

Grand Isle Supervisory Union  
**CIUUSD Carousel Meeting**  
School Board Special Meeting  
Tuesday, October 9, 2018, at 6:30 p.m.  
Location: North Hero Education & Community Center  
**Agenda**

**CIUUSD Joint Session**

- |   |           |
|---|-----------|
| 1. Call to order (G. Marckres)  | 6:30 p.m. |
| 2. Adjust the Agenda  | 6:31 p.m. |
| 3. Citizens and/or Staff to be Heard  | 6:35 p.m. |
| 4. Consent Agenda (Action)  | 6:40 p.m. |
| a. Approve the minutes from 9/24/2018   |           |
| 5. Reports ( <i>Discussion</i> )  | 6:45 p.m. |
| a. Superintendent's   |           |
| 6. Budget Priorities (M. Clark) ( <i>Discussion</i> )                                     | 6:50 p.m. |
| 7. Audit Update for Local Boards (R. Gess) ( <i>Discussion</i> )                          | 7:05 p.m. |
| 8. Upcoming Inservice (M. Clark) ( <i>Discussion</i> )                                    | 7:10 p.m. |
| 9. Values and Beliefs work update (M. Clark) ( <i>Discussion</i> )                        | 7:15 p.m. |
| 10. Principal Participation (M. Clark) ( <i>Discussion</i> )                              | 7:20 p.m. |
| 11. First Draft of Drawings of Possible Use for GI Space (M. Clark) ( <i>Discussion</i> ) | 7:30 p.m. |
| 12. Setting the Next Agenda (G. Marckres) ( <i>Discussion</i> )                           | 7:35 p.m. |
| 13. Adjourn the CIUUSD Portion of the Meeting (G. Marckres) ( <i>Action</i> )             | 7:35 p.m. |

Note: Executive Session: If discussion warrants, and the Board so votes, some items may be discussed in Executive Session pursuant to VSA 1 §313(a)

***Discussion Items** - Issues the Board needs to discuss and deliberate, but upon which no action is taken at this meeting.*

***Action Items** - Issues that require the Board to make a decision by vote, may have been discussed over several meetings prior to this point.*

***Consent Items** - Routine matters that need no discussion by the Board, but require Board approval. They are grouped together as a single agenda item. Background materials are provided in the Board packet to be reviewed ahead of the meeting. If there are no concerns, they are approved with a single vote. Any member can request the Board remove an item to be discussed and voted on separately. This frees up time at meetings.*

***Information Items [Incidental Information]** - Matters the Board needs to know about, but for which no Board action is needed. The information flow is one way, from presenter to the Board. Questions for clarification are entertained as time allows.*

Grand Isle Supervisory Union  
**Champlain Islands Unified Union School District**

School Board Regular Meeting  
Monday September 24, 2018 at 6:30 p.m.

**Minutes**

**Board Present:** Gary Marckres, Don Bartlett, Jane Zera  
**Community Present:** Chet Bromley and Bridget Brisson  
**Administration Present:** Michael Clark

**Gary Marckres called the meeting to order at 6:37 p.m.**

No adjustment to the agenda

No citizens or staff to be heard

Don Bartlett made a motion to approve the minutes from 8-27-2018 meeting. Jane Zera seconded. Vote 3-0

**Board Business.**

Superintendent Clark shared he met with Black River Design, Principal Thomas, and Mike Ashline regarding the potential reconfiguration of space in the GI school.

Superintendent Clark Shared that he and the administrative team had spend the day with the District Management Group and had worked to develop a work plan to open the new CIUUSD.

Superintendent Clark shared the work plan that was developed with the DMG.

The board reviewed the options for the VSBA to help with policy work for CIUUSD and supported Superintendent Clark reaching out to the VSBA to perform a policy audit.

The Board discussed the first Carousel Meeting of the CIUUSD and decided to hold the first meeting on October 9 2018.

