

Vermont Education Recovery Plan

LEA: Maple Run Unified School District

LEA Recovery Coordinator: William Kimball, Assistant Superintendent

LEA Recovery Team Members: Brett Blanchard (BFA - Principal), Heather Ann O'Dell (FCS - Principal), Joan Cavallo (SACS - Principal), Angela Stebbins (SATEC - Principal), Stephanie Ripley (Early Childhood Programs Director), Alexis Hoyt (MRUSD – Student Supports Director), Andrea Racek (MRUSD – Special Education Director), Kyle Ashton (SACS – Math Coach), Ashlie Olio (BFA – Social Worker), Helen Lanthier (SATEC – Literacy Coach), Kelly Sargent (FCS – School Guidance), Morgan Kane (SACS – School Nurse), Lance Metayer (NCSS – Team Leader), Leeann Wright (NCTC - Director)

Collaborative Stakeholders Represented: See List above. We reached out to DCF, but they did not have someone who could take part. Building level leadership teams have twice reviewed and given revisions to this plan. Students are working at the building level through our student leadership groups to provide input as well as they will be surveyed as we refine the plan. Also, the Maple Run Board will be included for feedback.

Phase 1: Initial Needs Assessment

Submit by April 15, 2021

1. Gather and begin to analyze existing or easily obtainable Student Status, Demographic, and School/LEA Process Data to determine initial, highest priority recovery needs. Pay particular attention to the status of historically marginalized students (students in different racial/ethnic groups, English learners, students with disabilities, students in poverty, migrant students, military-affiliated students, homeless students, students in foster care). Draw on your learning from the data literacy professional development series to consider new and existing data sources for understanding needs.
2. In the corresponding table below, for each of the recovery areas (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success), identify or describe:
 - a. Data sources used.

- b. Interpretation of student needs based on these data sources.
- c. Preliminary thoughts on how to address identified needs.
- d. Whether you would benefit from state partner assistance in this area.

See [Suggested Key Indicators](#) and [QuickScan tool](#) for data sources you may wish to use in determining the status of your recovery areas and Act 173 levers.

Phase 2: Recovery Planning and Implementation

Submit by June 1, 2021

1. It is expected that planning activities will be largely completed by May 15, 2021 (see [Guidance: Education Recovery No.1](#)). This allows ample time to finalize the plan and move toward implementation by June 1, 2021.
2. Based on the needs identified in Phase 1, generate specific strategic actions to address those needs.
3. Develop a Theory of Improvement or Logic Model to link the identified needs to specific activities. Determine steps you will take throughout the year to implement and evaluate the impact of these activities. Consider potential additional future data sources needed to answer emergent questions on student success and wellbeing.
4. Identify the specific human and material resources that will be necessary to implement your strategies and how you will pay for those resources. Refer to AOE guidance on use of ESSER funds and other relevant funding.
5. In the corresponding table below, for each of the Key Student Indicators (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success) identified for recovery planning describe
 - a. identified student needs.
 - b. the selected strategies and activities, including any problems of practice to be addressed.
 - c. the logic model underlying their selection.
 - d. your plan for implementation and evaluation of your activities.
 - e. the resources you will need to enact this plan and how you intend to pay for those resources.

Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools, Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

Table 1 - Phase 1: Initial Needs Assessment

| Recovery Domain | Data used | Interpretation of data | Preliminary ideas re how to address need, Request assistance? (Y/N) |
|---|--|--|---|
| <p><i>SEL, Mental Health and Well-Being</i></p> | <p>Staff survey of every child in the district SWIS data SCCATE Data Rule 4500 documentation Referrals to SAP The role of our SROs DCF custody Changes/Placements Homelessness Alternative Placement Data Residential Placements Parent Survey e-Deca YRBS (2019) AOE's Quick Scan for Education Recovery</p> | <p>Our numbers were high in this area before COVID and COVID taught us ways to improve and highlighted areas to focus on.</p> <p>What did we do this year that brought areas down? (SWIS Data, HHBs, etc.)</p> <ul style="list-style-type: none"> • Explicitly teaching the skills • Explicitly teaching the expectations • Students do better with fewer transitions prek-12 <p>Smaller group sizes had a positive impact.</p> <p>Significant reduction in the need for physical interventions</p> <p>Fewer students identified as homeless.</p> | <ul style="list-style-type: none"> • District Leadership Committee <ul style="list-style-type: none"> ○ Provide shared leadership. ○ Design and monitor system implementation <ul style="list-style-type: none"> ▪ Equity ▪ SEL/Mental Health ▪ Engagement ▪ Structural changes that support the school community (fewer transitions, later start time, smaller class sizes, restorative practices) • Development of SEL curriculum <ul style="list-style-type: none"> ○ PreK-12 aligned competencies. ○ MTSS alignment (develop 3 tiers of instruction) ○ Standards of practice for teachers • Need SEL data collection system link to individual student, staff and family. <ul style="list-style-type: none"> ○ Survey tool to link to student, staff and parent data. ○ Equity and inclusion data • Instructional system for SEL <ul style="list-style-type: none"> ○ Explicitly teaching the skills |

