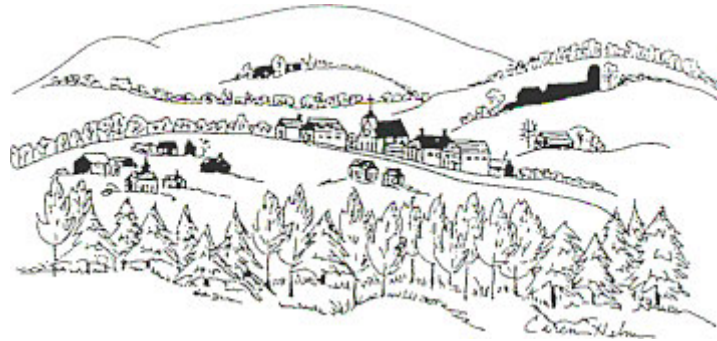


Community High School of Vermont

POLICY, PROCEDURES, & PLANNING GUIDE



Mission Statement

The mission of the Community High School of Vermont is to provide an accredited, coordinated, and personalized education that assists our students in their academic, social and vocational success.

September 2007
Revised January 30, 2008

Community High School of Vermont (CHSVT) provides services to students without regard to race, color, creed, sex, religion, disability, national origin, age or sexual orientation.

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1 INTRODUCTION

2

3 This document represents the current philosophy, policy and practices of the
4 Community High School of Vermont (CHSVT) regarding standards-based individualized
5 curriculum, literacy, workplace readiness and the attainment of a high school diploma.

6

7 This educational program orientation and subsequent procedures are unique. They
8 have been developed to be responsive to the needs of hard-to-teach, reluctant learners.
9 They have all been continuously field-tested and evaluated. They have been
10 demonstrated to be effective and can be classified as our best practices, or in some
11 cases promising practices.

12

13 These practices have emerged from our experience and are based on several
14 foundations. While the research on corrections education nationally is not extensive,
15 findings that are useful have been applied. Experiential knowledge and special
16 education pedagogy have also been extensively applied. The resultant instructional
17 practices reflect the experience that has been gained by the faculty of the school over
18 the last fifteen years in field testing and refining programs for the most difficult and
19 resistant learners; those that have demonstrated that they did not succeed in the public
20 school system. Finally, and importantly, our practices have been refined and targeted
21 to address Vermont's *School Quality Standards* developed in response to Vermont's
22 Act 60.

23

24 The nature of the school and its transient population make necessary procedures that
25 are alternative to single student test scores on statewide tests and are proposed to
26 ensure accountability and measurement of student learning. Student assessment and
27 test scores are used extensively to measure and document student learning and are a
28 central feature of student literacy and graduation plans. However, our synthesis of
29 research and practice has resulted in the identification of seven **Common Ends** for the
30 school. It is these **Common Ends** that are continuously monitored and are the basis of
31 accountability for performance. Test scores only complement this primary focus of
32 school action planning and improvement under *Vermont's School Quality Standards*.

33

34 The cornerstones of our approach or process of educational programming are 1)
35 objective programming based on individual evaluation paired with 2) careful,
36 collaborative, individualized curriculum tailoring. We recognize the importance of
37 individual differences among students, even within diagnostic groups where students
38 may have more differences than similarities. It is also recognized that the myriad of life
39 situations influence the selection of appropriate and realistic goals. State and national
40 education standards are intended as a guide and resource for the selection of
41 appropriate goals directly related to individual needs and life circumstances. Standards
42 are chosen in a context with consideration to age appropriateness, current level of
43 functioning and criteria of desired functioning. State and national standards are
44 intended to guide, not to dictate a rigid, mandatory sequence and absolute priority for
45 student learning.

46 Our procedures for tailoring individualized standard-based curriculum are based on the
47 following design features and principles:

48

49 A well-designed, valid individualized curriculum is possible and necessary to
50 systematize the educational process for both the short- and long-term.

51

52 A common structure for efficient communication among individuals involved in the
53 process and between campuses as students move among them. This serves as an
54 important resource in promoting consistency, accountability and effectiveness of
55 individual students' programs.

56

57 For individualized curriculum to be used effectively, it must be in an easy-to-use format,
58 be as short as possible and not attempt to include instructional procedures or materials.

59

60 State, national and industry standards, if used properly will foster consistency while not
61 impeding individualization.

62

63 There is much debate about curricula particularly for those students who are reluctant
64 and those with learning problems. Positions vary widely, with one extreme claiming that
65 developing curricula is a futile effort conceptually and that whatever may result is
66 counterproductive because it limits individualization. The opposite pole proposes that
67 the curriculum must encompass the smallest unit of task analysis, specify exhaustively
68 the proper teaching procedures, the proper materials, the evaluation procedures, and
69 the performance criteria. Our position is a moderated one, based upon pragmatics,
70 experience, and function. The curriculum should be fully integrated with the
71 assessment, program implementation and evaluation aspects of the educational service
72 process. It is not simply a reference or, conversely, a rigid linear sequence, as is often
73 seen for materials oriented curricula. Central to our concept is that it is a dynamic,
74 interrelated document that both shapes and is shaped by student needs and their life
75 circumstances.

76

77 **OUR PHILOSOPHY**

78

79 All Vermonters should have access to a quality basic education that has equivalent
80 educational expectations for all students. "Vermont's Framework of Standards and
81 Learning Opportunities," including the "School Quality Standards" and the school reform
82 processes, built on those "Standards," is the basis for assisting all students to acquire
83 high academic and workplace skills.

84

85 Because these students are presently under the custody of the Vermont Department of
86 Corrections; the design, operation and continuous improvement of this School provides
87 a strong emphasis on protecting the public, staff and students with programs, balanced
88 with appropriate security. This Educational Mission is best served when the educational
89 program for students is established, as a separate and distinct educational entity, within
90 the operational functions of the Department of Corrections and regulatory responsibility
91 of the Vermont Department of Education.

92

93 The explicit values of CHSVT is that all academic and vocational educational services
94 shall reflect high standards of purpose, empowerment, self-directed decision-making,
95 excellence, recognition, reward, integrity and diversity. The vision for CHSVT has
96 emerged from the collaborative efforts of Corrections Officials, Vermont Educators,
97 Department of Employment and Training personnel, Vermont Department of Education
98 Staff, retired educators, business leaders and many other concerned Vermonters.

99

100 Upon that foundation, CHSVT sees Vermont's Correctional Facilities and Probation and
101 Parole Offices as Educational Institutions. They are places where people learn to be
102 literate, to acquire life and vocational skills, and to have a genuine opportunity to
103 complete High School. They are places where structured and disciplined study is the
104 norm; where each individual masters essential skills necessary to be a productive
105 citizen, including daily habits of attendance, learning and responsibility. Finally, they are
106 places that are integrated with community-based educational services, job opportunities
107 and job training.

108

109 For incarcerated offenders, returning to the Community from the Correctional Facilities
110 and for other Community Supervised offenders, educational services will be
111 coordinated, within the Vermont Probation and Parole Offices operated by the
112 Department of Corrections. To the greatest extent possible, Community Supervised
113 students will be encouraged to participate in quality instruction opportunities at the
114 Regional Vocational Centers, and local public high schools.

115

116 CHSVT classrooms and instructional services are available at the Probation and Parole
117 Offices for students that are unable and/or unwilling to attend other community-based
118 educational services.

119 CHSVT includes professional educators, volunteers, community and business leaders
120 working together, inside and outside the Institutions and Probation and Parole Offices
121 as a coordinated team.

122

123 This is a team dedicated to:
124

- 125 • Assuring effective and efficient continuity and consistency of educational services
126 to students enrolled in programs within the institutions and Probation and Parole
127 Offices.
- 128
- 129 • Quality educational service delivery and professional development committed to
130 enhancing the educational, vocational and employment status of all students in
131 need of such services.
- 132

133 These individuals reside in Vermont's Correctional Facilities or participate in
134 Community-based Correctional Programs under the alternative to incarceration
135 programs. Any other adult in need of remedial education in the Community will be
136 served on a space available basis.

137

138 CHSVT envisions an integrated, collaborative, educational system for all "dropouts" to
139 help them reach high standards. It recognizes that the vast majority of our students
140 have experienced frustration and failure in prior educational endeavors. Accordingly, it
141 is critical that our students experience and are rewarded for their successes, no matter
142 how small. Their success is our responsibility. CHSVT students do not fail but some
143 may take longer than others to succeed. It calls upon the Correctional Facilities, the
144 Public School System, various agencies, Department of State Government and many
145 others to coordinate activities into a statewide system of schooling and job training that
146 is held together across Vermont by the professional commitment of all.

147

148 **GOVERNANCE ORGANIZATION**

149 The Community High School of Vermont was established and operates in accordance
 150 Vermont Statutes under Title 28 (Public Institutions and Corrections), Chapter 3
 151 (Administration of the Department), Sections 120 and 121.

152
 153 **§ 120. Corrections department education program; independent school**

- 154 (a) Authority. An education program is established within the department of
 155 corrections for the education of persons who have not completed secondary
 156 education and who are committed to the custody of the commissioner of
 157 corrections.
- 158 (b) Applicability of education provisions. The education program shall be approved
 159 by the state board of education as an independent school under 16 V.S.A. § 166,
 160 shall comply with the school quality standards provided by 16 V.S.A. § 165, and
 161 shall be coordinated with adult education, special education and technical
 162 education.
- 163 (c) Program supervision. The commissioner of corrections shall appoint an
 164 education supervisor to coordinate and supervise the education program.
- 165 (d) Curriculum. The education program shall offer a minimum course of study, as
 166 defined in 16 V.S.A. § 906, at each correctional facility and department service
 167 center, but is not required to offer a driver training course or a physical
 168 educational course.
- 169 (e) Commissioner of education's designation of special education program.
 170 Notwithstanding any law to the contrary, the commissioner of education, in
 171 accordance with the provisions of 16 V.S.A. chapter 101, shall designate a
 172 program to provide for the special education of eligible persons who are under
 173 the custody of the commissioner of corrections. Within the limits of funds made
 174 available for this specific purpose, the commissioner of education shall pay the
 175 costs of this program in excess of costs defined in subsection (g) of this section.
- 176 (f) Reimbursement payments. The provision of 16 V.S.A. § 4012, relating to
 177 payment for state-placed students, shall not apply to the corrections education
 178 program.
- 179 (g) Annual budget. Annually there shall be appropriated to the department of
 180 corrections an amount equal to the number of full-time equivalent students
 181 enrolled in the corrections department education program, multiplied by the
 182 average cost of public school education in the preceding year. That average cost
 183 shall be calculated to exclude debt service and transportation costs.
- 184 (h) Required participation. All persons under the custody of the commissioner of
 185 corrections who are under the age of 23 and have not received a high school
 186 diploma shall participate in the education program unless exempted by the
 187 commissioner. (Added 1987, No. 207 (Adj. Sess.), § 2; amended 1991, No. 204
 188 (Adj. Sess.), § 11; 1997, No. 84 (Adj. Sess.), § 1; 2001, No. 149 (Adj. Sess.), §§
 189 38, 39, eff. June 27, 2002; 2007, No. 64, § 4.)
 190
 191

192 **§ 121. Community High School of Vermont board**

193 (a) A board is established for the purpose of advising the education supervisor of the
 194 independent school established in section 120 of this title. The board shall have
 195 supervision over policy formation for the independent school, except as
 196 otherwise provided, shall recommend school policy to the commissioner of
 197 corrections, shall oversee local advisory boards of the school, and shall perform
 198 such other duties as requested from time to time by the commissioner of
 199 education or of corrections.

200 (b) The board shall consist of nine members, each appointed by the governor for a
 201 three-year term subject to the advice and consent of the senate, in such a
 202 manner that no more than three terms shall expire annually, as follows:

203 (1) Six representatives from the membership of local advisory boards serving
 204 the school sites, not to include more than one member from any advisory
 205 board.

206 (2) Three members-at-large.

207 (c) The board shall appoint a chair and vice chair, each of whom shall serve for one
 208 year or until a successor is appointed by the board.

209 (d) The board shall report on its activities annually to the state board of education.

210 (e) The board may, with the approval of the commissioner of corrections, appoint the
 211 education supervisor of the independent school. (Added 2001, No. 149 (Adj.
 212 Sess.), § 36, eff. June 27, 2002.)

213

214 Figure 1 shows the overall organizational structure of the school. Operationally, the
 215 school is governed through Campus-Based Management.

216

217 The objective of Campus-Based Management is to increase and emphasize the
 218 authority of Faculty Members and Community Members to make decisions at the Local
 219 School Campus to improve educational services. To the greatest extent possible, each
 220 Local School Campus is given autonomy (to the Faculty and the Local Advisory Board),
 221 to make School Campus decisions. Budget decisions, course offerings and scheduling
 222 decisions at the Local Campus are the responsibility of the Local Campus. Practices
 223 pertaining to effective implementation of the policies and procedures of this School
 224 (*Manual of Policy and Procedures, Reports and Purchasing*) are decentralized and
 225 delegated to the Local Campus with monitoring from the Central Office. These policies
 226 and procedures have been developed by the Faculty and are designed to help achieve
 227 the School's "Common Ends." Faculty Meetings of the Professional Staff, Faculty
 228 Committees and CHSVT State Education Board, assure that central level decision-
 229 making reflect the issues being confronted at the School-Based Management Level.
 230 Campus-Based Management is emphasized strongly by this School, for it promotes
 231 greater flexibility, increased participation of School Staff in school decisions and the
 232 ability to provide more appropriate services to meet the specific needs of students.

233

234 CHSVT is designed to be continually searching for a balance between centralization
 235 and decentralization. Therefore, the governance of the School is designed to be a
 236 shared responsibility between central decision-making at the State level and Local
 237 Campus decision-making.

238 ***Commissioner of Education***

239 The Commissioner of Education shall approve the Educational Program for offenders
240 and assure that the Program is coordinated with Adult Education, Special Education
241 and Vocational Education. The Commissioner will also designate a Program to provide
242 for the Special Education of eligible students who are under custody of the
243 Commissioner of Corrections (ref. Title 28 VSA § 120).

244 ***Commissioner of Corrections***

245 The Commissioner of Corrections is the Appointing Authority for the Superintendent of
246 Educational Services.

247 ***CHSVT Education Board***

248 The CHSVT Education Board will function to advise the Commissioner of Corrections
249 on the appointment of the Superintendent of Educational Services. It also provides
250 oversight on matters of education policy and advocacy.

251 ***Superintendent of Educational Services***

252 The Superintendent of Educational Services is the Appointing Authority for the Faculty
253 and is directly responsible for the operation of the School.

254 ***Local Advisory Boards***

255 Local Advisory Boards may be comprised of active and retired teachers, members of
256 the community, members of industry, as well as representatives from the Faculty and
257 Administration of the Local School Campus.

258
259 The Local Board will serve to advise the Superintendent of Educational Services and
260 the Facility Superintendents, with respect to educational issues, at the Local Campus,
261 as well as the appointment of the Faculty.

262
263 The Local Boards will establish procedures that ensure that the Student Body has an
264 on-going opportunity to provide input and feedback to the Board. The specific
265 procedures for accomplishing this aim will be left to the discretion of the Local Board.
266 The Board should seek input that relates to broad-based educational issues, as well as
267 the needs of individual students.

268
269 The names and addresses of the above governing members of the School are included
270 in Appendix B.

271 ***Superintendents or Assistant Superintendents***

272 Superintendents or Assistant Superintendents have overall administrative responsibility
273 for the School Program at a Local Campus and its integration with other services and
274 the Community.

275 ***Faculty Teams***

276 Faculty Teams are full, part-time and limited service, within the State Classified
277 Personnel System, including:

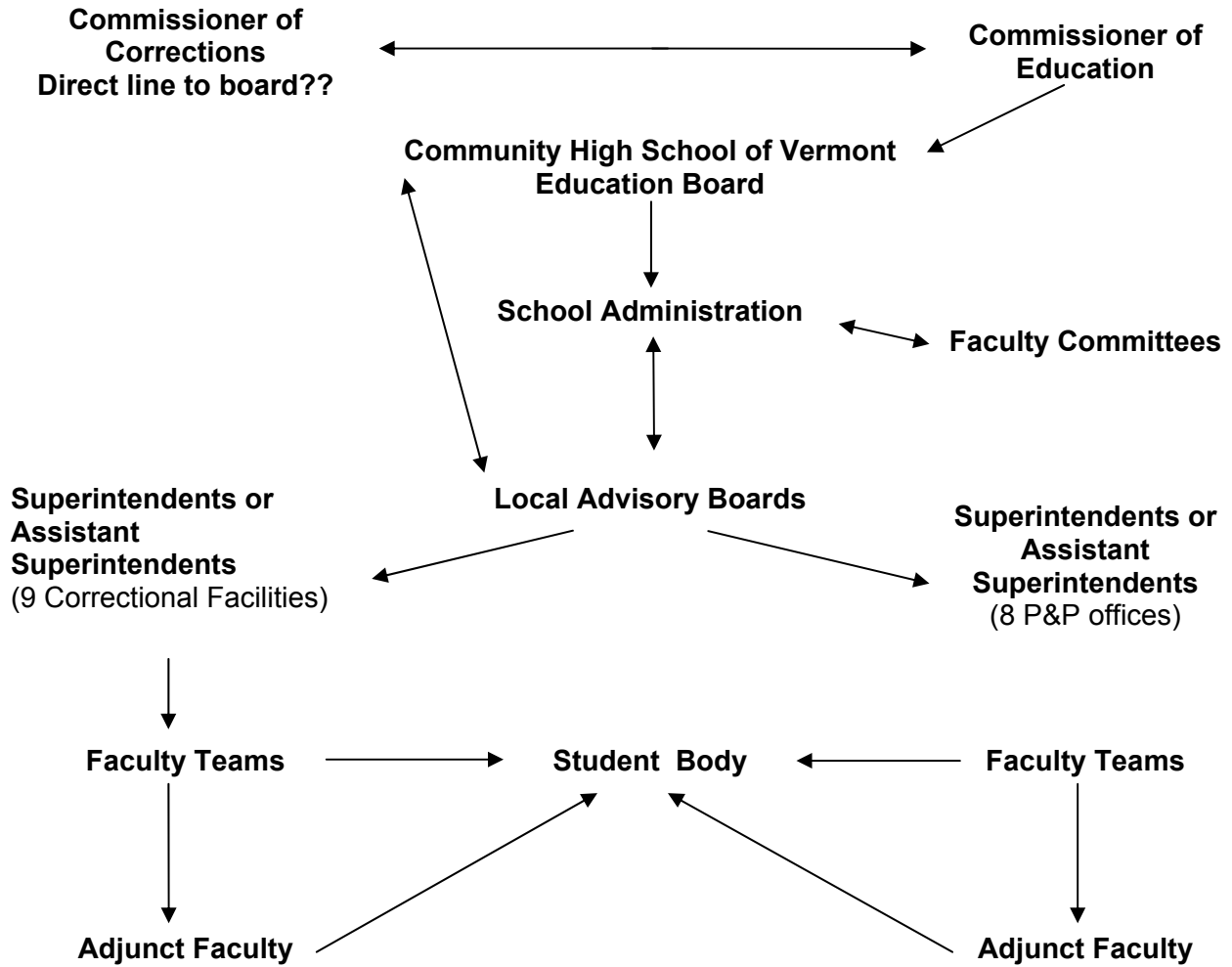
- 278 • Professional Licensed Teachers (Academic/Vocational)
- 279 • Vocational Coordinators/Counselors (See Appendix D & E for Position
- 280 Descriptions and Faculty Qualifications)

281 ***Adjunct Faculty (The Vermont Instructor's Program)***

282 **The Vermont Instructor's Program provides the capacity to enrich and to**
283 **supplement the curriculum by bringing people, who have a specific area of**
284 **expertise, into CHSVT Campus (A Program Description is attached in Appendix**
285 **F).**
286

287 **Figure 1: Governance Organizational Chart**

288
289
290



291
292

293 **FACULTY STANDING COMMITTEES FOR SCHOOL GOVERNANCE**

294 **Policy and Procedures Committee**

295 *Mission:* The purpose of this committee is to develop, review and recommend policies
296 and procedures regarding student learning that are congruent with CHSVT's mission
297 and philosophy.

298 **Curriculum Content Committee**

299 *Mission:* The purpose of this committee is to coordinate in the development of
300 curriculum content for CHSVT providing continuity and consistency at all campuses.

301 **Assessment and Evaluation Committee**

302 *Mission:* The purpose of this committee is to ensure the school engages in forms of
303 student assessment related to fulfilling its mission and core values. This data is used to
304 make informed decisions and plan for CHSVT program planning.

305 **Technology Committee**

306 *Mission:* The mission of the Technology Committee is to support CHSVT teaching staff
307 in the integration of technology into the curriculum for the enhancement of student
308 learning. (adopted by faculty 10/25/01)

309 **Library Committee**

310 *Mission:* The purpose of the Community High School of Vermont Library Committee is
311 to ensure that students and staff have access to and become effective users of ideas
312 and information.

313 **Additional Committees and Special Interest Groups**

314 Additional Committees outside of the normal school governance process include:

- 315
- 316 • Beryle Gardner Student Award Committee
 - 317
 - 318 • Special Education Group
 - 319
 - 320 • Local Standards Board
 - 321
 - 322 • Ad Hoc committees, as needed
 - 323

324 **GOVERNANCE PROCESS AND PROCEDURE**

325 The process for making changes in existing policy and/or initiating new policy within
326 CHSVT is reflective of our philosophy that leadership for our school is the shared
327 responsibility of all stake holders faculty and community board members alike.
328 Accordingly, the procedure for making changes in existing policy and creating new
329 policy must engage and solicit the expertise of both faculty and community board
330 members.

331 ***Procedure for Community High School of Vermont Board***

332 **CHSVT Education Board**

333 Pursuant to their statutory authority and the stated mission of the CHSVT, a State
 334 Advisory Board member may at anytime submit a recommendation to the State Board
 335 that a particular policy be amended or initiated. Such a recommendation, shall be
 336 consistent with the Board's bylaws and the stated mission, would take the form of a
 337 motion to be voted on and if passed, as a proposed school policy, a school policy
 338 recommendation would then be forwarded to the Commissioner of Corrections via the
 339 CHSVT Superintendent for determination on the potential impact of that policy
 340 recommendation on DOC policy. If no significant impact is found the Commissioner will
 341 sign his approval for implementation of the policy. In the event the policy
 342 recommendation is judged to impact on or affect DOC policy the recommended policy
 343 will be implemented only upon successful completion of the DOC policy development
 344 process.

345 **Local Advisory Board**

346 Local Advisory Board members may at anytime submit a recommendation to their Local
 347 Board that a particular policy be amended or initiated. Generally, such a
 348 recommendation, to be consistent with the Board's bylaws, would take the form of a
 349 motion to be voted on and if passed submitted to the CHSVT Education Board for its
 350 consideration.

351 ***Procedure for Faculty***

352 An individual faculty member or member of the School Administration may at anytime
 353 submit a recommendation to the School Superintendent or to the appropriate Standing
 354 Committee Chair that a particular policy be amended or initiated. If submitted to a
 355 Standing Committee Chair the recommendation should be introduced at the next
 356 regularly scheduled Committee meeting as new business. The Committee may amend,
 357 table, reject, or approve of the recommendation and/or may decide to poll the larger
 358 faculty for its level of support. All decisions will be made by a majority vote of the
 359 members present. A quorum is required for a vote to occur. If the members deem
 360 necessary, a full member vote can be requested. A special meeting can be called where
 361 all members will be present. The minutes will reflect the topic, the discussion, and the
 362 rationale for the decision. Any faculty member may attend the meeting(s) and
 363 participate in the discussion, however, only committee members may vote. If the
 364 Committee approves of the recommendation in its original or an amended form it is then
 365 sent as a formal recommendation to the School Superintendent for his/her
 366 consideration.

367 ***Procedure for School Superintendent***

368 The School Superintendent will refer proposed school policy to the CHSVT Board with
 369 administrative recommendation.

370

Form 1: Committee Recommendation Form

**Community High School of Vermont
Recommendation from the**

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_____ **Committee**

After deliberation by the membership at its meeting on _____, the
_____ Committee requests approval of the following recommendation:

Area: _____

Recommendation:

Rationale:

Additional Comment:

Potential Resource Cost (i.e. time, money, etc):

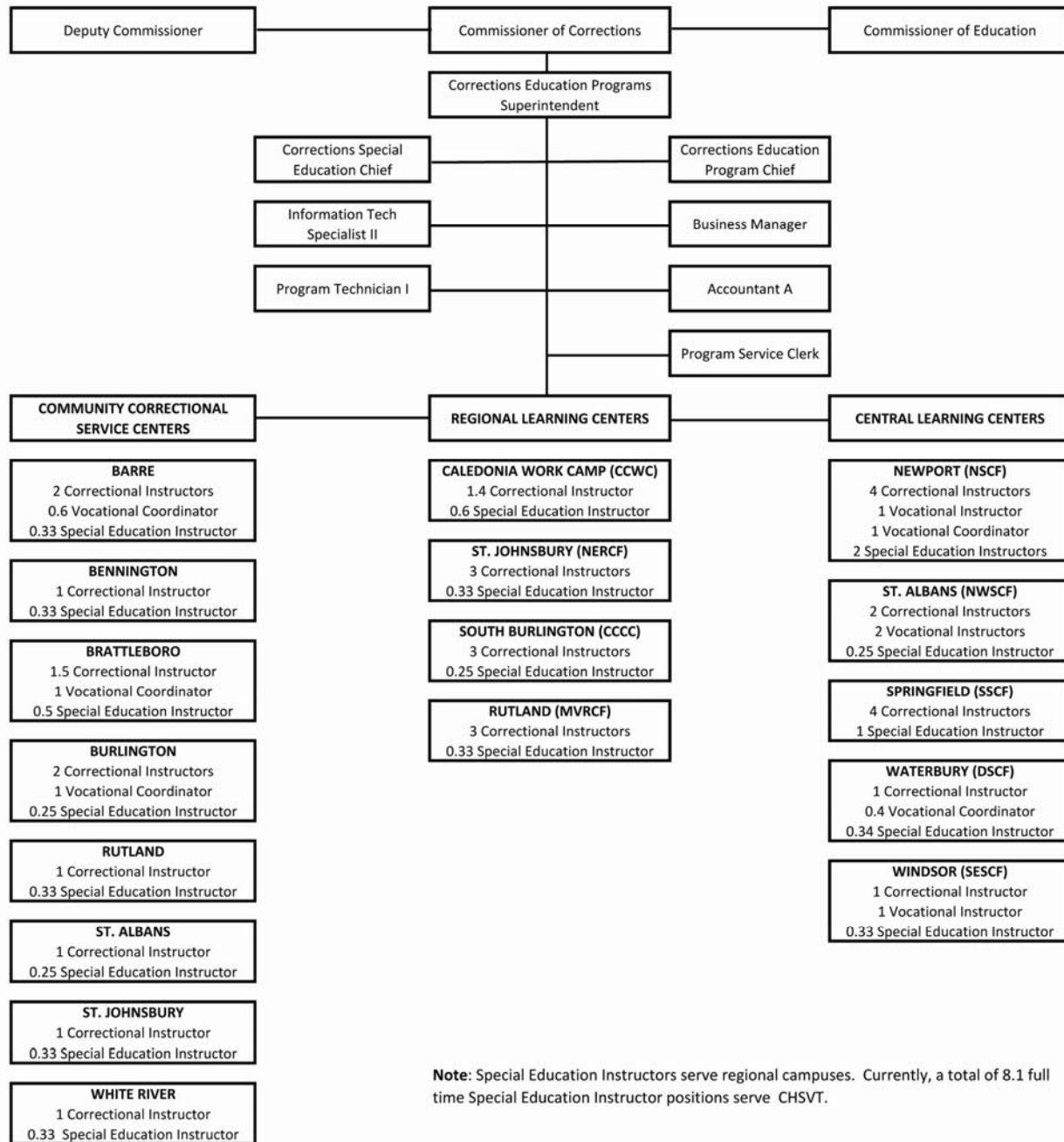
Signed:

Chairperson Date

Secretary Date

Submitted to the CHSVT Administration on _____ for review and
consideration.

