Vermont Physical Education Assessment
2019 Test Administration Manual

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The Vermont Physical Education Assessment (VTPEA)

Introduction

The Vermont State Education Plan identifies Physical Education as one of four ‘fifth’ indicators in our state accountability system. Vermont is committed to understanding the health-related fitness status of all students. The Agency of Education (AOE) requires Supervisory Unions, School Districts, and Independent Schools (SU/SD/IS) to collect and report the health-related fitness data for all publicly-funded students in grades 4, 7, and 9.

The Vermont Physical Education Assessment (VTPEA) is an assessment suite that is designed to assess the fitness levels of all Vermont students. The VTPEA suite includes FitnessGram (FG), the Brockport Physical Fitness Test (BPFT), and the Individual Fitness Assessment (IFA). Collectively, this suite of assessments is designed to collect health-related fitness data in four fitness domains: aerobic capacity, abdominal muscular strength and endurance, upper body muscular strength and endurance, and flexibility.

The expectations for the VTPEA are for all students to be provided access, membership, and inclusion in their community and to embrace the unique contributions of each student. VTPEA data should be used to create instructional opportunities to develop lifelong and life-enhancing, healthy fitness habits and to provide feedback for local programs.

This document provides information about the assessment, timelines for implementation, and the respective roles that the AOE and school personnel will play in implementing this new component of the state accountability system.

2019 General Test Information

Testing Window: April 1, 2019 - May 31, 2019
Grade Levels: All publicly-funded students in grades 4, 7, and 9 in public or independent schools
Fitness Domains: Aerobic capacity, abdominal muscular strength and endurance, upper body muscular strength and endurance, and flexibility
Deadline for Data Submission: June 7, 2019
Date Use: Vermont ESSA reporting, school and student reporting, inform programs, assure equity

The VTPEA Assessment Suite

The VTPEA is an assessment suite that includes FitnessGram, the Brockport Physical Fitness Test, and the Individual Fitness Assessment. Collectively, this suite of assessments is designed to collect health-related fitness data for all Vermont students. Most students can access FitnessGram to gather health-related fitness data, however not all. When a student cannot access one or more of the FitnessGram protocols, then the Brockport Fitness Test (BPFT) or the Individual Fitness Assessment (IFA) can be used. (See Figure 1: The VTPEA Suite)
Figure 1: The VTPEA Suite

FitnessGram
FitnessGram is a comprehensive health-related fitness assessment developed by The Cooper Institute, and is currently the most widely used fitness assessment for youth in the nation. The principal mission of FitnessGram is to promote lifelong physical activity among youth. Scores are evaluated against objective, criterion-referenced standards - referred to as the Healthy Fitness Zone (HFZ) standards - that indicate the level of fitness necessary for health. The FitnessGram software generates personalized reports that provide objective feedback and positive reinforcement; these reports serve as a communication link between teachers, students, and parents.

FitnessGram provides ten assessment protocols schools can use to report health-related fitness data. Schools may select the options that work best to meet the individual needs of students. The number of protocols schools require students to complete is a local decision as long as data is collected for each of the four required domains. In the table that follows, asterisked protocols are recommended by Cooper Institute because of ease in administration and cost effectiveness. The Mile Run and Mile Walk can be an option only if the school facilities include a measured quarter mile track for reliability and test fidelity. If a school chooses to administer these protocols, additional measures of weight and/or height must be collected and entered into FitnessGram for VO2 Max results to be calculated. If a school chooses to assess students using the Modified Pull-up test, they must purchase a certified modified pull-up apparatus for reliability.

Table 1: FitnessGram Assessment Protocols

<table>
<thead>
<tr>
<th>FG Assessment</th>
<th>Aerobic Capacity</th>
<th>Abdominal Muscular Strength/Endurance</th>
<th>Upper Body Muscular Strength/Endurance</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACER Run</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mile Run</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mile Walk</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push-up</td>
<td></td>
<td></td>
<td></td>
<td>X*</td>
</tr>
<tr>
<td>Curl-up</td>
<td></td>
<td></td>
<td></td>
<td>X*</td>
</tr>
<tr>
<td>Sit-n-Reach</td>
<td></td>
<td></td>
<td></td>
<td>X*</td>
</tr>
<tr>
<td>Shoulder Stretch</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Flexed Arm Hang</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Modified Pull-ups</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Cooper Institute Recommended FitnessGram Protocols are marked with an asterisk.
Most students will be able to access all FitnessGram assessment protocols with proper instruction and practice. Some students may need an accommodation to perform a protocol. An accommodation provides students the support they need to successfully complete the protocol without changing the test. Appendix A has a list of accommodations for the FitnessGram Assessment protocols found in Table 1.

**Brockport Physical Fitness Test**
The BPFT, which is compatible with FitnessGram, is a health-related, criterion-referenced test of fitness that is designed for use among students in five disability categories. Physical Education teachers should collaborate with the Individual Education Plan (IEP) team to plan fitness testing for students that cannot access FitnessGram protocols. The BPFT can be used as an alternate assessment for students that have Blind/Visually Impaired, Cerebral Palsy, Intellectual Disability, Congenital Anomalies or Amputation, and Spinal Cord Injuries. Students with these profiles that cannot access one or more FitnessGram protocols may use BPFT to complete the VTPEA. For more information about the BPFT, please access the Brockport Physical Fitness Test Manual, using key code Brockport58743AR7.

**Individualized Fitness Assessment**
For students whose disabilities prevent access to either the FitnessGram or the BPFT, the IFA can be used to collect health-related fitness data. The IFA offers an alternate assessment for students to demonstrate abilities in the four fitness domains. The IFA is designed by the student’s VTPEA professional decision-making team that could include the IEP team, physical educators, special educators, the school nurse and health care specialists. For additional information considering developing an IFA, please see page 11.

