



Board of Directors  
of the

# Green Mountain Unified School District

Andover • Baltimore • Cavendish • Chester

## Regular Meeting

**Date:** June 12, 2018  
**Location:** Cavendish Town Elementary School – Arts Center  
**Time:** 6:00 PM

### Board Members:

Marilyn Mahusky, Chr.	Kate Lamphere
Deb Brown	Doug McBride
Joe Fromberger, V-Chr.	Fred Marin
Tonia Fleming	Kathy Muther
Jeff Hance	Michael Studin
Erin Lamson	

Meet: 2<sup>nd</sup> Tuesday

## AGENDA

- I. Call to Order:** (Roll Call)
- II. Approval of Agenda:** ..... Action
- III. Approval of Minutes:**
  - a. May 8, 2018 ..... Action
- IV. Communications:**
  - a. Public Comments
  - b. Board Comments
- V. Executive Session 1V.S.A. §313**
  - a. §313 (a)(3) Interview CTES Principal Candidates ..... Action
  - b. §313 (a)(1)(A) Non-Bargaining Contracts ..... Action
- VI. Old Business:**
  - a. Policy, ADOPT (see listing on reverse) ..... Action
- VII. New Business:**
  - a. Policy, FIRST READ (see listing on reverse)..... Discussion
  - b. Approval of Line of Credit..... Action
  - c. FY 19 Hot Lunch Prices ..... Action
  - d. Heating Oil Bid ..... Action
- VIII. Suggested Meeting Dates & Agenda Item:**
  - TBD
    - a. Adopt remaining policies
- IX. Adjournment** ..... Action

**NON-DISCRIMINATION STATEMENT:** In accordance with all federal and state employment laws, the Two Rivers Supervisory Union does not base employment of staff on race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, place of birth, age, or disability consistent with Vermont Statutes Annotated, 21 V.S. A. § 495.

**VISITORS:** are always welcome to attend the Green Mountain Unified School District meetings. Public comment is also welcome. Anyone wishing to address the Board should indicate this to the Chairperson (s).

(Continued from previous page)

## VII New Business

- a. POLICIES – ADOPT
- i. B3 Board Conflict of Interest
  - ii. D6 Substitute Teachers
  - iii. D8 Alcohol & Drug-Free Workplace
  - iv. D11 Drug & Alcohol Testing: Transportation Employees
  - v. D12 Harassment of Employees; Prevention of
  - vi. D13 Health Insurance Portability & Accountability Act Compliance
  - vii. E8 Tobacco Prohibition
  - viii. F5 Education Records
  - ix. F7 Student Alcohol & Drugs
  - x. F9-GM Transportation
  - xi. F9-TRSU Transportation
  - xii. F9-TECH Transportation
  - xiii. F19 Limited English Proficiency Students
  - xiv. F21 Firearms
  - xv. F23 Home Study Students; Integration of
  - xvi. H7 Parental Involvement

## VI OLD Business

- a. POLICIES – REVIEW
- xvii. A1 School Board Policies, Role & Adopt.
  - xviii. D7 Volunteers & Work Study Students
  - xix. D18 Social Networking, Media & Media/Personal Sites, Employee Use of
  - xx. E1 Fiscal Management & General Financial Accountability
  - xxi. F25 Student Attendance
  - xxii. F26 Restraint & Seclusion of Student
  - xxiii. F26:001 Procedure for Restraint & Seclusion
  - xxiv. F27 Pupil Privacy
  - xxv. F28 Wellness Policy, Federal Child Nutrition Act
  - xxvi. F30 Harass, Haze, & Bullying of Students, Prevention of
  - xxvii. F30:001 Procedure for Harass, Haze, Bullying (HHB)
  - xxviii. G1 Curriculum Development & Coordination
  - xxix. G2 Proficiency-Based Graduation Requirements
  - xxx. G9 Grade Advancement: Retention Promotion...
  - xxxi. G11 Acceptable & Responsible Use of Electronic Resources...
  - xxxii. G12 Title 1 Comparability
  - xxxiii. G13 Animal Dissection
  - xxxiv. G14 Class Size

### TRSU Vision Statement

Students and adults of the Two Rivers Supervisory Union will collaborate, think critically, acquire and apply knowledge and solve problems creatively.

*To achieve this we:*

- ✓ Honor all learning attempts as opportunities for academic and personal growth.
- ✓ Value our history and our community.
- ✓ Teach and model empathy, compassion, responsibility and respect.
- ✓ Provide meaningful feedback so all can achieve.
- ✓ Nurture a learning environment that enhances cognitive engagement.
- ✓ Commit to multiple pathways so that learning is personalized and relevant.
- ✓ Collaborate to assess the impact of our practices on learning.
- ✓ Aspire to be citizens of a diverse democracy and a changing world.

*~ Adopted by the TRSU Executive Committee 9/3/15*

Green Mountain Unified School District  
Board  
Tuesday, May 8, 2018  
GMUHS Library Learning Common  
6:00 p.m.

**I. ROLL CALL/CALL TO ORDER:**

Board: Joseph Fromberger, Kate Lamphere, Fred Marin, Marilyn Mahusky, Jeff Hance, Doug McBride  
Staff: Meg Powden, George Thomson, Mike Ripley, Mary Barton, Leigh Dakin, Peggy Roberts, Kathryn Fogg,  
Jenn Harper, Michael Eppolito, Laurie Birmingham  
Public: Wayne Wheelock, Lee Gustafson

Ms. Mahusky called the meeting to order at 6:04 p.m.

**II. APPROVE AGENDA:**

Mr. Fromberger **moved** to approve the agenda with the addition of discussion of the public informational hearing on May 16 and discussion of budget review. Mr. Marin seconded and the motion to approve the agenda carried with no opposition.

**III. APPROVE MINUTES:**

A. April 17, 2018 Regular Meeting

Mr. Marin **moved** to approve the minutes of the April 17, 2018 minutes with corrections. Ms. Lamphere seconded and the motion carried unanimously.

B. April 30, 2018 Special Meeting

Mr. Fromberger **moved** to approve the minutes of the April 30, 2018 meeting. Mr. Marin seconded and the motion carried unanimously.

**IV. COMMUNICATIONS:**

A. Public Comments

None.

B. Board Comments

Ms. Mahusky reported that Ms. Fleming has resigned her position from the board effective immediately due to her other personal commitments. The board will need to notify the town and post the vacancy on the GMUSD board for a Chester resident. Ms. Powden will notify the VT Journal and the Telegraph. Ms. Mahusky will send Julie Hance a letter advising the town. They can then appoint a replacement at the June meeting.

The board thanked her for her many years of service on the CAES and GMUSD boards as well as many committees. The board requested that Ms. Mahusky send her a letter thanking her for her service. Mr. McBride noted that having people on the board who have the historical knowledge of the schools and boards has great value.

Mr. Fromberger questioned where the transportation study stands at this point and where the written legal opinion stands. Ms. Powden noted that she has requested both and has yet to receive them. They were added to the next agenda.

Mr. McBride noted that he didn't feel that the board is doing a great job publicizing the upcoming events, such as the budget vote.

**V. OLD BUSINESS:**

A. Public Relations Update re: Budget

Ms. Lamphere noted that Ms. Fleming was planning to draft a letter to the editor about the upcoming vote. Ms. Mahusky noted that she had done that, but it is still in draft format. She reported that Ms. Fleming had also created the flier to be sent out. There was a question about whether this flier would be sent home with every family or how they would be distributed, such as mailing or posting in the various news outlets. Ms. Mahusky read the press release aloud to the audience (present and television). She noted that the educational

spending is a slightly higher amount than the CAES and GMUHS educational spending for the current year, but reflects a savings compared to the CTES educational spending for the current year.

Ms. Lamphere suggested some corrections to the flier—CTE should be CTES, and 3/4 teacher should be clarified as a grade 3 and 4 teacher. Ms. Fogg noted that this position will actually be a 3<sup>rd</sup> grade teacher. There was discussion about these fliers being corrected before being sent out. Mr. Fromberger also suggested clarifying what PBIS stands for. There was discussion about what STEAM stands for. Ms. Lamphere requested that the fliers be corrected before getting sent out. Ms. Harper also suggested that the part time positions be listed as such. Ms. Mahusky suggested approaching Ms. Baker and Ms. Fleming to get the highlights of the PR meeting to update the form. There was discussion about the manner in which school notifications are sent to families (electronic or paper), and seeking a preference from individuals.

Mr. McBride suggested that all registered voters need to see this information. Ms. Mahusky suggested that they mail the flier which references where to get the budget—online or call for a copy to be mailed. There was discussion about sending out robocalls, twitter, and Facebook in addition to the fliers being sent to the Chester Telegraph and VT Journal, and mailing all of the fliers to all the voters. Mr. McBride suggested comparing the internal cost of folding, stuffing and mailing to outsourcing it. Ms. Powden noted that there is a lot turn out of voters in Ludlow and Mt. Holly even though they mailed out the entire budget to all the registered voters in those two towns. Mr. Fromberger discussed the ways that the Andover board has gotten information out to the voters in the past. Mr. Thomson felt that the fliers should be mailed out because Cavendish has always gotten notifications in the mail and the town of Cavendish might feel that this is another change that “the new board” is forcing on them. He suggested waiting a year or two to make the change. He also suggested that if they truly want to get the budget passed, they shouldn’t make such drastic changes. He clarified that he felt that the full budget should be mailed. There was discussion about Chester having only mailed out postcards to say that the budget is available.

There was discussion about the number of registered voters in town to mail the documents to. There was also discussion about mailing the entire packet to the towns that are used to receiving the full packet and keep Chester the same as it has been. Mr. McBride noted that the post office has a service that will just mail to every mailbox. The board discussed whether or not to spend extra funds to mail out a 2<sup>nd</sup> round of the budget to try to get it passed.

The board consensus was to make the changes to the flier and disseminate the flier and make the budget available at various locations around the towns, as well as posting it in various news outlets and social media formats.

#### B. Committee Updates

The transportation study will be discussed at the next meeting when the report is received. The facilities committee hasn’t yet had a formal meeting, but Mr. Fromberger, and Mr. Marin will make appointments to visit the 3 schools. They will also notify Mr. Hance and Mr. DesLauriers know these times.

When Ms. Fleming resigned, she offered to continue to be on the finance committee in the future as a public member. The finance committee has not met since the special meeting with the vision committee, who also hasn’t met since that meeting. The committees discussed having a retreat to discuss some future planning with the rest of the TRSU. Ms. Powden noted that Ms. Schmidt requested to re-seat the Innovations in Learning (IIL) committee and she had hoped that they could merge the vision committee into the IIL committee. Ms. Mahusky noted that when Act 46 work started, the IIL committee was put on hold, but a lot of their work went toward the Act 46 study report. Ms. Schmidt is not on the LMH board, but would like to continue to serve on the IIL committee. Ms. Mahusky requested to have a vision committee prior to the next GMUSD meeting on June 12 at CTES.

Ms. Mahusky reported that the food service committee has encountered an issue with the after school program (ASP) food service. They will hold a meeting soon. The policy committee has met and they will be discussing the policies later in the meeting. The bargaining councils have met and will be meeting again soon. Ms. Mahusky requested that Ms. Barr update the committee member list and re-distribute it.

#### C. Budget Review

Mr. McBride noted that the governor is proposing student:staff ratios and he emailed Ms. Powden to find out if TRSU could get ahead of this and see how they stack up. Mr. McBride noted that the SU office got back to him quickly, but there are still some unknowns with regard to the tech center students and how that feeds into the student:staff ratio. He would like to propose to continue the process of determining the student:staff ratio so if the law comes to be, they know where they are at. He also noted that there are some changes being

proposed with regard to high cost special education needs. He suggested that at some point in the future they could do an analysis of what that would mean to the SU before it actually happens. Ms. Mahusky noted that this change is part of a larger change regarding how special education services are provided. There would then be a block grant to the SU, instead of a reimbursement rate. It is still unclear how the AOE would build in weighting factors, such as poverty and other factors. Part of this change would be to also focus more energy on the multi-tiered system of support and provide interventions earlier in a student's education. Mr. McBride noted that he just wanted the district to stay on top of it so they don't get a large budget surprise. Ms. Mahusky suggested holding a legislative breakfast to stay up on these topics.

Mr. McBride also questioned the special education section of the budget, and if the assessment is the pro-rata share of the special educators and other related services, while the para-educators are actually in the district budget. Ms. Powden confirmed. Mr. McBride noted that there is \$3.4million at the SU level and about 65% of that is assessed to GMUSD (approximately \$2.2 million). Ms. Powden noted that the special education assessment is actually the \$3.4million less the reimbursement revenue, then the district is assessed approximately 65% of that portion. There was also discussion about the intensive reimbursement. Ms. Barton explained that the school receives approximately 58% reimbursement up to \$50,000, then 90% of expenses beyond that. Mr. McBride noted that the way the budget is presented makes it look like the special education expenses are lower than they actually are. Ms. Powden reminded the board about the change that Mr. Adams had explained to the boards about a year or two ago due to the changes in the way that the special education revenue is accounted. Ms. Lamphere noted that the budget is only asking the voters to pay for a certain amount, not the full amount because there are offsetting revenues. Ms. Powden noted that this way of accounting is federally required (or AOE required) and noted that the grants are shown in the same way.

There was discussion about how much is being spent on educating the students and the way that the budget is being presented doesn't necessarily reflect it. Ms. Mahusky suggested that Mr. McBride come to a finance meeting and they can have Ms. Hammond and Ms. Barton explained the funding and budgeting process. Ms. Mahusky noted that none of the special education piece can be cut as they are federally required as part of the students' IEP's. Mr. McBride noted that he is not questioning how much is being spent, but how they are accounting for what is being spent. Mr. McBride felt that he didn't want a tax payer to read the budgets and leave a voter with the impression that less is being spent than what is actually being spent. Mr. McBride questioned if every board member knew how the SU expenses are netted out to the district budgets. Ms. Powden felt that it is an important distinction to make in the budgeting process.

Ms. Mahusky felt that it is important for all board members to feel free to ask questions, particularly of those board members who have the historical knowledge of many years of service. Mr. McBride felt that board members need to be allowed to ask questions. He also asked the board to refrain from calling names or laughing at people when they ask questions so that everyone can get their questions answered. Mr. Gustafson noted that it would be important for him as a tax payer to know how much of the budget is out of the board's (and subsequently the voters') control. Ms. Mahusky suggested that when they begin the budgeting process in the fall, they can begin to address those concerns, and be more proactive and educational. Mr. Gustafson also requested that the tax payers be allowed to attend the legislative breakfast if they hold one

## **VI. NEW BUSINESS:**

### **A. Student Services**

Ms. Barton reported that there are 236 students age 3-21 plus 3 home schooled students. There are 16.6 fte special educators. There are 14.8 1:1 paras, small group 31.2, total paras 46. There are 3 behavior interventionists. She reported on the SLP's in the SU, as well as the occupational therapists. The OT services are paid for by the Idea B grant. There is one .8 fte physical therapist. They consult with various organizations for blind and hearing impaired students. She reported on the early childhood essential educators.

Ms. Barton noted that 7 special education students who are transported by their parents and 9 being transported by a transportation service. IF they had a small bus, with a para, that would cut down on some of the transportation expenses. There are students who attend ODP in Springfield, and those students ride the GM bus. There are resource rooms and programs in all schools, in addition to the learning center at BRHS and Opportunities in Learning at GM. There is also a school to work liaison shared between GM and BRHS. They are also hoping to get a reading interventionist to serve the middle school students. The executive committee also approved holding an Autism Program at LES which will be able to be accessed by all autism students in TRSU so they can be educated in their community. She also noted that the out of district placements tuition range from \$26, 000 to \$77,000. She highlighted some of the programs that TRSU students are sent to in order to meet their needs, such as Kimble Farm and Sheldon Place and others. She reported that based on child count, there are 6 students receiving some form of special education services

from Andover, 9 from Baltimore, 46 from Cavendish, 81 from Chester, 37 from Ludlow, and 44 from Mt. Holly.

The cost drivers causing special education costs to increase over the years are more children with needs and those needs are more complex. She reported on the average state and local expenditures for special education, noting that they have increased by over \$1000 over the last 3 years. Ms. Barton reported on the number of students with each type of disability, including autism, developmental delay, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, blindness, deafness and hearing impaired.

She also reported that based on a report of special educators' time studies throughout the state, the amount of time the special educators spend with the students is about 54% of their time. The rest of the time is spent on collaboration, preparations, meetings, parent communication, travel and paperwork. Ms. Barton reported that twice per year, they have to do time studies and compare them to the IEP's to determine if the activities are allowable under special education. Then that time is reconciled against what the IEP's and reimbursements indicates it should be. She reported on the many tasks that the student services and special educators need to do to remain compliant.

There was discussion about whether the special education transportation was being included in the transportation study. There was discussion about the unpredictability of special education transportation. Ms. Barton noted that they are establishing a committee to try to bring students back from out of district LEAs where possible.

B. Calendar, 2018-2019 Professional Development

Mr. Eppolito reported that he was going to update the board about PBE and Personalized Learning and ask for professional development (PD) time for next year. Mr. Eppolito distributed a PD report and a timeline of the recent professional learning. He discussed the elementary teachers who have been focusing on establishing the basic structures of PBE. They have analyzed 23 performance indicators, and evaluated 21 sets of student work against common criteria. He reported that by May 29, the elementary teachers will have common expectations in argument and explanatory writing. He reported on some of the work that the teachers have done to achieve these goals.

Mr. Eppolito also reported that the high school teachers have been focus on backward design and personalization. They have written 33 modules and 83% of the HS and MS teachers are trained in personalized learning plans. He reported that the high school PBE leadership team has written the proficiency based graduation requirements for the class of 2020, including a capstone project, a portfolio and having met 86 proficiencies throughout their high school career.

Mr. Eppolito shared the timeline for the last 3 years regarding PBE and projected on the professional learning for the upcoming year. He reported they will soon be focusing on aligning a social studies curriculum. There was discussion about when the PBE was due to be completely implemented. Mr. Eppolito noted that at the high school, the major components are defined, the standards are in place. The underlying learning that teachers need to undergo is not yet complete. There was discussion about PBE being the primary focus next year. It will need to be part of daily practice. Mr. Fromberger questioned if the district or the SU will have to report to the state when they have "achieved implementation". Mr. Eppolito reported that the SU has gone through an education quality review and currently that is how the state believes it will track implementation.

Mr. Eppolito presented his proposal on PBE professional learning for the 2018-2019 school year. He explained the broad goals of implementing PLP in LiFT through an advisory program and building a comprehensive curriculum using TRSU's backward design module process. For grades k-5, the teachers will be working on writing and aligning proficiency based social studies curriculum in a curriculum management system. The teachers will cultivate a proficiency mindset through reflection, assessment, feedback, flexibility, backward design and problem solving. He explained the process as it connects to the vision, including nurturing a learning environment that enhances cognitive engagement, providing meaningful feedback so all can achieve, collaborating to assess the impact of our practices on learning, and teaching/modeling empathy compassion, responsibility and respect.

Mr. Eppolito proposed that all the schools have a half day on the first Tuesday of every month, plus the in-service time already on the schedule, one ski day in January, February and March, three days at teacher/team discretion and have additional times for PBE with a July 16-18 conference and a March conference. There was discussion about how this time compares to the current schedule. This proposal will be the third year of

the 1<sup>st</sup> Tuesdays of the month. There was discussion about not having additional money in the budget for extra time for the teachers.

Mr. Gustafson questioned how many other states are doing PLP's and PBE. Mr. Eppolito reported that it is happening at many schools, such as charter schools. Some states are doing this in their own unique ways, but Vermont is the only state that has written it into the law. Mr. Eppolito noted that the law states that parents must be involved in the process. He explained that the LiFT program helps to facilitate that participation. Mr. Eppolito also outlined some of the ways that the LiFT program shows students what they can do in the future and what would be needed for that. There was discussion about this schedule being challenging for working parents, but there are great after school programs that can connect well with the learning in classrooms. There was discussion about how this time frame compares to years prior to the PBE years. Mr. Eppolito reported that this proposal only adds 5 half days to what the pre-PBE professional learning calendar used to be. Mr. Ripley noted that these days are actually early release days and the students are in the school for over 2/3 of the day.

Mr. Fromberger **moved** to continue with the early release Tuesdays as they have been for the past 2 years as presented by Mr. Eppolito. Mr. Marin seconded. Mr. Marin questioned if there were enough ski days to use those to cover all the professional learning. Ms. Fogg noted that they did that this current year, but didn't have time to work on their own building-based professional learning. Ms. Powden noted that some schools have moved to a delayed start to give the staff some professional development time. Mr. Eppolito reported that if they just look at the time of the ski days, it is the same, but there are considerations for the teachers to do work between the sessions, therefore spreading out the work over the course of the year. Mr. McBride questioned how they make up the time for the students. Ms. Mahusky suggested encouraging the students to attend ASP so they don't lose instructional time and can participate in an enrichment program. Ms. Lamphere also felt that the board wants the schools to do PBE well.

Ms. Harper noted that some of the conversations at LES surround the ASP opportunity coming at a cost to the parents. She suggested that the school could find the adults to provide the enrichment opportunities for all the students during these early release days. She suggested the support staff could stay and work with the students on the early release days. There was discussion about the subsidy for the program. Ms. Mahusky suggested that they could talk to the ASP about the possibilities to continue to provide enrichment to the students during the early release. There was discussion about the cost of the ASP as supported by the budget but that support doesn't cover all the costs, hence parent fees. Ms. Fogg reported that next year they will try to get the costs supported by the 21C grant. Mr. McBride felt that teacher time with students is so important and he didn't want to dismiss it out of hand. He acknowledged that the ASP is better than nothing, but it doesn't necessarily make up for the loss of teacher time.