| Recovery Domain | Data used | Interpretation of data | Preliminary ideas re how to address need, Request assistance? (Y/N) |
|-----------------|-----------|------------------------|--|
| | | | <ul style="list-style-type: none"> ○ Explicitly teaching the expectations ○ Focus on building relationships. <ul style="list-style-type: none"> ▪ IIRP ▪ Conscious Discipline ○ Make SEL a shared MRUSD Value PreK - 12 <ul style="list-style-type: none"> • Professional Development for SEL <ul style="list-style-type: none"> ○ Give all staff PD (i.e. IIRP, CD, RC) ○ SEL is a prerequisite to academics. ○ SEL Coaching & accountability • Upgrade our facilities to meet current guidelines for Health and Safety (HVAC, spacing and hygiene) <p>We do not request AOE assistance in this.</p> |

| Recovery Domain | Data used | Interpretation of data | Preliminary ideas re how to address need, Request assistance? (Y/N) |
|---------------------------|--|---|--|
| <i>Engagement/Truancy</i> | <p>30% engagement concerns for the district (37%-42% engagement concerns at SACS and SATEC).</p> <p>Attendance data/truancy data</p> <p>2020 How are VT's Young Children and Families? Report</p> <p>Behavior data</p> <p>Staff survey of every child in the district</p> <p>AOE's Quick Scan for Education Recovery</p> | <p>Implication is that engagement needs to increase in the classroom, which is in part Tier 1 instruction. We need to also look at the barriers of why students are not in school or participating and find ways to support these students.</p> <p>Look at transportation availability (especially at HS) and how that could impact engagement and attendance.</p> <p>Look at before, after, & summer school opportunities for students to help motivate them to come to school.</p> <p>How does the start time impact student engagement?</p> <p>52% of children under 6 living in poverty</p> | <p>Access to food, 1:1 computing, providing supplies (equity)</p> <p>Increase community voice in decision making.</p> <ul style="list-style-type: none"> • Complete student, parent, and staff surveys. <p>Increase flexible pathways and add content credit for graduation.</p> <p>Enrichment for those doing well.</p> <p>Inclusion of all -Ask the students-student voice - BIPOC, Ability, LBGTQ, Poverty - same access for all - remove barriers for all.</p> <p>Access to athletics, afterschool, clubs, before-school care</p> <p>Increase use of PLP for meeting graduation requirements.</p> <p>Increase home-school connection and supports (more home school coordinators) to work with families.</p> <p>Internet support for those without.</p> <p>Full day PreK in all schools</p> |

