

**AGENCY OF EDUCATION  
Barre, Vermont**

**TEAM:** School Governance

**ITEM:** Will the State Board of Education approve the request of the **CHAMPLAIN ISLANDS UNIFIED UNION SCHOOL DISTRICT (CIUUSD)** and the **ALBURGH SCHOOL DISTRICT (ASD)** submitted under Act 49, Sec. 3 (2017) to:

1. Confer eligibility for tax rate reductions and other transitional assistance to the CIUUSD;
2. Exempt the ASD from the requirements of Act 46, Sec. 9 (2015) and from merger under the Statewide Plan pursuant to Act 46, Sec. 10; and
3. Continue membership of the CIUUSD and the ASD in the Grand Isle Supervisory Union (GISU)?

**SECRETARY'S RECOMMENDED ACTION:**

**That the State Board approve the request submitted under Act 49, Sec. 3 to:**

1. **Confer eligibility for tax rate reductions and other transitional assistance to the CIUUSD;**
2. **Authorize the ASD to remain a single-town school district; and**
3. **Authorize both districts to continue their membership in the GISU.**

**STATUTORY AUTHORITY:** 16 V.S.A. § 261; Act 153 (2010), as amended; Act 156 (2012), as amended; Act 46 (2015), as amended; Act 49 (2017)

**BACKGROUND INFORMATION:**

**I. General**

In September 2016, the GISU presented a proposal to the State Board<sup>1</sup> to create a unified union school district. As explained in that proposal, if either four or five of the GISU's member districts approved the proposal, then the new UUSD would have been eligible for tax rate reductions and other transitional assistance under the RED program enacted in Act 153. In contrast, if the three central districts, each identified as a "necessary" district, approved the proposal, then a UUSD would be formed – but it would not be eligible under the RED or any other program.

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<sup>1</sup> See Agenda Item J-2 from the September 20, 2016 meeting.

Voter approval in Grand Isle, Isle la Motte, and North Hero resulted in creation of the CIUUSD, which assume full operations on July 1, 2019. The CIUUSD will provide for the education of its resident students by operating multiple schools providing PK/K-6 education and paying tuition for all students in Grades 7-12. By approving the new district, the voters of the pre-existing Grand Isle School District agreed to stop operating Grades 7-8 and begin paying tuition for those grades.

Because it was formed through the merger of three districts with a combined FY 2016 ADM of 438.85, the CIUUSD was not eligible for tax rate reductions at the time of its creation.

The ASD provides for the education of its students by operating PK/K-8 and paying tuition for Grades 9-12.

In May 2017, the Legislature approved Act 49, which includes multiple sections addressing governance discussions around the State. Section 3 of that Act establishes a “Three-by-One Side-by-Side Structure” (3-1). The 3-1 program authorizes the recent or proposed creation of a unified union school district by three merging districts together with the proposal for one additional town school district to retain its current governance structure.

The CIUUSD and the ASD now submit a 3-1 proposal.

## II. 3-1 Proposals in General

To be eligible for the tax rate reductions and other transitional assistance available in the RED program created by Act 153, as amended, a new unified union school district must (1) result from the merger of at least four districts or (2) have a combined ADM of 1,250.<sup>2</sup> The CIUUSD did not meet either size criterion and, at the time of its creation, was not otherwise eligible for tax rate reductions and other transitional assistance.

In Act 49, Sec. 3, the 2017 Legislature authorized school districts to propose a new multi-district structure, the 3-1. Specifically, the 3-1 program permits a recently created UUSD formed by three merging districts<sup>3</sup> to join with a fourth, town school district (the “Town District”) to propose creation of a multi-district SU. Districts proposing a 3-1 must demonstrate:

1. That the 3-1 structure meets all criteria, other than size criterion (4 districts or 1250 ADM) of the “RED” program of Act 153 (2010) – *e.g.*, the new UUSD and the Town District are both responsible for PK-12 education of their respective resident students.
2. The 3-1 structure is better suited to them than forming an SD (a single-district SU)
3. As of town meeting day 2017, the Town District was either:

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<sup>2</sup> A *unified* union school district is distinguishable from other types of union school districts by being responsible for the PK-12 education of all resident students, whether by operating all grades, tuitioning all grades, or operating some grades and tuitioning the others. 16 V.S.A. § 722.

<sup>3</sup> Alternatively, three unmerged districts that are proposing to form a new UUSD can be a party to the 3-1 proposal. Because that is not the situation in this instance, this discussion does not address ways in which the 3-1 process would differ if the UUSD had not yet been created.

- a. “geographically isolated” due to lengthy driving times or inhospitable travel routes between the district’s school(s) and “nearest school [with] excess capacity” as determined by the State Board; or
  - b. “structurally isolated” because the operating/tuitioning patterns of “all adjoining” districts differ from it.<sup>4</sup>
4. The 3-1 structure will meet Act 46 Goals.
  5. The Town District has a “detailed action plan to continue to improve” its performance under the Act 46 Goals.

If both the State Board and the voters approve the proposal by November 30, 2017, then:

1. The UUSD – the CIUUSD in this proposal – will be eligible for the same tax rate reductions and other transitional assistance as if it had met the criteria under the RED program.
2. The Town District – the ASD in this proposal – will be exempt from:
  - a. filing a proposal under Act 46, Sec. 9 by December 26, 2017; and
  - b. being required to merge by the State Board’s final Statewide Plan.

### THE CIUUSD AND THE ASD

The CIUUSD and the ASD are both responsible for the PK-12 education of their respective resident students (CIUUSD – PK/K-6o/7-12t; ASD – PK/K-8o/9-12t). The only other member of the GISU, the South Hero School District (SHSD), also provides for the PK-12 education of its PK-12 students by operating PK/K-8 and paying tuition for Grades 9-12.

The PK-12 ADM of the member districts of the GISU in FY2017 was:

- ASD– 299.38
- CIUUSD – 500.64 (total of the three town districts that will be operational until FY2020)
- SHSD – 213.36

Because the CIUUSD has a different operating/tuitioning pattern than the ASD and SHSD, it is impossible for them to merge into a unified union school district that is its own supervisory district unless the voters in one or more of the districts is willing to change its current operating/tuitioning pattern.

The Legislature has presented geographic isolation and structural isolation as two distinct alternatives in a 3-1 proposal. Nevertheless, it is hard to see how they differ in the context of a 3-1 proposal as both rely upon the same essential consideration: Is there a district with the same operating/tuitioning pattern in the region with which the Town District could potentially merge? If so, then the inference is that the State Board might want to delay granting the Town District an

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<sup>4</sup> Act 49, Sec. 3 explicitly states that the Town District is not automatically disqualified from being considered “structurally isolated” even if one or more adjoining school districts that have merged under Phases 1-3 have the same structure as the Town District. A recent, nearby merger does not, however, automatically exempt the Town District from later merger (unless the State Board and voters approve the 3-1 proposal).

exemption from merger under the Statewide Plan until the Board has an opportunity to consider the value of merging the Town District with the other, similar district(s).

The ASD asserts that it is both geographically and structurally isolated as described by Act 49, Sec. 4. It explains that the north-south orientation of the island, the location of the few bridges leading to the mainland, and the district's position at the northernmost point on the island precludes potential merger with any other district that shares its operating/tuitioning pattern. In addition, the prohibitive travel times to schools offering Grades 7-8 are part of the reason it is unwilling to stop operating those grades.<sup>5</sup> If the ASD remains unwilling to alter its operating/tuition pattern, then geography appears to preclude its merger with any district that would lead to a sustainable governance structure that is likely to meet the educational and fiscal goals of Act 46.

The 3-1 proposal before the State Board outlines actions that the new CIUUSD Board is taking to meet Act 46 goals, both individually as a unified district and together with the ASD and SHSD as fellow members of the GISU. A discussion of the self-analysis leading to creation of the CIUUSD is available with its original September 2016 proposal to the State Board. Other detailed evidence of districts' and SU's self-evaluation is available in the three appendices: The ASD Education Quality Standards Self-Study document; the GISU Technology Audit; and the GISU Integrated Field Review Audit. It should be acknowledged that the districts merging to create the CIUUSD embraced the benefits of that structure before the Legislature enacted the 3-1 program that made it eligible for tax rate reductions, etc.

*Accordingly, given (1) the Legislature's creation of a program that retroactively provides the CIUUSD with tax rate reductions and other transitional assistance; (2) the lack of available districts located within a reasonable distance that have the same operating/tuitioning structure as the ASD; and (3) the strong, historic bonds among the districts of the GISU, it is advisable for the State Board to approve this 3-1 proposal.*

*Such approval will (1) make the CIUUSD eligible for tax rate reductions and other transitional assistance under the RED program; (2) exempt the ASD from the possibility of governance merger with another district under the final Statewide Plan; and (3) continue membership by the CIUUSD and the ASD in the GISU.<sup>6</sup>*

*Such approval would not, however, exempt the GISU from additional boundary changes if the State Board determines that they are advisable – either in the context of the final Statewide Plan or otherwise pursuant to 16 V.S.A. § 261a(a).*

*In addition, approval of the 3-1 proposal does not exempt the SHSD from potential governance merger under the Statewide Plan.*

By approving this 3-1 proposal, district governance merger of the ASD can occur only by vote of the local electorate.

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<sup>5</sup> See the Report at pages 7-10.

<sup>6</sup> If also approved by the voters of the ASD.

Although we recommend that the State Board approve the request, and we acknowledge the efforts of the districts – particularly the CIUUSD – to address challenges in their region, we note for the record (1) that by retaining small school districts (especially small, single-town school districts) the proposal does not take significant steps to address tax rate volatility and affordability, and (2) that the continued diversity of structures and ongoing challenges of scale limit opportunities for savings and strengthening of programs and opportunities. We anticipate that the GISU districts will need to continue to evaluate changes by which they can “right-size” their ratios and otherwise work to achieve long-term sustainability.

**STAFF AVAILABLE:** Donna Russo-Savage, Principal Assistant, School Governance

# Alburgh Community Education Center:

## Vermont Education Quality Standards Self Evaluation

				Stage of Implementation			EVIDENCE / PLANNING
	ACEC	GIS U	N/A	Plan	Partl	Full	
<b>2113 Federal and State Entitlements; Nondiscrimination:</b>							
<ul style="list-style-type: none"> <li>No student in a public school or independent school shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity as the result of, or based upon, the student’s race, gender, color, creed, national origin, marital status, sexual orientation, gender identity or disability, or any other reason set forth in state or federal non-discrimination requirements.</li> </ul>	X					X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>ACEC Policies Manual                             <ul style="list-style-type: none"> <li>Code C6 Notice of Non-Discrimination (pg. 14)</li> </ul> </li> <li>ACEC Family Handbook                             <ul style="list-style-type: none"> <li>Non-Discrimination Policy (pg. 45)</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Each supervisory union shall develop, and each school shall implement, a system of maintaining student records that aligns with Agency of Education statewide data collections; which enables accurate and timely reporting in connection with state and federal data collection requirements; and ensures the accuracy, relevancy and confidentiality thereof, and accessibility thereto; and which is in compliance with the federal Family Education Rights and Privacy Act of 1974</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>ACEC Policies Manual                             <ul style="list-style-type: none"> <li>Code F5 Education Records (pg. 69)</li> </ul> </li> <li>VT AoE School Report</li> <li>Tyler SIS (School Master)</li> <li>VT AoE School Census</li> <li>Jupiter Grades (middle school reporting)</li> <li>VCAT</li> <li>MTSS ACEC recording system</li> <li>Report Cards (grades K-5)</li> <li>TS Gold (PreK)</li> <li>DocuSped (Special Education)</li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<ul style="list-style-type: none"> <li>○ PBiS SWISS (behavior reports)</li> </ul>
<ul style="list-style-type: none"> <li>● Student records shall be safely retained. For grades 9-12, the transcripts of graduates and dropouts shall be permanently maintained and the academic records may be permanently maintained.</li> </ul>			X				<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Records are maintained by the high school in which the student has enrolled.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Each school shall adopt and implement policies consistent with the federal Protection of Pupil Rights Act (20 U.S.C. §1232h) regarding surveys, analyses and evaluations.</li> </ul>						X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ ACEC Policies Manual                             <ul style="list-style-type: none"> <li>■ Code F27 Pupil Privacy Rights (pg. 125)</li> </ul> </li> <li>○ ACEC Family Handbook                             <ul style="list-style-type: none"> <li>■ Protection Of Pupil Rights Act (pg. 45)</li> </ul> </li> </ul> </li> </ul>

### 2120 Curriculum and Instruction

#### 2120.1 Instructional Practices

<ul style="list-style-type: none"> <li>● Instructional practices shall promote personalization for each student, and enable each student to successfully engage in the curriculum and meet the graduation requirements. Classroom instruction shall include a range of research-based instructional practices that most effectively improve student learning, as identified by national and Vermont guidance and locally collected and analyzed student data.</li> </ul>	X				X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ MTSS including targeted interventions at all grade levels.</li> <li>○ Calkins Reading &amp; Writing Workshop</li> <li>○ Differentiated Instruction practices</li> <li>○ EngageNY/Eureka Math Curriculum delivered in workshop model</li> <li>○ Trauma Informed Practices</li> <li>○ Curriculum Mapping per class/academic area for more detailed planning (not a school-wide expectation).</li> <li>○ Lesson plans - Universal Design for Learning</li> </ul> </li> </ul>
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## Alburch Community Education Center:

