



Board of Directors  
of the

# Ludlow-Mount Holly Unified Union School District

## Regular Meeting

**Date:** June 13, 2018 – Wednesday  
**Location:** Ludlow Elementary School – Band Room  
**Time:** 7:00 PM

**Board:**

Mary Alberty  
Dan Bucklev  
Briqid Faenza. **Vice-Chair**  
Chris Garvey  
Katie Hollebeek  
Mariel Merinaolo. **Clerk**  
Paul Orzechowski. **Chair**  
Kelly Tarbell

**Other:**

Cheryl Hammond  
Meg Alison Powden

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

## Agenda

- I. CALL TO ORDER:**
  - a. Roll Call
- II. APPROVAL OF AGENDA:** (Additions & Deletions) ..... **Action**
- III. APPROVAL OF MINUTES:**
  - a. May 9, 2018, Regular Meeting ..... **Action**
  - b. May 16, 2018, LMHUUSD Building & Grounds (review only) ..... **Informational**
- IV. COMMUNICATIONS:**
  - a. Public Comment
  - b. Board Comment
- V. OLD BUSINESS:**
  - a. Policies, Adopt (see reverse for list) ..... **Action**
- VI. PROJECT UPDATES:**
  - a. MHS Parking Lot Paving Reconfiguration Bid ..... **Action**
- VII. NEW BUSINESS:**
  - a. Approval of Line of Credit ..... **Action**
  - b. FY19 Hot Lunch Prices ..... **Action**
  - c. Approval of Gym Floor Loan ..... **Action**
  - d. Approval of Window Replacement Bid ..... **Action**
  - e. Vermont Municipal Retirement Plan Options ..... **Action**
  - f. Heating Oil Bid
  - g. Black River Building Brainstorming
    - i. Building Contents
    - ii. Property Subdivision
    - iii. Timeline
    - iv. Meet with Select Boards
  - h. Policies, First Read (see reverse for list) ..... **Action**
- VIII. SUPERINTENDENT REPORT:**
  - a. Recommendations for Hire ..... **Action**
- IX. COMMUNICATIONS:**
  - a. Public Comment
  - b. Board Comment
- X. EXECUTIVE SESSION: (1 V.S.A. § 313)**
  - a. 313 §(a)(1)(A) Non-bargaining Support Staff Negotiations ..... **Action**
- XI. SET NEXT MEETING DATE AND AGENDA:**
  - August 8, 2018
- XII. ADJOURNMENT:** ..... **Action**



(Continued)

**§ V OLD 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-LMH 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

**§ VII NEW BUSINESS**

- b. Policies, First Read
  - i. A1 School Board Policies, Role & Adopt.
  - ii. D7 Volunteers & Work Study Students
  - iii. D18 Social Networking, Media & Media/Personal Sites, Employee Use of
  - iv. E1 Fiscal Management & General Financial Accountability
  - v. F25 Student Attendance
  - vi. F26 Restraint & Seclusion of Student
  - vii. F26:001 Procedure for Restraint & Seclusion
  - viii. F27 Pupil Privacy
  - ix. F28 Wellness Policy, Federal Child Nutrition Act
  - x. F30 Harass, Haze, & Bullying of Students, Prevention of
  - xi. F30:001 Procedure for Harass, Haze, Bullying (HHB)
  - xii. G1 Curriculum Development & Coordination
  - xiii. G2 Proficiency-Based Graduation Requirements
  - xiv. G9 Grade Advancement: Retention Promotion...
  - xv. G11 Acceptable & Responsible Use of Electronic Resources...
  - xvi. G12 Title 1 Comparability
  - xvii. G13 Animal Dissection
  - xviii. 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*

**Ludlow-Mount Holly Unified Union School District**  
**Regular Meeting**  
**May 9, 2018**  
**Mount Holly School, Gym**  
**6:00 p.m.**

**I. CALL TO ORDER:**

Board: Paul Orzechowski, Dan Buckley, Kelly Tarbell, Mary Alberty, Chris Garvey, Brigid Faenza  
Staff: Meg Powden, Cheryl Hammond, Michael Eppolito, Karen Trimboli, John Davis  
Public: Fred Marin, Mr. & Mrs. Racicot

Mr. Orzechowski called the meeting to order at 6:00. He invited the board members to introduce themselves.

**II. OPENING BIDS FOR GYMNASIUM FLOOR:**

Ms. Hammond reported that they have received one bid for the gymnasium floor. She reported that she had sent out 16 emails seeking bids, and had posted the RFP in the Rutland Herald and on the state bid site. She reported that 2 companies visited the school to review the specs for the bid. She reported that the one company that bid is a company that Mr. Tuomisto has worked with before. The company is Danaher Floor Restoration. Mr. Orzechowski read aloud the bid specifications. Mr. Orzechowski reported that the bid is for \$140,600 including materials and labor, with 40% of the charge up front and the balance due on completion. There was discussion about the cost for the removal of the bleachers at \$7300. Mr. Buckley noted that they had planned to get a loan for \$130,000, plus the \$20,000 in LEAF funds, so this is within the amount they had planned. He also noted that any additional funds they receive from Ranger Solar will just help out the loan payments.

