a description of supervisory union and school recruitment efforts (what do you do to advertise and fill a vacancy?)      |
| B2    |                                     | Provide a list of organizations/agencies where job announcements appear.   |
| B3    |                                     | Copies/descriptions of policies, procedures, and criteria considered for hiring, promotion, retention, and tenure.               |
| B4    |                                     | Provide copies of supervisory union and CTE recruiting materials.  |
| B5    |                                     | Professional and non-professional employment application forms.  |
| B6    |                                     | Job vacancy announcements.   |
| B7    |                                     | Promotional opportunity announcements.   |
| B8    |                                     | Written criteria used to evaluate job applicants.  |
| B9    |                                     | A description of the process used by disabled staff (or qualified applicants) to request reasonable accommodations.              |
| B10   |                                     | Requests for accommodation made by disabled staff in the last three years with district response attached (with names redacted). |
| B11   |                                     | Copies of negotiated agreements and policies or records for all staff that show the salary scale for the current school year.    |
| B12   |                                     | A description of the process used to evaluate employee performance. Include copies of any forms used for this purpose.           |
| B13   |                                     | Employee demographic information (using forms that are provided at end of this document).  |

**Exhibit C – Recruiting & Counseling for Pre-career & Technical Programs**

| Label | <input checked="" type="checkbox"/> | Materials Requested   |
|-------|-------------------------------------|---|
| C1    |                                     | Description or exhibits of pre-enrollment counseling provided to students.  |
| C2    |                                     | Description of the education and training provided for those staff responsible for ensuring that counseling materials and activities are free of bias and stereotypes based on race, color, national origin, sex, or disability.            |
| C3    |                                     | Description of methods used to eliminate stereotypes or limitations based on race, color, national origin, sex or disability in promotional materials and activities.   |
| C4    |                                     | Examples of materials used for counseling, promotional and recruitment efforts including brochures, posters, pamphlets, etc.  |
| C5    |                                     | Identify disproportionate enrollments in courses and programs over last three years, provide description of the steps taken to ensure that this is not due to discrimination, bias or stereotyping in counseling activities.                |
| C6    |                                     | Description of the means used by counselors to communicate with national origin minorities and hearing impaired students.   |
| C7    |                                     | Description of the ways in which all guidance and counseling services are provided to LEP/ELL students and students with disabilities.  |
| C8    |                                     | Identification of interpreter or other aids or services used to communicate with LEP/ELL national origin minorities and hearing impaired students.  |
| C9    |                                     | Description of steps taken to provide students of all races, both sexes and the disabled with information concerning career options. (This may include a list of any role models, such as guest speakers, or other special resources used.) |
| C10   |                                     | Provide written overview of the guidance process/procedures to promote educational and career planning and CTE programs.  |
| C11   |                                     | Provide copies of all career assessments used with students and the timeline for their administration.  |
| C12   |                                     | Provide copies of CTE program recruiting materials, brochures, flyers, videos, power points, website, and any other materials used in the promotion of the CTE programs – INCLUDE ADULT EDUCATION MATERIALS.                                |

|     |  |
|-----|--|
| C13 | List recruiting activities the Guidance Coordinator/Counselor has been involved in over the last calendar year – provide dates and brief description of activity |
| C14 | List recruiting activities program instructors have been involved in – provide dates and brief description of activity   |
| C15 | Provide list of Guidance Counselor contacts at sending schools   |
| C16 | Describe outreach activities geared specifically toward sending school counselors and teachers   |

#### Exhibit D – Access & Admissions

|        |   |
|--------|---|
| Labels | <input checked="" type="checkbox"/> <b>Materials Requested</b>  |
| D1     | Public notification issued prior to the beginning of the current school year such as newspaper/newsletter articles that are used to inform the general public of program offerings in career and technical education and that these opportunities are offered without discrimination.           |
| D2     | Admission policies and prerequisites for career and technical education courses and programs. (This information may be in student handbooks or catalogs.)   |
| D3     | Admission policies and prerequisites for career and technical education courses and programs that are written in a language other than English.   |
| D4     | Examples or descriptions of other provisions made or steps taken to open all career and technical education courses and programs to LEP/ELL students, such as: brochures, pamphlets, posters, bulletins, memoranda, display or bulletin boards, etc., especially designed for LEP/ELL students. |
| D5     | Description of the education and training provided to staff responsible for ensuring that the materials and activities used to promote career and technical education courses and programs are free from bias and stereotypes.  |
| D6     | Describe methods used to ensure communication with disabled individuals is as effective as communication with others. (This could include website review process, documents provided in alternative formats like Braille, etc...)   |

