

Grand Isle Supervisory Union
CIUUSD Regular Meeting
School Board Regular Meeting
Tuesday, March 12, 2019, at 6:30 p.m.
Location: North Hero Education & Community Center
Agenda

Call to Order

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| 1. Call to Order (M. Clark) | 6:30 p.m. |
| 2. Board reorganization (Action) | 6:31 p.m. |
| 3. Adjust the Agenda | 6:51 p.m. |
| 4. Citizens and/or Staff to be Heard | 6:55 p.m. |
| 5. Consent Agenda (Action) | 7:00 p.m. |
| a. Approve the minutes from 1/8/2019 and 1/18/2019 | |
| 6. Reports | 7:05 p.m. |
| a. Superintendent's | |
| b. Financial | |
| i. Transition Grant Update | |

Board Business.

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| 7. Review of required policies (Sue Ceglowski)(Discussion) | 7:10 p.m. |
| 8. Approve the Continuous Improvement Plan (M. Grube)(Action) | 7:50 p.m. |
| 9. Intradistrict Choice and policy (M. Clark) (First Reading) | 8:05 p.m. |
| 10. GISU Space Update/Lease Agreement (M. Clark) (Action) | 8:15 p.m. |
| 11. Transition Grant figures (M. Clark)(Discussion) | 8:25 p.m. |
| 12. Approve Tyler Investment Summary (R. Gess)(Action) | 8:35 p.m. |
| 13. Clinician Job Description (M.Clark) (Discussion) | 8:36 p.m. |
| 14. Other | |

Closure

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| 15. Setting the next agenda (Discussion) | 8:40 p.m. |
| 16. Adjourn | 8:45 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.

Annual Reorganization Meeting Checklist

PRE-MEETING ACITIVITY

- ☐ All board members elected at the annual school district meeting take oath of office (*usually by the town clerk*)
- ☐ Board members review the Essential Work of the School Board

MEETING

- ☐ Superintendent calls the meeting to order and facilitates the election of the board chair
- ☐ Elections & Appointments
 - Officers
 - Board Chair (ONLY one)
 - Once the chair is elected, he/she facilitates the remainder of the meeting.
 - Vice Chair (optional, but best practice)
 - Clerk
 - Supervisory union board representatives (if necessary)
 - Committees
 - Distribute the standing committee charges
 - Discuss and/or make changes to the charges
 - Appoint board member(s) to each committee
- ☐ Operational decisions
 - Set regular board meeting schedule
 - Schedule annual board work session (retreat)
 - Designate places for posting meeting agendas & minutes
 - Agree on whether to use Robert's Rules for Small Boards
 - Discuss and adopt Code of Ethics
 - Identify communications practices
 - Discuss board development opportunities and attendance
 - Discuss local and statewide education advocacy responsibilities
 - Designate newspaper for notification of meetings

Reminder: An elected board member may NOT be paid for any services within the supervisory union/supervisory district unless they have authorization from the Vermont Secretary of Education.

CODE B3R - VSBA CODE OF ETHICS FOR SCHOOL BOARD MEMBERS

A school board member has no legal powers or authority unless acting at a school board Meeting or acting for the school board after it formally grants power to act on its behalf. A school board member should perform the duties of a school board member in a manner consistent with this Code of Ethics.

Board Governance

1. Attend all regularly scheduled board meetings, insofar as possible, and review study materials about the issues to be considered on each agenda.
2. Set goals for the school system and establish policies to direct its administration.
3. Maintain confidentiality of discussion conducted in executive session and of other privileged information.
4. Abide by board decisions regardless of how individuals voted.
5. Act only as a member of the board and do not assume authority as an individual in school matters when the board is not in session.
6. Be familiar with and observe Vermont education laws.
7. Listen to legal counsel and constructive criticism to protect the board and the school system from liability.

Board-Administration Relations

1. Give school officials authority commensurate with their responsibility, work through the properly appointed school officials according to the school system's organization and policies, and support school officials in the performance of their duties.
2. Expect the superintendent to keep the board adequately informed through regular written or oral reports and hold the superintendent accountable through an annual job performance evaluation.
3. Refer complaints, requests, and concerns to the superintendent or other appropriate staff member.
4. Use the chain of command and avoid making commitments or promises that compromise the board, administration or the school system.
5. Listen to the recommendations of the superintendent and staff before making decisions and provide advice and counsel to the superintendent.
6. Recognize that a board member's responsibility is to see that schools are well run, but not to run them.

Board Member Relations

1. Retain independent judgment and refuse to surrender that judgment to individuals or special interest groups.
2. Voice opinions responsibly, maintain good relations with other board members, respect other board members' rights and opinions, and make no disparaging remarks, in or out of the board meeting, about other board members or school staff. Instead, express opinions in a professional, fair manner.
3. Accept the responsibility to secure facts before arriving at conclusions.
4. Expect more time to be spent on educational programs and procedures than on business details at board meetings.

Personnel Relations

1. Support employment of the best qualified people as school staff and insist on regular, impartial evaluation of all staff.
2. Hire no superintendent, principal or teacher already under contract with another school unless assurance is first secured from the proper authority that the person can be released from contract.

Community Relations

1. Represent the entire community and vote for what seems best for the children and youth of the school system.
2. Interpret the attitudes, wishes and needs of the community to school staff and communicate the aims, methods and goals of the schools to the community.
3. Create an environment that fosters community participation and involvement.

Conflict of Interest

- a. Refrain from using board membership for political, personal or business advancement.
- b. Recognize conflicts of interest and avoid being placed in a position of conflict of interest in hiring, letting bids, approving contracts and other financial affairs of the school system.

Board Preparation and Training

- a. Be informed about educational issues by individual study and through participating in programs providing needed information, such as those sponsored by the Vermont and National School Boards Associations.
- b. Take advantage of opportunities to improve your knowledge and to build your skills as locally elected members of school governing boards.
- c. Associate with board members from other schools to discuss school problems and cooperate in the improvement of public school conditions.
- d. Provide assistance to new school board members and make sure adequate orientation and training opportunities are offered them.

Grand Isle Supervisory Union
CIUUSD Carousel Meeting

School Board Regular Meeting

Tuesday, January 8, 2019

Minutes

Board Present: Gary Marckres, Nathan Robinson, Mason Maltais, Don Bartlett (arrived 6:50 pm)

Administration Present: Michael Clark, Rob Gess, Lauren Thomas, Joe Resteghini

Public Present: Michele Weaver, Tim Maxham, Aaron Josinsky, Anne Brabazone, Hannah Mahar, Vikki Peters, Tracy Pearson, Cynthia Broadfoot, Betsey Gouthier, Michael Inners, Rachael Wallace-Brodur, Lindsey & Lily Blodget, Catherine & Stephen Joachim, Dorothy Sacca, David Hansen, Amy Thompson, Michael Talbot, Bridget Brisson, Bill & Ellen Dorsch, Jennifer Gariety, Kimberly Cohen

1. Call to Order - Gary Marckres called to order at 6:34 pm.

2. Adjust the Agenda -

- a. CIUUSD Elected Seats
- b. Special Meeting for Warning the Budget. Rob Gess is disputing equalized pupil count. No tax rate can be determine without accurate equalized pupil count. The last day to warn is Feb 3.

3. Citizens and/or Staff to be Heard-

- a. Anne Hansen (Grand Isle)- concerned about proposals: reduce library/tech, and guidance are unacceptable in the Grand Isle building in order to share with the other two buildings. Equity should be provided for each school- all students should have equitable resources. No student will benefit if highly effective library/tech program is dismantled.
- b. Cynthia Broadfoot (Grand Isle)- ask that there are thoughts on the library impact studies. Looking at the importance of full time librarians on the success of students and literacy. She will share her research into these studies with the board.
- c. Hannah Mahar (2015 Grand Isle graduate)- fully support what has been said and gave personal testimony to Grand Isle library/media program.
- d. Rachel Wells-Brodur (Grand Isle)- Agree with all that has been said and hoping to reconsider the reduction in library/media. It is important to students to have this opportunity. Use as a model instead of a reduction.
- e. Dave Hansen (Grand Isle)- reiterate the importance of the library in the school by sharing testimony to his son's experience with Anne.
- f. Mike Talbot (Grand Isle)- echo sentiment of everyone else. Was on act 46 consolidation committee- feels they were pushed into the consolidation. Money and cutting costs was not the focus, improve academy equity preached and cutting resources at Grand Isle school is ludacris. Understand the importance of budgets, but not at the expense of students.
- g. Betsey Gauthier (Grand Isle)- sad that Grand Isle kids may miss out on the opportunities of having a full time librarian and counselor.
- h. Vikki Peters (Isle La Motte)- petition for daughter (currently in Pre-K at North Hero) to continue staying in North Hero school and possibly have son to come over to North Hero School to keep the siblings together. The after school programs offered at North Hero School help with the work schedule.