Mr. Eppolito noted that in order for the teachers to be more effective with the students, they need to have the time to learn these new processes. He reported that nations around the world with successful students and high performing systems around the US, are spending more time collaborating with their colleagues that this. Ms. Mahusky felt that this work is so important and they should not need this level of intensity forever. She suggested that they need to re-think how to provide this time the following year. Ms. Roberts noted her concern with Chester and GM having their ski days on Tuesdays, while Cavendish has theirs on Thursdays. Mr. Ripley noted that the school is already exceeding the state mandated number of student days. He also noted that the different ski days can be spent on building based projects and the early release Tuesdays would be just the PBE work.

C. Policy, First Read

Mr. Marin noted that the policies are basically the same as they have been in the past with some changes for relevance and correcting language. There are two issues that need board input. The first is to discuss the issues in the social media policy, specifically if employees who post an opinion have to make a specific disclaimer that the opinion is theirs alone and doesn't necessarily reflect the views of the school district or the board. The second issue is about whether volunteers and work study students need to be fingerprinted. Further discussion was tabled until the next meeting.

D. Cavendish Town Principal Search

Ms. Powden noted that at the last board meeting only one board member had volunteered on the principal search committee—Mr. McBride. Ms. Mahusky joined the committee this evening. There are several community members who want to serve on the committee and Ms. Powden will be holding a drawing for the community member on the committee. They are also seeking teacher participation. They hope to begin having meetings around May 16 which is the last day for applications to be submitted. There are currently 17 applications, 4 of which were re-applicants from the last search.

E. Health Services

Ms. Powden noted that the principals and nurses have been meeting with VT Department of Health and AOE representatives to determine the best practices and the best model to provide health services. Ms. Roberts and Ms. Simmons would be the lead nurses who would supervise an LPN who will work primarily at CTES. Ms. Dakin reported that the scope of practice and the education level is less for an LPN than an RN. The other option they have could be an unlicensed assistant which is not as good as an LPN. This would allow an increase in time to .5 fte. There was discussion about how the .5 fte would work out. Ms. Powden noted that she hoped that they were able to find a person willing to do 5 half days, rather than 3 partial days. There was discussion about the current amount of time for the nurse at CTES (approximately 17 ½ hours versus the proposed approximately 20 hours per week). This position would still be supervised by RN's and there are times where the RN's might go to CTES.

Ms. Powden noted that she was hoping to post for the position pending the board's approval of the model. Ms. Mahusky noted that she was pleased that the administration and nursing staff has worked with the VT State School Nurses' Association and the Department of Health to look at the students' needs. This model allows for more time coverage and RN supervision and possible RN assistance if necessary. The school nurses noted that they would like to see a .85 fte and/or an RN, but they are aware of the financial constraints. Ms. Lamphere noted her concern with the reduction in qualification in order to get 2 ½ more hours of coverage. Ms. Powden noted that this is exactly why they worked through the analysis with the various agencies to come up with a good model. Ms. Powden noted that the GMUSD has more health services available to the students than other districts this size. Ms. Dakin suggested that because this amount is what is budgeted, that is the best model to meet the budget. She suggested that the board could look at the model for the next budget. She also noted that it is a better model than what they have currently with 3 days RN coverage and 2 days of unlicensed assistive personnel. There was discussion about the RN being able to be included in an IEP team or 504 conference even for CTES students. There was also discussion about the LPN and RN both being included so that there is RN oversight, but LPN on-site familiarity. The nursing team noted that they are still developing the protocols to meet the requirements. Ms. Dakin noted that school nurses also need to be licensed by the AOE as well as by the Secretary of State. There was discussion about whether the LPN can be licensed by the AOE as an RN would be. Ms. Dakin noted that the nursing team can do more research.

There was discussion about a delay in the decision delaying the search process. Ms. Mahusky noted that if through the search process they aren't able to find someone willing to work 5 four hour days, the board can re-assess. Ms. Roberts questioned if they should wait to see if an LPN can get an educational license. Ms. Mahusky noted that they can come back to that point if they need to.

Mr. Marin **moved** to allow the administration to move forward with the model as proposed and post the .5 fte LPN position pending the ability of an LPN to meet the licensing requirements. Mr. Fromberger seconded. The motion carried unanimously. Mr. McBride felt that Mr. Thomson and Ms. McNamara do a great job to cover the position when Ms. Dakin is not at CTES. The board thanked Ms. Dakin for her many years of service to the district and wished her well on her retirement.

**VII. ADMINISTRATOR REPORTS:**

A. Principals

Ms. Fogg reported that this time of year is busy with testing and this is teacher appreciation week and she thanked the teachers for their hard work. Mr. Ripley apologized for the issues with the bussing. He reported on his communications with parents and on Mr. Parah's work in trying to get reliable bus drivers hired on. Mr. Ripley noted that he is at GMUHS by 6:30 a.m. if parents need to drop their students off early. He reported that Mr. Kelley is at CAES by that time as well.

B. Superintendent

i. Executive Sessions

Discussion was tabled until the next meeting.

**VIII. NEXT MEETING:**

The next meeting will be Tuesday June 12, 2018 at 6:00 at CTES. The vision committee will meet at 5 prior to that meeting. There was discussion about every meeting in May being held at GMUHS and every meeting in June being at CTES.

**IX. ADJOURNMENT:**

Mr. Fromberger **moved** to adjourn at 8:55 p.m. Mr. Marin seconded and the motion carried unanimously.



Respectfully Submitted,

Amber Wilson  
Board Recording Secretary

# Reposting as Full-Time Permanent Princip...

<b>Debra Beaupre</b> .....	<b>1</b>
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# Profile

Application Date: May 15, 2018

<b>Name</b>	Debra N Beaupre		
<b>Other/Birth Name(s)</b>	n/a	<b>Social Security #</b>	____ - ____ - ____
<b>Current Address</b>	PO Box 322 8 Red Hill Road Meriden, NH 03770	<b>Permanent Address</b>	
<b>Phone Number</b>	6036677262 or 6036677262		
<b>Email</b>	<a href="mailto:email@debbeaupre.com">email@debbeaupre.com</a>		
<b>Web Site</b>	<a href="http://debbeaupre.com">debbeaupre.com</a>		

## Career Information

<b>Highest Degree</b>	Master	<b>Credits Beyond Degree</b>	30
<b>Date Available To Start</b>	July 1, 2018		
<b>Currently under contract? Yes</b> If yes, where? NCSUVT, NEWPORT VT			
<b>Eligible to work in US without sponsorship?</b>	Yes		

## Additional Information

<b>Referral Source</b>	SchoolSpring.com
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## Job Posting Information

<b>Job Title</b>	Reposting as Full-Time Permanent Principal Position at Cavendish Town Elementary School	
<b>Job ID</b>	2929302	

# Background

<b>Question/Explanation</b>	<b>Answer</b>
<b>Have you ever resigned from a prior position after a complaint had been received against you or your conduct was under investigation or review?</b>	No
<b>Have you ever been disciplined, discharged, or asked to resign from a prior position?</b>	No
<b>Has your contract in a prior position ever been non-renewed?</b>	No
<b>Have you ever not been nominated for re-employment in a prior position or ever had your nomination for re-employment not be approved?</b>	No
<b>Are you currently under contract or letter of intent?</b>	No
<b>Have you ever had a professional license or certificate suspended or revoked in any state, or have you ever voluntarily surrendered, temporarily or permanently, a professional license or certificate in any state?</b>	No

Donna McNeill-Hudkins, Human Resource Coordinator  
609 VT Route 103 South  
Ludlow, Vermont 05149

Dear Ms. McNeill-Hudkins,

I am excited to learn of the opening for principal of Cavendish Town Elementary School. My skills and experiences as an administrator and elementary classroom teacher at various grade levels has helped me learn the essentials for being an effective administrator and will make me an asset to the district.

Collaboration and communication are central to everything.

I utilized these skills as a teacher leader when I served on committees for students at risk of school failure to craft the best solutions for children. We created a cross functional team to study the issues and develop a plan. Last year, I used those skills daily creating success plans for children, organizing duty rosters that were equitable, revamping recess and lunch schedules and creating system that reduced behavior referrals by 75%. This year, I am focusing on trauma's impact on students, teachers and learning through a series of professional development opportunities designed to shift professional and personal practice.

Relationships are a priority for me.

As an African American originally from Boston, my life experiences inform my leadership. I am sensitive to the needs of diverse stakeholders in school communities. I capitalize on the strengths of people and generate excitement about education through my own enthusiasm, deep commitment and passion to the profession. I believe the leader sets the tone.

Leadership is my forte.

I have assumed a leadership role in every aspect of my life; president of the church council, leader of the Sunday school, officer of the teacher's union, director of a day camp for a region wide day camp. As an Assistant Principal, I now work closely with teachers and others to plan for students' academic, behavioral and social success. I am familiar with PBIS having served on the universal team for over a decade. I can communicate with teachers, community members and parents to negotiate difficulties. My reputation of having high expectations coupled with the sensitivity necessary for success to occur is a leadership style that obtains results.

Curricula is my wheelhouse.

As a principal intern and teacher leader, I worked closely with grade level plcs to align curricula and Common Core and Next Generation Science Standards. I guided teachers through a textbook adoption process through analysis and was instrumental in teaching teachers how to use the data from the various tests mandated by the government to drive intervention.

Learning is at my core.

I love being an administrator because there are opportunities to learn new things all the time. I subscribe to professional journals and associations where I purchase most of the books I read during the year. Currently, I am reading about executive functioning, best practices in budgeting and why primary age attendance is so critical.

Regarding discipline, I have a three pronged approach.

As a teacher, my class was full of students who need structure, encouragement and affection. They were able to be successful and make gains. As the principal when interning and then as the AP, I set the expectation, check for understanding and remain consistent in my response and this engenders trust with the students. They know that I will help them choose wisely, self advocate and that I don't judge them for

Debra Beaupre

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mistakes. Parents learn that I am student-centered and looking to partner with them in the school career of their child. This creates a healthy working relationship which benefits everyone.

Data has a place in the discussion.

With regards to assessment, I use data to analyze the instructional program such as NWEA, STAR, SBAC, Rigby, Aimsweb, along with local, state, and national assessments. It is vitally important to trust teacher 'gut' and anecdotal information. I advocate for professional development for teachers to learn how to interpret the data we ask them to collect. All our decisions must be based on what is best for students.

Teaching enhances my relational abilities.

All those years of classroom teaching helps me understand the teacher's perspective, which enhances our relationship and helps me communicate with them when decisions need to be made. My reputation of having high expectations coupled with the sensitivity necessary for success to occur is a leadership style that obtains results.

Parents, students and teachers find working with me that tasks are more enjoyable, they appreciate that I listen to them and try to find mutually beneficial solutions, that I genuinely care about them and that I am a woman of my word.

I am reachable at email@debbeaupre.com or via cell at 603.667.7262.

Sincerely,

Deb Beaupre



# Debra N Beaupre

PO Box 322, 8 Red Hill Road Meriden, New Hampshire 03770  
6036677262 [email@debbeaupre.com](mailto:email@debbeaupre.com)

## Education

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### Upper Valley Graduate School of Education

Lebanon, New Hampshire

Master of Education

**Major:** Educational Leadership/Principal Program

Attended August 2014 to May 2015

Degree conferred May 2015

[Transcript](#)

(510KB)

### Upper Valley Educator Institute

Lebanon, New Hampshire

Master of Education

**Major:** Educational Leadership, **Minor:** n/a

Attended August 2014 to May 2015

Degree conferred May 2015

[Transcript](#)

(841KB)

### University of Massachusetts - Boston

Boston, Massachusetts

Bachelor of Science

**Major:** Elementary Education

**GPA:** 3.260

Attended September 1989 to June 1992

Degree conferred June 1992

## Experience

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### North Country Supervisory Union

Assistant Principal

Newport, Vermont 05855

Jul 2017 - Present

**Supervisor:** Elaine Collins ((802)3342455)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

### Hillsboro-Deering Elementary School

Assistant Principal

Hillsboro NH

Jul 2016 - Jun 2017

**Supervisor:** Dan Record (464 1283)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer



**SAU 43**

Aug 2014 - Jun 2015

Principal Intern

Newport NH

The Upper Valley Educators Institute's principal function is to attract into the profession individuals with maturity, a strong academic background, breadth of experience, leadership potential, and a commitment to a transformative model of leading for learning.

UVEI principal Interns bring special qualifications to the program and leave as beginning school leaders with a year of experience in the principal's office. Principal Interns spend the school year working with their Mentor and other members of the administrative team. As a member of that team, the Intern's administrative responsibilities expand gradually and deliberately. They work with department or grade level teams, observe and evaluate teachers, participate on school improvement teams, handle student issues, attend parent conferences, collaborate with parents and community agencies, attend school-based/district level administrator and school board meetings, serve as the LEA at special education meetings, monitor activities before/after school, and function as a principal when building administrators are absent. The program thus introduces Interns to the realities of the principalship.

**Reason for leaving:** The program is an intensive one year internship.

**Supervisor:** Phil Callanan ( now at 603-225-0830) (603 863 3710)

**Experience Type:** Other, Part-time

It is **OK** to contact this employer

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**SAU 43 NEWPORT SCHOOL DISTRICT**

Aug 2001 - Jun 2016

GR 4,5, CLASSROOM TEACHER, T1 READING TEACHER

NEWPORT NH

**Supervisor:** PHIL CALLANAN (603 863 3710)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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**Plainfield Elementary School**

Mar 2001 - Jun 2001

Third Grade teacher- long term substitute

Meriden NH

Andy asked me to cover a maternity leave for a third grade teacher who was due to have a baby. I worked in that grade for the remainder of the year. I gave the state assessment, went on the field trips, hosted a few parent events and closed up the classroom for the teacher.

**Reason for leaving:** The following year, I returned to full-time work in another district as that school had no openings.

**Supervisor:** Andrew Mellow (603 469 3250)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

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**KEENE SCHOOL DISTRICT**

Aug 1995 - Jun 1996

GRADE 5 TEACHER

CHESTERFIELD

City Mouse went to teach in the country. It was quite an adjustment. I settled in and learned things I still use today, like having the kids plan classroom parties all on their own, to slip snowpants under a dress for recess duty and how a craft activity can be a great way to do a sociogram. I also developed an appreciation for taking a moment: the first snow, an amazing rainbow outside the classroom window,

needing a group breath of fresh air... the pleasures of being a classroom teacher. It was also wonderfully refreshing to teach people who weren't deprived in so many ways.

**Reason for leaving:** I moved to a family home in the northern part of the state. I stayed at home after that for 6 years with my two boys, going back to work part time as an aide and then as a long-term sub in grade 3.

**Supervisor:** MARTIN MAHONEY (603 363 8301)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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### **Fitchburg Public Schools**

Aug 1992 - Jun 1995

READING TEACHER, GRADE 6 TEACHER

BF BROWN MIDDLE SCHOOL

This was my first teaching job. There were no books, materials or curricula. I was hired 4 days before school began. I actually used college textbooks to help me survive and thrive! First I taught grade 8 reading for all the kids who could not fit into Algebra, then I moved the next year into grade 6, staying late every night to make all my materials for the students. I had gang members reciting Gertrude Stein and Robert Frost. I brought in pumpkins from home so they could carve them and take them home. It was rewarding, but exhausting.

**Reason for leaving:** I left to work closer to my home in southern NH.

**Supervisor:** RICHARD MASCIARELLI (0000000000)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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### ***ASCD Association for Supervision and Curriculum Development***

Member in good standing, 2015-2017

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### ***NHASP-New Hampshire Association School Principals***

Member in good standing 2014-2107

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### ***Writer and Commentator***

Writer and Commentator

-work appearing in The Valley News, in a column entitled 'Curve Balls'

-Upper Valley Image magazine, June 2007-present

-VPR, spring 2011

and NPR, Morning Edition, fall 2011-a piece entitled Feeling like a Tourist in New England, which got over 7000 facebook hits and was #1 for several hours on the NPR website

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### ***Member***

Vermont Principals Association

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## **Upper Valley Graduate School of Education (M.Ed.)**

### **Master of Education**

[View attached transcript](#) (510KB)

## **Upper Valley Educator Institute (M.Ed.)**

### **Master of Education**

[View attached transcript](#) (841KB)

## Test Scores

No tests taken or reported

## Certifications

Title	State	Expires	License #	Document
Experienced Educator Certificate and Principal Endorsement	New Hampshire	Jun 2019	57074	<a href="#">View (54KB)</a>
Principal, PK-12	Vermont	Jun 2020	Educator ID: 8059886	

**NOTE:** You must be online to view attached certification documents.

## Language Skills

No language skills received or reported

## Extracurricular Activities

Below are activities this applicant is willing and qualified to lead as a coach, supervisor or other role listed.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Academic Teams    | <input type="checkbox"/> Drill Teams          | <input type="checkbox"/> Sailing               |
| <input type="checkbox"/> Athletic Director | <input type="checkbox"/> Fencing              | <input type="checkbox"/> Shooting              |
| <input type="checkbox"/> Athletic Trainer  | <input type="checkbox"/> Field Hockey         | <input type="checkbox"/> Skiing                |
| <input type="checkbox"/> Band              | <input type="checkbox"/> Flying               | <input type="checkbox"/> Sky Diving            |
| <input type="checkbox"/> Baseball          | <input type="checkbox"/> Football             | <input type="checkbox"/> Soccer                |
| <input type="checkbox"/> Basketball        | <input type="checkbox"/> Golf                 | <input type="checkbox"/> Softball              |
| <input type="checkbox"/> Cheerleading      | <input type="checkbox"/> Gymnastics           | <input type="checkbox"/> Speech                |
| <input type="checkbox"/> Chess             | <input type="checkbox"/> Hockey               | <input type="checkbox"/> Student Government    |
| <input type="checkbox"/> Chorus            | <input type="checkbox"/> Lacrosse             | <input type="checkbox"/> Surfing               |
| <input type="checkbox"/> Class Advisor     | <input type="checkbox"/> Marching Band        | <input type="checkbox"/> Swimming              |
| <input type="checkbox"/> Club Advisor      | <input type="checkbox"/> Model United Nations | <input type="checkbox"/> Tennis                |
| <input type="checkbox"/> Crew/Rowing       | <input type="checkbox"/> Newspaper/Journalism | <input type="checkbox"/> Track and Field       |
| <input type="checkbox"/> Cross Country     | <input type="checkbox"/> Photography          | <input type="checkbox"/> Video/Film Production |
| <input type="checkbox"/> Dance Teams       | <input type="checkbox"/> Polo                 | <input type="checkbox"/> Volleyball            |
| <input type="checkbox"/> Debate            | <input type="checkbox"/> PTA                  | <input type="checkbox"/> Water Polo            |
| <input type="checkbox"/> Diving            | <input type="checkbox"/> Robotics             | <input type="checkbox"/> Wrestling             |
| <input type="checkbox"/> Drama             | <input type="checkbox"/> Rugby                | <input type="checkbox"/> Yearbook              |

## References

<b>Name:</b>	Kathleen Wechsler	<b>Relation:</b>	Co-worker	<b>Known Since:</b>	Jul 2015
<b>Title:</b>	Special Education Teacher				
<b>Employer:</b>	Hillsboro NH School District 4 Hillcat Drive	<b>Contact:</b>	603 464 1102 <a href="mailto:kwechsler@hdsd.k12.nh.us">kwechsler@hdsd.k12.nh.us</a>	<b>Letter Attached</b> (802KB) Submitted by	

	Hillsboro, New Hampshire 03244			applicant
<b>Name:</b>	John La Bounty	<b>Relation:</b>	Co-worker	<b>Known Since:</b> Aug 2017
<b>Title:</b>	School Psychologist			
<b>Employer:</b>	Newport City Elementary School 166 Sias Avenue Newport, Vermont 05855	<b>Contact:</b>	8023342455 <a href="mailto:john.labounty@ncsuvt.org">john.labounty@ncsuvt.org</a>	<b>Letter below</b> Submitted by applicant
<b>Name:</b>	Matthew Baughman	<b>Relation:</b>	Co-worker	<b>Known Since:</b> Aug 2017
<b>Title:</b>	Principal, Coventry School			
<b>Employer:</b>	North Country Supervisory Union 348 Rte 5 Coventry, Vermont 05825	<b>Contact:</b>	(802) 754-6464 <a href="mailto:matthew.baughman@ncsuvt.org">matthew.baughman@ncsuvt.org</a>	<b>No letter</b>



## Attachments

Below are all attachments, including any appearing in the sections above. Click on the Attachment Title to view the file. **NOTE:** You must be online and logged in to your SchoolSpring employer account to view attachments.