							<p>(UDL)</p> <ul style="list-style-type: none"> <li>○ Personalized learning Plans - Grades 6-8 (PLPs)</li> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ <b>SY17-18 daily scheduled advisory groups.</b></li> <li>○ <b>SU-wide retraining in UDL</b></li> <li>○ <b>Ongoing training for developing PLPs</b></li> <li>○ <b>Curriculum mapping for all subjects</b></li> </ul> </li> </ul>
<b>2120.2 Flexible Pathways</b>							
<ul style="list-style-type: none"> <li>● Schools must provide students the opportunity to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards.</li> </ul>			X				<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Flexible and multiple learning pathways are coordinated by the high school in which the student has enrolled.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Students must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects.</li> </ul>	X				X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ PLPs (gr. 6-8)</li> <li>○ Eureka!/Engage NY Unit Assessments (K-8)</li> <li>○ Social Studies, Science Unit Assessments</li> <li>○ Art portfolios</li> <li>○ Report Cards in all academic areas including Unified Arts (K-8)</li> <li>○ Fountas &amp; Pinnel Assessments (gr.1-8)</li> <li>○ Boulder Valley Math Screeners (K-8)</li> </ul> </li> </ul>



## Alburgh Community Education Center:

							<ul style="list-style-type: none"> <li>○ PNOA (math, K-2)</li> <li>○ Trimester Assessments (math, K-8)</li> <li>○ SBACs</li> <li>○ NECAPs (science)</li> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ <b>SU-aligned screeners and assessments for Literacy and Math.</b></li> </ul> </li> </ul>
<b>2120.4 Personalized Learning Plans</b>							
<ul style="list-style-type: none"> <li>● As required in 16 V.S.A. §941, schools shall ensure all students in grades seven through 12 shall have a Personalized Learning Plan, which shall be a written document developed by the student, a representative of the school and, if the student is a minor, the student’s parent or legal guardian. The Personalized Learning Plan shall describe the scope and rigor of learning opportunities and support services necessary for the student to achieve college and career readiness prior to graduation, and to attain a high school diploma. This plan must be reviewed at least annually.</li> </ul>					X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ PLP guidance for gr. 6-8</li> <li>○ SY17-18 Advisory Groups have been scheduled for daily PLP planning and guidance for grades 6-8.</li> </ul> </li> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ <b>Continued in-service training for faculty focusing on PLP development.</b></li> </ul> </li> </ul>
<b>2120.5 Curriculum Content</b>							
<ul style="list-style-type: none"> <li>● Each supervisory union board shall ensure the written and delivered curriculum within their supervisory union is aligned with the standards approved by the State Board of Education. Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in:</li> </ul>							

## Alburgh Community Education Center:

<p>→ Literacy (including critical thinking, language, reading, speaking and listening, and writing)</p>		X	X			X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ One Literacy Interventionist assigned to each grade cluster - K-2, 3-5, 6-8.</li> <li>○ Lucy Calkins Reading &amp; Writing Workshop.</li> <li>○ Leveled Literacy Intervention (LLI - Fountas &amp; Pinnell)</li> <li>○ Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)</li> </ul> </li> </ul>
<p>→ Mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10)</p>		X	X			X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ One Math Interventionist assigned to each grade cluster - K-2, 3-5, 6-8</li> <li>○ EngageNY/Eureka Math Curriculum (K-8)</li> <li>○ Number World</li> </ul> </li> </ul>
<p>→ Scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design)</p>		X	X		X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Current curriculum follows NGSS.</li> <li>○ Science offered at each grade level.</li> <li>○ Grades 1/2: assigned Science/Writing Instructor.</li> <li>○ Middle School Science Instructor.</li> <li>○ STEM projects at all grade levels.</li> </ul> </li> <li>● <b>Plans for full implementation:</b> <ul style="list-style-type: none"> <li>○ <b>SY 17-18 Complete alignment of curriculum K-8 based on NGSS.</b></li> <li>○ <b>Planning for more integrated STEM units between grade levels and academic core areas.</b></li> </ul> </li> </ul>
<p>→ Global Citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history)</p>		X	X		X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Current curriculum addresses cultural studies, history (US and world), geography and civics.</li> </ul> </li> <li>● <b>Plans for full implementation:</b> <ul style="list-style-type: none"> <li>○ <b>Social Studies curriculum is being aligned with</b></li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<p><b>VT AoE Global Citizenship standards and NCSS Social Studies Standards with goal for all grade levels. (started in June 2017).</b></p> <ul style="list-style-type: none"> <li>○ <b>SY17-18 World Language (French) introduced into master schedule for grades 3-8.</b></li> </ul>
<p>→ Physical Education and Health Education as defined in 16 V.S.A. §131</p>		X			X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Physical Education is offered for grades K-8 as defined in 16 V.S.A. §131</li> <li>○ Health curriculum offered in grades 3-8.</li> <li>○ Social Thinking program (K-2)</li> </ul> </li> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ <b>SY18-19 Health offering expanded to include grades K-8.</b></li> <li>○ <b>Development of a coordinated and integrated K-8 Health curriculum. (Completion date: June 2018).</b></li> </ul> </li> </ul>
<p>→ Artistic Expression (including visual, media and performing arts)</p>		X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ <b>ACEC Master Schedule</b> <ul style="list-style-type: none"> <li>■ <b>MUSIC</b> <ul style="list-style-type: none"> <li>■ 45-60min/wk, K-5</li> <li>■ Band, chorus offering for gr. 5-8</li> <li>■ General Music classes and selected “electives” offered in grades 6-8 per trimester.</li> </ul> </li> <li>■ <b>ART</b> <ul style="list-style-type: none"> <li>■ 45-60 min/wk, gr. K-5</li> <li>■ Art “electives” offered in grades 6-8 per trimester</li> </ul> </li> </ul> </li> <li>○ <b>Before/After School Programs</b> <ul style="list-style-type: none"> <li>■ Yearbook (gr. 6-8)</li> <li>■ Drama Club (gr. 5-8)</li> </ul> </li> </ul> </li> </ul>

## Alburgh Community Education Center:

							■ Mustang Construction Crew (gr. 5-8)
→ Transferable Skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology)		X			X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Grades 3-8 have chromebooks at a 1:1 ratio</li> <li>○ Technology class schedule 1x30min/week for gr. K-5</li> <li>○ Technology “electives scheduled for grades 6-8.</li> <li>○ Library/Media classes led by media specialist in all grades K-8.</li> <li>○ Use of technology is noted in all lesson plans from instructors.</li> </ul> </li> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ <b>SY17-18 Grades 1-2 will have 1:1 Ipad ratio</b></li> <li>○ <b>SY17-18 Workshop model of instruction will continued to be used in Math and literacy in grades K-8.</b></li> <li>○ <b>SY17-18 additional STEM units at all grade levels utilizing collaboration from other core academics.</b></li> </ul> </li> </ul>
● Each school shall provide students in grades K-8 with at least two physical education classes per week. Each school shall provide students in grades 9-12 with one and one-half years of physical education or the equivalent thereof.		X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ <b>Master Schedule</b> <ul style="list-style-type: none"> <li>■ Grades K-5 are scheduled for three 30-minutes classes/week.</li> <li>■ Grades 6-8 are scheduled for two 45-minute classes per week.</li> </ul> </li> <li>● Grade 9-12 students’ schedules are determined by the high school at which they are enrolled.</li> </ul> </li> </ul>
● Each school shall offer options for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum, but does not replace physical education classes.		X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ <b>Master Schedule</b> <ul style="list-style-type: none"> <li>○ Grades K-5 daily 30 minute recess</li> <li>○ Grades 6-8 daily 20 minute recess</li> <li>○ Daily “movement breaks” and “brain breaks” are built into all lessons at all grade levels.</li> </ul> </li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<ul style="list-style-type: none"> <li>○ <b>Before/After School Programs</b> <ul style="list-style-type: none"> <li>○ All students in grades K-8 who arrive before the start of school (buses arrive at 7:30am) receive a 20 minute activity time and 20 minute breakfast (known as “1st 45”).</li> <li>○ Soccer teams (grades 4-8)</li> <li>○ Basketball teams (grades 3-8)</li> <li>○ Fitness Club (grades 5-8)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Each school shall provide appropriate learning opportunities to all students to support their attainment of the standards approved by the State Board of Education. As required in 16 V.S.A. §2902, each public school shall provide support for students who require additional assistance in order to succeed or be challenged in the general education environment.</li> </ul>		X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ <b>Master Schedule:</b> Regularly scheduled intervention blocks for math and literacy in grades K-8.</li> <li>○ <b>MTSS</b> <ul style="list-style-type: none"> <li>■ Data driven targeted Tier 2 interventions for individual students, as needed.</li> <li>■ IEPs for students qualifying for Special Education.</li> <li>■ 504 plans for qualifying students.</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Each school shall provide comprehensive elementary and secondary health and physical education learning experiences, including the effects of tobacco, alcohol and drugs on the human system for all students in accordance with sections 16 V.S.A. §131 and §906(b)(3).</li> </ul>					X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Instruction offered during Guidance classes in grades 6-8.</li> </ul> </li> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ <b>SY17-18: The effects of tobacco, alcohol and drugs will be a topic of discussion at all grade levels (K-8) delivered by school counselors through weekly scheduled Guidance classes.</b></li> <li>○ <b>Collaboration between guidance, health, physical education, social studies and science instructors began in June 2017 to develop a comprehensive health curriculum for grades K-8 to include “effects of tobacco, alcohol and drugs.”</b></li> <li>○ <b>A complete curriculum is expected for June, 2018</b></li> </ul> </li> </ul>

## Alburgh Community Education Center:

<ul style="list-style-type: none"> <li>Each school shall ensure students are able to access academic and experiential learning opportunities that reflect their emerging abilities, interests and aspirations, as outlined in students' Personalized Learning Plans.</li> </ul>				X			<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>In SY15-16 and SY16-17, students in grades 7-8 received basic instruction in the development of PLPs.</li> <li><b>For SY17-18 Daily Advisory Groups have been scheduled for students in grades 6-8 with the purpose of assisting students in the creation/development of individual PLPs.</b></li> </ul> </li> <li><b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li><b>Instructors will meet a minimum of 1 time per month through the Alburgh Professional Development Workshops to discuss strategies and further assistance for instructing PLP development.</b></li> </ul> </li> </ul>
<b>2120.6 Curriculum Coordination</b>							
<ul style="list-style-type: none"> <li>As required in 16 V.S.A. §261a(a)(1), the board of each supervisory union shall ensure that each school implements the supervisory union's written and delivered curriculum, which shall be:</li> </ul>							<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>The following VT EQS criteria is determined and implemented at the GISU level and school board.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>→ aligned with the standards approved by the State Board of Education;</li> </ul>		X					
<ul style="list-style-type: none"> <li>→ coordinated across all grades to prepare students for graduation;</li> </ul>		X					
<ul style="list-style-type: none"> <li>→ coordinated across the supervisory union, including sending high schools and technical centers;</li> </ul>		X					
<ul style="list-style-type: none"> <li>→ informed by ongoing review of new research, changing learning opportunities, and updates to the standards approved by the State Board</li> </ul>		X					

## Alburgh Community Education Center:

of Education;							
→ designed to enable all students to achieve the graduation requirements;		X					
→ integrated with technology across all disciplines.		X					
<ul style="list-style-type: none"> <li>Each school with a pre-kindergarten early education program must offer high-quality programs as outlined in State Board Rule 2600.</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>ACEC offers a PreK program for ages 3-5 that is fully licensed by the VT Department for Children and Families, Child Development Division</li> <li>ACEC offers learning experiences aligned with the VT AoE VELs (VT Early Learning standards).</li> <li>ACEC's PreK program has been recognized as a 4 STAR program, currently the only 4 STAR Child care program in the Alburgh community.</li> <li>"Teaching Strategies Gold" is used to record student progress and drive instruction.</li> </ul> </li> <li><b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li><b>Currently the ACEC PreK program is offered 3 days/week for 4/5 yr olds and 2 days per week for ages 3/4. We hope to extend the program to 5 days per week, though no timeline has been set as of yet.</b></li> </ul> </li> </ul>
<b>2120.7 Graduation Requirements</b>							
<ul style="list-style-type: none"> <li>A student meets the requirements for graduation when the student demonstrates evidence of proficiency in the curriculum outlined in 2120.5, and completion of any other requirements specified by the local board of the school attended by the student.</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>GISU/ACEC Policy Manual                             <ul style="list-style-type: none"> <li>Code G9 - Grade Advancement: Retention, Promotion &amp; Acceleration of Students (pg. 156)</li> </ul> </li> <li>Promotion, acceleration and/or retention of students in grades K-8 is determined utilizing assessment data accumulated by each instructor for individual</li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<p>students. Parent/guardian input is necessary and required.</p> <ul style="list-style-type: none"> <li>○ Graduation requirements for students in Grades 9-12 are determined by high schools at which they are enrolled.</li> </ul> <p>● <b>Plans for full implementation:</b></p> <ul style="list-style-type: none"> <li>● <b>In SY17-18, retention, promotion and acceleration procedures will be under review by the Alburgh School Leadership Team. Modifications will be made as deemed appropriate and necessary.</b></li> </ul>
<ul style="list-style-type: none"> <li>● For students eligible for special education services under IDEA or protected by Section 504 of the federal Rehabilitation Act, the student shall meet the same graduation requirements as non-disabled peers in an accommodated and/or modified manner. These modifications will be documented in each student's Personalized Learning Plan.</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ GISU/ACEC Policy Manual                             <ul style="list-style-type: none"> <li>■ Code G10 - Special Education (pg. 158)</li> </ul> </li> <li>○ Students eligible for Special Education are monitored by GISU assigned, fully licensed Special Education instructors.</li> <li>○ Students eligible for 504 plans are monitored by ACEC assigned, fully licensed School Counselors.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● The Individual Education Program (IEP) team or 504 Team is responsible for assuring that information regarding the student's individual skills, aptitudes and present levels of performance are incorporated into the student's Personalized Learning Plan. This shall ensure that the proficiency levels to meet graduation requirements are linked to local graduation requirements, individually accommodated and/or modified for students with disabilities, and written into the student's Personalized Learning Plan.</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation</b> <ul style="list-style-type: none"> <li>○ GISU/ACEC Policy Manual                             <ul style="list-style-type: none"> <li>■ Code G10 - Special Education (pg. 158)</li> </ul> </li> <li>○ The School Counselor for students in grades 6-8 is assigned an Advisory Group.</li> <li>○ Special Educators and School Counselors are responsible to monitor PLPs their students assigned to their individual caseload.</li> </ul> </li> </ul>