- i. Tracy Pearson (Grand Isle teacher)- colleague that needs help the most from Anne. She is a resource for the teachers within the school.
- j. Stephen Joachim (Grand Isle)- learned through Act 46 meetings and the idea what that it would be more equitable. Thought there would be extracurriculars and languages offered. Parents are not seeing the languages and extracurriculars that came with cost savings.
- k. Amy Thompson (Grand Isle)- offered testimony of a parent. Her child is more interested in science and math and not the library program. Anne helped him find the love of library. Thought Act 46 was supposed to be a good thing and it is not turning out that way and finds the cuts being made scary.
- l. Lindsey Blodgett (Grand Isle)- shared testimony of a parent how helpful Anne is to her and her children.
- m. Gary Marckres asked the administration to run through the recommendation as to why they have proposed the budget
 - i. Michael Clark thanked everyone for their comments. This is the first meeting to talk about the staff recommendations, so it is the best time for community involvement. CIUUSD is made up of three individual buildings that currently have 1.3 FTE of library services. There is 1.0 at Grand Isle, and .2 at North Hero and .1 at Isle La Motte. There is a variety of expertise and Grand Isle has only librarian who really has skills and licensing to be librarian. Grand Isle school will go from 174 to 120 students. That is a loss of 54 students in the building. This creates some opportunity to look at resources. One proposal is 1 FTE librarian that will be shared with 3 days at Grand Isle, 1 day in North Hero and 1 day Isle La Motte. This includes having a library assistant to help supplement when librarian is not there. See lots of opportunity in proposed model. Scheduling explained- library class time would remain the same. Teacher collaboration will shift. Instead of 1:1 planning with teachers, it would be a collaborative meeting with all teachers at that grade level. Trying to make sure all students in CIUUSD can have equal quality education. Gary Marckres reiterated point that during Act 46 study, there was a lot of focus on increased programming. Does not recall having a focus of savings in money. There are no longer individual districts, it is a unified district. Gary Marckres invited Anne Brabazone, Library/Media teacher from Grand Isle School to share her perspective.
 - ii. Anne Brabazone shared her background of hiring. Anne shared her idea that relationship is the foundation of everything. She is going to miss opportunities to build relationships with students, teachers, and families. It will not be effective to disburse her expertise in three locations. Performance is a cumulative process that happens over time and none of the schools will get any more time by spreading resources thin. Proposed a .8 FTE to split between North Hero and Isle La Motte. Anne willing to work in a mentoring capacity with a new hire. Time it takes for planning for individual projects would not be effective by dividing resource between the three schools. Reached out to other school librarians and they find working in three schools unsustainable. Anne acts as IT support for the school when IT is unavailable because they are stretched thin as well between the five schools.
- n. Dorothy Sacca (North Hero resident, Grand Isle teacher)- would like to see best of both worlds where North Hero kids get just as much opportunity as Grand Isle kids. Guidance is another position to consider not cutting. This role requires fostering relationships as well.
- o. Lily Blodgett (Grand Isle student)- shared her perspective on the importance of Ms. Brabazone in library every day.

4. Consent Agenda

- a. Approve the minutes from 12/11 /2018 - Mason Maltais makes motion to approve minutes. Nathan Robinson abstains, Don Bartlett second. All in favor, motion passes.

5. Reports

- a. Superintendent's - Provide highlight since the report is provided in packet. In July of FY17, there was a double payment, overpayment of \$162,000 in title funds. Rob Gess and Michael met with AOE and have a plan to give back funds. GISU is in a reimbursement mode for grants and we have not had release of funds for fourth quarter of FY18 and no payment in FY19. Rob and Michael and looking into this and will keep boards posted.

Board Business.

5. DMG Overview - Michael Clark shared the purpose of the District Management Group. We are in a longer time frame of merger than others in the group. Used the time and expertise at last DMG meeting to look at staffing. Good use of time and allowed to come up with a proposal for staffing. DMG cohort is now over.

6. Second Draft of Budget and warning -

- a. Michael Clark shared that they have looked at staffing. Michael will walk through staffing proposal. Budget has staffing proposal in it. Michael shared several letters with board. Most of letters are about library/media and guidance position, similar thoughts as to what has been heard. Reflects adjustment to administrative staff.
 1. Joe Resteghini would work between two buildings, reflects reduction of .5 FTE. Joe will be 1.0 FTE between Isle La Motte and North Hero buildings, Lauren Thomas staying as 1.0 FTE in Grand Isle building.
 2. Movement of 7&8 grade to tuition students. Next year's 4th grade class has 24 students, class would be split and use one of the staff from current middle school team.
 3. Social emotional health needs of students, took another position and converted from teaching to school clinician to be shared between 3 schools. Clinician position would work more intensively with students and faculty.
 4. Eliminated 1 FTE from Grand Isle building. Conversations have been had with folks across district.
 - a. Reduce .1 FTE and .2 FTE in Isle La Motte & North Hero. Added in library assistant as a para position to ensure that there was always someone in library at Grand Isle. Important to put most experienced and high-performers in front of students. It is hard to hire .2 and .1 positions.
 - b. Similar situation with guidance. Using guidance resources with reduction of students. When thinking about classroom time and working with teachers, and part of being in school. Have to do things in a different way and collaborate and work in a purposeful way to bring best and equitable programming throughout district.
 5. Art is currently 1 FTE in CIUUSD. Left as is. Leaves extra time with art teacher since no 7 & 8 grade class- create an art club that students can access.
 6. PE staffing is different, PE must be offered twice/week by standards. The .4 and .5 teacher will want a full time job somewhere else, once one moves on, then merge to 1 FTE. leave some capacity at Grand Isle school- opportunity to teacher health classes.
 7. Music- trying to sort out equitable distribution. Integrating instrumental music program throughout CIUUSD. Not reduced, shifting around resources.
 8. Otherwise, no staffing changes.

9. Joe Resteghini suggested that math in North Hero would shift as he currently teaches math. Reduce .5 math in North Hero, classroom teachers in North Hero would have to teach multi-age math classes and would need instruction coaching and professional development for those teachers. Joe recommended keeping that position as a .5-.4. Need time to complete transitional work. Mason Maltais would be interested to see the addition of the .4 position (math instructional position)
10. Rob Gess shows an overall increase of 3.9%- mostly increase in tuition and approval of GISU budget. Michael Clark says they are in dispute of the equalized pupil count. Equalized pupil cost of more than \$18,000. Looking at each town, other factors impact tax rate. Yield will be set by legislature in May. In Grand Isle, favorable change in common level of appraisal (works to equalize property values). Isle La Motte & North Hero CLA hurt their tax rates. .08 reduction in tax rate due to Act 46 merger. Estimated change in tax rate: Grand Isle \$1.57, Isle La Motte \$1.63, North Hero \$1.68.
11. Gary Marckres questioned Rob Gess about increased percentages in items greater than \$10,000.
 - a. Substitutes: based on the raised rates.
 - b. Instructional aide: factored in increase based on guidance (under budgeted last year)
 - c. Understand where retirement came from- incentivized retirement
 - d. Professional development based on actual in FY17-18
 - e. Professional education services- more coaching for teachers, assigning teachers to go to specific professional development.
 - f. Field trip- rolling in GI into ski program and bi-annual trip to starbase. Other trips included in outings.
 - i. Mason Maltais thinks it may be an opportunity to offer cuts based on equalized pupil count. Nathan Robinson thinks level to last year and put that money into an FTE. Move back to \$11,300
 - g. High school tuition jump and based budget on most accurate numbers and best perspective. Rob Gess will look into and verify numbers with board tomorrow.
 - h. Updating outdated technology. Nathan Robinson questioned lease program. Rob Gess has still not heard back from lease program.
 - i. Lauren Thomas looking at cutting costs due to cuts on 7&8 grade sports. Change up the Athletic Director position. Line 246 down to \$6000.
 - j. Line 256 in same light? Transportation could change due to less teams to transport. \$6500, \$4500 for 248.
 - k. Proposed clinician on line 321.
 - l. Principal services course reimbursement- increase number based on 3 people taking 3 courses at UVM winter rate. Line should be decreased.
 - m. Increase line 553 to \$45,000.
 - n. Nathan Robinson suggests looking into solar panels for all the buildings to help control costs.
 - o. Discuss FTEs:
 - i. Gary Marckres does not want to ignore feedback. Recommendation for library- remove library assistant and allocate 1.7 FTE for library media services. Nathan Robinson echoes the same thing. Get through a year and see what the needs are.
 - ii. PE- picking up health component. One of the things guidance helped with. Overlapping services in clinician with guidance. 3 FTEs with overlap