**Best Practices in Physical Fitness Testing**
Fitness education is an important part of a comprehensive physical education program and plays an integral role in empowering students to be physically active and to make healthy choices. Fitness education gives students the knowledge and skills necessary for attaining and maintaining a health-enhancing level of physical activity and fitness. Cooper Institute, has identified an eight-step fitness education process that should be embedded in the physical education program:

- **Step 1:** Students first learn key fitness concepts including the reasons for fitness testing;
- **Step 2:** Students prepare for the tests (e.g., learn the protocols, be ready medically, and warm up adequately);
- **Step 3:** Before the assessment, students practice the protocols;
- **Step 4:** Students take the fitness assessment;
- **Step 5:** Students use the assessment results to determine in what areas their scores are in healthy zones, set goals and plan personalized programs for improvement;
- **Step 6:** Students then track their progress using self-monitoring (e.g., activity tracking);
- **Step 7:** Students retake the fitness assessment periodically;
- **Step 8:** Students refine their personal goals and fitness programs. The teacher continues to teach fitness concepts as students continue to refine their goals and programs. (Corbin, Welk, Corbin and Welk, 2016).

SHAPE America has published a position statement regarding appropriate and inappropriate practices related to physical fitness testing. This resource should serve as a guide for physical educators.
The VTPEA Training Plan

The Vermont Agency of Education Training Plan

Training of Trainers
The AOE is utilizing a ‘training of trainers’ model to prepare educators to administer the VTPEA. Superintendents or Headmasters appoint three VTPEA teacher leaders (two physical education teachers and one special population’s representative) from their SU/SD/IS to attend a state training of trainers. Trained VTPEA teacher leaders will:

1. Work with SU/SD/IS educators and the District Test Administrator (DA) to develop a written local VTPEA assessment plan that identifies:
   a. Test protocols to collect required data considering available facilities and equipment
   b. Mode of assessment: PE classes, school event, or other
   c. Test dates
   d. Deadlines for data uploads

2. Work with the SU/SD/IS Special Population’s representative, special educator(s) or another person within the district who will support the physical education teachers in the process of collecting health-related fitness data for students with special needs within the assessment setting. This may include but is not limited to: students with an IEP or 504 plan, or English Language Learners.

3. Conduct local trainings for educators who will be administering the VTPEA. Local trainings need to include:
   a. Training for ‘New to VTPEA’ educators
   b. VTPEA FitnessGram protocol training
   c. VTPEA for Special Populations Training
   d. Review of the VTPEA Certification process

4. Provide opportunities for educators to establish consistency in administering VTPEA protocols.

5. Support local educators through the testing process.

6. Provide the SU/SD/IS District Test Administrator with a copy of the district training plan and the list of educators who have completed required trainings.

VTPEA Certification Process
Any educator administering the 2019 VTPEA to students must complete the certification process before administering the assessment. To become certified, educators must verify completion of required training and pass the VTPEA Certification Test with a grade of 80% or higher. Certification requirements:

1) Complete 2019 VTPEA Assessment Training,

2) Complete VTPEA Certification Test and email a screenshot of the score report to the District Test Administrator by April 1, 2019.

It is recommended that educators that will be administering the VTPEA for the first time view the “Introduction to the VTPEA” found on the AOE’s Physical Education webpage.
Supervisory Union/School District/Independent School Planning

Each Supervisory Union, School District, or Independent School (SU/SD/IS) is unique and has individual staff members playing roles on the Vermont Physical Education Assessment Implementation Team. This team could include the District Test Administrator, Physical Education teachers, Special Education representatives, and, if needed, health care specialists. The purpose of this section is to outline the responsibilities of each SU/SD/IS team.

**District Test Administrator:** The District Test Administrator (DA) serves as the main contact point for the AOE, shares AOE communications will all appropriate district staff, and coordinates most of the district-wide assessment roles.

**Roles and Responsibilities:**

- a. Activating the FitnessGram license at the district level, and providing user credentials and rights to district and school level users. This includes: district administrators, school administrators, teachers, students, and parents.
- b. Communicating with district staff to develop a plan to provide access to the PE Assessment for all students in the district or school.
- c. Uploading student lists, and class lists into FitnessGram software. The District Test Administrator will pre-load class or test event lists into FitnessGram software no later than March 31, 2019.
- d. Providing physical educators with student/class lists for assessment data entry.
- e. Confirming the certification of physical education teachers administrating the PE Assessment by maintaining documentation of SU/SD/IS training records and completion of the VTPEA Certification test.
- f. Communicating with FitnessGram help desk and AOE to problem-solve technical issues.
- g. Providing technical support to physical educators as needed for data submission and software access.
- h. Assuring that data for all students is collected and reported using the appropriate reporting tool.
- i. Submitting the Alt-VTPEA Reporting spreadsheet for the SU/SD/IS for students accessing FitnessGram using accommodations or using an Alt-VTPEA (BPFT or IFA).

**Physical Education Teachers:** Physical Education (PE) teachers, or trained designees, tend to serve as the main test administrators at the class and school level. In general, two PE teachers from most SU/SD/IS’s will have been trained to provide training for the rest of the SU/SD/IS PE teachers to administer the assessment.

**Roles and Responsibilities:**

- a. Considering the facilities and equipment available at each school and identifying which FitnessGram, Brockport Physical Fitness Test (BPFT), or Individual Fitness Test (IFA) protocols will be used to collect required fitness data.
b. Working with a district-level designee to develop and implement a SU/SD/IS training plan for all physical education teachers in the district who will be administering the PE Assessment to students.

c. Sending the District Test Administrator an email at the end of the training verifying
   i. the date of the training, and
   ii. identify PE assessment administrators who attended the training.

d. Providing support to SU/SD/IS test administrators during data collections as needed.

e. Implementing PE Assessment and collecting assessment data for assigned students.

f. Submitting data for all students being assessed with the BPFT directly to AOE using Alt-VTPEA Data Reporting Form.

g. Working collaboratively with Physical Educators, Special Educators, 504 coordinators and Physical Therapists to identify students whose needs were not met by the FitnessGram, BPFT, and developing the IFA activities appropriate for each student accessing the IFA.