Superintendent Clark reviewed the budget timeline with the board

Gary Marckres made a motion to have Mason Maltais and Nathan Robinson represent the CIUUSD for negotiations. Jane Zera seconded. Vote 3-0

Superintendent Clark shared the value and belief work he is doing within the GISU, including having attended open houses to talk about what the communities valued and believed about education.

For the next agenda

Budget Priorities

Space Update,

Policy Work Update

Negotiations Update

Don Bartlett moved to adjourn the meeting. Jane Zera seconded. Vote 3-0

# Superintendent Report

## October 2018

### **Substitute Pay**

The boards have met and approved changes to substitute pay:

Albough raised pay for substitutes to \$90/day

North Hero raised pay for substitutes to \$100/day

South Hero raised pay for substitutes to \$100/day

Grand Isle raised pay for substitutes to \$100/day

Isle La Motte raised pay for substitutes to \$90/day

### **Board Education—Handling Complaints**

As a board member you may be approached by community members with complaints. It is important for you to be able to address complaints in a way helps resolve the issue and maintains your ability to hear a complaint if it reaches your level. Included in your packet this month is the VSBA's guidance from the Essential Work of School Boards document and the GISU policy for addressing complaints.

### **VSBA Regional Meeting**

I attended the 2018 VSBA Chittenden/Grand Isle and Franklin Regional Meeting on September 5. Secretary Dan French was at that meeting and shared some of his current thinking with the board members in attendance. I have attached the slides he used for his talk. My take away is under Dan's leadership the AOE is going to be more design focused, I took from Dan's talk that he believes education in Vermont is heading into new territory and that solutions which have worked in the past may not be solutions that will work in the future. Dan mentioned several times that he believed the role of the AOE is to be a leadership organization. He talked about working in partnership when possible with the VSBA and the VSA. Dan mentioned that we was considering a restructure within the AOE. On September 11, 2018 the AOE announced that Deputy Secretary Amy Fowler would be leaving the AOE on Friday September 14, 2018.

I have also attached slides that were presented at the meeting which were designed to provide an orientation to Act 173 (Commonly know as the Special Education Restructuring Law). Act 173 represents a major change in how we provide/fund special education services. I think the slides give a nice overview.

### **Principal Goals**

I have requested that principals provide me with 2-3 goals they are working on for the year by September 30<sup>th</sup> and to meet with me to review those goals by October 5<sup>th</sup>. If there is something specific, as a board chair, you think your principal should be working on and would like me to be sure it is part of my conversation with the principal please call me as soon as you.

### **Websites**

We continue to work on rolling out new websites. The new Folsom, GI, and GISU sites are up and live (in some cases the old sites are not down yet). CIUUSD and North Hero are built and ready to go live but there is some technical difficulties with existing websites which need to be addressed before they can go live. Megan DeVinny is working with principals for Albough and Isle La Motte on finalizing those pages.

**VSBIT and VEHI Annual Meetings**

The annual meetings for VSBIT and VEHI are scheduled to take place on the morning of October 19, 2018. Boards can assign a specific member to vote on their behalf, assign a proxy to another person attending the meeting, or assign their proxy to the VSBIT or VEHI board. I will be attending the annual meeting and could be the proxy if boards would like me to. I am however the Superintendent representative to the VSBIT Board of Directors and am on the ballot for this meeting.

## 5.A. HANDLING COMPLAINTS

---

Board members often receive complaints from staff, parents, and/or community members. It is important to have a structure in place to formally respond to these complaints. The steps outlined below will help the Board deal with complaints.

First and foremost, the Board should adopt and utilize a complaints policy and administrative procedures. This clarifies the “Chain of Command” through which complaints are received and responded to. Generally, the complaint is directed first to the teacher for recourse. If not satisfied, the next level would be the principal. The third step is the superintendent. The Board is the final level of appeal.

Individuals often erroneously believe they should register their complaint directly with the Board. It is the Board member’s responsibility to help the complainant use the system below. Board members should not intervene at the first levels of recourse.

