

## DRAFT Quality Assurance Framework (Filled) for K-12 Education

This framework describes the assurance process for the enactment of key elements of the EQS and DQS. It is not meant to be a description of all assurance processes utilized by districts or the state. For example, special education has its own robust quality assurance process to ensure students with disabilities are afforded access to a free and appropriate public education.

Standard Area	Local Responsibility (Board & Superintendent)		Agency of Education Oversight (Three-year cycle)		State Board Accountability
	Annual Assurance (S)	Annual Self- Assessment (B or S)	Identification	Improvement and Technical Support	
Budgeting & Accounting (BUS)		S			16 V.S.A. § 165. Education quality standards; equal educational opportunities; independent school meeting education quality standards  (c) The State Board, after offering the school board an opportunity for a hearing, shall either dismiss the Secretary's recommendation or order that one or more of the actions listed in subsection (b) of this section be taken. The action ordered by the State Board shall be the least intrusive consistent with the need to
Internal Controls (BUS)		S			
Hiring & Licensing (BUS)		S			
Data Management (BUS)		S			
Operations and Maintenance Manual (FAC)	X				
Capital Improvement Plan (FAC)	X				
Facilities Manager (FAC)	X				
Emergency Operations Plan (FAC)	X				

16 V.S.A. § 165.  
 Education quality standards; equal educational opportunities; independent school meeting education quality standards

(b) Annually, the Secretary shall determine whether students in each Vermont public school are provided educational opportunities substantially equal to those provided in other public schools. If the Secretary determines that a school is not

Physical Security (FAC)	X				<p>meeting the education quality standards listed in subsection (a) of this section or that the school is making insufficient progress in improving student performance in relation to the standards for student performance set forth in subdivision 164(9) of this title, he or she shall describe in writing actions that a district must take in order to meet either or both sets of standards and shall provide technical assistance to the school. If the school fails to meet the standards or make sufficient progress within two years of the determination, the Secretary shall recommend to the State Board one or more of the following actions:</p>	<p>provide students attending the school substantially equal educational opportunities. A school board aggrieved by an order of the State Board may appeal the order in accordance with the Rules of Civil Procedure.</p> <p>(d) Nothing in this section shall be construed to entitle any student to educational programs or services identical to those received by students in the same or any other school district. Further, nothing in this section shall create a private right of action.</p> <p>(e) If the Secretary determines at any time that the failure of a school to meet the education quality standards listed in subsection (a) of</p>
Emergency Protocols (FAC)	X					
Governance Priorities (GOV)		B				
Governance Protocols (GOV)		B				
Governance Processes (GOV)		B				
Coordination of Curriculum (EQS)		S	X			
Local Assessment System (EQS)		S	X			
Tiered System of Supports (EQS)		S	X			
Needs-based Professional Development System (EQS)		S	X			
Continuous Improvement (EQS)				X		

					<p>(1) the Agency continue to provide technical assistance for one more cycle of review;</p> <p>(2) the State Board adjust supervisory union boundaries or responsibilities of the superintendency pursuant to section 261 of this title;</p> <p>(3) the Secretary assume administrative control of an individual school, school district, or supervisory union, including budgetary control to ensure sound financial practices, only to the extent necessary to correct deficiencies;</p> <p>(4) the State Board close an individual school or schools and require that the school district pay tuition to another public school or an</p>	<p>this section is severe or pervasive, potentially results in physical or emotional harm to students or significant deprivation of equal education opportunities, and the school has either unreasonably refused to remedy the problem or its efforts have proved ineffective, he or she may recommend to the State Board one or more of the actions listed in subsection (b) of this section. The State Board shall then follow the procedure of subsection (c) of this section.</p> <p>[(f) - independent schools deleted here since not applicable]</p> <p>(g) In addition to the education quality standards provided in subsection (a) of</p>
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					<p>approved independent school pursuant to chapter 21 of this title; or</p> <p>(5) the State Board require two or more school districts to consolidate their governance structures.</p>	<p>this section, each Vermont school district shall meet the school district quality standards adopted by rule of the Agency of Education regarding the business, facilities management, and governance practices of school districts. These standards shall include a process for school district quality reviews to be conducted by the Agency of Education. Annually, the Secretary shall publish metrics regarding the outcomes of school district quality reviews.</p>
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