Ms. Hammond reported that she and Mr. Tuomisto will go through the bid and make sure that it aligns with the bid specs and report back to the board. Mr. Hutt Vater suggested keeping some of the removed floor to make mementos and plaques.

**III. APPROVAL OF AGENDA:**

Ms. Tarbell **moved** to approve the agenda with the addition of a leave of absence request under item H, and swapping executive session and the next meeting items so that the public can be aware of when the next meeting is. Ms. Faenza seconded and the motion carried unanimously.

**IV. APPROVAL OF MINUTES:**

A. April 25, 2018

Ms. Tarbell **moved** to approve the minutes of the April 25, 2018 meeting. Ms. Alberty seconded. Mr. Buckley noted that he was happy that the budget and the gym floor articles were approved. The motion carried unanimously.

**V. COMMUNICATIONS:**

A. Public Comment  
None.

B. Board Comment

Ms. Tarbell noted that this year has been crazy with timelines, but she was disappointed with the voter turnout in each town, and felt that they needed to do a better job next year getting people out to vote. Mr. Hutt Vater suggested synching up the school district vote with the town meeting vote. There as discussion about holding the informational meeting on a different night than town meeting, but holding the voting on the regular town meeting date. The board also discussed holding the informational meeting no more than 10 days before the vote.

## VI. OLD BUSINESS:

### A. Name and Logo

Ms. Powden reported that this was a follow up to Ms. Hammond's suggestion at a prior meeting for the district to establish a logo. She also reminded the board that the LMHUUSD name was hastily chosen and suggested that they could come up with their own name. Ms. Powden suggested that if the board was going to consider changing the name of the district, they could consider becoming the Black River district. Ms. Trimble reported on some potential contest plans regarding a logo. She also noted that the logo with the full LMH name is cumbersome. She asked for some guidance from the board in relation to the name. There was also discussion about whether the district name can be changed at this point, and Ms. Powden reported that it can be. The board discussed the full name of the district being a mouth full. There was a suggestion to hold a contest to name the district. There was also discussion about whether or not the Black River School District would be acceptable to the Mt. Holly voters and students. The board suggested tabling discussion at this time and seeking input from the students. .

### B. RVTC Board Rep

Ms. Powden reported that the RVTC board needs representatives to serve on their board. Ms. Benson-Ciufo had been serving on the RVTC board. There have been conflicts with the regular U39 board meetings and the RVTC board meetings. If LMH keeps their meetings on the 2<sup>nd</sup> Wednesday of the month as decided at the last meeting, there won't be a conflict. The RVTC board meets on the first Wednesday of the month at 4:30 p.m. and usually begins with a student's presentation. Ms. Tarbell questioned if they could set an alternate representative at this time, because she can serve on the RVTC board in the fall, but in the winter she heads right to a second job and wouldn't be able to serve during those months. Mr. Orzechowski volunteered to serve.

### C. Student Rep

There was discussion about whether the board would like to have a student rep on the board and they would. Ms. Trimble reported that the student rep will be elected/appointed through the student council.

### D. Limited School Transfer with Mill River

Ms. Powden noted that she had spoken with Mr. Leopold and if the board allows students to transfer out of MHS, they also need to allow them to transfer out of LES. There was discussion about whether the limit is set at 6 per school or 6 per district. There was also discussion about the maximum number of students allowed in the transfer is 6 students out. Ms. Tarbell clarified that it isn't 6 students per year, it's 6 students total. Mr. Hutt Vater noted that there is a maximum of 6 students allowed out and 6 students allowed in, but a differential of no more than 2 students. There was also discussion about half the ADM following the student. Mr. Hutt Vater reported that MHS has been participating in the program for the last 10ish years. There was discussion about the next steps. Ms. Powden suggested that they need to speak with Mill River, but she wanted to hear from Ms. Trimble about the impact to Ludlow. Ms. Trimble noted that LES currently has students out of the school to schools in the GMUSD. She didn't feel that it would be a particular advantage or disadvantage. There was discussion about the approximate 5 students from Ludlow who are currently out of the school in a limited school transfer program.

Ms. Alberty **moved** to approve continuing the limited school transfer program with Mill River. Ms. Hollebeek seconded and the motion carried without opposition.