**STEP 1:** Complainants are to first bring complaints to the individual concerned.

**STEP 2:** If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issue and supporting facts. If the complaint involves an employee, the individual employee shall be given opportunity for explanation, comment, and presentation of the facts as he/she sees them.

**STEP 3:** If the issue is not resolved by the involvement of the immediate supervisor, the complainant may refer the issue to the Principal for his or her review and decision.

**STEP 4:** In the event the Principal’s review does not lead to a satisfactory resolution, the complainant may submit the issue to the Superintendent for review and decision.

**STEP 5:** If after completing the above steps the complainant feels that he/she was not treated in a manner consistent with policy, or that the Superintendent did not act in compliance with policy, he/she may request in writing to the Board Chair review by the Board at its next regularly scheduled meeting. The Board review shall determine if actions taken by the district were in compliance with policy. This review may take place in executive session if appropriate. If there were no policy violations the matter is deemed closed. However, the Board may consider revising policy for the future. If the Board determines violation of policy it shall instruct the Superintendent to regain policy compliance. Board decisions are final.

## CODE D10 - PUBLIC COMPLAINTS ABOUT PERSONNEL

**Policy**

It is the policy of the Grand Isle Supervisory Union (GISU) to see that complaints about school personnel are considered in a timely manner that is fair to all parties. The District places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints.

**Resolving Complaints**

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the Principal for his or her review and decision. In the event the Principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the Superintendent for review and decision.

In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy (C6).

**Appeal to the Board**

If the above steps do not resolve the concern of the complainant, he/she may request a session of the Board for the purpose of reviewing the Superintendent's decision. If the School Board decides to hear the request of the complainant, it shall invite all parties involved including the appropriate school and supervisory union administrators to attend a meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The Board shall conduct such meetings in a fair and just manner and shall render a decision.

It is the intent of the Board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

*Date Warned:* 9/18/06, 10/2/06, 10/16/06  
*Date Adopted:* 10/16/06  
*Legal Reference:* 16 VSA § 1752 (Suspension, dismissal)  
1 VSA §§ 310 et seq. (Open meetings)  
*Cross Reference:* Board Commitment to Nondiscrimination (C6)

# Act 173 of 2018 Orientation–

An act relating to enhancing the effectiveness, availability, and equity of services provided to students who require additional support

Presentation from the Vermont Agency of Education  
*VSBA Regional Meetings*



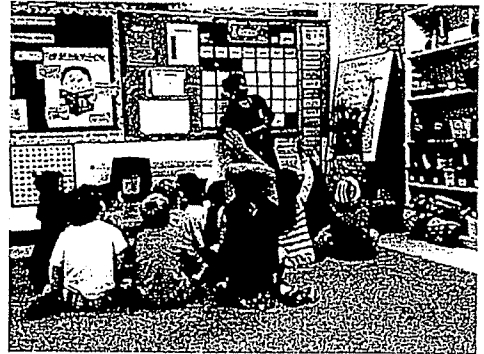
## Agenda

1. Purpose of Act 173
2. History
3. Reports
4. What's Changing and When
5. What's Not Changing
6. Other Items of Note
7. Next Steps



## Purpose of Act 173

The purpose of Act 173 of 2018 is to enhance the effectiveness, availability, and equity of services provided to all students who require additional support in Vermont's schools.



## Using Research to Inform Legislation

- In 2016, the General Assembly directed the Agency of Education (AOE) to contract for two studies.
  1. UVM Study: To evaluate current special education funding model and recommends a model that provides incentives for desirable practices and stimulates innovation in the delivery of services (2016 Act 148 Sec. 3).
  2. DMG Report: The second study compared current practice to best practices for special education service delivery (2016 Act 148 Sec. 4) in 10 representative Supervisory Unions/Supervisory Districts.