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| | | | <p>Connect students with a safe adult (teacher) incoming 9th grade (Advisory building)</p> <p>Seek ways to give students choice in learning- flexible pathways (middle school, enrichment blocks)</p> <p>Family outreach- opportunities to build community of learning (prek-8). Events to engage families. PreK Flexible service delivery</p> <p>Parents join 9th graders to tour the building and have a culminating community building event (BBQ).</p> <p>Provide transportation and personnel to reduce barriers to provide wrap arounds services to attend schools.</p> <p>Flexible learning platforms (i.e. students who did well with remote learning)</p> <p>We do not request AOE assistance in this.</p> |
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| Recovery Domain | Data used | Interpretation of data | Preliminary ideas re how to address need, Request assistance? (Y/N) |
|--|--|--|--|
| <p><i>Academic Achievement and Success</i></p> | <p>Varied/inconsistent Local common assessments</p> <p>SBAC data</p> <p>iReady, Lexia scores, Fountas & Pinnell</p> <p>Anecdotal</p> <p>Staff survey of every child in the district</p> <p>AOE’s Quick Scan for Education Recovery</p> | <p>We lack high quality common assessments that help us make instructional decisions (anecdotal data); academic achievement gaps are present in historically marginalized populations, and COVID has exacerbated this (academic data); could we expand extended day/extended year programming for these populations? (this is intertwined with transportation issues and the availability of mental health support); getting us back in the building is a key; we need to start hiring now.</p> <p>Need a common curriculum to establish “grade level”. Have common ways to deliver that through tier 1. District -wide formative assessments.</p> <p>This is the core issue. Lets get Math and Literacy solid prek-12 - Curriculum, Instruction and Assessment.</p> <p>More PreK time for some families/More time for any students when needed or identified.</p> <p>Professional Development and Coaching to support Curriculum.</p> | <ul style="list-style-type: none"> • District Leadership Committee <ul style="list-style-type: none"> ○ Provide shared leadership. ○ Design and monitor system implementation • Need content curriculum. <ul style="list-style-type: none"> ○ PreK-12 Proficiencies aligned horizontally & vertically. • Need data collection system link to track student performance (benchmark, progress monitoring, summative) <ul style="list-style-type: none"> ○ Off-the-shelf assessment tool ○ Data teams and data system to monitor achievement. • Instructional system for content area <ul style="list-style-type: none"> ○ Explicitly teaching the skills ○ Explicitly teaching the expectations ○ PreK-12 alignment ○ Built upon National Standards ○ Program Alignment ○ Develop the three Tiers of Instruction <ul style="list-style-type: none"> ▪ Researched based forms of Interventions (i.e. LLI, Read 180) ▪ Create high engagement interventions with student input. ▪ Provide enrichment. |

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| | | | <ul style="list-style-type: none"> ▪ Develop additional instruction opportunities before, after & summertime for students. • Professional Development for content areas <ul style="list-style-type: none"> ○ Give teacher PD in instructional methods. ○ How to integrate SEL and academics at different grade ranges ○ Content Area Coaching ○ Train teachers in UDL across all areas and grade levels <p>We do not request AOE assistance in this area.</p> |
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Table 2-Phase 2: Recovery Planning and Implementation

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| <p><u>Maple Run Mission:</u> The Maple Run Unified School District is where inquiring minds, compassionate hearts, creative expression, healthy lives and service to the community develop so all can learn, achieve and succeed.</p> | | | | | | | | | |
| <p><u>Core Values:</u></p> <table><tr><td>Children, first and foremost;</td><td>Joy and curiosity;</td><td>Flexibility and adaptability;</td></tr><tr><td>Safety and security;</td><td>Relevance and rigor;</td><td>Respect and diversity;</td></tr><tr><td>Collaboration and relationships;</td><td>Independence and perseverance;</td><td>Accountability and integrity;</td></tr></table> <p>And commit to provide equity in access to a quality education.</p> | Children, first and foremost; | Joy and curiosity; | Flexibility and adaptability; | Safety and security; | Relevance and rigor; | Respect and diversity; | Collaboration and relationships; | Independence and perseverance; | Accountability and integrity; |
| Children, first and foremost; | Joy and curiosity; | Flexibility and adaptability; | | | | | | | |
| Safety and security; | Relevance and rigor; | Respect and diversity; | | | | | | | |
| Collaboration and relationships; | Independence and perseverance; | Accountability and integrity; | | | | | | | |
| <p><u>Theory of Action:</u> If every MRUSD community member commits to ensuring we support all students’ social emotional learning and wellbeing, provide an educational environment that is engaging and safe for all and provide learning opportunities for all students to reach proficiency then all students in Maple Run will be able to achieve and succeed after their time in our school system.</p> | | | | | | | | | |
| <p><u>Evidence to Measure Success:</u></p> <ul style="list-style-type: none">• Staff, student, and parent climate surveys• Attendance data in both school and co-curricular events• Local, state, and national academic data• Graduation rates and post-secondary success data | | | | | | | | | |
| <p><u>MRUSD Staff actions we want to enhance:</u></p> <ul style="list-style-type: none">• Taking the time to build relationships with students and each other.• Engaging students and families in meaningful learning activities and events.• Create a welcoming climate for all and provide supports for everyone’s needs.• Create a common MRUSD curricula across all content areas and provide feedback to all to increase growth.• Create a climate of continual learning and growth for all Maple Run community members, students, staff, and parents. | | | | | | | | | |