### E. Committee Member Appointments

Mr. Orzechowski reported that he received one letter of interest from Beth Chase wanting to serve on the food service committee. Mr. Hutt Vater supported that appointment. Ms. Tarbell **moved** for Ms. Chase to be appointed to the food service committee. Ms. Alberty seconded and the motion carried unanimously. Mr. Orzechowski asked Ms. Chase to make sure that Ms. Barr has



her email address to inform her of upcoming meetings. There was discussion about some of the upcoming events of this committee.

## VII. PROJECT UPDATES:

### A. LES Gym Floor Update

Ms. Hammond noted that Danaher Flooring has worked with the school on a number of occasions. The bid they submitted met all the specs that the district had set out. Mr. Tuomisto recommended this company for the floor replacement. Ms. Hammond also noted that they provided a 2-page list of references from Vermont and another 2-page lists of references from New Hampshire. Ms. Hammond noted that they have a little bit of an obstacle in that LMHUUSD doesn't actually exist until July 1, so the financing application will be a challenge. There was also discussion about the floor paint and the board will need to make a decision about the logo and name before that is finalized. Ms. Powden clarified that the LMHUUSD does exist currently, but just doesn't have any operating funds until July 1, and therefore the loan won't be in effect until then.

There was discussion about what the input from BRIS would be on this. The BRIS committee has been having discussions about their logo. Ms. Trimble noted that some people have expressed their feelings to keep the tradition of Black River alive. There are some other people who have expressed the desire to recognize Sue Pollender. There was also discussion about the gym floor being the primary users of the gym floor once BRHS closes. There was discussion about this information needing to be decided before the 5 coats of sealer get placed on the floor. Mr. Garvey suggested putting BR in the center circle and Presidential Hall at each end of the gym. That recognizes the history but also keeps it generic.

Ms. Alberty questioned what the warranty on the work will be. Ms. Hammond reported that there is a 1 year warranty for the materials, but she was unsure of a warranty for this work. Ms. Trimble reported that one of the benefits to this type of flooring is that it can be leveled in the future. Ms. Selleck reported that the BRIS committee's logos are fairly generic and she asked if the board would like to see them and determine if they would like to share them.

There was discussion about approving the bid pending positive review of the warranty coverage. There was also discussion about holding a special meeting to make this vote once they know the warranty details. Ms. Hammond mentioned that there might be an additional cost for an extended warranty.

Ms. Alberty **moved** to approve the Danaher proposal as presented pending review of the warranty coverage being at least 5 years at a reasonable cost. Ms. Faenza seconded. There was discussion about the board needing a special meeting if that contingency is not possible. The motion carried without opposition.

### B. MHS parking lot paving project

Ms. Hammond reported that she had spoken with Jeff Teter and essentially the town is not putting the MHS paving in the bid. She explained that he advised that once they have a contract with the paving company, they will ask them while they are there to also do the Fire Department and then the school. He has found in the past that this was the way to get the best deal on the pricing. Ms. Hammond noted that this is great for the town, but the school needs to have at least 3 bids. Ms. Frechette is currently compiling the bid specs. Ms. Hammond was concerned that once they go out to bid, they might not be able to get the same good rate if they were an "add-on" to the town if that company had already given them a bid for a certain amount of money. Mr. Hutt Vater suggested that both the school and the town could submit joint RFP's and both could benefit from a volume discount. There was also discussion about the school's timing versus the town's timing. There was discussion about the current traffic route and possible proposals for changing the route. The board discussed the turning radius of the bus and a change in route may cause them to lose a couple parking spaces.

Mr. Buckley suggested that if they need to change the route, they need to change the signage so that it is very clear which direction is the correct route. He also suggested making sure that the parking lot is well lined in order to make it clearer. There was discussion about the CAES contractor who has been looking at their traffic patterns. Ms. Townshend suggested also looking at a different entrance to the school. Mr. Buckley noted that he had a copy of the traffic study from when LES/BRHS changed the traffic pattern.

## **VIII. NEW BUSINESS:**

### **A. Black River Building Appraisal**

Ms. Trimble suggested that prior to the appraisal, they should look at the property lines and discuss whether or not they should subdivide. Ms. Powden reminded the board about Article 7 of the articles of agreement that state that if LMHUUSD is not going to use the building for their own educational purposes, they must sell the building to the town of Ludlow for \$1. She has spoken with a real estate attorney, Tammy Heffernon, who will be looking at the deed to the property and giving the district advise on what to do next. Mr. Orzechowski noted his concern with the conversations with Dan French during the Act 46 study where he advised numerous times that the district would be allowed to use the property and lease it to an educational organization (BRIS). This would allow the district to gain some revenue with which to help the students.