## Who is this law intended to support?

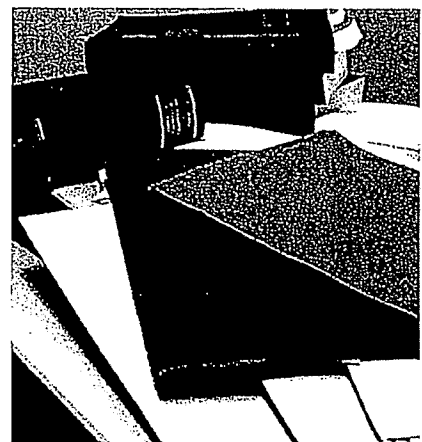


1. Students with an individualized education program (IEP);
2. Students with a 504 plan under the Rehabilitation Act of 1973;
3. Students without an IEP (1) or 504 plan (2) but whose ability to learn is negatively impacted by a disability or by social, emotional, or behavioral needs;
4. Students who are English learners;
5. Students who read below grade level.

## UVM Study- Current Funding System Problems

Stakeholders reported the current funding model to be:

1. Administratively costly for both the state and local SU/SDs
2. Misaligned with current policy priorities of MTSS and PBIS
3. Incongruent in regards to incentives for identification and placement of students
4. Discouraging of cost containment
5. Unpredictable and lacking transparency



## UVM Study- Solutions offered by Census Funding Model



The census model addresses these concerns because it:

1. Allows increased flexibility in the use of funds
2. Allows the use of funds for all students, not just those on IEPs, to provide flexibility for early intervention if needed
3. Is simple and predictable
4. Aligns with the policy priorities of serving students who need additional support in both general and special education



## DMG Report- Opportunities for Improved Service Delivery

The District Management Group (DMG) identified five opportunities for improving services and supports for students who need additional support:

1. Ensure elementary Tier 1 core instruction meets the needs of most students;
2. Provide additional instructional time outside core subjects aligned to the core instruction, to students who struggle, rather than providing interventions;
3. Ensure students who struggle receive all instruction from highly skilled teachers;
4. Create or strengthen a systems-wide approach to supporting positive student behaviors based on expert support; and
5. Provide students having more intensive support needs with specialized instruction from skilled and trained experts.



## What does Act 173 Include?

1. Establishment of an Advisory group to shape proposed rules and procedures
2. A several year transition to the new funding system providing time for rule-making, procedure development and professional learning.
3. Resources to support implementation of the law and professional learning

## Advisory Group

Act 173 creates a census-based advisory group that will meet from September 2018 through June 2021 that has three duties:

1. Advise the State Board of Education on the development of rules to implement the act; (adopted in 2020, in effect 2021)
2. Advise the AOE and supervisory unions on the implementation of the act; and
3. Recommend to the General Assembly any statutory changes necessary or advisable to meet the goals of the act.

## What's Changing: Funding Model

### Today

Special education is funded through a reimbursement system. Overall the state funds 60% of all special education costs through three mechanisms:

- Mainstream Block Grant
- Special Education Expenditure Reimbursement
- Extraordinary Service Reimbursement

### Future

Starting in Fiscal Year 2021 the State will replace Mainstream Block Grant and Special Education Expenditure Reimbursement with a census-based grant.

- The state will set a per student (ADM) amount
- SU/SDs will receive a grant equal to the per student amount times the 3-year average ADM count



## What's Changing: Funding Model

- SU/SDs will use these funds for services outlined in IEPs and to ensure compliance with IDEA fiscal requirements
  - If all IEP requirements are met, SU/SDs can use the funds to provide other services to kids, such as MTSS and other preventative services, that were not allowable for reimbursement under the reimbursement model.
  - All remaining costs will be the obligation of the SU/SD
- Extraordinary cost relief will be available for students with high individual costs at a new threshold of \$60,000 that will increase annually by inflation.



## What's Changing: Independent Schools

Act 173 also addresses special education costs provided to independent schools.

- Independent schools may bill LEAs for costs required by an IEP that exceed the general tuition rates.
- An LEA may receive extraordinary cost reimbursement if the individual students' special education costs at the independent school exceed the threshold for reimbursement.
- Provisions related to independent schools do not go into effect until July 1, 2022.