## Alburgh Community Education Center:

<ul style="list-style-type: none"> <li>This process shall ensure that any student identified as a student with a disability will receive a regular high school diploma after meeting his/her individual graduation requirements as outlined in their Personalized Learning Plan. The development of an IEP does not supplant a Personalized Learning Plan, nor does a Personalized Learning Plan replace an IEP.</li> </ul>	X	X					<ul style="list-style-type: none"> <li><b>Current Implementation</b> <ul style="list-style-type: none"> <li>PLPs for students in grades 9-12 are monitored by the high school in which the student is enrolled.</li> <li>Graduation requirements for students in Grades 9-12 are determined by high schools at which they are enrolled.</li> </ul> </li> </ul>
<b>2121 Professional Resources</b>							
<b>2121.1 School Leadership</b>							
<ul style="list-style-type: none"> <li>All school leaders must have sufficient time to carry out their responsibilities in order to focus on improving student learning. To accomplish that, the superintendent or his or her designee must:</li> </ul>							
<ul style="list-style-type: none"> <li>→ supervise a licensed principal who shall be responsible for the day-to-day leadership of the school;</li> </ul>	X	X		X			<ul style="list-style-type: none"> <li><b>Current Implementation</b> <ul style="list-style-type: none"> <li>The ACEC principal, James Ross, is fully licensed by the VT AoE, holding a “Professional Educator License (Level II) II” (exp. 6/30/20).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>→ create a school leadership team consisting of administrators and teachers (and students as appropriate) with compensation either in time or financial reimbursement or a combination of both for all teachers;</li> </ul>	X					X	<ul style="list-style-type: none"> <li><b>Current Implementation</b> <ul style="list-style-type: none"> <li>ACEC BUilding-based Leadership Teams currently consist of administration, faculty and staff and include:                             <ul style="list-style-type: none"> <li>The <b>School Leadership Team (SLT)</b>, meets bi-monthly after school hours.</li> <li>The <b>Academic Leadership Team (ALT)</b>, part of the MTSS) meets weekly in the morning (during school hours) and monthly (as agreed</li> </ul> </li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<p>to in the Master Agreement).</p> <ul style="list-style-type: none"> <li>○ The <b>Social/Emotional Leadership Team</b> (SELT, part of the MTSS) meets weekly in the morning (during school hours) and monthly (as agreed to in the Master Agreement).</li> </ul> <ul style="list-style-type: none"> <li>● <b>Plans for further implementation</b> <ul style="list-style-type: none"> <li>○ For SY17-18 the <b>School Leadership Team</b> will expand to include representatives from families (2) and the community (2), in addition to representatives from Grade Clusters (primary, intermediate, middle school), Special Education, Unified Arts, and non-professional Support Services (paraeducators/behavior interventionists).</li> </ul> </li> </ul>
<p>→ create professional learning groups for all teachers that meet during school time at least two hours per month and are facilitated by trained teachers;</p>	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation</b> <ul style="list-style-type: none"> <li>○ ACEC teachers are offered and expected to meet daily in grade level “Grade Cluster Teams” for 40 minutes to analyze student data and collaborate on planning.</li> <li>○ In SY 16-17 professional staff, as well as interested non-professional staff members met monthly in GISU determined “Cohorts” (various topics) that were facilitated by school and SU administrators.</li> <li>○ In SY 15-16 and SY16-17, professional staff received coaching from trained professionals in Literacy and Math. Each group met 3 times throughout the year.</li> <li>○ In SY 216-17, Data Teams met 2 times during each trimester to discuss student data. Data teams consisted of Grade Cluster Teams (Primary, Intermediate, Middle School), administration and the GISU Director of Curriculum.</li> </ul> </li> <li>● <b>Plans for further implementation</b></li> </ul>

## Alburgh Community Education Center:

							<ul style="list-style-type: none"> <li>○ In SY 17-18, all professional staff are expected to enroll and attend selected courses as part of the Alburgh Professional Development Workshop series. Courses of study will be a combination of administration and staff creation. Workshops meetings will take place 5-7 times each trimester, as determined by the monthly calendar. Workshops will be facilitated by school administrators and qualified professional staff.</li> <li>○ In SY17-18, the GISU Cohorts will continue with many of the same topic areas as from SY16-17. Professional staff are required to enroll and attend 1 Cohort for the year. Non-professional staff members are invited to attend but not required.</li> <li>○ In SY17-18, Data Teams will meet 2 times each Trimester. These meetings will be facilitated by the GISU Director of Curriculum.</li> </ul>
<p>→ coordinate the principal’s schedule to enable him/her to engage in student learning, such as:</p> <ol style="list-style-type: none"> <li>1. teaching a course or hosting an advisory with students;</li> <li>2. mentoring a group of students in developing their Personalized Learning Plans;</li> <li>3. providing support for students through support services; or</li> <li>4. other methods of student engagement as approved by the superintendent.</li> </ol>	X				X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ In SY16-17, the principal facilitated the “Co-Teaching Cohort” for interested SU-wide teachers.</li> <li>○ The principal is an active and contributing member of the Academic Leadership Team and the Social/Emotional Leadership Team, playing an active role in student learning and social development.</li> <li>○ The principal works with a small group of students that provides morning announcements to the entire school.</li> <li>○ The principal plays an active role in IEP, 504 and evaluation meetings that often enjoy direct student engagement in determining plans.</li> <li>○ The principal engages with students during daily</li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<p>walk-throughs, attending selected field trips and during scheduled time such as reading to the primary grades.</p> <ul style="list-style-type: none"> <li>○ The principal served in a substitute role as needed including leading classes in: Guidance, Physical Education, Art, Music, and MS Social Studies.</li> </ul> <p>● <b>Plans for further implementation</b></p> <ul style="list-style-type: none"> <li>○ In SY17-18, the principal will facilitate a GISU Cohort (topic to be determined).</li> <li>○</li> </ul>
<p>→ provide teacher support and evaluation aligned with the guidelines approved by the State Board of Education;</p>	X	X				X	<p>● <b>Current Implementation:</b></p> <ul style="list-style-type: none"> <li>○ The principal meets monthly with the entire faculty.</li> <li>○ The principal meets monthly with the support staff.</li> <li>○ The principal schedules a yearly goal setting conference with each member of the professional staff.</li> <li>○ The principal uses an evaluation system as outlined in the GISU Master Agreement and conducts formal observations using a GISU document.</li> <li>○ The principal performs daily walkthroughs to provide informal feedback/support to faculty and staff.</li> <li>○ The principal uses an evaluation form for para-educators, behavior interventionists and office staff.</li> <li>○ The principal helps design in-service opportunities aimed at strengthening instruction and meeting other needs of the faculty and/or staff. (ex. GISU Cohorts, local in-service, SU-wide in-service)</li> </ul> <p>● <b>Plans for further implementation:</b></p> <ul style="list-style-type: none"> <li>○ <b>Include all non-professional support staff (custodians, food service, etc) in the evaluation</b></li> </ul>

## Alburgh Community Education Center:

							<b>process.</b>
→ minimize, as much as possible, supervision of non-teaching staff by the principal.	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Immediate supervision of Behavior Interventionists is designated to the Building Behavior Specialist.</li> <li>○ Specially assigned para-educators are directly supervised by the assigned faculty member.</li> </ul> </li> </ul>
● The principal shall be answerable to the superintendent in the performance of his or her duties.	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ The principal participated in the Leadership Practices Inventory (LPI 360) as directed by the superintendent.</li> <li>○ The principal meets a minimum of one time each week with the superintendent, either individually or in the GISU Administration Team Meetings (scheduled 2-3 times/month)</li> </ul> </li> </ul>
● Schools with 10 or more full-time equivalent teachers shall employ a full-time licensed principal.	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ The principal, James Ross, is fully licensed by the VT AoE, holding a “Professional Educator License (Level II) II” (exp. 6/30/20)</li> </ul> </li> </ul>
<b>2121.2 Staff</b>							
● As required in 16 V.S.A. §1692, all professional staff shall be licensed and appropriately endorsed for their assignment.	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ All professional staff are currently fully licensed and assigned as per their endorsements, except when granted a provisional license by the VT AoE (see librarian below) (source: VT AoE Online Licensing Program).</li> </ul> </li> </ul>
● All classroom staff, including educational support personnel, shall have had adequate academic preparation and training to teach or provide services in the area to which they are assigned.	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ All support personnel have been adequately trained to provide support services.</li> <li>○ Support staff have the opportunity to participate in an online program (“The Master Teacher - PD</li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<p>Now”) to take refresher courses.</p> <ul style="list-style-type: none"><li>○ Per the Master Agreement, all support staff are entitled to reimbursement for up to 3 credits for any course or workshop taken during a school year.</li><li>○ In SY15-16 and SY16-17, professional staff in grades K-8 received coaching from trained professionals in the areas of Math instruction and Readers &amp; Writers Workshop.</li><li>○ In SY15-16, a representative from each Grade Cluster received professional training in the use of VCAT. Knowledge gained was shared within each grade cluster.<ul style="list-style-type: none"><li>○ Professional staff regularly attend professional development workshops and/or courses such as:<ul style="list-style-type: none"><li>■ Two faculty members are enrolled in VT VMI.</li><li>■ The Primary Team attended the “New England PreK-2 Conference” sponsored by Staff Development for Educators (SDE).</li><li>■ Support Staff have been signed up and are actively participating in the “Master Educator PD Now!” online courses.</li><li>■ Faculty and Staff attend the VT PBiS Summer BEST Institute.</li></ul></li></ul></li><li>○ In SY16-17, professional staff in grades K-8 received worked in Data Teams with the GISU Director of Curriculum to learn how to analyze data correctly and use it to ascertain student academic needs.</li><li>○ In SY16-17 all professional staff attended one of the</li></ul>
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## Alburgh Community Education Center:

							<p>following GISU Cohorts: Co-Teaching, Data Literacy, Proficiency Based Practices and Assessment Cohort, Universal Design for Learning Cohort, Trauma Informed Practices (PreK-K &amp; 1-8).</p> <ul style="list-style-type: none"> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ SY2017-18 the GISU will continue with the GISU Cohorts</li> <li>○ The Alburgh Professional Development (APD) workshops will be launched.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Each school shall employ instructional and administrative staff members who possess the knowledge and skills to implement the standards in alignment with professional educator standards established by the Vermont Standards Board for Professional Educators.</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ All professional staff are currently fully licensed and assigned as per their endorsements, except when granted a provisional license by the VT AoE (see librarian below) (source: VT AoE Online Licensing Program).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Each supervisory union shall employ licensed special education staff, and shall ensure each school employs sufficient and qualified staff as needed to identify students eligible for special education services and to implement each eligible student's Individual Education Program and Section 504 plan.</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ The GISU has assigned 3 full-time, fully licensed Special Education Instructors licensed to ACEC.</li> <li>○ The GISU has assigned 1 full-time Speech &amp; Language Professional to ACEC.</li> <li>○ ACEC currently employs one School Counselor (FTE 0.8) for grades 3-8 and one School Counselor (FTE 0.4) for grades PreK-2.</li> </ul> </li> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ <b>The GISU has plans to assign 1 additional Special Education Instructor to ACEC as per anticipated caseloads.</b></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Class Size:</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b></li> </ul>

## Alburgh Community Education Center:

<ul style="list-style-type: none"> <li>→ Classes in grades K-3, when taken together, shall average fewer than 20 students per teacher.</li> <li>→ In grades 4-12, when taken together, classes shall average fewer than 25 students per teacher.</li> <li>→ The total class roll of a teacher shall not exceed 100 students, except where the specific nature of the teacher's assignment (such as in certain art, music, or physical education programs) is plainly adaptable to the teaching of greater numbers of students while meeting the educational goals of the program.</li> </ul>							<ul style="list-style-type: none"> <li>● Alburgh School District Policy Manual <ul style="list-style-type: none"> <li>○ Code G12: Class Size Policy (pg. 156)</li> </ul> </li> <li>● Average class sizes: <ul style="list-style-type: none"> <li>○ <b>Grades K-3 = 15.4</b> (77 students, 5 classroom teachers)</li> <li>○ <b>Grades 4-8 = 18.0</b> (108 students, 6 classroom teachers)</li> </ul> </li> <li>● Current class rolls: <ul style="list-style-type: none"> <li>○ <b>K: 16</b></li> <li>○ <b>1st: 18</b></li> <li>○ <b>2nd: 23</b></li> <li>○ <b>3rd: 22</b></li> <li>○ <b>4th: 19</b></li> <li>○ <b>5th: 19</b></li> <li>○ <b>6th: 16</b></li> <li>○ <b>7th a: 14</b></li> <li>○ <b>7th b: 13</b></li> <li>○ <b>8th: 26</b></li> </ul> </li> </ul> <p style="text-align: right;"><b>*Middle School Total: 69 (4 classrooms)</b></p>
<ul style="list-style-type: none"> <li>● The services of a certified library media specialist shall be made available to students and staff. Schools with fewer than 300 students shall employ a library media specialist on a pro-rata basis.</li> </ul>	X	X			X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ The Library/Media Specialist is a fully licensed teacher who has received a provisional School Librarian's license (3-60) from VT AoE.</li> </ul> </li> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ <b>The Library/Media Specialist is currently enrolled in a Master's program to obtain her Library Science degree.</b></li> </ul> </li> </ul>
<b>2121.3 Needs-Based Professional Learning</b>							
<ul style="list-style-type: none"> <li>● Each supervisory union shall develop and implement a system of appropriate needs-based professional learning for all professional staff, including administrators</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ GISU Cohorts <ul style="list-style-type: none"> <li>■ As per the Master Agreement, GISU Cohorts are monthly professional development</li> </ul> </li> </ul> </li> </ul>



## Alburgh Community Education Center:

and other staff involved in student instruction, as required in 16 V.S.A. §261a(a)(5). Time for professional learning should be embedded into the school day.

in-service opportunities facilitated by the GISU Administration Team. Topics were chosen based on feedback from the GISU faculty and are consistent with SU educational goals.