Ms. Tarbell suggested that the LMH board could meet with the Ludlow select board to see what the Ludlow plans for the building will be once it becomes theirs. Mr. Orzechowski will approach the select board at their next meeting. He reported that the Ludlow select board had thought that the LMH board would be leasing the building out and wouldn't need to sell the building to the town. There was discussion about the town of Ludlow leasing the building out instead of the LMH board. Mr. Orzechowski will reach out to the town hall to get on the select board agenda. Ms. Powden noted that if the LMH board will have a quorum at the Ludlow select board meeting, they will need to warn it as a special meeting for the LMH board. Ms. Selleck reported that BRIS is in the same place trying to determine what they can do. She suggested that if the SU office is in that same building, then BRIS can lease another part of the building from LMH.

There was discussion about the things that will need to be split, such as the electric bill, the heat, and other items. There was discussion about splitting up the accounts beginning now so that they can do it over time and not have a bunch of changes at once.

### **B. Vermont Municipal Retirement**

Ms. Hammond reported that since the LMH is a new entity, they will have to make an official decision to use the Vermont Municipal Employee Retirement System. The teachers have their own retirement, but the support staff and non-bargaining unit employees contribute to VMERS. Currently the districts subscribe to group A, which requires a 2.5% employee contribution and a 4% employer contribution. Since each individual entity currently belongs to VMERS, Ms. Hammond believed that they have no choice but to move forward with the new entity joining VMERS. She noted, however, that the new district has the option to join group B which currently has a 4.875% employee contribution and 5.5% employer contributions. She reported that if the district chooses to switch to group B, it will cost the district another \$11,000. She reported that TRSU and GMUSD are both with group B.

Ms. Hammond noted that the benefit in group A is based on the 5 highest years, while that for group B is based on the 3 highest years. She also explained some of the other benefits calculations in each of the group plans. There was discussion about the support staff entering negotiations. There was also discussion about the current employees who are currently enrolled in one plan or the other having the option to stay in that plan if the district chose a different plan, but any new employees wouldn't have the choice. Ms. Hammond reported that after 5 years, the employee is vested and can get their payout. Prior to 5 years, the employee would only be eligible to get back what they contributed.

Ms. Alberty **moved** to approve entering option B for the VT Municipal Employee Retirement for new employees or current employees who want to change. Ms. Faenza seconded. The motion failed at this time. Mr. Orzechowski would like the item placed on the agenda again next month with a copy of the different plans sent to the entire board.

C. Board Meeting Locations

Ms. Powden reported that at the GMUSD, because they also rotate their meetings, it became confusing when there were special meetings throughout the month and they were trying to determine where the next meeting would be held in the rotation. She reported that the GMUSD regular meetings rotate through the schools each month and if there are any special meetings to be held in a particular month, they are held at the school where the regular meeting is being held that month. Ms. Trimble suggested that B&G might be a bit different because if the committee is talking about MHS's paving, they should be in Mt. Holly, or if they were talking about the Ludlow playground, they should be in Ludlow.

Ms. Tarbell **moved** that *usually* committee and special meetings will be held in the building where the regular LMHUUSD meeting is held that month. Ms. Alberty seconded and the motion carried unanimously.

Ms. Powden noted that the joint SD meetings, like policy or board bargaining, would typically happen at the SU office due to its central location.

D. Limited School Transfer Program, TRSU

Ms. Powden reminded the board of the limited school transfer program that has been in effect for a number of years between the elementary schools within the TRSU and between the two middle schools within the TRSU. She noted that the agreements have been approved by the GMUSD board, the LES board and the MHS board. She has been waiting for this board to organize in order for them to approve it. She reminded the board of the 6 student maximum. There was discussion about the Mill River agreement and the TRSU agreement, if approved, making it so that a total of 12 students could leave LES—6 to other TRSU schools and 6 to Mill River Schools. Ms. Trimble voiced her concern about this number. There was discussion about MHS already having had the potential exposure of the 12 students because they were already in an agreement with TRSU and with Mill River. Mr. Buckley questioned if this agreement meant that LES could lose up to 6 students and MHS could lose up to another 6 students and the middle school could lose up to another 6 students. There was discussion about the high school choice being a different arrangement. There was discussion about this program currently being in place without a problem. There was also discussion about how many students are currently participating in this program.

Ms. Alberty **moved** to continue the limited school transfer program with TRSU as it currently is. Mr. Buckley seconded and the motion carried without opposition.

E. 2018-2019 Calendar proposal for 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. Mr. Eppolito noted that at the high school, the major components of PBE 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. 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. Buckley questioned how they were going to require a senior capstone project when it hasn't been defined yet. Mr. Eppolito noted that they will take that fact into consideration during the requirement process.

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. Eppolito noted that the teachers can also request collaboration time as part of their contracted professional development time outside of this proposal. There was discussion about this proposal not using all of the ski days to allow the building principals to hold building based professional development. There was discussion about the elementary schools not sharing ski days and having limited other times during which to collaborate. There was also discussion about early release days at the other schools. Mr. Hutt Vater reported on some of the collaborative time the MHS teachers participate in. There was discussion about the LiFT program and the reason for it being named as such.