414 **Figure 2: CHSVT Organizational Chart**
 415



416
 417

418 **COMPREHENSIVE SYSTEM OF SUPPORT SERVICES**

419 ***Educational Support System***

420 The Community High School of Vermont provides a comprehensive system of supports
 421 for students to assist them in meeting educational objectives, with particular emphasis
 422 on attainment of standards, credits needed to complete graduation plans, and
 423 proficiency requirements. As part of our general education curriculum, the following
 424 supports are available at each campus:

- 425
- 426 • Small group instruction
- 427
- 428 • Individually designed plans leading to the attainment of a high school diploma
- 429
- 430 • Basic skills instruction in reading, writing, and math at a variety of levels
- 431
- 432 • Behavioral and incentive plans to support student attendance
- 433
- 434 • Multi-level instruction in content area and vocational classes
- 435
- 436 • Assignments and classes tailored to student interests and strengths
- 437
- 438 • Access to guidance and accommodations from faculty
- 439
- 440 • Problem solving and sharing of expertise among campus team to build student
- 441 success
- 442
- 443 • Referrals to health services and caseworkers (campus-specific)

444 ***Course Catalogs***

445 Each Program Campus will have available quarterly for the students a current Course
 446 Offering Catalog that includes:

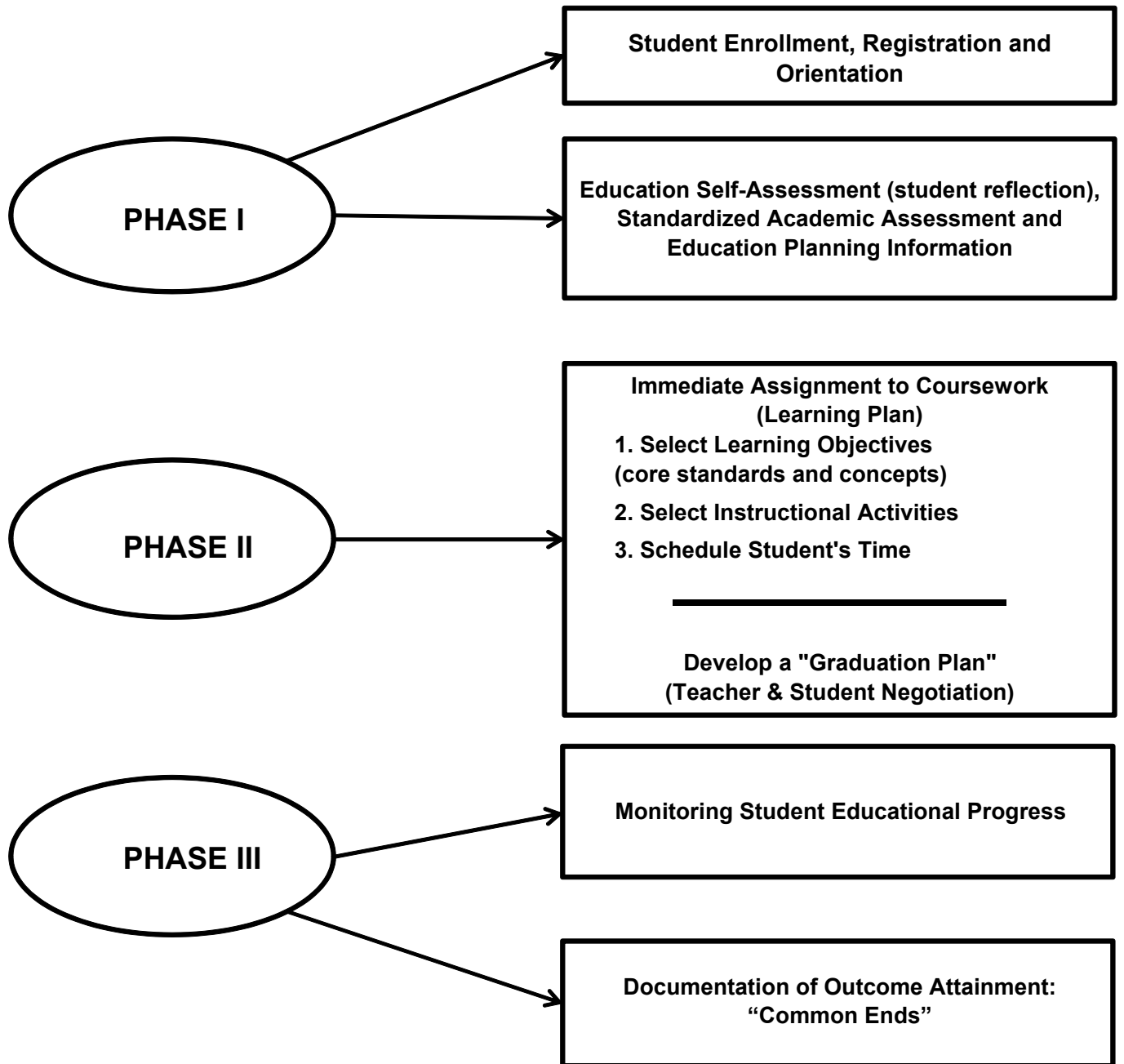
- 447
- 448 • Title of Course
- 449 • Description of Course
- 450 • Faculty
- 451 • Prerequisite for Entry
- 452 • Day and time offered
- 453
- 454

Quarters

First: July 1 – September 30	Third: January 1 – March 31
Second: October 1 – December 31	Fourth: April 1 – June 30

455
456

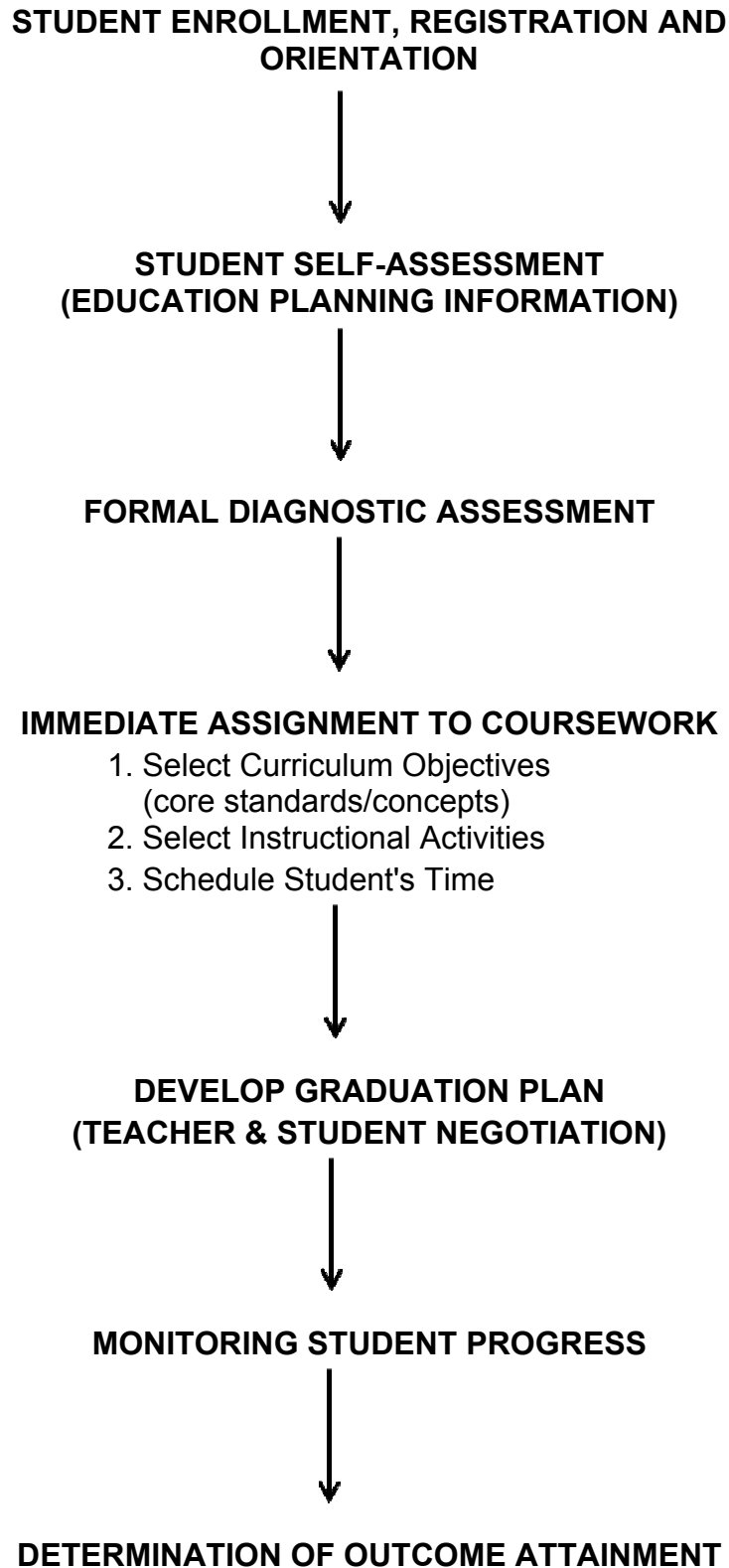
457 **Figure 3: Three Phase Process: Student Intake, Placement and Outcome**
458 **Attainment**



459
460
461

462

Figure 4: CHSVT Curriculum Planning Process for Students



463

464 **THREE PHASE PROCESS: STUDENT INTAKE, PLACEMENT AND OUTCOME**
465 **ATTAINMENT**

466 ***Phase One: Student Intake, Orientation and Enrollment***

467 CHSVT faculty control and monitor the process of student enrollment so as to ensure
468 student grouping patterns and class sizes that allow better use of time to meet the
469 needs of students and ensure frequent student teacher interaction. The CHSVT creates
470 small education units in which student anonymity is not possible.

471
472 This school primarily serves students who:

- 473
- 474 • Have not obtained a High School Diploma and are under the custody of the
475 Department of Corrections (DOC);
- 476
- 477 • Have a high need in the area of employment, as identified by DOC classification
478 procedures.
- 479

480 In addition:

- 481
- 482 • Under Vermont state law, all individuals under the age of 23 under custody of the
483 DOC, without high school diplomas, have a mandatory education requirement.
484 These students are enrolled upon admission.
- 485
- 486 • The school serves the Special Education needs of students with disabilities in
487 accordance with Federal and State laws.

488 **Priority for Enrollment**

- 489 • Individuals under the custody or supervision of the Department of Corrections,
490 under the age of twenty-two (22) years, and without a high school diploma, from
491 an approved high school.
- 492 • Youth who have withdrawn from public education, are under the age of twenty-
493 two (22) years, and without a high school diploma from an approved high school.
- 494 • Youth in school, under the age of twenty-two (22) years and without a diploma
495 from an approved high school.
- 496 • Individuals under the custody and/or supervision of the Department of
497 Corrections who are over the age of twenty-two (22), but without a high school
498 diploma from an approved high school.
- 499 • Students with a high school diploma who wish to improve their skills or who have
500 the approval of the instructor to participate in a class in an area of interest.

501 **Special Conditions for Each Priority Population in P&P Community Campuses**

502 Youth Under Custody - None.

503

504 Youth Under Department of Corrections Supervision - Approval of Teaching Team and
505 Campus Superintendent.

506

507 Community Youth Not Currently Enrolled in Public School

508 • Approval of Teaching Team

509 • Reference Check, clearance from corrections and approval of the Probation and
510 Parole (P&P) Superintendent, including a determination of whether the
511 community student's participation will violate conditions of DOC students
512 currently enrolled.

513

514 Community Youth Currently Enrolled in Public School

515 • Will be considered by teaching team on a case-by-case basis, including space
516 availability.

517 • Corrections clearance must be obtained and the P&P Campus Superintendent
518 must approve each enrollment, including a determination of whether the
519 community student's participation will violate any conditions of DOC students
520 currently enrolled.

521 • All students in this category will be given a 30-day trial to see if they are found to
522 be motivated to attend, are compatible with other students, and if the curriculum
523 is appropriate and a match for their needs.

524

525 **Form 2: Sample Contract for Community Students Attending Community High**
526 **School**

527 Community High School welcomes students from the community to attend its school.
528 Community High School of Vermont has high academic and behavioral expectations for
529 its students. The mission of CHSVT is “to provide an accredited, coordinated, and
530 personalized education that assists our students in their academic, social and
531 vocational success.” Academic and behavioral expectations follow the *Vermont*
532 *Framework of Standards and Learning Opportunities*. The standards encompass the
533 following areas: Communication, Reasoning and Problem Solving, Civic and Social
534 Responsibility, and Personal Development.
535

536 Students are expected to make every reasonable attempt to achieve the standards.
537 Academic and behavioral practices that are considered to be crucial to your success at
538 CHSVT include the following standards.
539

540 **Goal Setting** Students assess their own learning by developing rigorous criteria for
541 themselves, and use these to set goals and produce high quality work.
542

543 **Respect** Students respect themselves, fellow students, staff, and property. This is
544 evidenced by speaking to fellow students and staff respectfully and using appropriate
545 language at all times.
546

547 **Interactions** Students interact respectfully with others, including those with whom they
548 have differences. This is evidenced by refraining from using derogatory terms and
549 names and interacting in a negative manner with others.
550

551 **Dependability and Productivity** Students demonstrate dependability, productivity, and
552 initiative. This is evidenced by: arriving to class on time, fulfilling academic
553 responsibilities, and being an engaged participant in all teaching-learning activities.
554

555 **Persevering** Students persevere in the face of challenges and obstacles.
556

557 **Discipline** Serious and chronic inappropriate behavior (including under the influence,
558 possession of illegal substances and paraphernalia, weapons, harassment, and
559 fighting) will result in disciplinary consequences as determined by the educational team
560 at CHSVT.
561

562 I have read and discussed the elements of this contract and I understand the academic
563 and behavioral expectations. I understand that failure to meet these standards will be
564 met with consequences dependent on the rule violation.
565

Student: _____ Date: _____

Superintendent: _____

Teacher(s): _____

567 **Orientation**

568 All new admissions to either facility or community-based campus who are under the
569 care and custody of the Commissioner of Corrections will receive a detailed orientation
570 to the school and to the specific campus as soon as possible after his/her initial
571 admission. Others under supervision in community-based campus should also receive
572 an orientation whenever possible.

573 **Enrollment**

574 All new admissions (correctional facilities and probation and parole offices) under 23
575 years old, and other interested and mandated students, should be enrolled and
576 assessed using the computerized enrollment form. This form should be completed,
577 printed, signed by the students, and included in their education files.).

578
579 (see student record sample)

580 **Enrollment Procedure**

- 581 • Check if the student has been previously enrolled in the Community High School
582 of Vermont.
- 583 • Electronically enroll the student in the educational database.
- 584 • Have the student sign the enrollment form if the student is under the age of 23,
585 and make a copy of the signed enrollment form for the student file.
- 586 • Have the student sign a request for records form and send it to the student's last
587 high school.
- 588 • Complete the self assessment form.
- 589 • Administer the WRAT **and / or K-Fast** assessment tests and enter the scores in
590 the database.
- 591 • Initiate the graduation plan by filling out the cover page and having the student
592 sign the plan.
- 593 • Enroll the student in courses and fill out the campus course plan. If the student
594 scores below a standard score of 85, on the WRAT reading or math, be sure to
595 complete the appropriate sections of the TABE, record the scores in the
596 educational database and register the student in compensatory education
597 courses as indicated.
- 598 • Make a permanent educational folder and enter the name into the file transfer
599 database.
- 600 • When records are received from the former school meet with the student to do a
601 transcript analysis and discuss requirements needed for graduation.
- 602 • If the student is child find positive or if the student records indicate a prior special
603 education history, contact the special education person assigned to enter data in
604 the sped doc database.
- 605 • Develop a special education folder if any special education records are received
606 from the last high school.
- 607 • Make sure students receive copy of handbook and students sign receipt form
608 which is placed in their education file.

609 **Attendance**

610 Student attendance is maintained at each of the School Campus on a daily basis. The
611 local attendance system is computer-assisted and provides the capacity to register new
612 students daily; to record new coursework and to record participation in that coursework.

613

614 Daily attendance records are available from the Local School Campus. The Central
615 Education Office can produce “total” school enrollment figures, course catalogs,
616 individual student transcripts, Local Campus attendance and course offering reports.

617

618 The attendance system maintains the capacity to produce the total number of
619 instructional hours, provided by the system, during any time period.

620

621 **CHSVT Educational Database Intake and Enrollment Process**

622 **ADD REFERENCE TO ALLEN’S SCHEDULING MANUAL (WHICH ALSO NEEDS**
623 **UPDATE)**

624

625 ***Phase One Continued: Student Self-Assessment and Standardized Academic***
 626 ***Assessment***

627 Because CHSVT encourages life long learning the faculty sees assessment, beginning
 628 with the newly enrolled student's self-assessment as the recognition of previous
 629 learning as well as identifying future educational needs. Assessment also helps the
 630 faculty to register the student for appropriate classes. Within the classes, students
 631 demonstrate understanding and new knowledge as the teacher assesses the student
 632 progress through a variety of means.

633 **Sequence of Student Assessment Procedures**

634 **Student Self-Assessment**

635 The student self-assessment is a powerful assessment tool designed to have the
 636 student, as close to enrollment as possible, reflect on his/her present and future living,
 637 learning and working life. It is designed to convey a sense of caring by the faculty of
 638 CHSVT of who he/she is as a person. It is an attempt to understand their wants, needs
 639 and interests so that class offerings can be explained to the student in relation to their
 640 wants, needs or interest. Ideally, the student self-assessment begins a process of self
 641 reflection and self evaluation that the student will use as a tool to promote his/her
 642 learning.

643 **Review of Prior School Educational Records**

644 Prior school records are obtained from last high school of record and reviewed for prior
 645 school performance and level of achievement. Prior school transcripts are analyzed to
 646 determine the number and kind of credits needed for a diploma.

647 **Initial Assessment**

648 New students are screened for basic skills achievement by way of administration of
 649 norm referenced tests such as the WRAT and K-Fast. An interview, which includes an
 650 informal "Self-Assessment," (**see Form #**) identifies various pieces of background
 651 information as well as interests and goals. Vocational interest inventories may be
 652 administered to begin the process of identifying possible choices for career training.

653 **Diagnostic Assessment**

654 With students that have prior special education histories, or who score below a standard
 655 score of 85 on any of the WRAT subtests, it may be necessary to conduct a more in-
 656 depth assessment of particular learning needs. The Test of Adult Basic Education
 657 (TABE) or other assessments completed by faculty, might be sufficient to identify more
 658 specific learning needs. Additional assessments might also include comprehensive
 659 evaluations conducted under the auspices of a special educator to identify Section 504
 660 or special education needs.

661 **Coursework Selection**

662 Coursework for individual students is selected based on information received in the
 663 assessment process and accompanying educational record review. Whenever possible

664 it should be tailored to the student's goals and interests as identified in the "Self
665 Assessment."

666 **Ongoing Assessment**

667 A number of formal and informal criteria will determine the levels to which students are
668 achieving specific results and outcomes following their coursework. These include
669 tests, work samples and hands on activities.

670 **Monitoring Progress and Course Completion**

671 Attendance and educational performance records are maintained on all students
672 attending the Community High School of Vermont (CHSVT). Course completions are
673 recorded in the Student Transcript Database and documented on student Graduation
674 Plans. For students with disabilities eligible for special education, progress is also
675 documented for goals and objectives on the Individual Education Plan (IEP).

676 **Special Services**

677 The school maintains the capacity to respond to the unique needs of students, under
678 the age of 22, through a system of instructional support services that includes Title I
679 basic skills classes, Section 504 accommodations and special education services.
680 Students with disabilities over the age of 22 may also qualify for a Section 504
681 accommodation plan. These services comply with laws and regulations both at the
682 state and federal levels and are thoroughly integrated with the general education
683 program/curriculum.

684
685

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689

**Community High School of Vermont
Form 3: SELF-ASSESSMENT FORM
EDUCATIONAL PLANNING INFORMATION**

Student Name _____ Date of Birth _____

Campus _____

1. What kind of work have you done?

2. What would you like to do for work if you could do anything?

3. Have you had any Vocational Training? [If yes, please explain].

4. What subject did you like best in school?

5. What subject would you like to work on or know more about?

6. What subject did you dislike?

690

7. Have you been studying since you left school?

691
692

693

8. What do you like to do in your spare time?

9. What do you like to read?

10. What would you like to know more about?

11. What would you like to be doing in five years?

12. If you left school before graduating, why?

694

695 **Awarding Prior Learning Credit**

696 This section covers guidelines for awarding credit for prior learning. In addition to
 697 awarding high school credit for completion of coursework, students may also receive
 698 credit for knowledge and skills gained prior to enrolling in CHSVT. There are a variety
 699 of methods that may be used to award this kind of credit. The methods that follow are
 700 not the only ways in which prior learning credit could be awarded, but rather, are the
 701 ways that the curriculum policy committee has reviewed thus far. It is one responsibility
 702 of this committee to review teacher-made tests for the award of prior learning credit.
 703 Faculty members are urged to use these methods as a guide when developing their
 704 own methods to submit for inclusion in this manual.

705 **Credit Awarded for Prior Learning**

706 Prior learning credits may be awarded through testing, portfolio assessment, or through
 707 a student narrative with verification. Although the assessment methods detailed here
 708 are not exhaustive, they have been approved by the school. Use the methods directly
 709 to determine credit awards or use them as a guide to develop similar assessment
 710 method. Non-approved prior learning assessments must be reviewed by the Curriculum
 711 Policy and Practices Committee.

712

713 While it is the responsibility of the Curriculum Policy and Practices Committee to
 714 approve assessment methods used to award credit, it is the responsibility of the
 715 individual teacher to decide whether the student's performance warrants the award of
 716 prior learning credit. These guidelines provide a framework and a process on which to
 717 base your decisions.

718 **Prior Learning Assessment Method: Student Narrative**

719 This method is a two-part assessment of an individual's life or work experience. In part
 720 one, the student is asked to reflect on his or her experience, to think about what he or
 721 she did and what he or she had to know in order to perform the required tasks. The
 722 student then writes a narrative to explain his or her knowledge and how it pertains to
 723 academic areas in which credit is requested.

724

725 In part two, the student seeks to verify the knowledge and skill claimed. This process is
 726 similar to that of asking former employers or teachers to write reference letters. The
 727 purpose of the letter is not to verify that the student did what he or she claimed, but
 728 rather to verify that the student had the knowledge and skill. This must be made clear
 729 to the letter writer.

730

731 Upon receipt of the narrative and verification letters, the teacher makes a decision as to
 732 whether the student's knowledge and skill has been sufficiently documented to award
 733 any amount of prior learning credit, and in what academic areas the credit should be
 734 awarded.

735

736 On the Transcript Recording Form indicate the area of study and "Prior Learning" in the
 737 Course Title (e.g., Science Prior Learning, Language Arts Writing Prior Learning,

738 Trades Prior Learning, etc.). Check the boxes to indicate “Prior Learning” and
 739 “Narrative.”

740 **Prior Learning Assessment Method: GED Subtests**

741 Credit may be issued to individuals who have taken one or more official GED tests.
 742 Follow these guidelines:

- 743 • Minimum score on a subtest is 410 (or 41 if using the older GED tests)
- 744 • On the transcript recording form indicate the area of study and “Prior Learning” in
 745 the course title (e.g., Science Prior Learning, Language Arts Writing Prior
 746 Learning)
- 747 • Check the box to indicate prior learning and indicate GED as the name of the test
 748 used.
- 749 • Attach a copy of the GED transcript showing test scores when submitting the
 750 transcript recording form.
- 751 • Use these Vermont Standards for the specific GED tests:

Science	7.1	7.12	7.13	7.14
Mathematics	7.6	7.7	7.8	7.10
Writing	1.5	1.6	1.11	5.18
Reading	1.3	5.11	5.13	
Social Studies	6.2	6.7	6.11	6.16

752 **Prior Learning Assessment Method: Pre-Professional Skills Tests (PPST I) Praxis**
 753 **Mathematics Practice Test**

754
 755 Follow these guidelines:

- 756 • The Praxis I Math practice test can be found on page 41 of *The PPST Guide*
 757 *Praxis I: Academic Skills Assessments*. This book is a practice book for college-
 758 level standardized achievement tests in reading, mathematics, and writing.
- 759 • Calculators are allowed. The test is not timed.
- 760 • Compute the total number of correct answers using the answer key on page 70.
 761 Award credit as follows:

Raw Score	Credit Award
21-25	0.5
26-30	1.0
31-35	1.5
36-40	2.0

- 763
- 764 • On the Transcript Recording Form indicate “Mathematics Prior Learning” in the
 765 course title. Check the boxes to indicate “prior learning” and use “PPST” as the
 766 name of the test.

767 **Prior Learning Assessment Method: Woodcock Johnson Test of Achievement (Either**
 768 **WJ-R or WJ-III)**

769 These tests are appropriate for educators who have been trained in their administration.
 770 Administer subtests as required to produce grade equivalent scores in any of the
 771 academic areas for which credit is requested: Broad Reading, Broad Writing, Broad

772 Mathematics, Science, Social Studies, and Humanities. Where necessary, average the
 773 grade equivalents of multiple subtests that are components of a broad cluster. Award
 774 credit as follows:

Grade Equivalent	Credits
16.9 and higher	3
13.0 to 16.8	2
12.0 to 12.9	1
11.0 to 11.9	0.5

- 775
- 776
- 777
- 778
- 779
- 780
- 781
- On the Transcript Recording Form indicate the area of study and “Prior Learning” in the course title (e.g., Broad Mathematic Prior Learning, Broad Written Language Prior Learning, etc.). Check the boxes to indicate prior learning and give “WJ-Achievement” as the name of the test.
 - Use these Vermont Standards for the subtests:

Subtest	Type of Credit	Vermont Standards
Broad Math	mathematics	7.6, 7.7, 7.8, 7.10
Science	science	7.12, 7.13, 7.14, 7.15, 7.16
Broad Written Language	language arts	1.6, 1.11, 1.12
Social Studies	social studies	6.8, 6.10, 6.15
Humanities	social studies	5.18, 5.12, 5.26, 5.31
Broad Reading	language arts	1.1, 1.3, 5.13

782 **Prior Learning Assessment Method: Computer Skills Test**

- 783
- 784
- 785
- 786
- 787
- 788
- 789
- Assign the tasks on the test provided below. Award up to 0.5 credit in computer studies.
 - On the Transcript Recording Form indicate “Computer Skills Prior Learning” in the course title. Check the boxes to indicate “prior learning” and use “Computer Skills” as the name of the test.
 - Vermont Standards: 1.18, 1.19

790 **Form 4: Computer Skills Test**

791 Successful completion of these tasks signifies completion of Basic Computer Skills, earning
792 one-half credit in Computer Studies from the Community High School of Vermont. Vermont
793 Standards: 1.18, 1.19.

794
795 Task A

- 796 • Start the computer.
- 797 • Use a word processor to write a letter or short essay.
- 798 • Save your writing on a floppy disk, giving it the name, "MyWrite.doc"
- 799 • Your writing should demonstrate the following:
 - 800 ○ at least two different fonts
 - 801 ○ sections of italic print
 - 802 ○ sections of bold print
 - 803 ○ sections of underlined print
 - 804 ○ at least two different margins settings
 - 805 ○ indented paragraphs

806
807 Task B

- 808 • Copy the file created in Task A to the desktop. Rename the file on the desktop.
809 After you have renamed the file, use the mouse buttons to delete both files.

810
811 Task C

- 812 • Create a picture or drawing using MS Paint.
- 813 • Copy your picture to a word document.
- 814 • Print the picture from the word processor.

815
816 Task D

817 Open several programs to locate and identify the following:

- 818 • Command Buttons
- 819 • Text Boxes
- 820 • List Boxes
- 821 • Check Boxes
- 822 • Menu Bars
- 823 • Forms

824
825 Task E

- 826 • Shut down the computer properly.

827
828 Task F

- 829 • Open a web browser and find a website that contains the words to the song,
830 "Cripple Creek" by the group called THE BAND.

831
832 Task G

- 833 • Use HELP to find information about changing settings on the desktop. Print out
834 instructions for changing desktop wallpaper, and explain the difference between
835 tiling and centering.

836 **Prior Learning Assessment Method: ServSafe Food Service Sanitation Test**

- 837 • Administer the multiple choice chapter tests in the text titled, *ServSafe*
838 *Essentials*. Available from: National Restaurant Association
839 <http://www.edfound.org>.
840 • Student may review the text, but test must be taken “closed book.”
841 • Use the progress sheet below to record the scores.
842 • Minimum chapter score: 70% Overall average score 80% or higher
843 • On the Transcript Recording Form indicate “prior learning,” and give “ServSafe
844 Essentials” as the name of the test.
845 • Vermont Standards identified: 3.14, 3.15
846

847 **ADD NARRATIVE/INSTRUCTIONS FOR ASSESSMENT FORM (FORM 6) and FORM**
848 **7**
849

Form 6: Assessment Report Form

Month of _____ Year _____ Program Site _____

Student Name	Date of Birth	Assessment Name	Subject Area	Standard Scores	Admin Date	Completed Proficiency Requirements	Placed on Graduation Plan (Y/N)	Comments	Signature/ Initials of Assessment Admin

Total Number of Assessments Completed: _____

Total Number of Students Completed Proficiency Requirements: _____

Total Number of Students Placed On Graduation Plans This Month: _____

Total High School Credits Issued: _____

Total Trades/Industry Certifications Awarded: Local _____ Industry Approved _____

**Community High School of Vermont (CHSVT)
Form 7: Probation and Parole Offices Monthly Report Form**

Location _____ Month _____

Submitted By _____

INTAKE		YOUTH < 22	YTD	ADULT > 22	YTD
STUDENTS P R O B A T I O N P A R O L E M E N T	Number of New students enrolled this month (signed up for classes)				
	Number of New Students without a high school diploma				
	Number of New Students Employed (full or part)				
	Number of New Students Unemployed				
ALL STUDENTS	Number of Total students attending this month				
COMPLETIONS (Documented in Individual Student Plan)		YOUTH < 22	YTD	ADULT > 22	YTD
L I V I N G	Number of Family Centered Goals by Students				
	Number of Community Centered Goals Completed by students				
	Number of Individual Centered Goals Completed by students				
	Number Completing a Life Skills Course				
L E A R N I N G	Number of Students who obtained a GED				
	Number of Students who obtained a High School Diploma				
	Number of Students who returned to a local district school Full-Time				
	Number of Students who returned to a local district school Part-Time				
	Number of students who met the 8th grade proficiency requirements in Reading				
	Number of Secondary Credits earned by students				
	Number of students accepted in post-secondary education program				
	Number of students enrolled in post-secondary courses				
W O R K I N G	Number who obtained employment as a result of CHSVT efforts				
	Number Participating in Job Retention/Career Development				
	Number that improved employment situation as a result of the CHSVT Efforts				

8
9

10 **Phase 2: Student Placement**

11 **Initial Class Placement and Student Program Adjustments**

12 **Policy Statement**

13 CHSVT is an alternative high school that serves individuals that have not completed a
14 secondary education. Facing the problem of providing education to students for whom
15 traditional methods have failed, the school takes on this challenge with a unique vision
16 of what this school should be and how it should operate.

17
18 Students are enrolled in CHSVT instructional activities as soon as possible. To achieve
19 that objective, students shall be placed in coursework upon completion of initial
20 screening of educational needs and a subsequent selection of learning objectives with
21 assignment to preliminary learning activities.