## What's Not Changing: Funding Model

Some aspects of state special education funding were not addressed by Act 173 and will continue in their current state:

- Annual grant funds for Best/Act 230,
- Annual grants for consultants for students with the most significant and complex disabilities, for student that are blind or visually impaired and for students that are deaf or hard of hearing.
- Essential Early Education grant program that provides SUs with funds for 3-5 year-olds who are eligible for special education will not change.

## Resources for the Transition: Professional Learning in 2018-19



1. Underway- A contract to develop a statewide blueprint/plan for early literacy
2. Underway- A contract to provide regional training for 12 SU/SD for high leverage instructional strategies;
3. Underway- A contract for regional training and technical assistance on building schedules
4. In Procurement: A contract in process for professional learning on effective first instruction for students who struggle in math.

## Resources for the Transition: Professional Learning in 2019-20

This year, the AOE will work with the Advisory Group to develop a state-wide, coordinated professional learning plan for anticipated stakeholder groups:

- **Finance Strand:** SU/SD Special Education Financial Staff
- **Instructional Strand:** SU/SD Instructional Staff including general education and special education
- **Communications Strand:** Community members, particularly those who have children needing support, legislators and educators.

We anticipate a high-level plan being disseminated to stakeholders in November 2018.



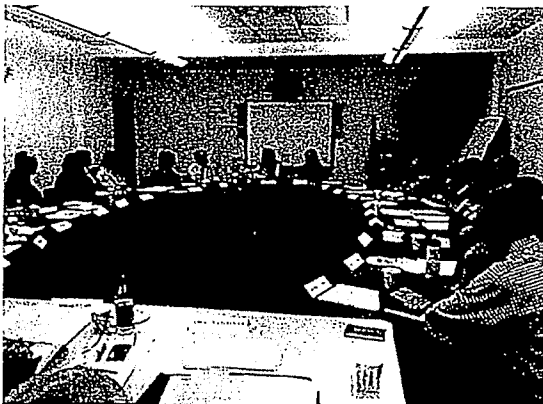
## Resources: Weighting Study

Act 173 directs AOE to contract for a weighting study analyzing factors that should be used to increase the census grant to supervisory unions, based on what may cause an increase in the number of students needing support.

A report of the findings of the study is due to several legislative committees on or before November 1, 2019.



## Closing Thoughts for Board Members



1. Send your questions and concerns to VSBA to inform Advisory Group work
2. Ask your Superintendent about their plans for professional learning in 2019-20 to prepare
3. Include budget items to support professional learning in 2019-20
4. Ask for a presentation on student learning outcomes for students with disabilities

# VSBA Regional Meetings Fall 2018

Secretary Daniel M. French

## Representative vs. Design Strategies

### Representative Strategy

- Used when the new solution is already in the repertoire of solutions, when affirmation of stakeholder values or current practices supersedes the need for change.

### Design Strategy

- Used when an entirely new solution needs to be created; a design team might not be representative, but composed of small group that can rapid prototype, and then the prototype is scaled by stakeholders in real organizational process for refinement and utility.



## Accountability vs. Responsibility

- Accountability can be seen as a state function to ensure quality and equity across the entire system.
- Responsibility can be seen as a local function fulfilled by school boards enacting their fiduciary responsibility to the public:
  - Ensure public funds are handled appropriately
  - Through policy, determine the desired outcomes for students, and ensure the organization obtains these desired outcomes
  - Hold the superintendent responsible for organizational performance and student outcomes

We need to design effective school board governance models and scale them.

## Restructuring the AOE

- The AOE will be restructured somewhat to improve its effectiveness while also being able to provide design leadership for the system.
- New structures, new tools, and new spaces to support "the work"
  - Getting clarity on "the work"
  - New org chart to support the work
  - New tools to visualize the work: help desk/CRM system across the entire enterprise
  - Now evaluating moving to a new building. Space will be leveraged to support the work.
- The AOE will need to use its "convening authority" so that good ideas can be percolated/tested from the field on up, and then scaled responsibly and rapidly across the entire system as best practices.