Ms. Tarbell questioned whether the teachers will be able to go to the New England Secondary School Conference. Mr. Eppolito reported that 6 teachers went 2 years ago and 4 teachers went last year. He had tried to get a grant to pay for it. The conference centers on proficiency based education. Mr. Garvey questioned if there was anything that the school could do with the ASP so that the early release days provide after school structure for students of working parents. Ms. Trimble reported that they can't add more students on this part time level because that would be too many students for the number of adults. The ASP needs at least 15 students to participate in order to hold ASP. Mr. Eppolito noted that they don't take this decision lightly. He reported that the GMUSD board had these same concerns at last night's meeting and they will try to make it as efficient as possible so they can get the work completed as much as possible this year. There was discussion about the volunteer requirements—Act 1 training, background check and fingerprinting.

Ms. Trimble noted that it is very different to find time to work collaboratively at the elementary level, so this time will help the teachers. She acknowledged that it does take contact time away from the students, but the overall goal will be to better benefit those same students. In the past when there was collaborative time during the school day, it was difficult to find substitutes and when they could, the substitute pay line item was quite high.

Ms. Tarbell **moved** to approve the PBE time during the 2018-2019 school year as proposed by Mr. Eppolito. Mr. Buckley seconded and the motion carried with one in opposition. There was discussion about this collaboration not being needed as much next year and the following year given that PBGR's will go into effect for the class of 2020.

F. Policies, First Read

Mr. Orzechowski suggested that the board review the policies in the packet. Ms. Powden introduced Mr. Marin from the GMUSD board noting that he is on the policy committee. Mr. Marin reminded the board that he had sent them an email regarding the policies. He noted that the required policies have been reviewed for relevance and had their language updated and fundamentally all the policies are the same. Mr. Marin noted that the approval signature block at the end of the policy has been updated for the SU and the 2 districts. He also reported that the policies have been adjusted to be gender neutral and no longer reference “his/her”. He reported that the policies have been marked to reflect where minor changes have been made.

Mr. Marin noted that the tobacco policy now includes a reference to e-cigarettes, and the drug policy also references legal, but controlled substances. He also suggested that if the board found other issues, they should refer them to their policy committee reps (Mr. Garvey, Mr. Orzechowski and Ms. Tarbell). He noted that there are 2 policies that will need board input. He noted that in policy D7 volunteers are referenced and does the board want the volunteers to get background checked and fingerprinted, and if so who bears the cost. There was discussion about most volunteers not being unsupervised with children. There was also discussion about the social networking policy and the decision about how to, if at all, to require a disclaimer of an individual who identifies as a TRSU or school employee that indicates that their posts are their opinion, not the opinion of the school district or SU.

The board will review the policies and bring them back for a decision at the next meeting. There will be a policy meeting on May 21 at the Roost.

G. Recommend PE Teacher for 2018-2019 school year

Ms. Powden reported that she, Ms. Trimble and Mr. Hutt Vater are pleased to recommend a PE teacher to be shared between the elementary schools. They are recommending Ted Penasci who is currently a PE teacher in Castleton. He has worked for MHS in the past and Mr. Hutt Vater reported that his is a tremendous teacher and highly regarded by his students and other faculty. There was discussion about the time split between the schools—2 ½ days at each school per week.

Ms. Tarbell **moved** to approve hiring Ted Penasci as a 1.0 fte teacher for the 2018=2019 school year, with time to be shared between LES and MHS. Ms. Hollebeek seconded and the motion carried unanimously. Ms. Trimble reported that he will be working with the ski program.

H. Request for leave of absence

Mr. Orzechowski read aloud a request for a part time leave of absence from Laurie Edson. She will be requesting this .4 fte leave so she can work as a .4 fte math coach for TRSU. Ms. Powden reported that this has been an annual request before the LES board so that if the math coach position is eliminated she is still entitled to her seniority at LES. This request reflects no change in practice with the LES board for the last 4 years. There was discussion about whether LES actually needs the rest of her regular position if they are able to survive without her full time currently. Ms. Trimble noted that if there were a change the positions would be reevaluated.

Mr. Buckley **moved** to approve the leave request as presented. Ms. Alberty seconded and the motion carried unanimously

**IX. SUPERINTENDENT REPORT:**

A. Executive session Training

Discussion was tabled until next month. Ms. Powden noted that for executive session, the board needs to have at least 2/3 of the board in favor of entering executive session.

**X. COMMUNICATIONS:**

A. Public Comment

None.

B. Board Comment

None.