**Special Populations Representative(s):** The Special Populations Representative(s) may be a special educator or another person within the SU/SD/IS who is responsible to work with special needs students regarding assessments. This may include but is not limited to, students with IEP’s, on 504 plans, or English Language Learners. The Special Populations Representative’s role is to support the PE Assessment administrators in the process of collecting health-related fitness data in an assessment setting for students whose needs are not met by FitnessGram or FitnessGram with accommodations. This may include but is not limited to, students with IEP’s, students on 504 plans, and/or English Language Learners. Physical Educators, Special Educators, 504 Coordinators and health care specialists need to work collaboratively to identify students whose needs cannot meet using FitnessGram or the BPFT and to develop IFA activities appropriate for each student.

**Role and Responsibilities:** The Special Populations Representative should gather and provide health-related student information necessary to properly select an appropriate assessment protocol. Special Populations Representatives, may or may not be called on to assist the physical education teacher in assessing students with disabilities. Determinations regarding the role of special educator’s, para professional, or designees should be determined at the local level.

**Local Implementation of the VTPEA**

1. **Plan Fitness Education** into your curriculum and instruction per SHAPE America recommendations. Teach assessment protocols and provide students with ample opportunities to practice performing the protocols.

2. **Scheduling School VTPEA Test Events:** VTPEA data collection needs to take place during the test window (April 1, 2019 - May 31, 2019). Test events can be scheduled during physical education classes or in grade level test events.
   a. **Class Assessment:** Assessment data is collected during the student’s assigned physical education class.
   b. **Grade Level Events:** Schools can opt to schedule a grade level test event where data is collected for all students in an identified grade level.
3. **Selecting Protocols**: Student data needs to be collected in the four required fitness domains. Testing can occur inside or outside; protocols selected need to be based on the available equipment and facilities. Please see the FitnessGram section on page 4.

4. **Testing Tips**:
   a. SU/SD/IS educators should practice test administration to establish consistency.
   b. Inform parents when testing will be taking place.
   c. Encourage and motivate all students to complete VTPEA.
   d. Use data to inform instruction and support student learning.
   e. Use data to motivate behavior change.

**VTPEA for All Students**

**Mission**: The VTPEA assesses the fitness levels of all VT students to inform and provide feedback for local programs thereby creating instructional opportunities to develop lifelong and life enhancing healthy fitness habits. The VTPEA expects that all students be provided access, membership, and inclusion in their community and embraces the unique contributions of each student.

**Theory of Action**: Vermont’s goal for the physical education program is to foster skills among students that lead to life-long, meaningful physical activity and involvement in community recreational activities. Currently, many students with disabilities are not included with their peers; therefore, they are not deriving the benefits of a comprehensive fitness program. By including students with disabilities in the PE assessment, Vermont hopes to increase the probability that such kids will be included in the school’s general education PE program and increase the probability for the development of life-long physical activities and community involvement.

**Using the VTPEA Suite**:

The VTPEA is an assessment suite that includes FitnessGram, the Brockport Physical Fitness Test (BPFT), and the Individual Fitness Assessment (IFA). Collectively, this suite of assessments is designed to collect health-related fitness data for all Vermont students in four domains: aerobic capacity, abdominal muscular strength and endurance, upper body muscular strength and endurance, and flexibility data. The Figure 2: *Flow of the VTPEA Suite*, illustrates how educators can personalize the VTPEA for student access.

![Figure 2: Flow of the VTPEA Suite](image-url)
**FitnessGram**: Most students can access FitnessGram protocols to gather health-related fitness data, however not all. When a student needs support accessing one or more FitnessGram protocols state approved accommodations can be provided.

**FitnessGram with Accommodations**: Accommodations are changes that remove barriers and provide equal access to an assessment. It is important to note that accommodations do not change the assessment task, nor does it affect the construct being measured. An accommodation provides students the support they need using auditory, verbal, tactile, visual or practice/observation cues.

Examples of accommodations for the recommended FitnessGram protocols in the four required domains.

- **Aerobic Capacity**: PACER protocol
  - Visual Cues: bright-colored tape, additional cones, flashing light
  - Auditory Cues: drumming
  - Verbal Cues: protocol reminders, cue cards, read directions twice

- **Abdominal Muscular Strength/Endurance**: Curl-up protocol
  - Tactile Cues: book at end of tape, tap on shoulder, tactile material of same dimensions
  - Auditory: amplify cadence

- **Upper Body Muscular Strength/Endurance**: Push-up protocol
  - Tactile Cues: spotting for balance, light touch on back and shoulder, yard stick balance
  - Visual Cues: poster, cue cards

- **Flexibility**: Back-Saver Sit-n-Reach protocol
  - Tactile Cues: spotting, light touch/reminders, hand-over-hand assist, touch pads, hold foot flat on bent knee
  - Verbal Cues: stretching tips, breathing reminders

**Appendix A** includes a list of state approved accommodations for all FitnessGram protocols. When a state approved accommodations is used, it must be reported to the state. If a test administrator wants to use an accommodation that is not on the state approved list, then they must submit a Temporary Request to use the accommodation to the Vermont Assessment Coordinator for Special Populations. **Appendix B** includes the Temporary Request for VTPEA Accommodation form and instructions for submission.

When a student cannot access one or more of the FitnessGram protocols with or without accommodations, then the BPFT or IFA should be considered.