<b>Type</b>	<b>Title</b>	<b>Size</b>
Certification	<a href="#"><u>Experienced Educator Certificate and Principal Endorsement</u></a>	54KB
Recommendation	<a href="#"><u>John La Bounty Recommendation Letter</u></a>	48KB
Recommendation	<a href="#"><u>Peter Durso Recommendation Letter</u></a>	93KB
Recommendation	<a href="#"><u>Dan Record Recommendation Letter</u></a>	924KB
Recommendation	<a href="#"><u>Kathleen Wechsler Recommendation Letter</u></a>	802KB
Transcript	<a href="#"><u>Upper Valley Graduate School of Education Transcript</u></a>	510KB
Transcript	<a href="#"><u>Upper Valley Educator Institute Transcript</u></a>	841KB
Writing Sample	<a href="#"><u>ENTRY PLAN, HANOVER STREET SCHOOL</u></a>	115KB

## Applicant Statement & Authorization

"I certify that the facts contained in my application and any additional material submitted are true and complete to the best of my knowledge. I understand that intentional falsification of statements, incomplete or misleading information on this application or additional material will result in automatic removal of my application from further employment considerations, and, if employed, shall be grounds for immediate dismissal. When it is determined that an employee or prospective employee failed to disclose or fully disclose his or her background through misunderstanding or inadvertence, I understand that such failure will be considered a significant factor in employment or termination considerations."

"If employed, I also understand that although my employment may commence prior to the completion of the criminal records check process, continued employment would be contingent upon a satisfactory criminal records check."

"I authorize investigation of all statements contained herein. I also give permission to the references and previous employers listed on the application and any attachments to provide to you any and all information concerning my employment and any other pertinent information they may have. I agree to release all parties from all liability for any damage that may result from furnishing such information to you."

"I understand that, if offered the position, I will be required to verify my employment eligibility as required by law, including the completion of an I-9 Form."

**Digital Signature of Applicant** Debra Beaupre **Date** May 15, 2018

**SchoolSpring ID** 1708462 **Time** 05-15-2018 19:49:17 -0500 GMT



# Reposting as Full-Time Permanent Princip...

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# Profile

Application Date: May 4, 2018

<b>Name</b>	Adam Rosen		
<b>Other/Birth Name(s)</b>	n/a	<b>Social Security #</b>	____ - ____ - ____
<b>Current Address</b>	2235 North Street Montpelier, VT 05602	<b>Permanent Address</b>	
<b>Phone Number</b>	802-229-4839 or 802-558-7598		
<b>Email</b>	<a href="mailto:adam.rosen416@gmail.com">adam.rosen416@gmail.com</a>		
<b>Web Site</b>	None provided		

## Career Information

<b>Highest Degree</b>	Master	<b>Credits Beyond Degree</b>	None
<b>Date Available To Start</b>	July 1, 2014		
<b>Currently under contract? Yes</b> If yes, where? Rumney Memorial School			
<b>Eligible to work in US without sponsorship?</b>	Yes		

## Additional Information

<b>Referral Source</b>	Not Provided
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## Job Posting Information

<b>Job Title</b>	Reposting as Full-Time Permanent Principal Position at Cavendish Town Elementary School	
<b>Job ID</b>	2929302	

# Background

<b>Question/Explanation</b>	<b>Answer</b>
<b>Have you ever resigned from a prior position after a complaint had been received against you or your conduct was under investigation or review?</b>	No
<b>Have you ever been disciplined, discharged, or asked to resign from a prior position?</b>	No
<b>Has your contract in a prior position ever been non-renewed?</b>	No
<b>Have you ever not been nominated for re-employment in a prior position or ever had your nomination for re-employment not be approved?</b>	No
<b>Are you currently under contract or letter of intent?</b>	No
<b>Have you ever had a professional license or certificate suspended or revoked in any state, or have you ever voluntarily surrendered, temporarily or permanently, a professional license or certificate in any state?</b>	No

Donna McNeill-Hudkins , Human Resource Coordinator  
609 VT Route 103 South  
Ludlow, Vermont 05149

May 4, 2018

Dear Ms. McNeill-Hudkins,

It is my pleasure to apply for the position of Principal at Cavendish Elementary School. I am able to lead a school toward excellence in the areas of school climate and student achievement. Working in collaboration with the faculty and community, we can build a collaborative and nurturing school climate with a focus on empathy and welcoming diversity. I understand that Cavendish Elementary School is losing a Principal of the Year and an extremely qualified and effective principal. I would strive to continue important traditions and build an even stronger foundation for future success.

Quality instruction is crucial for all our schools. I helped transform instruction at Rumney Memorial School, a Pre-K through Grade 6 Elementary School. During my tenure Rumney Memorial School was recognized for its commitment to Continuous Improvement by the Agency of Education. Students from all demographic groups exceeded the performance of their peers at a local and statewide level. I helped lead dramatic changes in math and literacy instruction at Rumney and other WCSU elementary schools.

I have helped build a welcoming and inclusive school culture and look forward to the opportunity to do so again. Student leadership, multi-age learning opportunities and a supportive environment characterized the Rumney school culture. Monthly All School Meetings—which were lead entirely by sixth grade students—were a highlight. While this approach to school meetings is not unique to Rumney School, it was particularly well organized and remains a central feature of the school culture.

I left Rumney Memorial School after 11 years as the school principal and since then I have been working with older and younger learners. As a University of Vermont Adjunct Lecturer I taught Child Development in the fall of 2017. This semester I am teaching a Fundamentals of Early Childhood Class at CCV.

I teach Pre-Kindergarten. I am enjoying the opportunity to connect with students and families, use my teaching skills and support early childhood educators. I work under my Early Childhood Education endorsement as the Site Director for Clubhouse Kids childcare center in Morristown, Vermont and consulting for 12 hours a week at the Waterbury Children's Early Learning Space. My contributions allow both schools to participate in Act 166.

Professional development should be a priority and should improve classroom instruction. I participated in a two-day course sponsored by the AOE on the Classroom Assessment Scoring System (CLASS), a supervision tool for Pre-K-Grade 3 classrooms. This tool takes the "walkthrough" approach to supervision to a new level with a focus on emotional support, classroom organization and instructional support. I also have become a certified CLASS observer, and use it to improve my practice

My current positions have increased my knowledge and skills in trauma informed care and in working with families who experience trauma, poverty, and substance abuse issues. I work closely with teachers, families, Early Childhood Special Educators and community mental health practitioners. Often students have self-regulation difficulties and I am effective at providing supports for these students. My skills in helping teachers better serve students with a trauma history are strong, and they continue to improve.

Our statewide focus on Multi-Tiered systems of support highlight the need for schools to have many skilled individuals working together to improve outcomes for students. Leading the Educational Support Team at

Adam Rosen

3

Rumney for 11 years gave me experience and practice in individualizing a tiered support system. I supported the professional development of several individuals who grew in their expertise as math and literacy interventionists. A data-informed local assessment system identified students and swiftly implemented supports for learning.

I have skills and experience in other areas of building leadership, including leading a school leadership team, serving as the LEA and contributing member of IEP teams, implementing Bullying, Hazing and Harassment prevention and procedures, implementing school safety procedures and addressing building maintenance issues.

School and student safety are important considerations for a Principal. I have been a designated employee for 11 years and have been trained in Bullying, Hazing and Harassment investigations and procedures. I also have led school safety committees and revised and implemented emergency procedures.

There have been many changes in public education in Vermont since I became an administrator. The role of the school principal has changed from a locally accountable individual leader to a member of an administrative team in a Pre-K through Grade 12 system. My leadership style reflects this approach to school leadership.

Sincerely,

Adam Rosen, MA. M.Ed.

# Adam Rosen

2235 North Street Montpelier, Vermont 05602  
802-229-4839 [adam.rosen416@gmail.com](mailto:adam.rosen416@gmail.com)

## ***Education***

---

### **Woodruff Institute**

Castleton, Vermont

Master of Arts

**Major:** Educational Leadership

Attended August 2004 to June 2006

Degree conferred June 2006

**Transcript**

(included)

### **Antioch New England Graduate School**

Keene, New Hampshire

Master of Education

**Major:** Elementary/Early Childhood Education

**Credit Hours:** 34

Attended August 1992 to May 1994

Degree conferred May 1994

**Transcript**

(included)

### **University of Wisconsin Colleges**

Madison, Wisconsin

Bachelor of Arts

**Major:** Bachelor of Arts in History and English

**GPA:** 3.570

**Credit Hours:** 120

Attended August 1985 to May 1990

Degree conferred May 1990

**Transcript**

(included)

### **University of Vermont**

Burlington, Vermont

Postgraduate Coursework

**Major:** Introduction to Psychology, Creative Writing

**GPA:** 4.000

**Credit Hours:** 6

Did not graduate, dates not provided

### **Community College of Vermont**

Burlington, Vermont

Postgraduate Coursework

**Major:** Statistics

**GPA:** 4.000

**Credit Hours:** 3

Did not graduate, dates not provided

## ***Experience***

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### **Clubhouse Kids, Morristown After School Program**

Jul 2017 - Present

Site Director

Morristown, Vermont

Clubhouse Kids is an early education program licensed for 40 children ages 0-5. I have joined this program as an Site Director to help the program transition to new management while continuing high quality early care and education.

I also consult 10 hours a week to the Waterbury Children's Early Learning Space as their Act 166 Licensed Early Education Teacher.

You may contact this employer.

**Supervisor:** Kathy Cookson (802-888-5439)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

---

### **University of Vermont**

Aug 2017 - Present

Adjunct Lecturer

Burlington, Vermont

In the fall of 2017 I taught Child Development to Early Childhood Education Students. In 2018 I am scheduled to supervise student teachers in the student teaching placement.

**Supervisor:** Barbara Burrington (802-565-4050)

**Experience Type:** Other, Part-time

It is **OK** to contact this employer

---

### **The Waterbury Children's Early Learning Space**

Oct 2017 - Present

Act 166 Teacher

Waterbury, Vermont

The Children's Early Learning Space has contracted with the Morristown Clubhouse Kids for my services for 12 hours a week. I teach, develop curriculum, assess children and fulfill other requirements of Act 166.

**Supervisor:** Tina Grant (244-5980)

**Experience Type:** Other, Part-time

It is **OK** to contact this employer

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### **Rumney Memorial School**

Jul 2006 - Jun 2017

Principal

Middlesex, Vermont

Principal of a Pre-K-Grade 6 school with 184 students.

I have overseen the introduction of several WCSU initiatives and an extensive building renovation. I have implemented our Local Comprehensive Assessment Plan, a newly revised Supervision and Evaluation model based on the work of Charlotte Danielson, and managed a transition to one-to-one computing grades 3-6.

Throughout these tremendous changes we have remained a responsive and trauma-informed school. We have maintained our commitment to the Responsive Classroom, to sports, outdoor play and hands-on activities. Students in Sixth Grade support the school through school-wide leadership activities.

Rumney School underwent a major renovation between 2014-2015. I was extensively involved in this project and enjoyed the opportunity to prepare the school for its next 50 years. Under my leadership Rumney School has grown and improved. 13 of the 20 licensed teachers were hired under my administration.

I coordinate the school's EST program and facilitate EST meetings  
I serve as one of two Handle with Care trainers for Washington Central Supervisory Union.

**Reason for leaving:** After 11 years of service at Rumney School, I'm choosing to not renew my contract and to pursue a variety of different career paths. Both of my children will have completed high school and I am able to commit to more various positions that may require a longer commute and have different responsibilities.

**Supervisor:** Bill Kimball, Superintendent (802-229-0553)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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**Doty Memorial School**

Jun 2011 - Jun 2012

Principal Mentor

Worcester, Vermont

I served as mentor for the principal at Doty Memorial School. She was new to administration and new to the Supervisory Union.

**Supervisor:** Dr. Robbe Brook (802-223-5656)

**Experience Type:** Public School, Part-time

It is **OK** to contact this employer

---

**Rutland Northeast Supervisory Union**

Jan 2006 - Jun 2006

Teacher

Rutland, VT

Teach children with autism utilizing applied behavior analysis and discrete trial training.

**Reason for leaving:** This position filled in for a maternity leave, and had a 100 day contract.

**Supervisor:** Michelle LaRouche (247-5757)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

---

**Killington Mountain School**

Nov 2005 - Jan 2006

Teacher

Killington, VT

Taught Algebra and Pre-Algebra

**Reason for leaving:** This was a temporary position.

**Supervisor:** Tao Smith (422-5671)

**Experience Type:** Independent School, Part-time

It is **OK** to contact this employer



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**Rutland County Head Start**

Aug 2004 - Jun 2005

Assistant Director

Rutland, VT

In this position of Assistant Director I was "operations manager" for a Head Start program serving 160 children in Rutland County. I supervised 11 teachers at nine different program sites.

**Reason for leaving:** I was laid-off when the position of Assistant Director was eliminated.

**Supervisor:** Thomas Pour (775-2381)

**Experience Type:** Independent School, Full-time

It is **OK** to contact this employer

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**Community College of Vermont**

Aug 2001 - Jun 2004

College Instructor

Waterbury, VT

Teach Introduction to Exceptional Populations and Literature for Children

**Supervisor:** Deborah Stewart (241-3535)

**Experience Type:** Public School, Part-time

It is **OK** to contact this employer

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**The Vermont Center for the Book**

Aug 2001 - Jun 2004

Program Manager

Chester, VT

At the Vermont Center for the Book I helped created programs that improved children's learning in math, science and social studies. I helped develop curricula that were based in widely accepted standards and that used children's picture books as the focus of learning. I provided education to librarians, teachers and early childhood educators across the nation.

**Reason for leaving:** I entered the Woodruff Institute at Castleton State College and wanted to move from curriculum development to direct administration.

**Supervisor:** Sally Anderson (875-2751)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

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**Lund Family Center**

Aug 1998 - May 2001

Pre-Kindergarten Teacher and Parent Educator

Burlington, VT

In this position I taught Pre-Kindergarten at John F. Kennedy School in Winooski Vermont and Brewster-Pierce Elementary in Huntington, Vermont. I also served as a parent educator, and worked with teenage parents to improve parent skills and life management skills.

I also introduced the program Boot Camp for New Dads to Vermont. For this I received the Governor's Prevention Award. I was promoted to Coordinator of Children's Services, and was responsible for both Pre-K programs, afterschool programs in Similie Elementary School and Brewster Pierce Elementary School and the Infant Toddler Center located at the Lund Family Center.

**Reason for leaving:** I relocated to Southern Vermont to work with the Vermont Center for the Book.

**Supervisor:** Barbara Rachelson (864-7467)

**Experience Type:** Other, Full-time  
It is **OK** to contact this employer

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**Greater Burlington YMCA**

Aug 1997 - Jun 1998

Pre-Kindergarten Teacher  
Burlington, VT

- In this position I taught Pre-Kindergarten in a EEE collaborative classroom, Chamberlin Elementary School, South Burlington, Vermont. I also worked in the afterschool program located in the downtown YMCA.

**Reason for leaving:** To take a position at Lund Family Center with greater responsibilities.

**Supervisor:** Kim Pease (862-9622)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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**University of Vermont**

Aug 1996 - Jun 1997

Child Development Specialist  
Burlington, VT

As Child Development Specialist I was employed in the Early Childhood Center, working directly with children and supervising undergraduate students.

**Reason for leaving:** This was a one-year position.

**Supervisor:** Dee Smith (656-3131)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

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**Stanley Kaplan**

Mar 1993 - Dec 1996

Instructor  
Winooski, Vermont

I taught SAT preparation classes for Stanley Kaplan Test Preparation. I taught both English and Math classes--I worked as an individual tutor and taught classes at Burke Mountain Academy, Hanover High School, Burlington Vermont and Middlebury College. After a year of teaching SAT classes I "graduated" to also teaching GRE preparation classes.

**Supervisor:** Mark Ward (unknown)

**Experience Type:** Independent School, Part-time

It is **OK** to contact this employer

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**Burlington Children's Space**

Aug 1995 - Jun 1996

Program Coordinator  
Burlington, VT

At the Burlington Children's Space I was hired to initiate the Extended Hours Program. The Extended Hours program, which continues to this day, began with the expressed intention of providing quality evening and weekend childcare to residents of Burlington's Old North End.

**Reason for leaving:** Having created the program I was hired to initiate, I wanted to pursue an opportunity at the University of Vermont.

**Supervisor:** Angela Irvine (658-1500)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

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**Hartford Middle School**

Aug 1993 - Aug 1995

Long Term Substitute, Individual Tutor  
Hartford, VT

At Hartford Middle School I was a long-term substitute in sixth-grade language arts. I was hired the next year as an individual tutor for an eighth-grade student.

**Reason for leaving:** My wife and I relocated to Burlington Vermont so she could enter a graduate program at UVM.

**Supervisor:** John Grant (295-8640)

**Experience Type:** Public School, Full-time  
It is **OK** to contact this employer

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**The Wellspring School**

Aug 1990 - Aug 1992

Kindergarten Teacher  
Chelsea, VT

Wellspring was my first teaching experience. In my first year I taught "Friday School" to students who were otherwise homeschool students. In the summer of 1991 I received some training in Waldorf Education and the following year taught Kindergarten to 12 students.

**Reason for leaving:** I left this position to pursue teacher certification and to work with more diverse populations.

**Supervisor:** Mary Savidge (685-3181)

**Experience Type:** Independent School, Part-time  
It is **OK** to contact this employer

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***Vermont Superintendent's Academy***

Completed the Vermont Superintendent's Academy in 2014-2015.

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***Handle With Care Trainer***

In the summer of 2014 I responded to a need in WCSU and became our Handle With Care Trainer. Since that time I have renewed my certification twice and conducted 6 trainings of paraprofessionals, teachers, principals and even our Superintendent.

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***Governor's Prevention Award***

I was presented this award by then-Governor Howard Dean for my work with Boot Camp for New Dads.

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***One Page Essay***

"Most school variables considered separately have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which this can occur is the job of the principal."

Wallace Foundation (The School Principal as Leader, 2013)

As principal of Allen Brook School, I would lead a learning community where the "variables" of a common assessment system, embedded professional development, established educational programs, an effective Multi-Tiered System of Support and a highly trained teaching faculty would function in concert. The whole would become greater than the sum

of its parts by sharing the Champlain Valley Supervisory Union (CVSU) mission for learning, thinking and the pursuit of excellence, by utilizing shared leadership, by facilitating communication and by creating and supporting a positive and encouraging workplace culture.

Teachers by nature and vocation want excellent outcomes for their students. There is a common understanding that students need academic instruction as well as social and emotional support, however, within this shared understanding, there is ample room for clarification based on the needs of the student body. It is not sufficient to desire to help students—we need to know their specific needs in order to provide targeted supports.

Once this question of “what do our students need?” is answered, as principal I would lead a process of defining and refining the vision for exemplary instruction at Allen Brook School and within the context of CVSU. Our students come to us with needs that are unprecedented in many ways, and our charge to personalize learning and nurture students is at its most urgent. The expectation that we will teach cognitively engaging material that stretches each student’s potential is also as clear as ever. In addition, what is now widely understood about the effects of poverty and trauma needs to guide our work to create supportive classrooms. Within this context, a principal leads with a growth mindset, perseverance, positivity and strategic thinking.

Implementing this vision will require the efforts of everyone in the school community, and teachers have a special and critical role. I believe that every teacher can become a highly effective teacher. As principal I would create the conditions where teachers can grow and improve: by articulating the importance of high expectations for all students, through specific and supportive supervision, by modeling and expecting empathic and thoughtful consideration of all children, by doing my very best work and expecting the same from teachers as well as all members of the school community.

Lessons learned from my previous administrative and teaching experience inform my understanding of the need for strong leadership. As principal I would assess and strategically utilize the skills and expertise of the learning community. I would support a system of defined responsibility and communication for teacher leaders, subject area specialists, and those who serve in a coordinator or team leader role. I would value families as key members in the efforts to improve school climate and instruction.

Using my knowledge of the needs of students and their teachers I would lead Allen Brook School with compassion, warmth and integrity.

# University of Wisconsin Colleges (BA)

## OFFICIAL TRANSCRIPT

### Bachelor of Arts

Verified on Jan 30, 2006

	Grade		Grade
Intro to Modern Lit, I	A-	Europe & Mod World 1815-on	A
Econ Dev of Western World	A-	Women-Soc Inst & Soc Change	A
Intro Modern Lit, II	A-	Latin America-Instroduction	D
Third Semester Spanish	C	Economics of Black America	W
English Lit Before 1800	A-	Italy: Renaiss-Risorgimento	A-
Fourth Semester Spanish	B	Crse For Maj: Renaissnce Lit	A
American Rev 1763-1789	A-	Soc-Shakespeares England	A
Elem Survey - Spanish Am Lit	A	Shakespearean Drama	B
Directed Study	B-	Heredity	B
Landforms & Landscapes - N. Amer.	A-	Jewish Civ - Medieval Spain	A
Classical Mythology	A	Late Victorian & Edwardn Lit	A
Topics - Inquisitn & Marranos	W	Studies in European History	A
Weather and Climate	A	Women in Medieval Society	A
Sex Difference & Roles & Society	A	Women in Literature	A
Writing for the Marketplace	A	Econ Life-Medieval Europe	A
Womens Bodies - Hlth & Disease	A	Topics - Women & Sci Fiction	A
Studies in Dramatic Lit	A	Writing Internship	A
Chaucers Canerbury Tales	A	Early Mod France 1550-1815	A
Women-amer Society to 1870	A-	Topics in Sociology	B

# Antioch New England Graduate School (M.Ed.)

### Master of Education

	Grade		Grade
Human Devel: chldhd	P	Integrated Arts I	P
Meths Tch reading/IA	P	Intgr Day: Thry-Prac	P
Int Mid Sch Sci Tchg	P	Concept Dev: Childhd	P
Math Methods	P	Integrated Arts II	P
School Law	P	Journal Wrtg Teachers	P
Children's Games	P	Internship, Early Chd	P
Critical Skills Clss	P	Soc St/Study of Plac	P
Soc Stud: Lrng Hist	P	Writing wth Children	P
Child Spec Need: Chld	P	Music in Classroom	W
Philosophy of Educ	I	Internship Elem	I

# Castleton State College (MA)

## Master of Arts

	Grade		Grade
EDU 5530 Reculturing the Meaning of Learning	NG	EDU 5510 Transformative School Leadership	NG
EDU 5540 Creating a Vision for Inclusive Schools	NG	EDU 6815 Internship and MAP (Fall 2004)	P
EDU 6022 Establ a Culture of Care & High Perf	NG	EDU 6710 Managing School Change: Reg & Spec Ed Law	NG
EDU 6815 Internship & MAP (Spring 2005)	P	EDU 5560 Leading with Integrity	NG
EDU 5403 Managing School Change, School Finance	NG	EDU 6815 Internship and MAP (Fall 2005)	P

## Test Scores

Test	Date	Score
Graduate Record Examination (GRE) General Test - Verbal Reasoning	Jun 1995	680
Graduate Record Examination (GRE) Subject Test - Mathematics	Jun 1995	780
Graduate Record Examination (GRE) General Test - Quantitative Reasoning	Jun 1995	780

## Certifications

Title	State	Expires	License #	Document
Level II Professional Educator's License	Vermont	Jun 2023	801-1260	<a href="#">View (27KB)</a>
Letter of Conditional Approval	Maine	Mar 2019	n/a	<a href="#">View (1.0MB)</a>
Vermont Level 1 Educator's License	<b>HQT</b> Vermont	Jun 2020	8021260	

**NOTE:** You must be online to view attached certification documents.

## Language Skills

Language	Speaking	Reading	Writing
Spanish	Basic	Basic	Basic

**Fluent** - Applicant has a comprehensive understanding of all words, concepts, and nuances of the language.

**Moderate** - Applicant can conduct a conversation (either spoken or written) and effectively communicate, understanding the vast majority of words and concepts.