**XI. EXECUTIVE SESSION (1 VSA § 313)**

A. Limited School Transfer—Family Request §313 (a)(7)

Mr. Buckley **moved** to enter executive session to discuss a confidential student matter at 8:16 p.m. inviting Ms. Powden, Ms. Trimble, Mr. Davis and the Racicot family. Ms. Alberty seconded and the motion carried unanimously.

The board returned from executive session at 8:57 p.m. Mr. Buckley **moved** to deny the family's request and stand by the limited school transfer agreement limits allowing a maximum of 6 students out of the school. Ms. Alberty seconded and the motion carried unanimously.

B. Principals' Salary Negotiations §313(a)(1)(B)

After making a specific finding that premature general public knowledge would clearly place the public body involved at a substantial disadvantage, Ms. Tarbell **moved** to enter executive session at 8:58 p.m. to discuss principals' salary negotiations, inviting Ms. Powden and then inviting the principals (Ms. Trimble, Mr. Hutt Vater and Mr. Davis) in one at a time. Ms. Faenza seconded and the motion carried unanimously.

The board returned from executive session at 9:46 p.m. No action taken.

**VIII. NEXT MEETING DATE AND AGENDA:**

The next meeting will be on May 10 for the negotiations meetings. There will be a policy meeting on May 21 at the Roost. The next regular meeting will be held on June 13, 2018 at LES at 6:00 p.m.

**IX. ADJOURNMENT:**

Ms. Tarbell **moved** to adjourn at 9:46 p.m. Ms. Faenza seconded and the motion carried unanimously.

Respectfully Submitted,

Amber Wilson  
Board Recording Secretary

**Ludlow-Mount Holly Unified Union School District  
Building & Grounds Meeting  
May 16, 2018  
Mount Holly School, Gym  
6:00 p.m.**

**I. CALL TO ORDER:**

Board: Mariel Meringolo, Mary Alberty, Kelly Tarbell, Pat Pullinen  
Staff: Karen Trimboli, Melissa Ryan, Craig Hutt Vater, Joe Gurdak  
Public: Marissa Selleck

Ms. Trimboli called the meeting to order and the committee members introduced themselves.

**II. ELECTION OF CHAIR:**

Ms. Alberty **nominated** Ms. Meringolo as the chair. Ms. Tarbell seconded the nomination. There were no other nominations. Ms. Meringolo was elected without opposition.

**III. APPROVAL OF AGENDA:**

Ms. Alberty **moved** to approve the agenda. Ms. Tarbell seconded. She questioned if this committee had the authority to approve minutes from the previous committee. Ms. Trimboli noted that 2 members of this committee were also at that meeting. The motion to approve the agenda carried unanimously.

**IV. APPROVAL OF MINUTES:**

Ms. Tarbell questioned the electronic conference call. Ms. Tarbell **moved** to approve the minutes of the January 17, 2018 meeting assuming that this committee has the authority to do so. She also asked for more clarification about the electronic conference call. Ms. Alberty seconded and the motion carried without opposition.

**V. COMMUNICATIONS:**

A. Public Comment

Mr. Gurdak reported that he is currently the AD of the school. He proposed that the gym floor be named for Sue Pollender. She taught at BRHS for 40 years, coached over 300 games and has been inducted in to the coaches' hall of fame for the VPA. She has also done a lot for the girls' basketball program. He explained that 3 of the four corners would say Black River while the fourth would say Sue Pollender Court. There was discussion about any other coaches who warrant being recognized. Ms. Trimboli and Mr. Gurdak noted that there are no other coaches in basketball with that distinction. There was discussion about this decision being the board's decision. Ms. Tarbell suggested that Mr. Gurdak gather some examples of what it would look like. The consensus of the committee was to present this question to the board at the next meeting.

B. Board Comment

Ms. Ryan noted that there was some confusion about the timing of this meeting on the agenda versus on the shared calendar.

**VI. OLD BUSINESS:**

A. Project Updates

Ms. Trimboli noted that she had spoken with Danaher Flooring and the Robbins Channeling System is guaranteed for 2 years. She reported that the Danaher rep indicated that if something were to go wrong in the Robbins system it would happen within the first 2-3 months, so the 2

years should cover that. She reported that the Danaher rep also offered the school full coverage of any damages for 5 years, with no extended costs.

Ms. Trimboli gave an update on the bid process. Danaher was the only company to submit a bid. Ms. Hammond and Mr. Tuomisto went through the bid to ensure that it met all the bid specs which it did. Danaher Flooring will be working with the bleacher company to get the bleachers removed for the flooring replacement.