and freed up from consolidation. Students coming from high-trauma background ties up a lot of the instructional assistants' time. A clinician's time could be spent ensuring that they further their education. A clinician can do more by working within the school on a daily basis. By increasing to a 2.0 FTE and scheduling, could there be guidance or clinician services in the schools every day? There would be services provided that are not currently provided. It would allow the clinician to focus on the high-needs students. Instead of 1.4 FTE throughout the district, it would allow the district to have 2.0 FTE guidance availability.

iii. Gary Marckres recommends analysis after equalized pupil.

7. Space Update - Michael Clark shared that he has worked with Exterus (modular office space). Similar to previous plans. Gets everyone in one space. Under \$50,000. However, need to take into account lighting, electrical, HVAC, phone lines. Michael believes GISU can be in for \$70,000. This includes furniture and whole set up. Can be done by June. Will be able to free up funds in local assessment that is going toward rent. Will share with other folks if interested in moving forward if you are willing to offer space. Exterus has state contract, so no bidding necessary. Figuring out last few pieces. Try to tap into grant funding since new furniture would be a part.

8. Transition Grant proposal costs - Michael Clark shared that \$80,000 allocated already. Looking to reach out and hear back from sources on costs. Working with principals to find resource equalization and building updates necessary. Gary Marckres asked to look into transportation asset- individual vehicle, not necessarily a fleet, offer transport for co-curricular and inter-school groups.

10. Intradistrict Choice Policy - Michael Clark shared it is article reports/agreements. Provided a starting point. How would board like to handle? There has been requests made to allow students to attend North Hero instead of Isle La Motte. keep in mind it shifts resource needs of the buildings. Consider if this would leave any buildings empty. Gary Marckres asks administrators to think about analysis and SU staff. Gives board members time to read it and allows to be tabled so Jane can join conversation.

11. Treasurer Resignation and Replacement process - Pete Johnson has resigned and is moving out of state. Needs to appoint someone for position and they will need to run in March. Gary Marckres would like to appoint Melissa Boutin. Melissa has said she is willing. Gary Marckres moves to appoint Melissa Boutin, Nathan Robinson second, Don Bartlett third. All in favor, motion passes.

12. Announced Tuition Rate - Rob Gess shared that \$18,112 is the rate. This is due by Jan 15 to AOE. AOE can counter. Gary Marckres moves to approve \$18,112 or maximum amount AOE allows. Gary Marckres withdraws motion and remotions to set tuition at \$18,000, Nathan Robinson seconds. All in favor, motion passes.

13. Warn the budget - Michael Clark would like to warn the budget at a special meeting on Friday, January 18, 2019 at 7pm. Having local business first.

14. Board membership summary- open positions in the CIUUSD that will need to run in upcoming election:

- a. A three year seat for Grand Isle to expire in 2022 (Currently held by Don Dartlett)
- b. A three year seat for Isle La Motte to expire in 2022 (Currently held by Jane Zera)

- c. The remainder of a three year seat for Grand Isle to expire in 2021 (Currently held by Nathan Robinson)

Michael Inners will help get the correct form of petition. Michael Clark will work on it and figure it out what is necessary for board elections for CIUUSD.

15. Principals' contracts- Mason Maltais makes motion to enter executive session to discuss principal's contracts, Nathan Robinson second. All in favor, board enter executive session to discuss personnel matters at 9:57 pm. Board exited executive session at 10:11 pm.

Closure

14. Setting the next agenda

- a. Warn budget in special meeting on January 18 at 7 pm.
- b. Intradistrict election and policy, space update, transition grant figures

15. Adjourn - Mason Maltais motions to adjourn 10:12 pm. Don Bartlett second. All in favor, motion passes.

Grand Isle Supervisory Union
CIUUSD Special Meeting
School Board Special Meeting
Minutes

Board Present: Nathan Robinson, Don Bartlett, Mason Maltais, Gary Marckres (via phone, arrived at 7:35 pm), Jane Zera (arrived at 7:20pm)

Administration Present: Rob Gess, Michael Clark

Public Present: Tim Maxham, Jessica Ochs, Coori Sellers, Bridget Brisson

Call to Order

1. Call to Order- Gary Marckres called to order at 7:13 pm via phone, Mason Maltais will take over running the meeting

2. Citizens and/or Staff to be Heard -

- Jessica Ochs (Grand Isle teacher) wanted to express her desire and Grand Isle staff's desire for a two year contract with a consistent administrator. She is aware that Lauren Thomas' request for a two year contract was denied and thinks it would be beneficial to have sustainable leadership for two more years would benefit all members of staff.
- Jessica Ochs also expressed concern for the guidance counselor position. Grand Isle school needs a full time guidance counselor. That position is based off establishing relationships with kids and it cannot be accomplished in one day a week. Role of the counselor is vital to help kids by keeping mental health and counselors up in our building.
- Coori Sellers (Grand Isle guidance counselor) shared that Grand Isle is her community and gave statistics about what she does within the day- saw 43 kids today, 250 students this week. Many lives she has impacted very day. Increased need for mental health counseling services. Spoke with DCF twice this week, this was not the case five years ago. Shared information on socio-emotional learning and her roles within the building, taking all this into account, there is a need for more mental health services in the Grand Isle community. Coori feels that a clinician's role would be very different from the guidance counselor role. She sees that her role will be to refer to a clinician and that does not remove any from her workload. She has been an advocate for a school clinician, but not at the expense of her role and position.

Adjustments to agenda-

- Move items 3-4, to 5-6 and 5-6 will move to 3-4.
- Nathan Robinson expressed interest in seeing a clinician job description. Michael Clark shared there was no advance notice and it is not available at this meeting

Board Business.

5. CIUUSD District Clerk Resignation - Michael Clark had conversation with Ellen Norris last week, when Michael Clark let her know roles and responsibilities as the CIUUSD clerk. Michael Clark read her resignation from being district clerk. A new clerk will need to be appointed. Melissa Boutin is willing to be CIUUSD clerk.

- Don Bartlett moved to accept resignation, Jane Zera second, roll call: Mason Maltais-yes, Don Bartlett- yes, Nathan Robinson- yes, Jane Zera- yes, Gary Marckres- yes. All in favor, motion passes 5-0.

6. Appoint CIUUSD District Clerk- Mason Maltais reiterated that Melissa Boutin has expressed willingness to be clerk.

- Nathan Robinson makes motion to appoint Melissa Boutin CIUUSD clerk, Don Bartlett second.
Roll call vote: Gary Marckres-yes, Mason Maltais- yes, Don Bartlett- yes, Nathan Robinson- yes, Jane Zera- yes. Motion passes 5-0.

Short recess taken at 7:31 pm. Meeting resumed at 7:36 pm.