- Local/GISU In-service (paid)
- Contracted college credit reimbursement
  - As per the Master Agreement, Article X 10.5, teachers can be reimbursed for up to the cost equal to nine credits over the 2-year contract at the winter tuition rate charged by UVM.
  - An additional 3 credits may be granted at the discretion of the school board.
  - Courses or workshops must be consistent with the school district's action plan or general educational needs as determined by the school board.
  - As per the Master Agreement, Article X 10.7, any courses or workshops teachers are required to take are reimbursed 100%.
- Contracted Professional days
  - As per the Master Agreement, Article IV 4.1, eight (8) in-service days are scheduled throughout the year.

● **Plans for further implementation:**

- **The GISU plans to continue surveys/feedback requesting faculty input regarding topics for in-service programs.**
- **The GISU plans to continue the monthly Cohort meetings.**
- **Implementation of the Alburgh Professional Development Workshops.**

## Alburgh Community Education Center:

<ul style="list-style-type: none"> <li>• The school’s professional learning system shall be aligned with its staff evaluation and supervision policies, Continuous Improvement Plan, supervisory union and district goals, and shall provide new staff members with appropriate opportunities for professional learning.</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li>• <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ <b>Goal-Setting</b> <ul style="list-style-type: none"> <li>■ Each member of the faculty is required to attend an Individual Goal Setting conference with the building principal prior to the beginning of the school year. A minimum of 3 measurable goals must be established for each teacher.</li> <li>■ Academic goals must support student data and focus on student growth.</li> </ul> </li> <li>○ <b>Evaluation</b> <ul style="list-style-type: none"> <li>■ As per the Master Agreement, Article V 5.4 and 5.5, all teachers are made aware of the evaluation system based on the Danielson model.</li> <li>■ A first year teacher receives a minimum of 2 written classroom evaluations. In year 2, a minimum of 3 classroom evaluations are conducted. Each classroom evaluation is preceded with a pre-evaluation meeting between the teacher and principal. Following each classroom evaluation, the teacher and principal meet for a post-evaluation meeting to discuss the observations and recommendations made.</li> <li>■ Teachers with 5 years or more within the district are evaluated on a 3-year cycle.</li> <li>■ All support staff are evaluated yearly with input from immediate supervisors.</li> </ul> </li> <li>○ <b>Professional Learning Opportunities</b> <ul style="list-style-type: none"> <li>■ Workshops / Courses examples:                             <ul style="list-style-type: none"> <li>● Two faculty members are enrolled in VT VMI.</li> </ul> </li> </ul> </li> </ul> </li> </ul>
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## Alburgh Community Education Center:

- The Primary Team attended the “New England PreK-2 Conference” sponsored by Staff Development for Educators (SDE).
- Support Staff have been signed up to participate in the “Master Educator PD Now!” online courses.
- Faculty and Staff attend the VT PBiS Summer BEST Institute.
- GISU Cohorts:
  - Co-Teaching, Data Literacy, Proficiency Based Practices and Assessment Cohort, Universal Design for Learning Cohort, Trauma Informed Practices (PreK-K & 1-8)
- GISU In-service Workshop focus:
  - Trauma-Informed Practices
  - Grade Band Discussions regarding student needs and interventions
- ACEC local workshops
  - The 3-day professional June Workshops focused on MTSS systems, developing a comprehensive and integrated Health Curriculum, PBiS planning, curriculum mapping, integrated grade level and core academic development, Social Skills curriculum development, SBAC data analysis, Global Citizenship curriculum development, cross-grade level planning, CLiF Grant planning and master schedule development.
- Coaching

## Alburgh Community Education Center:

							<ul style="list-style-type: none"><li>● Primary, Intermediate and Middle School literacy teachers met 3 times throughout the year with a <b>Literacy Coach</b>, Lisa Italiano, to discuss literacy strategies and lessons (Calkins Reading and Writing Workshop)</li><li>● Primary, Intermediate and Middle School literacy teachers met 3 times throughout the year with a <b>Math Coach</b>, Judi Maynard, focusing on Math Lesson Studies.</li><li>● Primary, Intermediate and Middle School teams met with the GISU Director of Curriculum, Megan Grube in <b>Data Teams</b>, 2 times per trimester to analyze and discuss data in relation to student needs and planned interventions.<ul style="list-style-type: none"><li>■ New Teacher Orientation Workshop Day</li><li>■ Site Visitations<ul style="list-style-type: none"><li>● The Primary and Intermediate teams visited Williamstown (VT) Elementary to study their MTSS systems.</li></ul></li></ul></li><li>● <b>Plans for further implementation:</b><ul style="list-style-type: none"><li>○ <b>The GISU Admin Team is beginning to develop a coaching system that is supported and implemented from within the GISU.</b></li><li>○ <b>The Middle School and MTSS team (SELT) are planning on visiting Williamstown Elementary and Middle School to review MTSS systems.</b></li><li>○ <b>The monthly GISU Cohort offerings will continue for SY17-18.</b></li></ul></li></ul>
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## Alburgh Community Education Center:

<ul style="list-style-type: none"> <li>Mentoring shall be a component of each supervisory union's needs-based professional learning system. The superintendent or their designee shall determine the specifics of each mentoring program in their school(s) in accordance with the guidelines approved by the State Board of Education, Vermont Standards Board for Professional Educators, and state law addressing mentoring for educators.</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>The GISU and ACEC currently support a mentoring system assigning veteran teachers to 1st and 2nd year teachers who are new to the GISU/ACEC and/or Vermont.</li> </ul> </li> </ul>
<b>2121.4 Staff Evaluation</b>							
<ul style="list-style-type: none"> <li>For the purposes of this section, "staff" includes administrators, educators, and other school employees working with students. Staff evaluation programs and policies shall be designed and implemented with the goal of improved student outcomes. Such programs and policies shall:</li> </ul>	X	X				X	
<ul style="list-style-type: none"> <li>→ be consistent with the provisions of state and federal law and the Vermont Guidelines of Teacher and Leader Effectiveness adopted by the State Board of Education;</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li><b>Evaluation</b> <ul style="list-style-type: none"> <li>As per the Master Agreement, Article V 5.4 and 5.5, all teachers are made aware of the evaluation system based on the Danielson model.</li> <li>A first year teacher receives a minimum of 2 written classroom evaluations. In year 2, a minimum of 3 classroom evaluations are conducted. Each classroom evaluation is preceded with a pre-evaluation meeting between the teacher and principal. Following each classroom evaluation, the teacher and principal meet for a</li> </ul> </li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<p>post-evaluation meeting to discuss the observations and recommendations made.</p> <ul style="list-style-type: none"> <li>■ Teachers with 5 years or more within the district are evaluated on a 3-year cycle.</li> <li>■ All support staff are evaluated yearly with input from immediate supervisors.</li> </ul>
→ Include multiple sources of evidence to inform and measure teacher performance;	X	X					
→ Address the professional learning needs of all staff, including administrators;	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ <b>Goal-Setting</b> <ul style="list-style-type: none"> <li>■ Each member of the faculty is required to attend an Individual Goal Setting conference with the building principal prior to the beginning of the school year. A minimum of 3 measurable goals must be established for each teacher.</li> <li>■ Academic goals must support student data and focus on student growth.</li> </ul> </li> </ul> </li> </ul>
→ Address the needs of teachers who are new to the profession, the assignment or the school;	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ GISU/School Mentoring assignments</li> <li>○ GISU New Teacher Orientation</li> <li>○ Grade Cluster Meetings are scheduled daily to discuss student growth, lessons, etc.</li> </ul> </li> </ul>
→ Provide supports to improve instructional practice, content knowledge, working relationships (with colleagues, parents and community members), and other areas as appropriate.	X	X				X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ <b>Professional Learning Opportunities</b> <ul style="list-style-type: none"> <li>■ Workshops / Courses examples:                             <ul style="list-style-type: none"> <li>● Two faculty members are enrolled in VT VMI.</li> </ul> </li> </ul> </li> </ul> </li> </ul>

## Alburgh Community Education Center:

- The Primary Team attended the “New England PreK-2 Conference” sponsored by Staff Development for Educators (SDE).
- Support Staff have been signed up to participate in the “Master Educator PD Now!” online courses.
- Faculty and Staff attend the VT PBiS Summer BEST Institute.
- GISU Cohorts:
  - Co-Teaching, Data Literacy, Proficiency Based Practices and Assessment Cohort, Universal Design for Learning Cohort, Trauma Informed Practices (PreK-K & 1-8)
- GISU In-service Workshop focus:
  - Trauma-Informed Practices
  - Grade Band Discussions regarding student needs and interventions
- ACEC local workshops
  - The 3-day professional June Workshops focused on MTSS systems, developing a comprehensive and integrated Health Curriculum, PBiS planning, curriculum mapping, integrated grade level and core academic development, Social Skills curriculum development, SBAC data analysis, Global

## Alburgh Community Education Center:

							<p>Citizenship curriculum development, cross-grade level planning, CLiF Grant planning and master schedule development.</p> <ul style="list-style-type: none"> <li>■ Coaching           <ul style="list-style-type: none"> <li>● Primary, Intermediate and Middle School literacy teachers met 3 times throughout the year with a <b>Literacy Coach</b>, Lisa Italiano, to discuss literacy strategies and lessons (Calkins Reading and Writing Workshop)</li> <li>● Primary, Intermediate and Middle School literacy teachers met 3 times throughout the year with a <b>Math Coach</b>, Judi Maynard, focusing on Math Lesson Studies.</li> <li>● Primary, Intermediate and Middle School teams met with the GISU Director of Curriculum, Megan Grube in <b>Data Teams</b>, 2 times per trimester to analyze and discuss data in relation to student needs and planned interventions.</li> </ul> </li> <li>■ Site Visitations           <ul style="list-style-type: none"> <li>● The Primary and Intermediate teams visited Williamstown (VT) Elementary to study their MTSS systems.</li> </ul> </li> </ul>
<b>2121.5 Tiered System of Support</b>							
<ul style="list-style-type: none"> <li>● In accordance with 16 V.S.A. §2902 and</li> </ul>					X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b></li> </ul>



## Alburgh Community Education Center:

State Board Rule 2194, each school shall ensure that a tiered system of academic and behavioral supports is in place to assist all students in working toward attainment of the standards. This system shall be aligned with the school's Personalized Learning Plan structures, and specific student support services shall be specified within a student's Personalized Learning Plan.

**Note:** The "Tiered System of Support" replaces the Educational Support System and is applicable to every student, not just for the purpose of ameliorating special education services.

### ○ Academic/Behavioral Interventions

- Intervention blocks have been built into the regular master schedule at all levels.
- Academic Interventionists have been assigned to grade clusters as follows:
  - K-2 has one (1) academic interventionist for literacy and math
  - Gr. 3-5 has one (1) academic interventionist for literacy and one (1) for math.
  - Gr.6-8 has one (1) academic interventionist for literacy and one (1) for math.

### ○ Personalized Learning Plans

- Planning and implementation conducted by School Counselor for grades 7 and 8 during weekly guidance classes.

### ○ Behavioral Supports

- Social/Emotional Leadership Team to review/consult on Tier 2 and Tier 3 Interventions.
- Behavioral Specialist (FTE 1.0)
- Behavior Interventionists / Paraeducators team determined for support as indicated by IEPs and 504 plans.