**Alternate VTPEA Tests**

**Brockport Physical Fitness Test**: The Brockport assessment measures the four domains using modified tasks and Adapted Fitness Zone (AFZ) standards for five student groups who often are unable to participate in the array of FitnessGram tasks and standards. The disability categories are: Blind/Visually Impaired, Cerebral Palsy, Intellectual Disability,
Congenital Anomalies or Amputation, and Spinal Cord Injuries. The student’s physical education teacher, assigned special educators, and/or health care specialist may select the BPFT protocols that will work best assess the student’s health-related fitness. The BPFT manual provides resources for recording the student’s assessment plan. Appendix E of the Brockport Physical Fitness Manual includes the Data Entry Form and the General Brockport Physical Fitness Test Form to guide the development a student’s fitness assessment if they fit into one of the five disability categories.

**The Individual Fitness Assessment:** The IFA is for students with disabilities who are unable to access FitnessGram or BPFT protocols with approved accommodations in one or more of the fitness domains. Schools will need to develop individualized protocol(s) to demonstrate the student’s performance in each domain. The school’s professional decision-making team should carefully consider the student’s abilities and limitations when designing the IFA. Appendix C, the Alternate Vermont Physical Education Assessment Decision Guide illustrates the process the decision-making team should use.

**Steps to Develop an IFA:** The IFA development should start in the fall of the testing grade. Prior to the student practice and before the test window, record the student’s baseline performance. Work on the IFA may continue throughout the year within the context of the four domains of physical fitness. During the test window, the student’s final performance level recorded for scoring.

**Step 1:** What domain we want to measure?
- Aerobic Capacity
- Upper body muscular strength and endurance
- Abdominal muscular strength and endurance
- Flexibility

**Step 2:** Why can’t the student demonstrate this with FitnessGram or BPFT with accommodations?

**Step 3:** What can the student do to demonstrate the domain?

**Alt-Task Idea:** Start by considering BPFT tasks with Alt-Scoring. If that won’t work, brainstorm alternate tasks that may meet the student’s unique characteristics using exemplars and case studies to help generate ideas.

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Does the task idea measure the identified domain?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td>Does the task idea measure skill/ability that leads to life-long health-related fitness?</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Can you assure the student’s safety while doing the task?</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Is the task sensitive to the student’s feelings and self-esteem?</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Do we have the necessary resources to support use of the task? (e.g., staff, facilities, professionals)</td>
</tr>
</tbody>
</table>

**Step 4:** If you answered YES to all of the above, implement the task using alternate scoring. Prior to the student practice and before the test window, record the student’s goal for each domain.

**Step 5:** If you answered NO to any of the above, consider another task.

**Step 6:** If you have run out of ideas, apply for a medical exemption for that domain.

**Step 7:** Repeat for each remaining fitness domain.
Appendix D, The VTPEA Individual Fitness Assessment Learner Characteristic Inventory is a tool educators should use to guide the development of a personalized IFA. This tool identifies a student’s learner characteristics. Appendix E, the Alt-VTPEA Planner, provides a template for designing the IFA. The inventory can also be useful when reporting Alternate VTPEA information to the state.

**Medical Exemptions:**
Medical exemptions for the VTPEA will be handled by domain. Students who cannot physically or safely access any of the domains will be required to submit a medical exemption request for each inaccessible domain. Appendix E includes the Vermont Comprehensive Assessment Program Exemption Request Form.

**VTPEA Data Reporting**

**VTPEA Reporting Conventions**

a. **Naming convention:** Please use the following naming convention for test events that will be used for data reporting

   School name_Grade_x_teacher first initial and lastname_2019 VTPEA

   **EXAMPLE:** aoe_grade4_syesalonia_2019 VTPEA

b. **Date range instruction:** Set the date range of your school’s test event to fall within the April 1 - May 31, 2019 test window.

c. **One test event should include data representing student test results from all four required domains.** This process will avoid student duplicates.

d. **EXAMPLE:** aoe_grade4_syesalonia_2019 VTPEA

   i. This test event shows test results for John Doe’s

      1. Aerobic capacity
      2. Upper body muscular strength and endurance
      3. Abdominal muscular strength and endurance
      4. Flexibility

**Reporting Data Collections – 2019 VTPEA data needs to be submitted by June 7, 2019.** Appendix F, the VTPEA Suite and Data Reporting Guide, illustrates the following information.

**FitnessGram:** For students without accommodations, all data will be submitted using the FitnessGram online software.

**FitnessGram Accommodations:** For students with accommodations, performance data will be submitted using the FitnessGram online software, and accommodations only will be submitted using the FitnessGram Accommodations sheet on the Alt-VTPEA Reporting Spreadsheet. The submission form is found on the VT Comprehensive Assessment Portal.

**Brockport Physical Fitness Test:** Student performance will be submitted using the Brockport Reporting sheet on the Alt-VTPEA Reporting Spreadsheet. The submission form is found on the VT Comprehensive Assessment Portal.
**Individual Fitness Assessment:** Student performance along with the description of the individualized protocols, or their inability to access certain or all domains, will be submitted using the IFA Reporting sheet on the VTPEA Reporting Spreadsheet. The submission form is found on the [VT Comprehensive Assessment Portal](#).