22 **Procedure**

23 The following are considered by the teaching team and/or teacher prior to selecting
24 initial objectives and activities:

- 25
26 1. Time available to meet and/or provide instruction to a specific objective.
27 2. Validity of the objective or set of objectives to the student's needs wants and/or
28 interests.
29 3. Capability of the student to master a learning objective at a specific level.
30 4. Availability of resources, (i.e., books, materials, etc.), for the student to meet the
31 learning objective.
32

33 A screening to determine a student's basic skills levels in reading, writing and math is
34 completed as part of the initial assessment (typically every student enrolled is
35 individually assessed with the WRAT). The Test of Adult Basic Education is
36 administered to students who score below a standard score of 85 in reading or math in
37 order to make specific course recommendations and document student progress.
38

39 Once a student is enrolled and engaged in learning, the curriculum planning process is
40 continually refined with the development of an individual Student Graduation Plan based
41 on the Vermont's *Framework of Standards and Learning Opportunities*.
42

43 Vermont has placed great emphasis on defining and implementing standards of
44 learning. CHSVT has developed individualized Student Graduation Plans to align itself
45 with the standards and to provide students with workable methods toward achieving a
46 high school diploma.
47

48 A team, consisting of teachers and the student, reviews the student's prior school
49 transcripts to award transfer credit and determine what additional credits are needed for
50 graduation. Based on that analysis, the team selects individual standards from
51 Vermont's *Framework of Standards and Learning Opportunities* that will comprise a
52 course credit. The team then specifies evidence that will demonstrate the student's

53 proficiency in the chosen standards. Armed with the knowledge of exactly what is
 54 necessary to demonstrate proficiency for each standard, the student then sets out to
 55 achieve the credits required for graduation.

56
 57 The system has several beneficial outcomes:

- 58 • Seat time in a class is no longer a measure of whether or not a student receives
 59 credit. Instead, ***it is what the student does that is important.*** Learning
 60 becomes self-paced.
- 61 • Students do not fail. They simply learn and work until they can demonstrate
 62 proficiency, as it is defined in the Student Graduation Plan.

63
 64 Some students, who have a great deal of prior knowledge, in an area, may be able to
 65 earn credit very quickly. Others, who struggle, may need more time, but the stigma of
 66 failing and having to repeat a class is removed.

67 **Transferring Students**

68 Students who are enrolled in CHSVT and transfer from one facility or site to another
 69 should be accepted in classes immediately. All efforts should be made to accommodate
 70 their learning needs and the standards on which they have been working. This may
 71 necessitate the need to offer students alternative classes to the ones they have been
 72 engaged in at their previous locations. Every effort should be made to transfer student
 73 records within a timely manner.

74 **Classes in Close Custody/Segregation**

- 75 1. Students who are over twenty-two, who were not enrolled in classes when they
 76 were moved to close custody/segregation, should not have coursework delivered
 77 to them, regardless of whether they request it or not.
- 78
 79 2. All students, whether over or under twenty-two, should be allowed to finish
 80 coursework they started when they were moved to close custody/segregation;
 81 the material should match what is being taught in the main classrooms. Once
 82 they complete the class, they should not be delivered coursework for a new class
 83 unless they are under twenty-two.
- 84
 85 3. Students under twenty-two should have coursework delivered to them on an
 86 ongoing basis, unless their behavior warrants denial of this privilege.
- 87
 88 4. Special Education students are an exception to these rules, and will be decided
 89 on a case-by-case basis.
- 90
 91 5. To reiterate, all coursework brought to a closed unit must reflect what is being
 92 taught to the general population.

93
 94 The rationale for not delivering education to a closed unit is to avoid reinforcing negative
 95 behavior; that is, we should be encouraging students to behave pro-socially and to stay
 96 out of closed units.

97 **Core Curriculum – CHSVT Identified Core Concepts and Standards**

98 The CHSVT recognizes that curriculum development is a continuous process that
99 demands the recognition, refinement and improvement of essential learning elements in
100 order to facilitate improved student learning.

101
102 CHSVT has identified Student Learning Outcomes that encompass the essential
103 standards, concepts and content that students must demonstrate achievement and
104 proficiency in prior to graduating. Essential learning in the areas of Language Arts,
105 Math, Science, Social Studies, Computer and Trades, will be measured according to the
106 students' acquisition of standards and core concepts. Subject/content knowledge shall
107 be enhanced by the identification of the skills, concepts and the dispositional knowledge
108 needed to link that content and/or new content to their future living, learning or working
109 lives. Therefore, the subject area content may be specific to a discipline but the
110 concepts, skills and dispositions can be taught across the disciplines.

111
112 Therefore, when preparing courses and delivering instruction, the teacher is
113 encouraged to consider that the subject area content may be specific to a discipline but
114 the concepts, skills and dispositions can be taught across the disciplines. When courses
115 are offered in Language Arts, Math, Science, Social Studies, Computer and Trades,
116 courses will be developed with the CHSVT identified standards and core concepts.
117 Based on content coverage, credit or partial credit may be requested at the teachers'
118 professional discretion. The teacher should utilize the expertise of the Curriculum
119 Content Committee or relevant focus groups for guidance with content questions.

120
121

122 **Curriculum Planning Process**

123 The CHSVT recognizes the traditional subject area (department) structure and uses that
124 structure to integrate the school's curriculum to the extent possible and to emphasize
125 depth over breadth of coverage. **EXPAND**

126
127 The curriculum planning process for CHSVT is the responsibility of the Faculty.
128

129 This Curriculum Content Committee is responsible for developing a minimum course of
130 study in compliance with Title 16 VSA § 906. The Curriculum Committee is comprised of
131 interested Faculty Members. The purpose of this Committee is to develop, review and
132 modify the Curriculum Offerings, so as to meet the needs of the students consistent with
133 "*Vermont's Framework of Standards and Learning Opportunities.*"

134 **Goals of the Curriculum**

135 The student will be able to demonstrate (preferably through authentic assessment)
136 his/her attainment of the "Vital Results" of Public Education in Vermont, including
137 Reasoning and Problem Solving, Personal Development and Civics/Social
138 Responsibility through the integration of knowledge and learning represented by "Core
139 Standards" identified in the "Fields of Knowledge" and the core concepts selected by
140 CHSVT faculty.

141 **Objectives of the Curriculum**

- 142
- 143 1. **Student Attendance** - Students will reengage in educational pursuits and comply with
144 the structure of a disciplined learning environment.
 - 145
 - 146 2. **Student Learning/Graduation Plans** - Students will develop and implement, in
147 collaboration with education professionals, student graduation plans, leading to
148 successful completion of secondary education.
 - 149
 - 150 3. **Students' Progress with their Learning as the Secondary Level** - This progress is
151 measured by a wide-variety of assessment techniques. The award of secondary credit,
152 based on student produced evidence, that he/she has mastered a set of learning
153 objectives will be the "benchmark."
 - 154
 - 155 4. **Students attain foundational knowledge and functional literacy** - This is measured
156 by student progress on the "*Performance Indicators of Basic Skills*" (PIBS) (Appendix G).
 - 157
 - 158 5. **Student completion of Secondary Education culminating with the award of a High
159 School Diploma** - Through demonstration and documentation that he/she knows and is
160 able, to do the "Learning Objectives" developed from "*Vermont's Framework of
161 Standards and Learning Opportunities*" and Core Concepts identified by CHSVT faculty.
 - 162
 - 163 6. **The student skills are marketable to the business community in Vermont** - This is
164 measured by the students' attainment of industry certification in the trades and/or
165 increases in the students' ability to obtain and maintain employment and grow financially
166 in the workplace.
 - 167

168 **Coursework Guidelines**

169 Teachers will design high quality, engaging, and direct instruction based on the
170 interest(s) of the students, as stated in the students' self-assessment.. Student Self
171 Assessments and input should be considered quarterly when designing courses for
172 implementation.

173
174 The content of the course should be designed so to encourage the student to continue
175 to seek skills, concepts or dispositional knowledge that will be of relevance and utility to
176 them.

177
178 Upon successful completion of the course(s), the student will have shown movement
179 and growth toward the attainment of the school's stated Student Learning Outcomes.
180 They may have that learning certified by the award of full or partial secondary education
181 credit that may be applied to the attainment of a high school diploma.

182 **Minimum Course of Study & Applied Learning for the Workplace**

183 The minimum course of study for CHSVT complies with Title 16 § 906, by providing the
184 following, with the exception of driver's education and physical education (28 VSA §
185 120):

- 186
187 1. Basic communication skills, including reading, writing and the use of numbers.
- 188
189 2. Citizenship, history and government in Vermont and the United States.
- 190
191 3. Comprehensive health education, including the effects of tobacco, alcoholic
192 drinks and drugs on the human system and society.
- 193
194 4. English, American and other literatures.
- 195
196 5. The natural sciences.
- 197
198 6. The arts.

199
200 Specific learning goals or standards for the above courses of study are contained within
201 Vermont's *Framework of Standards and Learning Opportunities*.

202 **Coursework**

203 Courses offered to students are based on a review of all assessment information
204 including coursework needed identified in their Student Graduation Plan.

- 205
206 1. **Secondary Coursework:** Coursework developed for approval at the secondary
207 level and for award of high school credit must reflect content at the secondary
208 level, be derived from *Learning Outcomes* specified in Vermont's *Framework of*
209 *Standards and Learning Opportunities* (or other national and industry standards)
210 and be consistent with the Mission and Purpose of the school and student needs.

211 The coursework description must outline prerequisite requirements, and criteria
 212 for student completion of stated objectives as outlined by course syllabi which
 213 are aligned with trades and Vermont's *Framework of Standards and Learning*
 214 *Opportunities*.

215
 216 2. A list of the secondary courses offered may be accessed electronically through
 217 the database.

218 **Course Description Procedures**

- 219 1. Submitted by teacher for approval, accompanied by course description and
 220 syllabi
 221
 222 2. Sent to the administrative assistant-central office
 223
 224 3. Administrative Assistant checks for compliance with format and to assure it is not
 225 a duplication of existing coursework
 226
 227 4. Sent to school administration for approval.
 228
 229 5. When it is approved, it is sent for placement on attendance system and
 230 assignment of a course number.

231 **Approved Credit Amounts**

232 The following courses have been developed centrally and are approved for schoolwide
 233 use, and include the amount of credit to be awarded upon successful completion.

- 234
 235 1. Legal Education Course Titled: **Community Law**
 236 0.5 credit upon completion in social studies
 237 Standards: 1.13, 1.14, 3.11, 6.2
 238
 239 2. Courses offered by the Associated General Contractors
 240 **Soft Skills** 0.25 credit 80% passing score on final
 241 **VOSHA** 0.25 credit 75% passing score on final
 242 **Traffic Control** No credit
 243
 244 3. **Citizenship and Community Participation** Course
 245 Students receive one credit in social studies upon completion of the first seven
 246 modules.
 247
 248 4. **Habits of Mind**
 249 A vocational/pre-employment skills curriculum. Successful completion of all
 250 nineteen lessons is worth one vocational credit.

251
 252 For a full listing of approved courses, please consult the school database.
 253

254 **Form 8: Instructions for Course Description and Syllabus Form**

255

256 (p.1)

257

258

259 Instructions for Course Description and Syllabus Form (p. 2)
260
261

262 Instructions for Course Description and Syllabus Form (p.3)
263
264

265 **Curriculum Content Focus Groups**

266 (Updated November 5, 2007)

267

268 **Jim Candon, Chair**

269

MATH

Gene Rembisz, Chair

Jeff Cassarino

Kathi Cassidy

Anne Cote

Mary Nelson

Sharon Strange

Dave Strong

SOCIAL STUDIES

Sue Kuzma, Chair

Richard Anderson

Kit Hubner

John Long

Eric Marchese

Mary Poulos

TRADES

Nicole Marabella, Chair

John Cross

Gerry Fortin

Alan Frost

Barb Hagen

Mark Lather

Broni Plucas

Scott Tomlinson

SCIENCE

Lisa Harrington, Chair

Pauline Dwyer

Tod Lessard

Wilhelmina Picard

Bob Walsh

LANGUAGE ARTS

Katherine Miller, Chair

Debbie Jaimes

Mary McCallum

Bobbi Shutts

Peter Van Wageningen

Tom Woods

COMPUTER STUDIES

Jenny Estey, Chair

Dennis Bonanza

Allen Clark

Wade Cole

Bob Salzman

Claire Swaha

FINE ARTS/FOREIGN LANGUAGES

Cara Berryman, Chair

Cate Cattier

Dan King

Julie Kuk

Julie Locke

Paul Major

Maryanne Murphy

Bill Storz

270

271

272 **CHSVT Identified Core Standards¹ and Concepts**
273 **A Guide for Curriculum and Course Development**
274
275 **ADD INTRO NARRATIVE?**

¹ Unless otherwise stated, standards listed are from the Vermont Framework of Standards and Learning Opportunities.

276 **Language Arts**277 **Writing**

278 A writing course uses the writing process to understand and to explore the various
279 forms of writing to include, but not be limited to, narrative, persuasive, and report
280 writing.

281

282 *Standards*283 **1.5 Writing Dimensions**

284 Students draft, revise, edit, and critique written products so that final drafts are
285 appropriate in terms of the following dimensions: Purpose, Organization, Details, and
286 Voice or Tone.

287 **1.6 Writing Conventions**

288 Students' independent writing demonstrates command of appropriate English
289 conventions, including grammar, usage, and mechanics.

290 **1.8 Reports**

291 In written reports, students organize and convey information and ideas accurately and
292 effectively.

293 **1.9 Narratives**

294 In written narratives, students organize and relate a series of events, fictional or actual,
295 in a coherent whole.

296 **1.10 Procedures**

297 In written procedures, students relate a series of steps that a reader can follow.

298 **1.11 Persuasive Writing**

299 In persuasive writing, students judge, propose, and persuade.

300 **1.12 Personal Essays**

301 In personal essays, students make connections between experiences and ideas.

302 *Concepts*

- 303 • Apply the writing process: pre-writing, drafting, editing, revising, presenting
- 304 • Grammar, usage, mechanics
- 305 • Report writing
- 306 • Narrative writing
- 307 • Persuasive writing

308

309 **Language Arts**
310

311 **Basic Reading Skills**

312 In a basic reading course, students receive individualized instruction with focus placed
313 on helping the reader develop balanced use of reading strategies.

314

315 *Standards*

316 **1.1 Reading Strategies**

317 Students use a variety of strategies to help them read.

318 **1.2 Reading Accuracy**

319 Students read grade-appropriate material, with 90%+ accuracy, in a way that makes
320 meaning clear.

321 **5.11 Reading Comprehension**

322 Students read for meaning, demonstrating both initial understanding and personal
323 response to what is read.

324

325 *Concepts*

326 • Word recognition

327 • Fluency

328 • Metacognitive skills (Meaning, does this make sense? How do I know it makes
329 sense?)

330 • Comprehension

331 • Use of reading strategies

332

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344 **Language Arts**345 **English Language Arts Survey**

346 An ELAS course addresses the core concepts of reading, writing, and speaking.
 347 Students will read a diversity of authors in many different genres and will respond to
 348 literature, both orally and in writing, with purpose and organization. Standard writing
 349 conventions of grammar, usage and mechanics will be examined as well as literary
 350 elements and devices used in writing and in the analysis of literature.

351 *Standards*352 **1.3 Reading Comprehension**

353 Students read for meaning, demonstrating both initial understanding and personal
 354 response to what is read.

355 **1.5 Writing Dimensions**

356 Students' independent writing demonstrates command of appropriate English
 357 conventions, including grammar, usage, and mechanics.

358 **1.7 Responses to Literature**

359 In written responses to literature, students show understanding of reading; connect what
 360 has been read to the broader world of ideas, concepts, and issues; and make
 361 judgments about the text.

362 **1.8 Reports**

363 In written reports, students organize and convey information and ideas accurately and
 364 effectively.

365 **1.9 Narratives**

366 In written narratives, students organize and relate a series of events, fictional or actual,
 367 in a coherent whole.

368 **1.10 Procedures**

369 In written procedures, students relate a series of steps that a reader can follow.

370 **1.11 Persuasive Writing**

371 In persuasive writing, students judge, propose, and persuade.

372 **1.12 Personal Essays**

373 In personal essays, students make connections between experiences and ideas.

374 **1.15 Speaking**

375 Students use verbal and nonverbal skills to express themselves effectively.

376 **5.8 Types of Literature**

377 Students read a variety of types of literature, fiction and nonfiction.

378 **5.10 Diverse Literary Traditions**

379 Students interpret works of diverse literary traditions – including works by women and
 380 men of many racial, ethnic, and cultural groups in different times and parts of the world.

381 **5.11 Literary Elements and Devices**

382 Students use literary elements and devices – including theme, plot, style, imagery, and
 383 metaphor – to analyze, compare, interpret, and create literature.

384 **5.12 Literate Community**

385 Students participate as members of a literate community, talking about books, ideas,
 386 and writing.

387

388 **English Language Arts Survey (continued)**

389 *Concepts*

- 390 • Process approach to writing
- 391 • Grammar, usage, mechanics
- 392 • Comprehension and interpretation of literary writing
- 393 • Understanding of genres, diverse literary traditions, elements, and devices
- 394 • Ability to speak knowledgeably about literature.
- 395
- 396

397 **Language Arts**398 **Literature**

399 A literature course will explore the various ways in which literature is reflective of the
400 human experience.

401 *Standards*402 **1.3 Reading Comprehension**

403 Students read for meaning, demonstrating both initial understanding and personal
404 response to what is read.

405 **1.7 Responses to Literature**

406 In written responses to literature, students show understanding of reading; connect what
407 has been read to the broader world of ideas, concepts, and issues; and make
408 judgments about the text.

409 **1.13 Clarification and Restatement**

410 Students listen actively and respond to communications.

411 **5.3 Universal Themes**

412 Students discover universal themes by comparing a broad range of cultural expressions
413 from various times and places.

414 **5.5 Point of View**

415 Students develop a point of view that is their own.

416 **5.8 Types of Literature**

417 Students read a variety of literature, fiction, and non-fiction.

418 **5.12 Literate Community**

419 Students participate as members of a literate community, talking about books, ideas,
420 and writing.

421 **5.13 Responding to Text**

422 Students respond to literary texts and public documents using interpretive, critical, and
423 evaluative processes.

424

425 *Concepts*

426 • Identify literary elements and devices (e.g., plot, theme, etc.)

427 • Identify universal themes

428 • Interpret and critique various works of literature

429

430 **Language Arts**

431 **Poetry**

432 In a poetry course, students develop skills in reading, writing, and interpreting poetry.

433

434 *Standards*

435 **1.3 Reading Comprehension**

436 Students read for meaning, demonstrating both initial understanding and personal
437 response to what is read.

438 **1.5 Writing Dimensions**

439 Students draft, revise, edit, and critique written products so that final drafts are
440 appropriate in terms of the following dimensions: Purpose, Organization, Details, and
441 Voice or Tone.

442 **1.23 Poetry**

443 In writing poetry, students use a variety of forms.

444 **5.5 Point of View**

445 Students develop a point of view that is their own.

446 **5.6 Critique and Revision**

447 Students review others' critiques in revising their own work, separating personal opinion
448 from critical analysis.

449 **5.11 Literary Elements and Devices**

450 Students use literary elements and devices—including theme, plot, style, imagery, and
451 metaphor—to analyze, compare, interpret, and create literature.

452 *Concepts*

- 453 • Use and identify a variety of poetic forms
- 454 • Use and identify elements and devices of poetry
- 455 • Develop a point of view about poetry

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468 **Social Studies**469 **Vermont History**

470 A Vermont history course covers the history of Vermont from the time of Native culture
471 through present day.

472

473 *Standards*474 **6.4 Historical Connections**

475 Students identify major historical eras and analyze periods of transition in various times
476 in their local community, in Vermont, in the United States, and in various locations world
477 wide, to interpret the influence of the past on the present.

478 **6.7 Geographical Knowledge**

479 Students use geographical knowledge and images of various places to understand the
480 present, communicate historical interpretations, develop solutions for problems, and
481 plan for the future.

482 **6.8 Movements and Settlements**

483 Students analyze the factors and implications associated with the historical and
484 contemporary movements and settlements of people and groups in various times in
485 their local community, in Vermont, in the United States, and in various locations
486 worldwide.

487 **6.17 Governments and Resources**

488 Students understand how governments affect the flow of resources, goods, and
489 services.

490 **6.18 Nature of Conflict**

491 Students analyze the nature of conflicts, how they have been or might be resolved, and
492 how some have shaped the divisions in various times of their local community, Vermont,
493 the United States, and the world.

494 *Concepts*

- 495 • Native Culture
- 496 • French and Indian Era
- 497 • English Settlement
- 498 • Agricultural Expansion and Reform
- 499 • Industrial Expansion
- 500 • Growth of Industry and Tourism
- 501 • Emergence of Modern Vermont
- 502 • Contemporary Vermont

503

504

505

506 **Social Studies**507 **Current Events**

508 *Using a variety of media, such as newspapers, magazines, and television/radio*
 509 broadcasts, students in a current events class read, analyze, express, and defend their
 510 own point of view in order to make informed decisions regarding important local, state,
 511 national, and global current events.

512 *Standards*

513 **3.7 Informed Decisions**

514 Students make informed decisions

515 **3.11 Interactions**

516 Students interact respectfully with others, including those with whom they have
 517 differences.

518 **5.14 Responding To Media**

519 Students interpret and evaluate a variety of types of media, including audio, graphic
 520 images, film, television, video, and on-line resources.

521 **6.1 Causes and Effects in Human Societies**

522 Students examine complex webs of causes and effects in relations to events in order to
 523 generalize about the workings of human societies, and they apply their findings to
 524 problems.

525 **6.2 Uses of Evidence and Data**

526 Students understand the varied uses of evidence and data, and use both to make
 527 interpretations concerning public issues.

528 **6.3 Analyzing Knowledge**

529 Students analyze knowledge as a collection of selected facts and interpretations based
 530 on a particular historical or social setting

531 **6.12 Human Rights**

532 Students identify and evaluate the concept of human rights in various times in their local
 533 community, in Vermont, in the United States, and in various locations world wide.

534 **6.18 Nature of Conflict**

535 Students analyze the nature of conflicts, how they have been or might be resolved, and
 536 how some have shaped the divisions in various times of their local community, Vermont,
 537 United States, and the world.

538 *Concepts*

- 539 • Interpret information
- 540 • Form an opinion
- 541 • Present an opinion
- 542 • Participate in class discussion
- 543 • Listen to diverse opinions
- 544 • Identify propaganda
- 545 • Critical analysis of statistics
- 546 • Identifies and is able to use a variety of media sources

547

548

549 **Social Studies**

550 **Economics**

551 In an economics class, students learn basic economic theory in order to interpret local,
552 state, national, and international economic activity.

553 *Standards*

554 **2.1 Types of Questions**

555 Students ask a variety of questions.

556 **3.7 Informed Decisions**

557 Students make informed decisions.

558 **3.8 Personal Economics**

559 Students demonstrate an understanding of personal economic decisions, and account
560 for their decisions.

561 **6.15 Knowledge of Economic Principles**

562 Students use the basic principles of economics to interpret local, state, national, and
563 international economic activity.

564 **6.16 Impact of Economic Systems**

565 Students evaluate the impact of economic systems on the needs and wants of all
566 people and on the environment in various times in their local community, in Vermont, in
567 the United States, and in various locations worldwide.

568 **6.17 Governments and Resources**

569 Students understand how governments affect the flow of resources, goods, and
570 services.

571 *Concepts*

- 572 • What is Economics?
- 573 • How the Economy Works
- 574 • Wages, Labor, and Taxes
- 575 • World of business
- 576 • Role of Government
- 577 • Comparing Economic Systems
- 578 • A Worldview

579

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590 **Social Studies**591 **Geography**

592 A geography course explores the five themes of geography: location, place,
593 human/environment interaction, movement, and region and the relationship amongst
594 them. Students will use maps, tables, and graphs to obtain and display some of the
595 information related to these themes.

596 *Standards*597 **3.9 Sustainability**

598 Students make decisions that demonstrate understanding of natural and human
599 communities, the ecological, economic, political, or social systems within them, and
600 awareness of how their personal and collective actions affect the sustainability of these
601 interrelated systems.

602 **4.5 Continuity and Change**

603 Students understand continuity and change.

604 **4.6 Understanding Place**

605 Students demonstrate understanding of the relationship between their local environment
606 and community heritage and how each shapes their lives.

607 **6.7 Geographical Knowledge**

608 Students use geographical knowledge and images of various places to understand the
609 present, communicate historical interpretations, develop solutions for problems, and
610 plan for the future.

611 **6.9 Meaning of Citizenship**

612 Students examine and debate the meaning of citizenship and act as citizens in a
613 democratic society.

614 **6.13 Concepts of Culture**

615 Students understand the concept of culture, including the cultures of indigenous
616 peoples, in various times in their local community, in Vermont, in the United States, and
617 in various locations worldwide.

618 **6.17 Governments and Resources**

619 Students understand how governments affect the flow of resources, goods, and
620 services.

621 **6.19 Identity and Interdependence**

622 Students understand the variety of influences and impacts of the construction,
623 preservation, and change of identity, within families, other social structures, and nations.

624 *Concepts*

- 625 • The world in Spatial Terms - the relationships between people, places, and
626 environments.
- 627 • Places and Regions - study of individuals and groups of people in physical
628 places and human regions.
- 629 • Physical Systems - physical processes, ecosystems, and their relationships with
630 plants and animals.

631

632 **Geography (continued)**

633

634 • Human Systems - human activities, settlements, structures, and human
635 competition.

636 • Environment and Society - the relationships between the natural world and
637 human activity.

638 • The uses of Geography - learn from the relationship between people, places, and
639 environments over time.

640 • Construction and interpretation of maps, tables, and graphs.

641

642 **Social Studies**

643 **History**

644 The study of events in a particular time period and their impact on society past and/or
645 present.

646 *Standards*

647 **6.1 Causes and Effects in Human Societies**

648 Students examine complex webs of causes and effects in relations to events in order to
649 generalize about the workings of human societies, and they apply their findings to
650 problems.

651 **6.2 Uses of Evidence and Data**

652 Students understand the varied uses of evidence and data, and use both to make
653 interpretations concerning public issues.

654 **6.3 Analyzing Knowledge**

655 Students analyze knowledge as a collection of selected facts and interpretations based
656 on a particular historical or social setting.

657 **6.4 Historical Connections**

658 Students identify major historical eras and analyze periods of transition in various times
659 in their local community, in Vermont, in the United States, and in various locations
660 worldwide, to interpret the influence of the past on the present.

661 **6.5 Traditional and Social Histories**

662 Students investigate both the traditional and the social histories of the people, places,
663 and cultures under study, including those of indigenous peoples.

664 **6.6 Being a Historian**

665 Students use historical methodology to make interpretations concerning history,
666 change, and continuity.

667 **6.8 Movements and Settlements**

668 Students analyze the factors and implications associated with the historical and
669 contemporary movements and settlements of people and groups in various times in
670 their local community, in Vermont, in the United States, and in various locations
671 worldwide.

672 **6.14 Forces of Unity and Disunity**

673 Students understand the tensions between the forces of unity and those of disunity in
674 various times in their local community, in Vermont, in the United States, and in various
675 locations worldwide.

676 *Concepts*

- 677 • Cause and effect in human society
- 678 • Nature of conflict
- 679 • Uses of evidence and data
- 680 • Analyzing knowledge
- 681 • Historical connections
- 682 • Traditional and social history
- 683 • Movements and settlements
- 684 • Force of unity and disunity

685 **Social Studies**

686 **Political Science**

687 Students will cover the basic working of local, state, and/or world governments and their
688 interaction with each other. Students will examine and analyze the forces that impact
689 political decision making and power.

690 *Standards*

691 **6.1 Causes and Effects in Human Societies**

692 Students examine complex webs of causes and effects in relations to events in order to
693 generalize about the workings of human societies, and they apply their findings to
694 problems.

695 **6.9 Meaning of Citizenship**

696 Students examine and debate the meaning of citizenship and act as citizens in a
697 democratic society.

698 **6.10 Types of Government**

699 Students compare and evaluate the philosophical underpinnings and the workings of
700 different types of governments, including constitutional governments, in various times in
701 their local community, in Vermont, in the United States, and in various locations
702 worldwide.

703 **6.11 Institutional Access**

704 Students analyze the access that various groups and individuals have had to justice,
705 reward, and power, as those are evident in the institutions in various times in their local
706 community, in Vermont, in the United States, and in various locations worldwide.

707 **6.12 Human Rights**

708 Students identify and evaluate the concept of human rights in various times in their local
709 community, in Vermont, in the United States, and in various locations worldwide.

710 **6.17 Governments and Resources**

711 Students understand how governments affect the flow of resources, goods, and
712 services.

713 **6.18 Nature of Conflict**

714 Students analyze the nature of conflicts, how they have been or might be resolved, and
715 how some have shaped the divisions in various times of their local community, Vermont,
716 the United States, and the world.

717 **6.19 Identity and Interdependence**

718 Students understand the variety of influences and impacts of the construction,
719 preservation, and change of identity, within families, other social structures, and nations.

720 *Concepts*

- 721 • Causes and effect in human society
- 722 • Meaning of Citizenship
- 723 • Types of Government
- 724 • Justice, reward and power
- 725 • Human rights
- 726 • Governments and resources
- 727 • Identity and interdependences

728

729 **Social Studies**730 **Social Science**

731 The social sciences are a group of academic disciplines that focus on the human
732 aspects of the world. These include: anthropology, psychology, sociology, and
733 criminology. Social sciences include the study of both group and individual behaviors.

734 *Standards*735 **1.3 Reading Comprehension**

736 Students read for meaning, demonstrating both initial understanding and personal
737 response to what is read.

738 **2.1 Types of Questions**

739 Students ask a variety of questions.

740 **2.7 Information**

741 Students respond to new information by reflecting on experience and reconsidering their
742 opinions and sources of information.

743 **4.4 Effects of Prejudice**

744 Students demonstrate understanding of the concept of prejudice, and of its effects on
745 various groups.

746 **6.1 Causes and Effects in Human Societies**

747 Students examine complex webs of causes and effects in relations to events in order to
748 generalize about the workings of human societies, and they apply their findings to
749 problems.

750 **6.5 Traditional and Social Histories**

751 Students investigate both the traditional and the social histories of the people, places,
752 and cultures under study, including those of indigenous peoples.

753 **6.13 Concepts of Culture**

754 Students understand the concept of culture, including the cultures of indigenous
755 peoples, in various times in their local community, in Vermont, in the United States, and
756 in various locations worldwide.

757 **6.19 Identity and Interdependence**

758 Students understand the variety of influences and impacts of the construction,
759 preservation, and change of identity, within families, other social structures, and nations.