**Basic** - Applicant understands some or many words and concepts. Speaking: applicant can communicate using the language and visual aides. Reading: applicant can identify some words and themes. Writing: applicant can communicate with simple words and phrases.

**None** - Applicant has no skill with the ability.

## Extracurricular Activities

Below are activities this applicant is willing and qualified to lead as a coach, supervisor or other role listed.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Academic Teams    | <input type="checkbox"/> Drill Teams          | <input type="checkbox"/> Sailing               |
| <input type="checkbox"/> Athletic Director | <input type="checkbox"/> Fencing              | <input type="checkbox"/> Shooting              |
| <input type="checkbox"/> Athletic Trainer  | <input type="checkbox"/> Field Hockey         | <input type="checkbox"/> Skiing                |
| <input type="checkbox"/> Band              | <input type="checkbox"/> Flying               | <input type="checkbox"/> Sky Diving            |
| <input type="checkbox"/> Baseball          | <input type="checkbox"/> Football             | <input type="checkbox"/> Soccer                |
| <input type="checkbox"/> Basketball        | <input type="checkbox"/> Golf                 | <input type="checkbox"/> Softball              |
| <input type="checkbox"/> Cheerleading      | <input type="checkbox"/> Gymnastics           | <input type="checkbox"/> Speech                |
| <input type="checkbox"/> Chess             | <input type="checkbox"/> Hockey               | <input type="checkbox"/> Student Government    |
| <input type="checkbox"/> Chorus            | <input type="checkbox"/> Lacrosse             | <input type="checkbox"/> Surfing               |
| <input type="checkbox"/> Class Advisor     | <input type="checkbox"/> Marching Band        | <input type="checkbox"/> Swimming              |
| <input type="checkbox"/> Club Advisor      | <input type="checkbox"/> Model United Nations | <input type="checkbox"/> Tennis                |
| <input type="checkbox"/> Crew/Rowing       | <input type="checkbox"/> Newspaper/Journalism | <input type="checkbox"/> Track and Field       |
| <input type="checkbox"/> Cross Country     | <input type="checkbox"/> Photography          | <input type="checkbox"/> Video/Film Production |
| <input type="checkbox"/> Dance Teams       | <input type="checkbox"/> Polo                 | <input type="checkbox"/> Volleyball            |
| <input type="checkbox"/> Debate            | <input type="checkbox"/> PTA                  | <input type="checkbox"/> Water Polo            |
| <input type="checkbox"/> Diving            | <input type="checkbox"/> Robotics             | <input type="checkbox"/> Wrestling             |
| <input type="checkbox"/> Drama             | <input type="checkbox"/> Rugby                | <input type="checkbox"/> Yearbook              |

## References

<b>Name:</b>	Megan Sheldon	<b>Relation:</b>	Subordinate	<b>Known Since:</b>	Oct 2006
<b>Title:</b>	Literacy Specialist				
<b>Employer:</b>	Rumney Memorial School 433 Shady Rill Road Middlesex, Vermont 05602	<b>Contact:</b>	802-223-5429 x. 1107 <a href="mailto:msheldon@u32.org">msheldon@u32.org</a>	<b>Letter below</b> Submitted by reference on Dec 16, 2016	
<b>Name:</b>	Dr. Robbe Brook	<b>Relation:</b>	Supervisor	<b>Known Since:</b>	Mar 2006
<b>Title:</b>	Past Superintendent				
<b>Employer:</b>	Washington Central Supervisory Union 1130 Gallison Hill Road Montpelier, Vermont 05602	<b>Contact:</b>	802-658-0816 <a href="mailto:robbebrook@gmail.com">robbebrook@gmail.com</a>	<b>Letter below</b> Submitted by reference on Feb 3, 2014	
<b>Name:</b>	Dr. Brian O'Regan	<b>Relation:</b>	Other	<b>Known Since:</b>	Oct 2006
<b>Title:</b>	Professor				
<b>Employer:</b>	St. Michaels College 96 Hackamore Drive Montpelier, Vermont 05602	<b>Contact:</b>	223-6532 <a href="mailto:boregan@smcvt.edu">boregan@smcvt.edu</a>	<b>Letter below</b> Submitted by reference on Dec 17, 2010	



To Whom It May Concern:

Please accept my enthusiastic recommendation of Adam Rosen. I have worked closely with him for eleven years now in my role as Literacy Specialist and Principal Designate at Rumney School, and I admire him very much as a leader and colleague.

In addition to Adam's role as my direct supervisor, we have worked together on many committees, designed learning experiences for staff, and attended workshops together. I will miss him terribly, but I reluctantly accept that he is ready for a new challenge.

Adam is a dedicated, insightful and big-hearted principal with a very keen understanding of both big-picture context and the day-to-day details of how to lead a school effectively. Adam's emotional intelligence allows him to build strong relationships and have deep, rich conversations with colleagues, students and families that make space for transformation, not just improvement.

He has guided our school into a new phase of data-informed instructional practice despite some significant resistance to this organizational change. He's been successful at that partly because he is excellent at providing context, and partly because he truly understands the constraints and concerns of the teaching staff as well as those of students, parents and families, the central office, and the school board - stakeholders whose interests are sometimes not precisely the same.

Adam also improved our instructional practices as individuals, as teams, and as a school. For example, he restructured Tier 1 instruction to include best practices like daily silent reading and a longer literacy block, and he shifted staff allocation to ensure smaller class sizes in the primary unit.

Adam is warmly supportive of the staff he supervises while firmly insisting that we all improve our practice on behalf of students, families, and the community. He gives friendly, constructive, and specific feedback that makes us better teachers and colleagues. He understands each of his staff in our varied strengths and weaknesses. With this understanding, he seeks to create an optimal learning climate for us as professionals: robust challenge, just-right support, and a balance between autonomy and clear guidelines.

In working with families, Adam is responsive to parent concerns while remaining clear about the school's roles and responsibilities. He's respectful of parent needs and keeps the focus on student learning. In his disciplinary role, Adam works hard to ensure that discipline is fair, maximizes learning, and heals the harm created by the misbehavior.

I am extremely sad to think of Adam Rosen leaving Rumney, and I will miss his leadership and his collegiality. However, I am cheered to think of his warm leadership enlivening another school. I would be happy to talk further about Adam's work, so please don't hesitate to call with any questions.

Sincerely,

Megan Sheldon, M.Ed.  
Literacy Specialist and Principal Designate  
Rumney Memorial School  
Middlesex, Vermont 05602  
(802) 223-5429 ext. 1107  
msheldon@u32.org

Adam Rosen

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February 3, 2014

To Members of the Search Committee:

It is with great pleasure that I write this letter of recommendation for Adam Rosen. I have had the opportunity to work with Adam in the Washington Central Supervisory Union for six years, where he has served as principal of Rumney Memorial Elementary School. During that time, I have come to recognize Adam as an exceptional administrator and individual. Over my many years of working closely with administrators, I can honestly say that Adam is one of the finest!

Adam is an outstanding educational leader. He is knowledgeable of current research, curricula, instruction, and assessment. He works closely with his staff, parents, and school board to embrace the Vermont Standards of Learning Opportunities and best practices. He provides staff professional development opportunities and attends courses and trainings along with them. He provides on-going opportunities for discussion about educational reform, assessment, and best practices. Adam knows the importance of remaining current and strongly supports professional development for both his staff and himself. He holds himself and his staff accountable for using what they learn to improve opportunities for students.

Upon entering Rumney you have an immediate sense that this is a place where you would like your child to attend school. The school is warm, welcoming, friendly, child-centered, and it is evident that education is paramount. Credit for this friendly, professional, learning environment goes directly to Adam Rosen.

Over Adam's seven years at Rumney he has fostered a great deal of parent and community pride, innovation, and involvement. Parents are actively involved in the school as volunteers and partners in their child's education. Parents and community members are often engaged in joint ventures such as serving on advisory committees and involved in strategic planning. They have written energy and technology grants for the school. Most recently they have received laptop computers for all 5th and 6th grade students to be used at both at school and home. There is truly a sense and a commitment that it takes a community to raise a child.

Adam has a nice rapport with students. He is interested in their learning and welfare. He leads his staff in responding to student needs and relating to students with varying socio-economic and ethnic backgrounds, different learning styles, and various handicapping conditions. Adam sets high expectations for student behavior. He responds appropriately when problems occur and works closely with parents, teachers, and students to help students learn from, and take responsibility for, their mistakes. When emergencies arise, Adam is quick to respond, remains calm, and uses good judgment in making decisions and informs all the necessary parties.

Adam is a team player and a valued member of our administrative team. He offers to take leadership roles in district-wide projects and participate in committee work. Adam is recognized by his peers as an educational leader and is often called upon by our administrative team to share current research, information, or exemplary models his school is employing. Adam is knowledgeable, positive, and fun.

Adam has worked closely with his school board on goal setting, long range planning, and budget preparation. He initiated a strategic plan involving parents, community members, school board, staff and students. Together they have set goals for the school, keeping the needs of the students paramount. Adam is committed to continuous improvement and student growth. He listens and has a nice rapport with his school board, colleagues, staff, and parents. Adam communicates regularly with parents and the community through weekly newsletters and an annual school report.

Adam Rosen

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Adam has a strong work ethic. He is conscientious and puts in many long days and hours. He demonstrates a caring and warmth towards his students and staff as well as an enthusiasm for his job. Adam is a caring individual, competent, honest, and has the utmost integrity and professionalism.

As you can see, I have the highest respect, admiration, and compliments for Adam Rosen. I support Adam's desire to apply for a position that offers both new challenges and opportunities. Please do not hesitate to call, if you wish to speak further.

Sincerely,

Robbe Brook  
Past WCSU Superintendent

I am happy to write this letter of reference on behalf of candidate Adam Rosen.

My initial encounter with Adam involved facilitating a strategic plan with Adam, the staff, parents, community members and the Rumney School Board. During that process, I had an opportunity to witness Adam's leadership in action.

Adam's student-centered style was evident in his communications and interactions. He consistently demonstrated his caring approach to students with tough love applied when necessary. His focus on instructional quality and engaging educational experiences was reflected in his group and individual engagement with faculty and staff members. His appreciation and recognition of the diversity of his staff (professional and support) relative to tenure, skill set and contributions to students and the school was also evident in Adam's practices.

Adam played an active and contributing role in the school's strategic planning process and demonstrated how quickly he had acclimated to the community as a newer principal in his engagement with parents and community members. Adam has been part of a supervisory union administrative team that has intentionally stayed current in leadership, instructional and learning practices. In that role, he also served as a member of the principal search committee for East Montpelier that was successful in securing a talented young principal to that elementary school. Adam's presence and contributions to that process were informative to other committee members and furthered others understanding of his professionalism.

He brings to the leadership role an intellect, a compassion for adults and students, an understanding of what is important for young learners in the school setting, presence/visibility in the school setting and a sense of balance between the professional and personal world in which he lives. He is efficient, credible, has a sense of humor and operates with integrity.

Adam is worthy of serious consideration as a candidate given his tenure and success at Rumney along with the personal and professional attributes and skills that he brings to the position. If I can offer any additional information on his behalf, please feel free to contact me.

## Attachments

Below are all attachments, including any appearing in the sections above. Click on the Attachment Title to view the file. **NOTE:** You must be online and logged in to your SchoolSpring employer account to view attachments.

Type	Title	Size
Certification	<a href="#"><u>Level II Professional Educator's License</u></a>	145KB
Certification	<a href="#"><u>Vermont Level 1 Educator's License</u></a>	27KB
Certification	<a href="#"><u>Level II Professional Educator's License</u></a>	27KB
Certification	<a href="#"><u>Letter of Conditional Approval</u></a>	1015KB
Recommendation	<a href="#"><u>Recent Performance Evaluations</u></a>	455KB
Writing Sample	<a href="#"><u>One Page Essay</u></a>	51KB

## Applicant Statement & Authorization

"I certify that the facts contained in my application and any additional material submitted are true and complete to the best of my knowledge. I understand that intentional falsification of statements, incomplete or misleading information on this application or additional material will result in automatic removal of my application from further employment considerations, and, if employed, shall be grounds for immediate dismissal. When it is determined that an employee or prospective employee failed to disclose or fully disclose his or her background through misunderstanding or inadvertence, I understand that such failure will be considered a significant factor in employment or termination considerations."

"If employed, I also understand that although my employment may commence prior to the completion of the criminal records check process, continued employment would be contingent upon a satisfactory criminal records check."

"I authorize investigation of all statements contained herein. I also give permission to the references and previous employers listed on the application and any attachments to provide to you any and all information concerning my employment and any other pertinent information they may have. I agree to release all parties from all liability for any damage that may result from furnishing such information to you."

"I understand that, if offered the position, I will be required to verify my employment eligibility as required by law, including the completion of an I-9 Form."

**Digital Signature of Applicant** Adam Rosen **Date** May 4, 2018

**SchoolSpring ID** 31716 **Time** 05-04-2018 17:16:10 -0500 GMT

It is the ethical and legal duty of all School Board members to avoid conflicts of interest as well as the appearance of conflicts of interest.

### **Definitions**

“Conflict of Interest” means a situation when a board member’s private interests, as distinguished from the board member’s interest as a member of the general public, would benefit from or be harmed by their actions as a member of the board.

### **Implementation**

In order to comply with the obligations thus imposed, the Board and its members will adhere to the following recommended standards.

1. Board members will not give the impression that they would represent special interests or partisan politics for personal gain.
2. Board members will not give the impression that they have the authority to make decisions or take action on behalf of the Board or the school administration.
3. Board members will not use their position on the Board to promote personal financial interests or the financial interests of family members, friends or supporters.
4. Board members will not solicit or accept anything of value in return for taking particular positions on matters before the Board.
5. Board members will not give the impression that their position on any issue can be influenced by anything other than a fair presentation of all sides of the question.
6. Board members will be familiar with, and adhere to, those provisions of Vermont education law which define School Board powers and govern Board member compensation and public bidding processes.

### **Avoiding Conflicts**

When a Board member becomes aware that they are in a position that creates a conflict of interest or the appearance of a conflict of interest as defined in state law or this policy, the board member will declare the nature and extent of the conflict or appearance of conflict for inclusion in the Board minutes, and will abstain from voting or participating in the discussion of the issue giving rise to the conflict.



(REQUIRED)

Rev. A

VSBA: A1

**Complaints of Conflict of Interest**

When a conflict of interest claim against a Board member is brought to the Board in writing and is signed by another Board member or a member of the public, and the Board member against whom the claim is made does not concur that a conflict in fact exists, the following Board procedures will be followed.

1. Upon a majority vote of the remaining Board members, or upon order of the chair, the Board will hold an informal hearing on the conflict of interest claim, giving both the Board member and the person bringing the claim an opportunity to be heard.
2. At the conclusion of the informal hearing, the remaining Board members will determine by majority vote whether to:
  - a. Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed;
  - b. Issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the Board deliberations or decision related to that issue, as required by Vermont statute; and/or
  - c. Issue a public finding that the conflict of interest charge is supported by the evidence and the Board member should be formally censured or subjected to such other action as may be allowed by law.

<b>District/Board:</b>	<b>Replaces Policy</b>	<b>Review Only</b>	<b>First Read</b>	<b>Date Warned</b>	<b>Date Adopted</b>
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18





## Substitute Teachers

**POLICY: D6**

**(REQUIRED)**

Rev: A

VSBA: B1

It is the policy of the Two Rivers Supervisory Union Districts to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy.

### Qualifications

No person will be placed on the qualified substitute list unless that person has graduated from high school.

### Unlicensed Persons

An unlicensed person may be employed as a substitute teacher for up to 30 consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for emergency or provisional licenses as provided in VSBPE Rules 5350 and 5360.

### Licensed Educators

A substitute teacher who is licensed but not appropriately endorsed for the position for which employed, may fill a position for thirty consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for an additional thirty days for specific substitute teachers, or for provisional licenses as provided in VSBPE Rule 5350.

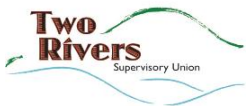
### Administrative Responsibilities

A list of qualified substitute teachers, organized by grade level and subject, will be developed by the Superintendent or designee for all schools in the Supervisory Union.

The Superintendent or designee will conduct an orientation session for substitute teachers each year. Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the Principal.

Substitute teachers will be paid per diem wages as determined by the Superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to prepare lessons, assess and record student progress, on the length of service and on the credentials of the substitute teacher.

<b>District/Board:</b>	<b>Replaces Policy</b>	<b>Review Only</b>	<b>First Read</b>	<b>Date Warned</b>	<b>Date Adopted</b>
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18



Alcohol and Drug-Free Workplace

POLICY: D8

(REQUIRED)

Rev. A

VSBA: B3

It is the policy of the Two Rivers Supervisory Union Districts to maintain a workplace free of alcohol and drugs. No employee, volunteer or work study student will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug on or in the workplace. Nor shall any employee, volunteer or work study student be in the workplace while under the influence of illegal drugs or alcohol or while impaired by regulated substances or prescription medications. If there are reasonable grounds to believe that an employee, volunteer or work study student is under the influence of illegal drugs or alcohol or while impaired by regulated substances or prescription medications while on or in the workplace, the person will be immediately removed from the performance of their duties.

Definitions:

Drug - means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal statute or regulation.

Workplace - means the site for the performance of work for the School District, including any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the School District.

Employee - means all persons directly or indirectly compensated by the school district for providing services to the district and all employees of independent contractors who provide services to the district.

Volunteer - means an individual not employed by the School District who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits provided by the school district.

Work Study Student - means a student who receives compensation for work performed at the school as part of a college work experience program. For purposes of this policy, an intern, working without pay, will be considered as a work study student. A student working toward a teaching credential who may be placed at a school as a student teacher is not a work study student.

Employee Responsibilities:

As a condition of employment, each employee will notify the Superintendent in writing of a conviction of any criminal drug statute for a violation occurring on or in the workplace as defined above. The employee must notify the Superintendent no later than five days after such conviction. Entry of a nolo contendere plea shall constitute a conviction for purposes of this policy, as will any judicial finding of guilt or imposition of sentence. Within 10 days of notification from an employee, or receipt of actual notice of an alcohol or drug conviction, the Superintendent will notify any federal or state officers or agencies legally entitled to such notification.

An employee, volunteer or work study student who violates the terms of this policy may be asked to satisfactorily complete an alcohol or drug abuse assistance or rehabilitation program approved by the Superintendent. In addition, an employee who violates the terms of this policy will be subject to disciplinary action, including but not limited to non-renewal, suspension or termination at the discretion of the Superintendent or, if required, the Board.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School			05/09/18	05/25/18	06/13/18

**Drug & Alcohol Testing: Transportation Employees****POLICY: D11****(REQUIRED)**

Rev. A

VSBA: B4

The Two Rivers Supervisory Union Districts who employ transportation employees will comply with the Omnibus Transportation Employee Testing Act of 1991 and the provisions of Subchapter 11 of Title 21 of the Vermont Statutes Annotated.

**Administrative Responsibilities**

The superintendent designee will implement procedures to conduct alcohol and drug tests for all safety sensitive transportation employees as required by the Testing Act, The Superintendent or designee may contract with a qualified service agent to provide testing services, clear and consistent communication with the district Medical Review Officer (MRO), methodology and procedures for conducting random tests for controlled substances and alcohol and preparation and submission of all required reports to the federal or state governments.

**Specific Categories of Employees Subject to Testing**

This policy applies to safety sensitive employees. Safety sensitive employees are those who hold commercial drivers' licenses or who operate vehicles which may only be operated by holders of commercial drivers' licenses, or those who perform safety sensitive functions as defined in federal regulations.