Format of the plan

The Maple Run Envisioning Plan describes three school years and an extra summer session of recovery and rejuvenation work for the school district. The structure of each domain has standard components that identify a theory of action, describe data measures we will use to gauge our success, establish actions for all adults in Maple Run, and name strategies we will employ to improve our students' success. Following these sections is a proposed timeline for the implementation of the different strategies within each domain.

This plan is at a macro level. The envisioning committee intends to pass the planning and implementation authority and responsibility to other district groups to create plans, carry them out, evaluate and adjust as we implement our work over the next three years. Therefore, each strategy will need its mini action plan. Our first step is to bring together educators from across the district to create these plans and share them with the envisioning team and the entire community. It is the responsibility of the envisioning team and the MRUSD leadership team to coordinate the work across the domains and ensure the implementation rate is at a pace that will allow for meaningful work for all staff and a deep comprehension and skill level for each staff member.

Domain: SEL, Mental Health, and Well Being

Theory of Action:

If every MRUSD employee commits to fostering a climate that is compassionate to ourselves and others then all students and staff will feel safe and valued, increasing their ability to learn, teach, and demonstrate resilience.

We will do this by

- developing PK-12 SEL competencies for students and staff,
- providing professional development and supports to allow every MRUSD employee to achieve the competencies and support students to achieve them
- creating a district-wide implementation of RP that allows for a compassionate and therapeutic climate that promotes growth and learning for all members of the MRUSD community.

Evidence to Measure Success:

- Staff and student climate assessments multiple times throughout the year (minimum of 3 times/year)
- Review of attendance of both staff and students (multiple times throughout the year)
- Behavioral data (multiple times throughout the year)
- Goals from Supervision and Evaluation system (all staff). All staff to identify at least 1 goal related to SEL or RP for their own professional development.

MRUSD Staff actions we want to enhance:

- Taking the time to build relationships with students.
- A belief and dedication that focusing on relationships first and foremost will enhance the learning of every student.
- Having the skills and professional development to support RP across all MTSS levels.
- Staff will increase their understanding of equity and bias to create an equitable climate for every student.
- All staff will know how to recognize implicit bias and have the skills to create a safe and equitable learning environment.

We will accomplish this by:

IIRP Implementation Plan:

- Have a steering committee create a plan to fully implement IIRP across Maple Run
- Define the minimum standard of practice we want to see in all learning environments for 2021-22 school year and provide Professional development.
- Establish IIRP trainers in every building and plan to have a robust team across the district by 2025

Develop and implement SEL curriculum and Professional Development System

- Aligned district definition of SEL by Aug. 2021
- Develop Pk-12 competencies for MRUSD with guide.
- Continue Trauma and Resiliency PD for all.
- Expand equity training to district wide for all.
- Develop PD calendar for SEL and opportunities to include coaching

Upgrade our facilities to meet current guidelines for Health and Safety (HVAC, spacing and hygiene)

- Conduct a facility needs assessment of all MRUSD Campuses.
- Determine the highest needs area within MRUSD and renovate.

| SEL, Mental Health, and Well Being Timeline | Su. 21 | F. 21 | Sp. 22 | Su.22 | F. 22 | Sp. 23 | Su. 23 | F. 23 | Sp. 24 | Su. 24 |
|---|--------|-------|--------|-------|-------|--------|--------|-------|--------|--------|
| Have a steering committee create a plan to fully implement IIRP across Maple Run | | | | | | | | | | |
| Define the minimum standard of practice we want to see in all learning environments for 2021-22 school year and provide Professional development. | | | | | | | | | | |
| Establish IIRP trainers in every building and plan to have a robust team across the district by 2024 | | | | | | | | | | |
| Develop and implement SEL curriculum and Professional Development System | | | | | | | | | | |
| Aligned district definition of SEL by Aug. 2021 | | | | | | | | | | |
| Develop Pk-12 competencies for MRUSD with guide. | | | | | | | | | | |
| Continue Trauma and Resiliency PD for all. | | | | | | | | | | |
| Expand equity training to district wide for all. | | | | | | | | | | |
| Develop PD calendar for SEL and opportunities to include coaching | | | | | | | | | | |
| Conduct a facility needs assessment of all MRUSD Campuses. | | | | | | | | | | |
| Determine the highest needs area within MRUSD and renovate. | | | | | | | | | | |