760 *Concepts*

- 761 • Concepts of prejudice and its effect on various groups
- 762 • Generalizing about the workings of human society
- 763 • Cause and effect of human behavior
- 764 • How various groups influence major issues and events
- 765 • Key forces of cultural change
- 766 • How traditions change over time
- 767 • How various groups build and preserve identity
- 768

769 **Social Studies**

770 **U. S. History**

771 In United States history, students identify major historical eras and analyze periods of
772 transition to understand the past, the present, and the relationship between the two.

773 *Standards*

774 **6.2 Uses of Evidence and Data**

775 Students understand the varied uses of evidence and data, and use both to make
776 interpretations concerning public issues.

777 **6.4 Historical Connections**

778 Students identify major historical eras and analyze periods of transition in various times
779 in their local community, in Vermont, in the United States, and in various locations
780 worldwide, to interpret the influence of the past on the present.

781 **6.6 Being a Historian**

782 Students use historical methodology to make interpretations concerning history,
783 change, and continuity.

784 **6.7 Geographical Knowledge**

785 Students use geographical knowledge and images of various places to understand the
786 present, communicate historical interpretations, develop solutions for problems, and
787 plan for the future.

788 **6.8 Movements and Settlements**

789 Students analyze the factors and implications associated with the historical and
790 contemporary movements and settlements of people and groups in various times in
791 their local community, in Vermont, in the United States, and in various locations
792 worldwide.

793 **6.10 Types of Government**

794 Students compare and evaluate the philosophical underpinnings and the workings of
795 different types of governments, including constitutional governments, in various times in
796 their local community, in Vermont, in the United States, and in various locations
797 worldwide.

798 **6.12 Human Rights**

799 Students identify and evaluate the concept of human rights in various times in their local
800 community, in Vermont, in the United States, and in various locations worldwide.

801 **6.18 Nature of Conflict**

802 Students analyze the nature of conflicts, how they have been or might be resolved, and
803 how some have shaped the divisions in various times of their local community, Vermont,
804 the United States, and the world.

805 *Concepts*

Part I: Pre-Columbian
Exploration
Colonization
Settlement
Formation of government
America 1800- 1860
Civil War
Reconstruction

Part II: Westward Expansion
Imperialism
World War I
1920's and Depression
World War II
Cold War
Vietnam Age
Post Vietnam

806 **Health Studies**

807 **Health Studies**

808 Students will explore topics on managing emotional health, nutrition, family life,
809 preventing and controlling diseases, and injury prevention. Emphasis will be on
810 learning how to develop and maintain healthy relationships. Format will include both
811 lecture and small group discussion of healthy responses to issues encountered in daily
812 life.

813 *Standards*

814 **3.4 Development**

815 Students identify the indicators of intellectual, physical, social, and emotional health for
816 their age and/or stage of development.

817 **3.5 Healthy Choices**

818 Students make informed, healthy choices that positively affect the health, safety, and
819 well-being of themselves and others.

820 **7.14 The Human Body**

821 Students demonstrate understanding of the human body heredity, body systems, and
822 individual development and understand the impact of the environment on the human
823 body.

824 *Concepts*

- 825 • Health and society
- 826 • Injury prevention and safety
- 827 • Mental and emotional health
- 828 • Personal health and family life
- 829 • Nutrition
- 830 • Diseases and conditions
- 831 • Substances

832

833

834 **Health Studies**

835 **Physical Activities**

836 For a course in this area, students are expected to participate in an organized physical
837 activity program. This program may consist of, but is not limited to, walking, running,
838 swimming, rowing, weight training, mountain biking, snow shoeing, Nordic skiing, ice
839 skating, etc.

840 *Standards*

841 **3.4 Development**

842 Students identify the indicators of intellectual, physical, social, and emotional health for
843 their age and/or stage of development.

844 **3.5 Healthy Choices**

845 Students make informed, healthy choices that positively affect the health, safety, and
846 well-being of themselves and others.

847 **3.6 Physically Active Lifestyle Choices**

848 Students demonstrate competency in many and proficiency in a few of the skills and
849 concepts needed for a lifetime of physical activity.

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874 **Science**875 **Life Science**

876 Students explore the characteristics of organisms, the pattern of similarity and
 877 differences among living organisms, the role of evolution, and the interdependence of all
 878 systems that support life.

879 *Standards*880 **2.3 Types of Problems**

881 Students solve problems of increasing complexity.

882 **7.1 Scientific Method**

883 Students use scientific methods to describe, investigate, and explain phenomenon and
 884 raise questions in order to:

- 885 • Generate alternative explanations - hypotheses - based on observations and
 886 prior knowledge
- 887 • Design inquiry that allows these explanations to be tested;
- 888 • Deduce the expected results;
- 889 • Gather and analyze data to compare the actual results to the expected
 890 outcomes; and
- 891 • Make and communicate conclusions, generating new questions raised by
 892 observations and readings.

893 **7.11 Analysis**

894 Students analyze and understand living and non-living systems (e.g., biological,
 895 chemical, electrical, mechanical, and optical) as collections of interrelated parts and
 896 interconnected systems.

897 **7.13 Organisms, Evolution, and Interdependence**

898 Students understand the characteristics of organisms, see patterns of similarity and
 899 differences among living organisms, understand the role of evolution, and recognize the
 900 interdependence of all systems that support life.

901 *Concepts*

- 902 • Application of scientific method
- 903 • Structure of organisms
 - 904 ○ Cells
 - 905 ○ Tissues
 - 906 ○ Organs
 - 907 ○ Systems
- 908 • Function of organisms
 - 909 ○ Plants
 - 910 ○ Animals
 - 911 ○ Microbes
- 912 • Classification of organisms based on structure
 - 913 ○ Plants
 - 914 ○ Animals
 - 915 ○ Fungi

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918 **Life Science (continued)**

919

920 • Principles of interdependence of life supporting systems

921 ○ Food chains

922 ○ Webs

923 ○ Life cycles

924 ○ Energy levels

925 ○ Populations

926 ○ Oxygen-carbon dioxide cycles

927 • Evolution

928 ○ Adaptation

929 ○ Variation

930 ○ Extinction

931 ○ Natural selection

932

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934 **Science**935 **Physical Science**

936 Students explore forces and motion, the properties and composition of matter, and
 937 energy sources and transformations.

938 *Standards*

939 **2.3 Types of Problems**

940 Students solve problems of increasing complexity.

941 **7.1 Scientific Method**

942 Students use scientific methods to describe, investigate, and explain phenomena and
 943 raise questions in order to:

- 944 • Generate alternative explanations - hypotheses - based on observations and
 945 prior knowledge
- 946 • Design inquiry that allows these explanations to be tested; Deduce the expected
 947 results; Gather and analyze data to compare the actual results to the expected
 948 outcomes; and Make and communicate conclusions, generating new questions
 949 raised by observations and readings.

950 **7.11 Analysis**

951 Students analyze and understand living and non-living systems (e.g., biological,
 952 chemical, electrical, mechanical, and optical) as collections of interrelated parts and
 953 interconnected systems.

954 **7.12 Matter, Motion, Forces, and Energy**

955 Students understand forces and motion, the properties and composition of matter, and
 956 energy sources and transformations.

957 *Concepts*

- 958 • Application of scientific method
- 959 • Properties of matter
 - 960 ○ Boiling point
 - 961 ○ Melting point
 - 962 ○ Density
 - 963 ○ Buoyancy
 - 964 ○ Simple chemical reactions
 - 965 ○ Elements
 - 966 ○ Compounds
- 967 • Relationship between pressure, volume, and gas quantity
- 968 • Relationship between mass, magnitude of force, & resultant velocity & direction
 969 change.
- 970 • Common forms of energy
 - 971 ○ Light
 - 972 ○ Heat
 - 973 ○ Sound
 - 974 ○ Electricity
 - 975 ○ Electromagnetic waves

976

977 **Physical Science (continued)**

978

979 • Energy transmission

980 ○ Radiation

981 ○ Convection

982 ○ Conduction

983 • Relationship between electricity and magnetism

984

- 985 **Science**
- 986 **Earth Science**
- 987 Students explore the earth and its environment, the solar system and the universe in
 988 terms of the systems that characterize them, the forces that affect and shape them over
 989 time and the theories that currently explain their evolution.
- 990 *Standards*
- 991 **2.3 Types of Problems**
- 992 Students solve problems of increasing complexity.
- 993 **7.1 Scientific Method**
- 994 Students use scientific methods to describe, investigate, and explain phenomena and
 995 raise questions in order to:
- 996 • Generate alternative explanations - hypotheses - based on observations and
 997 prior knowledge
 - 998 • Design inquiry that allows these explanations to be tested;
 - 999 • Deduce the expected results;
 - 1000 • Gather and analyze data to compare the actual results to the expected
 1001 outcomes; and
 - 1002 • Make and communicate conclusions, generating new questions raised by
 1003 observations and readings.
- 1004 **7.11 Analysis**
- 1005 Students analyze and understand living and non-living systems (e.g., biological,
 1006 chemical, electrical, mechanical, and optical) as collections of interrelated parts and
 1007 interconnected systems.
- 1008 **7.15 Theories, Systems, and Forces**
- 1009 Students demonstrate understanding of the earth and its environment, the solar system,
 1010 and the universe in terms of the systems that characterize them, the forces that affect
 1011 and shape them over time, and the theories that currently explain their evolution.
- 1012 **7.16 Natural Resources**
- 1013 Students understand how natural resources are extracted, distributed, processed, and
 1014 disposed of.
- 1015 *Concepts*
- 1016 • Application of scientific method
 - 1017 • Atmospheric and geologic forces
 - 1018 • Interrelated connections between tectonic plates and land forms
 - 1019 • Interrelated connections between atmosphere, water cycle, earth, and oceans
 - 1020 • Relationship between solar system and the universe
 - 1021 ○ Day, year, season
 - 1022 ○ Sun, stars, galaxies
 - 1023 ○ Gravity, energy, orbits
 - 1024 ○ Planet characteristics
 - 1025 • Natural resource management
 - 1026 • Interactions and interdependence between humans and environment
- 1027

1028 **Science**1029 **General Science**

1030 Students explore aspects of science not covered under the life, earth, and physical
 1031 sciences. This includes, but is not limited to students designing and conducting a
 1032 variety of their own investigations and projects; exploring the nature of scientific theory;
 1033 exploring the history of science; analyzing the roles and responsibilities of scientists and
 1034 science in social, economic, cultural and political systems.

1035 *Standards*1036 **2.3 Types of Problems**

1037 Students solve problems of increasing complexity.

1038 **7.2 Investigation**

1039 Students design and conduct a variety of their own investigations and projects. These
 1040 should include:

- 1041 • Questions that can be studied using the resources available;
- 1042 • Procedures that are safe, humane, and ethical;
- 1043 • Data that are collected and recorded in ways that others can verify;
- 1044 • Data and results that are represented in ways that address the question at hand;
- 1045 • Recommendations, decisions, and conclusions that are based on evidence, and
 1046 that acknowledge references and contributions of others;
- 1047 • Results that are communicated appropriately to audiences; and
- 1048 • Reflections and defense of conclusions and recommendations from other
 1049 sources, and peer review.

1050 **7.3 Theory**

1051 Students understand the nature of mathematical, scientific, and technological theory.

1052 **7.4 History of Science, Mathematics, and Technology**

1053 Students understand the history of science, mathematics, and technology.

1054 **7.5 Roles and Responsibilities**

1055 Students analyze the roles and responsibilities of scientists, mathematicians, and
 1056 technologists in social, economic, cultural, and political systems.

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1065 **Mathematics**1066 **Basic Math**

1067 In Basic Math students solve problems involving whole numbers, decimals, fractions,
 1068 and percents using pencils and when appropriate, calculators. Students work on
 1069 calculations, word problems, measurement, ratios, graphs, and life skills.

1070 *Standards*

1071 **2.5 Mathematics Dimensions**

1072 Students produce solutions to mathematical problems requiring decisions about
 1073 approach and presentation.

1074 **2.9 Preserving**

1075 Students persevere in the face of challenges and obstacles.

1076 **7.6 Arithmetic, Number, and Operation Concepts**

1077 Students understand arithmetic in computation.

1078 **7.7 Geometric and Measurement Concepts**

1079 Students use geometric and measurement concepts.

1080 **7.10 Applications**

1081 Students use strategies to solve mathematical problems.

1082 *Concepts*

- 1083 • Whole Numbers
- 1084 • Decimal Numbers
- 1085 • Fractions
- 1086 • Perimeter, Area, Volume, Circumference, and Measurement involving Whole
- 1087 Numbers, Fractions, and Decimals
- 1088 • Percents; Formulas involving Whole Numbers, Decimals, and Percents
- 1089 • Ratio, Probability, and Proportion
- 1090 • Line, Bar, and Circle Graphs and Tables involving Whole Numbers, Decimals,
- 1091 Fractions, and Percents
- 1092 • Life Skills
- 1093

1094 **Mathematics**1095 **Pre-Algebra**

1096 In a pre-algebra class, students solve problems involving integers, expressions,
 1097 equations, number theory, rational numbers, graphing in the coordinate plane, algebra
 1098 in geometry and measurement, right triangles, and polynomials.

1099 *Standards*1100 **1.13 Clarification and Restatement**

1101 Students listen actively and respond to communications.

1102 **7.6 Arithmetic, Number, and Operation Concepts**

1103 Students understand arithmetic in computation.

1104 **7.7 Geometric and Measurement Concepts**

1105 Students use geometric and measurement concepts.

1106 **7.8 Function and Algebra Concepts**

1107 Students use function and algebra concepts.

1108 **7.10 Applications**

1109 Students use strategies to solve mathematical problems.

1110 *Concepts*

- 1111 • Integers and Expressions
- 1112 • Solving Equations
- 1113 • Decimals and Equations
- 1114 • Number Theory
- 1115 • Rational Numbers, Expressions, and Equations
- 1116 • Graphing in the Coordinate Plane
- 1117 • Algebra in Geometry and Measurement
- 1118 • Right Triangles in Algebra
- 1119 • Polynomials

1120

1121 Note: Scientific and graphing calculators are used where appropriate

1122

1123 **Mathematics**1124 **Algebra 1**

1125 In an algebra one class the student will solve problems involving real numbers,
 1126 algebraic expressions, equations and inequalities in one variable, polynomials, rational
 1127 expressions, linear equations, relations, functions, variation, and radicals.

1128 *Standards*1129 **1.20 Communication of Data**

1130 Students use graphs to communicate data.

1131 **2.2 Problem Solving Process**

1132 Students use reasoning strategies, knowledge and common sense to solve complex
 1133 problems.

1134 **7.6 Arithmetic, Number, and Operation Concepts**

1135 Students understand arithmetic in computation.

1136 **7.8 Function and Algebra Concepts**

1137 Students use function and algebra concepts.

1138 **7.10 Applications**

1139 Students use strategies to solve mathematical problems.

1140 *Concepts*

- 1141 • Real Numbers
- 1142 • Algebraic Expressions
- 1143 • Equations in One Variable
- 1144 • Inequalities in One Variable
- 1145 • Polynomials
- 1146 • Factoring Polynomials
- 1147 • Rational Expressions
- 1148 • Linear Equations
- 1149 • Relations, Functions, and Variation
- 1150 • Radicals

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1152 Note: Scientific and graphing calculators are used where appropriate

1153

1154 **Mathematics**1155 **Algebra II**

1156 In Algebra 2 students solve problems involving real numbers, equations and
 1157 inequalities, functions and graphs, systems of equations and inequalities, matrices and
 1158 determinants, polynomials, rational expressions, irrational and complex numbers,
 1159 quadratic functions, polynomial functions, conic sections, exponential and logarithmic
 1160 functions and sequence, and series.

1161 *Standards*

1162 **1.20 Communication of Data**

1163 Students use graphs to communicate data.

1164 **7.8 Function and Algebra Concepts**

1165 Students use function and algebra concepts.

1166 **7.10 Applications**

1167 Students use strategies to solve mathematical problems.

1168 *Concepts*

- 1169 • Real Numbers
- 1170 • Equations and Inequalities
- 1171 • Functions and Graphs
- 1172 • Systems of Equations and Inequalities
- 1173 • Matrices and Determinants
- 1174 • Polynomials
- 1175 • Rational Expressions
- 1176 • Irrational and Complex Numbers
- 1177 • Quadratic Functions
- 1178 • Polynomial Functions
- 1179 • Conic Sections
- 1180 • Exponential and Logarithmic Functions
- 1181 • Sequences and Series

1182

1183 Note: Scientific and graphing calculators are used where appropriate.

1184

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- 1186 **Mathematics**
- 1187 **Geometry**
- 1188 In a geometry class student will solve problems involving points, lines, angles, proofs,
 1189 triangles, polygons, circles, and coordinate geometry. Definitions, postulates, theorems,
 1190 properties and constructions are learned and applied.
- 1191 *Standards*
- 1192 **2.5 Mathematics Dimensions**
- 1193 Students produce solutions to mathematical problems requiring decisions about
 1194 approach and presentation.
- 1195 **2.9 Persevering**
- 1196 Students persevere in the face of challenges and obstacles.
- 1197 **7.7 Geometric and Measurement Concepts**
- 1198 Students use geometric and measurement concepts.
- 1199 **7.10 Applications**
- 1200 Students use strategies to solve mathematical problems.
- 1201 *Concepts*
- 1202 • Points, Lines and Angles
 - 1203 • Introduction to Proof
 - 1204 • Triangles
 - 1205 • Using Congruent Triangles
 - 1206 • Polygons
 - 1207 • Similar Polygons
 - 1208 • Circles
 - 1209 • Right Triangles
 - 1210 • Coordinate Geometry
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1221 **Computer Studies**

1222 **Keyboarding**

1223 Keyboarding students will develop the essential skills necessary to accurately and
1224 efficiently keyboard.

1225 *Standards*

1226 **2.9 Preserving**

1227 Students persevere in the face of challenges and obstacles.

1228 **3.1 Goal-Setting**

1229 Students assess their own learning by developing rigorous criteria for themselves and
1230 use these to set goals and produce consistently high-quality work.

1231 *Concepts*

- 1232 • Students will use correct posture with both hands on the keyboard and both feet
- 1233 touching the floor.
- 1234 • Students will use left hand/right hand placement on keyboard.
- 1235 • Students will learn letter recognition of upper and lower case letters and number
- 1236 recognition. Students will learn special keys, spacebar, shift, return, caps lock,
- 1237 delete, and tab.

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1239

1240 **Computer Studies**1241 **Windows Office XP/ Computer Basics**

1242 Computer Basics introduces students to the fundamentals of the operating system and
 1243 of Microsoft Office XP – Word, Excel, Access, and PowerPoint – using a case-based,
 1244 problem-solving approach. Students learn and demonstrate skills in file management,
 1245 word processing, spreadsheet, database, presentation, printing, and browser and
 1246 navigation, as well as information literacy and ethics competencies.

1247 *Standards*1248 **1.17 Notation and Representation**

1249 Students interpret and communicate using mathematical, scientific, and technological
 1250 notation and representation.

1251 **1.18 Information Technology**

1252 Students use computers, telecommunications, and other tools of technology to
 1253 research, to gather information and ideas, and to represent information and ideas
 1254 accurately and appropriately.

1255 **1.19h Research**

1256 Students demonstrate the ethical use of information and information technology.
 1257 Including citing sources and respecting copyright.

1258 **1.20 Communication of Data**

1259 Students use graphs to communicate data.

1260 **1.21 Selection**

1261 Students select appropriate technologies and applications to solve
 1262 problems and to communicate with an audience.

1263 **2.13 Product/Service**

1264 Students design a product, project, or service to meet an identified need.

1265 **5.15 Design and Production**

1266 Students design and create media products that successfully communicate.

1267 *Concepts*

- 1268 • General Computer and Word Processing Skills
 - 1269 ○ Proper basic operations of a personal computer.
 - 1270 ○ Basic trouble shooting.
 - 1271 ○ Creation of a word processing document, both new and from a template.
 - 1272 ○ Basic commands and editing.
 - 1273 ○ File management.
- 1274 • Spreadsheet Skills
 - 1275 ○ Create simple spreadsheet with rows, columns, and headings.
- 1276 • Copy, paste, insert, and delete rows/columns
- 1277 • Edit, format, and delete cell contents
- 1278 • Use format cells menu options to format numbers, align cell content, change
 1279 fonts
- 1280 • Write formula using functions (e.g., SUM, Average, etc.)
- 1281 • Execute an advanced query that requests multiple criteria.
- 1282 • Database Skills

1283

1284 **Windows Office XP/ Computer Basics (continued)**

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1286

- Create a report using selected fields from the database query

1287

- Use a simple database to use multiple fields

1288

- Presentation Skills

1289

- Create presentations using wizards, design templates or blank layouts

1290

- Modify standard layouts and designs

1291

- Edit, insert slides from other presentations and reorganize slides

1292

- Change text, fonts, and bullets or numbers to slide content

1293

- Add objects (clip arts, pictures, video clips, sound) to your presentations

1294

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1296 **Computer Studies**1297 **HTML/ Webpage Design**

1298 Students learn the basic of webpage design.

1299 *Standards*1300 **1.19 Notation and Representation**1301 Students interpret and communicate using mathematical, scientific, and technological
1302 notation and representation.1303 **1.20 Information Technology**1304 Students use computers, telecommunications, and other tools of technology to
1305 research, to gather information and ideas, and to represent information and ideas
1306 accurately and appropriately.1307 **1.19h Research**1308 Students demonstrate the ethical use of information and information technology.
1309 Including citing sources and respecting copyright.1310 **1.20 Communication of Data**

1311 Students use graphs to communicate data.

1312 **1.21 Selection**1313 Students select appropriate technologies and applications to solve problems and to
1314 communicate with an audience.1315 **2.14 Product/Service**

1316 Students design a product, project, or service to meet an identified need.

1317 **5.15 Design and Production** Students design and create media products that
1318 successfully communicate.1319 *Concepts*

- 1320 • Creating and Editing a Web Page
- 1321 • Creating a Web Site with Links
- 1322 • Creating Tables in a Web Site
- 1323 • Creating an Image Map
- 1324 • Creating Frames on a Web Page
- 1325 • Creating forms on a Web Page

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1328 **Fine Arts and Foreign Language**

1329 **Visual Arts**

1330 In a visual arts class, students explore and enhance creativity in the classroom by using
1331 different artistic mediums.

1332 *Standards*

1333 **1.15 Artistic Dimensions**

1334 Students use a variety of forms such as dance, music, theater and visual
1335 arts to create projects that are appropriate in terms of the following dimensions: (1) skill
1336 development (2) reflection and critique (3) making connections (4) approach to work.

1337 **2.6 Application**

1338 Students apply prior knowledge, curiosity, imagination and creativity to
1339 solve problems.

1340 *Concepts*

- 1341 • During the course students will learn to critique their own and others' works in
1342 progress, both individually and in groups.
- 1343
- 1344 • Students will solve visual, spatial, kinesthetic, aural and other problems in the
1345 arts.
- 1346
- 1347 • Students will use the elements and principles of two-and three-dimensional
1348 design in the visual arts, including line, color, shape and texture in creating,
1349 viewing and critiquing.

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1364 **Fine Arts and Foreign Language**1365 **Dance**

1366 Students enrolled in dance should develop an awareness of the basic concepts and
 1367 vocabulary of dance for appreciation, aesthetic satisfaction, for physical well-being and
 1368 for performance. An overview of dance history, as well as some writing, reading and
 1369 dance assignments are included.

1370

1371 Different dance genres such as: modern, jazz, ballet or social group dancing can be
 1372 covered. Students can learn and perform a dance with other members of the class. It
 1373 is hoped students can then continue to strengthen techniques and awareness by
 1374 introduction of new and more demanding movement patterns, improvisations and
 1375 movement assignments.

1376 *Standards*1377 **1.16 Artistic Dimensions**

1378 Students use a variety of forms such as dance, music, theater and visual arts to create
 1379 projects that are appropriate in terms of the following dimensions: (1) skill development
 1380 (2) reflection and critique (3) making connections (4) approach to work.

1381 **2.6 Application**

1382 Students apply prior knowledge, curiosity, imagination and creativity to
 1383 solve problems.

1384 *Concepts*

- 1385 • During the course students will learn basic locomotive and non-locomotive steps
 1386 and combinations
- 1387 • Movement patterns
- 1388 • Dance genres:
 - 1389 ○ Jazz
 - 1390 ○ Ballet
 - 1391 ○ Social Group
 - 1392 ○ Modern
 - 1393 ○ Ethnic
- 1394 • Dance History

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1405 **Fine Arts and Foreign Language**1406 **Music**

1407 Music programs give the students options to either directly become involved in a music
 1408 class or merely to learn an appreciation of musical styles and eras.

1409

1410 Chorus and Basic Musicianship are courses where the student will learn singing or
 1411 playing, from the rhythm and notation and singing of a song selection in Chorus to the
 1412 actual writing of a song and possibly playing it on guitar in Basic Musicianship.

1413

1414 Rock Music Appreciation exposes the student to the different genres of rock and its
 1415 evolution in the social changes that occurred, while Rock and Roll History covers the
 1416 roots of rock as well as the historical significance of the music and its influence in the
 1417 world.

1418 *Standards*1419 **1.16 Artistic Dimensions**

1420 Students use a variety of forms such as dance, music, theater and visual arts to create
 1421 projects that are appropriate in terms of the following dimensions: (1) skill development
 1422 (2) reflection and critique (3) making connections (4) approach to work.

1423 **2.6 Application**

1424 Students apply prior knowledge, curiosity, imagination and creativity to solve problems.

1425 *Concepts*

- 1426 • Rhythm
- 1427 • Music Notation
- 1428 • Appreciation of music
- 1429 • History of Music
- 1430 • Music Trends
- 1431 • Performance
- 1432 • Music Writing
- 1433 • Music's role in history and society

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1444 **Fine Arts and Foreign Language**1445 **Theatre Arts**

1446 In a theatre arts class students participate in storytelling activities, research their culture
 1447 and analyze situations in their lives and communities. Students write scripts and fine-
 1448 tune scenes based on life experiences. Classes can include reading, storytelling,
 1449 writing as well as physical exercise in the form of basic African dance. Through these
 1450 activities, students can engage in the task of finding “what, when, where, why and how”
 1451 to say what they want to convey to their audience. Skills addressed throughout the
 1452 class include problem solving, improvisation, decision-making, flexibility, teamwork,
 1453 productivity, and initiative.

1454 *Standards*1455 **1.16 Artistic Dimensions**

1456 Students use a variety of forms such as dance, music, theater and visual arts to create
 1457 projects that are appropriate in terms of the following dimensions: (1) skill development
 1458 (2) reflection and critique (3) making connections (4) approach to work.

1459 **2.6 Application**

1460 Students apply prior knowledge, curiosity, imagination and creativity to solve problems.

1461 *Concepts*

- 1462 • Improvisation
- 1463 • Performance
- 1464 • Script writing
- 1465 • Projection of voice
- 1466 • Set building
- 1467 • Lighting
- 1468 • Stage presence

1469

1470

1471 **Fine Arts and Foreign Language**

1472 **Art History**

1473 Students are given opportunities to learn about various artists, mediums, periods and
1474 genres through research and hands-on activities.

1475 *Standards*

1476 **5.25 Exemplary Works**

1477 Students demonstrate knowledge of exemplary works in the arts from a variety of
1478 cultures and historical periods.

1479

1480 **5.26 Analysis**

1481 Students develop and present basic analysis of works in the arts from structural,
1482 historical, economic and cultural perspectives.

1483 *Concepts*

1484 • Students demonstrate knowledge of works in the arts from a variety of cultures
1485 and historical periods.

1486

1487 • Students develop and present basic analysis of works in the arts from historical
1488 and cultural perspectives.

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1510 **Fine Arts and Foreign Language**

1511 **Foreign Language**

1512 Students learn and practice non-native languages. When developing a course
1513 description, specify the language to be studied.

1514 *Standards*

1515 **4.3 Cultural Expression**

1516 Students demonstrate understanding of the cultural expressions that are characteristic
1517 of particular groups.

1518 **5.19 Speaking and Listening**

1519 Students speak and listen in a non-native language.

1520 **5.20 Reading**

1521 Students read a non-native language.

1522 **5.21 Writing**

1523 Students write a non-native language.

1524 *Concepts*

- 1525 • Reading non-native language
- 1526 • Writing a non-native language
- 1527 • Speaking a non-native language
- 1528 • Culture of non-native language
- 1529 • History of non-native language

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1539 **Trades Education**

1540 Community High School of Vermont employs two parallel strategies for the preparation
1541 and planning necessary for students to either continue with their education beyond the
1542 secondary level or begin their employment after graduation from high school.

1543
1544 One strategy involves direct ‘industry training’ in a particular trade or trades in which
1545 technical instruction and when feasible hands on experience is provided. In this
1546 approach the instructor embeds the related pre and post employment soft skills directly
1547 in the hands on trades instruction and may become directly involved as well in job
1548 search and job placement activities. This approach can also be seen within academic
1549 instruction when such activities as resume writing and interview skills are integrated into
1550 the language arts and academic faculty engages in both formal and informal counseling
1551 and referral for placement in post secondary education and vocational training
1552 programs.

1553
1554 The second strategy, which represents a more recent initiative by the CHSVT, involves
1555 the use of Career Resource and Transition Services Centers within the CHSVT in which
1556 activities such as career exploration, soft skills training and transition planning become
1557 explicit curriculum offered by CHSVT faculty and volunteers. The following represents a
1558 brief outline of the goal, objectives, and practices of each of these parallel strategies.

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1583 **Trades Education**1584 **Industry Training**

1585 The goal of Trades Education is to prepare students to become capable employees in
1586 industry and business through the development of skills in a technical specialization.

1587 *Standards*

1588 **2.2 Problem solving**

1589 Students use reasoning strategies, knowledge, and common sense to solve complex
1590 problems related to all fields of knowledge.