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**VTPEA Supports**

**Vermont Agency of Education Supports**

- **Renewal of FitnessGram licenses** - January 1, 2019
  1. All Vermont public schools with students in grades 4, 7, or 9
  2. Independent Schools
     - Four large Independent Schools will have their own license:
       - Burr and Burton Academy
       - St. Johnsbury Academy
       - Lyndon Institute
       - Thetford Academy
     - Small Independent Schools will share a license monitored by the Agency of Education
  3. **Office Hours** - the first and third Wednesdays of March, April, and May
     - 1. 3:00 p.m. - 4:00 p.m. or by appointment
     - 2. Contact: [Susan Yesalonia](#) at (802) 479-1284
  4. **Regional Trainings**
     1. VTPEA teacher leader trainings
     2. Workshops that serve multiple SU/SD/IS by request (host site is required)
     3. State Assessment District Test Administrator Regional Meetings
  5. **Communications**
     1. Memos to District Test Administrators, Curriculum Directors, Principals, and Superintendents
     2. AOE Weekly Field Memo
     3. AOE Linking Health and Learning Newsletter
     4. VTCAP Newsletter
     5. AOE emails to PE teachers
     6. SU/SD/IS meetings lead by VTPEA teacher leaders
       - [Physical Education webpage](#)
       - [Vermont Comprehensive Assessment Program (VTCAP) Portal](#)

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**FitnessGram Supports**

**FitnessGram Website Resources**

- FitnessGram Manual, 5th Edition
- Teacher Resources
  - Instructional Resources
  - Cadences
  - Platform for Data Collection
  - Student Reports
  - School Reports
• FitnessGram Help Desk - Technical assistance using FitnessGram ‘Help’ tab in the software

**Brockport Physical Fitness Test Supports**

**Brockport Physical Fitness Test Manual, 2nd Edition**
- Standards and zones
- Web resource with video clips and reproducible forms
- Appendix includes the *Data Entry Form* and the *General Brockport Physical Fitness Test Form* to guide the development a student’s fitness assessment

**Strategies for Inclusion, 3rd Edition**
- Web resources with checklists
- 57 rubrics
- Teaching units
- Access to author, Dr. Cathy Houston-Wilson
APPENDIX A
FitnessGram Accommodations Guide
NOTE: This is the list of state approved accommodations. To request use of an accommodation that is not on the list of state approved VTPEA accommodations, go to the VT Comprehensive Assessment Portal or Appendix B, to access the Temporary Accommodations Request Form. Report any accommodation used on the Alt-VTPEA Reporting Spreadsheet found in the VT Comprehensive Assessment Portal.

Aerobic Capacity:
   PACER Test
   Visual Cues: bright-colored tape, additional cones, flashing light, cue cards
   Auditory Cues: drumming, protocol reminders, read directions twice
   Tactile Cues: none

Mile Run/Mile Walk Tests
   Visual Cues: bright colored tape, additional cones, flashing light, cue cards
   Auditory Cues: calling our lap numbers, protocol reminders, read directions twice
   Tactile Cue: none

Abdominal Muscular Strength/Endurance:
   Curl-up Test
   Visual Cues: student models, cue cards
   Auditory: amplify cadence, repeat directions
   Tactile Cues: book at end of tape, tap on shoulder, tactile material of same dimensions

Upper Body Muscular Strength /Endurance:
   Push-up Test
   Visual Cues: poster, cue cards
   Auditory Cues: amplify cadence, repeat directions
   Tactile Cues: spotting for balance, light touch on back and shoulder, yard stick balance, chest touch pads

Modified Pull-Up
   Visual Cues: student models, cue cards
   Auditory Cues: protocol or form reminders, repeat directions
   Tactile Cues: elastic Band, chest target

Flexed Arm Hang
   Visual Cue: student models, cue cards
   Auditory Cue: protocol or form reminders, repeat directions
   Tactile Cue: spotter may place an arm across thighs to prevent swinging

Flexibility:
   Back-Saver Sit-n-Reach/Shoulder Stretch
   Visual Cues: student models, cue cards
   Auditory Cues: stretching tips, breathing reminders
   Tactile Cues: spotting, light touch/reminders, hand-over-hand assist, touch pads, hold foot flat on bent knee

Shoulder Stretch:
   Visual Cues: student models, cue cards
   Auditory Cue: protocol or form reminders, repeat directions
State Assessment
Temporary Accommodation Request Form

This form is required for schools/school districts to request an accommodation, that is not on the approved Smarter Balanced list. If approved, the request will only be valid for the current testing season. Please complete the form in its entirety and provide as much detail as possible.

<table>
<thead>
<tr>
<th>Testing Year (ex. 2018)</th>
</tr>
</thead>
</table>

Please indicate the test for which you’re requesting the exemption:

- Smarter Balanced
- VTSA
- Alternate
- ELP
- VTPEA

<table>
<thead>
<tr>
<th>Reporting School Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting School Name:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing School Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing School Name:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>Date of Request:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Resource:</th>
</tr>
</thead>
</table>

Description of device/procedure being requested:

<table>
<thead>
<tr>
<th>Content Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>PE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Accommodation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support or Procedure</td>
</tr>
<tr>
<td>Assistive Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (3-5)</td>
</tr>
<tr>
<td>Middle (6-8)</td>
</tr>
<tr>
<td>High School (9-12)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Student(s) Requesting Temporary Approval:</th>
</tr>
</thead>
</table>

Justification: Please 1) describe the device or procedure, 2) why the student or students need it and 3) evidence or research that ensures that the measurement construct will not be invalidated if used (i.e., the test will still measure what it is supposed to measure).
Fax form to Linda Moreno at (802) 479-1829 or mail to:

Linda Moreno, Assessment Coordinator for Special Populations
Vermont Agency of Education
219 North Main St., Suite 402
Barre, VT 05641

Reporting School: Testing School:

Teacher:

For Office Use Only

Approved:  Yes  No  Initial:  Date:

Linda Moreno, Assessment Coordinator for Special Populations  Phone (802) 479-1309; Fax (802) 479-1829

Explanation:
APPENDIX C
Alternate VTPEA Decision Guide

IFA Step 1
What do we want to measure?
- Aerobic Capacity
- Upper body muscular strength & endurance
- Abdominal muscular strength & endurance
- Flexibility

IFA Step 2
Why can’t the student demonstrate this with FitnessGram or BPFT with accommodations?
- Use the Alt-VTPEA Learner Characteristics Inventory to help determine the student’s access needs.