3. Approve final budget

- Mason Maltais shared that community members shared their concern about position levels at the last meeting.
- Michael Clark shared updates from last budget review:
 - Revenue increased by adding in small schools grants
 - Equalized pupil count has been disaster. We have been researching the longitudinal data from state and calculated equalized pupil count using the state's formula.
 - Added in world language teacher as a 1.0 FTE
 - Added in a half-time math teacher
 - Clarity on guidance position is reflected as 1.0 FTE guidance counselor and added in a 1.0 FTE clinician, we are offering a .6 FTE more mental health services than is currently within the three buildings. Building part of PE into health classes to utilize counselor resources better.
- Don Bartlett asked if verified High school list, Michael Clark and Rob Gess confirmed
- Mason Maltais asked about plant maintenance and is found that line was added in for North Hero maintenance.
- Put \$50,000 into budget for after-school programs
- Gary Marckres explained that Isle La Motte and Grand Isle ended up with tax rate less than 5% during mergers. This explains the cushion added into budget.
- Nathan Robinson asked about the after school program in North Hero School. Mason Maltais shared that the after school program offered within the North Hero school is a separate program paid for by parents.
- Gary Marckres asked that administration look at what the money could be used for and how much parents may have to contribute to after school programs
- Isle La Motte and Grand Isle have a 5% decrease and North Hero has a 1% reduction in taxes.
- Gary Marckres shared that at the last meeting citizens expressed desire for increased programming as result of merger and a decrease in two out of three towns presents a chance to accomplish this. Important to assign value when presenting to taxpayers the benefit of not having to create these programs.
- Nathan Robinson shared that citizens also did not want to lose guidance counselor and yet that was not taken into account. Mason Maltais shared that they are not losing a guidance counselor, they are sharing with the other school buildings.
- Mason Maltais reiterated that there will be 30% less students
- Nathan Robinson shared that point of consolidation is to expand and bring opportunities to all schools and he is seeing reduction. Socio-emotional resources are important to students.
 - Michael Clark responded that if the board would like to add positions, he is more that happy, but we are adding a significant amount of mental health positions to the budget. From administration, they believe this is a responsible proposal that meets needs of students while remaining fiscally responsible. Michael Clark shared the proposed addition

- of weekly health classes and scheduling in order to create more opportunities for students.
 - Mason Maltais shared the benefits to the smaller school buildings by adding a 1.0 FTE clinician and asking for flexibility of schedules.
 - Gary Marckres shared that they have a dual responsibility. They have increased the mental health capacity and reduced standard of caseload to ⅔ of standard. Don't think it is responsible to raise tax payers taxes when we have more than met standard and added a full time clinician.
- Nathan Robinson asked question about travel funds not being budgeted.
 - Michael Clark shared they they would be in one place per day. Michael Clark shared there are other resources to address the crisis.
 - Jane Zera shared that there should be one full day to help develop those relationships.
- Michael Clark shared that once concept of FTE is approved, resources can then be allocated as necessary.
- Nathan Robinson asked what the role of a clinician is.
 - Michael Clark responded that a clinician would meet the needs of the high-needs students that are now being referred to outside agencies. A clinician can work with behavioral issues that can alleviate the time of the guidance counselor.
 - Jane Zera shared that many times, these kids cannot get to an outside clinician and that it would be more beneficial to students to have the clinician in-house.
 - Mason Maltais shared the benefits for the other schools
 - Gary Marckres shared the resources available to mental health services: increasing resources for fewer students is hard to get past.
 - Mason Maltais reminded that is a one year budget; board see where this budget gets us and adjust in the next years.
 - Jane Zera does not think overkill from the start is a good idea either.
 - Mason Maltais sees that having a one year increase in mental health services will act as a benchmark.
 - Michael Clark shared that we are increasing the capacity to meet the needs of the students and increasing overall offerings.
- Mason Maltais reiterated that we are increasing overall offerings and adding a purposeful health program, after school programs, world languages, mental health department has been increased, and nothing has been cut, it has remained level. We have reduced administration by going from three to two principals
- Don Bartlett asked question about line 10, the retirement incentive.
 - Michael Clark shared that this was offset in the savings.
- Gary Marckres moves to approve budget, Mason Maltais second. All in favor, motion passes 5-0.

4. Approve warning - Michael Clark shared that by statute there must be an informational meeting within 10 days of vote. Articles of CIUUSD say Saturday before town meeting day, which is March 2. Must have one meeting that is warned as official meeting on a Saturday before town meeting. Need to have a quorum because it is a meeting. Will be at 7 pm the Saturday, March 2, in The North Hero School. Gary Marckres proposed they develop a common presentation to share at regular town meeting as a presentation. Tim Maxham suggested publishing something in the Islander sooner rather than later. Mason Maltais indicated that the next meeting will set up the structure of informational meeting to each town. Gary Marckres shared that at the regular CIUUSD meeting, there will be discussion about the transition grant and funding this may be a good use of funds.

- Mason Maltais motions to approve warning, adjusting the time noted in preamble to: meeting to be held at 7 pm. Gary Marckres seconds. No discussion. All in favor, motion passes 5-0.

Closure

7. Adjourn-

- Don Bartlett motions to adjourn, Mason Maltais second. All in favor, adjourn at 8:41 pm.

Superintendent's Report

March 2019

Budgets

The South Hero and CIUUSD budgets passed. The Alburgh budget was defeated by 10 votes. We will revisit the Alburgh Budget at their next meeting and decide what the next steps should be.

Equalized Pupil/SLDS

The implantation of the SLDS system as discussed in the February Superintendents report continues to be time consuming and challenging. We are making progress.

Negotiations

Meetings between the Teachers Association and the GISU School Board Negotiations committee have are ongoing.

District Nurse

We have a candidate for the district nurse position who will be present at the March 25, 2019 GISU meeting. I will provide a full introduction once her hire is complete.

Residency Verification Process

The good news is 58% of the residency verification forms have been returned the GISU after two mailings requesting the information. The bad news is that leaves 42% of our families who have not turned in the residency verification paperwork. I have reached out to every school which receives tuition payments from GISU to make them aware of what we are doing and why tuition payments are being held up. In several cases receiving schools are talking with families and letting them know if they do not prove their residency they may be asked to leave the school. We have prepared a third request for the information from families and it will be in the mail by March 8, 2019. I will update you on our progress next month.

Data Path/Money Due

We continue to on the money due issues I shared with you in my February Superintendent's Report.

Integrated Field Review

Due to the poor weather on February 13 our Integrated Field Review was postponed and moved to April 17, 2019

Status of Moving the GISU Office

At its January 24, 2019 meeting the GISU Board voted unanimously to move forward to accept the offer from the CIUUSD to use two classrooms at the Grand Isle School for the GISU office beginning next school year. The CIUUSD has agreed to use transition grant funds to renovate the space and will only charge the GISU the cost associated with utilities. The CIUUSD Board will finalize the agreement at an upcoming meeting and the GISU Board will need to give final approval and sign off on the agreement at its March meeting.

Thank you for the work you do to support education throughout the Islands.

VERMONT SCHOOL BOARDS ASSOCIATION
2 Prospect Street
Montpelier VT 05602
802-223-3580

MEMO

TO: Gary Marckres, Chair, Champlain Islands Unified Union School District
FROM: Sue Ceglowski, Director of Legal and Policy Services
DATE: February 7, 2019
RE: CIUUSD/GISU Policy Review – REQUIRED Policies
CC: CIUUSD Board Members
Michael Clark, Superintendent

The Champlain Islands Unified Union School District (“CIUUSD”) Board has requested a review of the Grand Isle Supervisory Union (“GISU”) policies in preparation for CIUUSD’s policy adoption process as a new unified union district. This is to summarize my findings after reviewing all of GISU’s required policies. As a reminder, the VSBA lists policies as “required” when a state or federal law or regulation states, or a regulatory agency advises, that a school district must have a policy governing its activities in a certain area.