**Reasons for Testing**

Employees will be tested for: marijuana, cocaine, opiates, amphetamines, and phencyclidine. Tests will also be conducted for specific prohibited alcohol related conduct while performing in safety sensitive functions as required by federal regulations. Federal regulations presently prohibit the performance of safety sensitive functions while having an alcohol concentration of 0.04% of alcohol per 100 ml of blood, or greater as indicated by an alcohol test, while using alcohol, or within four hours after using alcohol. The performance of driving functions is prohibited within 24 hours of a test showing alcohol concentrations between 0.02 % and 0.04 %.

**When an Employee will be Tested**

Employees will be tested as follows:

1. Pre-employment tests will be conducted before applicants are hired or after an offer to hire, but before actually performing safety-sensitive functions for the first time. Employees will also be tested when transferring from a non-safety sensitive position to a safety-sensitive position.
2. Post-accident tests will be conducted after accidents (as defined by federal regulation) on employees whose performance could have contributed to the accident.
3. Reasonable suspicion tests will be conducted when a trained supervisor observes behavior or appearance that is characteristic of alcohol misuse or prohibited drug use.
4. Random tests will be conducted on an unannounced basis just before, during or just after performance of safety sensitive functions.
5. Return to duty and follow-up tests will be conducted when an individual who has violated prohibited alcohol or drug conduct standards returns to performing safety sensitive duties. Follow-up tests will be unannounced and at least 6 tests will be conducted in the first 12 months after an employee returns to duty. Follow-up testing may be extended for up to 60 months following return to duty.

**Over-the-counter medications**

Over-the-counter medications and other substances may result in a positive test result. A positive test result will subject an employee to the consequences of drug use as provided in this policy.

**Refusal to Take Tests**

Refusal to submit to testing as required by this policy will constitute a verified, positive drug or alcohol test result. An employee who refuses a required test will be subject to the same sanctions as an employee who tests positively for drug or alcohol misuse.

### REMOVAL FROM SAFETY SENSITIVE FUNCTIONS PRIOR TO TEST ADMINISTRATION OR RETURN OF TEST RESULTS:

#### Consequences of Alcohol Misuse

Employees who engage in prohibited alcohol conduct will, at a minimum, be immediately removed from safety sensitive functions. Employees who have engaged in alcohol misuse will not be returned to safety sensitive duties until they have been evaluated by a substance abuse professional designated by the District and have complied with any treatment recommendations to assist them with an alcohol problem. In addition, employees who engage in prohibited alcohol conduct may be subject to further disciplinary action, up to and including dismissal.

#### Consequences of Drug Use

Employees who test positively for drug use or return a dilute negative test result will, at a minimum, be immediately removed from safety sensitive duty. If a dilute negative test result is returned, an unannounced test will be required at the direction of the MRO before any further administrative action is taken. When a physician designated as the District's MRO has interviewed the employee and determined that the positive drug test resulted from the unauthorized use of a controlled substance. If the positive test result is determined by the MRO to be caused by the authorized use of a controlled substance or over the counter medication, the employee will not be removed from the safety sensitive position unless the MRO determines that the substance impairs the employee's ability to safely carry out the safety sensitive function. An employee will not be returned to safety sensitive duties until they have been evaluated by a substance abuse professional (SAP) designated by the District or the MRO, has complied with rehabilitation recommendations, and has a negative result on a return to duty test. Follow-up testing will be conducted to monitor the returned employee's continued abstinence from drug use. In addition, employees who engage in the unauthorized use of controlled substances may be subject to disciplinary action up to and including dismissal.

#### Employee Education Programs

The Superintendent or designee will provide information and educational materials to safety sensitive employees and supervisors of safety sensitive employees on the consequences of drug and alcohol abuse and treatment resources in accord with the requirements of the Testing Act.

#### Rehabilitation and Treatment Programs

The District will not pay for the rehabilitation and treatment of any employee who has tested positive for drug or alcohol use, whether or not such rehabilitation and treatment is made a precondition of that employee's continued employment or return to a safety sensitive position.

#### Cost of Testing

The District will pay for tests required by the Testing Act or this policy.

#### Dissemination of Policy Procedures

Each employee covered by this policy, and a representative of a recognized local employee organization designated by an employee, will be provided with written notice of the District's anti-drug and anti-alcohol policies and procedures.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18

Harassment is a form of unlawful discrimination, as well as disrespectful behavior, which will not be tolerated. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting harassment as defined and otherwise prohibited by state and federal law violates this policy. Further, it shall be a violation of this policy to retaliate against any complainant raising good faith allegations of unlawful harassment or witness cooperating in an investigation by the District pursuant to this policy.

### Definitions

1. **Employee:** For purposes of this policy, employee means any person who may be permitted, required or directed by the school district, in consideration of direct or indirect gain or profit, to perform services.
2. **Unlawful Harassment:** Unlawful harassment is a form of discrimination. It is verbal or physical conduct based on an employee's race, religion creed, color, national origin, marital status, sex, sexual orientation, gender identity, age, political affiliation, ancestry, place of birth or disability which has the purpose or effect of substantially interfering with an employee's work or creating an intimidating, hostile or offensive environment.  
**Sexual Harassment:** Is a form of sex discrimination and means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:  
Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
  - a) Submission to or rejection of such conduct by an individual is used as a component of the basis for employment decisions affecting such individual; or
  - b) Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.
3. **Retaliation.** Retaliation is adverse action taken against a person for making a complaint of unlawful harassment or for participating in or cooperating with an investigation.

### Examples

Unlawful harassment including, but not limited to: any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of the employee's race, religion, creed, color, national origin, marital status, sex, sexual orientation, gender identity age, ancestry, place of birth or disability. Such conduct includes, but is not limited to, unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

#### 1. **Sexual Harassment**

Sexual harassment may include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person's alleged sexual activities.

#### 2. **Racial and Color Harassment**

Racial or color harassment may include unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.

#### 3. **Creed and Religion Harassment**

Creed and religion harassment includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's religion or creed such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs.

**4. National Origin Harassment**

Harassment on the basis of national origin includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

**5. Marital Status Harassment**

Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

**6. Sexual Orientation Harassment**

Harassment on the basis of sexual orientation includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation.

**7. Gender Identity Harassment**

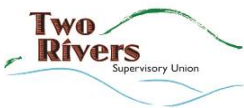
Harassment on the basis of gender identity includes unwelcome verbal, written or physical conduct directed at an individual's actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual's gender or gender identity, regardless of the individual's assigned sex at birth.

**8. Disability Harassment**

Disability harassment includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling mental or physical condition such as imitating manner of speech or movement, or interference with necessary equipment.

**Procedure**

1. **Duty to Investigate.** In the event the District receives a complaint of unlawful harassment of an employee, or otherwise has reason to believe that unlawful harassment is occurring, it will take all necessary steps to ensure that the matter is promptly investigated and addressed. The District is committed to take action if it learns of potential unlawful harassment, even if the aggrieved employee does not wish to file a formal complaint.
2. **Designated Persons.** Every employee is encouraged to report any complaint of or suspected acts of unlawful harassment. Unlawful harassment should be reported to the Non-Discrimination Coordinators or to the Principal at the following address and telephone number:
3. **Investigation.** Allegations of unlawful harassment will be promptly investigated by a Non-Discrimination Coordinator or his/her designee. At the outset of the investigation, the complainant shall be provided with a copy of this policy. If the allegations are found to have been substantiated by the investigator, the District will take appropriate disciplinary and/or corrective action. The Non-Discrimination Coordinator or his/her designee will inform the complainant(s) and the accused(s) whether the allegations were substantiated. The accused(s) and the complainant(s) shall be warned against any retaliation. If, after investigation, the allegation is found not to have been substantiated, the complainant(s) shall be informed of the right to contact any of the state or federal agencies identified in this policy.
4. **Filing a Complaint.** Employees are encouraged to report the alleged unlawful harassment as soon as possible to the Non-Discrimination Coordinators or the Principal. The complainant will be asked to provide copies of any relevant documents or notes of events and the names of people who witnessed or were told of the unlawful harassment and will be asked to provide a written description of the unlawful harassment.
5. **Alternative Complaint Processes.** Employees may file complaints with both the District and with state and federal agencies. If employees are dissatisfied with the results of an investigation, they may file a complaint with state and federal agencies. The agencies are:
  - a. Vermont Attorney General's Office, Civil Rights Unit, 109 State Street, Montpelier, VT 05602, tel: (802) 828-3171. Complaints should be filed within 300 days of any unlawful harassment.
  - b. Equal Employment Opportunity Commission, 1 Congress Street, Boston, MA 02114, tel: (617)565-3200, (voice), (617)565-3204 (TDD). Complaints should be filed within 300 days of any unlawful harassment.



(REQUIRED)

Rev: A

VSBA: B5

<b>EMPLOYEE HARASSMENT PREVENTION COORDINATORS</b>			
(Updated List: <b>August 2017 MUST BE UPDATED EACH FALL</b> )			
<b>TWO RIVERS SUPERVISORY UNION</b>			
<i>Designee #1:</i>		<i>Designee #2:</i>	
Name:	<b>Mary Barton</b>	Name:	<b>Linda Waite</b>
Title:	Dir. of Student Support Services	Title:	Dir. of Education Advancement
Contact Information:	802-875-6428	Contact Information:	802-875-6424
<b>CAVENDISH TOWN ELEMENTARY SCHOOL DISTRICT</b>			
<i>Designee #1:</i>		<i>Designee #2:</i>	
Name:	<b>George Thomson</b>	Name:	<b>Leigh Dakin</b>
Title:	Principal	Title:	School Nurse
Contact Information:	802-875-7758	Contact Information:	802-875-7758
<b>CHESTER ANDOVER ELEMENTARY SCHOOL</b>			
<i>Designee #1:</i>		<i>Designee #2:</i>	
Name:	<b>Katherine Fogg</b>	Name:	<b>Mary Barton</b>
Title:	Principal	Title:	Dir. of Student Support Services
Contact Information:	802-875-2108	Contact Information:	802-875-6428
<b>GREEN MOUNTAIN UNION HIGH SCHOOL</b>			
<i>Designee #1:</i>		<i>Designee #2:</i>	
Name:	<b>Lauren Fierman</b>	Name:	<b>Mike Ripley</b>
Title:	Principal	Title:	Assistant Principal
Contact Information:	802-875-2146	Contact Information:	802-875-2146
<b>LUDLOW ELEMENTARY SCHOOL</b>			
<i>Designee #1:</i>		<i>Designee #2:</i>	
Name:	<b>Karen Trimboli</b>	Name:	<b>Lisa Marks</b>
Title:	Principal	Title:	3rd Grade Teacher
Contact Information:	802-875-5158/5151	Contact Information:	802-875-5151
<b>MOUNT HOLLY SCHOOL DISTRICT</b>			
<i>Designee #1:</i>		<i>Designee #2:</i>	
Name:	<b>Craig Hutt Vater</b>	Name:	<b>Margaret Dunne</b>
Title:	Principal	Title:	Math Teacher
Contact Information:	802-259-3477	Contact Information:	802-259-2392
<b>UNION #39 SCHOOL DISTRICT</b>			
<i>Designee #1:</i>		<i>Designee #2:</i>	
Name:	<b>Karen Trimboli</b>	Name:	<b>John Davis</b>
Title:	Principal	Title:	Assistant Principal
Contact Information:	802-875-5158/4721	Contact Information:	802-875-4748

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/12/18



(REQUIRED)

Rev. A

VSBA: B6

The Two Rivers Supervisory Union Districts shall comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) with regard to any employee benefit or group health plan provided by the district that is subject to the requirements of the Act. The superintendent or designee shall develop and implement procedures necessary to ensure continuing compliance with the requirements of HIPAA.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18





**Tobacco Prohibition**

(REQUIRED)

Rev. A

VSBA: B7

It is the policy of the Two Rivers Supervisory Union and the Two Rivers Supervisory Union Districts to prohibit the use of tobacco on supervisory union or school grounds in accordance with state law. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products at all times while under the supervision of school staff or at school sponsored activities. The possession on school grounds of electronic cigarettes are also prohibited by this policy, unless they are in the possession of an individual who can demonstrate a medical need for their use. The Superintendent or designee shall develop procedures, rules and regulations that are necessary to implement this policy and, at a minimum, will include provisions ensuring that tobacco products are confiscated when found in the possession of students and that referrals to law enforcement agencies are made when appropriate.

**Definitions**

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

1. **School grounds** means any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields and parking lots.
2. **School sponsored activity** means activities including but not limited to field trips, project graduation events, sporting events, work internships and dances.
3. **Tobacco product** has the same meaning as set forth in Vermont State Statutes, as amended from time to time.

<b>District/Board:</b>	<b>Replaces Policy</b>	<b>Review Only</b>	<b>First Read</b>	<b>Date Warned</b>	<b>Date Adopted</b>
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18



**Education Records**

**POLICY: F5**

(REQUIRED)

Rev. A VSBA: C1

The Two Rivers Supervisory Union Districts recognize the importance of keeping accurate and appropriate education records for students as part of a sound educational program and are committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students.

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records. It is the policy of the district to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the district will inform parents, guardians, and students eighteen years and older of their right to inspect, review, and seek amendment of the student’s education records. The district will inform parents guardians, and students eighteen years and older of items considered directory information through notices distributed at the beginning of each school year or when a student enrolls.

The building principal will be the custodian of all education records in a given school. The superintendent has overall responsibility for education records throughout the district and for assuring that adequate systems are in place to maintain such records and to provide parents with access to them in accordance with state and federal law. The Superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure and destruction of education records.

**Definitions**

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that Act.

<b>District/Board:</b>	<b>Replaces Policy</b>	<b>Review Only</b>	<b>First Read</b>	<b>Date Warned</b>	<b>Date Adopted</b>
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18

It is the policy of the Two Rivers Supervisory Union School Districts that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school. It is further the policy of the district to make appropriate referrals in cases of substance abuse.

### **Definitions**

***Substance Abuse*** - is the ingestion of drugs and or alcohol in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.

***Drug*** - means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol, or any other controlled substance as defined by state or federal regulation or statute.

**Educational Program** The Principal or designee shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program. The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan. If the school district is a recipient of federal Safe and Drug-Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug abuse educational program.

**Support and Referral System** In each school the principal or designee shall develop a support and referral system for screening students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The support and referral system will include processes to determine the need for further screening, education, counseling or referral for treatment in each referred case. In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse.

**Cooperative Agreements** The Principal or designee shall annually designate an individual to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The Two Rivers Supervisory Union School Districts, have entered into a cooperative agreement with the following "Agencies:" Rutland Mental Health, Rutland, VT and/or Healthcare Rehabilitative Services, Springfield, VT. The Agency will provide substance abuse treatment to students who are referred through the school's support and referral system, or who refer themselves for treatment.

**Staff Training** The Principal or designee will work with appropriate staff to provide training for teachers and health and guidance personnel who teach or provide other services in the school's alcohol and drug abuse prevention education program. The training provided will meet the requirements of State Board Rules related to staff training.

**Community Involvement** The Principal or designee will work with school staff and community members to implement a program to inform the community about substance abuse issues in accord with State Board of Education rules.



Student Alcohol and Drugs

POLICY:

F7

(REQUIRED)

Rev. A

VSBA: C2

Annual Report In a standard format provided by the Vermont Agency of Education, The Principal or designee will submit an annual report to the Secretary of Education describing substance abuse education programs and their effectiveness.

Notification The Principal or designee shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18		
Ludlow-Mount Holly Unified Union School District			05/09/18		



Transportation (GMUSD)

POLICY: F9-GM

(REQUIRED)

Rev. A

VSBA: C3

Where it is reasonable and necessary to enable a student entitled or required to attend an elementary or a secondary school operated by the District, the District may provide transportation on public roads to students who reside within the District. The district may provide transportation to non-resident students as authorized by the school board. Accordingly, the Schools of the Green Mountain Unified School District has decided to provide transportation under this policy.

The superintendent or designee will establish routes and designate stops after considering both the safety of children and efficiency of operation. The superintendent will consider the following factors when determining routes and stops.

1. The age, safety and health of pupils,
2. Distance to be traveled,
3. Condition of the road, and
4. Type of highway.

The superintendent or designee may consider any other factors he or she deems appropriate when establishing routes and designated stops.

The superintendent shall submit to the school board for approval any contracts, leases or purchases necessary to maintain and operate transportation equipment, and shall include in his or her annual report to the board information as to all pupils transported by the school district and the expense thereof.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18



Transportation (TRSU)

POLICY: F9-TRSU

(REQUIRED)

Rev. A

VSBA: C3

Where it is reasonable and necessary to enable a student entitled or required to attend an elementary or a secondary school operated by the District, the District may provide transportation on public roads to students who reside within the District. The district may provide transportation to non-resident students as authorized by the school board. Accordingly, the Schools of the Two Rivers Supervisory Union District has decided to provide transportation under this policy.

The superintendent or designee will establish routes and designate stops after considering both the safety of children and efficiency of operation. The superintendent will consider the following factors when determining routes and stops.

1. The age, safety and health of pupils,
2. Distance to be traveled,
3. Condition of the road, and
4. Type of highway.

The superintendent or designee may consider any other factors he or she deems appropriate when establishing routes and designated stops.

The superintendent shall submit to the school board for approval any contracts, leases or purchases necessary to maintain and operate transportation equipment, and shall include in his or her annual report to the board information as to all pupils transported by the school district and the expense thereof.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					



Transportation (TECH)

POLICY: F9-TECH

(REQUIRED)

Rev. A

VSBA: C3

Students attending any approved Vermont Technical Center may drive themselves to and from the Center with parent’s permission. Students driving may not transport other students to or from the River Valley Technical Center unless the passenger is 18 years of age or older. Failure to abide by this rule will result in loss of driving privileges.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18

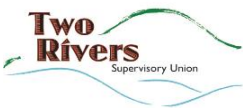
It is the policy of the Two Rivers Supervisory Union Districts to ensure that students whose primary or dominant language is not English, and who therefore have limited-English proficiency (LEP), have equitable access to school programs as required by law.

**Implementation**

The superintendent or designee shall be responsible for developing and implementing procedures to comply with federal and state laws which define standards for serving LEP students.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18





It is the policy of the Two Rivers Supervisory Union Districts to comply with the Federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at school. It is further the intent of the school board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

**Definitions**

For the purposes of this policy, the terms “firearm” “school” and “expelled” shall be defined in administrative procedures developed by the superintendent. The definitions shall be consistent with definitions required by state and federal law.

**Sanctions**

Any student who brings a firearm to school, or who possesses a firearm at school, shall be brought by the superintendent to the school board for an expulsion hearing.

A student found by the school board after an investigation and subsequent hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case by case basis when presented with evidence that:

1. The student was unaware that he or she had brought a firearm to school.
2. The student did not intend to use the firearm to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others, has been evaluated, and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

**Policy Implementation**

An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the superintendent or his or her designee.

The superintendent shall refer to appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the school district. The superintendent may also report any incident subject to this policy to the Department For Children and Families.

The superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18



Participation of Home Study Students

POLICY: F23

(REQUIRED)

Rev: A

VSBA: C6

It is the policy of the Two Rivers Supervisory Union Districts to comply with the requirements of Act 119 of 1998 by allowing home study students to participate in courses, programs, activities, and services and use school educational materials and equipment.

The Superintendent will develop administrative procedures that comply with rules promulgated by the Vermont State Board of Education as is necessary to implement this policy.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18



**(Required)**

Rev. A

VSBA: E1

The Two Rivers Supervisory Union School Districts maintain programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I, Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in school district and school level compacts.

**Definition**

Parent: Includes a parent and/or legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

**School District Parental Involvement Compact**

The superintendent or designee shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A requirements. The LEA Compact shall include:

1. the district’s expectations for parental involvement;
2. specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and
3. other provisions required by law.

The superintendent or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I Part A.

**School Level Parental Involvement Compact.**

Each building principal or designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement Compact shall include: (1) a process for continually involving parents in its development and implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and parents build and develop a partnership to help students achieve the State’s standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

**Title I, Part A Parental Involvement Policy:  
Appendix A**

**Sample School District Parental Involvement Compact**

This school district compact outlines the joint responsibility of the School District and parents. The following opportunities for parental involvement are provided by the School District.

1. The school district involves parents in the joint development of its plan to help low-achieving students meet challenging achievement and academic standards (NCLBA §1112), and the process of school review and improvement (NCLBA §1116) by:
  - a. Establishing a school district committee with parents and representatives of other impacted programs, including Head Start.
  - b. Establishing communication between the school district staff and parents.
  - c. Developing a school district process, through newsletters, electronic communications of other means, to communicate with parents about the plan and to seek their input and participation.
  - d. Training personnel on effective collaboration strategies for parents with diverse backgrounds that may impede participation, such as language difficulty.

**(Required)**

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2. The school district provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance by:
  - a. Providing workshops to assist schools in planning and implementing strategies.
  - b. Establishing training programs for school personnel and parents responsible for communication strategies at the school level.
  - c. Providing information to parents about the assessment tools and instruments that will be developed to monitor progress.
  - d. Seeking input from parents in developing workshops and other activities.
3. The school district builds the capacity of schools and parents for strong parental involvement by:
  - a. Providing ongoing communication about the school district committee through newsletters or other written or electronic means.
  - b. Utilizing the schools' parent-teacher organizations to assist in identifying effective communication strategies.
  - c. Providing a master calendar of school district meetings to discuss pertinent topics.
4. The school district coordinates and integrates parental involvement strategies under this Compact with parental involvement strategies under other programs by:
  - a. Sharing data from school and other programs to assist in developing new initiatives to improve student achievement and school improvement.
5. The school district conducts, with involvement of parents, an annual evaluation of the content and effectiveness of its parental involvement policy in improving the academic quality of schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities authorized by Title I, Part A or the parental involvement policy and compact of the district (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies by:
  - a. Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal meetings with staff, parents and teachers.
  - b. Identifying potential policy and compact changes to improve and revise programs.
6. The school district involves parents in the activities of the schools served under Title I, Part A by:
  - a. Providing communication and calendar information to parents of planned meetings, discussions or other events and encouraging participation.
  - b. Providing school and parent-teacher organization coordination of events.