1591 **3.3 Respect**

1592 Students demonstrate respect for themselves and others.

1593 **3.14 Dependability and Productivity**

1594 Students demonstrate dependability, productivity, and initiative.

1595 **3.15 Career choices**

1596 Students know about various careers.

1597 **3.16 Transition planning**

1598 Students develop a plan for current and continued education and training to meet
1599 personal and career goals.

1600 **7.7 Geometric and Measurement concepts**

1601 Students use geometric and measurement concepts.

1602 **7.10 Mathematical problem solving and reasoning**

1603 Students use concrete, formal, and informal strategies to solve mathematical problems.

1604 Students apply mathematics as they solve scientific and technological problems or work
1605 with technological systems.

1606 **7.11 Analysis**

1607 Students analyze and understand living and non-living systems as collections of
1608 interrelated parts and connected systems.

1609 **7.17 Technological**

1610 Students apply knowledge and understanding of technological systems to respond to a
1611 variety of issues.

1612 *Concepts*

- 1613 • Develop technological literacy and content expertise in a specific trade consistent
1614 with state and national guidelines, competencies, and standards. Learning
1615 objectives will include:
 - 1616 ○ application of knowledge, skills, creativity, and resources to the solution of
1617 technological problems.
 - 1618 ○ the development of competencies in:
 - 1619 ▪ Communications
 - 1620 ▪ Science
 - 1621 ▪ Mathematics
 - 1622 ▪ Technological specialties

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1624 **Industry Training (continued)**

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- Develop the soft skills and appropriate attitudes for success in industry or business. Learning objectives will include:
 - knowledge of the cognitive characteristics or habits of mind needed for success.
 - application of the habits of mind in a laboratory or workplace setting.
- Develop an appreciation for the diversity of fellow students and how to address differences in beliefs and culture respectfully. (This learning objective is embedded in teaching methodology, modeling, and best practice. More work needs to be done to enable explicit definition of the most effective methodologies and practices.)
- Develop hands-on experience with a variety of computer software programs and technological equipment.
- Understand the impact, evolution, and social implications of computers and technological equipment in business and industry.

1670 **Trades Education**1671 **Career and Transition Planning**

1672 The goal of career and transition planning is to prepare students for a successful
1673 transition to employment or continuing education that will enable self sufficiency.

1674 *Standards*

1675 **2.2 Problem solving**

1676 Students use reasoning strategies, knowledge, and common sense to solve complex
1677 problems related to all fields of knowledge.

1678 **3.3 Respect**

1679 Students demonstrate respect for themselves and others.

1680 **3.14 Dependability and Productivity**

1681 Students demonstrate dependability, productivity, and initiative.

1682 **3.15 Career choices**

1683 Students know about various careers.

1684 **3.16 Transition planning**

1685 Students develop a plan for current and continued education and training to meet
1686 personal and career goals.

1687 **7.7 Geometric and Measurement concepts**

1688 Students use geometric and measurement concepts.

1689 **7.10 Mathematical problem solving and reasoning**

1690 Students use concrete, formal, and informal strategies to solve mathematical problems.

1691 Students apply mathematics as they solve scientific and technological problems or work
1692 with technological systems.

1693 **7.11 Analysis**

1694 Students analyze and understand living and non-living systems as collections of
1695 interrelated parts and connected systems.

1696 **7.17 Technological**

1697 Students apply knowledge and understanding of technological systems to respond to a
1698 variety of issues.

1699 *Concepts*

- 1700 • Develop the skills and understanding for career self assessment and career
1701 exploration. Learning objectives will include:
 - 1702 ○ knowledge of computer technology and software to utilize a variety of
1703 approaches for career self assessment
 - 1704 ○ knowledge of computer software and reference resources for career
1705 exploration.
 - 1706 ○ knowledge of education, training, and experience pre-requisites in a
1707 chosen occupation.
 - 1708 ○ knowledge of available continuing education and/or training opportunities
1709 pertinent to a particular area of employment.
 - 1710 ○ knowledge of available financial aid resources to support continuing
1711 education and/or training

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1713 **Career and Transition Planning (continued)**

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- Develop the necessary pre-employment skills for job acquisition. Learning objectives will include:
 - knowledge of how to interview for a job.
 - competency in the organization and writing of a resume.
 - competency in job seeking skills.
 - competency in completing job applications
- Develop the soft skills and appropriate attitudes for success in industry or business. Learning objectives will include:
 - knowledge of the cognitive characteristics or habits of mind needed for success.
 - application of the habits of mind in a laboratory or workplace setting.
- Develop the knowledge and ability to both identify barriers to successful transition and develop a plan to address them. Learning objectives will include:
 - competency in self assessment and planning regarding the following:
 - Personal financial management
 - Housing
 - Transportation
 - Establishing appropriate community supports
 - Personal identification
 - Access to health care and special needs

1737 **Trades Education**

1738 **Basic Safety**

1739 Covers need-to-know information as outlined in The Safety Manual. Includes a broad
1740 spectrum of safety concepts universal to all the trades; such things as personal
1741 protective equipment to wear, material safety data sheets, how to perform basic industry
1742 tasks safely as well as fire safety and other issues and guidelines.

1743 *Standards*

1744 **3.3 Worth and Confidence**

1745 Students demonstrate respect for themselves and others.

1746 **3.14 Workplace dependability and Productivity**

1747 Students demonstrate dependability, productivity and initiative.

1748 *Concepts*

- 1749 • Use of personal protective equipment
- 1750 • Material Safety data
- 1751 • Sheets
- 1752 • Fire safety
- 1753 • Lockout/Tagout
- 1754 • Electrical Safety
- 1755 • Lifting Precautions
- 1756 • Universal Precautions
- 1757 • Safety specific to some trades

1758

1759

1760 **Phase 2 Student Placement continued**1761 **Individualized Student Graduation Plan**

1762 Each student in need of a high school diploma will have an individualized plan that will
 1763 be reviewed often to ensure that the school is moving forward in taking the student's
 1764 need for a high school credential into consideration and is balancing and integrating that
 1765 need with the need for the student to attain the knowledge, skills and abilities to be
 1766 successful in his/her academic, social and/or vocational pursuits.

1767
 1768 Over 95% of CHSVT students, who are 21 years of age or younger, are high school
 1769 dropouts. Over 45% have prior histories of Special Education. The traditional school
 1770 experience, for these students, may be characterized as being one long painful
 1771 experience of failure upon failure. CHSVT recognizes traditional methods have not
 1772 worked with these students in the past and they will not work now. Radical alternatives
 1773 must be developed if we want students to experience success. The individualized
 1774 Student Graduation Plan is one way CHSVT addresses the diverse educational needs
 1775 of its students.

- 1776
 1777 The Individualized Student Graduation Plan:
- 1778 • **Engages the student as an active participant.** It does not define failure, but
 1779 rather defines success.
 - 1780
 1781 • **Tells the student exactly what he/she needs to know and do to demonstrate**
 1782 **achievement.** It enables student to pursue a plan even if students' attendance
 1783 in school and classes are interrupted, and it provides a means whereby the
 1784 students may earn a high school diploma in conformance with the standards
 1785 created for all Vermont students.
 - 1786
 1787 • **Identifies competencies and skills to be developed.** The individualized
 1788 Student Graduation Plan is a system for specifying competencies for graduation
 1789 from CHSVT. Individualized Graduation Plans are tied directly to Vermont's
 1790 *Framework of Standards and Learning Opportunities*, a statement by citizens by
 1791 the State that specifies what all of Vermont's children need to know and be able
 1792 to do in order to become an informed, productive adult. The individualized
 1793 Student Graduation Plan then provides a common objective and a clear workable
 1794 strategy for achievement.
 - 1795
 1796 • **Promises effectiveness.** In one sense, CHSVT finds itself with a student body
 1797 of migrants with Vermont's correctional facilities. The average stay, for those
 1798 under 22 years old, in any one facility, is just over 3 months. This places great
 1799 strain on both teachers and students who may not be able to attend a class long
 1800 enough to earn credit under more traditional models.

1801
 1802 The Individualized Graduation Plan follows the student wherever he/she may move
 1803 while enrolled in Community High School of Vermont. It enables him/her to keep

1804 working toward graduation through demonstration of proficiency of standards. When a
 1805 student moves from one facility to another, his/her Graduation Plan becomes the
 1806 common thread.

1807
 1808 To assure that a student has access to courses or other experiences needed to satisfy
 1809 his/her graduation requirements in a timely manner, methods used included using
 1810 adjunct faculty, partial credits, staggered schedules, etc. Similar to many post-
 1811 secondary institutions and secondary schools, there may be instances where a student
 1812 must wait until the beginning of a semester and/or course.

1813 **How to Develop a Grad Plan**

- 1814 1. Obtain copies of the student's previous high school transcript(s)
1815
- 1816 2. When you receive the student's transcript(s), do a transcript analysis. If questions
1817 arise, please contact the appropriate institution.
1818
- 1819 3. Meet with the student to go over the transcript analysis and to develop the
1820 graduation plan.
1821
- 1822 4. Thoroughly fill out the cover page of the graduation plan. (For students wishing to
1823 earn a diploma from their former high school, see instructions below.)
1824
- 1825 5. Fill out the CHSVT Site Course Plan. You may choose to list only those courses
1826 that the student will be enrolled in for the current school quarter and revised as
1827 needed, or you may choose to list any courses you believe the student will be able
1828 to complete at your site based on his projected length of stay.
1829
- 1830 6. Attach course description for the courses listed on your site plan.
1831
- 1832 7. Include the Proficiency Requirement form and document completion of the three
1833 areas.
1834
- 1835 8. Verify any credit the student has earned toward his diploma by entering the credit
1836 amount and signing your initials in the appropriate column of the Site Course Plan.
1837
- 1838 9. When a student transfer from your site to another CHSVT site, be sure the
1839 graduation plan is included in the students education file (section 4).
1840
- 1841 10. When the student arrives at your site and has a graduation plan in his education file,
1842 simply fill out your own site course plan and include the appropriate course
1843 descriptions.
1844
- 1845 11. When requirements are met, submit to Central Office for diploma.
1846
- 1847 12. Faculty will honor and complete coursework initiated at other campuses, and will
1848 awarded coursework credits pursuant to that coursework's syllabus.
1849

1850 **For Students Wishing to Receive a Diploma from their former High School**

1851 **POLICY REVIEW**

- 1852 1. Call the guidance office.
- 1853
- 1854 2. Ask if the school would be willing to issue the student a diploma.
- 1855
- 1856 3. If the school would be willing to issue the diploma, ask what requirements they have
- 1857 that may differ from those of the CHSVT.
- 1858
- 1859 4. If student was enrolled in a high school just prior to incarceration, explore the
- 1860 possibility of the school providing course work.
- 1861
- 1862 5. Obtain a letter from the school, verifying that they are willing to issue the student a
- 1863 diploma upon completion of their requirements and attach a copy of that letter to the
- 1864 student's graduation plan.
- 1865
- 1866 6. If the CHSVT can fulfill some or all of the other school's requirements, fill out a Site
- 1867 Course Plan but be sure you have checked the appropriate box on the face page of
- 1868 the Graduation Plan.
- 1869
- 1870 7. Verify any credit the student has earned toward his diploma by entering the credit
- 1871 amount and signing your initials in the appropriate column of the Site Course Plan.
- 1872
- 1873 8. Send CHSVT transcript to issuing high school for diploma.
- 1874

Student Graduation Plan

COMMUNITY HIGH SCHOOL OF VERMONT

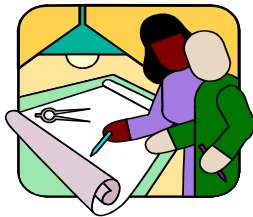
Living, Learning, Working

Student's Name
(as it will appear on the diploma)

Date of Birth



Community & Family



Employment



Self-Improvement

Vermont's Framework of Standards & Learning Opportunities

Community High School of Vermont provides services to students without regard to race, color, creed, sex, religion, disability, national origin, age, or sexual orientation.

1875
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1877

NEED REVISED GRAPHIC

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Community High School of Vermont
Form 9: Graduation Requirement Worksheet for Student Graduation Plans
(Must complete proficiency requirement)

GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	FINE ARTS	HEALTH	TRADES / CAREER EDUCATION	COMPUTER STUDIES	ELECTIVES	TOTAL
	4 Credits	3 Credits	3 Credits	3 Credits	1 Credits	1 Credits	2 Credits	1 Credits	2 Credits	20 Credits
9										
10										
11										
12										
CHSVT										
1 US History										
CREDITS EARNED	0	0	0	0	0	0	0	0	0	0
NEED	4	3	3	3	1	1	2	1	2	20

1882
1883
1884
1885

Reading Proficiency verified _____
Writing Proficiency verified _____
Math Proficiency verified _____

Minimum of one (1) credit earned at CHSVT _____ Verified by _____

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**COMMUNITY HIGH SCHOOL OF VERMONT
Form 10: Graduation Plan**

Student _____ **Date of Birth** ____/____/____
(Name as it will appear on the diploma)

CONSIDER NARRATIVE SECTION/SELF-REFLECTIVE PARAGRAPH BY STUDENT?

- CHSVT will issue the diploma.**
- _____ **will issue the diploma.**

Please check the following to be sure all components of this student's graduation plan are included:

- _____ Copies of transcripts from previously attended secondary schools
- _____ Copy of CHSVT transcript documenting a minimum of 1 credit earned
- _____ A CHSVT transcript analysis identifying credits previously earned and remaining credits needed to graduate
- _____ Campus Course Plan(s) with credits verified by staff
- _____ Proficiency Requirement Form
- _____ Student summary with contact information for governor's letter

_____	____/____/____
Student Signature	Date of Plan

Signatures of Campus Education Team Members:	Date of Signatures:
---	----------------------------

_____	____/____/____
_____	____/____/____
_____	____/____/____
_____	____/____/____
_____	____/____/____
_____	____/____/____

1977 **Phase 3: Student Education File Documentation**

1978 Coordination of the student's education from one campus to another requires the
 1979 efficient flow of all information pertaining to the student so as to decrease the time to get
 1980 to know the student as an individual and to continue on the educational course the
 1981 student and faculty have chosen. Efficiently and effectively coordinating information
 1982 relevant to a specific student on a personal and curriculum level, in the event he/she is
 1983 moved from one campus of CHSVT to another is a strong statement, to the student, of
 1984 CHSVT's commitment to that student's learning and our collective desire, as a faculty,
 1985 to ensure that he/she is successful.

1986 **Student Records**

1987 The Department of Corrections and CHSVT adhere to all requirements of the IDEA and
 1988 FERPA with regard to Student Records and the Confidentiality of Information.
 1989 See Rule 2365.2.

1990
 1991 Each student enrolled in the Community High School of Vermont has an educational file
 1992 which is maintained at the school site in the facility in which the student is housed. With
 1993 the exceptions below, special education records are maintained in a separate file at the
 1994 same location. When a student leaves a correctional facility and does not enroll in a
 1995 CHSVT site at a Probation and Parole Offices, the student's files are sent to the Central
 1996 Office. Please refer to the CHSVT Planning and Procedures Guide for the file transfer
 1997 process.
 1998

1999 **Procedures Specific to Special Education Files**

2000 1. Special Education Records are maintained both in paper form as above and in an
 2001 electronic database system known as SpEdDoc. Special Educators are required to
 2002 maintain SpEdDoc files on all students who are being evaluated for or are receiving
 2003 special education services. When students are exited from special education, the exit
 2004 information is recorded in SpEdDoc. An Educator's Guide to SpEdDoc is included in this
 2005 section.
 2006

2007 Meeting notices, meeting minutes, Evaluation Reports and IEPs are to be copied and
 2008 maintained in the student's on-site file.
 2009

2010 2. The special education files of students who have been exited from special education
 2011 for the following reasons are maintained with the general education files at the school
 2012 site if the student continues to be enrolled in school and is working toward a high school
 2013 diploma. Special education records may be shared, with the student's written
 2014 permission, for purposes related to a student's education, employment or other
 2015 requested needs.
 2016

- 2017 a. If a student reaches the age of 22, the upper age limit of FAPE.
- 2018 b. If a student is no longer eligible for special education.

2019

- 2020 3. When a student's special education eligibility terminates due to high school
2021 graduation or reaching the age limit, the student shall be provided with a summary of
2022 his/her academic achievement and functional performance, including recommendations
2023 on how to assist the student in reaching secondary or post secondary goals.
2024 (Requirement begins July 1, 2005, per IDEIA 2004). A copy of this summary shall also
2025 be placed in both the student's general education file and special education file.
2026
- 2027 4. When a student graduates with a high school diploma, the special education records
2028 as well as the general education records are transferred to Central Office.
2029
- 2030 5. Special Education records shall be maintained in Central Office for a period of five (5)
2031 years following the last year the student was included in Child Count. (See Rule
2032 2365.2.14)
2033

2034 **Procedures for Section 504 records**

- 2035 1. Section 504 referrals, plans, meetings and evaluations completed by CHSVT faculty
2036 are generated and maintained in the SpEdDoc system.
2037
- 2038 2. Paper copies of completed Section 504 forms are to be placed in the student's
2039 general education file.

2040 **FERPA Information**

2041 "Education Record" means any and all information which is directly related to a student
2042 or former students and is maintained by an educational agency, regardless of whether
2043 the student information is kept in various locations.
2044

2045 The privacy of student education records and parents' access rights to those records
2046 are protected by federal and state law.²
2047

2048 The physical destruction, removal, distribution or dissemination of **personally**
2049 **identifiable information** in educational records without appropriate consent is
2050 prohibited. This includes:

- 2051
- 2052 1) the name of a student, date and place of birth, and the name of the student's parent
2053 or any other family member

² FERPA (Family Educational Rights & Privacy Act) 34 CFR Part 99
IDEIA (Individuals with Disabilities Education Improvement Act)
Section 504 of the Rehabilitation Act of 1973
1 V.S.A. § 317 (b) (1) and (11); 33 VS.A. §4919; 15 V.S.A. §670
VT Special Ed Regulation 2365.2
VT SBE Manual of Rules and Practices, Rule 2193
Other related statutes:
PPRA (Protection of Pupil Rights Act)
NCLB (No Child Left Behind Act)
USA Patriot Act and National Defense Authorization Act for FY 2002

- 2054 2) the address of the student, parent or guardian
2055 3) a personal identifier such as a social security number, ID code, picture or other
2056 information that would make the student's identity traceable
2057 4) a list of personal characteristics or other information that would make it possible to
2058 identify the student with reasonable certainty

2059
2060 "Record" means information recorded and kept by any means, including, but not limited
2061 to, handwritten, printed, typed, computer and computer media, video, audio tape, film,
2062 microfilm and microfiche.

2063
2064 **Confidentiality and privacy rights apply to any personally identifiable information**
2065 **shared about a student via public conversation or e-mail.**

2066
2067 Certain types of records are not considered education records:

- 2068
2069 1) personal notes made by teachers and other school officials that are not shared with
2070 others (i.e. are used as a personal memory aid and shared with no one except a
2071 temporary substitute)
2072 2) Records maintained by a school's law enforcement unit for law enforcement
2073 purposes (as distinct from student disciplinary and other non-law enforcement
2074 purposes).

2075
2076 "Directory Information" is the part of a student's education record, including personal
2077 information about the student, that can be made public without specific consent of the
2078 parent or eligible student in accordance with a school's FERPA policy.

2079
2080 Annually schools must notify parents of the types of personally identifiable student
2081 information that the district has designated to be directory information and provide an
2082 opportunity for the parent or eligible student to opt out of the disclosure of some or all of
2083 the directory information.

2084
2085 CHSVT Directory Information:

- 2086
 - Student's Name and Gender
 - 2087 • Diplomas, Awards, Degrees, and Certificates
 - 2088 • Date of Enrollment and Hours in Attendance
 - 2089 • Educational Status – registered for classes, on a grad plan, etc.
 - 2090 • Credits earned

2091
2092 **Required procedures** for an Education Agency or Institution

- 2093 • **Every** educational record must include an **access log** that identifies parties that
2094 obtained access, including copies of a student's records
2095 • Parents and eligible students are not required to sign access logs for the purpose of
2096 reviewing educational records
2097 • Authorized school employees are not required to sign access logs, but the school must
2098 maintain a list of the employees granted access to review content information in
2099 educational records

- 2100 • Must inform a third party to whom personally identifiable information is disclosed of the
2101 condition that no additional party shall have access to the information without securing
2102 written consent
- 2103 • Each educational agency must maintain a list of the types of educational records it
2104 keeps, including the location of the records collected, maintained or used by the
2105 agency. Records must be maintained in a secure location (locked and fire safe)
- 2106 • Each educational agency or institution **shall annually notify** parents or eligible
2107 students currently in attendance of the rights under FERPA and IDEIA. This includes
2108 their rights to:
- 2109 1. inspect and receive copies of records,
 - 2110 2. seek amendments of educational records they believe are inaccurate,
2111 misleading or in violation of a students privacy
 - 2112 3. have personally identifiable information disclosed to other agencies or
2113 individuals **only** through written and dated consent procedures, **except** to the
2114 extent the law grants such disclosure without consent (i.e. transfer of records
2115 school to school, records requested through legal procedures)
 - 2116 4. file a complaint concerning alleged failure of the school to comply with
2117 FERPA and the procedures for doing so.
- 2118
- 2119 • **Annual notification** must also include:
- 2120 1. the fact that the school must transfer disciplinary records with respect to
2121 suspension or expulsion to other schools
 - 2122 2. the type of personally identifiable information designated as directory
2123 information and the opportunity to opt-out of the disclosure of some or all of
2124 the information
- 2125 **Other Confidentiality/Privacy Rights Issues**
- 2126 • FERPA and IDEIA rights previously given to parents are transferred to students at age
2127 18. Any release of information form signed by just the parent of an 18 year old may not
2128 be sufficient
- 2129
- 2130 • An individual educational record cannot contain information on other students with the
2131 exception of when a student's relationship with another student may pose a physical or
2132 emotional threat
- 2133
- 2134 • Confidentiality rules apply to personnel of an educational agency or institution **outside**
2135 **of their employment location**
- 2136
- 2137 • School officials with access to educational records must have **legitimate educational**
2138 **interests** in seeking information about a student; an individual school employee can
2139 access information in a student's record only if it is needed to carry out his/her official
2140 duty in a given circumstance
- 2141
- 2142 • Access, without prior written consent, can be granted
- 2143 1. to accrediting organizations

2144 2. to federal, state and local government officials as provided by law (USA Patriot Act
2145 extended access without consent)

2146 3. to appropriate parties in health and safety emergencies,

2147 4. to comply with a judicial order or lawfully issued subpoena. In this instance,
2148 reasonable effort must be made to notify the parents or eligible student prior to
2149 disclosure.

2150
2151 • PPRA requires schools to obtain written consent before administering federally funded
2152 surveys that might reveal certain private information about the student (Does not apply
2153 to surveys or assessments administered in accordance with IDEIA)

2154
2155 • NCLB requires districts to have policies, developed with involvement of parents,
2156 regarding the rights of parents to receive prior notification and to inspect surveys or any
2157 data collection instruments before they are administered to minor students.

2158 **Frequently Asked Questions**

2159 Q 1. Can a student's caseworker or probation officer have access to the education
2160 records?

2161 *Other than directory information, a caseworker or probation officer can have access*
2162 *only with appropriate consent from the eligible student or the parents of a minor student.*
2163 *Whenever access to educational records is given, the access log must reflect that*
2164 *access (whether copies were given or files read or verbal information was shared.*

2165
2166 Q 2. Can I verbally share information about a student with corrections personnel?
2167 *No, except for directory information or under the conditions described above.*

2168
2169 Q 3. Can I give a copy of a report or information in a student's educational record to that
2170 student without a signed release?
2171 *Yes, if the student is 18 or older.*

2172
2173 Q 4. What specific information and under what circumstances can I release education
2174 records to a student's lawyer?
2175 *To comply with a judicial order or subpoena OR with appropriate consent as described*
2176 *below.*

2177
2178 Q 5. What must be included to satisfy "appropriate consent" requirements?
2179 *A written consent to release educational records must be signed prior to the release of*
2180 *personally identifiable information and must include:*

- 2181
2182 1. Specific information from education record to be released
2183 2. Purpose of the disclosure
2184 3. Name/description of individual or organization records will be released to
2185 4. Signature
2186 5. Date signed (may also include end date for consent)

2187 Regular Education File Organization
2188 Each green file should be divided into the following sections:
2189

2190 **SECTION 1 – INTAKE**

- 2191 • Access to Records Form
- 2192 • Copy Signed Enrollment Form
- 2193 • Signed Handbook Acknowledgement
- 2194 • Copy Authorization for Release of Records

2195
2196 **SECTION 2 – INITIAL ASSESSMENT**

- 2197 • Student Self-Assessment
- 2198 • CHSVT Checklist - Special Education Status
- 2199 • WRAT
- 2200 • K-FAST
- 2201 • Other (any formal assessment used for screening)

2202
2203 **SECTION 3 – EDUCATIONAL RECORDS**

- 2204 • CHSVT Transcripts
- 2205 • School Transcripts and/or Certificates of Achievement
- 2206 • GED Scores/Certificate
- 2207 • GED Practice Test Scores
- 2208 • Documentation of Assessments of Prior Learning (as necessary)

2209
2210 **SECTION 4 – EDUCATION PLAN**

- 2211 • Graduation Plan
- 2212 • Proficiency Checklist

2213
2214 **SECTION 5 – SUPPLEMENTAL INFORMATION**

- 2215 • Class Schedules
- 2216 • Correspondence
- 2217 • Other Information Unique to Campus

2218
2219 **SECTION 6 – LOGS AND NOTES**

- 2220 • Participation Notes
- 2221 • Student Participation or Contact Logs
- 2222 • ADP Notes
- 2223 • VSAC Notes
- 2224 • Efforts to Enroll, Engage and Improve Attendance

2225

2226 **Special Education File Organization**

2227 Each yellow file should be divided into the following sections:

2228

2229 **SECTION 1**

- 2230 • Access to Records [keep on top]
- 2231 • Release(s) of Information

2232

2233 **SECTION 2**

- 2234 • IEPs
- 2235 • Notice of IEP Meeting

2236

2237 **SECTION 3**

- 2238 • Evaluation Plan(s)
- 2239 • Evaluation Report(s)
- 2240 • Decision of Team Regarding Special Education Eligibility
- 2241 • Notice of Meeting to Develop Evaluation Plan
- 2242 • Notice of Meeting to Determine Special Education Eligibility
- 2243 • Other Evaluation Reports, such as psychological reports

2244

2245 **SECTION 4**

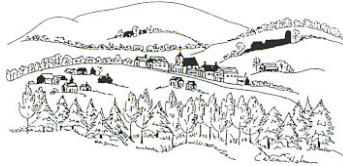
- 2246 • Contact Logs (including efforts to enroll, engage; improve attendance)
- 2247 • Meeting Minutes
- 2248 • Forms and Notices not specific to IEPs and Evaluations
- 2249 • Other Reports not listed above

2250

2251 *All sections are to be organized with most recent information on top.

2252

Community High School of Vermont



Form 12: Authorization for Release of Educational Records

2253
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2298

Student Name: _____ Date of Birth: _____

I do hereby authorize The Community High School of Vermont to release the following educational records containing personally identifiable and confidential information for the above named person to the individual (s) listed below.

Information and records to be released:

This information shall be released for the following purpose(s):

The above referenced educational records will be released to the following:

Name/Title: _____

Organization: _____

Address: _____

Phone: _____ Fax: _____

English is my primary language and I understand all that this consent implies.

Student/Guardian Signature

Date

____ Student is over the age of 18 and able to sign this release of information

File: Student Education File

2299

SCHOOL DISTRICT			
NAME OF STUDENT			
Form 13: RECORD OF ACCESS TO STUDENT RECORDS			
The following parties have requested and/or obtained information from the education records of this student:			
Name of Requestor	Date of Request	Purpose of Request & Legitimate Interest Student	Denied or Date of Disclosure
<p>This account may be inspected by the parent, eligible student and school officials and assistants, state or federal education officials, as well as auditing the record-keeping procedures of the district as defined by law.</p> <p>REMINDERS: It is not necessary to record the name of the parents, an eligible student, or authorized employees of the School District, nor is it necessary to record requests for disclosure of only directory information or where there is prior written consent for release by the parent or student on file.</p> <p>Information related to any other student(s) must be removed from the record prior to disclosure of the information contained therein.</p>			

2300

2301 **Form 14: Checklist to Determine Present Special Education Status of Student**

2302

2303

2304 Student Name _____ Date of Birth ____ / ____ / ____

2305

Check Boxes	Description of Activity	Comments	Date	Staff Initials
	Initial Contact/Interview with Student on Campus			
	Student Enrolled in CHSVT			
	Special Education Records Requested (List schools and person contacted)			
	Special Education Records Received (List schools)			
/////	Current Status in Special Education	////////////////////////////////////	////////	////////
	Yellow Special Education File Started			
	*Records Reviewed by Sped Instructor on Campus			
	*SpEdDoc file and Special Ed Flowchart started			
	Prior Special Education History Confirmed on Child Find Disability Code(s) _____ List SU # last reporting _____ Exit Code information included _____			
	Student Negative on Child Find Report			
	Special Education information received but student reported Negative on Child Find; Special Educator or Chief notified			
	Other: 504 Plan in File: ___ Yes ___ No Date: ___ / ___ / ___ High School Diploma ___ Yes ___ No Date: ___ / ___ / ___			

2306 **Phase Three Continued: High School Completion and Other School Program**
 2307 **Components**

2308 The CHSVT believes in providing supplemental or alternative learning opportunities that
 2309 enhance the core curriculum offering. The use of supplemental or alternative learning
 2310 opportunities is based on the collaborative judgment of the student and teacher(s) as to
 2311 what learning opportunities will best facilitate and strengthen the student's potential for
 2312 success in his/her future endeavors.

2313
 2314
 2315

REWORK/DEFINE TERMS

2316 **CHSVT Graduation Requirements**

I. Evidence of Proficiency	
II. Area	Credits Needed
English/Language Arts	4
Mathematics	3
Science	3
Social Studies	3 (1 US History)
Vocational/Career Education	2
The Arts	1
Health Education	1
Computer Studies	1
Electives	2
TOTAL	20

2317 **Graduation**

2318 Each enrolled student must meet the above CHSVT Graduation Requirements and earn
 2319 at least one credit from CHSVT to be awarded a high school diploma from CHSVT.
 2320 Student Graduation Plans developed in collaboration with local high schools must be
 2321 approved by the administration of that school. That school, will in turn, award the
 2322 diploma upon the student's completion of their graduation requirements.

