

**SPAULDING HIGH SCHOOL DISTRICT
REGULAR SCHOOL BOARD MEETING**

SHS Library

December 7, 2015

6:00 p.m. – Regular Meeting

AGENDA

1. Call to Order
2. Additions or Deletions to the Agenda
3. Executive Session – Personnel Matter
4. Visitors and Communication
5. Consent Agenda
 - 5.1 October 8, 2015 Tri-Board Minutes
 - 5.2 November 2, 2015 Regular School Board Meeting Minutes
6. Old Business
 - 6.1 Second and Final Reading of Student Conduct and Discipline Policy (F1)
 - 6.2 Second and Final Reading of Search and Seizure of Students by School Personnel Policy (F3)
 - 6.3 Second and Final Reading of Student Medication Policy (F6)
 - 6.4 Second and Final Reading Student Alcohol & Drugs Policy (F7)
 - 6.5 Second and final Reading of Transportation Policy (F9)
 - 6.6 Second and Final Reading of Student Activities (Secondary Policy (F11)
 - 6.7 Second and Final Reading of Interscholastic Sports Policy (F12)
 - 6.8 Second and Final Reading of Admission of Resident Students Policy (F13)
 - 6.9 Second and Final Reading of Admission of Non-Resident Tuition Students Policy (F14)
 - 6.10 Second and Final Reading of Eighteen Year Old Students Policy (F18)
 - 6.11 Second and Final Reading of Prevention of Harassment, Hazing, and Bullying Procedure (F20-1)
 - 6.12 Second and Final Reading of Firearms Policy (F21)
 - 6.13 Second and Final Reading of Student Assessment Policy (F22)
 - 6.14 Second and Final Reading Student Attendance Policy (F25)
 - 6.15 Second and Final Reading of Restraining and Seclusion Policy (F26)
 - 6.16 Second and Final Reading of Pupil Privacy Right Policy (F27)
 - 6.17 Second and Final Reading of Federal Child Nutrition Act Wellness Policy (F28)
 - 6.18 Second and Final Reading of Student Self-Expression and Student Distribution of Literature Policy (F29)
 - 6.19 FY '17 Budget
7. New Business
 - 7.1 Sabbatical Request
 - 7.2 Superintendent's Evaluation Discussion
 - 7.3 First Reading Curriculum Development & Coordination Policy (G1)
 - 7.4 First Reading Field Trips Policy (G3)
 - 7.5 First Reading Selecting Library Material Policy (G4)
 - 7.6 First Reading Selection of Instructional Materials and Sensitive Issues Policy (G5)
 - 7.7 First Reading Educational Support System Policy (G7)
 - 7.8 First Reading Local Action Plan Policy (G8)
 - 7.9 First Reading Grade Advancement: Retention, Promotion & Acceleration of Students Policy (G9)
 - 7.10 First Reading Responsible Computer Network & Internet Use Policy (G11)
 - 7.11 First Reading Title I Comparability Policy (G12)
 - 7.12 First Reading Class Size Policy (G14)
 - 7.13 First Reading Health Insurance Portability and Accountability Act Policy (GBG-D13)
 - 7.14 First Reading Substitute Teachers Policy (GCG-D6)
 - 7.15 First Reading Volunteers and Work Study Students Policy (IJOC-D7)
 - 7.16 First Reading Animal Dissection Policy (IMG-G13)

- 7.17 Motion to Rescind the Following Policies: GBCD, GBCD-R, GBD/BG, GBEB, GCN, GCO, IGADA, IGADB, IGDF, IGDJE, IGDJR, IHBA, IHBAR, IHBAE, IHB, IHBB, IHBBR, IHBBR1, IHBC, IIA, IIAC, IIAEE1, IIAEE2, IIAEE3, IIAEE4, IJOA, IKF, IKFB, IPPE
- 8. Other Business
- 9. Reports to the Board
 - 9.1 Superintendent
 - 9.2 Principal
 - 9.3 CVCC Director
 - 9.4 Committee Reports
 - 9.5 Financials
 - 9.6 Student Representatives
- 9. Future Agenda Items
- 10. Executive Session
 - 10.1 Personnel Matter
 - 10.2 Student Matter
- 11. Adjourn

Reminders:

Next Spaulding High School Union District Meeting
Next Barre Town School District Meeting
Next Barre City School District Meeting
Next Barre Supervisory Union Meeting

January 4, 2015
December 9, 2015
December 15, 2015
December 11, 2015

**BARRE SUPERVISORY UNION #61 SCHOOL DISTRICT
REGULAR TRI-BOARD MEETING**

**BARRE SUPERVISORY UNION BOARD
BARRE CITY SCHOOL BOARD
BARRE TOWN SCHOOL BOARD
SPAULDING HIGH SCHOOL BOARD**

Spaulding High School - Library
October 8, 2015 - 6:00 p.m.

MINUTES

BCEMS BOARD MEMBERS PRESENT:

Lucas Herring - Chair
Sonya Spaulding - Vice Chair
Jim Carrien - Clerk
Guiliano Cecchinelli, II
Anita Ristau
Leslie Walz

BCEMS BOARD MEMBERS ABSENT:

Anita Chadderton
Nathan Reigner
Tyler Smith

BTMES BOARD MEMBERS PRESENT:

Brenda Buzzell - Chair - via teleconference from 6:20 p.m. until 6:38 p.m.
Brent Tewksbury - Vice Chair
Chad Allen - Clerk via teleconference from 6:20 p.m. until 6:38 p.m.
Kristin McCarthy
Krista Metivier

BTMES BOARD MEMBERS ABSENT:

SHS BOARD MEMBERS PRESENT:

Carlotta Simonds-Perantoni - Chair
David LaCroix - Vice Chair
Joe Blakely - Clerk - arrived at 6:55 p.m.
Veronica Foiadelli-McCormick
Dottie Ricks
Ed Rousse - arrived at 7:21 p.m.