### ○ Academic Supports

- Grade Cluster Teams meet daily to determine individual student academic needs and to determine Universal Strategies and Tier 2 Interventions for support.
- Academic Leadership Team to review/consult on Tier 3 Interventions

### ● Plans for further implementation:

- SY 201702018 Advisory groups, lead by school

## Alburgh Community Education Center:

							<p><b>employees, will help plan/implement PLPs for all students in grades 6, 7 and 8.</b></p> <ul style="list-style-type: none"> <li>○ <b>SY2017-2018, Academic and Social/Emotional Leadership Teams will continue to meet on a weekly basis in support of classroom teachers to determine needs of individual students.</b></li> </ul>
<ul style="list-style-type: none"> <li>● School counseling services shall support the mission and vision of the school and shall: <ul style="list-style-type: none"> <li>→ Be available to all students K-12.</li> <li>→ Address students' academic, career, personal and social development.</li> <li>→ Be aligned and integrated with the work of other professionals in the school setting, as well as those in other educational and human services.</li> </ul> </li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Building-base Clinician</li> <li>○ PreK-2 School Counselor (FTE 0.4) <ul style="list-style-type: none"> <li>■ Member of the Social</li> </ul> </li> <li>○ Gr. 3-8 School Counselor (FTE 0.8) <ul style="list-style-type: none"> <li>■ HHB reporter</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Staffing shall be filled by licensed school counselors and other student support personnel with sufficient staff to carry out the school counseling services, such as guidance counselors, Student Assistance Program counselors, home-school coordinators, English-as-a-Second-Language coordinators and school-based clinicians.</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Home/School Coordinator (FTE 1.0)</li> <li>○ PreK-2 School Counselor (FTE 0.4)</li> <li>○ Gr. 3-8 School Counselor (FTE 0.8)</li> <li>○ School-based Clinician partnering with Northwestern Counseling &amp; Support Services (NCSS)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Schools with fewer than 300 students shall employ a school counselor and other student support personnel on a pro-rata basis.</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Behavior Specialist (FTE 1.0)</li> <li>○ Building Behavior Interventionist (FTE 1.0)</li> <li>○ Home/School Coordinator (FTE 1.0)</li> <li>○ PreK-2 School Counselor (FTE 0.4)</li> <li>○ Gr. 3-8 School Counselor (FTE 0.8)</li> <li>○ School-based Clinician partnering with NCSS</li> <li>○ Five Special Education Paraeducators (IEP)</li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<ul style="list-style-type: none"> <li>○ Two Special Education Behavior Interventionists (IEP)</li> <li>○ Two Paraeducators (504 plans)</li> <li>○ One General Education Paraeducator (PreK/Primary)</li> </ul>
<ul style="list-style-type: none"> <li>● Health services, including health appraisal and counseling, communicable disease control, mental health, and emergency and first aid care, shall be made available in a confidential manner to students in each school.</li> </ul> <p>These health services shall be delivered in accordance with the school district’s written policies and procedures, which shall be developed in collaboration with parents and community health resources.</p>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ GISU-wide School Nurse</li> <li>○ Building Health Assistant (FTE 0.8)</li> <li>○ Partner with NCSS (school-based clinician)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● The Vermont Department of Health recommends that schools and supervisory unions implement the School Nurse Leader School Health Services Delivery Model.</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ GISU-wide School Nurse</li> <li>○ Building Health Assistant (FTE 0.8)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Each school shall engage the services of a person licensed as a School Nurse or Associate School Nurse.</li> <li>● Schools with fewer than 500 students shall employ a nurse on a pro-rata basis.</li> <li>● The school shall comply with requirements of state law relative to vision and hearing screening, immunization, and child abuse reporting, and federal law relating to invasive physical examinations in accordance with the Protection of Pupil Rights Act (20 U.S.C. §1232h).</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ GISU-wide School Nurse</li> <li>○ Building Health Assistant (FTE 0.8)</li> <li>○ As mandated reporters, all staff receive training regarding child abuse reporting. Training is given during the opening faculty meeting (before students begin the school year) of each new school year. <ul style="list-style-type: none"> <li>■ Alburgh School District Policy Manual: Code F8: Reporting Suspected Child Abuse or Neglect (pg. 75)</li> </ul> </li> </ul> </li> </ul>
<b>2121.6 Interagency Teams</b>							

## Alburgh Community Education Center:

<ul style="list-style-type: none"> <li>Schools shall participate in interagency teams as required by 33 V.S.A. §4303 and any other requirement of law.</li> </ul>	X						<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>NCSS School-based Clinician</li> <li>Music Therapist</li> <li>RiseVT (wellness project)</li> <li>Project SOAR</li> </ul> </li> </ul>
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### 2122 Learning Environment

<b>2122.1 School Facilities and the Learning Environment</b>							
<ul style="list-style-type: none"> <li>Each school shall maintain a safe, orderly, civil, flexible and positive learning environment, which is free from hazing, harassment and bullying and based on sound instructional and classroom management practices and clear discipline and attendance policies that are consistently and effectively enforced.</li> </ul>	X					X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li><b>Alburgh School District Policy Manual</b> <ul style="list-style-type: none"> <li>Code F1: Student Conduct Policy</li> <li>Code F20: Policy on Prevention of Harassment, Hazing, and Bullying of Students (pg. 93)</li> <li>Code F20A: Procedures on the Prevention of Harassment, Hazing, and Bullying of Students (pg. 99)</li> <li>Code 21: Firearms/Weapons (pg. 108)</li> <li>Code F24: Hazing (pg. 115)</li> <li>Code F25: Student Attendance (pg. 119)</li> <li>Behavior/Discipline Policies</li> </ul> </li> <li><b>Alburgh School Family Handbook</b> <ul style="list-style-type: none"> <li>Attendance (pg. 14)</li> <li>Behavioral Expectations and Support (pg. 17)</li> <li>Bus Behavior Expectations/Discipline (pg. 20)</li> <li>Harassing, Hazing and Bullying (pg. 31)</li> </ul> </li> <li><b>Positive Behavioral Interventions and Supports</b> is implemented school-wide. All professional and nonprofessional staff receive training to implement</li> </ul> </li> </ul>

## Alburgh Community Education Center:

							our program at all levels of our school.
<ul style="list-style-type: none"> <li>The design and operation of the school facilities shall be in full compliance with all state and federal fire, health, and safety, chemical and architectural standards.</li> </ul>	X					X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>Fire Dept inspection (yearly)</li> <li>Lift Inspection</li> <li>Health/Kitchen Inspections as per VT State Health Inspections</li> <li>Water Quality Inspection by Alburgh Town Supervisor performed annually.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Each school's comprehensive plan for responding to student misbehavior, as required by 16 V.S.A. §1161a(a), shall address student behavior, language, classroom attendance, clothing and treatment of property, as well as consequences for violations of policy, and shall be clear and consistently enforced.</li> </ul>	X					X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li><b>Alburgh School District Policy Manual</b> <ul style="list-style-type: none"> <li>Code F20: Policy on Prevention of Harassment, Hazing, and Bullying of Students (pg. 93)</li> <li>Code F20A: Procedures on the Prevention of Harassment, Hazing, and Bullying of Students (pg. 99)</li> <li>Code F24: Hazing (pg. 115)</li> <li>Code F25: Student Attendance (pg. 119)</li> <li>Code F26: Model Policy on Restrictive Behavioral Intervention (pg. 122)</li> <li>Code G11: Responsible Computer, Network &amp; Internet Use (pg. 159)</li> <li>Behavior/Discipline Policies</li> </ul> </li> <li><b>Alburgh School Family Handbook</b> <ul style="list-style-type: none"> <li>Attendance (pg. 14)</li> <li>Behavioral Expectations and Support (pg. 17)</li> <li>Bus Behavior Expectations/Discipline (pg. 20)</li> <li>Dress Code and Personal Care (pg. 21)</li> <li>Electronics Use (pg. 25)</li> <li>Harassing, Hazing and Bullying (pg. 31)</li> <li>School Property (damaged or loss) (pg 45)</li> </ul> </li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<ul style="list-style-type: none"> <li>■ Tobacco, Drugs and Alcohol Possession and/or Use (pg. 46)</li> <li>○ MTSS <ul style="list-style-type: none"> <li>■ The Social/Emotional Leadership Team (SELT) meets weekly to address student needs and/or concerns</li> <li>■ PBiS practices are implemented school-wide.</li> <li>■ PBiS/SWIS (School-wide Information System) is used to collect data on student behavior.</li> <li>■ Alburgh staff is updated monthly on the status of our school-wide behavior according to our SWIS data.</li> <li>■ Appropriate interventions are put into place after receiving SELT and teacher input, coupled with SWIS data.</li> </ul> </li> <li>○ A Behavior Screener given school-wide to help identify high risk students. This is a GISU-wide screener with 2 parts: Student Risk Screening Scale (SRSS) and Student Internalizing Behavior Screening Scale (SIBSS)</li> <li>○ Alburgh Town District employs a Home/School Coordinator (FTE 1.0) who receives student behavior referrals and works with families to help correct unacceptable behaviors within the school.</li> <li>○ Alburgh Town District employs a Behavioral Specialist (FTE 1.0) who works with students on IEPs with behavioral plans, supervises Building Behavior Interventionists, is a key member of the Social/Emotional Leadership Team and MTSS process.</li> </ul>
<ul style="list-style-type: none"> <li>● Each school shall observe due process requirements as set forth in Rule 4300 et seq.</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ <b>Alburgh School District Policy Manual</b> <ul style="list-style-type: none"> <li>■ CodeC6R - Procedures for Handling</li> </ul> </li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<ul style="list-style-type: none"> <li>Complaints of Discrimination (pg. 15)</li> <li>■ Code D10 - Public Complaints About School Personnel (pg. 30)</li> <li>■ Code D12 - Employee Harassment (pg. 32)</li> <li>■ Code F20A: Procedures on the Prevention of Harassment, Hazing, and Bullying of Students (pg. 99)</li> <li>■ Code F26: Model Policy on Restrictive Behavioral Intervention (pg. 122)</li> </ul>
<b>2122.2 Access to Instructional Materials</b>							
<ul style="list-style-type: none"> <li>● Each school shall:             <ul style="list-style-type: none"> <li>a. provide a learning environment with sufficient supplies and infrastructure to allow for learning;</li> </ul> </li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Every professional staff member is designated a budgeted amount of funds to plan and spend on supplies deemed necessary for student success in each classroom.</li> <li>○ Every professional staff member has a computer to use for school-related tasks with access to printers/copiers within the school.</li> <li>○ Space has been provided within the structure of the school-building to provide whole class, small group and 1on1 services.</li> <li>○ Private space is available for small group and/or 1on1 counseling.</li> <li>○ Classrooms in K-5and the Middle School Literacy room have classroom libraries where students have access to appropriate level books.</li> <li>○ Grades 1 and 2 have access to a “Book Room” for leveled learners.</li> <li>○ Unified Arts (Art, Music, Library/media and Physical Education) have rooms dedicated to the specific nature of those areas.</li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<ul style="list-style-type: none"> <li>○ Textbooks and other classroom materials that support the curriculum are updated as needed. Recent purchases have included: new textbooks for middle school Social Studies, the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for the primary literacy program, and “Number World”, an online interactive program for grades 3-8 math interventions.</li> <li>○ Alburgh recently purchased 259 licenses from Rosetta Stone in support of the new world language offering in grades 3-8. In addition, headphones with microphones for each students were purchased and assigned to classrooms.</li> <li>○ Forty new iPads, covers and charging stations have been purchased and added to the classrooms in grades 1 and 2.</li> </ul>
<p>b. develop, maintain, and expand as needed a collection of print, digital and technology resources, administered by a certified school library media specialist;</p>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Every school year the library/media specialist receives budgeted funds to be used at the discretion of the library/media specialist for purposes of updating print and digital resources within the school library.</li> <li>○ Alburgh is a Child Literacy Foundation (CLiF) Grant award winner which will help continue to update our school library, as well as, provide our students with books to begin creating/add to home libraries.</li> </ul> </li> </ul>
<p>c. ensure that the curriculum is supported by necessary digital and print resources;</p>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ 1:1 chromebook ratio for students in grades 3-8</li> <li>○ Computers for all professional staff.</li> <li>○ Computer lab with 24 desktop computers is located</li> </ul> </li> </ul>



## Alburgh Community Education Center:

							<p>above the library.</p> <ul style="list-style-type: none"> <li>○ SmartBoards in 4 classrooms (K, 5, MS math, library/media).</li> <li>○ Interactive Boards in 1 classroom (gr. 1/2 math).</li> <li>○ All classrooms have access to a document camera and projector.</li> <li>○ All instructors have access to various software programs to help support instruction within the classroom and at home. Currently some examples include: a school-wide 5 year contract with the interactive online software program, MobyMax; select classrooms utilize a yearly subscription to the interactive online software program, BrainPop.</li> </ul>
d. ensure that students, teachers, administrators and paraprofessionals have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ The internet accessible throughout the building. All students and staff receive sign-in names and passwords to access the internet.</li> <li>○ Students have regularly scheduled library/media times and the library is open throughout the day for individual student and staff use.</li> </ul> </li> </ul>
e. provide students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Master Schedule <ul style="list-style-type: none"> <li>■ Library/Media classes led by media specialist in all grades K-8.</li> <li>■ Students in kindergarten have a weekly 45-minute library/media class.</li> <li>■ Students in grades 1-5 receive a weekly 60-minute library/media class.</li> <li>■ Students in grades 6-8 select and participate in a minimum of 1 weekly library/media/research class.</li> </ul> </li> </ul> </li> </ul>

## Alburgh Community Education Center:

<p>f. provide access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;</p>	X					X	<p>● <b>Current Implementation:</b></p> <ul style="list-style-type: none"> <li>○ In SY2016-17 all students in grades 3-8 received individually assigned chromebooks to be used in all classes.</li> <li>○ In SY2016-17, the Kindergarten class received 5 iPads to be used within the classroom.</li> <li>○ In SY17-18, all students in grades 1-2 received individually assigned iPads.</li> <li>○ Students in K-8 receive weekly instruction in the use of technology.</li> </ul>
<p>g. provide broadband Internet service for students and educators to access educational resources;</p>	X					X	<p>● <b>Current Implementation:</b></p> <ul style="list-style-type: none"> <li>○ The internet accessible throughout the building. All students and staff receive sign-in names and passwords to access the internet.</li> </ul>
<p>h. adopt and implement written policies on electronic resources, acceptable Internet usage, and procedures for handling complaints for both staff and students;</p>							<p>● <b>Current Implementation:</b></p> <ul style="list-style-type: none"> <li>○ <b>Alburgh School District Policies Manual</b> <ul style="list-style-type: none"> <li>○ Code G11: Responsible Computer, Network &amp; Internet Use (pg. 159)</li> </ul> </li> <li>○ <b>Alburgh School Family Handbook</b> <ul style="list-style-type: none"> <li>○ Electronics Use (pg. 25)</li> </ul> </li> </ul>
<p>i. support a schedule that provides opportunities for a library media specialist to collaborate with teachers as they integrate information research skills into their curriculum; and</p>							<p>● <b>Current Implementation:</b></p> <ul style="list-style-type: none"> <li>○ The library/media specialist has time in the master schedule to collaborate with teachers and/or students on research projects.</li> </ul> <p>● <b>Plans for further implementation:</b></p> <ul style="list-style-type: none"> <li>○ The current library/media specialist is collaborating with teachers on units of instruction for SY17-18. For example: <ul style="list-style-type: none"> <li>■ Using QR Codes to create book reviews for library books.</li> <li>■ Facilitating the CLiF Grant Year of the Book Committee, working with representatives</li> </ul> </li> </ul>