## **Title I, Part A Parental Involvement Policy**

### **Appendix B**

#### **School Level Parental Involvement Compact**

This parental involvement compact outlines joint responsibilities of the school and parents. Opportunities for parental involvement are provided by the school by:

1. Convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, inform parents/guardians of their school's participation under Title I, Part A and to explain the requirements of Title I, Part A and the right of the parents to be involved. The principal or designee shall:
  - a. Invite all parents of participating children to the annual meeting at school.
  - c. Explain the rights of parents to be involved in establishing this compact.
  - d. Introduce and involve the building representatives on the S.U.-level committee.
  - e. Provide an overview of Title I and give parents an opportunity to express questions and concerns.
  - f. Indicate mechanisms by which the committee work will be communicated to parents.
  - g. Seek the involvement and input of parents.
  - h. Provide child care so that all parents who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evenings, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. The principal or designee shall:

**(Required)**

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VSBA: E1

- a. Provide parents with opportunities to ask questions and discuss informally student academic achievement and school performance.
  - b. Engage school-based parent organizations to assist with communication and implementation needs.
  - c. Develop and use outreach programs to involve community groups and organizations.
3. Involving parents in an organized, ongoing, and timely way, in the planning, review, and involvement of programs under Title I, Part A, including the planning, review, and improvements of the school parental involvement compact and the joint development of the school wide program plan under NCLBA, except that if the school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. The principal or designee shall:
- a. Identify and establish a process by which an adequate representation of parents of participating children can occur.
  - b. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the S.U. parent involvement policy.
4. The principal or designee shall:
- a. Provide parents of participating children timely information about programs.
  - b. Communicate updates through the use of school newsletters, the school web site, email and telephone contact, and home visits if needed.
  - c. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - d. Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
  - e. Develop means for parents to ask questions and receive answers.
  - f. If the school plan developed under Section 1114(b)(2) of the NCLBA is not satisfactory to parents of participating children, submit any comments from parents to the S.U. board when the plan is made available to the S.U. board, and provide a process consistent with board policies and procedures on complaints, for parents to express their concerns to the school district board of directors.
5. Shared Responsibilities for High Student Academic Achievement.
- a. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards. Each parent of a participating child is responsible for supporting their children's learning by:
  - b. Monitoring attendance, homework, and television viewing.
  - c. Volunteering in their child's classroom and participating as appropriate in decisions relating to their children's education and extracurricular activities.
  - d. Communication between teachers and parents occurs through:
  - e. Parent-teacher conferences in elementary schools at least annually, during which the compact shall be discussed as it relates to the individual child's achievements.
  - f. Frequent reports to parents on their children's progress.
  - g. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
6. Building Capacity for Involvement
- a. To ensure effective involvement of parents and to support a partnership among the school's involved, each school shall:
  - b. Provide assistance to parents of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.
  - c. Provide materials and training to help parents work with their children.
  - d. Educate teachers and other staff in the value and utility of contributions of parents and how to effectively communicate with and work with parents as equal partners, implement and coordinate parent programs that will build ties between them.
  - e. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instructions Programs for Preschool Youngsters, the Parents and Teachers Program and public preschool and other programs and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
  - f. Ensure that information is sent to the parents of participating children in a format and language that can understand.
  - g. To ensure effective involvement of parents and to support a partnership among the school's involved, each school may:
  - h. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
  - i. Provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training.

**(Required)**

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VSBA: E1

- j. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions.
  - k. Train parents to enhance the involvement of other parents.
  - l. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
  - m. Adopt and implement model approaches to improving parental involvement.
  - n. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I supported programs.
  - o. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
  - p. Provide other reasonable support for parental involvement activities under this section as parents may request.
7. In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			05/08/18	05/25/18	06/12/18
Ludlow-Mount Holly Unified Union School District			05/09/18	05/25/18	06/13/18



(Required)

Rev. A

VSBA: E1

**TWO RIVERS SUPERVISORY UNION  
Cavendish Town Elementary, Chester Andover Elementary, Ludlow Elementary, Mount Holly School  
2015-2016 HOME-SCHOOL COMPACT**

A Home School Compact has been written to serve as an important guide to improve the Partnership between parents and teachers in an effort to improve student achievement. The compact outlines the responsibilities of each --- What is the teacher's job? What is the family's job? What is the student's job?

We ask you to discuss the compact with your child, sign the agreement below and send one copy back to your child's teacher. Please keep your copy in a place where you and your child can refer to it. If you have any questions or recommendations, please call the school principal or your child's teacher.

**Schools:**

We will provide an academic program that is challenging and striving to meet or exceed the VT state standards.

We will provide clear expectations and student goals and the means for students to achieve them.

We will communicate with parents on an ongoing basis through newsletters, phone calls, e-mails and/or visits.

We will welcome and encourage parent participation in school activities.

We will schedule parent/teacher conferences at mutually convenient times.

We will listen to and acknowledge parent and student points of view.

We will provide access to books and encourage reading at home.

We will provide clear and reasonable expectations for homework.

We will communicate and consistently uphold school rules.

We will provide a positive environment that is caring, safe and supportive.

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Teacher Date

**Students:**

I will come to school rested and prepared to learn.

I will work to meet class expectations and my individual goals.

I will talk to teachers and ask for help when needed.

I will take responsibility for my academic progress and let my family know how I'm doing.

I will act responsibly and accept consequences for my actions.

I will read following our classroom reading expectations.

I will complete homework assignments on time.

I will listen to and follow school, recess, and bus rules.

I will help create and maintain a positive and safe environment.

I will treat everyone and school property with respect.

I will help everyone in school feel welcomed, valued and included.

I will deliver newsletters and notices to my parents.

\_\_\_\_\_  
Student Date

**Parents:**

I will send my child to school on time, rested and prepared to learn.

I will ensure my child attends school daily except in the case of illness or extenuating circumstances.

I will be familiar with class expectations and my child's goals.

I will talk with the teacher and my child about what is happening at home and at school.

I will participate in school activities and attend special events.

I will share with the school information about my child's individual needs.

I will participate in parent/teacher conferences.

I will provide nightly opportunities for my child to read

I will ensure that my child completes homework and assignments on time.

I will support school rules.

I will ask for help with parenting or school issues if needed.

I will read and respond to newsletters and notices sent home by the school

\_\_\_\_\_  
Parent/Guardian Date

It is the intent of the Board to outline direction and goals for the successful consistent and efficient operation of the Two Rivers Supervisory Union Schools through the adoption of policies. School District policies will be in compliance with Vermont and federal law and regulations.

### **Definitions**

**Policies** guide the school board, administrators and other district employees, students, parents and community members by stating Two Rivers Supervisory Union goals, establishing parameters for administrative action, assuring that legal obligations are met and providing for sound risk management.

**Procedures** (also referred to as rules or regulations) are developed by the superintendent or their designee to provide for the management of the public schools in the Unified District by describing how tasks will be carried out and board policies will be implemented.

### **Policy Development**

In order to ensure efficient development and implementation of school board policies in the supervisory union, the supervisory union board, or a subcommittee thereof, will determine when school board policies in the Unified School Districts should be developed or revised. The superintendent will assist the board in determining the need for policy development or revision in specific areas and will advise the board on policy content.

The board will seek appropriate public comment and administrative guidance as it considers proposals for policy development or revision. Comment and information will be sought in areas such as, but not limited to, the following.

1. The specific need for the policy
2. The scope of the policy with regard to establishing appropriate roles for the board and the administration
3. The effect of the proposed policy on administrators, students, teaching staff and the community
4. Samples of similar policies of other boards
5. Applicable provisions of state and federal law
6. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

### **Policy Adoption**

After consideration of the comments and information provided by interested individuals, the board may adopt or revise a policy. A policy may be adopted at a regular or special meeting of the school board, after the board has given at least 10 days prior public notice of its intent to adopt the policy and has stated in its notice the substance of the proposed policy.





**POLICY DISSEMINATION, ADMINISTRATION & REVIEW:**

**Dissemination**

When policies are adopted, the Superintendent will publish and make them available to the public, students, and school personnel.

A copy of the District policy manual will be available during the normal working day in the office and/or library of each school within the District. The student handbook will include Board policies related to student activities and conduct. The teacher handbook will include Board policies related to teachers' responsibilities.

As needed, the Superintendent will develop other appropriate methods to familiarize and educate the school and general community about the District's policies.

**Administration** Policies will be administered through procedures and directives of the Superintendent of schools and members of the management team.

**Policy Review** The superintendent will advise the supervisory union board when revisions to adopted policies are required by changes in legal requirements. In addition, the superintendent will develop a policy review schedule to ensure that all policies are reviewed at least once every five years and, if necessary or appropriate, revised or repealed in response to changing legislation or other altered circumstances.

<b>District/Board:</b>	<b>Replaces Policy</b>	<b>Review Only</b>	<b>First Read</b>	<b>Date Warned</b>	<b>Date Adopted</b>
Two Rivers Supervisory Union					
Green Mountain Unified School District			06/12/18		
Ludlow-Mount Holly Unified Union School District			06/13/18		



Volunteers and Work Study Students

POLICY: D7

(REQUIRED)

Rev: A

VSBA: B2

The Two Rivers Supervisory Union Districts recognize the valuable contributions made to the schools by volunteers and work study students. It further recognizes that appropriate supervision of volunteers and work study students will enhance their contributions as well as fulfill the responsibility that the school district has for the education and safety of its students.

Definitions

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

- 1. Volunteer means an individual not employed by the school district who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits.
2. Work Study Student means a post-secondary student who receives compensation for work performed at a school operated by the district as part of a work experience program sponsored or provided by the college or university at which enrolled. A student working toward a teaching credential who is placed as a student teacher at a district school is not a work study student.

Policy

The Superintendent shall develop administrative rules and procedures to ensure that volunteers and work study students are appropriately screened prior to entering into service in the school district, and that only volunteers and work study students who have been screened and approved by the superintendent have extended unsupervised contact with students. The screening process utilized by the school district shall minimally include a name and birth date check with the Vermont Internet Sex Abuse Registry and the Vermont Crime Information Center (VCIC) for any person being considered for service as a volunteer or work study student. A person who is on the Vermont Internet Sex Offender Registry shall not be eligible to be a volunteer or work study student.

Table with 6 columns: District/Board, Replaces Policy, Review Only, First Read, Date Warned, Date Adopted. Rows include Two Rivers Supervisory Union, Green Mountain Unified School District, and Ludlow-Mount Holly Unified Union School District.



Due to the unique nature of social media sites, and because of the Supervisory Union’s desire to protect its interests with regard to electronic records, the following rules are established to address social media site usage by all employees. This policy does not apply to Statutory Employees.

All District policies, specifically including policies regarding the protection of student welfare and policies prohibiting unlawful harassment and discrimination, extend to employee use of social media. This includes conduct undertaken both on and off campus, regardless of whether the employee is on working time.

**Protect Confidential Information:**

All laws and policies regarding confidentiality and privacy apply to the venue of social networking, social media sites, and personal sites as they do in any other view or print forum. This includes, but is not limited to, any information, data, pictures, or identifiable information regarding students. Employees shall adhere to all applicable privacy and confidentiality policies adopted by the Supervisory Union in their social media activity.

**Educational Networking:**

Supervisory Union employees are encouraged to make professional and educational use of collaborative and web-based tools to enhance student learning. However, it remains clear that all laws and policies regarding use of the Supervisory Union’s equipment, confidentiality, privacy, and conduct of students and employees shall apply to the use of those tools. Appropriate collaboration with colleagues online shall always be professional, maintain confidentiality, and protect child safety and welfare.

**Professional Boundaries:**

Employees are not allowed on social networking sites to invite students to be a friend and/or a member, or to accept invitations from students to be a friend and/or a member, except for family members of the employees who are students within the Supervisory Union.

**Use of District Name or Logos:**

Employees shall not use Supervisory Union logos, images, iconography, etc. on social networking, social media sites, or personal sites. Nor shall employees use the Supervisory Union name to promote a product, cause, political issues, political candidate or party.

**Employees on Personal Sites:**

If an employee identifies oneself as a Supervisory Union Employee online, it should be made clear that views expressed, posted, or published are not necessarily those of the Supervisory Union. This needs to be posted so that all who access an employee online can readily observe the disclaimer.

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			06/12/18		
Ludlow-Mount Holly Unified Union School District			06/13/18		

## Goals

Since educational programs are dependent on adequate funding and the proper management of those funds, district goals can best be attained through efficient fiscal management. As trustee of local, state and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the purposes intended.

The Board seeks to achieve the following goals:

1. Manage finances in such a way as to achieve the greatest educational returns in relation to dollars expended.
2. Establish efficient processes and procedures in all areas of fiscal management.
3. Provide timely and appropriate information and training to staff having fiscal responsibilities.
4. Follow Generally Accepted Accounting Principles (GAAP).

## Fiscal Year & Year-End Close Out

The fiscal year for the Supervisory Union and its member districts is defined as beginning on the first day of July and ending on the 30th day the following June. The year-end closing should be on a full accrual basis according to Generally Accepted Accounting Principles (GAAP).

## Fiscal Accounting and Reporting

The Supervisory Union recognizes its responsibilities to ensure accurate and prudent management of the financial affairs of the member districts. This includes accounting for the receipt and expenditure of federal, state, and local tax dollars, as well as revenues from other sources.

The Supervisory Union will employ a double entry accrual accounting system and will conform to Generally Accepted Accounting Principles (GAAP). Separate records will be maintained for each school district on a basis consistent with the accounting system requirements of the Department of Education Handbook II.

The accounting system will satisfy the following purposes:

1. Administrative Control: The financial records must be adequate to guide the making or deferring of purchases, the expanding or curtailing of programs, and the controlling of expenses. Current data should be immediately available and in such form that periodic summaries may be readily made from the data.
2. Budget Preparation: The financial records must be adequate to serve as a guide to budget estimates of subsequent years and to hold expenditures to the amounts appropriated.
3. Accounting for Stewardship: The financial records of the district must be adequate to show that those in charge have handled funds within the framework of law and in accordance with state guidelines.

The financial records will provide the following information:

1. For each account in the district's budget: the appropriation, appropriation transfers, adjusted appropriation, expenditures, encumbrances, and unencumbered balance.
2. For each purchase order: the name of the vendor, description of the item involved, the amounts, and the appropriate board approval.
3. For each purchase: the purchase order information above, plus the record of receipt and condition of goods, the invoice, and the record of payment.
4. For each income account: the budget reviews, any revenues, the receipts to date, and the balance anticipated.

Financial reports will be provided to each school district board on a quarterly basis. Financial reports will be submitted to federal and state agencies as required by applicable state/federal statute/regulation.

## Audits

The Supervisory Union will arrange for an annual audit by a certified public accountant for every district. The audit will encompass all financial records, statements, and accounts of the Supervisory Union and member districts. Such audit shall include:

1. The financial statement of the school district;
2. Trust accounts where the school district or any school officer is trustee or where the school district is sole beneficiary;
3. Accounts related to school district indebtedness; and
4. Accounts of any special funds in the care of any school district.

The auditing firm will be selected after a review of qualifications and fees and will be engaged under contract.

Each district's Annual Report will include a notice that the audit has been performed.

The Superintendent charges the Chief Financial Officer to:

1. Ensure all accounts associated with a school are audited annually;
2. Review all audit records and recommendations; and
3. Report receipt of the audit report(s) and recommendations(s) to the respective board(s).

## Reimbursement

### **1. Tuition/Conference reimbursement**

At the discretion of the Superintendent, each full-time employee shall be eligible for reimbursement of the cost of satisfactorily completed college courses, resulting in a grade B or better, conferences, and workshops. Such current courses or conferences must be directly related to the employee's current TRSU work assignment and approved in advance by the Superintendent. Excluding senior administrators, an employee shall be limited to the cost of the equivalent of three (3) UVM credits per year (pro-rated for part-time employees); however, the TRSU may exercise its discretion to grant the reimbursement of more than three (3) UVM credits when deemed appropriate.

Miscellaneous reimbursement other than coursework above; can include mileage, hotel, and meals, when the conference, workshop or course specifically addresses a need for the individual employee identified by the immediate supervisor, is part of an improvement plan or directly relates to the Individual Professional Development Plan (IPDP) and is approved by the Local Standards Board and Superintendent. Please see IRS publication 1542 Per Diem Rates from the Internal Revenue Service for reimbursement guidelines.

### **2. Mileage reimbursement**

In the event that the TRSU requires an employee to use her/his personal vehicle for the benefit of the TRSU, the TRSU shall reimburse the employee at the current reimbursement rate allowed by the Internal Revenue Service. Mileage reimbursement request forms must be submitted to the Superintendent's Office no more than 60 (sixty) days following the employee incurred cost to the employee be paid for the expense. Staff submitting mileage requests after 60 (sixty) days will not be reimbursed.

### **3. Mileage & miscellaneous reimbursements**

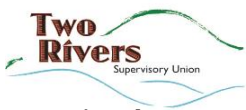
Any mileage, hotel, and meal reimbursements are encouraged to be submitted to the Superintendent beforehand where possible and within thirty (30) days, but forms submitted after sixty (60) calendar days will not be reimbursed.

**Petty Cash Funds**

1. The use of petty cash funds shall be authorized for specific purposes only. Transactions may include individual purchases of supplies and materials under the amount of **Fifty Dollars (\$50)** such as postage, delivery charges, and freight. Individual personal reimbursements which exceed **Fifty Dollars (\$50)** should not be made from petty cash funds. Petty cash accounts will be maintained as cash on hand.
2. Expenditures against these funds must be itemized and documented with receipts and will be charged to the applicable budget code. After a budget item is exhausted, no expenditures against the item may be made from petty cash.
3. The security of, and accounting for, petty cash accounts shall be the responsibility of the fund manager to whom the account is assigned.

**Student Activity Accounts**

1. Gifts, contributions or funds collected in connection with summer program activities, school athletic events, band or athletic booster clubs, civic organizations, parent-teacher organizations, commercial agencies, and all other similar monies, properties, or benefits shall be included in internal funds of the school.
2. A quarterly report of cash receipts and disbursements to the activity fund should be prepared and reviewed by the activity fund supervisor and submitted to the treasurer of the school district. Column headings should include the following:
  - a. Beginning cash balance (which should agree with the ending cash balance on the prior month's report);
  - b. Cash receipts;
  - c. Cash disbursements;
  - d. Ending cash balance;
  - e. Unpaid purchase orders; and
  - f. Unencumbered cash
3. The Business Office will periodically perform internal audits of the reports and supporting records. The ending balances of all student activity accounts will be included in the audited financial statements.



**Employee Reimbursements**

**1. Travel Allowances and Expenses:**

It is the policy of the Supervisory Union to encourage appropriate personnel to attend educational conferences, seminars and workshops which are directly related to the responsibilities of such personnel in their work in the Supervisory Union. Such experiences tend to enhance, broaden, and extend the professional contacts which are required to maintain an excellent school system. All employee and support staff conference, workshop, clinic and convention requests must be approved in advance by the appropriate supervising principal. All Supervisory Union administrative staff and principals must have such requests approved by the Superintendent.

Expenditures related to vicinity travel are expected to be reimbursed after the fact. Some portion of travel and conference expenditures may need to be reimbursed after the fact, but employees are encouraged to apply for an appropriate advance payment.

Every district employee will be reimbursed for travel expenses while traveling outside of the district and engaged in official district business. All travel expenses must be reported on the established travel advance and/or reimbursement forms and approved by the employee’s supervisor.

The district business office will provide forms to be used in connection with travel expense claims and reimbursements.

**2. Non-Travel Reimbursements:**

To reduce the financial burden on employees and the possibility of fraud, we strongly discourage non-travel personal expenditures which must subsequently be reimbursed. While most purchases of goods or services can be made within established purchasing procedures, there may be an occasional need for an employee to make a purchase for the benefit of the district from personal funds. In that event, an employee will be reimbursed for a personal purchase under the following criteria:

- a. It is clearly demonstrated that the purchase is of benefit to the district.
- b. The purchase was made with the prior approval of an authorized administrator;
- c. The item purchased was not available from resources within the district; and
- d. The claim for personal reimbursement is properly accounted for and documented with an invoice/receipt.
- e. The district business office will be responsible for the development of forms to be used in processing claims for personal reimbursements.

**Capitalization Policy for Fixed Assets**

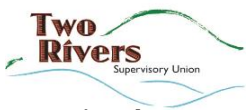
A fixed asset is a property that meets all of the following requirements:

- 1. Must be tangible in nature;
- 2. Must have a useful life of longer than the current fiscal year; and
- 3. Must be of a single per item cost of \$5,000 or greater.

Fixed assets may be acquired through donation, purchase or may be self-constructed. The asset value for donations will be the fair market value at the time of the donation. The asset value, when purchased, will be the initial cost plus the trade-in value of any old asset given up, plus all costs related to placing the asset into operation. The cost of self-constructed assets will include both the materials used and the cost of labor involved in the construction of the asset.