GISU does not have two required policies. In addition, some GISU’s required policies should be updated. The following table reflects which policies are missing, which are in need of revision and which are up-to-date. Explanations regarding the need for revision will follow the table:

VSBA Policy Name & Code	GISU Policy Name & Code	Needs Revision
Board Member Conflict of Interest (A1)	Board Member Conflict of Interest (B3)	No
Substitute Teachers (B1)	Substitute Teachers (D6)	No
Volunteers and Work Study Students (B2)	Volunteers and Work Study Students (D7)	No
Alcohol & Drug-Free Workplace (B3)	Alcohol and Drug-Free Workplace (D8)	No
Drug & Alcohol Testing: Transportation Employees (B4)	Mandatory Drug & Alcohol Prohibition and Testing Policy: Transportation Employees (D11)	No
Prevention of Employee Harassment (B5)	Harassment of Employees (D12)	Yes
HIPAA Compliance (B6)	Health Insurance Portability and Accountability Act Compliance (D13)	No
Tobacco Prohibition (B7)	Tobacco Prohibition (E8)	Yes
Education Records (C1)	Student Records (F5)	Yes
Student Alcohol & Drugs (C2)	Student Alcohol and Drugs (F7)	No

VSBA Policy Name & Code	GISU Policy Name & Code	Needs Revision
Transportation (C3)	Transportation (F9)	No
Limited English Proficiency Students (C4)	Limited English Proficiency Students (F19)	No
Firearms (C5)	Firearms/Weapons (F21)	Yes
Participation of Home Study Students (C6)	Participation of Home Study Students in School Programs and Activities (F23)	Yes
Student Attendance (C7)	Student Attendance (F25)	Yes
Pupil Privacy Rights (C8)	Pupil Privacy (F27)	Yes
Federal Child Nutrition Act Wellness Policy (C9)	Federal Child Nutrition Act Wellness Policy (F28)	Yes
Prevention of Harassment, Hazing and Bullying of Students Policy (C10)	Prevention of Harassment, Hazing and Bullying of Students (F31)	Yes
Prevention of Harassment, Hazing and Bullying of Students Procedures (C10P)	Prevention of Harassment, Hazing and Bullying of Students Procedures (F31-P)	No
Student Freedom of Expression in School-Sponsored Media (C11)	Student Publications (F15)	Yes
Proficiency Based Graduation Requirements (D1)	GISU does not have this policy	Adopt policy
Responsible Computer, Network and Internet Use (D3)	Student Computer and Internet Use (G11)	No
Title I Comparability Policy (D4)	Title I Comparability Policy (G13)	No
Animal Dissection (D5)	Animal Dissection (G14)	No
Class Size Policy (D6)	Class Size Policy (G12)	Yes
Title I, Part A, Parental Involvement (E1)	Title I, Part A, Parental Involvement (H7)	No
Travel Reimbursement (F1)	GISU does not have this policy	Adopt policy

The following required policies are missing from GISU's policy manual and **should be included** in CIUUSD's policy manual:

Proficiency Based Graduation Requirements: GISU does not have this required policy. Recommend that CIUUSD adopt a policy based on the language of VSBA's model policy D1.

Travel Reimbursement Policy: GISU does not have this required policy. Recommend that CIUUSD adopt a policy based on the language of VSBA's model policy F1.

The following policies **should be updated** to be consistent with statutory or regulatory requirements:

Harassment of Employees (D12): GISU's policy was adopted in 2015 and is missing language requiring that the witness, complainant and accused shall keep confidential matters related to the

charge of unlawful harassment. Recommend rescinding this policy and adopting new policy based on VSBA's model policy which was updated in 2016.

Tobacco Prohibition (E8): GISU's policy was adopted in 2007 and is lacking definitions of "tobacco substitutes" and "tobacco paraphernalia." Act 14 of 2013 prohibits individuals under age 18 from possessing "tobacco substitutes" and "tobacco paraphernalia", in addition to "tobacco products." These changes address the issues of electronic cigarettes and vaping which have become a significant problem. Recommend rescinding this policy and adopting new policy based on VSBA's model policy B7.

Student Records (F5): GISU's policy is lengthy and contains details that should be included in procedures. Recommend rescinding this policy and adopting new policy based on VSBA's model policy C1. Recommend that Superintendent develop procedures as set forth in the model policy (which could include details from the current policy).

Firearms (F20): GISU's policy contains some of the language from VSBA's model policy but not all of it. GISU's policy is confusing because it contains a lengthy definition of "weapon" but prohibits bringing a firearm (not a weapon) to school. Recommend rescinding this policy and adopting new policy based on VSBA's model policy C5. The model policy's reference to the Commissioner of Education in the last paragraph should be changed to the Secretary of Education.

Participation of Home Study Students in School Programs and Activities (F23): GISU's policy contains details that are more appropriately located in procedures. Recommend rescinding policy and adopting new policy based on VSBA's model policy C6. Recommend that Superintendent develop and implement procedures that comply with State Board Rules including 4400 and 9200.3.1.

Student Attendance (F25): GISU's policy does not require the Superintendent to ensure that the school board appoints a Truant Officer and ensure the appointment is recorded with the Clerk. This is an important responsibility which should be included in the policy. Recommend rescinding GISU policy and adopting new policy based on VSBA model policy. Recommend that Superintendent develop or review procedures to ensure they address the issues listed in VSBA's model policy.

Pupil Privacy (F27): GISU's policy contains the language from VSBA's model policy but contains additional language which may be more appropriate to include in procedures. Also, GISU's policy is confusing because there are two policy statement sections. Recommend rescission of GISU's policy and adoption of a new policy based on VSBA's model policy C8. Recommend that Superintendent develop or review procedures as set forth in the model policy.

Federal Child Nutrition Act Wellness Policy (F28): GISU's policy was adopted in 2015 and does not contain updated requirements regarding food and beverage marketing, goals for physical activity, and goals for nutrition services. VSBA's model policy was revised in 2017 based on changes to federal law and guidance from the Vermont Agency of Agriculture, Food and Markets, the Vermont Agency of Education and the Vermont Department of Health entitled

“Vermont School Wellness Policy Guidelines.” Recommend that GISU rescind its policy and adopt VSBA’s model policy, C9 (may be revised to meet local needs and reflect community priorities).

Prevention of Harassment, Hazing and Bullying of Students (F24 and F24P): GISU’s policy tracks the language of VSBA’s model policy. GISU’s Appendix A, listing the designated employees to receive complaints, does not include the specific names of individuals. Recommend that GISU include the names and titles of at least two designated employees in Appendix A of the policy.

Student Publications (F15): GISU’s policy was adopted in 2007. In 2017, the Vermont legislature passed 16 V.S.A. § 1623(i) which requires each school or its governing body to adopt a written policy consistent with the provisions of § 1623. VSBA’s model policy C11, Student Freedom of Expression in School-Sponsored Media, was developed in 2018 based on this requirement. Recommend GISU rescind its Student Publications policy and adopt VSBA’s model policy C11.

Class Size Policy (G14) and Class Size Guidelines and Procedures (G14P): GISU’s policy language tracks the language of VSBA’s model policy except that it refers to State Board Rule 2000 in the first sentence rather than the Vermont statute which requires this policy. Recommend that the first sentence of GISU’s policy be amended to read as follows: “It is the intent of the Board to comply with 16 V.S.A. § 242(5) requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes.”

The following policy does not need to be revised but it requires the development of compacts:

Title I, Part A, Parental Involvement (H7): GISU’s policy mirrors VSBA’s model policy and does not need to be revised. Please note this policy requires two compacts: School District Parental Involvement Compact (to be developed by Superintendent or designee) and School Level Parental Involvement Compact (to be developed by Principal or designee). Recommend Superintendent and Principals develop compacts or review existing compacts. Model compacts are attached to VSBA’s model policy E1.

Please let me know if you have any questions regarding the initial phase of this review. As part of the next phase of my review, I will provide:

- An analysis of VSBA’s recommended policies compared to GISU’s policies - do you have all the recommended ones? If so, how old are they, do they need revision, etc?
- A proposed indexing system
- A recommended process for dealing with remaining policies

I look forward to meeting with the CIUUSD board on February 12 to discuss the results of the required policy review. Again, if you have any questions, please let me know.

Champlain Islands Unified Union School District

5038 US Route 2

North Hero, Vermont 05474

Phone: 802-372-6921

Fax: 802-372-4898

Grand Isle School

Isle La Motte School

North Hero School

School Choice Policy, Grades PreK-6

It is the policy of the Champlain Islands Unified Union School District to offer choice for PreK-6 public schools within the Champlain Islands Unified Union School District. School choice will be guided by the requests of students and families.

The administration will develop procedures to guide the implementation of this school choice policy.

The procedures will include the following:

- Children and families who reside within the geographic boundaries of the original forming Champlain Islands Unified Union School Districts will always be given first priority for attending the specific PreK-6 public school within the original boundaries;
- Second priority will be given to non-resident children (of the original Champlain Islands Unified Union School District forming districts) already attending a specific school;
- Third priority will be given to siblings of a non-resident child (of the original Champlain Islands Unified Union School District forming districts) already enrolled in a specific school;
- The ability to exercise school choice will follow the Champlain Islands Unified Union School District class size policy and procedures regarding excess capacity;
- If necessary, steps to address limited space in a receiving school will include a random lottery;
- Timelines;
- Transportation.