## Alburgh Community Education Center:

							<p style="text-align: right;">from each grade cluster to create more opportunities for students to read.</p>		
<p>j. ensure that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.</p>							<p>● <b>Current Implementation:</b></p> <ul style="list-style-type: none"> <li>○ The individually assigned chromebooks in grades 3-8 give students an opportunity to present selected projects in a variety of contexts.</li> <li>○ Students interact with the SmartBoards and interactive boards in grades K, 1, 2, 5 and MS.</li> <li>○ Teachers use technology to offer opportunities to students that allows them to interact in different subject areas outside of the school building. For example: <ul style="list-style-type: none"> <li>■ 3rd grade eagle observation unit that teaches students scientific techniques while watching eagles in another state. Students have watched eagles nest, hatch eggs and eaglets take their first flight.</li> <li>■ 4th grade students present projects on a wide-variety of topics using power-point presentations.</li> <li>■ 5th grade students research groups in need of funds to create a power-point presentation on why the class should fundraise for specific organizations.</li> <li>■ Middle school students use laptops in the elective “robotics” to help build and control the movements of a robotic device.</li> </ul> </li> </ul>		
<p><b>2123 State and Local Comprehensive Assessment System</b></p>									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="121 1252 661 1450" style="background-color: #e0e0e0;"> <p><b>2123.1 Participation in the State Comprehensive Assessment System</b></p> </td> <td data-bbox="661 1252 1976 1450"></td> </tr> </table>								<p><b>2123.1 Participation in the State Comprehensive Assessment System</b></p>	
<p><b>2123.1 Participation in the State Comprehensive Assessment System</b></p>									

## Alburgh Community Education Center:

<ul style="list-style-type: none"> <li>Each school shall administer assessments of student performance using methods developed by the State Board of Education under 16 V.S.A. §164 (9). Students who are unable to participate in district or state assessments shall be given an alternate assessment in accordance with law. Each school shall account for 100 percent of its students in regard to their participation in the state assessments.</li> </ul>	X					X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>Alburgh Community Education Center students participates in the Smarter Balanced Assessment Consortium (SBAC) testing as mandated by the state of VT.</li> <li>Alburgh Community Education Center students participates in the New England Common Assessment Program (NECAP) in science as mandated by the state of VT.</li> <li>In SY17-18, Alburgh Community Education Center students participated in the National Assessment of Educational Progress (NAEP) assessments.</li> <li>Students on IEPs and 504 plans are given special accommodations as indicated by the individual plans.</li> </ul> </li> </ul>
<b>2123.2 Development and Implementation of Local Comprehensive Assessment System</b>							
<ul style="list-style-type: none"> <li>Each supervisory union shall develop, and each school shall implement, a local comprehensive assessment system that             <ol style="list-style-type: none"> <li>assesses the standards approved by the State Board of Education;</li> <li>employs a balance of assessment types, including but not limited to, teacher- or student-designed assessments, portfolios, performances, exhibitions and projects;</li> <li>includes both formative and summative assessments;</li> <li>enables decisions to be made about student progression and graduation</li> </ol> </li> </ul>	X					X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>Professional staff at Alburgh Community Education Center use a variety of assessments to collect data on the instructional levels obtained by students. Some assessments are dictated by the curriculum or program used. Examples include:                 <ul style="list-style-type: none"> <li>■ Fountas &amp; Pinnell screeners</li> <li>■ Eureka!/EngageNY Unit Assessments</li> <li>■ Primary Numbers and Operations Math Assessments</li> <li>■ Literacy screeners for fluency, accuracy, phonological awareness, sight words, letter identification, letter sounds, etc...</li> </ul> </li> <li>Professional staff follow the GISU Assessment Calendar that dictates when assessments must be</li> </ul> </li> </ul>

## Alburgh Community Education Center:

<p>including measuring proficiency-based learning;</p> <p>e. informs the development of Personalized Learning Plans and student support;</p> <p>f. provides data that informs decisions regarding instruction, professional learning, and educational resources and curriculum; and</p> <p>g. reflects strategies and goals outlined in the district's Continuous Improvement Plan.</p>							<p>complete and data entered for each trimester.</p> <ul style="list-style-type: none"><li>● Assessment data is entered into the VCAT system each trimester.</li><li>● Data collected on each student is recorded on a class profile page which is linked to each individual student's own profile page. The profile page indicates academic scores, behavioral screener scores, and personal information such as absences and tardiness. The class and student profile pages are linked google documents.</li><li>● Data from the class and student profile sheets are used by individual teachers, teams of teachers and leadership teams to help determine student progress, possible interventions and next instruction.</li><li>● Academic Progress for Middle School students are reported to families through the Jupiter Grades software program.</li><li>● Report cards indicate academic progress for grades K-5 have been locally developed and are delivered home after each trimester.</li><li>● Teams of teachers meet 2 times each trimester with the GISU Director of Curriculum as data teams to better able to use the data collected in identifying individual student progress and needs.</li></ul> <ul style="list-style-type: none"><li>● <b>Plans for further implementation:</b><ul style="list-style-type: none"><li>○ Advisory group leaders will meet monthly during the SY17-18 to discuss strategies for incorporating the collected data into individual student PLPs.</li><li>○ An incomplete list of links to curriculum standards are posted on the ACEC website (family page). In SY17-18 the complete listing of standards will be made available to families via the ACEC website.</li></ul></li></ul>
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## Alburgh Community Education Center:

<ul style="list-style-type: none"> <li>The performance criteria of the assessment system shall be clear and be communicate to teachers, administrators, students, parents and other community members. Students and parents shall be informed at least annually regarding progress toward achieving the standards. This includes providing information in students' native languages or otherwise accessible formats.</li> </ul>					X		<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>Teachers regularly contact families via email, Class Dojo (communication app) and Jupiter Grades in keeping families abreast of student progress.</li> <li>Report cards are administered after each trimester.</li> <li>Parent/Teacher Conferences are held 2 times/year.</li> <li>Parents/Guardians are regularly invited to team meetings to discuss their individual students.</li> <li>Lesson objectives and standards are listed on all lesson plans, in the classroom, and discussed at each lesson.</li> </ul> </li> </ul>
<b>2124 Reporting of Results</b>							
<ul style="list-style-type: none"> <li>As required in 16 V.S.A. 165(a)(2), each school shall report student and system performance results to the community at least annually in a format selected by the school board. The report shall at minimum include those elements listed in 16 V.S.A.165a(2)(A-K).</li> </ul>	X					X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>Student and system performance results are made available to the community via the annual Town Report.</li> <li>School reports are made available via the school website.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>The performance criteria of the school shall be clear and communicated to administrators, educators and other building staff.</li> </ul>	X				X		<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>Performance reports from state mandated testing are made presented to the building staff at the first available faculty meeting (the meeting day is dependent upon the release of the assessment information).</li> <li>PBIS/SWIS behavioral data is presented to the staff monthly at the regularly scheduled general faculty meeting.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Each supervisory union shall establish a secure student data system that enables regular access for teachers and administrators. Teachers shall have</li> </ul>	X	X				X	<ul style="list-style-type: none"> <li><b>Current Implementation:</b> <ul style="list-style-type: none"> <li>The GISU utilizing the Vermont Comprehensive</li> </ul> </li> </ul>

## Alburgh Community Education Center:

<p>access to data on individual students whom they teach and aggregate data on student and system performance results. Administrators shall have access to individual student data and on student and system performance results. For aggregate school data, in no case shall personally identifiable information on any student be revealed.</p>							<p>Tool (VCAT) to secure student data for GISU common assessments.</p> <ul style="list-style-type: none"> <li>○ ACEC uses google docs, Jupiter Grades, Tyler Tech Information System (formerly SchoolMaster), and PBIS-SWIS to record and secure student data.</li> <li>○ The PreK program utilizes TeachGold Strategies to record and secure student data.</li> </ul>
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<b>2125 Continuous Improvement Plan</b>
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<ul style="list-style-type: none"> <li>● A Continuous Improvement Plan, as required in 16 V.S.A. §165, shall be developed and implemented in each public school district. The plan shall be designed to improve the performance of all students enrolled in the district.</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ The GISU and Alburgh School District has partnered with SWIFT (School-wide Integrated Framework for Transformation) to indicate areas in need of improvement within the school system. Consequently, the Continuous Improvement Plan for ACEC has been based upon the the results of the FIT and FIA.</li> <li>○ The domains indicated by SWIFT that are targeted for assessment are Administrative Leadership, Multi-tiered Systems of Support (MTSS), Integrated Educational Framework, Family &amp; Community Engagement, and Inclusive Policy Structure &amp; Practice.</li> <li>○ In SY15-16 and SY16-17 the targeted domains for improvement were MTSS and Family &amp; Community Engagement. These were chosen based upon the results of the SWIFT-FIT (Fidelity of Implementation Tool) and SIFT-FIA (Fidelity Integrity Assessment)</li> <li>○ SWIFT-FIT is “designed to measure growth and maturation of a school’s inclusive educational practices and to help simplify school decision</li> </ul> </li> </ul>
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## Alburgh Community Education Center:

						<p>making about installing or improving practice.”</p> <ul style="list-style-type: none"> <li>○ SWIFT-FIA is “a self-assessment tool schools and local educational agencies (LEAs) can utilize to monitor their progress in relationship to the SWIFT domains and features.”</li> </ul>	
<ul style="list-style-type: none"> <li>● The plan should be the overall planning and implementation document for the school, incorporating other planning requirements (either from the state, the federal government, local requirements, or external grant requirements) into a single planning document.</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Developed based on the results of the SWIFT FIT and SWIFT-FIA reports.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● The plan shall be developed with the involvement of school board members, students, teachers, administrators, parents and other community members. The plan shall be reviewed at least annually for effectiveness toward meeting the stated goals, and shall be revised as necessary.</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ The improvement plan is currently developed by the School Leadership Team (SLT) and is presented to the professional staff .</li> </ul> </li> <li>● <b>Plans for further implementation:</b> <ul style="list-style-type: none"> <li>○ The Continuous Improvement Plan will continue to be based upon the SWIFT-FIT and SWIFT-FIA results. The plan will be developed by the expanded School Leadership Team that will include representatives of parents/guardians, community members and school board in addition to the representatives of the professional staff, non-professional staff and administration who already are part of the School Leadership Team.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● The plan shall include indicators provided by the Vermont Agency of Education as well as additional indicators determined locally. These indicators will identify student performance data obtained from state and local assessments and other information related to student performance</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Due to the GISU/Alburgh partnership with SWIFT, the VT AoE has granted a waiver in the state mandated Continuous Improvement Plan requirements.</li> </ul> </li> </ul>



## Alburgh Community Education Center:

<p>which may include, but is not limited to, dropout and retention rates, attendance, course enrollment patterns and graduation rates. Indicators may also include data on school practices and leadership.</p>							
<ul style="list-style-type: none"> <li>● The school board shall approve the plan, which at minimum shall contain:             <ul style="list-style-type: none"> <li>a. goals and objectives for improved student learning;</li> <li>b. educational strategies and activities specifically designed to achieve these goals, including professional learning of administrative and instructional staff;</li> <li>c. strategies and supports to ensure the school maintains a safe, orderly, civil and positive learning environment which is free from harassment, hazing and bullying; and</li> <li>d. required technical assistance from the Vermont Agency of Education as appropriate or determined by law.</li> </ul> </li> </ul>	X				X		<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Due to the GISU/Alburgh partnership with SWIFT, the VT AoE has granted a waiver in the state mandated Continuous Improvement Plan requirements.</li> </ul> </li> </ul>
<b>2126 System for Determining Compliance with Education Quality Standards</b>							
<b>2126.1 Filing of Continuous Improvement Plan</b>							
<ul style="list-style-type: none"> <li>● On a two-year cycle published by the Agency, each school is required to file a copy of the school's Continuous Improvement Plan for the current school</li> </ul>	X					X	<ul style="list-style-type: none"> <li>● <b>Current Implementation:</b> <ul style="list-style-type: none"> <li>○ Due to the GISU/Alburgh partnership with SWIFT, the VT AoE has granted a waiver in the state mandated Continuous Improvement Plan</li> </ul> </li> </ul>

## Alburgh Community Education Center:

<p>year. This includes listing of the indicators (both those required by the Vermont Agency of Education and additional indicators as desired for use by the school) used for reflection and creation of the school's Continuous Improvement Plan; a description of the accomplishments, progress and changes regarding goals and strategies from the previous year's Continuous Improvement Plan and other evidence of meeting Education Quality Standards.</p>							<p>requirements.</p>
<p><b>2126.2 Review, Secretary's Recommendations, and State Board Action</b></p>							
<ul style="list-style-type: none"> <li>• The Vermont Agency of Education will conduct a review of all Vermont schools using one or more of the following strategies:             <ol style="list-style-type: none"> <li>1. All Continuous Improvement Plans will be reviewed by Agency staff, with assistance from other Vermont educators in a peer review process, as required or desired. Each school will receive feedback from this review.</li> <li>2. To meet the state accountability standards (which comply with federal accountability requirements), schools will be expected to develop and revise their Continuous Improvement Plan based on the Secretary's recommendations, accountability status and student outcomes. The Agency may choose to differentiate support and requirements for</li> </ol> </li> </ul>			<p>X</p>				

## Alburgh Community Education Center:

<p>individual schools based on identified needs.</p> <p>3. On an annual basis, the Agency will identify schools for an Education Quality Standards Review. All schools, regardless of accountability status, will be eligible for this review. The Secretary of Education will determine the requirements and outcomes of this review, including a peer review system between schools. The review will be based on the requirements of this rule to ensure equity and improved outcomes for students.</p>							
<p><b>2126.3 Further Review; Secretary's Recommendations; State Board Action</b></p>							
<ul style="list-style-type: none"> <li>As required in 16 V.S.A. 165 (b), every two years the Secretary shall determine whether students in each Vermont public school are provided educational opportunities substantially equal to those provided in other public schools. If the Secretary determines that a school is not meeting the quality standards, he or she shall recommend actions that a district must take and offer technical assistance. If the school fails to meet the standards or make sufficient progress by the end of the next two-year period, recommendations will be made to the State Board of Education as outlined in 16 V.S.A. 165(b).</li> </ul>			X				



# Integrated Field Review

Summary of Outcomes

# Academic Proficiency

## Commendations

1. GISU has prioritized and is actively working towards a coordinated curriculum.
2. GISU has adopted a calendar of SU-wide assessments, supporting coordination, transparency and equity.