IFA Step 3
What can the student do to demonstrate the domain?
- Alt-Task Idea - Start by considering BPFT tasks with Alt-Scoring. If that won’t work, brainstorm alternate tasks that may meet the student’s unique characteristics using exemplars and case studies to help generate ideas.
- Yes/No Does the task idea measure the identified domain?
- Yes/No Does the task idea measure skill/ability that leads to lifelong health-related fitness?
- Yes/No Can you assure the student’s safety while doing the task?
- Yes/No Is the task sensitive to the student’s feelings and self-esteem?
- Yes/No Do we have the necessary resources to support use of the task (e.g., staff, facilities, professionals)
  - If you answered NO to any of the above, consider another task.
  - If you answered YES to all of the above, implement the task using alternate scoring.
  - If you have run out of ideas, apply for a medical exemption for that domain.
  - Repeat for each remaining fitness domains.
APPENDIX D
Alternate (Alt) VTPEA Learner Characteristic Inventory

The Vermont Physical Education Assessment (VTPEA) requires all students in grades 4, 7, and 9 to complete a health-related physical fitness assessment. This form should be used to develop an appropriate fitness assessment for students who cannot access FitnessGram even with approved accommodations. These students include those who will complete the VTPEA using the Brockport Physical Fitness Assessment (BPFT) or an Individual Fitness Assessment (IFA). A professional decision-making team (e.g., physical educator, health care specialist(s), and IEP team) should work together to plan the student’s alternative assessment.

Student name: ____________________________________________ Gender: ___ Male ___ Female
ID Number: ________________ IEP (yes or no):______ 504 (yes or no): ______
Student DOB: ________________ Student Gender: ______________________________________
District ID: ____________________ District Name: _______________________________________
School ID: _____________________ School Name: _______________________________________
Grade Level (if applicable): __________
Disability: _____________________________________________________
Level of function: ______________________________________________

Ambulation method(s):
☐ Wheelchair (pushes independently)
☐ Wheelchair (electric)
☐ Wheelchair (needs assistance)
☐ Walker
☐ Crutches
☐ Other _______________________________________________________________________

Medical Concerns:
☐ Seizures
☐ Shunt
☐ Eye condition
☐ Ear condition
☐ Diabetes
☐ Other _______________________________________________________________________

Elaborations: _______________________________________________________________________
Other Limitations: (use this section to describe the limitations that may restrict their ability to be assessed in physical fitness)
Physical Limitations: _____________________________________________________________
Emotional Limitations: _____________________________________________________________
Linguistic Limitations: _____________________________________________________________
Brockport Physical Fitness Test

Brockport Classification (check all categories that apply, and use the blanks to add additional diagnoses)

☐ **Sub classification:** (check sub-classification necessary for test item selection and for reporting results) General (without disability)
☐ Intellectual disability
☐ Spinal cord injury
☐ Cerebral palsy
☐ Visual disability
☐ Congenital anomaly or amputation

**Visual**
- ☐ Runs with assistance
- ☐ Runs without assistance

**Spinal cord injury**
- ☐ Low-level quadriplegia (LLQ)
- ☐ Paraplegia: wheelchair (PW)
- ☐ Paraplegia: ambulatory (PA)

**Cerebral Palsy (C1 – 8)**
- ☐ 

**Congenital Anomaly**
- ☐ One arm only
- ☐ Two arms only
- ☐ One leg only
- ☐ Two legs only
- ☐ One arm, one leg (same side)
- ☐ One arm, one leg (opposite side)
- ☐ Other (describe): ________________________________
Individual Fitness Assessment:

Steps to develop an IFA: This process will be repeated for each of the four fitness domains.

**Step 1:** Identify what domain you want to measure?
- □ Aerobic Capacity
- □ Upper body muscular strength and endurance
- □ Abdominal muscular strength and endurance
- □ Flexibility

**Step 2:** Why can't the student demonstrate this with FitnessGram or BPFT with accommodations?

**Step 3:** What can the student do to demonstrate the domain? To determine what a student can demonstrate, use the Alt-Task Idea process below:

**Alt-Task Idea:** Start by considering FitnessGram and BPFT tasks. If that won't work, brainstorm alternate tasks that may meet the student's unique characteristics using exemplars and case studies to help generate ideas. IFA tasks may use an alternate scoring method if FitnessGram or BPFT protocols are deemed appropriate.

Identify Alt-Task Idea: _____________________________________________________________

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td>Does the task idea measure the identified domain?</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Does the task idea measure skill/ability that leads to life-long health-related fitness?</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Can you assure the student’s safety while doing the task?</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Is the task sensitive to the student’s feelings and self-esteem?</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Do we have the necessary resources to support use of the task (e.g., staff, facilities, professionals)?</td>
</tr>
</tbody>
</table>

**Step 4:** If you answered YES to all of the above, implement the task using alternate scoring. Prior to the student practice and before the test window, record the student’s goal for each domain.

**Step 5:** If you answered NO to any of the above, consider another task.

**Step 6:** If you have run out of ideas, apply for a medical exemption for that domain.

**Step 7:** Repeat for each remaining fitness domain.
APPENDIX E
Alternate VTPEA Assessment Planner

Instructions:
Use this form to help identify the protocols used for administering a Brockport Physical Fitness Test. If none of the protocols are appropriate for use with your student, consult with the student’s health care providers/specialists and use the “Other” category to describe the activities that you will use to assess the domains of physical fitness. These individually designed activities will comprise the students IFA. If a student is unable to be assessed due to lack of ability or safety concern, please apply for a medical exemption. If approved by the AOE mark them EXEMPT. Enter ‘non-participant’ if student was able to be assessed but refused to participate.