Full Board Review: 2/12/19

Date Warned: 2/12/19

Date Adopted:

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Champlain Islands Unified Union School District: K-6 School Choice K-6 School Choice Frequently Asked Questions (FAQs)

What is school choice and who is allowed to exercise school choice? Children entering grades K-6 who live in the towns of Grand Isle, Isle La Motte, or North Hero may exercise school choice to any of the public K-6 schools in these towns. Our goal is to both allow options for families and also balance class sizes to provide a positive learning environment for all of our children. Parents may apply to exercise choice in any of the public schools in the towns listed. Given space availability, we will work to meet as many families' needs as possible. By exercising a local school choice options we can:

- Create balanced class sizes in all schools
- Create optimal learning environments in all schools
- Meet diverse needs that parents and families have for their children
- Provide options

Who gets school choice? School choice will be limited to the amount of available space in each building. If you are interested in choosing a school other than the one located in your town, complete and submit the school choice [application](#). After the April application deadline, we will assign students. If there is more interest in one particular school than spaces available, we will conduct a lottery.

What if there is not enough space in a school? We will conduct a lottery and then maintain a waiting list.

How is class size determined? The Champlain Islands Unified Union School Board has a class size policy, under which school Principals will submit to the Superintendent their class size limits and the number of school choice slots available. Factors that are taken into consideration include the physical classroom size (fire code limits the number of children in particular classrooms); and migration buffer numbers (each school must allow for several slots in the case of student's moving [migrating] into the town and becoming a legal resident). After August 25th, any unfilled migration buffer slots can be filled with students who are on the waiting list.

Will my child be able to attend this same school for all of his/her K-6 school years? For grades K-6 your child will be able to attend the same school and continue through the highest grade offered at that school. This school choice program does not include preK.

If we exercise school choice and we have younger children, will they also be able to attend the choice school? A priority of the school choice policy is given for younger siblings entering school after a child who has exercised school choice to attend the same school as his or her older sibling. We will make every effort to meet the needs of families so children in the same family can enroll in the same school- both younger and older siblings. This may not always be possible, however, every effort will be made. Siblings are defined as biological and stepchildren living in the same household.

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Grand Isle School

Isle La Motte School

North Hero School

My child is currently attending one particular school and we feel a change of schools would be in his/her best interest, we would like school choice next year. School choice is extended to all students K-6 next year.

I live at one end of the district (for example in Grand Isle), and I work near the other end of the district (for example in Alburgh) and I would like my child to attend the Isle La Motte School as opposed to the Grand Isle School, will the district provide busing? At this point, we have limited school bus routes. There is no busing provided for school choice. In some circumstances, if routes pass a location we may be able to provide bussing. Parents are welcome to drop their son/daughter at the nearest bus stop.

What do we do if, after a year or two of exercising school choice, we want to change back to our original resident school? In future years we hope to continue school choice, and you would re-apply for school choice for your hometown elementary school. Choice will be provided if space is available. If you are a resident of a town, you will get first priority for attending the school in your town.

If more children want to exercise school choice than spaces available who gets priority? First priority goes to children who live in the resident geographic area of a school. If parents list a choice school that is not in their resident geographic area, and there are more children interested than spaces available, the central office will conduct a lottery. Once school choice is established, siblings will be given priority for school choice. Please refer to the school choice guidelines for more information.

Who will my son/daughter's teacher be? We let parents and families know about their classroom teachers in early summer.

What if I miss the deadline for school choice? We will honor requests for school choice after the deadline only if there is space available on a first come, first served basis.

How will I know if my child got their first choice school? We will notify parents of their school choice by May 10th. Parent will need to confirm their acceptance by May 24th.

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CIUUSD K-6 School Choice 2019-2020 Parent Timeline

Important Dates

- April 19** Choice applications due to CIUUSD
May 10 Notifications mailed to parents
May 24 Confirmation from parents of exercising choice due back to CIUUSD

Timeline

XXXX (After Policy Approved by CIUUSD Board)

CIUUSD Schools communicate to parents the availability of school choice and where to access information if they wish to apply for school choice.

Early March/April

Parent(s) or guardian(s) fill out a school choice form, and return the form by mail or in person to 5038 US Route 2, North Hero VT 05474.

April 19

School Choice applications due. To exercise school choice, all forms are due either via mail or dropped off in person at the CIUUSD.

May 10

The CIUUSD will mail letters to parents/guardians explaining school choice placement for their child and general information and timelines for their son/daughter's individual school.

May 24

On or before this date, parents who have received acceptance into the school choice program must notify CIUUSD if they would like to exercise their school choice. Once confirmation is received, the central office will forward the enrollment information to individual schools. The school will add children and parents to their rosters and database -- communication about next year will then be through the choice school.

please read second page

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May-August

If slots become available in a school, parents with children on the waiting list will be notified by order they appear on the waiting list.

May 27

Notification sent to school choice applicants who submitted applications after the April 19th deadline. For individuals who submit applications after May 27, responses will be on a rolling basis. For parents who missed the deadline, if slots are available in a school, parents will be notified by the order that they submitted their application.

Early Summer

Principals will determine classes, rooms, teachers, move up day, explore day type activities and choice parents will be notified. Exact dates may vary in each school. Activities will occur within each school. At this time, letters will be sent home with the child's teacher's name.

August 25

For children on a waitlist when spaces become available, parents will be notified.

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CIUUSD: K-6 School Choice

Guidelines

Beginning in the 2019-20 school year

Town-Resident Assignment Guidelines

The Town-Resident Plan uses a student's home as the starting point.

- Champlain Islands Unified Union School District offers a Town-Resident school for every family based on their home address. Transportation will be provided to every school for children and families living in the town of their home residence (*CIUUSD Board needs to make a decision about Isle La Motte).
- Every family will also have a K-6 choice of all public schools in the towns of Grand Isle, Isle La Motte, or North Hero.
- Families may select any Champlain Islands Unified Union School District school, the family would need to provide their own transportation. Parents may transport their child to the closest available bus stop.

Priorities for the Town-Resident school choice plan

What are "priorities?" Sometimes a school does not have room for every student whose parent/guardian lists it as a choice. When this happens, the student is assigned a school based on priorities. Please see below for details.

1. Town-Resident zone - highest priority
 - a. Children will be given priority to attend the school that is in the town in which they reside.
2. Continued Enrollment- second priority
 - a. Children currently enrolled in a school as of January 2019, regardless of their town of residence, will be given priority. No child who is attending a school in the current school year will be displaced by school choice.
3. Siblings- third priority
 - a. If one sibling is attending a school out of the Town-Resident area, the other sibling will be given priority to attend that school as well.
 - b. Siblings are defined as biological or stepchildren living in the same household.
 - c. The sibling priority does not apply to children who attended pre-kindergarten and are applying for choice in a subsequent year.

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Availability of school choice

- The Champlain Islands Unified Union School District School Board has a class size policy.
- School Principals submit to the Superintendent their class size limits, given student population, and the number of school choice slots available as guided by the policy.
- Factors taken into consideration include the physical classroom size (fire code limits the number of children in particular classrooms); migration buffer numbers (each school must allow for several slots to allow for students moving [migrating] and becoming legal residents.

Waitlists

If parents do not get their first choice, their child will be placed on a waitlist for one or more of their other choices. Rules for wait lists are:

- Champlain Islands Unified Union School District will create wait lists for all schools where there are more applicants than available seats for a particular grade.
- A student's place on the waitlist is based on a lottery for all choice applications received prior to April 19th for the next year. The application must include names of siblings and schools, and school choices selected on the application.
- Anyone who applies for school choice after the April 19 deadline will be placed at the end of a waiting list.
- After August 25, any unfilled migration buffer slots can be filled with students who are on the waitlist.
- A son or daughter is defined as a biological or legal stepchild.

Coming off a waitlist

- When seats become available, students will be assigned from wait lists based on the order the children were selected in the lottery.
- From mid-April through mid-August, as seats become available, children are automatically moved off the waitlist. Parents will be notified of the space in their chosen school.
- Families receive notification about their new school assignment by letter sent via mail and will have two weeks to accept the school choice option.
- Families interested in school choice who submit an application after April 19th will be placed at the end of the waitlist.