## Recommendations

1. GISU might benefit from pairing curriculum coordination with consistent practices regarding the displaying and communication of learning expectations.
2. In the spirit of further growth towards equity and transparency, GISU should consider adopting an SU-wide, proficiency-based report card.

## Current State:

1. As we build out our MTSS framework, we have and will have an increased focus on best first instruction. The Administrative team, as well as the curriculum leadership team being formed, will select high impact instructional strategies that all teachers will employ.
2. Proficiency based grading and reporting is the focus of one of our SU cohorts and is a top priority for the curriculum leadership team to develop.
3. There are “new” areas within ESSA that will shift the way we may create our investments (i.e. not only literacy and math).

# Personalization

## Commendations

1. All GISU schools have implemented some form of tiered academic interventions, with some opportunities for enrichment during “flex” periods.
2. Many stakeholders report a personalized approach to meeting student needs and fostering student interests, including early steps towards personalized learning plans.

## Recommendations

1. GISU should consider increasing staff and student knowledge concerning the use of technology in instruction and learning.
2. GISU may want to explore formalizing its MTSS framework across buildings, including systems for progress monitoring and data-driven decision-making.

## Current State:

1. One of the focus areas for the SU Tech Committee will be researching and creating proposals around the meaningful integration of education technology. We have started to look at tech integration/use in intervention blocks this year. To that end, we have SWIFT grant funds for pilot programs / materials.
2. We are proud of the commendation around MTSS as this has been a primary focus of our systems and structures work this year. On 3/22/17 the administrative team completed a District Capacity Assessment specific to the current status of intervention block status and ongoing development.
3. Part of formalizing MTSS includes looking into a new data management system, researching and purchasing research based intervention programs, assessments and progress monitors. This is work happening in cohorts, at the Administrative team level and across the two committees that will form.

# Safe, Healthy Schools

## Commendations

1. GISU stakeholders interviewed report a school culture that emphasizes shared responsibility for all students and fosters the well-being of the whole child.
2. GISU parents interviewed report being pleased with school-level communication and the responsiveness of staff.

## Recommendations

1. GISU should consider formalizing the implementation of PBIS in schools that have adopted this approach.
2. GISU should consider increased SU-level communication with families.

## Current State:

1. GISU received coaching funds for PBiS coaches to help schools with their implementation of PBiS.
2. There has been some preliminary discussion of having an SU level PBiS team where each school's coordinator can discuss what is going well and what their school is struggling to implement.
3. Part of the work of the tech committee will be to redesign the website, choose a platforms with parent portals, and design social media PR. Also, determine who will be responsible for managing the website(s).
4. We plan to find out from families what sort of SU-level communication is desired and the best ways to deliver the information, including the improvement of the SU web site.



# High Quality Staffing

## Commendations

1. GISU has adopted an SU-wide cohort model for professional development, enabling a degree of individualized, need-based professional learning and coordination of practices.
2. Staff report that Central Office leadership is providing positive momentum to GISU.

## Recommendations

1. GISU should explore new ways to recruit and retain staff and remain mindful of the demands that understaffing places on current employees.
2. GISU should develop a consistent, transparent schedule for formal evaluations of administrative staff.

## Current State:

1. Our goal of developing an internal coaching service delivery plan will address the first recommendation by creating a career pathway for our most skillful teachers.
2. This year we began to do 360 reviews of administrative staff to inform personal growth goals. This process will continue with 360 principal coaching sessions and more aspects of the 360 next year.

# Financial Efficiencies

## Commendations

1. GISU demonstrates a commitment to fiscal responsibility and the optimization of resources through consolidation and efforts to control spending and debt.
2. GISU provides readily accessible technology devices and uses available space creatively.

## Recommendations

1. GISU would benefit from exploring new strategies for providing more equitable access to social-emotional support staff and balancing classroom staffing ratios.
2. GISU would benefit from increasing the quality of internet access in some locations, leading to greater equity in student experiences with technology.

## Current State:

1. With the formation of the Champlain Islands School District we will be looking at resource allocation and reallocation according to student needs. This work will be informed by the District Management Group.
2. The Tech Committee will work on problem solving and resolving all connectivity issues.

*The GISU is scheduled for “actual” field review (i.e. not a pilot) in 2018 - 2019.*

**CHAMPLAIN ISLANDS UNIFIED UNION SCHOOL DISTRICT &**

**ALBURGH SCHOOL DISTRICT**



**3:1 JOINT PROPOSAL**

**CONTACT INFORMATION**

Copies of this report are available through the Grand Isle Supervisory Union (802) 372-6921.

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Attachments:

Attachment 1: Alburgh School District EQS Self Study Document

Attachment 2: Grand Isle Supervisory Union Technology Audit

Attachment 3: Grand Isle Supervisory Union Integrated Field Review Report

**Champlain Island Unified Union Board Membership**

Andrew Julow, Chair	North Hero
Gerald Marckres, Vice Chair	Grand Isle
Jane Zera, Clerk	Isle La Motte
Mike Talbot	Grand Isle
Nathan Robinson	Grand Isle

### **Alburgh School District Board Membership**

Michael Savage, Chair  
Trevor Creller, Vice Chair  
Mallory Ovitt, Clerk  
Ginni Wright  
Stephanie Waters

### **Alburgh School-Based Leadership Team**

Eric Morton, Grades 6-8 Humanities Teacher  
Tracy Giroux, Grades 1 & 2 Literacy Specialist  
Beth Dobson, Grade 3 Teacher

### **Supporting the Boards**

Don Van Nostrand	GISU Superintendent
Beth Hemingway	GISU Director of Student Support Services
Megan Grube	GISU Director of Curriculum & Assessment
David Brisson	GISU Network Administrator
Rob Gess	GISU Business Manager
Ellen Norris	GISU Executive Assistant
Barbara Burrington	Consultant (Former GISU Superintendent)
Pietro Lynn	Attorney

### **Overview:**

In September of 2016 the Vermont Agency of Education’s School Governance Team presented the Secretary of Education’s Recommended Action to the State Board of Education as follows:

***That the State Board of Education finds that the proposed formation of a new unified union school district by 3, 4 or 5-member district of the GISU is ‘in the best interests of the State, the students, and the school districts’ pursuant to 16 V.S.A. Section 706c; Act c (b).***

This recommendation was passed by the State Board and on November 8, 2016, the voters in the three “necessary” districts of Grand Isle, Isle La Motte and North Hero voted in favor of the proposal. The voters of South Hero, deemed “advisable” for the creation of the new Unified District, voted against consolidation. The Alburgh School Board determined that further study was required before concluding what type of consolidation to pursue and did not vote.

The newly Unified District, the Champlain Islands Unified Union School District (CIUUSD), will begin operation on July 1, 2019. CIUUSD will operate PreK - grade 6 and tuition all students in grades 7 -12 to receiving school districts (see figures 1&2). The creation of the new Merged District moved the Grand Isle Supervisory Union and member districts towards a more sustainable model of education governance aligned with the goals set forth in Section 2 of Act 46.

Grades Currently Operating (i.e. Pre-Act 46 implementation)	Alburgh	Isle La Motte	North Hero	Grand Isle	South Hero
In District	PreK-8	K-6	PreK-6	K-6	K-8
Tuition	9-12	PreK & 7-12	7-12	PreK & 7-12	PreK & 9-12

Grades Operating as of 7/1/19	Champlain Islands Unified Union School District (ILM, NH, GI)
In District	PreK-6
Tuition	7 – 12

Figures 1 & 2

Education Implications presented by the Act 46 Committee to the Secretary of Education included:

- Increased program quality, variety and equity in the elementary grades.
- Narrowed focus on age-appropriate learning opportunities in the elementary grades.
- The opportunity to reconfigure grades or consider intra-district choice options among elementary schools operate by the New Unified District.
- Greatly expanded academic learning opportunities and personal growth opportunities for students in grades 7-8.
- Increased availability of shared resources related to curricula or operation expertise, technology, training, assessment planning, instructional coaching and other professional development activities.
- The elimination of bureaucratic redundancies and centralization of supports enable administrators to focus on their roles as educational leaders.

Further, Fiscal Implications include anticipated cost savings resulting from the formation of a unified union school district. For example:

- A reduction in leased space for administrative services offices.
- Elimination of unnecessary expenditures by included ability to share educational resources.
- Moderation of the effects that population changes have on tax rates.
- Probable reduction in personnel expenses.
- Continuation of Small School Support Grants in the form of perpetual Merger Support Grants and
- Possible continuation of the 3.5% hold-harmless provision.

For more information see the GISU Act 46 Study Committee's Report and Appendices for an overview of the above elements that address the goals identified by Act 46 available on the Vermont Agency of Education's website.

### **Merged District (MD): Champlain Islands Unified Union School District (CIUUSD)**

The CIUUSD is governed by a 5-member school board. Board members were elected from the electorate of their individual towns, Grand Isle, Isle La Motte and North Hero, are currently working toward full implementation of a 3-year plan 2017, 2018 and 2019, when the newly Merged District becomes fully operational. Elements of the plan include:

- Establish Governance Structure
- Establish Policy Manual
- Define Board's Interest in Expanding District
- Branding, School/Team Identity

- Define Academic Offerings
- Define Athletic Offerings
- Define Extra-Curricular Offerings
- Staffing plan
- Create a Transportation Plan
- Build FY20 Budget
- Space Utilization and Assessment Study
- Gather and Respond to Stakeholder Hopes and Concerns for Elementary and MS
- Outreach to Receiving Schools
- Unify Technology Platform (GISU/CIUUSD)
- Develop a Comprehensive Communications Strategy
- Collective Bargaining Agreement-Teachers
- Collective Bargaining Agreement-Support Staff
- Superintendent Assessment Goal setting and review schedule
- Ongoing collaboration with Alburgh and South Hero Districts

The CIUUSD has developed and published their *Mission, Vision and Values* statements and have continued to work with the two Unmerged Districts (UD) in the Grand Isle Supervisory Union. The Unmerged Districts of South Hero and Alburgh currently operate K-8 and PreK-8 respectively and tuition out all students in grades 9 – 12 (see figures 1 & 2). All Grand Isle Supervisory Union districts, Existing and Merged, are working together and continue to share collective responsibility for all PreK-12 students in the Supervisory Union and have collectively addressed the Policy Implications of Act 49, Section 3, the creation of a 3 by 1 structure to:

1. **Continue constructing a more sustainable governance structure (per Act 46).**
2. **Continue to refine efficiencies created as a result of consolidated governance.**
3. **Qualify for and receive incentives per Act 49 for the Merged Districts.**
4. **Continue to create optimal learning opportunities for all GISU students.**

### **Existing Districts (i.e. Unmerged Districts):**

Following the successful vote to create the Champlain Islands Unified Union School District (CIUUSD) and the dissolution of the GISU Act 46 Study Committee, the Alburgh School Board and administration continued an intensive period of self-study. A School Based Leadership Team was created to measure the current opportunities available to students at Alburgh, PreK-8. They evaluated their current ability to meet or exceed the



goals set forth in Act 46, Sec. 2. Using the *Vermont Education Quality Standards (EQS)* as benchmarks for existing student opportunities, Alburgh's Leadership team created a "Self-Study Document" (Attachment 1), *Alburgh Community Education Center: Vermont Education Quality Standards Self Study Evaluation*. Further, Alburgh's EQS Self Study Evaluation delineates what stage of implementation they are at for each standard.

The Self Study was a continuation of two years of study by the Act 46 Committee. The Act 46 Committee included five members of the Alburgh School Board and one member of the community as well. Committee work included multiple community surveys and many public forums in all five towns (see GISU Act 46 Study Committee Report). Further, all school board meeting agendas for the past two and a half years have included Act 46, governance, and consolidation related topics for board and public discussion.

In addition to continued examination of the PreK - 6 structure created by the Merged District, the Alburgh School Board concurrently investigated alternative structures with representatives from the Franklin Northwest Supervisory Union and South Hero. Alburgh Board members represented their District at four Franklin Northwest Study Committee meetings in March, June, July and September, 2015. Ultimately, Franklin Northwest SU could not reach consensus on an operating structure/structures and formally disbanded their Act 46 Study Committee.

After several meetings with representatives from the Alburgh School Board, the South Hero School Board continues to examine structural options and are currently considering proposing an Alternative Structure to the Secretary of Education.

The CIUUSD Board and Alburgh School Board remain committed to working with South Hero as does the leadership in the Grand Isle Supervisory Union.