Domain: Engagement/Truancy

Theory of Action:

If we develop and implement a District Curriculum that includes *Universal Design Learning Curriculum/Instruction* for tier 1, *Standards of Practice* in academic areas and SEL for teachers, and support students who have barriers to access learning then students will be better prepared to fully engage in their learning and academic progress.

Evidence to Measure Success:

- Measure student engagement by:
 - Common local assessments by subject/grade/course
 - Higher rate of attendance
 - Higher engagement in extracurricular activities
 - Common reporting system for KP-12 (standards and proficiencies)
- Look at tracking ways we can improve and increase family engagement

MRUSD Staff actions we want to enhance:

- Teachers will implement a common PK-12 district curriculum, using identified standards of practice in both academics and SEL that have strong instructional components of UDL.
- Teachers will learn how to help guide students in their own learning.
- Adults will meaningfully engage families knowing families can have a positive impact on student learning. Taking into account individual students learning needs and hopes and dreams.

We will accomplish this by:

- Embedding Universal Design for Learning across MRUSD's instructional environment.
 - Develop UDL standards of practice and professional development for staff.
 - Develop district instruction based on UDL.
- Develop curricula and standards of practice for all content areas (includes SEL).
- Provide content PD through coaching.
- Provide Transportation for all students.
- Provide summer and afterschool interested based engagement opportunities for student PK – 12.
- Increase family engagement opportunities.

| Engagement/Truancy Timeline | Su. 21 | F. 21 | Sp. 22 | Su.22 | F. 22 | Sp. 23 | Su. 23 | F. 23 | Sp. 24 | Su. 24 |
|---|--------|-------|--------|-------|-------|--------|--------|-------|--------|--------|
| Embedding Universal Design for Learning across MRUSD's instructional environment. | | | | | | | | | | |
| Develop UDL standards of practice and professional development for staff. | | | | | | | | | | |
| Develop District Curricula based on UDL. | | | | | | | | | | |
| Develop Curricula and Standards of Practice for all content areas (includes SEL). | | | | | | | | | | |
| Provide content PD through coaching. | | | | | | | | | | |
| Provide Transportation for all students. | | | | | | | | | | |
| Provide summer and afterschool interested based engagement opportunities for student PK – 12. | | | | | | | | | | |
| Increase family engagement opportunities. | | | | | | | | | | |

Domain: Academics

Theory of Action:

If we collaboratively develop a common curriculum PK-12, supported by an instructional coaching model and a usable data collection system including the following specific components: common benchmarks and progress monitoring; sustained, embedded, and differentiated professional development in Universal Design for Learning; a consistent tiered intervention system/program across the district; extended learning opportunities (intervention and enrichment, before and after school); and district-wide structured common collaboration time for educators then teachers/administrators/will provide universally designed and data-informed instruction using a clearly articulated and aligned PK-12 curriculum and students will have equitable access to education and achieve at higher levels.

Evidence to Measure Success:

- Disaggregated SBAC scores in ELA and math
- Newly Developed Common Local Assessments (In Progress) based on established benchmarks

MRUSD Staff actions we want to enhance:

- Utilize a common curriculum PK-12.
- Utilize a set of common benchmarks and local assessments.
- Utilize Universal Design for Learning
- Utilize Benchmarks in content areas (High Leverage Standards)
- Adoption/creation of a unified instructional coaching model
- Teacher understanding of use of data in instructional decision making.