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School Changes

Families may apply to change schools during the current school year. This is not recommended if it is not in the best interest of the child or the family. As a rule, most school changes will be considered for the following school year. However, in extenuating circumstances, school changes mid-year will be considered on a case by case basis. Parents must complete a school choice application; exercising school choice will be determined based on availability of space.

Procedures for school choice

To apply for school choice, families must complete the school choice application form and return it to the Champlain Islands Unified Union School District (5038 US Route 2, North Hero VT 05474) by April 19, 2019. Parents will be notified by May 10th of their child's placement in a choice school.

Procedures for accepting a school choice placement

Parents must notify the Champlain Islands Unified Union School District Offices by May 24th to confirm if they will accept the school choice placement.

This plan will be reviewed and may be modified yearly and any changes to the guidelines will be completed by January 15th of subsequent years.

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CIUUSD K-6 School Choice: Lottery Process

- 1) All school choice applications are given a number (Assigned at the GISU offices, the name of the applicant is confidential)
- 2) In a public location, with at least 3 individuals present, one being a non-school employee:
 - a) Applicant numbers placed in a container.
 - b) Container is randomized (jostled, shaken, mixed up).
 - c) A non-employee selects/pulls the numbers from the container randomly, one by one.
 - d) The numbers are recorded in the order in which they are removed from the container.
 - e) The CIUUSD Choice Lottery List page is filled out accordingly.
- 3) The CIUUSD Choice Lottery List page is given to the GISU Central Office and the numbers are matched with the names.
- 4) Lottery Results are posted publicly
- 5) Parents are notified by May 10th of their acceptance into the school choice program, or of their position on a waitlist (GISU offices).
- 6) Lottery results are posted on the CIUUSD Website.
- 7) Parents are notified if any positions become available off the waiting list on a rolling basis.

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Champlain Islands Unified Union School District: K-6 School Choice SCHOOL CHOICE PROGRAM APPLICATION 2019-2020

The deadline for School Choice is Friday, April 19, 2019, by 4 pm. Applicants will be informed by the CIUUSD regarding their application status by Friday, May 10, 2019. Applicants will need to confirm acceptance by Friday, May 24, 2019. **Applications received after April 19, 2019, may be considered on a case-by-case basis, depending on slots still available.**

Please note: **Only limited number of school choice slots are available each year.** Every school has a different number of slots depending on the size of the school and established limits.

Student Name: _____ Date of Birth: _____ Gender: _____

Student Email Address: _____ Student Cell Phone: _____

Name of Parents/Guardian: _____ Phone: _____ (H) _____ (W)

Mailing Address: _____

Parent Email Address: _____

Name of Parents/Guardian: _____ Phone: _____ (H) _____ (W)

Physical Address (if different from mailing address above): _____

Town/City of Legal Residence (if homeless indicate so) : _____

Student's Current Grade Level: _____ Current School Attending: _____

Are you anticipating a change in residency status (will you be moving) at any time during the next school year?
_____ YES _____ NO Please explain:

SCHOOL APPLYING TO: 1st Choice _____

2nd Choice _____

3rd Choice _____

REASON: Please indicate why you are interested in school choice. In order to evaluate the program effectiveness, it is helpful to know the reasons why students wish to attend schools. Information collected will have no bearing on acceptance; if more slots are needed than available, we will conduct a random lottery.

(Please complete both sides of this application)

Champlain Islands Unified Union School District

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Grand Isle School

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North Hero School

SIGNATURES:

We have read and understand the guidelines pertaining to the CIUUSD School Choice Program. We understand that parents and guardians are responsible for the transportation to and from the choice school. Parents may transport their child to the closest bus stop for the school. Acceptance into a School Choice Program is contingent upon a determination by cooperating schools that a student is in good standing.

Parent/Legal Guardian Signature

Date

Student Signature

Date

Please send this form by **April 19th, 2019** to the CIUUSD Office located at 5038 US Route 2, North Hero Vermont 05474.

Definitions:

Resident School: The school where the parent(s) legally reside.

Good Standing: any child who is long term suspended from a school may not apply for school choice in the same academic school year. A child who has been long term suspended is considered to not be in good standing.

Lottery: If there are more applications than spaces available, there will be a lottery conducted. Please see guidelines below for any details.

LEASE AGREEMENT

This Lease Agreement ("Agreement") is made and entered into this ____ day of July, 2019, (the "Effective Date") by and between the Champlain Islands Unified Union School District (hereinafter "LESSOR") and the Grand Isle Supervisory Union (hereinafter "LESSEE").

RECITALS:

WHEREAS, the LESSOR is the title holder of land commonly known and designated as 224 U.S. Route 2, Grand Isle, Vermont; and

WHEREAS, the LESSEE has been using two classroom spaces converted into office space in the school located on said property; and

WHEREAS, the parties wish to enter into this Agreement to more fully set forth the terms and conditions that will govern these arrangements;

NOW, THEREFORE, in consideration of the mutual promises and conditions contained herein, the parties agree as follows:

Term: LESSOR shall lease two classroom spaces that have been converted into office space at 224 U.S. Route 2, Grand Isle, Vermont to LESSEE for a term that commences on July 1, 2019 and expires on June 30, 2022.

Exclusive Access and Use: LESSOR shall provide LESSEE with exclusive access and use of the office space currently used by LESSEE.

Insurance: LESSEE shall maintain liability insurance consistent with the coverage in place presently, and shall include LESSOR as an additional insured thereunder.

Indemnification: LESSEE shall defend, save harmless, and indemnify LESSOR (including its directors, officers, employees, agents and subsidiaries) from and against any and all claims, damages losses, liabilities, suits, actions, demands, proceedings (whether legal or administrative), and expenses (including but not limited to reasonable attorneys' fees), that are related to this Agreement and that are (i) caused by an act or omission of the indemnifying party, its agents, employees, volunteers or invitees, or (ii) sustained on or caused by equipment, or the use thereof, that the indemnifying party owns or controls.

Obligations: LESSEE shall pay unto LESSOR the sum of Three Thousand Dollars (\$3,000.00) per year in consideration of the terms of this Lease.

Additional Provisions:

This Agreement shall be binding upon and inure to the benefit of the parties hereto, but neither this Agreement nor any rights or obligations hereunder may be assigned or transferred by either

party to any other person. Nothing in this Agreement expressed or implied shall confer upon any other person not a party to this Agreement any rights or remedies.

If any single provision of this Agreement shall be declared void or unenforceable by any court of law, the balance of the Agreement shall be unaffected and shall continue in full force and effect.

This Agreement may be amended at any time only by the written agreement of the respective parties hereto.

This Agreement shall be binding upon and inure to the benefit of the successors, assigns, personal representatives, heirs and legatees of the respective parties hereto.

This instrument contains the entire agreement of the parties. Any prior agreements regarding the subject matter contained herein, whether oral or in writing, are terminated effective as of the date of this Agreement and are of no further force and effect after such date.

This Agreement shall be construed, interpreted and enforced pursuant to and in accordance with the laws of the State of Vermont.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the Effective Date.

CHAMPLAIN ISLANDS UNIFIED
UNION SCHOOL DISTRICT

GRAND ISLE SUPERVISORY UNION

Gary Marckres, Board Chair and
Duly Authorized Agent

Mason Maltais, Board Chair and
Duly Authorizd Agent

Tyler Investment Summary

Name:	Grand Isle S.U.	Attention:	Robert Gess	Date:	2/12/2019
Address 1:	5038 US Rte 2	Telephone:	(802) 372-6921	PO #:	
Address 2:		Tyler:	Michele Richardson	Contract #:	102957
City, State Zip:	North Hero, VT 05474-0000	Telephone:	(800) 779-4494	Pricing Option:	Standard Pricing