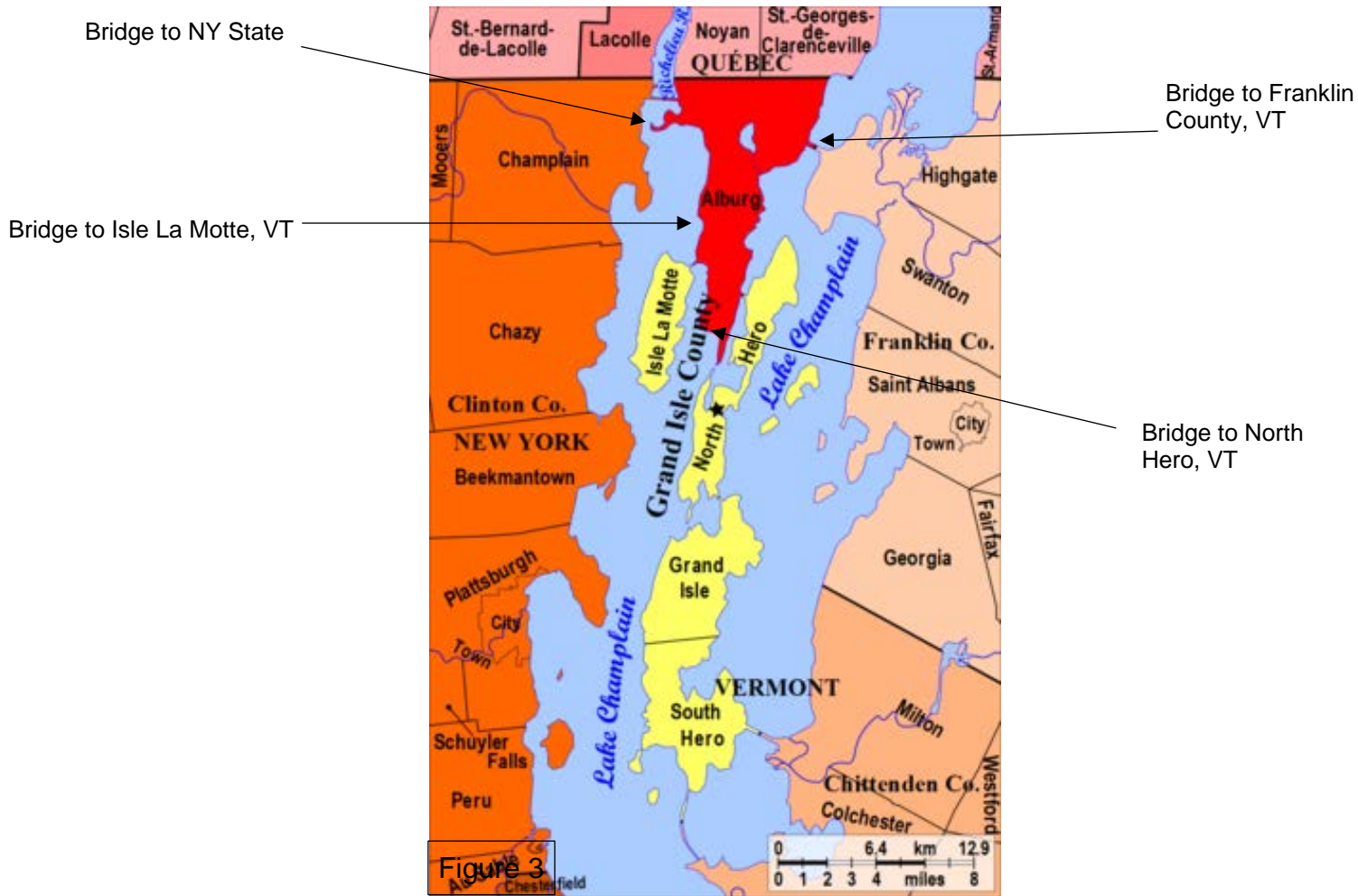
### **Data Supporting 3:1 Organization:**

#### **Geographic Isolation:**

Grand Isle County encompasses approximately 195 square miles, 82 square miles of which are land. The county is "long and narrow" with a north-and-south orientation spanning nearly 29 miles from northern-most to southern-most points. Its widest distance is approximately 7 miles.

The two most distant schools (Folsom School in South Hero and Alburgh Community School in Alburgh) are separated by a geographic distance of nearly 23 miles. While direct door-to-door driving entails 26 miles requiring approximately 36 minutes, other traffic variables (i.e., farm vehicles, drawbridge conditions, tourist volume and construction activities) often result in an hour-long trip.

Alburgh is located in the northern most section of the Champlain Islands in Grand Isle County. It is a peninsula connected by land only to Canada (see Figure 3). There are three four bridges in Alburgh. One bridge connects Alburgh with Rouses Point, NY and another connects Alburgh to Swanton, Vermont. Two smaller bridges connect Alburgh to the islands of Isle La Motte and North Hero.



Travel times from Alburgh to the nearest Vermont communities that receive students in grades 7 -12 have both lengthy transport times and inhospitable routes, particularly in winter.<sup>1</sup> Especially considering that school buses traveling to the three schools, excluding Rouses Point, NY, have to begin bus routes as early as 5:15 AM and exceed an hour and a half (i.e. 90 minutes) in duration (see Figure 4).

<sup>1</sup> The vast majority of secondary students from South Hero attend secondary schools in Chittenden County (only 1 SH student currently commutes to high school in Franklin County).

Travel in Miles / Minutes	Missisquoi Vally Union HS, Swanton	BFA High School, St. Albans	South Burlington School District, SB
Alburgh	20 miles / 60 minutes	25 miles / 105 minutes (reflects newly consolidated bus routes)	52 miles / 95 minutes

Figure 4: Driving distance and times for districts that bus to and from Alburgh

Structural Isolation:

In addition to geographic isolation, Alburgh, which operates a full time PreK program through grade 8 and offers choice in grades 9 -12, is also structurally isolated from surrounding school districts. The nearest neighboring Vermont Supervisory Union is Franklin Northwest SU which is composed of the communities of Swanton, Highgate, Sheldon, Franklin and Missisquoi Valley Union Middle/High School Districts (MVU). Franklin Northwest SU districts have multiple operating systems and only Sheldon offers High School Choice (see Figure 5).

Configurations	Swanton	Highgate	Sheldon	Franklin	MVU Middle / High School
Grades Operated	Kindergarten-grade 6	PreK - grade 6	Kindergarten-grade 8	PreK - grade 6	Grades 7 -12
Secondary	MVU	MVU	Choice	MVU	

Figure 5: Franklin Northwest District Configurations

The Maple Run Unified School District which includes the communities of Fairfield, St. Albans Town and St. Albans City, recently consolidated per Act 46 and became operational on July 1, 2017. All three communities operate grades Pre-Kindergarten through grade 8 and BFA St. Albans is the designated High School (see Figure 6).

	Fairfield	St. Albans Town	St. Albans City
Grades Operated	PreK -8	PreK - 8	PreK – 8
Secondary	BFA St. Albans (Limited choice available to Enosburg HS per articles of agreement)	BFA St. Albans	BFA St. Albans

Figure 6: Maple Run Unified School District Configurations

By entering into a 3:1 with the Champlain Islands Unified Union School District, the Alburgh School District will be able to continue operating within geographic proximity to

other schools in Grand Isle County. Alburgh would also remain poised to continue refining their organization to best support their current structure, all students, families and tax payers, without isolating the district structurally as well.

Consequently, on May 16, 2017, the Alburgh School Board unanimously concluded that the 3:1 is best suited for their school and community and on May 22, 2017, Board Chair, Michael Savage represented the Alburgh School District at the Champlain Islands Unified Union School District Board Meeting where Act 46 compliance efforts and (then) House Bill H513, which paved the way for 3:1 organizational option, were discussed. The CIUUSD School Board concluded that a 3:1 proposal with Alburgh would be the best means of meeting the goals of quality and equity in the region and ensuring fiscal transparency and accountability. Additionally, entering into a 3:1 with Alburgh would make the CIUUSD eligible for financial incentives per Act 46. Following the discussion, a motion to pursue the 3:1 district with Alburgh passed unanimously.

#### Summary of Current Organizational Benefits:

This unanimous conclusion was also based on the work the Grand Isle Supervisory Union and member districts have been doing over the past two years to promote quality and ensure equity in the counties schools. These areas of work within the current organization of the Grand Isle Supervisory Union reinforce the desirableness of an Alburgh / Champlain Islands Unified Union School District 3:1 structure. These activities and initiatives include but are not limited to:

1. The GISU centralizes all professional special education staff and services including administering the IDEA and IDEAB grants. It also includes shared special education staffing, specialists, mentoring, training, assessments, software/licenses and a wide array of instructional materials.
2. The GISU centralizes transportation services and will be implementing more efficient routes / riding times for students when the CIUUSD becomes operational.
3. The GISU centralizes curriculum development, assessments and assessment data as well as related professional development activities for staff members. This work is fully aligned with the curriculum, assessment and technology work and planning that Alburgh has been implementing, refining and constructing a multi-tiered system of intervention and supports around.
4. The GISU centralizes Technology Services most recently completing a comprehensive technology audit and reorganized services to better support technology integration in throughout the districts and across all grade levels (see Attachment 2: GISU Tech Audit).
5. The GISU centralizes Behavioral Support Services and employs two Behavior Support Specialists whose services are shared among districts. These staff members conduct Functional Behavior Assessments, mentor Behavioral Interventionists and provide emergency behavioral services as needed, in the GISU schools.

6. During the 2016 - 2017 school year the GISU participated in the Vermont Agency of Education's Integrated Field Review Pilot and prepared a written response to the feedback inclusive of all GISU districts (see Attachment 3: Integrated Field Review Response Document).
7. The GISU operates Professional Learning Cohorts (PLC's) that are inclusive of administrators and teachers from every school in the GISU. PLC's meet regularly to address the most pressing professional development areas identified through an annual District Capacity Assessment process.
8. The GISU is entering year three of constructing an intervention model of Multi-Tiered System of Supports (MTSS) that supports all learners academically and per Vermont Educational Quality Standards is inclusive of Positive Behavioral Interventions & Supports (PBIS).
9. The GISU centralizes Early Childhood Special Education Services and operates within school based classrooms for 3 and 4 year olds at the Alburgh School and at North Hero School.
10. Alburgh, Isle La Motte and North Hero share part-time professional staff members across three buildings (i.e. Guidance Counselor and Para-educators). Additionally, Alburgh currently hosts student athletes from ILM which mutually beneficial.
11. All teachers and professional staff throughout the GISU share a negotiated master agreement (i.e. teacher contract).
12. Families whose children attend CIUUS schools through sixth grade would have an in-county tuition option at Alburgh, for students in grades 7 & 8, where curriculum is fully aligned to learning experiences, programs, strategies and multi-tiered systems of support (MTSS) in the elementary grades.
13. Given Alburgh's proximity to Rouse's Point, New York, approximately one-third of their high school students attend the Northeastern Clinton Central School District (NCCS) in grades 9 – 12. New York state grants those students who graduate from NCCS in-state tuition rates if they attend a New York State University (SUNY) and 100% tuition for graduates who maintain an A average.

### **Conclusion:**

The goals of the jointly proposed 3:1 structure are aligned with the objectives of Acts 46 and 49. The already Merged District has met the criteria set forth and the boards of the districts and the Supervisory Union and continue to work together taking full responsibility for all Grand Isle County students, PreK-12. As illustrated in Figures 1 & 2, the Champlain Islands Unified Union School District will operate PreK- 6 and tuition students in grades 7-12, Alburgh would continue to operate PreK-8 and tuition students in grades 9-12, thereby having different operating systems as required by Act 49. This 3:1 consolidation will also make the CIUUSD eligible for incentives that will benefit the member communities.

Alburgh is faced with issues related to both geographic and structural isolation that would be mitigated by a 3:1 structure with the CIUUSD (see 1-13 above: *Summary of Current Organizational Benefits*). Alburgh's School Leadership Team and Board clearly outline in their Self Study Document the challenges the district faces in fully meeting and / or exceeding the Vermont Education Quality Standards. Additionally, their self-study process and document reflect planning and growth toward fulfilling each area. More importantly, the districts have a rich history of working collaboratively and have developed culturally responsive schools that successfully support the students and families within Grand Isle County.

Alburgh voters must vote on the proposed joint 3:1 structure on or before November 30th, 2017 and the Board's preference is for a November 7, 2017 vote. A positive outcome in November will bring the districts in the Grand Isle Supervisory Union one major step closer to fulfilling the goals of Act 46 which is critical in addressing issues related to stability in finances, promoting equity among communities and creating a more sustainable governance structured that reflects the districts desire to continue to educate *all* students successfully and in a manner, that reflects local and state priorities.

# Champlain Islands UUSD/Alburgh School District

Act 46/49 3-1 proposal

# SUPPORTING EVIDENCE

- ▶ 1. That the 3-1 structure meets all criteria, other than size criterion e.g., the new UUSD and the Town District are both responsible for PK-12 education of their respective resident students.

CIUSD will operate pK-6, tuition 7-12

ASD will operate pK-8, tuition grades 9-12



# SUPPORTING EVIDENCE

- ▶ 2. The 3-1 structure is better suited to them than forming an SD (a single-district SU)

3 by 1 takes into account the differences between the needs of Alburgh and towns comprising the CIUUSD and provides a path to success for both.

# SUPPORTING EVIDENCE

- ▶ 3. As of town meeting day 2017, the Town District was either:
  - a) Geographically
  - b) Structurally Isolated

## GEOGRAPHY OF THE ISLAND:

Grand Isle County is 29 miles long and surrounded by water on three sides and Canada on the other

There are two access points to mainland Vermont: Alburgh to Swanton and South Hero to Milton

Alburgh and South Hero are closer in Proximity to mainland communities than they are to one another



# SUPPORTING EVIDENCE

- ▶ 4. The 3-1 structure will meet the goals of Act 46

3 by 1 ensures substantial sharing of resources between the CIUUSD and the Alburgh School district, e.g. Special Education, Administration, Transportation, Contracting, CBA.

# SUPPORTING EVIDENCE

- ▶ 5. The Town District has a “detailed action plan” to continue to improve its performance under the Act 46 Goals.

**Alburgh has developed and implemented a detailed action plan for meeting the Act 46 Goals.**