Aerobic Capacity: Identify BPFT protocol or Alt-VTPEA activity (FitnessGram protocols are included in BPFT)

BPFT protocol
- □ Mile Run/Walk
- □ PACER 20
- □ PACER 15
- □ TAMT (P/F)

Individual Fitness Assessment Activity:

______________________________________________________________________________
______________________________________________________________________________

Goal: _________________________________________________________________________

VPTEA SCORE: ___________________ Met___ Not Met___ Date: _____________

Approved Medical Exemption ______
‘Non-Participant’______

Upper Body Muscular Strength and Endurance: Identify BPFT protocol or Alt-VTPEA activity (FitnessGram protocols are included in BPFT)

BPFT protocol
- □ Reverse curl
- □ 40 m. push/walk (P/F)
- □ Ramp test (feet)
- □ Push-ups (#)
- □ Seated push-ups (sec.)
- □ Pull-ups (#)
- □ Modified pull-ups (#)
- □ Dumbbell press (#)
- □ Bench press (#)
- □ Grip strength (kg)
- □ Isometric push-ups (sec.)
- □ Extended-arm hang (sec.)
- □ Flexed-arm hang (sec.)
Individual Fitness Assessment Activity:
______________________________________________________________________________
______________________________________________________________________________
Goal: _________________________________________________________________________
VPTEA SCORE: ___________________ Met___ Not Met___ Date: ________________
Approved Medical Exemption ______
‘Non-Participant’______

Abdominal Muscular Strength and Endurance: Identify BPFT protocol or Alt-VTPEA activity (FitnessGram protocols are included in BPFT)

For Brockport
☐ Curl-ups (#)
☐ Modified curl-ups (#)

Individual Fitness Assessment Activity
______________________________________________________________________________
______________________________________________________________________________
Goal: _________________________________________________________________________
VPTEA SCORE: ___________________ Met___ Not Met___ Date: ________________
Approved Medical Exemption ______
‘Non-Participant’______

Flexibility: Identify BPFT protocol or Alt-VTPEA activity (FitnessGram protocols are included in BPFT)

For Brockport
☐ Back-saver sit and reach, right (inches)
☐ Back-saver sit and reach, left (inches)
☐ Shoulder stretch, right (P/F)
☐ Shoulder stretch, left (P/F)
☐ Modified Thomas test (0-3)
☐ Modified Apley test (0-3)
☐ Target stretch test (0-2)
  o Wrist extension, right
  o Wrist extension, left
  o Elbow extension, right
  o Elbow extension, left
  o Shoulder extension, right
  o Shoulder extension, left
  o Shoulder abduction, right
  o Shoulder abduction, left
  o Shoulder external rotation, right
  o Shoulder external rotation, left
  o Forearm supination, right
  o Forearm supination, left
  o Forearm pronation, right
Individual Fitness Assessment Activity

Goal: ____________________________________________

VPTEA SCORE: ________________  Met___ Not Met___ Date: _____________

Approved Medical Exemption ______
‘Non-Participant’_____

Data Reporting
Scores will be reported to the Agency of Education using the Alt-VTPEA Data Reporting Spreadsheet by the District Test Administrator. This form will be submitted to the Agency as an attachment to the data reporting tool for each student assessed using the Alt-VTPEA.
APPENDIX F
VTPEA Data Reporting Guide

FitnessGram Data Entry

Collect FitnessGram Data → Enter Data on FitnessGram Website

**FitnessGram with Accommodations** (For students who need assistance that does not change the test. To request use of an accommodation that is not on the list of state approved VTPEA accommodations, go to the VT Comprehensive Assessment Portal to access the State Assessment Temporary Accommodation Request Form. Report all accommodations in the Alt-VTPEA Reporting Spreadsheet found in the VT Comprehensive Assessment Portal.)

Plan FitnessGram Assessment for student in need of an Accommodation → If the desired accommodation is not on the list of state approved accommodations, request permission to use the unlisted accommodation → Collect FitnessGram Data → Enter Data on FitnessGram Website → Report Accommodation in the Alt VTPEA Reporting Spreadsheet on Accommodations sheet

**Brockport Physical Fitness Test** (For students that have one of five disabilities that BPFT addresses. FitnessGram protocols and standards are included in the BPFT. Students should only use BPFT protocols for the domains they cannot access FitnessGram protocols. If some BPFT and some FitnessGram protocols are used, all data is reported in the Alt-VTPEA Reporting Spreadsheet found in the VT Comprehensive Assessment Portal.)

Complete Alt VTPEA Learner Inventory → Plan Alt VTPEA using BPFT protocols → Collect Alt VTPEA Data → Report VTPEA data in the Alt VTPEA Reporting Spreadsheet on BPFT sheet

**Individual Fitness Assessment** (For students that cannot access one or more domains in FitnessGram and/or BPFT. All data is reported in the Alt-VTPEA Reporting Spreadsheet found in the VT Comprehensive Assessment Portal.)

Complete Alt VTPEA Learner Inventory → Plan Alt VTPEA → Collect Alt VTPEA Data → Report VTPEA data on the Alt VTPEA Reporting Spreadsheet on IFA sheet
APPENDIX G
Alternate VTPEA Reporting Instructions

The Alternate(Alt) VTPEA Reporting Spreadsheet will be used for all students participating in the Vermont Physical Education Assessment that require accommodations or alternate assessments. The submission form is found on the VT Comprehensive Assessment Portal. For any student that does not require accommodations or alternate assessments the student’s performance will be recorded and submitted using the FitnessGram online software.

Step 1: To complete the form, for each student, please include all required student information including: State, District ID, District Name, School ID, School Name, Class Name, Student ID, Student First Name, Student Middle Name, Student Last Name, Student Date of Birth, Gender, Test Date, and Grade Tested.