ADS Profund Sequel												
Qty	Description	License Fees	Maint.	Consulting		Implementation		OSDBA/Installation		Conversion		Total
				Qty	Unit Price	Qty	Unit Price	Qty	Unit Price	Qty	Unit Price	
1	Additional Profund Database - Support only - Champlain Island Unified Union School District		500.00									\$500.00
Total ADS Profund Sequel:		\$0.00	\$500.00	0.0	\$0.00	0.0	\$0.00	0.0	\$0.00	0.0	\$0.00	\$500.00
Other Professional Services												
	Description	Consulting		Implementation		OSDBA		Conversion				Total
		Qty	Unit Price	Qty	Unit Price	Qty	Unit Price	Qty	Unit Price	Qty	Unit Price	
	Consulting Services	3.0	1,175.00							2.0	1,175.00	\$5,875.00
Create new Profund DB to accommodate newly consolidated district: Champlain Island Unified Union School District - Create Database - Import Master Files from current Profund DB's - Employees - taken from 3 current DB's; duplicates removed - Vendors - from Grand Isle DB - Import newly standardized COA from Excel (provided by client) - * Import Budget from Excel (provided by client) - Budgets can be imported if created with the new account codes - Register & install new DB - Assist with configuration screens and setup of new DB - Reconcile - Mock Payroll Current Profund DB's to be consolidated into Newly formed Entity: Champlain Island Unified Union School District - Grand Isle - Isle LaMotte - North Hero The following Profund DB's to remain the same: - Albergh - South Hero - Grand Isle SU												

Tyler Investment Summary

Travel Expenses Billed Separately as Incurred						\$0.00
Training will be done via remote connection or in our Bangor Office only unless otherwise agreed upon						
Total Other Professional Services:	\$3,525.00	\$0.00	\$0.00	\$2,350.00	\$5,875.00	

Summary

	Fees	Maintenance
Total Application Software	\$0.00	\$500.00
Total Third-Party Products	0.00	0.00
Total Hosting	0.00	0.00
Total OSDBA	0.00	
Total Consulting	3,525.00	
Total Implementation/Training	0.00	
Total Conversion	2,350.00	
Total	\$5,875.00	\$500.00

Support Begins: 10/1/2018

Note	Training will be done via remote connection or in our Bangor Office only.
	All services are billed as incurred
	Tyler processes invoices in half day and full day increments only
	- Unused time will not be billed
	- Additional time, if needed, is billable
	Travel expenses apply for all on-site services
	Tyler Profund Software will be phased out in the coming years
	- Migration Path for Profund Software is Infinite Visions (IVEE)
	- Evergreen Policy will apply for IVEE Licenses (client will receive the comparable IVEE Licenses as no charge; any new modules will be billed at regular price)
	To accept quote, please sign this quote and email the signed copy to: michale.richardson@tylertech.com
	Once the signed copy is received, the order will be processed and the training team will be notified; they will contact you directly to schedule.

Grand Isle S.U.
5038 US Rte 2
North Hero, VT 05474

Authorized Purchaser:	
Signature:	
Date:	

Grand Isle Supervisory Union Job Description

JOB TITLE: School Clinician

FLSA STATUS: Exempt

UPDATED: 2/6/2019

POSITION OBJECTIVES: Support staff and students in the areas of learning, socio-emotional, and behavioral challenges. Positively impact learning and behavior changes in students through the provision of training, consultation and supervision. Provide direct therapeutic level services for students in need. Assist in the development of behavioral modification planning and crisis intervention, continuous progress monitoring, and participation and leadership in multidisciplinary teaming.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

A. Assessment and Interpretation

Identifies and assesses the emotional, behavioral, learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.

- Assists in early identification of students' learning, socio-emotional, and behavioral challenges.
- Conducts assessments/observations appropriate to the focus of concern and according to prevailing professional standards.
- Conducts assessments with consideration of the characteristics of the student or group of students (including ethnic, cultural, socioeconomic, and handicapping considerations).
- Assists in identifying factors in the learning environment that may affect the student and assessing their degree of impact.
- Team member of PBIS and MTSS systems within the school.
- Collaborates with Board Certified Behavioral Analyst to apply standards-based assessment results to address questions about student's progress in behavioral performance, learning and achievement and provides data-based recommendations for behavioral planning, curriculum/lesson change or development through collaboration, consultation, assessment and intervention.
- Defines current problem areas, strengths, and needs at the individual, group, and systems level through assessment/measurement/observation techniques.

B. Direct Interventions for Students

Develops, implements and evaluates behavioral, affective, adaptive and social interventions for students with specific needs to improve social/emotional functioning and to maximize learning and engagement.

- Develops programming for students with social/emotional and maladaptive challenges.
- Teaches students how to develop effective learning strategies and personal and social skills.
- Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected.
- Develops, implements and evaluates appropriate goals and interventions for students with specific needs.
- Links assessment results and ongoing data collection to interventions which enhance student performance, participation and learning.
- Implements strategies based upon individual characteristics, strengths, needs, and cultural factors to design programming that will promote successful student outcomes.

C. Consultation and Training

Demonstrates effective collaboration with families, educators, and other school personnel and community members to promote and to provide access to comprehensive health and mental health services to children and/or families:

- Demonstrates knowledge of consultation models and processes.
- Consults with teachers, other school staff, and parents about ways to facilitate learning and engagement for individuals or groups of students.
- Consults with teachers and other school staff on classroom, school, and/or system needs.
- Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for students and families.
- Interprets education policies, programs, and procedures related to school psychological services.
- Provides information, and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.
- Collaborates with school leadership team to support needs of parents and teachers and recommends appropriate in-service programs.
- Provides support and assistance to parents in situations that may be new, unfamiliar, or stressful for them.

D. Program Development

Responsible for assigned students regarding planning, development, and evaluation of programs to meet identified social/emotional needs.

- Conducts and/or assists in conducting formal and informal needs assessment to determine program characteristics and needs.
- Develops student programs and program strategies for teams of professionals and paraprofessionals to maximize learning for their student.

- Evaluates programs being implemented for identified students and uses this data to inform changes to future programming.
- Supports school personnel in analyzing, interpreting, and disseminating results of program evaluations.
- Develops prevention and intervention programs that promote mental health, physical well-being and tolerance for others.
- Assists schools in the development of crisis response standards, protocols and other practices that create and maintain safe, supportive, effective learning environments.

E. Professional Practice, Research and Development

Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.

- Delivers services consistent with the National Association of School Psychologists (NASP) and the American Psychological Association (APA) ethical principles and professional standards of practice.
- Observes federal, state, and local policies and regulations in the delivery of school psychological services.
- Works to ensure students' rights and welfare in the school and community.
- Engages in continuing professional development by assessing one's own needs and seeking ways to address needs.
- Uses research design, statistical procedures, and applied research to plan and conduct investigations of existing or proposed programs.
- Critiques curricula programs and applies research knowledge to help guide schools in the selection of curriculum or other academic/intervention programs.
- Applies and translates research findings into service delivery improvements for students.

F. Interpersonal Communication and Collaboration

Communicates effectively with students, parents, and school staff

- Effectively communicates knowledge and ideas orally to individuals and groups.
- Effectively communicates knowledge and ideas in writing.
- Maintains effective interpersonal relationships and communication in the professional setting.
- Collaborates effectively with school personnel, parents, and community providers in the planning and decision-making process at the individual, group and systems level.
- Collaborates with school personnel to design, implement and evaluate school-wide standards, protocols and other practices to enhance the educational structure for students.

SUPERVISION RECEIVED: Evaluated by, reports to and receives direction from the Director of Student Support Services (or designee) with input from the school principals and Board Certified Behavioral Analyst.

SUPERVISORY RESPONSIBILITIES: This position has no supervisory responsibilities.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** A National Association of School Psychologist (NASP) accredited Specialist Level or Master's degree or an American Psychological Association accredited Master's degree in School Psychology, or the equivalent. Relevant post-degree experience also required.
- **Knowledge.** Demonstrates knowledge of school psychological concepts and skills delineated in current national professional standards.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License with a School Psychologist, Counselor, or social worker endorsement. Valid VT driver's license, a good driving record, and a willingness and ability to transport students using private vehicle also required.
- **Language Skills.** Ability to read, analyze, and interpret common scientific and technical journals and legal documents. Ability to respond to common inquiries or complaints from parents, educators, regulatory agencies, or members of the community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.
- **Mathematical Skills.** Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
- **Computer Skills and Experience.** Ability to proficiently use Microsoft Word, Google tools, and a variety of student information systems.
- **Reasoning Ability/Mental Requirements.** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

PHYSICAL EFFORT AND STRESS. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

- While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, push and pull, handle and feel; and talk or hear. The employee is occasionally required to reach with hands and arms; stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 50 pounds.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed to outside weather conditions and extreme cold. The noise level in the work environment is usually moderate.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.