2323 **Other School Program Components**

- 2324 1. **Evidence of Proficiency.** The purpose of the Proficiency Requirement is to
 2325 document 8th grade level or above proficiency in reading, writing and numeracy.
 2326 Accommodations to this requirement shall be made through an IEP or a 504
 2327 plan.
 2328
- 2329 2. The **Employee Training/Workplace Readiness and Trades Education** in the
 2330 Community High School of Vermont (CHSVT). The *Vermont Framework of*
 2331 *Standards and Learning Opportunities* and their *Vital Results* will address the
 2332 area of employee training – getting ready to work. These skills should be
 2333 emphasized throughout CHSVT in all classes. Opportunities for specific trade
 2334 skills (e.g., industry standards) vary from campus to campus. These skills are
 2335 collectively termed, *Trades Education*. “Getting ready to work” skills (i.e.,

2336 showing up on time) are termed, *Employee Training/Workplace Readiness*.
 2337 Trades education will be the province of the Central Facilities. Workplace
 2338 readiness will be the responsibility of all teachers of CHSVT. (See Compendium
 2339 of Standards)

2340 **Awarding Coursework Credit and Graduation Requirements**

2341 Secondary Credit will be awarded for:

- 2342
- 2343 • **Approved Coursework** - Completion of requirements as stated in a course
 2344 syllabus for an approved course.
- 2345
- 2346 • **Independent Studies** – Completion of work assigned after a written study plan
 2347 developed by the staff and student that contains an approved course description
 2348 and syllabus by the principal.
- 2349
- 2350 • **Prior Learning Assessment** – Individual assessment to determine earned credit
 2351 from previous academic/life experience can be utilized. Teacher made
 2352 assessments to award credits in this manner must be reviewed and approved by
 2353 the faculty Curriculum Policy Committee (**see page 26??**).
- 2354

2355 Credits earned at other approved high schools or colleges and transferred to CHSVT
 2356 will be recognized toward the fulfillment of these requirements. Credits earned at a
 2357 college level are accepted by the school at a rate of three (3) college credits equals one
 2358 (1) high school credit.

2359 **Adult Diploma Program (ADP)**

2360 After an informal session, students meet individually, on a weekly basis, with an
 2361 assessor. Educational counseling, diagnostic testing and learning recommendations
 2362 are given. The student may need tutoring and when remedial work is completed,
 2363 retesting is done in the prescribed academic areas.

2364

2365 When the student has completed the diagnostic phase of the program, then he/she is
 2366 ready to enter assessment. Diploma candidates now must demonstrate 64 life skills,
 2367 through five separate curriculum strands. At the weekly meeting with the assessor, the
 2368 candidate must be ready to demonstrate these skills, sometimes orally and sometimes
 2369 in written form. A written autobiography is also required during this phase of the
 2370 program.

2371

2372 Demonstration of an individual skill is also part of the Vermont Adult Diploma Program
 2373 requirement for a diploma and can be done in a variety of ways. The candidate must
 2374 have taken a course that will ensure entry level job skills, or must have a job for a least
 2375 a year before beginning the program. Another way of meeting this requirement is for
 2376 the candidate to verify particular skills with an expert in that particular field.

2377

2378 Candidates work at their own pace. Upon completion the student's portfolio is reviewed
 2379 by VADP, the State Department of Education in Montpelier and the individual high

2380 school where the candidate hopes to graduate. When approval is received from the
2381 high school the candidate is informed and arrangements are made for awarding the
2382 high school diploma.

2383 **Guidelines for Requesting ADP Waiver for the CHSVT**

2384 The Curriculum Committee moved and adopted by a vote of 7-0, rules pertaining to the
2385 granting of age waivers for students under 22 for the Vermont Adult Diploma Program.
2386 The guidelines are as follows:

- 2387
- 2388 • It is a TEAM that recommends a student for an age waiver
- 2389
- 2390 • The team identifies a faculty member who will serve as a student advocate and
- 2391 communicate with the curriculum committee about age waiver requests
- 2392
- 2393 • The student must submit a letter to the committee presenting a rationale for
- 2394 granting an age waiver, and include a resume of work and education experience
- 2395
- 2396 • Items to be considered by the teaching team in requesting an age waiver should
- 2397 include the student's age; his/her level of literacy through at least two
- 2398 assessments less than one year old, initiative shown in education, and prior work
- 2399 experience.

2400

2401 The Curriculum Committee will consider academic level, education and work
2402 experience, and the rationale provided when considering granting age waivers.
2403 Evidence to be submitted shall include:

- 2404
- 2405 • Student letter that explains his or her rationale for obtaining a waiver
- 2406
- 2407 • Resume of education and work experience
- 2408
- 2409 • Letter of recommendation from the Education Team that supports the rationale
- 2410 for obtaining a waiver
- 2411
- 2412 • Statement by the Education Team whether the application for an age waiver is
- 2413 based on academic level and/or vocational skill
- 2414
- 2415 • Scores from at least two assessments that are less than one year old that
- 2416 indicate academic achievement and literacy levels

2417

2418 Based on evidence provided by the student and the local education team, the
2419 Curriculum Committee will approve or deny the application for an age waiver, or ask the
2420 team for additional information.

2421 **General Education Development (GED)**

2422 Educational programming to include GED testing is a team decision which includes the
2423 student. The student's orientation to the CHSVT will include an interview, assessment

2424 and transcript analysis. The team will decide if taking the GED will be part of the
 2425 student's plan. The student will be appropriately placed in classes and the decision to
 2426 complete the GED must be honored by other campus should the student be transferred.
 2427 If the student is under 23, the student will continue to work towards a high school
 2428 diploma even upon obtaining a GED.

2429

2430 Five reasons approved for a team to recommend obtaining a GED:

- 2431 1. It is a student goal
- 2432 2. It may be court ordered
- 2433 3. It is a stepping stone to further educational goals
- 2434 4. It may be necessary for employment
- 2435 5. It may be necessary for post-secondary education

2436 **Monitoring Student Progress**

2437 **EXPAND**

2438 Student educational progress is monitored through both formative and summative
 2439 assessment procedures.

2440

- 2441 • Ongoing teacher assessment through performance assessment, teacher
 2442 constructed testing, diagnostic teaching and student observation. These
 2443 procedures continuously monitor student progress in mastering the content of
 2444 coursework and identify student learning problems and preferred learning styles.
 2445
- 2446 • On at least an annual basis, students under 21 complete standardized academic
 2447 assessments to provide summative evaluation data regarding the student's
 2448 relative academic progress in comparison to a national norm, same aged
 2449 reference group. Tests administered are the Wide Range Achievement Test
 2450 (WRAT) and/or the Kauffman Function Skills Assessment (K-Fast).

2451 **Graduation Protocol**

2452 Graduation protocol is the sole responsibility of each CHSVT campus. It is understood
 2453 that security decisions will be approved by the respective facility administrations.

2454 **Required protocol**

- 2455 • Verify high school diploma on computer enrollment form; put copy of diploma in
 2456 student education file
- 2457 • Write short biography of each graduate and send to Central Office – this will be
 2458 sent to the Governor for his letter to the graduate. The biography should include
 2459 the student's name and mailing address with the narrative.
- 2460 • Cap and gown should be in the schools chosen colors
- 2461 • Approved student guest list
- 2462 • Notification of ceremony to central office, faculty, facility, commissioner, deputy
 2463 commission, press
- 2464 • Students receive a written request for diploma with contact information
- 2465 • Students informed of policy/protocol for graduations and no show
- 2466 • Schedule around those employed

- 2467 • Letters to parents where applicable
- 2468 • Contact students one week prior with reminders

2469 **Student Benefits of Attending Graduation**

- 2470 • Reintegration with community on a positive note
- 2471 • Puts them as part of a select group
- 2472 • Public speaking
- 2473 • Handling success in public
- 2474 • End result of taking pride and responsibility for charting/completing their own
- 2475 graduation plan

2476

2477 If you are having a formalized graduation these protocol are highly recommended.

2478

- 2479 • Programs and/or announcements
- 2480 • Refreshments
- 2481 • Memorabilia (e.g., cap, gown, tassel, gift, picture, etc.)
- 2482 • Keynote speaker - selected by education team

2483

2484 The following are optional suggestions for graduation:

2485

- 2486 • Rehearsal
- 2487 • Decorations/flowers
- 2488 • Music
- 2489 • Graduation pictures – “Hall of Fame” bulletin board in school

2490

2491 **Resources**

2492 For caps, gowns, tassels:

2493

2494 Paul Trono

2495 Chace Mill - 1 Mill Street B14 Burlington, VT 05401

2496 Tel. 802-658-6126

2497 Fax. 802-652-2569

2498

2499 Best Impressions - catalog for gifts/memorabilia PO Box 802

2500 LaSalle, Illinois 61301

2501 Fax. 815-883-8346

2502 Tel 800-635-2378/815-883-3532 Mon.-Fri. 7 am to 6 pm Central Standard Time Online:

2503 www.bestimpressions.com

2504

2505

2506 **Form 15: Graduation Announcement**

2507

2508 For your
2509 information

Date:

2510

2511

2512

2513

Upcoming
CHSVT GRADUATIONS

2514



2515

2516

2517 The following is a list of the upcoming Graduation Ceremonies of the Community High School.

2518 It is our hope that, if available, you will schedule your time to join us in celebrating this most
2519 meaningful accomplishment.

2520

2521

2522 **DATE:**

2523

2524 **TIME:**

2525

2526 **FACILITY:**

2527

2528 **WHERE:**

2529

2530 **NUMBER OF GRADUATES:**

2531

2532 **GRADUATES NAMES:**

2533

2534

2535

2536

Questions? Contact Sheila Commo at 241-2273

**Community High School of Vermont
Form 16: Proficiency Requirements**

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2578

Student Name: _____ DOB _____

Verify ONE piece of evidence in each of the three areas (accommodations will be made for students on IEPs or 504 plans):

READING **Date verified** _____ **Teacher** _____

- Grade level 8 or above on any standardized test for reading achievement.
Test _____ **Grade Level** _____
- Score 45/450 or higher on any of the following GED practice tests (circle one):
Language Arts **Science** **Writing** **Social Studies**
Score _____
- Successful completion of any CHSVT course that addresses Vermont Standard 1.3 at or above the 8th grade level evidence criteria
- Demonstration of evidence, through coursework or teacher assessments of grade 8 or higher achievement of Vermont Standard 1.3.
- A completed GED signifies reading proficiency.

WRITING **Date verified** _____ **Teacher** _____

- Grade level 8 or above on any standardized test for writing achievement.
Test _____ **Grade Level** _____
- Score 45/450 or higher on any GED practice test in Writing
Score _____
- Successful completion of any CHSVT course that addresses any one of Vermont Standards 1.8 through 1.12 at or above the 8th grade level evidence
- Demonstration of evidence of grade 8 or higher achievement on any one of the Vermont Writing Portfolio Writing Rubrics.
- A completed GED signifies writing proficiency.

NUMERACY **Date verified** _____ **Teacher** _____

- Grade level 8 or above on any standardized test for mathematics achievement.
Test _____ **Grade Level** _____
- Score 45/450 or higher on any GED practice test in Mathematics.
Score _____
- Successful completion of any CHSVT course that addresses Vermont Standard 7.6 at or above the 8th grade level evidence
- Demonstration of evidence, through coursework or teacher assessments of grade 8 or higher achievement of Vermont Standard 7.6
- A Completed GED signifies proficiency.

2579 **Documentation of Student Educational Progress**

2580 Documentation of student progress takes three forms.

- 2581
- 2582 1. Teacher developed progress notes maintained in the student's educational
 - 2583 file/record
 - 2584 2. Student Transcripts – Cumulative Record of Educational Achievement
 - 2585 3. Development and maintenance of an individualized Graduation Plan
- 2586

2587 This standards-based transcript system is managed by Central Office. Transcripts of the
2588 Community High School of Vermont (CHSVT) will list the course(s) taken, educational
2589 and/or trade standards achieved and credits awarded.

2590

2591 The Request for Award of Credit Form for issuing credit will contain the following
2592 information:

- 2593
- 2594 • Student Name and Date of Birth
 - 2595 • Date Credit Awarded
 - 2596 • Curriculum Area
 - 2597 • # Credit(s) Awarded
 - 2598 • Instructor Name
 - 2599 • Course Title
 - 2600 • Standards Achieved
- 2601

2602 When a student completes a course or leaves the campus, a Request for Award of
2603 Credit Form must be filled out and submitted to the Central Education Office in a timely
2604 manner.

- 2605
- 2606 • Make copy of form to put in student file.
 - 2607 • Send original to Central Education Office.
- 2608

2609 List only the standards the student has achieved not necessarily all the standards
2610 addressed in a course. [Note: As a rule of thumb, you might expect 3-6 standards to
2611 be actually achieved for one credit.]

2612

2613 If the course is not for credit, teachers fill in the credit box in the Request for Award of
2614 Credit Form with a not for Credit (NC).

2615

2616 Once the Request for Award of Credit Form is received and approved by Central
2617 Education Office, the information is added to the student's transcript.

2618
2619

2620
2621 **Form 17: Request for Award of Credit Form**
2622
2623 (1 p.)
2624
2625

2626 **School / Student Publications**
2627 **NEED VALUE STATEMENT**

2628 **Course Catalogs**

2629 Each program campus will have available a current course catalog. The course catalog
2630 will list all education courses available and presently offered and will include:

- 2631
- 2632 • Title of Course
 - 2633 • Description of Course
 - 2634 • Enrollment (open/closed)
 - 2635 • Pre-requisite for Entry
 - 2636 • Days and Times the Course is Offered
- 2637

2638 It is required that a copy of the course catalog be sent to the Education Office at the
2639 beginning of each quarter.

Quarters

First: July 1 – September 30 Third: January 1 – March 31
Second: October 1 – December 31 Fourth: April 1 – June 30

2640 **Anthology of Student Works**

2641 **ADD RELEASE FORM LANGUAGE**

2642 The Correctional Education Office requests a copy of each anthology authored and
2643 printed by the education department.

2644
2645 **Please contact the Corrections Education Office prior to any distribution or**
2646 **authoring of offender newsletters.**

2647 **Calendar**

2648 **DESCRIBE**

2649 **CHSVT.org**

2650 **DESCRIBE**

2651 **Manual of Electronic Record Keeping Practices**

2652 **DESCRIBE**

2653

2654 **Manual of Budget and Purchasing Procedures**

2655 **DESCRIBE**

2656

2657 **Monthly Report on Outcomes**

2658 **DESCRIBE**

2659 **Annual Report**

2660 **NEED TO DESCRIBE**

2661 **Student Handbook**

2662 **NEED TO DESCRIBE**

2663 **Meeting Minutes - Education Program Campus**

2664 One copy of the meeting minutes for advisory board meetings, in-house education
2665 faculty meetings, committee meetings, etc. will be sent to the Central Education Office.

2666 **School and Campus Program Evaluation/Monitoring**

2667 In addition to individual student progress monitoring and documentation of educational
2668 attainment; the Common Ends of the School Action Plan and individual campus
2669 performance are monitored and summarized monthly. These reports are forwarded to
2670 each campus monthly to assist them in monitoring their Local Action Plans and to set
2671 new performance targets for Action Plan revisions. (**See Campus Program Standards**
2672 **Form 18**)

2673

2674

2675 **Form 18: Campus Program Standards**

CHSVT Campus Program Standards

5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
--	---------------------------------	-------------------------------------	--	---

1. Orientation to Program -- each educational campus has a well planned and comprehensive orientation program provided on an on-going basis to acquaint students with available education programs

Benchmarks

- a) Available to groups
- b) Available to individuals
- c) Has an audio-visual component
- d) Includes distribution of CHSVT handbook; time is taken to review key components of the handbook
- e) Includes obtaining a student signature, confirming s/he has read the handbook
- f) Graduation requirements, including grad plans and proficiency requirements, are explained to students
- g) The philosophy of the school is explained to the students

Notes: _____

5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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2. Program Descriptions -- each campus provides students with a written description of courses, educational programs and vocational opportunities offered on a quarterly basis

Benchmarks

- a) Each quarter course descriptions are published for easy reading in poster, brochure or notebook format
- b) Each campus has an available listing of basic skills (reading, writing, math) courses
- c) A campus teaching schedule, with times courses are offered, is posted and available to students
- d) Vocational programs and career resource services are posted and made available to all interested and eligible students

Notes: _____

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5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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3. Performance Objectives -- each course offered at the campus has an approved syllabus, including performance objectives and credit requirements, which is given to students upon registration for a class.

Benchmarks

a) Course descriptions contain: core content expectations, student performance standards and credit to be awarded on assessment of performance and applicable standards

b) Descriptions for new courses, following above requirements, are submitted in a timely manner prior to the start of a class

c) Course descriptions and credit requirements are explained to all students who register for the class at any time during the quarter

d) All adjuncts are made aware of and follow requirements of this standard

Notes: _____

5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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4. Open Entry/Open Exit -the educational program is designed to meet the needs of a transient population. The campus is structured to accommodate open entry/open exit. Staff demonstrates flexibility in schedules and work assignments to meet student needs.

Benchmarks

a) Enrollment, registration and orientation procedures are clearly communicated to all potential students

b) A class schedule is posted for student perusal throughout the quarter, with a clear indication of the duration of each class

c) Classes closed due to attendance caps or specific course requirements are updated regularly throughout the quarter

d) Campus faculty actively seeks students and ensures class options throughout the quarter

e) There is a varied class schedule so students may attend school and meet programming needs

f) Partial credits are awarded per approved course descriptions

Notes: _____

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5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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5. Student Identification -- a process in place to identify on an on-going basis, mandated and eligible students. Communication with other staff at other campuses is part of the identification Process

Benchmarks

- a) The Priority for School Enrollment list is available to all staff and considered in team decisions
- b) Faculty have frequent contact with caseworkers, probation officers, corrections officers and living unit supervisors
- c) Faculty use site headcounts to identify and contact mandated students not attending
- d) Faculty communicates regularly with faculty at other campuses to identify students transferring to & from their campus
- e) The campus team actively identifies, recruits and enrolls students throughout the quarter

Notes: _____

5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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6. Initial Assessment -- Upon enrollment a comprehensive assessment, including a student self-assessment, basic skills assessment and transcript analysis is offered to all mandated and interested students.

Benchmarks

- a) Wide range Achievement Tests (WRAT) are administered and entered in the database
- b) Self assessments are completed and entered in the database
- c) Test of Adult Basic Education (TABE) is administered and entered into database as required
- d) Student files with appropriate paperwork are begun
- e) Transcript analysis is completed
- f) WRAT and TABE results are used for placement in regular coursework and in compensatory education courses if needed

Notes: _____

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5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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7. Goal Setting -- results of the assessment are used to develop an educational plan. The teachers guide and assist students in setting long and short term goals.

Benchmarks

- a) Each enrolled student has an assigned mentor teacher at each campus
- b) Individual conferences are held with students to determine interests and set individual vocational and educational goals
- c) Self assessments are reviewed with students and used to determine goals
- d) Goals are set and classes offered in manageable increments
- e) Students are given copies of written graduation plans

Notes: _____

5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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8. Remedial / Compensatory Education -- a process is in place to identify students in need of remedial instruction in basic skills. Compensatory education to meet proficiency requirements is provided to all identified students.

Benchmarks

- a) U23 students who score below a standard score of 85 on a WRAT subtest are given a TABE in that area
- b) WRAT and/or TABE results are used to determine level of instruction and appropriate class placement
- b) Each quarter the campus offers and places students as appropriate in basic skills classes in reading, writing and math
- c) If part of their grad plan, students are issued credit for courses upon completion of course requirements.
- d) Long term students* in a basic skills class are post-tested using the TABE at the end of each quarter.

*enrolled for at least 90 calendar days

- e) Test results are entered into the database, shared with students and used for further goal setting

Notes: _____

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5-Outstanding 4-Good 3-Adequate 2-Needs Improvement 1-Non-existent

9. Special Education -- the campus has in place a process to ensure special education students are identified, referrals made and services provided

Benchmarks

- a) Child Find database and student self reports are used to identify special education students
- b) All students are placed in regular education classes and teachers communicate student progress to special educators
- c) Every effort is made to obtain copies of special education records from last known LEA
- d) Special educators communicate information about individual student needs to all faculty
- e) Special education and regular education staff at the campus work collaboratively to meet needs of all students
- f) Previous IEP's, for students having them, are followed to the extent possible, until a new IEP is developed
- g) Faculty members actively participate on Education Planning and IEP Teams as needed

Notes: _____

5-Outstanding 4-Good 3-Adequate 2-Needs Improvement 1-Non-existent

10. Progressive Assessment -- teachers periodically evaluate students' progress in attaining identified standards/learning objectives and adjust course materials and instructional materials as needed.

Benchmarks

- a) Credit requests are submitted on a regular basis when students complete course requirements
- b) Partial credit requests to reflect work completed are submitted for students who transfer campuses
- c) Transcripts are issued to students following credit awards.
- d) Assessments and post-tests are given to assess academic growth; instructional offerings are adjusted to meet student needs
- e) Grad plans are adjusted on a regular basis to reflect student achievement and changes in interests or needs
- f) Instructors and mentor teachers use Progress Notes section of database to communicate student progress

Notes: _____

5-Outstanding 4-Good 3-Adequate 2-Needs Improvement 1-Non-existent

11. Course Implementation -- courses offered each quarter are determined by a review of student graduation plans and follow approved CHSVT course requirements.

Benchmarks

- a) Campus procedures reflect regular staff meetings to review grad plans and determine courses offered each quarter
- b) Teachers elicit and share student input to help plan for course offerings
- c) All courses offered at each campus, by core faculty and adjuncts, have an approved course description
- d) Campus teaching schedules reflect use of adjuncts to complement and supplement core courses taught by faculty

Notes: _____

5-Outstanding 4-Good 3-Adequate 2-Needs Improvement 1-Non-existent

12. Curriculum Development and Revision -- a system, which includes input from students, is in place at the campus to develop, revise and review curriculum

Benchmarks

- a) Student feedback forms completed at the end of their courses are used by staff members to revise curriculum
- b) Advisory board feedback is elicited and used on a regular basis to get ideas
- c) Input from adjuncts and community volunteers is used for curriculum review and planning
- d) Students' self-assessments, interests and graduation plan needs are considered in course development

Notes: _____

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5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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13. Provisions of a basic secondary education -- students have the opportunity to complete a secondary program of studies and receive a high school diploma

Benchmarks

a) Quarterly course offerings are proportionate to and reflect CHSVT graduation requirements

b) Evidence exists (progress notes, credit requests and transcripts) to demonstrate students' completion of course work and progress through program

c) Students have the opportunity at each campus to improve basic skills and meet proficiency requirements

d) Accommodations for students with disabilities are determined by the team and reflected in IEP or 504 plan goals.

e) Graduations are held on a regular basis

Notes: _____

5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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14. Community Resources -- the campus uses community resources, including community educators, to complement and support educational programs.

Benchmarks

a) Use of adjunct teachers to complement and support the core educational program is evident

b) Community agencies (e.g.: DOL, Voc Rehab, VSAC) are regularly involved to plan for students' vocational and post-secondary education needs

c) Community Programs (e.g.: VT.Stop Hunger Program, Outright VT, Vt Humanities Council) are made available to students

d) The campus has an active Local Advisory Council which helps facilitate access to community resources

e) Criteria and guidelines exist for student access to community programs

Notes: _____

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5-Outstanding 4-Good 3-Adequate 2-Needs Improvement 1-Non-existent

15. Program Coordination -- the education program at the campus is coordinated with all other campuses to ensure a coordinated program for all of the students.

Benchmarks

- a) Evidence exists of intra-campus communication regarding students via email, telephone and personal contact
- b) Use of the new course description/credit request form is evident; students have the opportunity to continue coursework or enroll in similar courses when transferred
- c) student transcript information is updated regularly and posted electronically
- d) announcements are made school-wide for graduations

Notes: _____

5-Outstanding 4-Good 3-Adequate 2-Needs Improvement 1-Non-existent

16. Student Materials -- students have access to learning resources, including space and time, and are taught how to access and use materials and equipment.

Benchmarks

- a) There are computers available for student use
- b) Classrooms are inviting and not overcrowded
- c) Each student is provided and/or has materials at hand in order to meet class requirements
- d) Adequate library and resource materials are available on a consistent basis for student use
- e) Technology resources are utilized and available to support student learning

Notes: _____

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5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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17. Classroom Resources -- the team develops a site budget to provide a quality instructional program and purchases high interest materials and other resources to meet student educational needs

Benchmarks

a) Each campus team meets to plan annual budget requests and submits them to Central Office in a timely manner
 b) Each campus has a process in place to ensure all faculty (academic, special ed and vocational) can purchase materials
 b) Campus team meets periodically throughout the year to discuss budget and spending priorities
 c) The education budget database is reviewed regularly and all campus faculty members are appraised of remaining funds
 d) Spending patterns at the campus reflect priority given to purchase of quality high interest materials for students

Notes: _____

5-Outstanding <input type="checkbox"/>	4-Good <input type="checkbox"/>	3-Adequate <input type="checkbox"/>	2-Needs Improvement <input type="checkbox"/>	1-Non-existent <input type="checkbox"/>
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18. Scheduling -- scheduling of the educational program assures that students can take advantage of the educational opportunity

Benchmarks

a) There is a varied class schedule so students may attend school and meet programming needs
 b) A campus teaching schedule, with times courses are offered, is posted and available to students
 c) Course offerings and the time a specific class is offered varies from quarter to quarter
 d) Teacher schedules remain flexible to meet the needs of the student population; early morning, late afternoon and/or evening classes are considered and made available when appropriate and staff are available
 e) Students have the opportunity to adjust class schedules to meet work schedules

Notes: _____

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5-Outstanding 4-Good 3-Adequate 2-Needs Improvement 1-Non-existent

19. School Outcomes and Uniform Practices -- information submitted for Central Office reports, end of year reports and Central Office requests are made in a timely and accurate manner.
Benchmarks
a) Graduation Plans are submitted prior to planned graduations and in time to allow for rectification of problems
b) End of month campus reports are filed on time and are accurate up to the date of filing; attendance hours are not added after submission
c) Credit requests are filed as soon as possible after credits are earned by students, including partial credit if student is transferred
d) All information sent to Central Office is legible and contains information as to who sent it
e) Requests and information sent to Central Office follow written procedures and guidelines per appropriate manual
f) Annual Action Plans for Campus Performance Standards are completed as a team and filed in a timely manner

Notes: _____

5-Outstanding 4-Good 3-Adequate 2-Needs Improvement 1-Non-existent

20. Records -- written policy and procedures govern the maintenance and handling of regular and special education records, including time transfer of files and coursework to new campuses or to Central Office
Benchmarks
a) All files are secured in locked units
b) A Record of Access to Student Records is in both regular and special education files
c) FERPA (Family Education Rights and Privacy Act) regulations and procedures are followed for dissemination of information
d) Appropriate information is entered and regularly updated on the student database
e) All records policies and procedures are followed and file location records are accurate
f) Both regular and special education records are kept up-to-date and transferred promptly from one campus to another

Notes: _____

5-Outstanding 4-Good 3-Adequate 2-Needs Improvement 1-Non-existent

21. Personnel Requirements -- the team has a systematic approach to determine personnel requirements, staff schedules, sharing of administrative duties and shifting of priorities to ensure all students have access to education. All correctional instructors are licensed, including appropriately licensed special educators; vocational instructors are licensed or have in place a licensure plan. Vocational Coordinators are certified, or are pursuing certification, as a Career Development Facilitator

Benchmarks

- a) Campus staff continually evaluates and communicates needs for adjuncts and professional staff
- b) Campus staff works cooperatively to perform campus tasks and administrative duties
- c) Campus team meets regularly to communicate and plan to ensure all students have access to education
- d) When requested, staff members can readily produce teaching licenses and certifications

Notes: _____

2695 **Vermont School Quality Standards: Overview**

2696 CHSVT fully concurs with the Statement of Purpose of the *Vermont School Quality*
 2697 *Standards*. That is, that all students are afforded educational opportunities that are
 2698 substantially equal in quality and are designed to enable them to achieve or exceed the
 2699 expectations set forth in *Vermont's Framework of Standards and Learning*
 2700 *Opportunities*. The following is brief summary of our activities in relation to our goal to
 2701 meet and/or exceed the *Vermont School Quality Standards*. **INCLUDE SUMMARY**
 2702 **SHEET**

2703 **Adoption of Student Performance Standards and a System of Continuous Improvement in**
 2704 **Student Performance**

2705 CHSVT has adopted, by formal vote of our Faculty *Vermont's Framework of Standards*
 2706 *and Learning Opportunities* as the primary standards for student performance within this
 2707 educational setting. Related standards for Adult Literacy and Workplace Readiness are
 2708 used to complement the State's standards.

2709 **Action Plans REWORK IN ACCORDANCE WITH NEASC**

2710 This High School has been engaged in an Action Planning Process, as defined within
 2711 the *Vermont School Quality Standards*. The combined plan for our School includes the
 2712 following goals and objectives for improved student learning. The goals and objectives
 2713 for student learning reflect our understanding of the culture and character of this student
 2714 population.

2715 We measure student performance and develop State and Local Action Plans (**See**
 2716 **Action Plan Section**) to improve student performance in the following areas.

- 2717 1. Reengagement in learning is measured by attendance.
- 2718
- 2719 2. Development and implementation of student learning plans leading to the
- 2720 acquisition of skills contained in the *Vital Results* and *Fields of Knowledge* as
- 2721 documented on individualized Student Graduation Plans.
- 2722
- 2723 3. Demonstration of evidence that the student has met the specific standards as
- 2724 measured and aggregated to award secondary education credits.
- 2725
- 2726 4. Completion or achievement of the expectation set forth in the Vermont's
- 2727 *Framework of Standards and Learning Opportunities* as measured by awarding
- 2728 of high school diplomas.
- 2729
- 2730 5. Acquisition of specific workplace skills as measured by earning of industry
- 2731 approved vocational/trades certificates.
- 2732
- 2733 6. Working towards completion of proficiency requirement in reading, writing and
- 2734 numeracy.
- 2735
- 2736
- 2737

2738 7. Ability to improve upon employment expectations and outcomes as measured by
 2739 the ability to obtain and maintain employment.