Step 2: For each of the assessment options listed below there is a separate sheet at the bottom of the spreadsheet to report student information based on the assessment that they are accessing.

### Fitnessgram Accommodations

For students who require accommodations to access the FitnessGram test protocols the student’s performance will be recorded and submitted using the FitnessGram website, but the student’s accommodations will be submitted using the FitnessGram Accommodations sheet on the Alt-VTPEA Reporting Spreadsheet.

For each of the fitness domains that require accommodations, provide a concise description of any accommodations used. If any fitness domain that needed no accommodation leave the cell blank.

### Brockport Physical Fitness Test

For students accessing the Brockport Physical Fitness Test, student performance will be submitted using the Brockport Reporting sheet on the Alt-VTPEA Reporting Spreadsheet. For each of the four fitness domains please record the Fitness Zone (HFZ), Activity Description, and any accommodations used.

**Reporting Categories:** The fitness zone category is based on the performance score.

- If a student uses a FitnessGram protocol within the Brockport Physical Fitness Test, and scores in the healthy fitness zone based on the FitnessGram standards in the Brockport manual, enter HFZ (healthy fitness zone), if not NHFZ (not healthy fitness zone.)
- If a student uses a Brockport protocol and scores in the Adapted fitness zone (AFZ) based on the Brockport manual, enter AFZ, if not enter NAFZ (not adapted fitness zone).
• If the student did not participate, enter 'non-participant'.

**Activity description**
As there are many different activities to test each domain of fitness, please use the dropdown menu to choose which of the options were chosen for each student in each domain.

**Accommodations used**
For each of the fitness domains that require accommodations, provide a concise description of any accommodations used. If any fitness domain that needed no accommodation leave the cell blank.

**Individual Fitness Assessment**
Prior to the assessment, determine the performance goal for whether or not the student should be considered to have a healthy fitness level (met the goal) or not having a healthy fitness level (didn't meet the goal). Please state the goal set for the student. Please provide enough information for the auditors to evaluate task appropriateness, along with a rationale for the adequacy of the goal.

Student performance along with the description of the individualized protocols, or their inability to access certain or all domains, will be submitted using the IFA Reporting sheet on the Alt-VTPEA Reporting Spreadsheet. For each of the four fitness domains please record the Activity Rationale, Activity Description, Performance, and Goal Performance.

**Reporting Categories**

**Complete Activity Rationale**
Use this cell to provide a description of why the student can’t demonstrate their fitness with FitnessGram or Brockport. Please provide enough information for the auditors to make a determination that the student may not participate in the FitnessGram or Brockport.

**Complete Activity Description**
Use this cell to describe the activity that will be performed by the student to measure their fitness, along with type of measurement that will be used, i.e. Time, Distance, Repetitions, Repetitions within a certain time, etc. Additionally, determine the performance goal for whether or not the student should be considered have a healthy fitness level based on their capabilities.

- **Apply for a medical exemption** if no suitable activities were able to be developed. If approved by the AOE mark them EXEMPT.
- Enter ‘non-participant’ if student was able to be assessed but refused to participate.

**Activity Performance**
Indicate measurement of repetitions, time, or other measurement of the student’s performance in each of the four fitness domains.
Goal Performance
Indicate whether or not the student met the goal or didn't meet the goal that was set for them to signal that they had a healthy fitness level (HFL) or not (NHFL). Choose HFL or NHFL from the dropdown menu.

Questions:
Contact Gabriel McGann, State Assessment Coordinator
Appendix H

Vermont Comprehensive Assessment Program Medical Exemption Form

This form is required for schools/school districts to request an exemption from the state mandated assessments. This form is not required for out-of-state, homeschooled, international, or visiting students from another state. Please note under both federal rules and Vermont policy, test exemptions are permitted only for reasons of student health that would prevent the student from being tested for the entire assessment window, including days reserved for make-up administrations. This form should not be used to address parent or student opt-out requests.

Student Name *
First
Last

Student ID # *

Date of Birth *

Current Grade *

Testing School *

Reporting District (SU/SD) *

Requested by (name and title) *
Title
First
Last

Request Date *

Contact Phone number *

Contact email *

Contact Mailing address *
Address Line 1
Address Line 2
City
State
Zip Code

Contact Fax number *
Please indicate the test for which you're requesting the exemption: check all that apply *

- Smarter Balanced ELA
- VT Science Assessment
- Alternate ELA
- Alternate Science
- VT Physical Education Assessment Upper Body Strength and Endurance
- VT Physical Education Assessment Flexibility
- Smarter Balanced Math
- Access 2.0
- Alternate Math
- VT Physical Education Assessment Aerobic Capacity
- VT Physical Education Assessment Abdominal Strength and Endurance

Has the school documented that they have completed the Individual Fitness Assessment (IFA) planning process prior to applying for a medical exemption?
- Yes
- No

Please submit meeting notes from the IFA process *

[Upload] or drag files here.

Rationale (please check at least one) *

- Health or Medical reason that prevents student to access testing
- Assessment causes medical harm to student
- Doctor or Medical professional has stated that student may not participate
- Other

Explanation *

A brief explanation as to why a particular health or medical condition prevents the student from testing at any time during the testing window. Rationale should include current situation as well as any background information necessary for the Agency to reach a reasonable conclusion.

Doctor's explanation of student's condition

[Upload] or drag files here.

Recommended but not required

Name of Person/Guardian Notified *

First

Last

Date of Notification *

How was Parent/Guardian Notified (check all that apply) *

- Mail
- Phone
- Email

Additional comments

Accessibility

If you encounter any issues accessing the content on this form please contact Gabriel McGann at the Vermont Agency of Education at:

gabriel.mcgann@vermont.gov