The following significant values will be used for different classes of assets:

<b>Class of Fixed Asset</b>	<b>Significant Value</b>
• Equipment and machinery.....	\$5,000 or greater
• Buildings – Improvements .....	\$5,000 or greater
• Improvements other than buildings .....	\$5,000 or greater
• Land .....	Any amount



**Property Records**

The Director of Finance and/or fund manager shall be responsible for the inventory of all fixed assets of the Supervisory Union or its member district schools. There shall be a complete inventory of all land, buildings, and physical property under the control of the district. Such records shall be updated annually. Property records shall show the make, source, date of purchase, model, serial number, location and other identifying data.

**School Properties Disposal**

The Supervisory Union recognizes that in the ongoing operation of the school system, there may be school property (not including real estate) that is no longer useful to the Supervisory Union or its member district schools, and in the interest of efficiency and operation such property should be properly disposed of. Subject to statutory limitations, administration is authorized to proceed in a proper and orderly manner in disposing of school property that is no longer useful to the Supervisory Union or its member district schools. Disposal shall include the acts or processes of selling, donating, trading, transferring control to another, discarding, and destroying.

<b>District/Board:</b>	<b>Replaces Policy</b>	<b>Review Only</b>	<b>First Read</b>	<b>Date Warned</b>	<b>Date Adopted</b>
Two Rivers Supervisory Union					
Green Mountain Unified School District			06/12/18		
Ludlow-Mount Holly Unified Union School District			06/13/18		



**PROCEDURE****Federal Grant Cash Management****E1:001**

Two Rivers Supervisory Union

Rev. A 10/31/16

**Purpose:**

Citation

2 CFR §200.302(b)(6)

Written procedures to implement payment per 2 CFR §200.305 minimize the time between transfer of funds and disbursement

The entity will maintain financial management systems that separately account for the receipt, obligation and expenditure of each individual federal grant.

Advance payments must be limited to the minimum amounts needed and be in accordance with the actual, immediate cash requirements. Quarterly financial reports will accurately report:

- Total revenue received through the reporting period
- Total expenditures (net of available program income) made through the reporting period
- Total expected expenditures (net of projected program income) for the next upcoming three month period estimated by mon

Refer to POLICY: E1 Fiscal Management



Student Attendance

(Required)

It is the policy of the Two Rivers Supervisory Union Districts to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

The Superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

Administrative Rules and Procedures

The procedures will address the following issues and may include others as well:

- 1. written excuses;
2. tardiness;
3. notification of parents/guardian;
4. signing out of school;
5. excessive absenteeism;
6. homebound and hospitalized students;
7. early dismissals;
8. homework assignments;
9. making up work

Administrative Responsibilities

- 1. The principal is responsible for maintaining accurate and up-to-date records of student attendance.
2. The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

Table with 6 columns: District/Board, Replaces Policy, Review Only, First Read, Date Warned, Date Adopted. Rows include Two Rivers Supervisory Union, Green Mountain Unified School District, and Ludlow-Mount Holly Unified Union School District.



**Restraint and Seclusion, The Use of**

**POLICY: F26**

**(Required)**

Rev. A

VSBA: C34

It is the policy of this district/supervisory union that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district/supervisory union’s intent to create and maintain a positive and safe learning environment and to promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district/supervisory union of appropriate interventions by district staff.

The superintendent or designee shall develop administrative procedures to ensure district/supervisory union compliance with the requirements of Vermont State Board of Education Rule 4500.

**Implementation**

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Agency of Education unless the employee submits a plan to the Secretary of Education demonstrating how a training program not recommended by the Agency of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include in their report recommendations for changes, if any, to related district/supervisory union policies or procedures.

<b>District/Board:</b>	<b>Replaces Policy</b>	<b>Review Only</b>	<b>First Read</b>	<b>Date Warned</b>	<b>Date Adopted</b>
Two Rivers Supervisory Union					
Green Mountain Unified School District			06/12/18		
Ludlow-Mount Holly Unified Union School District			06/13/18		



609 VT Route 1035  
Ludlow, VT 05149  
802-875-3365

## RESTRAINT/SECLUSION DOCUMENTATION REPORTING FORM

**Incident Report Notification Type:** (Check all that apply)

**F26.003.Form** Rev B.

- Staff Report to Administrator (REQUIRED):** Any person who imposes a restraint or seclusion shall report its use to the school administrator as soon as possible, but in no event later than the end of the school day of its use.
- Administrator Report to Superintendent (If applicable):** Report to Superintendent shall be made within three (3) school days of the incident whenever:
- There is a death, injury or hospitalization to staff or student as a result of a restraint or seclusion; or
  - An individual employee or contracted service provider has engaged in the use of physical restraint or seclusion three (3) separate times on one (1) or more students; or
  - Physical restraint has been used for more than fifteen (15) minutes; or
  - Any student has been restrained or secluded three (3) or more times per school year; or
  - A student has been restrained or secluded more than once in a school day; or
  - A student is restrained or secluded who is not on a behavioral intervention plan; or
  - Restraint or seclusion has been used in violation of these rules, including the use of any prohibited form of restraint.
    - ◆ Learning environments other than public schools shall fulfill this reporting requirement by reporting to the Superintendent of the Supervisory Union that is the LEA or sending district for the student. If there is no sending district or LEA, this requirement shall be fulfilled by reporting to the Secretary of the Agency of Education.
- Superintendent to Report to AOE Secretary (If applicable):** The Superintendent of the Supervisory Union/District shall report the use of restraint or seclusion to the Secretary of the Agency of Education within three (3) school days of the incident whenever:
- There is death, injury requiring outside medical treatment or hospitalization to staff or student as a result of a restraint or seclusion; or
  - Physical restraint or seclusion has been used for more than thirty (30) minutes; or
  - Physical restraint or seclusion has been used in violation of these rule, including the use of any prohibited restraint or seclusion.
- In addition to this incident report, a written review with recommendations of the Superintendent must be provided.**

**Core Information:**

Staff Member(s) Completing Form:	Staff Title:	Date/Time - report:	Date/Time - incident:
Student Information:	Age:	Gender:	Grade:
Student Name:	Check if applicable:		
	<input type="checkbox"/> IEP <input type="checkbox"/> 504 <input type="checkbox"/> BIP <input type="checkbox"/> ESP		
	<input type="checkbox"/> Other, explain below:		
School Name:			

~ PHYSICAL INTERVENTION TYPE ~

- Physical Restraint:** *The use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:*
- a. *Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either to prevent a student from completing an act that would result in potential physical harm to him/her self or another person; or to remove a disruptive student who is unwilling to leave an area voluntarily;*
  - b. *The minimum contact necessary to physically escort a student from one place to another;*
  - c. *Hand-over-assistance with feeding or task completion; or techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment.*

**Seclusion:** *The confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.*

**Incident Information:**

Date Incident Occurred (MM/DD/YYYY):	Time Restraint/Seclusion Began:	Time Restraint/Seclusion Ended:
	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
Location of Incident:	Reason for Restraint/Seclusion:	
<input type="checkbox"/> Classroom <input type="checkbox"/> Hall <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other: <input style="width: 150px;" type="text"/>	<input type="checkbox"/> Physical aggression toward staff/student  <input type="checkbox"/> Destruction of property <input type="checkbox"/> Other (describe): <input style="width: 150px;" type="text"/>	

**Antecedents/Precipitating Event:**

a. Environment:

b. Adult:

c. Student:

**Reason for Restraint/Seclusion:**  Physical aggression toward staff/student  Destruction of property  Self-injurious behavior

**Description of Behavior (Observable, measureable, severity, duration):**

Other (describe):

**Description of Efforts Made to De-escalate and Alternatives to Physical Restraint/Seclusion That Were Attempted:** Other:

Manage environment  Proximity  Directive  Redirection

Prompting  Caring  Speak  Active listening

Planned ignoring/positive attention  Hurdle help  Isolate person  Give time/space

**Type of Restraint/Seclusion Used:**

**Reason for Termination of Restraint:**

The student demonstrates that he/she is in unnecessary pain or significant physical distress indicating a possible need for emergency medical assistance or that his/her breathing or communication is compromised.

The student's behavior no longer poses an imminent danger of physical injury to the student or others, or danger to property.

Less restrictive intervention would be effective in stopping such imminent danger of physical injury or property damage.

**\* If multiple restraints occurred during the same episode (e.g., restraint was terminated but student re-escalated), record the following:**

Reason for Additional Complaint:	Time restraint/seclusion:	Total duration of restraint/seclusion
	<b>Begin:</b> <input type="text"/> <b>End:</b> <input type="text"/> <input type="checkbox"/> A.M. <input type="checkbox"/> P.M. <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input type="text"/>

**Type of Restraint:**

School Personnel Who Administered/Monitored Seclusion or Restraint:	Role in Restraint/Seclusion?	Trained to Use Restraint?
Name: <input type="text"/> Title/Position: <input type="text"/>	<input type="checkbox"/> Primary/Lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer	<input type="checkbox"/> No <input type="checkbox"/> Yes
Name: <input type="text"/> Title/Position: <input type="text"/>	<input type="checkbox"/> Primary/Lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer	<input type="checkbox"/> No <input type="checkbox"/> Yes
Name: <input type="text"/> Title/Position: <input type="text"/>	<input type="checkbox"/> Primary/Lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer	<input type="checkbox"/> No <input type="checkbox"/> Yes
Name: <input type="text"/> Title/Position: <input type="text"/>	<input type="checkbox"/> Primary/Lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer	<input type="checkbox"/> No <input type="checkbox"/> Yes

**Post-Intervention, Response, Reporting:**

Safety Evaluation: <i>student</i>	Safety Evaluation: <i>staff</i>
Time completed: <input type="text"/>	Time completed: <input type="text"/>
Evaluated by: <input type="text"/> Role/position: <input type="text"/>	Evaluated by: <input type="text"/> Role/position: <input type="text"/>

**Did Any Injury or Hospitalization Occur as a Result of the Incident?**  No  Yes

If yes, describe:

**Post Intervention Procedures:**

Date & Time:	Person(s) completed:
<input type="checkbox"/> Debrief and process with students:	<input type="text"/>
<input type="checkbox"/> Team convenes to review incident & relevant data (prior behavior data, incident reports, etc.):	<input type="text"/>

**Reporting Procedures:**

Date & Time:	Person(s) completed:	Method:
<input type="checkbox"/> Notify - parents/guardians	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Notify - building-based administrator	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Notify - school nurse	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Notify - special education administrator	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Notify - superintendent	<input type="text"/>	<input type="text"/>



Pupil Privacy Rights

(Required)

It is the intent of the Two Rivers Supervisory Districts to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) and Vermont State Board of Education Rules governing the administration of certain student surveys, analyses or evaluations.

**Administrative Responsibilities.** The superintendent or their designee shall develop administrative procedures to ensure district compliance with applicable federal and state laws related to pupil privacy. The administrative procedures shall include provisions related to the following legal requirements:

- 1. The right of parents, legal guardians, or eligible students to inspect surveys created by third parties before administration or distribution of the surveys to students;
2. Any applicable procedures for granting request by a parent for access to such survey within reasonable time after a request is received;
3. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal Pupil Privacy Rights Amendment;
4. The right of a parents, legal guardians, or eligible students to inspect any instructional material used as part of the educational curriculum for the parent's child, and any applicable procedures for granting access to such material within a reasonable time after the request is received;
5. The administration of physical examinations or screenings that the district may administer to a student;
6. The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, including arrangements to protect student privacy in the event of such collection, disclosure or use;
7. The right of parents, legal guardians of an eligible student to inspect any instrument used in the collection of personal information under subparagraph (6) above, and any applicable procedures for granting a request for such inspection within a reasonable time after receiving the request;
8. Provisions to ensure that parents, legal guardians, or eligible students are notified of the district policies and procedures adopted to comply with federal and state laws and regulations governing pupil privacy, including, but not limited to, notification of activities involving the collection of personal information from students, the administration of surveys containing items specifically listed in the Pupil Privacy Rights Amendment.

Table with 6 columns: District/Board, Replaces Policy, Review Only, First Read, Date Warned, Date Adopted. Rows include Two Rivers Supervisory Union, Green Mountain Unified School District, and Ludlow-Mount Holly Unified Union School District.

**Purpose:**

The intent of the student policy is to ensure compliance with the Healthy, Hunger-Free Kids Act of 2010. Two Rivers Supervisory Union and its member boards will establish goals for nutrition education, physical activity, and of student school-based activities that are designed to promote student wellness. With the objective of promoting student health and reducing childhood obesity, the district will also establish nutrition guidelines for all foods available at school.

**I. Systems and Evaluation:**

1. To satisfy USDA's requirements for participation in the National School Lunch Program and/or School Breakfast Program, a district-level Wellness Committee shall be formed and maintained, meeting no fewer than four times per school year.
2. The Wellness Committee shall be reflective of the Whole School, Whole Community, Whole Child (WSCC) model, developed by ASCD (formerly known as the Association for Supervision and Curriculum Development) and the Centers for Disease Control and Prevention (CDC). The Committee shall strive for membership from various stakeholders including, but not limited to students, staff, administration, school board, parents, community members and representation from each school.
3. The Wellness Committee (or the designee of the Superintendent) shall conduct a triennial assessment of the wellness policy. The assessment shall include, at a minimum: a review of the policy, comparison to model policies, each school's compliance with the policy and progress made in attaining wellness goals. Policy updates will be proposed based on the assessment.
4. Monitoring of progress toward wellness policy goals shall occur annually by the Wellness Committee and or Superintendent (or designee) with each school designating an individual to ensure compliance within the school.

**II. Nutrition Promotion and Education:**

1. All schools shall offer breakfast and lunch through the School Breakfast Program and National School Lunch Program.
2. Menus shall be planned to conform to the Dietary Guidelines for Americans and the nutrient standards established in the regulations of the National School Lunch Program (CFR 210) and the School Breakfast Program (CFR 220). These standards can be found in the Code of Federal Regulations, here:  
<https://www.fns.usda.gov/school-meals/program-legislation-regulations>
3. A la carte food includes all foods sold by the food service program that are not part of a reimbursable meal. All a la carte food shall conform to the Smart Snacks standards. These standards can be found on the USDA website.
4. Free drinking water is available for self-service in the cafeteria.
5. Food pricing strategies shall be designed to follow the USDA National School Lunch Program Guidelines in an effort to encourage students to purchase nutritious items and/or reimbursable meals.

**REQUIRED**

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6. Compatible with federal regulations for such purchases, the food service program shall establish procedures to include locally grown foods and beverages in the development of purchasing bids or procedures. Procedures to promote the purchase of locally grown products may include:
  - 1) Pursuing partnerships with local farms and farmers, manufacturers, and small processors.
  - 2) Taking advantage, where possible, of existing products that are already available, such as, but not limited to eggs, milk and dairy products, cheese, apples and produce.
  - 3) Asking local distributors to carry Vermont products in their inventory to allow for easier availability.
  - 4) Writing bid contracts that allow food service programs to procure local products "off bid" if primary vendors cannot or will not sell them.

**III. Other student Food Choices at School:**

1. All foods sold during the school day (12:00 am to 30 minutes after official end of school day) outside the federally supported meal programs, must comply with the Smart Snacks standards. Foods available during the extended school day are encouraged to comply with these standards.
2. Fundraisers that occur during the school day must be in compliance with the Smart Snacks standards.
3. Foods and beverages sold through vending machines shall conform to the Smart Snacks standards. No foods shall be sold from vending machines during meal service times.
4. Schools will limit the sale of beverages containing non-sugar sweeteners.
5. Caffeinated beverages (excluding those with trace amounts of naturally occurring caffeine) are prohibited for sale in elementary and middle schools during the school day. Schools will offer caffeine-free drinks as the majority of competitive beverages for sale during the school day.

**IV. Promoting Healthy Eating Behaviors**

1. Students and staff shall have adequate space to eat in clean and safe environment and shall have adequate time to eat, relax, and socialize. At a minimum, lunch periods will be 20 minutes long with adequate adult supervision. Sufficient transition time is also provided.
2. Careful consideration will be given to scheduling recess and student physical activities before lunch.
3. Schools shall limit the use of food as a reward for students. The students and administration are encouraged to review alternative ways to reward students. Food is not to be used as a punishment.
4. Parties and celebrations are encouraged to follow the Smart Snack guidelines.
5. The district will limit food and beverage marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on each school campus.
6. Nutrition information regarding school menu items will be made available to parents and students readily online or in paper format upon request.



**V. Physical Education Program and Physical Activity:**

A well-planned and well-implemented District physical education program positively influences students' physical activity habits. Participation in regular physical activity has a positive impact on behavior and healthy lifestyles in youth because the habits they establish in childhood carry over to adulthood.

**1. Instructional Program**

a. Flexible, alternative pathways for proficiency-based learning in physical education shall be made equally accessible for all students.

b. The physical education program is sequential, developmentally appropriate and in alignment with the National Association for Sports and Physical Education, moving toward a goal of a minimum of 100 minutes per week for grade K-8 students and 225 minutes per week for grade 9 and 10 students. The majority of physical education class is spent in moderate to vigorous physical activity.

3. Classes are taught and assessed by licensed physical education teachers.

4. Schools shall work toward student/teacher ratios for physical education similar to those used in the student's classes.

5. The supervisory union shall make available to physical education teachers, opportunities for professional development focused on physical education and/or physical activity.

**B. Facilities**

1. Each school provides a safe environment to implement the program. A safety inspection is conducted annually by the school's facilities manager.

2. Each school provides both functional and protective equipment for all students to participate actively and safely.

3. Each school minimizes the interruptions to scheduled physical education classes.

**C. Physical Education Curriculum:**

1. The curriculum uses developmentally-appropriate components of a health related fitness program (e.g., Fitnessgram, Physical Best, Presidents Challenge, or a combination of these).

2. The curriculum equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.

3. The curriculum offers students multiple opportunities to prepare for a variety of lifetime physical activities.

4. The curriculum builds students' competencies in their own physical abilities and thus improves self confidence.



5. Physical education topics are integrated within other curricular areas. In particular, the benefits of being physically active are linked with instruction in science classes and with instruction in health education classes.
6. The physical education curriculum and assessments are aligned with the Education Quality Standards 2120.5 and with the 2014 SHAPE America Standards [here](#).  
[2014 SHAPE America National Standards and Grade-Level Outcomes for Physical Education](#).

#### **D. Inclusion (Adaptive Physical Education)**

1. The physical education program includes all students.
2. Suitable adaptive physical education is included as part of Individual Education Plans (IEPs) for students with chronic health problems, of the student disabling conditions, and of the student special needs that preclude participation in regular physical education instruction or activities.
3. A student with a chronic health problem if the student has a disabling condition, that student is permitted to participate in any extracurricular activity, including interscholastic athletics, if the student's skills and physical condition meet the same qualifications as other students. The schools make reasonable accommodations to allow participation.

#### **E. Physical Activity**

1. Physical Activity During the School Day
  - A. Supervised unstructured active play, commonly referred to as recess, is offered daily for all students Pre-K through 6th grade. Recess is in addition to physical education class and not substituted for physical education class.
  - B. Opportunities are provided for students in grades 7-12 to be physically active during the day, in a safe environment, beyond the physical education class. Activities may include open time in the gymnasium, walking programs, aerobic activities, or physical activity during class time.
  - C. Physical activity shall not be assigned as a form of punishment for any reason. Schools are strongly encouraged not to withhold physical activity as a form of punishment.
  - D. Teachers and students are encouraged to utilize physical activity as a reward (instead of food) when feasible and appropriate.

#### **F. Interscholastic Sports (Athletics)**

- A. Instruction/coaching are designed to develop sport specific skills that are based on appropriate teaching/learning progressions.
- B. Instruction/coaching provides a learning environment that is appropriate to the characteristics of the athletes and goals of the program.
- C. Instruction/coaching utilizes a variety of teaching strategies to improve athletic performance and development.
- D. Instruction/coaching uses appropriate forms of motivation and provides constructive feedback to athletes.



**REQUIRED**

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**G. Before and After-School Programs**

- A. The school works with the community to provide an avenue for reaching all students before and after school through organized physical activities (e.g. intramurals, interscholastic sports, community-based programs, and other student activities).
- B. Use of the school facilities by community members for physical activities is encouraged and available as appropriate.
- C. Physical activity through active transport (e.g. walking/biking) to/from school is encouraged.

**Communications:**

Communications to the public shall occur through the district/school websites, school newsletters, presentations to school boards, or other channels as deemed suitable by the Wellness Committee and the Superintendent. Public updates will be made at least annually, apart from the results of the triennial assessment (to be shared upon completion). Communications will include, at a minimum:

- A. Directions to the wellness policy (e.g., link to district website)
- B. Compliance with the wellness policy and progress toward wellness goals.
- C. Any updates to and about the wellness policy
- D. Contact information for the Wellness Committee
- E. Information on how to provide feedback and/or get involved

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			06/12/18		
Ludlow-Mount Holly Unified Union School District			06/13/18		

**(Required)****Statement of Policy**

The Two Rivers Supervisory Union Districts<sup>1</sup> (hereinafter “District/s”) are committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board- who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct.

**The Model Procedures are expressly incorporated by reference as though fully included within this Model Policy. The Model Procedures are separated from the policy for ease of use as may be required.**

**Implementation**

The superintendent or designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Procedure **F30:001** Prevention of Harassment, Hazing and Bullying of Students)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization’s permission to operate or exist within the District’s purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

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<sup>1</sup> Throughout this **model policy** and the related procedures, “District” shall apply to Independent Schools and should be substituted as appropriate. References to the Superintendent shall equate to “Head of School” or “Headmaster” as appropriate, with regard to Independent Schools. Where language suggests a “District” will take action, it shall be the Superintendent, the Head of School, the Headmaster or designee.