#### Exhibit F – Services for Special Populations (Disability & ELL)

|        |   |
|--------|---|
| Labels | <input checked="" type="checkbox"/> <b>Materials Requested</b>  |
| F1     | Provide documentation of any language related support services provided LEP students (all that the system provides from any source – don't just list them, provide supporting evidence).  |
| F2     | Written procedures/methods used to identify and assess LEP/ELL students.  |
| F3     | Description of district special programs and services provided to LEP/ELL students.   |
| F4     | Description of how the district provides LEP/ELL students with translation services.  |
| F5     | List of any language-related support services or other activities that are provided to LEP/ELL students to assist them in participating in career and technical education programs.   |
| F6     | If the district has at least 5 ELL students, provide examples of information published in languages other than English (i.e., nondiscrimination policy, grievance procedure, course descriptions, financial aid information, applications, public notifications, etc.). |
| F7     | A summary of the students with disabilities enrolled in regular and special needs programs. This may include a breakdown by educational environment.  |
| F8     | Description of criteria used to determine eligibility for admission to all courses and programs available through the district.   |
| F9     | Description of any special admission requirements for students with disabilities, LEP/ELL students and other students based on protected class status.  |
| F10    | Written procedures and methods used to identify and assess students with disabilities.  |
| F11    | Description of special services or programs provided to students with disabilities.   |
| F12    | District Special Education Plan.  |
| F13    | Copy of most recent special education monitoring report.  |

|     |  |
|-----|--|
| H14 | Description of dates of modifications/additions to instruction program equipment or physical facility. |
|-----|--|

### Exhibit G – Site Location, Comparable Facilities, Accessibility

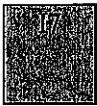
| Label | <input checked="" type="checkbox"/> | Materials Requested  |
|-------|-------------------------------------|--|
| G1    |                                     | Identify any physical accessibility concerns - including parking areas.  |
| G2    |                                     | Provide a copy of the CTE programs schedule.   |
| G3    |                                     | <p>A detailed floor plan for every building where CTE students receive instruction or services. Bathrooms, entrances and water fountains that are handicapped accessible should be coded as follows:</p> <p style="padding-left: 40px;"><b>BF</b> – Bathroom, Female<br/> <b>BM</b> – Bathroom, Male<br/> <b>E</b> – Entrance<br/> <b>WF</b> – Water Fountain</p> <p><i>Floor plan should also indicate and identify location of any separate facilities provided or restricted on the basis of sex, race, disability, English proficiency, or other protected status in program areas or sponsored sports teams such as dressing or locker rooms.</i></p>           |
| G4    |                                     | <p>For each building, identify the year of original construction and the dates and details of facilities additions, renovations, or other modifications – including parking lot repaving or repainting – USE DIFFERENT COLORED HIGHLIGHTERS TO OUTLINE AREAS OF CONSTRUCTION BY YEAR. Highlight the corresponding date.</p> <p><i>If your center could be considered part of a “comprehensive high school” meaning – students are enrolled in classes at the center and the high school, please provide the same information requested above but for the high school – of primary interest are common areas (cafeteria, library, gym, locker rooms, etc...).</i></p> |

### Exhibit H - Financial Assistance (This may only apply to post-secondary institutions.)

| Label | <input checked="" type="checkbox"/> | Materials Requested   |
|-------|-------------------------------------|---|
| H1    |                                     | A list of prizes, scholarships, grants, etc., available to students, the criteria used to select the recipient, and how school staff assist in the selection process.         |
| H2    |                                     | Description of how opportunities for financial assistance are disseminated to LEP/ELL students and their families.  |
| H3    |                                     | Examples of pamphlets, brochures, newsletters, newspaper articles, posters, bulletins, memoranda, etc., which include notification of opportunities for financial assistance. |
| H4    |                                     | Materials or documents, including notifications of opportunity for financial aid that are written in a language other than English.   |
| H5    |                                     | Application form(s) for financial assistance. ( <b>DO NOT</b> include FAFSA forms.)   |

### Exhibit I – Work Based Learning Programs

| Label | <input checked="" type="checkbox"/> | Materials Requested   |
|-------|-------------------------------------|---|
| I1    |                                     | School policies on participation in work-based learning programs. (This may be included in student and/or parent handbooks, training agreements, or curriculum guides.)   |
| I2    |                                     | A roster of participants identified by race, sex, disability and LEP/ELL, in grades 9-12 enrolled in all work-based learning programs (including cooperative education, certified skill standards, youth apprenticeship, work experience and work study). |
| I3    |                                     | A roster of participants identified by race, sex, disability and LEP/ELL for those courses and programs offered through cooperative agreements with other districts, education institutions, third party vendors, consortia or distance education.        |
| I4    |                                     | Provide copies of applications to the work based learning programs.   |
| I5    |                                     | Description of steps taken to ensure that students are not discriminated against in all work-based learning programs.   |
| I6    |                                     | Written agreements used with employers, students, parents and sponsors of all work-based learning programs.   |



A roster of participants identified by race, sex, disability and LEP/ELL, in grades 11 and 12 enrolled in an Introduction to College Studies type course, as well as students enrolled in a dual-enrollment program.