2740
 2741 This action plan is the centerpiece of the Community High School of Vermont's
 2742 (CHSVT) collective efforts at continuous school improvement for enhanced school
 2743 learning. Its roots go back many years and is the culmination of the work by many
 2744 people, much experimentation, program development and program evaluation. The
 2745 school's purpose is to provide an alternative educational program for Vermont students;
 2746 many have found their way into the corrections system.

2747
 2748 Due to factors that are beyond the scope of this overview, typical statewide tests used
 2749 in local public school systems to measure and track student learning and to form
 2750 instructional and management practices are not useful for these purposes at CHSVT.
 2751 In search of more appropriate and effective strategies to measure student learning and
 2752 gauge school improvement, seven Common Ends for the school and its students have
 2753 been identified. Each are indicators of student learning and, over time, school
 2754 improvement. They are directly related to the achievement of student learning
 2755 standards (e.g., *Vermont Framework of Learning Opportunities*). Achievement of
 2756 standards is dependent on the demonstration of evidence or student performance of
 2757 certain observable behaviors, which are then described in Graduation Plans, used to
 2758 issue high school credits, and award diplomas and local/industry trade certificates and
 2759 employment.

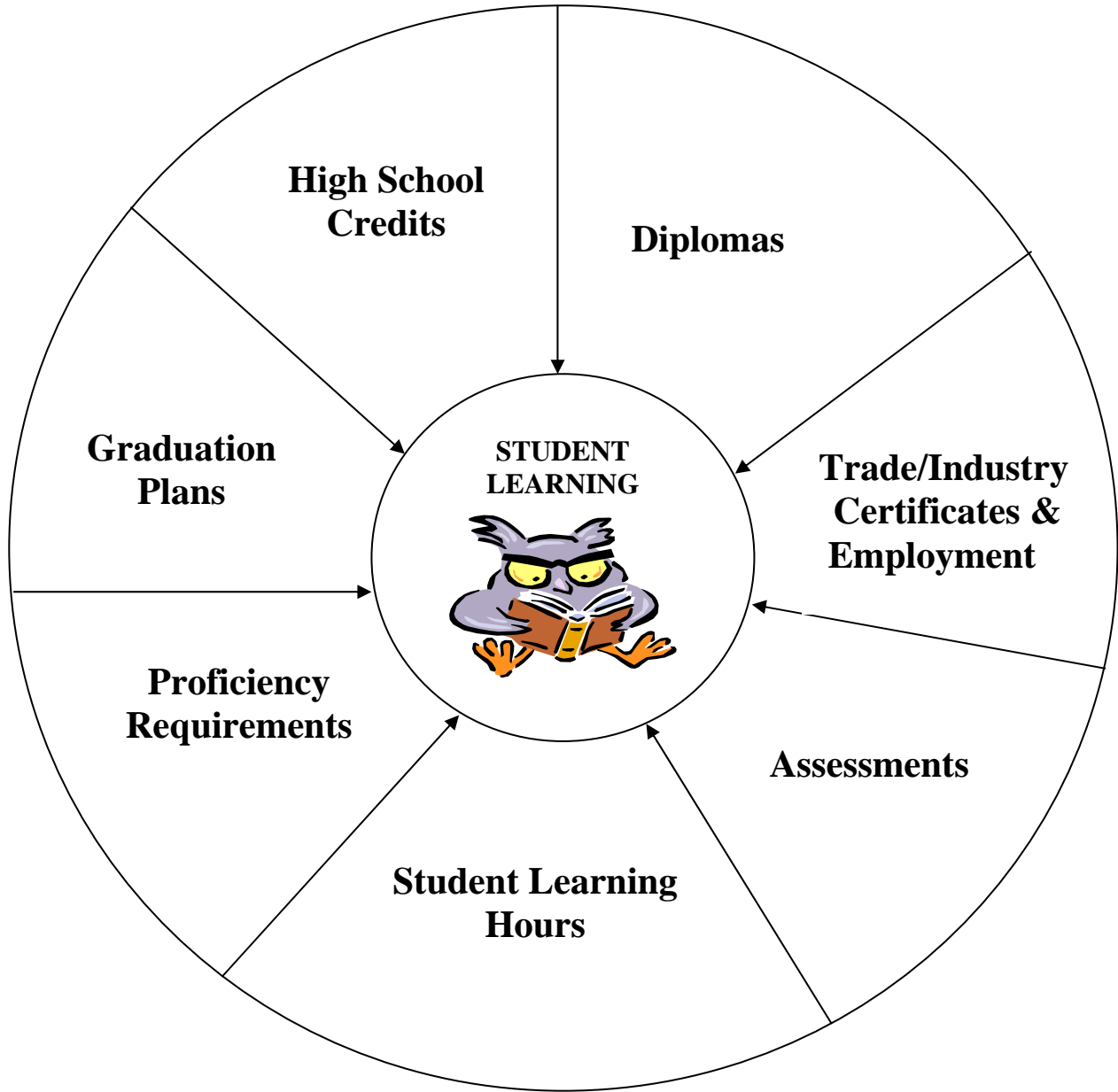
2760
 2761 A number of support systems have been developed and field tested to help the faculty
 2762 develop programs and practices addressing our Common Ends, monitor progress and
 2763 make necessary adjustments to improve performance of the school and its students.
 2764 The accompanying chart details central and local uniform practices, addressing each
 2765 Common End. As baseline data are collected, each campus will have information
 2766 indicating its current performance, which then suggests targets for further Local
 2767 Campus Action Plan development that takes into account unique campus strengths and
 2768 areas needing improvement. With this information, each campus can arrange for a
 2769 broad range of additional input from Advisory Committees, facility administration and
 2770 other community members.

2771 **Figure 5: School Action Plan: Seven Common Ends**

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SUPPORT SYSTEMS

- ✓ **Scheduling System**
- ✓ **Attendance System**
- ✓ **Assessment Database**
- ✓ **Budget Database**
- ✓ **Transcript Database**
- ✓ **In-Service Training**
- ✓ **Student File Database**
- ✓ **Develop/Execute Statutory Authority**
- ✓ **Monitor/Evaluate System Data**
- ✓ **Special Education/Title I Database**



2800

CHSVT ACTION PLAN	COMMON ENDS ^{1,2}	LOCAL ACTION PLANS (Uniform Practices)
<ul style="list-style-type: none"> ❖ Updating, monitoring and doing research with the assessment database. ❖ Updating & monitoring student file Database. ❖ Provide for staff consultation and in-service training, as necessary. ❖ Provide recommendations and strategies that promote curriculum balance and continuity. 	<p>1.</p> <div style="border: 3px double black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>ACADEMIC ASSESSMENTS (Increase the quality, and focus of student learning.)</p> </div>	<ul style="list-style-type: none"> ❖ Schedule, perform, record and report student assessment data. ❖ Use CHSVT assessment database to monitor site assessment activity to avoid duplicating assessments and tracking site performance. ❖ Filing admission/enrollment forms with Central Office for under twenty-two (22) population.
<ul style="list-style-type: none"> ❖ Monitor scheduling system/attendance database on daily/weekly basis, compile data by site monthly and disseminate. Develop annual attendance report. ❖ Analyze distribution of hours to determine curriculum balance. ❖ Provide in-service and technical assistance as needed. 	<p>2.</p> <div style="border: 3px double black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>STUDENT LEARNING HOURS (Increase the number of students and frequency of attendance, which demonstrates progress in engaging students in learning.)</p> </div>	<ul style="list-style-type: none"> ❖ Counsel/Motivate students to attend classes. ❖ Schedule Classes in core curriculum areas that meet regularly. ❖ Coordinate with Caseworkers and others to promote student attendance.

<p align="center">CHSVT ACTION PLAN</p>	<p align="center">COMMON ENDS ^{1,2}</p>	<p align="center">LOCAL ACTION PLANS (Uniform Practices)</p>
<ul style="list-style-type: none"> ❖ Collect proficiency requirement data from sites each month; compile and disseminate. ❖ Review and/or develop new procedures, assessments or standards for determining proficiency. ❖ Provide technical assistance as necessary. ❖ Coordinate with Curriculum Committee. 	<p align="center">3.</p> <div style="border: 3px double black; padding: 10px; text-align: center;"> <p>PROFICIENCY REQUIREMENTS (Increase number of students meeting the proficiency requirement.)</p> </div>	<ul style="list-style-type: none"> ❖ Screen all students to determine proficiency level. ❖ Enroll students in classes that will facilitate achievement of proficiency as needed. ❖ Ensure these classes meet regularly. ❖ Report data monthly.
<ul style="list-style-type: none"> ❖ Develop procedures, protocols and instructions for Graduation Plan development. ❖ Provide consultation, technical assistance and training for plan development. ❖ Identify common problems in plan development and develop new procedures for addressing these problems. ❖ Compile data monthly and annually and disseminate. ❖ Coordinate with Curriculum Committee. ❖ Develop & execute statutory authority. 	<p align="center">4.</p> <div style="border: 3px double black; padding: 10px; text-align: center;"> <p>GRADUATION PLANS (Increase number of students placed on Individual Graduation Plans so they have a road map to a Diploma and a procedure for plotting progress)</p> </div>	<ul style="list-style-type: none"> ❖ Engage in training activities that are provided. ❖ Contact local schools for transcripts. ❖ Negotiate with local schools for diplomas for students needing 3-5 credits. ❖ Use CHSVT transcript system to facilitate plan development at other sites that a student may transfer to. ❖ Keep accurate records and updating files so future site can continue Graduation Plan implementation. ❖ Report monthly on graduation plan development.

<p align="center">CHSVT ACTION PLAN</p>	<p align="center">COMMON ENDS ^{1,2}</p>	<p align="center">LOCAL ACTION PLANS (Uniform Practices)</p>
<ul style="list-style-type: none"> ❖ Establish procedures/guidelines for awarding high school credit. ❖ Develop and maintain the transcript system. ❖ Provide consultation and technical assistance as needed. ❖ Provide transcripts upon request. ❖ Compile data monthly and annually and disseminate. ❖ Coordinate activities with Curriculum Committee. ❖ Develop & Execute statutory authority (e.g., local school acceptance of CHSVT Credits). 	<p align="center">5.</p> <div style="border: 3px double black; padding: 10px; margin: 10px auto; width: 80%;"> <p align="center"> HIGH SCHOOL CREDITS (Increase number of High School Credits Awarded that is a measure of measuring student learning of secondary school standards). </p> </div>	<ul style="list-style-type: none"> ❖ Increase student attendance. ❖ Increase number of individual Graduation Plans. ❖ Implement standards for awarding high school credits (see Graduation Plan and “evidence” for Standards). ❖ Fully participate in the CHSVT transcript System. ❖ Timely education file transfer so future teachers can continue the achievement of a credit. ❖ Market the value of high school credits to students.

<p align="center">CHSVT ACTION PLAN</p>	<p align="center">COMMON ENDS ^{1,2}</p>	<p align="center">LOCAL ACTION PLANS (Uniform Practices)</p>
<ul style="list-style-type: none"> ❖ Develop CHSVT high school diploma format. ❖ Create standards for award of CHSVT diploma (credits, proficiency, etc.). ❖ Review "evidence" of achievement of standards. ❖ Compile and disseminate data on numbers of students awarded a diploma. 	<p align="center">6.</p> <div style="border: 3px double black; padding: 10px; text-align: center;"> <p>HIGH SCHOOL DIPLOMAS (Increase the number of Diplomas awarded by local schools and CHSVT to certify attainment of public education standards).</p> </div>	<ul style="list-style-type: none"> ❖ Market the value of high school diploma to students. ❖ Maintain student progress on individual Graduation Plans as they move from site to site. ❖ Timely file transfer to eliminate lapses in the achievement of high school credits. ❖ Give high profile to those awarded a diploma. ❖ Active participation in the CHSVT transcript system.
<ul style="list-style-type: none"> ❖ Develop infrastructure at Central Facilities (equipment, etc.). ❖ Collect data on certificates awarded and employment statistics. ❖ Provide consultation and technical assistance. 	<p align="center">7.</p> <div style="border: 3px double black; padding: 10px; text-align: center;"> <p>TRADE / INDUSTRY CERTIFICATES & EMPLOYMENT (Increase the number of Trade / Industry Certificates awarded to certify student learning to industry standards & increasing number of students employed and their wages -- Community</p> </div>	<ul style="list-style-type: none"> ❖ Identify those students who seem to have good potential for receiving certificates and intensify their programs. ❖ Closely coordinate with academic component to ensure the lack of academic skills doesn't disqualify a student from receiving a certificate. ❖ Reporting data to Central Office. ❖ Maintaining relationships with employers. ❖ Providing the range and depth of curricular offerings that promote the acquisition and maintenance of a Job.

2801 **General Standards for Campus Program Performance and National Corrections**

2802 **Education Standards**

2803 CHSVT has developed General Standards for Campus Program Performance within the
2804 Vermont Department of Corrections. These standards are reviewed periodically by
2805 corrections administrators, corrections education administrators, faculty and Advisory
2806 Board members. In the event that a standard is in "Need of Improvement", a plan for
2807 change is put in place by the faculty, in collaboration with the Advisory Board, the local
2808 campus corrections administration and central educational administration.

2809
2810 To the greatest extent possible, our school makes every effort to comply with nationally
2811 recognized and established *National Correctional Education Association Standards*.
2812 These standards are included in the NCEA Standards section. An anticipated next step
2813 for our school is to complete a self-assessment using these national standards and
2814 seeking national school approval.

2815

2816 **END OF REVIEW 1/7/2008**

2817

2818

**Community High School of Vermont (CHSVT)
Form 19: Recordkeeping Standards**

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Introduction

The following instructions are designed as a guide for Administrators and teachers in the Community High School of Vermont (CHSVT) for the purposes of obtaining and transferring educational records.

1. Prior Academic Records

Information may include prior Vocational and Academic Program participation, evaluations and grades, IEPs, GED or High School Diploma verification.

- | | | |
|--------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> OUTSTANDING | <input type="checkbox"/> ADEQUATE | <input type="checkbox"/> NON-EXISTENT |
| <input type="checkbox"/> GOOD | <input type="checkbox"/> NEEDS IMPROVEMENT | |

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Comments:

2. Initial Educational Interview

Intake information should include Personal Information, Educational and Vocational History, Interests, Goals, Self-Assessment Inventory and other information relevant to program planning.

- | | | |
|--------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> OUTSTANDING | <input type="checkbox"/> ADEQUATE | <input type="checkbox"/> NON-EXISTENT |
| <input type="checkbox"/> GOOD | <input type="checkbox"/> NEEDS IMPROVEMENT | |

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Comments:

3. Assessment

Both initial and on-going assessments should be documented and formal and informal test results recorded.

- | | | |
|--------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> OUTSTANDING | <input type="checkbox"/> ADEQUATE | <input type="checkbox"/> NON-EXISTENT |
| <input type="checkbox"/> GOOD | <input type="checkbox"/> NEEDS IMPROVEMENT | |

2852
2853
2854
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2856

Comments:

2857 **4. Educational Plan**

2858 Initial and revised educational plans shall include goals, educational standards, subject
2859 areas and means of evaluation.
2860

- OUTSTANDING ADEQUATE NON-EXISTENT
- GOOD NEEDS IMPROVEMENT

2861 Comments:
 2862 _____
 2863 _____
 2864 _____

2865 **5. Evaluation**

2866 Evaluations shall be completed periodically and may include attendance, behavioral
2867 concerns, progress and revisions in the overall plan.
2868

- OUTSTANDING ADEQUATE NON-EXISTENT
- GOOD NEEDS IMPROVEMENT

2869 Comments:
 2870 _____
 2871 _____
 2872 _____

2873 **6. Student Records**

2874 Records shall be kept on Individual Student Graduation Plans, Performance Indicators
2875 of Basic Skills (PIBS) Assessment, Adult Diploma Program, GED Test Scores and other
2876 related educational information.
2877

- OUTSTANDING ADEQUATE NON-EXISTENT
- GOOD NEEDS IMPROVEMENT

2878 Comments:
 2879 _____
 2880 _____
 2881 _____
 2882 _____

2883 **7. Transfer of Records**

2884 Upon transfer of student to a new facility and/or Probation and Parole Offices, his/her
2885 records will be transferred. It is essential that the records be sent to the Educational
2886 Campus as soon as possible to ensure a smooth transition from one educational
2887 campus to another.
2888

- OUTSTANDING ADEQUATE NON-EXISTENT
- GOOD NEEDS IMPROVEMENT

2889 Comments:
 2890 _____

2891
2892
2893
2894

2895 **8. Procedures**

2896 Records will be kept in a folder that will contain six sections. They are as follows:

- 2897
- 2898 1. Initial Educational Review
 - 2899 2. Assessment
 - 2900 3. Prior Educational Records
 - 2901 4. Educational Plan
 - 2902 5. Evaluation of Progress
 - 2903 6. Log/Participant Record and Print-out of Attendance
- 2904

2905 **Section 1: Initial Educational Interview**

2906 The information on the Initial Educational Interview Form is helpful for assessing prior
 2907 educational records and future educational planning. When an individual is referred by
 2908 the Caseworker to CHSVT, an initial interview will be set up with the referred individual
 2909 to discuss his educational background interests and needs according to Policy 621.

2910 The Teacher obtains demographic information to include: Name, Date of Birth, Social
 2911 Security Number, Last Grade Completed, if GED or High School Diploma, Date
 2912 Received and Testing Center of High School, Last School Attended, Prior
 2913 Vocational/Training Programs, Interests and Educational and Vocational Goals.

2914

- OUTSTANDING ADEQUATE NON-EXISTENT
 GOOD NEEDS IMPROVEMENT

2915 Comments:

2918

2919 **Section 2: Assessment**

2920 All individuals should be tested with a standardized testing instrument within 45 days of
 2921 sentencing. In the case, the individual does not consent to testing, a waiver must be
 2922 signed.

2923

2924 Each month, the instructor at the Educational Campus submits an Assessment Form to
 2925 the Educational Secretary, which includes the Program Campus, Student Name, Date
 2926 of Birth, Assessment Name, Subject Areas of Assessment, Standard Scores,
 2927 Administration Date, Date Assessment is Administered, Placed on PIBS? YES OR NO,
 2928 Placed on Graduation Plan? YES OR NO, General Comments on the Student's
 2929 strengths and weaknesses, and Signature or Initials of Assessment Administrator.

2930

2931 • **Performance Indicators of Basic Skills (PIBS)**

2932 Documentation should be kept of those students involved in PIBS. Individuals will
 2933 be assessed in the skill areas designated by Reading, Writing and Math Sections of
 2934 the PIBS Competency List. A complete record will be maintained.

- 2935 OUTSTANDING ADEQUATE NON-EXISTENT
 GOOD NEEDS IMPROVEMENT

2936 Comments:
 2937 _____
 2938 _____
 2939 _____

2940
 2941 **Section 3: Prior Educational Records**

2942 Obtaining prior educational records is important for initial educational planning. If an
 2943 individual reports that he/she has completed formal educational training with a GED or
 2944 High School Diploma then those documents should be verified.

2945
 2946 • **GED Verification**

2947 In order to release GED Transcripts and Diploma for an individual, the State
 2948 Department of Education requires the individual's name, date of birth, and social
 2949 security number. Information about the month/year the student was tested and the
 2950 testing center is helpful. The student must sign for the release of his records, as well
 2951 as the requesting person.
 2952

2953 • **High School Diploma Verification**

2954 High School Diploma information may be verified by the individual's high school
 2955 Guidance Department by telephone. If further information is required, the teacher
 2956 may have the student sign a release of information and obtain the transcripts and
 2957 grade sheets.
 2958

- OUTSTANDING ADEQUATE NON-EXISTENT
 GOOD NEEDS IMPROVEMENT

2959 Comments:
 2960 _____
 2961 _____
 2962 _____

2963
 2964 **Section 4: Educational Plan**

2965 The Educational Plan may include both Academic and Vocational components and may
 2966 be implemented in phases to ensure that the individual is taught in the least restricted
 2967 environment.

2968
 2969 The Educational Plan should be an integral part of the overall Case Plan for the
 2970 individual and will be communicated to the Caseworker.
 2971

- OUTSTANDING ADEQUATE NON-EXISTENT
 GOOD NEEDS IMPROVEMENT

2972 Comments:
 2973 _____
 2974 _____
 2975 _____

2976
 2977

2978 **Section 5: Evaluation of Progress**

2979 It is important to maintain records of transcripts, certificates and evaluations by
2980 instructors.

2981

- OUTSTANDING ADEQUATE NON-EXISTENT
 GOOD NEEDS IMPROVEMENT

2982 Comments:

2983

2984

2985

2986

2987 **Section 6: Log/Participant Record and Printout of Attendance**

2988

- OUTSTANDING ADEQUATE NON-EXISTENT
 GOOD NEEDS IMPROVEMENT

2989 Comments:

2990

2991

2992

2993

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2995

2996 **Special Education Policy**

2997 It is the policy of the Department of Corrections and the Community High School of
2998 Vermont (CHSVT) to provide a Free and Appropriate Public Education (FAPE) for youth
2999 with disabilities to meet their unique needs and prepare them for employment and
3000 independent living. This policy is to be implemented in accordance with all state and
3001 federal laws and regulations.

3002
3003 CHSVT is an approved independent high school that operates within the VT
3004 Department of Corrections. Eligible individuals under the age of 22 enrolled in and
3005 attending CHSVT are provided a FAPE regardless of their disability or disability
3006 category. Pursuant to VT Department of Education Special Education Regulations, LRE
3007 and certain IEP requirements may be adjusted due to the nature of the student's
3008 placement.

3009 **Section 504 Policy**

3010 Community High School of Vermont prohibits discrimination against or the exclusion of
3011 any individual with a disability from participation in its programs solely by reason of that
3012 disability. Reasonable accommodations and minor adjustments will be provided to
3013 entitled individuals to enable them to access or benefit from the educational program.
3014 All notice and due process requirements of Section 504 of the Rehabilitation Act of 1973
3015 are provided.

3016 **Identification of Special Education Students**

3017 Community High School of Vermont shall ensure that enrolled students under the age of
3018 22 will be screened and those who have a history of special education will be identified.
3019 Screening procedures must include gathering information pertaining to the student's
3020 academic achievement level and last educational placement to determine any potential
3021 eligibility for special education services. The following procedures will be implemented
3022 in each correctional facility for both detainees and the sentenced population.

3023 **Identification**

- 3024 1. Each education site of CHSVT will implement a procedure for identifying students
3025 who are under the age of 22.
3026
- 3027 2. The educational staff will, in a timely manner, obtain the following information during
3028 an enrollment interview: age, years of school attended, whether a diploma was
3029 acquired, the school last attended and whether or not the student ever received
3030 special education services. If a student has a verified high school diploma, the
3031 following steps will not be completed.
3032
- 3033 3. Enrollment forms will be forwarded to Central Office. Central Office will contact the
3034 Department of Education to determine whether the student has ever been on child
3035 count in VT, and if so, verify the last district responsible for the student's educational
3036 program, the dates of the last comprehensive evaluation and IEP and identify the

3037 primary disability category. If the DOE reports a student has been exited on Child
 3038 Count as having graduated high school with either a diploma or certificate (Exit code
 3039 1 or 2), the following steps may not be completed.

- 3040
- 3041 4. The educational staff at each site of CHSVT will request in a timely manner the
 3042 special education records of students. Records may be obtained from the last
 3043 school attended, or requested from the last LEA of record (determined by the
 3044 supervisory union listed on child find data base or available from other student
 3045 records). For students who self-report a special education history, it is incumbent
 3046 upon the special educator to locate their special education records, both in state and
 3047 out of state.
- 3048 5. When special education records for a newly enrolled student are received at a
 3049 facility, the special educator will create a new file and enter information in the
 3050 SpEdDoc database system. For students who were exited in Child count as “No
 3051 longer receives special education” (Exit code 5), the student will not be entered into
 3052 SpEdDoc, but a special education file will be completed to ensure the availability of
 3053 records if a new referral is made. [refer to VT Special Education regulations 2360.2
 3054 (f)] For students whose previous educational placement was out-of-state, the
 3055 special educator will also update information on the child find data base.

3056 **Delivery of Services**

- 3057 1. All students will be enrolled in classes as soon as possible upon transfer or
 3058 placement in a correctional facility. Based upon student self-report, screening test
 3059 results and available records, students are placed in classes appropriate for their
 3060 development of basic skills and completion of graduation plans.
- 3061
- 3062 2. Once it is known that a student has a prior special education history, and records
 3063 have been received, the special educator will meet with the student to review all
 3064 educational records, including available IEP’s and evaluation reports, current
 3065 information in the student’s CHSVT education file and data base (this includes
 3066 current class schedule, graduation plan, attendance, progress notes, credits and
 3067 WRAT scores). The Special Education Flowchart will be initiated and a copy kept in
 3068 the student’s special education file.
- 3069
- 3070 3. For those students with a current IEP from another CHSVT site, the IEP will be
 3071 implemented immediately. If there is a compelling reason to revise the IEP, an IEP
 3072 meeting will be held within 7 days of the student’s placement in the new facility (See
 3073 IEP Procedures Section).
- 3074
- 3075 4. For those students with a current IEP from another VT district, the IEP will be
 3076 implemented to the extent possible until a new IEP is developed. (See IEP
 3077 Procedures Section. In the absence of exceptional circumstances, IEP services shall
 3078 commence within one week of receipt of the IEP. Exceptional circumstances will be
 3079 documented in SpEdDoc.
- 3080

- 3081 5. For those students with a current comprehensive evaluation, but an expired IEP,
3082 relevant sections of the last IEP will be implemented until a new IEP can be
3083 developed. In the absence of exceptional circumstances, the IEP will be written
3084 within 30 days of receipt of the student's records (if the student is new to CHSVT) or
3085 30 days from the date of the Evaluation Report in the student's SpEdDoc File (if the
3086 last comprehensive evaluation was completed by CHSVT).
3087
- 3088 6. For those students with a prior special education history who do not have a current
3089 comprehensive evaluation, Steps 1 and 2 above will be followed and appropriate
3090 steps will be taken toward a comprehensive re-evaluation of the student's special
3091 education eligibility. (See Evaluation/Re-evaluation Procedures Section)
3092

3093 **Regional Model for Special Education Services (as of 6/11/07)**
 3094

CENTRAL FACILITIES

Northern State Correctional Facility	Mary Nelson Bill Storz	334-8929 334- 8955
Northwest State Correctional Facility	Wilhelmina Picard	324-2172 (cell)
Southern State Correctional Facility	Tod Lessard	885-9726
Southeast State Correctional Facility Dale State Correctional Facility	Julie Locke	674-1126

REGIONAL FACILITIES

Chittenden Regional Correctional Facility	Wilhelmina Picard	324-2172 (cell)
Marble Valley Regional Correctional Facility	Bobbi Shutts	747- 4609
Northeast Regional Correctional Facility	Julie Kuk	751-1422
Caledonia Community Work Camp	Tom Woods	751- 1472

Probation and Parole Offices

Barre	Julie Kuk	751-1422
Bennington	Bobbi Shutts	747- 4609
Burlington	Wilhelmina Picard	324-2172 (cell)
Brattleboro	Tod Lessard	885-9726
Rutland	Bobbi Shutts	747- 4609
St. Albans	Wilhelmina Picard	324-2172 (cell)
St. Johnsbury	Julie Kuk	751-1422
White River	Julie Locke	674-1126

3095
 3096 Note: Contact via email is preferable for special educators with responsibility for more
 3097 than one campus
 3098

3099 **Presentations**

3100 • **School Outcomes Report**

3101 An overall school longitudinal performance summary in relation to meeting student
3102 learning outcomes -- these outcomes are part of the School's Action Plan.
3103

3104 • **2002 Budget Allocations and Improving School Performance**

3105 This was a brainstorming process to gather ideas for promoting school and student
3106 outcomes through allocation of the school's financial resources. Ideas and/or
3107 suggestions:
3108

3109 ... TO INCREASE ATTENDANCE

- 3110 • More Staff
- 3111 • Adjunct Faculty Cap Increase
- 3112 • Space
- 3113 • Clerical Assistance
- 3114 • More Computers
- 3115 • Coordination of Programs
- 3116 • Enforcement of Mandatory Attendance
- 3117 • More Support from Campus Administration
- 3118 • Mandatory Education for Probationers
- 3119 • Increase in Population
- 3120 • Better Communication with Probation Officers/CSS
- 3121 • Attendance
- 3122 • Less Internal Barriers
- 3123 • Less Movement - Stable Population
- 3124 • More Vocational
- 3125 • Stipend for Students
- 3126 • Wider Course Offerings
- 3127 • Consistent Enforcement of Policy
- 3128 • Beef Up Libraries

3129

3130 ... TO INCREASE ASSESSMENTS

- 3131 • More Staff
- 3132 • Clerical Assistance
- 3133 • Enforcement of Mandatory Attendance
- 3134 • Training
- 3135 • Better Communication with Probation Officers/CSS
- 3136 • Space
- 3137 • Additional Assessment Choices
- 3138 • Enrich Living Environment
- 3139 • Guidance Counselors

3140

3141

- 3142 ... TO INCREASE TRADES/INDUSTRY CERTIFICATES
- 3143
 - Stability
- 3144
 - Movement
- 3145
 - More Outside Resources (e.g., AGC, Agreements with Vocational Centers)
- 3146
 - Space
- 3147
 - Increase School Hours
- 3148
 - Partial Certificates
- 3149
 - Vocational Programs at Probation and Parole Offices's
- 3150
 - Pre-apprenticeships
- 3151
- 3152 ... TO INCREASE FUNCTIONAL LITERACY (PIBS)
- 3153
 - More Volunteers
- 3154
 - Connecting Living Unit Management
- 3155
 - Revise Current Literacy Program
- 3156
 - Teacher Aides
- 3157
- 3158
- 3159

3160 **Hazing/Harassment Policy for Community High School of Vermont**

3161 Definition: Hazing and / or harassment are prohibited at all campuses of the
 3162 Community High School of Vermont, referred to hereafter as CHSVT. It is defined as
 3163 any act committed by a person, whether individually or in concert with others, against a
 3164 student or students in connection with athletics, pledging, being initiated into, affiliating
 3165 with, holding office in, maintaining membership in any organization that is affiliated with
 3166 an educational institution; and that is intended or should reasonably be expected to
 3167 have the effect of humiliating, intimidating or demeaning a student or endangering the
 3168 mental or physical health of a student. Hazing also includes soliciting, directing, aiding
 3169 or otherwise participating actively or passively in such acts. **Hazing occurs regardless**
 3170 **of the consent or willingness of a person to participate in the activity. Hazing**
 3171 **may occur on or off campus.**

3172
 3173 Any incidents of hazing / harassment shall be reported to a person of authority at a
 3174 campus. A person of authority is defined as a corrections officer, correctional instructor,
 3175 CSS (probation/parole officer), Assistant Superintendent or Superintendent of a
 3176 campus, the Principal or Special Education Chief or the Director of the CHSVT.