We will accomplish this by:

- Identify and adopt MRUSD High Leverage Standards in Content Areas.
- Develop common curricula: Math, Literacy, Science, Social Studies, Unified Arts.
- Refine Common Local Assessment Plan.
- Adopt Standards of Practice by Curriculum committees and across the teaching profession to align with our feedback system for staff.
- Create our instructional coaching paradigm around research based coaching practices.
- Provide summer and afterschool interested based learning opportunities with embedded academic skills for student PK – 12.
- Create a common reporting system to parents across all schools.

| Academic Timeline – Each content area might have an adjust timeline | | Su. 21 | F. 21 | Sp. 22 | Su.22 | F. 22 | Sp. 23 | Su.23 | F. 23 | Sp. 24 | Su.24 |
|--|----------------|--------|-------|--------|-------|-------|--------|-------|-------|--------|-------|
| Create curriculum template that identifies the components for all content areas | | | | | | | | | | | |
| Identify and adopt MRUSD High Leverage Standards in Content Areas. | Math | | | | | | | | | | |
| | Literacy | | | | | | | | | | |
| | Science | | | | | | | | | | |
| | Social Studies | | | | | | | | | | |
| | UA | | | | | | | | | | |
| Develop common curricula: Math, Literacy, Science, Social Studies, Unified Arts. | Math | | | | | | | | | | |
| | Literacy | | | | | | | | | | |
| | Science | | | | | | | | | | |
| | Social Studies | | | | | | | | | | |
| | UA | | | | | | | | | | |
| Create Common Local Assessment Plan. | Math | | | | | | | | | | |
| | Literacy | | | | | | | | | | |
| | Science | | | | | | | | | | |
| | Social Studies | | | | | | | | | | |
| | UA | | | | | | | | | | |
| Adopt Standards of Practice by Curriculum committees and across the teaching profession to align with our feedback system for staff. | Math | | | | | | | | | | |
| | Literacy | | | | | | | | | | |
| | Science | | | | | | | | | | |
| | Social Studies | | | | | | | | | | |
| | UA | | | | | | | | | | |

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| Create our instructional coaching paradigm around research based coaching practices. | | | | | | | | | | |
| Provide summer and afterschool interested based learning opportunities with embedded academic skills for student PK – 12. | | | | | | | | | | |
| Create a common reporting system to parents across all schools. | | | | | | | | | | |

Acronyms

| | | |
|--|---|---|
| <p>AOE – Vermont’s Agency of Education</p> <p>BFA – Bellows Free Academy</p> <p>BIPOC – Black, Indigenous, People of Color</p> <p>CD – Conscious Discipline</p> <p>DCF – Department of Children and Families</p> <p>e-Deca – Advanced behavioral health data</p> <p>ELA – English Language Learners</p> <p>FCS – Fairfield Center School</p> <p>Fountas & Pinnell- Local Literacy Assessment</p> <p>HHB – Hazing, Harassment, and Bullying</p> <p>LEA – Local Educational Agency</p> <p>Lexia – Local Literacy Assessment</p> <p>HVAC – Heating, Ventilation, Air Conditioning</p> <p>IIRP - International Institute for Restorative Practices</p> | <p>iReady – Local Math assessment</p> <p>LGBTQ - Lesbian, Gay, Bisexual, Transgender and Queer or Questioning</p> <p>LLI – Leveled Literacy Intervention</p> <p>MRUSD – Maple Run Unified School District</p> <p>MTSS – Multi-Tiered Systems of Supports</p> <p>NCTC -Northwest Career and Technical Center</p> <p>PD – Professional Development</p> <p>PLP – Personalized Learning Plan</p> <p>PreK – Pre-Kindergarten – for 3 and 4-year-old students</p> <p>RC – Responsive Classroom</p> <p>RP – Restorative Practices</p> <p>SACS – St. Albans City School</p> <p>SAP – Student Assistance Program – supporting students mental and physical health</p> | <p>SATEC – St. Albans Town Educational Center</p> <p>SBAC – Smarter Balanced Assessment Consortium</p> <p>S-CCATE – Used to show progress in how a school is becoming trauma-informed – filled out by staff</p> <p>SEL – Social, Emotional Learning</p> <p>SRO – School Resource Officer</p> <p>SWIS data – Student behavioral data tracking system to track and support student improving their school conduct</p> <p>UA – Unified Arts</p> <p>UDL – Universal Design for Learning</p> <p>VT – Vermont</p> <p>YRBS – Youth Risk Behavioral Surveillance System</p> |
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