**(Required)**

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**Constitutionally Protected Speech**

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

**Definitions**

For the purposes of this policy and the accompanying procedures, the following definitions apply:

**1. "Bullying"**

Bullying means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

- a. Is repeated over time;
- b. Is intended to ridicule, humiliate, or intimidate the student; and
  - i. occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
  - ii. does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

**2. "Complaint"**

Complaint means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

**3. "Complainant"**

Complainant means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.

**4. "Designated Employee"**

Designated employee means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.

**5. "Employee"**

Employee includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.

**6. "Equity Coordinator"**

Equity Coordinator is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District's *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to Designated Employees.

**(Required)****7. "Harassment"**

Harassment means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

a. Sexual Harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:

- i. Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
- ii. Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

b. Racial Harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

c. Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

**8. "Hazing"**

Hazing means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- a. The goals are approved by the educational institution; and
- b. The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution and normal and customary for similar programs at other educational institutions.

With respect to Hazing, "**Student**" means any person who:

- a. is registered in or in attendance at an educational institution;
- b. has been accepted for admission at the educational institution where the hazing incident occurs; or
- c. intends to attend an educational institution during any of its regular sessions after an official academic break.

**(Required)****“Notice”**

Notice means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

9. **“Organization”**

Organization means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

10. **“Pledging”**

Pledging means any action or activity related to becoming a member of an organization.

11. **“Retaliation”**

Retaliation is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

12. **“School Administrator”**

School Administrator means a superintendent, principal or designee assistant principal// technical center director or designee and/or the District’s Equity Coordinator.

13. **“Student Conduct Form”**

Student conduct form is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.



(Required)

Rev. A

VSBA: C10

The following employees of the Two Rivers Supervisory Union District have been designated to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws.

<b>TRSU HARASSMENT PREVENTION</b>				MUST UPDATE YEARLY: Aug 2017	
<b>EQUITY BUILDING COORDINATORS</b>					
<b>CAVENDISH TOWN ELEMENTARY SCHOOL DISTRICT</b>					
<i>Designee #1:</i>			<i>Designee #2:</i>		
<i>Name:</i>	<b>George Thomson</b>		<i>Name:</i>	<b>Leigh Dakin</b>	
<i>Title:</i>	Principal		<i>Title:</i>	School Nurse	
<i>Contact Information:</i>	802-875-7758		<i>Contact Information:</i>	802-875-7758	
<b>CHESTER-ANDOVER ELEMENTARY SCHOOL</b>					
<i>Designee #1:</i>			<i>Designee #2:</i>		
<i>Name:</i>	<b>Katherine Fogg</b>		<i>Name:</i>	<b>Nicole Lewis</b>	
<i>Title:</i>	Principal		<i>Title:</i>	School Counselor	
<i>Contact Information:</i>	802-875-2108		<i>Contact Information:</i>	802-875-2108	
<b>GREEN MOUNTAIN UNION HIGH SCHOOL</b>					
<i>Designee #1:</i>			<i>Designee #2:</i>		
<i>Name:</i>	<b>Mike Ripley</b>		<i>Name:</i>	<b>Christine Simmons</b>	
<i>Title:</i>	Assistant Principal		<i>Title:</i>	School Nurse	
<i>Contact Information:</i>	802-875-2146		<i>Contact Information:</i>	802-875-2146	
<b>LUDLOW ELEMENTARY SCHOOL</b>					
<i>Designee #1:</i>			<i>Designee #2:</i>		
<i>Name:</i>	<b>Melissa Ryan</b>		<i>Name:</i>	<b>Wendy Ehlert</b>	
<i>Title:</i>	Teacher Grade 2		<i>Title:</i>	Guidance Counselor	
<i>Contact Information:</i>	802-875-5151		<i>Contact Information:</i>	802-875-5151	
<b>MOUNT HOLLY ELEMENTARY SCHOOL</b>					
<i>Designee #1:</i>			<i>Designee #2:</i>		
<i>Name:</i>	<b>Craig Hutt Vater</b>		<i>Name:</i>	<b>Meg Alison Powden</b>	
<i>Title:</i>	Principal		<i>Title:</i>	Superintendent	
<i>Contact Information:</i>	802-259-2392		<i>Contact Information:</i>	802-875-3365	
<b>UNION #39 (BLACK RIVER HIGH/MIDDLE SCHOOL)</b>					
<i>Designee #1:</i>			<i>Designee #2:</i>		
<i>Name:</i>	<b>John Davis</b>		<i>Name:</i>	<b>Jessica Russ</b>	
<i>Title:</i>	Assistant Principal		<i>Title:</i>	Guidance Director	
<i>Contact Information:</i>	802-875-4748		<i>Contact Information:</i>	802-875-4742	
<b>TWO RIVERS SUPERVISORY UNON</b>					
<b>DISTRICT EQUITY COORDINATOR:</b>					
<i>Designee #1:</i>			<i>Designee #2:</i>		
<i>Name:</i>	<b>Meg Alison Powden</b>		<i>Name:</i>	<b>Mary Barton</b>	
<i>Title:</i>	Superintendent		<i>Title:</i>	Dir. of Student Support Svcs.	
<i>Contact Information:</i>	802-875-3365		<i>Contact Information:</i>	802-875-6428	

District/Board:	Replaces Policy	Review Only	First Read	Date Warned	Date Adopted
Two Rivers Supervisory Union					
Green Mountain Unified School District			06/12/18		
Ludlow-Mount Holly Unified Union School District			06/13/18		





# PROCEDURE

Refer to Policy: F\_30 Harassment, Hazing & Bullying of Students

Prevention of Harassment, Hazing & Bullying of Students **F30.001**

Rev. A

## I. Reporting Complaints of Hazing, Harassment and/or Bullying

**Student Reporting:** Any student who has knowledge of conduct that might reasonably constitute hazing, harassment and or/bullying, should promptly report the conduct to a designated employee or any other school employee.

- 1. School Employee Reporting:** Any school employees who witness conduct that they reasonably believe might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.

Any school employee who overhears or directly receives information about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.

- 2. Other Reporting:** Any other person who witnesses conduct that they reasonably believe might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.
- 3. Documentation of the Report:** If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.
- 4. False complaint:** There shall be no adverse action taken against a person for reporting a complaint of hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring. However, any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees.
- 5. Rights to Alternative Complaint Process:** In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

**Vermont Human Rights Commission**

14-16 Baldwin Street

Montpelier, VT 05633-6301

(800) 416-2010 or (802) 828-2480 (voice) (877)

294-9200 (tty)

(802) 828-2481 (fax)

Email: [human.rights@state.vt.us](mailto:human.rights@state.vt.us)

**Office for Civil Rights, Boston Office**

U.S. Department of Education

8th Floor

5 Post Office Square

Boston, MA 02109-3921

617-289-0111 (voice)

877-521-2172 (tdd)

617-289-0150 (fax)

Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

**II. Responding to Notice of Possible Policy Violation(s)**

1. Upon **notice of information** that hazing, harassment and/or bullying may have occurred the designated employee shall:
  - a. Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
  - b. Promptly inform the school administrator(s) of the information;
  - c. If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.
  
2. Upon **initiation of an investigation**, the designated employee shall:
  - a. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
    - i. an investigation has been initiated;
    - ii. retaliation is prohibited;
    - iii. all parties have certain confidentiality rights; and
    - iv. they will be informed in writing of the outcome of the investigation.

3. All notifications shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

### III. Investigating Hazing, Harassment and/or Bullying Complaints

1. **Initiation of Investigation - Timing.** Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the school administrator shall, no later than one school day after Notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.
2. **Investigator Assignment.** The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator assigning or a designated employee to serve as the investigator. No person who is the subject of a complaint shall conduct such an investigation.
3. **Interim Measures.** It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that they have been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school’s investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate. In all cases, the school will make every effort to prevent disclosure of the names of all parties involved – the complainant, the witnesses, and the accused -- except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.
4. **Due Process** The United States Constitution guarantees due process to students and District employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The District will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to

the complainant.

- 5. Standard Used to Assess Conduct.** In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off- campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.
- 6. Completion of Investigation - Timing.** No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator.
- 7. Investigation Report.** The investigator shall prepare a written report to include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.
- 8. Notice to Students/Parents/Guardians.** Within five school days of the conclusion of the investigation, the designated employee shall:
  - a. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
    - i. the investigation has been completed;
    - ii. whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and/or bullying);
    - iii. that federal privacy law prevents disclosure of any discipline imposed as a result of the investigation unless the parent/guardian of the accused student and or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, as set forth in Section II, Part C, above.
  - b. Notify the Complainant Student - or if a minor, their parent(s) or guardian - in writing of their an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
    - i. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;
    - ii. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.
  - c. Notify the Accused Student - or if a minor, their parent(s) or guardian - in writing of their

right to appeal as set forth in Section V of these procedures.

9. **Violations of Other Policies.** In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies or codes of conduct.

## IV. Responding to Substantiated Claims

1. **Scope of Response.** After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered:
  - a. **Potential Remedial Actions.** Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that they understand what constitutes hazing/harassment and/or bullying and the effects it can have. Depending on how widespread the hazing/harassment/bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.
  - b. **School Access/Environment Considerations.** The District will also take efforts to support victims' access to the District's programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the District will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.
  - c. **Hazing Case Considerations.** Appropriate penalties or sanctions or both for organizations or individuals who engage in hazing and revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.
  - d. **Other Remedies:** Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

- 2. Retaliation Prevention.** It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

The District will take reasonable steps to prevent any retaliation against the student who made the complaint (or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems and making follow-up inquiries to see if there have been any new incidents or any retaliation.

- 3. Alternative Dispute Resolution.** At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:
  - (1) the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases),
  - (2) the age of the complainant and the accused individual,
  - (3) the agreement of the complainant, and
  - (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

## V. Post Investigative Reviews

### Rights of Complainants

- 1. Internal Review of Initial Harassment Determinations By Complainant.**

A complainant or parent of a complainant may request internal review by the District of a designee's initial determination (following investigation) that harassment has not occurred via written request submitted to the District superintendent. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after review is requested.

- 2. Independent Reviews of Final Harassment Determinations By Complainant.**

A complainant may request an independent review within thirty (30) days of a final determination if: (1) is dissatisfied with the final determination as to whether harassment occurred, or (2) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem.

- a. The complainant shall make such a request in writing to the superintendent of schools within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a.(b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation.
- b. Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.
- c. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.

**3. Rights to Alternative Harassment Complaint Process.** In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

**Vermont Human Rights Commission**

14-16 Baldwin Street

Montpelier, VT 05633-6301

(800) 416-2010 or (802) 828-2480 (voice)

(877) 294-9200 (tty)

(802) 828-2481 (fax)

Email: [human.rights@state.vt.us](mailto:human.rights@state.vt.us)

**Office for Civil Rights, Boston Office**

U.S. Department of Education

8<sup>th</sup> Floor

5 Post Office Square

Boston, MA 02109-3921

617-289-0111 (voice)

877-521-2172 (tdd) 617-289-0150 (fax)

Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

**Rights of Accused Students**

1. **Appeal.** Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten (10) calendar days of receiving the determination that an act(s) of hazing, harassment and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.

2. **Accused Student/Appellant Access to Investigative Reports/Findings.** The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

## VI. Confidentiality and Record Keeping

1. **Privacy Concerns.** The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
  - a. Concerns Related to Harassment Complaints. The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school's ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if they are afraid of reprisals from the alleged harasser, the school will takes steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that his or her name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent with the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students.

The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student's consent.



- b. Document Maintenance. The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. All investigation records created in conformance with this (model) policy and (model) procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees and District/Supervisory Union Central Office for at least six years after the investigation is completed.

## VII. Reporting to Other Agencies

1. **Reports to Department for Children and Families.** When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.
2. **Reports to Vermont Agency of Education.** If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.
3. **Reporting Incidents to Police**
  - a. FERPA Rights. Information obtained and documented by school Administration regarding the school's response to notice of student conduct that may constitute hazing, harassment and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.
  - b. First Hand Reports. Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.
  - c. Hazing Incidents. It is unlawful to (1) engage in hazing; (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed, consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.

- 4. Continuing Obligation to Investigate.** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute hazing, harassment and/or bullying.

**VIII. Disseminating Information, Training, and Data Reporting**

- 1. Disseminating Information.** Annually, prior to the commencement of curricular and co-curricular activities, the District shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.
- 2. Student Training.** The school administrator shall use discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.
- 3. Staff Training.** The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.
- 4. Data Gathering.** Public school districts shall provide the Vermont Agency of Education with data requested by the Secretary of Education.

**Legal References:**

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d;  
 Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq.;  
 Family Education Rights Privacy Act; 20 U.S.C. §1232g; Public  
 Accommodations Act, 9 V.S.A. §§4500 et seq.;  
 Education, Classifications and Definitions, 16 V.S.A. §11(26);(30)(A);(32);  
 Education, 16 V.S.A. §140(a)(1); Education, 16 V.S.A. §166(e); Education, Bullying, 16 V.S.A. §570c;  
 Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570; Education,  
 Harassment, 16 V.S.A. §570a;  
 Education, Harassment, 16 V.S.A. §570c;  
 Education, Harassment, 16 V.S.A. §570f; Education, Hazing, 16 V.S.A. §570b; Education, Hazing,  
 16 V.S.A. §570f Education, Discipline, 16 V.S.A. §1161a;  
 Education, Suspension or Expulsion of Pupils; 16 V.S.A. §1162;  
 Child Abuse, 33 V.S.A. §§4911 et seq. ;  
 Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.  
Washington v. Pierce, 179 VT 318 (2005).

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**Curriculum Development & Coordination**

**POLICY: G1**

**(Required)**

Rev. A

VSBA: D20

The Two Rivers Supervisory Union Board shall be responsible for establishing a supervisory union-wide curriculum by either developing the curriculum or assisting member school districts to develop it jointly. The supervisory union curriculum shall be coordinated to allow students to meet or exceed standards established by the Vermont State Board of Education. Curriculum plans shall be coordinated between sending and receiving schools within the supervisory union and will be periodically reviewed to determine compatibility with schools outside the school district that are attended by students residing within the school district.

The supervisory union shall assist each school in the supervisory union to follow the curriculum developed in accord with this policy.

The superintendent shall be responsible for assisting the supervisory union and member school district boards in the development, implementation, coordination, and evaluation of the curriculum.

The superintendent shall conduct systematic evaluations of the curriculum and report the results to the school board at least annually.

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## Proficiency-Based Graduation Requirements (PBGR)

**POLICY: G2**

Rev. A VSBA: D1

**(Required)**

It is the policy of the Black River High School Middle School & Green Mountain Union High School to ensure students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in literacy, mathematics, scientific inquiry, global citizenship, physical education, artistic expression, and transferable skills. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in these curriculum content areas, and when they meet any additional graduation requirements described by this Board.

Students will gain proficiency through flexible pathways and must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to, teacher-designed or student-designed assessments, portfolios, performance, exhibitions, projects, community service, and service learning.

### Responsibilities of the Superintendent

**The Superintendent shall develop procedures to ensure:**

1. The PBGRs described in this policy reflect the learning standards adopted by the State Board of Education.
2. Students are being assessed as proficient against the comprehensive set of board-adopted PBGRs set forth in this policy prior to their receipt of a high school diploma.
3. Student learning outcomes attained through Flexible Pathways opportunities – including career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college – are linked clearly to expectations of proficiency identified in this policy.
4. Learning opportunities identified in students’ Personalized Learning Plans (PLPs) support expectations of proficiency identified in this policy.
5. All students will meet the same set of PBGRs set forth in this policy, with accommodations or modifications being provided for students who require them under an IEP or 504 plan.
6. Information regarding PBGR implementation and assessment is provided to students and parents at least annually.

### Monitoring of PBGR Implementation

The responsibilities described above will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on the following schedule:

Administrative Procedure	Frequency	Month
1. Student proficiency assessment reflects PBGRs	Biannually	Jan., July
2. Course descriptions specify proficiencies to be attained	Annually	August
3. Flexible Pathways and PBGRs are aligned	Annually	August
4. PLPs and PBGRs are aligned	Annually	August
5. PBGR accommodations and modifications	Biannually	Jan., July

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(Required)

A goal of the Two Rivers Supervisory Union Districts is for each student to progress in the educational program by reaching a standard of achievement necessary to progress from grade to grade.

**Definitions**

1. **Acceleration** is the advancement of a student by more than one grade beyond the current grade level.
2. **Promotion** is the single grade step most students take from year to year.
3. **Retention** allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Promotion, retention and acceleration decisions will be based on the extent to which a student is meeting the standards established by the Vermont Framework of Standards and Learning Opportunities as well as other relevant factors, including social, emotional, physical and mental growth, past academic performance, behavior, motivation, and attendance.

**Implementation**

The Superintendent or designee will develop rules to implement this policy. The rules will specify a process for determining the promotion, retention or acceleration of individual students.

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(Required)

Rev. A

VSBA: D3

**Purpose**

The Two Rivers Supervisory Union District recognizes that information technology (IT) is integral to learning and educating today’s children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

1. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensure the district takes appropriate measures to maintain the safety of everyone that accesses the district’s information technology devices, network and web resources.
3. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.<sup>1</sup>

**Policy**

It is the policy of the Two Rivers Supervisory Union Districts to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district’s harassment and bullying policies.

The district’s computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district’s computers or network resources, including personal files and electronic communications.

The superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
  - a. **Respects One’s Self.** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information<sup>2</sup> about themselves and others.
  - b. **Respects Others.** Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district’s policies on bullying and harassment. Users will also refrain from using another person’s system account or password or from presenting themselves as another person.

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<sup>1</sup> The federal No Child Left Behind Act (NCLBA) makes schools ineligible to receive funding for the purchase of computers used to access the internet, or to pay costs associated with accessing the internet, through the technology grants program “...unless the school, school board, local educational agency, or other authority with responsibility for administration of (the) school both...has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are...obscene; child pornography; or harmful to minors; and is enforcing the operation of such computers by minors; and has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are...obscene or child pornography and is enforcing...such measure during use of any such computers...” 20 U.S.C. § 6777; 47 U.S.C. § 254(h)(5)(A) & (B). Prior to adoption, the school must “provide reasonable public notice and hold at least one public hearing or meeting to address the proposed Internet safety policy.” 47 U.S.C. § 254(l)(1)(B).

<sup>2</sup> For the purposes of this policy, “personally identifiable information” shall not include any information listed as “directory information” in the school district’s annual FERPA notice.

(Required)

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- c. **Protects One's Self and Others.** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.
  - d. **Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.
  - e. **Protects Intellectual Property.** Users request to use the software and media others produce.
2. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.
  3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.<sup>3</sup>
  4. Methods to address the following:<sup>4</sup>
    - a. Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
      - ✓ Lewd, vulgar, or profane
      - ✓ Threatening
      - ✓ Harassing or discriminatory
      - ✓ Bullying
      - ✓ Terroristic
      - ✓ Obscene or pornographic
    - b. The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
    - c. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
    - d. Unauthorized disclosure, use, dissemination of personal information regarding minors.
    - e. Restriction of minors' access to materials harmful to them.
  5. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.<sup>5</sup>

### Policy Application

This policy applies to anyone who accesses the district's network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district's IT devices either on or off-site.

### Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

<sup>3</sup> Required by Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(1); 47 C.F.R. § 54.520(c)(ii)

<sup>4</sup> Required by Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(1); 47 C.F.R. § 54.520(c)(ii)

<sup>5</sup> Required by 20 U.S.C. § 6777(c)



(Required)

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**Enforcement**

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, a student will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary policy. Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

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**Title I Comparability**

**POLICY: G12**

**(Required)**

Rev. A VSBA: D4

If a school in the Two Rivers Supervisory Union becomes eligible to receive Title I funds, the district in which the school is located shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools in the district. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

The superintendent or designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district’s compliance with this policy.

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**Animal Dissection**

**POLICY: G13**

**(Required)**

Rev. A

VSBA: D5

It is the intent of the Two Rivers Supervisory Union Districts to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students enrolled in District schools shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisect or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

**Definition**

As used in this policy, the word “animal” means any organism of the kingdom Animalia and includes an animal’s cadaver or the severed parts of an animal’s cadaver.

**Alternative Education Method**

A student who is excused under this policy shall be provided with alternative methods through which one can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the principal if necessary.

**Discrimination**

No student shall be discriminated against based on a decision to exercise the right to be excused afforded by this policy.

**Procedures**

The (Superintendent/Principal) shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008. The procedures shall include provisions for the timely notification to each student enrolled in the course and to the student’s parent or guardian of the student’s right to be excused from participating in or observing the lesson and the process by which a student may exercise this right.

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**Class Size**

**(Required)**

It is the intent of the Board to comply with Vermont Statutory Acts requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

**Implementation**

1. The superintendent or designee shall, in consultation with building principals, develop supervisory union wide class minimum, maximum and optimum average class size guidelines that take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
2. Class size guidelines in the supervisory union may vary as necessary to reflect differences among school districts due to geography and other factors, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education and English Language Learners.
4. The superintendent shall report to the Board at least annually on the implementation of this policy, and shall include in the report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the supervisory union.
5. This policy shall be posted on the supervisory union’s website and forwarded to the Secretary of Education.

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