**VII. NEW BUSINESS:**

**A. Create plan for BRHS building use after school closure**

Ms. Trimboli reported that there are many pieces to this transfer. Some of them are related to the building. She noted that several of the utilities go through the high school first, including the telephone, rubbish, heat, etc. She noted that once they close the school and do something different with the building, such as rent it out to BRIS or to the SU or anywhere, all the upgrades that were originally grandfathered will now have to be fixed—specifically the sprinkler system. Ms. Tarbell questioned if the LMHUUSD didn't "close" the building, and instead stayed using part of the building, and rented out other parts of the building to various entities, if that would still allow them to claim grandfather status. There was discussion about the board possibly choosing not to maintain the operating expenses of the building. The committee suggested having a legal opinion on whether a new certificate of occupancy will need to be issued if they rent out parts of the building to another entity if LMHUUSD is still using part of the building. There was discussion about whether the LMHUUSD can even keep the building or if it must be sold to the town of Ludlow, and how much of the building needs to be in use by LMHUUSD based on the articles of agreement in order for the LMH board to retain ownership and in order to not have to file a new certificate of occupancy. The committee suggested asking Ms. Powden to seek that legal opinion.

Ms. Trimboli also noted that she has begun asking the teachers to go through their books and other items in their classrooms and get rid of the things they aren't using. She also noted that they needed to do it in such a way as to not create a panic. She also noted that the memorabilia will likely be donated to the Black River Academy.

Ms. Trimboli will begin seeking information on separating the billing of the water and sewer for the two buildings. She will also look into separating the other utilities. Ms. Meringolo suggested that they may need to get a new wastewater permit. There was continued discussion about what qualifies as a new entity occupying the building. Ms. Tarbell suggested asking the questions specifically to make sure that the committee's thought process is followed.

There was discussion about adding a B&G update to the next LMH agenda with a fair amount of time allotted. This discussion will include creating a plan, and developing questions for use of the building. There was discussion about the lease income needing to outweigh the cost of maintaining the building. Mr. Hutt Vater reminded the committee that the TRSU is currently spending \$85,000 per year at their current location so that is some savings to be realized for LMH and some revenue from GMUSD. There was discussion about trying to arrange the building use such that it is viable for BRIS to be in the high school building. There was discussion about the need for custodial staff if the building is going to remain open.

Ms. Tarbell noted that she has been asked by various people about what the school is going to do with the pictures. There was discussion about the items that the museum would want. Ms. Alberty suggested that once school is out for the year, they could invite the museum into the school to make a list of what they would like—not to take at this point, but just a list so the board knows what else is up for other people to request. The committee discussed posting information on the Facebook page. They also discussed the desire of the BRIS committee to be housed in the building with no gap (other than the summer months), so that the transition could be seamless for the students who will attend the independent school.

**B. Mt. Holly paving project**



Mr. Hutt Vater noted that Ms. Frechette is working on getting bids out for the paving job. There was discussion about the town of Mt. Holly not putting out a bid for the entire town job *plus* the school job. Mr. Hutt Vater noted that the estimates they have are based on prior paving projects of Fuller Sand and Gravel, the company that the town has contracted with.

C. Walking Trail at LES

Ms. Ryan asked for approval for a new walking trail. The school has applied for funding through the Okemo Community Challenge Grant to build the trail and has received \$3000. She explained that the trail would start at the Pullinen Field sign and follow the fencing to the small stream. They will need a small foot bridge to cross the stream. Then the trail would make some zigzags up into the woods. It would be below the Woodsy Wednesday classroom site. She noted that her class had walked through the area and it wouldn't take much to clear the trail of brush. They would like to line the sides of the trail with the brush and also place signs that say "Stay on the Trail". They have also ordered birdhouses and bat houses for the kids to build. The students will also place signs on various trees and brush to indicate what it is. They will do this through their science classes. She explained that they really don't want to put a lot of human touch on it, but rather keep the area natural and safe. Ms. Ryan clarified that this is still LES property.

Ms. Ryan discussed the future planning to make the playground a learning ground, similar to the makers' space inside the school. She noted that this plan will eventually give the students more outdoor time. She also reported that the physical therapist in the school stated that there is a trend of walking too much on flat ground and therefore not developing their ankle muscles and tendons so this trail system will help with that.

Ms. Ryan reported that the \$3000 OCC grant should be more than enough for the project.

Ms. Ryan reported that the 5<sup>th</sup> grade teacher would like to purchase a greenhouse and she is working with Mr. Tuomisto on the best placement for the greenhouse so that it isn't damaged by the snow. The board discussed all these plans being good plans, and encouraged the students to get outside more. There was discussion about the Forrest Friday location, and about the hiking opportunities this plan would create. Ms. Ryan noted that they want to make sure that the path remains as natural as possible. There was discussion about the mowing and the bridge not getting in the way of the mowing. Ms. Ryan also noted that the path around the baseball field is a cause for concern for some people. Ms. Ryan noted that the path in the woods will be created by students' feet, not by rocks or wood. This project is something that the whole school is interested in doing. She shared a map of the property to show the layout of the trail.