3177
 3178 Immediate steps shall be taken to conduct an investigation into the oral or written report
 3179 of hazing or harassment. Steps should be taken to ensure the person reporting is safe
 3180 from retaliation by those person(s) accused of hazing or harassment.

3181
 3182 • All complaints of hazing or harassment or retaliation will be referred immediately
 3183 to the Director of Education or in the absence of such, a designated administrator
 3184 (Chief of Corrections Education, Chief of Special Education Services) to ensure
 3185 that a timely and complete review of the complaint is made. A report of any
 3186 investigation, if made by a facility official, will be reported at the earliest time
 3187 possible, to the Director of Education or designee. The Director of Education will
 3188 take steps to promptly remedy the acts of hazing, harassment or retaliation and
 3189 prevent its recurrence.

3190
 3191 • The Director of Education or designee will issue a written response to the
 3192 complainant acknowledging the complaint and providing notice to the parties
 3193 involved, if applicable, that any prohibited activity is expected to cease. An
 3194 investigation will be done promptly and a written response will be provided within
 3195 thirty (30) days.

3196
 3197 • An investigation must ensue when appointing authorities acquire knowledge that
 3198 an activity of hazing, harassment or retaliation occurred, even if a formal
 3199 complaint has not been lodged.

3200
 3201 Officials responsible for imposing sanctions for hazing or harassment policy violations,
 3202 may consider such factors as; the nature of the offense, which may or may not include
 3203 aggravated conduct; severity of harm or damage resulting; respondent's role in the
 3204 hazing/harassing event; disciplinary history of the respondent; cooperation of the

3205 respondent during investigative proceedings; whether any offense involved behavior
 3206 directed at another person because of race, religion, ethnic origin, gender, age,
 3207 disability, sexual orientation, or other legally protected classification.
 3208

3209 Sanctions might include, but are not limited to:

- 3210 • Disciplinary suspension or dismissal (from Community campus)
- 3211 • Disciplinary probation
- 3212 • Attendance at an educational program or other training
- 3213 • Victim Restoration
- 3214 • Participation in alcohol, drug or other counseling services

3215
 3216 All staff will be distributed the CHSVT Hazing/Harassment Policy and sign off sheet.
 3217 The signed sheets will be kept on file at the Central Office of CHSVT. Signing the sheet
 3218 indicates faculty have read and do comprehend the written statement of hazing and
 3219 harassment.
 3220

3221 Any acts of retaliation for the reporting of hazing or harassment; or for cooperating in
 3222 the investigation of such acts is unlawful pursuant to subdivision
 3223 4503(a) (5) of Title IX.
 3224

3225 All students will be given a written explanation of the CHSVT Hazing/Harassment Policy
 3226 and procedures. The description of such policy shall be written in age-appropriate
 3227 language and will include examples of activities likely to fall in the realm of
 3228 hazing/harassment and those activities which clearly do.
 3229

3230 The following activities are examples of conduct that would violate the
 3231 hazing/harassment policy. These activities can diminish one's sense of full membership
 3232 within the CHSVT community. Such activities can be a warning sign of the risk of more
 3233 dangerous behaviors being undertaken by members of a group or organization:
 3234

- 3235 • Forcing or requiring an individual to drink alcohol or any other substance
- 3236 • Forcing or requiring calisthenics such as push-ups, sit-ups and runs
- 3237 • Throwing anything at an individual
- 3238 • Theft of any property under any circumstances
- 3239 • Assigning or endorsing pranks such as stealing, setting off fireworks or harassing
 3240 another organization
- 3241 • Defacing trees, grounds, buildings
- 3242 • Awakenings or disturbing individuals to deprive them of sleep during regular
 3243 sleeping hours
- 3244 • Engaging in an activity which requires someone to remain in a certain place or
 3245 transportation of an individual(s) without their knowledgeable consent
- 3246 • Conducting hunts or quests which would put a person in danger
- 3247 • Expecting participation in an activity in which all members were not required or
 3248 willing to participate in
- 3249 • Required eating of anything an individual would refuse to eat otherwise

- 3250 • Requesting, requiring or having a person feel obligated to be branded
- 3251 • Causing excessive fatigue through physical or psychological abuse
- 3252 • Paddling of any nature
- 3253 • Deceiving new members prior to an initiation that s/he will not be initiated
- 3254 • Wearing apparel by a person that is conspicuous and not in the norm of what is
- 3255 considered to be in good taste.
- 3256 • Calling an individual demeaning names
- 3257 • Any form of audible harassment
- 3258 • Not permitting a person to talk for an extended period of time
- 3259 • Engaging in public stunts of buffoonery
- 3260 • Nudity at any time, or forced reading of pornographic material
- 3261 • Forced acts of servitude or forced sexual acts

3262 **Suspension/Expulsion Policy for Community High School of Vermont**

3263 It is the policy of the Community High School of Vermont that school personnel do not
3264 expel students from its campuses for misconduct. If a short term suspension, defined
3265 as removal from the school setting for less than ten days is warranted for reasons of
3266 safety, the student will be afforded all due process rights, including explanation of the
3267 charges and evidence against the student, opportunity for the student to tell his/her side
3268 of the story, and a decision in writing. Official suspensions will be reported to the
3269 Supervisor of Corrections Education/Superintendent, Chief of Special Services, and
3270 Chief of Corrections Education/Principal.

3271
3272 A long term suspension from school, defined as removal by school personnel of a
3273 student from the school setting for ten days or more, is considered counter to our
3274 mission and purpose.

3275
3276 On occasion, a student will be asked to leave a classroom situation if his/her behavior is
3277 interfering with the learning environment or if the behavior poses an immediate threat to
3278 any individual within that environment.

3279
3280 At each CHSVT campus, the faculty will have a process in place of progressive
3281 responses to student misconduct, including opportunities for a student to correct
3282 behavior to an acceptable safe level.

3283
3284 Behaviors such as hazing and harassment are not tolerated and charges of such are
3285 immediately investigated.

3286
3287
3288
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3294

3295 **Discipline**

3296 Student expectations are outlined in the student handbook. Each student is expected to
3297 attend all scheduled classes and take an active part in the activities, follow facility rules,
3298 demonstrate respect for self and others, demonstrate a willingness to help fellow
3299 students, take responsibility for and engage in their own learning and use common
3300 sense at all times.

3301
3302 Teachers at each site are expected to convey the expectations to students in a manner
3303 in which they can understand, to uphold their expectations consistently and fairly and to
3304 provide support, reminders and reinforcement to students in their efforts to meet those
3305 expectations. Students should always be given an opportunity to change inappropriate
3306 behavior.

3307
3308 Teachers are expected to develop classroom environments that encourage appropriate
3309 behavior and discourage inappropriate behavior. Prevention of inappropriate behavior
3310 is the primary goal and both students and teachers take responsibility for working
3311 together to build a classroom and school community that fosters engagement in
3312 learning and respect and dignity for all.

3313
3314 If a student chooses or is asked to leave a classroom because his/her behavior is
3315 interfering with the learning environment, after a warning and an opportunity to change
3316 the behavior has been given, the most effective strategy is to welcome the student back
3317 the next day as an opportunity for everyone to begin again.

3318
3319 Teachers are to work with caseworkers to convey consistent messages about student
3320 expectations and to promote positive reinforcement of students' efforts to meet school
3321 expectations.

3322
3323 Curwin and Mendler's *Discipline with Dignity* principles and guidelines offered in Alfie
3324 Kohn's work *Beyond Discipline, From Compliance to Community* are recommended
3325 resources.

3326 **Discipline of Special Education Students**

3327 As stated in the CHSVT suspension and expulsion policy, no student may be expelled
3328 from school or suspended for ten days or more by school personnel.

3329
3330 Discipline guidelines on the previous page pertain to all students, including students on
3331 an IEP.

3332 **Removal of an IEP student by School Personnel**

3333 • On occasion a student may be removed from a classroom or the school setting
3334 for a short period of time (see Suspension and Expulsion policy), less than ten
3335 (10) days cumulative or consecutive. Such a response or consequence will be
3336 after preventative and proactive interventions and will be applied equally to
3337 students with disabilities and students without disabilities.
3338

- 3339 • Rules, expectations and consequences will be communicated to all students
3340 using multi-modalities to ensure that students with disabilities are able to
3341 understand the information.
3342
- 3343 • On occasion a safety concern may necessitate the removal of a student from an
3344 individual classroom for more than 10 days. If that teacher was providing an IEP
3345 service or supporting the student in the attainment of his/her IEP goals, an IEP
3346 meeting will be held to determine how the student's needs will be met. (see also
3347 *Removal of an IEP student by Corrections Personnel* below).
3348

3349 When corrections personnel discipline an inmate such that the disciplinary action
3350 constitutes a change in placement for a student entitled to a FAPE, the IEP team may
3351 modify the student's IEP or placement in consideration of a bona fide security or
3352 compelling penological interest. [VT Rules 2360.2 (f) (iv) and 34 CFR §300.311 (c)]

3353 **Removal of an IEP student by Corrections Personnel**

3354 When a student is placed by corrections in a close custody setting which prevents the
3355 student from attending school for ten days or more, a manifestation review will take
3356 place to determine whether the student's disability may have had an impact on the
3357 student's behavior. Even though the disciplinary action was not the result of a student's
3358 violation of a code of student conduct, the removal was not by school personnel, nor
3359 does the setting meet the intended definition of an interim alternative educational
3360 setting, it is the intent of the DOC and CHSVT to continue to provide educational
3361 services per a student's IEP whenever possible. It is the intent of CHSVT to incorporate
3362 as many supports and behavioral interventions as possible to enable a student to
3363 change his/her behavior and to be successful in the educational environment. In no way
3364 should the interventions outlined below be construed as requiring corrections personnel
3365 to compromise security or penological interests nor to confuse a removal by corrections
3366 from the general population with removal by school personnel to an interim alternative
3367 educational setting (IAES).
3368

- 3369 • The manifestation review to determine whether there is a relationship between
3370 the student's disability and the behavior that led to the removal from general
3371 population will be conducted by the special educator, other faculty who have
3372 direct knowledge of the student and appropriate corrections personnel.
3373
- 3374 • Minutes of the meeting will be kept and a Notice of LEA Decision (Form 7) will be
3375 completed and a copy given to the student.
3376
- 3377 • Any adjustments to the student's IEP necessary to allow the student to continue
3378 to make progress in the general education curriculum and to progress toward
3379 meeting the goals in the IEP will be made and a copy given to the student.
3380
- 3381 • Educational services will continue per the revised IEP while the student is in a
3382 close custody setting.
3383

- 3384 • If the team determines there is a direct and substantial relationship between the
3385 student's disability and the behavior in question, the IEP team, including the
3386 student, will convene upon the student's return to general population and
3387 determine whether a functional behavioral assessment (FBA) needs to be
3388 conducted or if other adjustments need to be made to the student's IEP. If an
3389 FBA has previously been conducted, a new behavioral plan may need to be
3390 written. If the student exhibits a pattern of behavior that may predict repeated
3391 removals from the general population, the IEP may be written to allow for the
3392 provision of services when he is able to attend school and when he is not.

3393 **Functional Behavioral Assessments and Behavior Intervention Plans**

3394 When an IEP or 504 student exhibits a pattern of behavior in school (including truancy)
3395 that is interfering with his/her ability to make progress in the general curriculum and/or
3396 to meet IEP goals, the team will complete a Functional Behavioral Assessment (FBA) to
3397 identify the underlying causes of the behavior so the IEP team can develop an effective
3398 plan to develop appropriate behaviors.

3399
3400 Once the underlying causes of the behavior have been identified, a Behavior
3401 Intervention Plan (BIP) will be developed by the IEP team. The BIP will specifically
3402 outline methods and approaches that will be designed to substitute appropriate
3403 behaviors and prevent the inappropriate behavior from reoccurring.

3404
3405 Guidelines and best practices for FBAs and BIPs may be obtained from a special
3406 educator or the Special Services Chief. An educational team may choose to follow
3407 these guidelines for all students, not just those with Special Education IEPs or Section
3408 504 plans.
3409

3410 **Related Curriculum Support and Documentation Procedures**

3411 ***Faculty Meetings***

3412 The Community High School of Vermont (CHSVT) holds monthly meetings for the
3413 faculty. These monthly meetings are normally held the last Thursday of the month
3414 beginning in September. The last meeting of the fiscal year will be held in May. There
3415 will be some exceptions to the last Thursday of the month, i.e., holidays, etc.

3416
3417 The CHSVT Faculty Meeting will usually follow the following format:

- 3418
- 3419 • Prior Meeting Minutes Review
 - 3420 • Announcements
 - 3421 • Committee Reports
 - 3422 • Old Business
 - 3423 • New Business

3424
3425 Faculty is requested to send suggestions for agenda items to the Central Office no later
3426 than two days before the meeting.

3427
3428 In-Service Training for the faculty will be held as needed.

3429
3430 Minutes will be kept for each meeting in a binder at Central Office. These minutes will
3431 be sent out to all education faculties before the next meeting.

3432
3433 Attendance is **mandatory**. Central Office will be contacted if there is a conflict.

3434 **Meeting Minutes – Education Program Campus**

3435 One copy of the meeting minutes for Local Advisory Board Meetings, and committee
3436 meetings will be sent to and maintained by the Central Office. Minutes of on-campus
3437 educational meetings will be kept in-house.

3438 ***Publications***

3439 **Course Catalogs**

3440 Each Program Campus will have available a current Course Description and
3441 Expectation Catalog. The Course Description and Expectation Catalog will list all
3442 education courses available and will include:

- 3443
- 3444 • Title of Course
 - 3445 • Description of Course
 - 3446 • Faculty
 - 3447 • Pre-Requisite for Entry
 - 3448 • Vermont Standards to be addressed and/or to be achieved for each course
 - 3449 • Assessment tools and performance criteria

3450 The information needed for the Course Description and Expectation Catalog must be
3451 submitted electronically to the Central Office (see Course Description template) and will
3452 be updated to show which courses are being taught each quarter.

3453
3454 Quarters: First: July 1 – September 30 Third: January 1 – March 31
3455 Second: October 1 – December 31 Fourth: April 1 – June 30

3456 **Anthology of Student Works**

3457 The Central Office requests a copy of each anthology authored and printed by the
3458 Education Program.

3459
3460 Please contact the Corrections Central Office before creating any newsletters to obtain
3461 necessary policies and procedures to follow.

3462 **Meeting Minutes – Education Program Campus**

3463 One copy of the meeting minutes for Local Advisory Board Meetings, and committee
3464 meetings will be sent to and maintained by the Central Office. Minutes of on-campus
3465 educational meetings will be kept in-house.

3466 ***Adjunct Faculty (Vermont Instructor's Program)***

3467 **Introduction**

3468 The Vermont Instructor's Program (adjunct faculty) is an opportunity for community
3469 members to participate in our efforts to build and maintain a comprehensive educational
3470 program designed to assist Vermont's offenders in acquiring the knowledge, skills and
3471 abilities which will contribute to their successful participation in the community and
3472 achievement of personal and career goals.

3473
3474 Its purpose is to promote positive work habits by stressing attendance, learning,
3475 responsibility, respect, and to teach the knowledge, skills and abilities necessary for
3476 successful community participation.

3477
3478 The staff of the Vermont Department of Corrections, and specifically, the faculty of the
3479 Community High School of Vermont (CHSVT), are committed to providing educational
3480 opportunities to offenders. The role of the Vermont Instructor's Program is to enhance
3481 and strengthen that service.

3482
3483 The commitment to serve in the Instructor's Program is a commitment to assist in an
3484 effort aimed at promoting successful community participation through the education and
3485 training of offenders.

3486 **Program Overview**

3487 Volunteers in Corrections, considering joining the Instructor's Program, will participate in
3488 the Basic Volunteer Orientation Program at the correctional site. They will also be given
3489 an orientation to include an overview of all educational programs offered by CHSVT and
3490 an orientation to security/custody and programs. This orientation will be conducted by

3491 the professional teaching staff and other professionals. Please note that full-time state
3492 classified employees may not participate in this program. Relatives of CHSVT faculty
3493 cannot be an adjunct member at a site where any family members are employed.

3494
3495 Upon conclusion of both orientation programs, the volunteer may request to be an
3496 adjunct faculty member and elect to develop a supplemental program of instruction.

3497
3498 That supplemental program of instruction shall be aligned with the “Vermont Framework
3499 of Standards and Learning Opportunities” and CHSVT Identified Core Standards &
3500 Concepts.

3501
3502 **NOTE:** Special Education tutorials are to be coordinated and approved by the Special
3503 Education Chief.

3504 **Proposals**

3505 People wishing to become adjunct faculty members in the Vermont Instructor’s Program
3506 will be asked to submit an **Adjunct Faculty Request Form**. An approved Course
3507 Description and Syllabus must be attached to this request form.

3508
3509 Proposals should specify:

- 3510
- 3511 • The learning outcomes that will result from successful participation. These should
3512 be stated as specifically as possible and should describe the knowledge, skills and
3513 abilities students can expect to master.
 - 3514
 - 3515 • The type of tasks, activities and instructional methods that will be used to present
3516 material and the ways in which students will be expected to respond to the material
3517 and ideas encountered.
 - 3518
 - 3519 • Any prerequisite skills which students will need to be successful.

3520 **Course Organization**

3521 Coursework will be organized to provide classroom instruction in specific blocks of time.
3522 Courses must be organized around regularly scheduled class meetings. They must
3523 meet at least once per week; more frequent class meetings are encouraged.

3524
3525 Special arrangements are possible for programs of less than 15 hours in duration. For
3526 example, one might propose a seminar that addresses some specific issue and is only
3527 scheduled to meet once or twice.

3528
3529 The length of each class session is a matter of some flexibility. Scheduling at this level
3530 must be coordinated with the schedules of other activities at the program site.

3531 **Program Approval**

3532 The CHSVT Staff at the correctional site will assess the lesson plan and observe the
3533 instructor's presentation of evidence that the following best practices for learning are
3534 understood and are being addressed:

- 3535
- 3536 1. Feedback to the students is necessary for learning;
 - 3537 2. Learning proceeds by building from simple behavior to more complex;
 - 3538 3. Learning tasks should be presented in an ordered sequence;
 - 3539 4. Skills are hierarchical;
 - 3540 5. Performance objectives should be specified in advance;
 - 3541 6. Varied repetition and practice are important to support mastery and retention.

3542

3543 In addition, the supervising teacher at the site will assist in assuring that the course is
3544 truly supplemental to existing education programs.

3545 **Student Recruitment & Enrollment**

3546 In general, recruiting and enrolling students will be the responsibility of the teaching
3547 team. Adjunct faculty members, however, may be asked to participate in promotional
3548 activities to allow students to become aware of courses being offered and their
3549 relevancy.

3550 **Cancellation**

3551 The teaching team or adjunct faculty member may, at any time, elect to continue and/or
3552 discontinue the course based upon their observation of student interest, behavior or
3553 performance.

3554 **Attendance**

3555 Adjunct faculty members will be expected to keep records of attendance of class
3556 meetings. Forms will be provided by the education team and should be submitted after
3557 each session to a designated faculty member.

3558 **Outcomes**

3559 Upon conclusion of the course, the instructor will submit, to the team, progress notes on
3560 the student's:

- 3561
- 3562 • **Attendance** at regularly scheduled activities;
 - 3563 • **Progress** toward **learning** objectives, and
 - 3564 • **Responsiveness** of the student.

3565 **Financial Remuneration**

3566 Financial remuneration for adjunct faculty members can be awarded in a stipend
3567 amount not to exceed \$15 per instructional hour. This remuneration is requested by
3568 checking "Stipend Requested" on the Adjunct Faculty Request Form (Vermont
3569 Instructors' Program). In no case may this remuneration exceed \$2,500 for any
3570 instructor during a fiscal year. Materials purchased for use in an Adjunct Program will
3571 be the responsibility of the program's education budget.

3572 **Payment Provisions**

3573 Payment can proceed only when an invoice has been received by the Central Education
3574 Office:

3575
3576 Business Manager
3577 Community High School of Vermont (CHSVT)
3578 Corrections Education
3579 103 South Main Street
3580 Waterbury, VT 05671-1001

3581
3582 Standard invoice forms will be provided to the adjunct faculty member. These forms
3583 must be completed in full and in ink for payments to be processed. The form submitted
3584 must be the original and include handwritten signatures of the adjunct faculty member,
3585 and the team member supervising the course. Forms with photocopied signatures will
3586 not be processed.

3587
3588 It is expected the instructors will be adequately prepared to provide the services
3589 outlined in the course proposal. There is no provision to pay for preparation time.
3590 There is also no provision for mileage reimbursement.

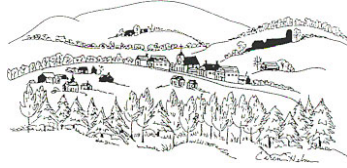
3591
3592 Materials will be provided through the budget at the instructional site.

3593
3594 Complete attendance reports and student progress notes must be submitted to the
3595 supervising teacher before invoices are processed.

3596
3597 We anticipate that the Vermont Instructor's Program will be a great benefit to all those
3598 who participate in it. We envision our students benefiting from the knowledge and
3599 experience of the adjunct instructors. We see the instructors benefiting from the sharing
3600 of their skills and their knowledge.

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Community High School of Vermont



Form 20: CONFIDENTIALITY AGREEMENT for EDUCATION VOLUNTEER

Volunteer's Name: _____

CHSVT Site: _____

Faculty Contact: _____

Volunteer Activities Planned: _____

Confidentiality

Information about students is confidential and the confidentiality of education records is protected by federal and state laws and regulations. As a volunteer in the Community High School of Vermont, I will have access to personally identifiable information about students. I understand that I may not share any of this information, either verbally or in writing, except with appropriate education staff for legitimate education reasons. I also understand that as a volunteer I have a responsibility to protect the privacy rights of students and their families and that includes sharing information outside of the school, repeating stories, gossip or other personal information to my friends, family or neighbors. I understand that if I have a concern about a student or a particular situation in the school, it is my responsibility to discuss this in private with appropriate education staff.

Volunteer's Signature

Date

3660 **Supporting Our Adjuncts**

3661 **What Adjuncts Need to Know (aside from specific coursework)**

3662 **The Big Picture**

- 3663 • Who we are - The CHSVT
- 3664 • Driving forces - Diplomas and other options, credits, student hours

3665 **Record Keeping**

- 3666 • Attendance procedure - attendance sheets, absent or excused, number of hours, ed.
3667 fails
- 3668 • Invoice procedure - accuracy, student no shows, submitting
- 3669 • Student logs/progress notes
- 3670 • Awarding high school credits
- 3671 • Incident reports

3672 **Interaction**

- 3673 • The typical student - range of abilities, attitudes, reasons for being there, “Games
3674 Criminals Play”
- 3675 • Classes - what to expect: small size, self-paced, a revolving door
- 3676 • Student discipline - students acting out, options available to the adjunct teacher
- 3677 • Confidentiality - and what is not covered
- 3678 • Adjuncts as role models - behaviors, attitudes, value of education, respect for others,
3679 professionalism, dependability, keeping promises
- 3680 • Expected decorum - class guidelines specific to your site -common break times so
3681 no class is disturbed, rules about tardiness, food, music, dress, language. The key
3682 is that all rules are based on respect, are known beforehand, and are carried out
3683 with consistency.

3684 **Monitoring Adjunct Classes**

3685 **What are you looking for?**

- 3686 • Logistics and recordkeeping. The nuts and bolts without which we could not do this!
- 3687 • Adherence to initial proposal in terms of content and timing.
- 3688 • Interaction between the adjunct and the students. (This is key to long term
3689 success, as students will learn when there is mutual respect.)

3690 **How do you look?**

- 3691 • Check attendance sheets and invoices regularly for accuracy, it can take a lot of
3692 time to remedy a small mistake. Remind adjuncts to note student progress at
3693 regular intervals.
- 3694
- 3695 • Watch for the awarding of credits, if they are not being awarded, find out why.
3696

- 3697 • Check to see if planned products are being completed. If desired class goals are not
 3698 being met, find out why. Often pace will be slower or faster than originally planned,
 3699 a good opportunity to discuss this with adjunct, identify reasons and decide whether
 3700 to try to stay with plan or readjust to allow more time, etc.
 3701
- 3702 • Establish an atmosphere of openness, interest, valuing what is happening in their
 3703 class. Invite students to “show off” what they are doing in class. (This will
 3704 encourage the students to have a sense of pride in what they’re doing -- a beneficial
 3705 side effect.)
 3706
- 3707 ○ Be there, be available to them
 3708
- 3709 ○ Frequent, informal contacts
 3710
- 3711 ○ Visits to the classroom immediately before or after class begins, so, not
 3712 interrupting (which wouldn't be respectful!), but very much connected at key
 3713 times.
 3714
- 3715 ○ Ask the students after class, “what did you guys learn today?” and follow-up
 3716 questions.
 3717
- 3718 ○ Make a point to check with the adjunct about how the class is going:
 3719 ▪ in general
 3720 ▪ in terms of specific students
 3721 ▪ in terms of specific topics that had been identified in original plan

3722 **Common Issues/Care of Our Adjuncts**

3723 **Student Anxiety**

3724 Our students typically have far more anxiety about their learning abilities than the
 3725 average student. This can lead to refusal, withdrawal, acting out, and other problems.
 3726 It is extremely important that adjuncts understand the value of taking the time to find a
 3727 starting point of prior knowledge, and building onto that base.

3728 **Accommodations**

3729 Many of our students’ reading and writing levels are significantly lower than the average
 3730 high school students’, making even some common classroom activities like reading out
 3731 loud from a text or novel, writing chapter summaries, or reading the directions for a
 3732 math or science activity very difficult for them. Adjuncts may need assistance in
 3733 identifying what activities pose potential problems for the students and planning
 3734 accommodations. Usually the students themselves will not speak up to tell the adjunct
 3735 that something is too hard for them, they will simply refuse, appearing to be
 3736 uncooperative or unmotivated.
 3737

3738 **Discussions**

3739 Many adjuncts are eager to give our students the opportunity to “express themselves.”
 3740 This excitement often turns to puzzlement and frustration when some students, instead
 3741 of being glad to finally have their voice heard, resist engaging in discussion and debate.
 3742 It can help if it is explained to the adjunct that these students have usually experienced
 3743 disagreements only in the context of a fight -- often with very negative consequences.
 3744 They have not had many opportunities to see or engage in a productive debate of ideas,
 3745 with respectful differences of opinions. To them, it is a slippery slope from disagreeing
 3746 to anger to fighting - something they are now trying very hard to avoid. It can be more
 3747 effective to start by discussing less controversial issues and recognizing the validity of
 3748 all sides. Through this, the students learn that it is possible to disagree in a safe way,
 3749 and then can move on to discuss and debate the more controversial issues that the
 3750 adjuncts are aiming for.

3751 **Handling Conflicts**

3752 Adjuncts need to know what level of authority they have. At times, whether out of
 3753 uncertainty about their own role, or from a desire to be “nice” and helpful (sometimes
 3754 the very characteristics that prompted them to work with us in the first place!), they allow
 3755 behaviors that they are not comfortable with to continue. Understanding that some
 3756 offenders will deliberately test their limits will help them to set and enforce boundaries
 3757 that fall way before the point of aggravation or lost tempers.

3758
 3759 No one wins in a power struggle.

3760
 3761 In addition to knowing they can set these boundaries, they need to know what options
 3762 they have available to them in case there is disruptive behavior. For example, they
 3763 might choose to:

- 3764
- 3765 • leave the student alone, ignore attention-seeking behavior
 - 3766 • suggest he take a few minutes break to calm down
 - 3767 • give him the option of working appropriately or leaving

3768
 3769 They will also need to know the options if at any time they feel there is cause to be
 3770 concerned for their own safety or that of the other students. For example, they may
 3771 leave the area, taking the other students with them and they should definitely know how
 3772 to alert a full time staff member immediately.

3773 **Hidden Agendas**

3774 At times, our adjunct program can attract people who see offenders as victims to be
 3775 rescued, who bring specific political, social, or religious agendas to their work as an
 3776 adjunct teacher. It is not always possible to recognize this before a class has
 3777 started, but if you think it is happening, it is best to bring the attention back clearly to the
 3778 original objectives of the class. Any questionable part of the lesson can be held up to
 3779 that plan and is only appropriate if it is contributing to those objectives. This is one of
 3780 those times a clearly and carefully laid out plan is invaluable.

3781 **Part of a Team**

3782 For a variety of reasons, our students will sometimes try to manipulate an adjunct
3783 teacher to bring them something, to side with them on an issue, to make a contact for
3784 them, etc. At other times, students who genuinely trust an adjunct will sometimes share
3785 with them feelings of stress, anxiety, depression, or fear. In either of these situations, it
3786 is critical that the adjunct perceive themselves as part of a team working for the
3787 student's good, so that they can be comfortable bringing the request, problem, or issue
3788 to the Correctional Instructor. There will be times that decisions are made regarding an
3789 offender that will not make sense to the adjuncts, since they do not have access to all
3790 the facts of a situation, yet if they can trust the direction of the program overall, they can
3791 have confidence in us.

3792

3793 In adult education, we are partners with our students.

3794