## **Career Technical Education (CTE) Civil Rights Staffing Profile Forms**

Career Technical Education centers & Post-Secondary Sub-recipients of Federal financial assistance that are scheduled for an onsite MOA review must provide current information on employment recruiting & employee demographics. The following forms are used to collect this data, which will be analyzed for use in identifying potential civil rights issues.

There are three forms:

**I. Administration and Career and Technical Education (CTE) Employee Demographic Profile**

This form should be completed by title only for administrators and CTE staff by title only. Include all central administrators and building-level administrators, chairpersons and teachers of CTE programs, including family and consumer sciences, business education, and technology education in grades 9-12. ***Please report this data for the last three school years on separate forms.***

**II. CTE Center/School Level Paraprofessionals/ Support Staff Profile**

This form should report the total number of staff, whether or not they are assigned to specific CTE programs. ***Please report this data for the last three school years on separate forms.***

**III. CTE Program & Center Advisory Committee Demographics**

This form should report the demographics (by race, gender, and disability) of each program's advisory committee. The CTE Director (or Center's) advisory committee make-up should be reported on the first line.

Vermont Agency of Education  
METHODS OF ADMINISTRATION INFORMATION SHEET

I. Administrative and Career and Technical Education (CTE) Employee Demographic Profile

Center/School/Site Name: \_\_\_\_\_ School Year\*: \_\_\_\_\_

| List all CTE staff by title, including administrators who have contact with CTE students | Race/Ethnic Designation and Gender: |   |       |   |                           |   |          |   |  |   | Dis-abled (check if "Yes") | Current annual salary (whole dollars) | Years experi-ence |       |   |                   |   |  |
|--|-------------------------------------|---|-------|---|---------------------------|---|----------|---|--|---|----------------------------|---------------------------------------|-------------------|-------|---|-------------------|---|--|
|  | American Indian/Alaskan Native      |   | Asian |   | Black or African American |   | Hispanic |   | Native Hawaiian/Other Pacific Islander |   |                            |                                       |                   | White |   | Two or More Races |   |  |
|  | M                                   | F | M     | F | M                         | F | M        | F | M                                      | F |                            |                                       |                   | M     | F | M                 | F |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |
|  |                                     |   |       |   |                           |   |          |   |  |   |                            |                                       |                   |       |   |                   |   |  |

\* Report data for the last three years on separate sheets.



Vermont Agency of Education  
METHODS OF ADMINISTRATION INFORMATION SHEET

II. Center/School/Site Level/ Support Staff Profile

Center/School/Site Name: \_\_\_\_\_ School Year\*: \_\_\_\_\_

| Paraprofessional/<br>Support Staff<br>Category | Race/Ethnic Designation and Gender:      |   |       |   |                                 |   |          |   |  |   |       |   | Number<br>Reported<br>at left<br>who are<br>disabled | Total<br>Staff |                         |   |  |  |
|--|--|---|-------|---|---------------------------------|---|----------|---|--|---|-------|---|--|----------------|-------------------------|---|--|--|
|  | American<br>Indian/<br>Alaskan<br>Native |   | Asian |   | Black or<br>African<br>American |   | Hispanic |   | Native<br>Hawaiian/<br>Other Pacific<br>Islander |   | White |   |  |                | Two or<br>More<br>Races |   |  |  |
|  | M  | F | M     | F | M                               | F | M        | F | M  | F | M     | F |  |                | M                       | F |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |
|  |  |   |       |   |                                 |   |          |   |  |   |       |   |  |                |                         |   |  |  |

\* Report data for the last three years on separate sheets.

METHODS OF ADMINISTRATION INFORMATION SHEET

III. Career Technical Education (CTE) Advisory Committee Demographics

Center/School/Site Name: \_\_\_\_\_ School Year\*: \_\_\_\_\_

| List Program Name<br>(a line is provided to report the<br>make-up of the center's<br>advisory committee) | Advisory Committee Race/Ethnic Designation and Gender: |   |       |   |                           |   |          |   |  |   |       |   | # Reporting Disabled | Total #<br>Committee<br>Members |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|---|-------|---|---------------------------|---|----------|---|--|---|-------|---|----------------------|---------------------------------|-------------------|---|--------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  | American Indian/Alaskan Native                         |   | Asian |   | Black or African American |   | Hispanic |   | Native Hawaiian / Other Pacific Islander |   | White |   |                      |                                 | Two or More Races |   | Gender |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | M  | F | M     | F | M                         | F | M        | F | M  | F | M     | F |                      |                                 | M                 | F | M      | F |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |   |       |   |                           |   |          |   |  |   |       |   |                      |                                 |                   |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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