Ms. Alberty **moved** to approve recommending the walking trail and greenhouse plan as presented. Ms. Tarbell seconded and the motion carried unanimously. Ms. Ryan showed the committee the memorial tree for the Ludlow bicentennial.

**VIII. NEXT MEETING DATE AND AGENDA:**

The next meeting for LES/U39/MHS will be on June 6 at MHS at 6:00 p.m. The next LMH meeting will be on June 13 at 6:00 p.m. in Ludlow. The next building committee meeting will be determined once another issue arises. Ms. Alberty suggested that they need to make their plan for the building contents. Ms. Meringolo explained that they would need to get an answer from Ms. Powden about their legal options. There was discussion about the subdivision of the property. Ms. Tarbell suggested that this question can be posed to the LMH board. They discussed developing a priority list and timelines.

Ms. Meringolo suggested asking the LMH board to add discussion of creating a plan for the BRHS building to the agenda. The committee suggested setting aside time for a brainstorming session at the meeting. There was also discussion about Ms. Selleck also helping with the brainstorming as a community volunteer on the committee.

**IX. ADJOURNMENT:**

Ms. Tarbell **moved** to adjourn at 6:55 p.m. Ms. Alberty seconded and the motion carried unanimously.

Respectfully Submitted,

Amber Wilson  
Board Recording Secretary

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.



**Board Member Conflict of Interest**

**POLICY: B3**

**(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.

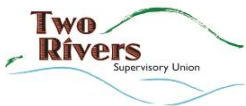
### Administrative Responsibilities

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.

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.

**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



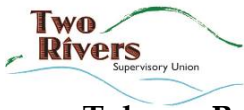
(REQUIRED)

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



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.

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



**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 (LMHUUSD)

(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 **Ludlow-Mount Holly Unified Union 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					
Ludlow-Mount Holly Unified Union School			05/09/18		



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)**

Rev. A

VSBA: E1

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)**

Rev. A

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)**

Rev. A

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.

<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



(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		
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## 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**

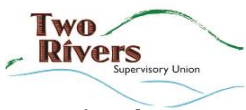
Any mileage, hotel, and meal reimbursements are encouraged to be submitted to the Superintendent beforehand where possible and within thirty (30) days, but forms submitted after sixty (60) calendar days will not be reimbursed.

**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**

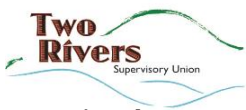
A fixed asset is a property that meets all of the following requirements:

- 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.

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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.

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**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>
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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
<input style="width: 100%;" type="text"/>	<b>Begin:</b> <input style="width: 150px;" type="text"/> <b>End:</b> <input style="width: 150px;" type="text"/> <input type="checkbox"/> A.M. <input type="checkbox"/> P.M. <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	<input style="width: 100%;" type="text"/>

**Type of Restraint:**

School Personnel Who Administered/Monitored Seclusion or Restraint:	Role in Restraint/Seclusion?	Trained to Use Restraint?
Name: <input style="width: 150px;" type="text"/> Title/Position: <input style="width: 150px;" 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 style="width: 150px;" type="text"/> Title/Position: <input style="width: 150px;" 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 style="width: 150px;" type="text"/> Title/Position: <input style="width: 150px;" 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 style="width: 150px;" type="text"/> Title/Position: <input style="width: 150px;" 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:**

<b>Safety Evaluation: student</b> Time completed: <input style="width: 100px;" type="text"/> Evaluated by: <input style="width: 100px;" type="text"/> Role/position: <input style="width: 100px;" type="text"/>	<b>Safety Evaluation: staff</b> Time completed: <input style="width: 100px;" type="text"/> Evaluated by: <input style="width: 100px;" type="text"/> Role/position: <input style="width: 100px;" 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 style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>
<input type="checkbox"/> Team convenes to review incident & relevant data (prior behavior data, incident reports, etc.):	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>

Reporting Procedures:	Date & Time:	Person(s) completed:	Method:
<input type="checkbox"/> Notify - parents/guardians	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>
<input type="checkbox"/> Notify - building-based administrator	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>
<input type="checkbox"/> Notify - school nurse	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>
<input type="checkbox"/> Notify - special education administrator	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>
<input type="checkbox"/> Notify - superintendent	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" type="text"/>	<input style="width: 100px;" 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.

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		

**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**

Rev: A

VSBA:

C9

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**

Rev: A

VSBA:

C9

**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

<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		



**(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)****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 take 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).

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			06/13/18		



**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.

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		

## 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

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)

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.

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)

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)

Rev. A

VSBA: D3

**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.

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		



**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.

<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		



**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, vivisection 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.

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		



**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.

<b>District/Board:</b>	<b>Replaces Policy</b>	<b>Review Only</b>	<b>First Read</b>	<b>Date Warned</b>	<b>Date Adopted</b>
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