SHS BOARD MEMBERS ABSENT:

Mark Tatro

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Rick McCraw, Director of Curriculum, Instruction, and Assessment
Lisa Perreault, Business Manager

GUESTS PRESENT:

Video Vision Tech Dave Delcore-Times Argus Peter Clarke Kerri Lamb Patty MacAskill

1. Call to Order

The SU Chair, Mrs. Ristau, called the Thursday, October 8, 2015, meeting to order at 6:02 p.m., which was held at the Spaulding High School Library.

The BCEMS Chair, Mr. Herring, called the Thursday, October 8, 2015, meeting to order at 6:02 p.m., which was held at the Spaulding High School Library.

The BTMES Vice Chair, Mr. Tewksbury, called the Thursday, October 8, 2015, meeting to order at 6:02 p.m., which was held at the Spaulding High School Library.

The SHS Chair, Mrs. Perantoni, called the Thursday, October 8, 2015, meeting to order at 6:02 p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

Mr. Pandolfo introduced Peter Clarke, an Act 46 Consultant approved by the Vermont School Board Association. Mr. Clarke is working with the recently formed Act 46 Consolidation Study Committee, and today, visited some of the schools, meeting with staff and various board members. Additionally, Mr. Pandolfo introduced Ms. Lisa Perreault, Business Manager, and Mr. Rick McCraw, Director of Curriculum, Instruction, and Assessment.

4. Approval of Minutes

4.1 Approval of Minutes – September 10, 2015 Regular SU Meeting

On a motion by Mrs. Perantoni, seconded by Mrs. Spaulding, the SU Board unanimously voted to approve the Minutes of the September 10, 2015 Regular SU Meeting.

5. New Business

5.1 Supervisory Union Budget Development Process

Ms. Perreault distributed two documents, the first, a document containing screen prints of her Power Point presentation, and the second, a document titled 'FY-2017 Special Education Service Plan'. Ms. Perreault proceeded with the Power Point presentation, providing an overview which included the following areas: an update regarding progress to-date on the SU budget (including participation of Administrators, Directors and Accounting personnel), Budget Assessment Methods, the budget development timeline, budget consolidation (which will result in a significant increase in assessments), detailed information pertaining to the SU Assessment, potential benefits of consolidation, Title 16 as it relates to apportionment of expenses, Child Count methods (Equalized Pupils, Enrollment, and Child Count), expense and revenue projections, Special Education Revenue, Transportation expenses and revenue. It was noted that individual service plans were created, but will be consolidated for the DOE. Additional work needs to be completed regarding transportation budget consolidation. Savings related to consolidation has yet to be determined. The assessment will reflect both expenses and revenue. The method chosen to determine pupil counts can be changed from year to year. The pupil count method will be determined by the SU Board, with input from each Board. Data must be reviewed to ensure that the fairest method is used. Though legislation does not require all para-educators be part of the SU budget, Mr. Pandolfo would like to see all para-educators and custodial personnel included in the SU budget. It was noted that the projected decrease in EEE expenses reflects a decrease in the number of students qualifying for EEE services. Pre-K expenses will increase as the number of children served will be increasing. Additional budget discussions will be held during each Boards' Finance Committee meetings.

5.2 Barre Supervisory Union Policy Committee Update

Two documents were distributed for review: BSU Policy Committee Meeting Draft Minutes for October 1, 2015 and the BSU Policy Manual Index. Mr. Pandolfo advised that the Committee met on October 1, 2015, and provided an overview of the Minutes and accompanying table of policies. The Committee needs to review policies as they currently exist, review all VSBA Model Policies and Suggested Policies, as well as identifying policies that should exist at the SU level. Procedures need to be separated out of policies and be written uniquely for each school. Additionally, numbering schemes need to be consistent.

6. Old Business

6.1 Second and Final Reading Title I, Part A Parental Involvement Policy (H7)

A copy of the policy was distributed for review and approval. It was noted that this is an improved-upon VSBA model policy.

On a motion by Mrs. Perantoni, seconded by Mrs. Spaulding, the SU Board unanimously voted to approve the Second and Final Reading of the Title I, Part A Parental Involvement Policy (H7)

On a motion by Mrs. Spaulding, seconded by Mr. Carrien, the BCEMS Board Members unanimously voted to ratify the Title I, Part A Parental Involvement Policy (H7).

On a motion by Mr. LaCroix, seconded by Ms. Ricks, the SHS Board Members unanimously voted to ratify the Title I, Part A Parental Involvement Policy (H7)

After brief discussion, it was noted that though this policy does not presently pertain to BTMES, there would be no negative impact to its ratification. Ratification at this time would assist with consistency and would assure a policy was in place should it become

pertinent to BTMES. On a motion by Mrs. Metivier, seconded by Mrs. McCarthy, the BTMES Board Members unanimously voted to ratify the Title I, Part A Parental Involvement Policy (H7)

6.2 Act 46 Study Committee Report

Four documents were distributed for review: 'Act 46 of 2015 Governance Changes', 'Act 46 of 2016 Cost Containment Per Pupil Threshold Amounts', 'Getting Started: Pursuing Options and Opportunities Under Act 46', and 'Draft Work Plan For Study Committee (dated September 29, 2015)'. Mr. Pandolfo advised of the meeting held on September 29, 2015 and provided an overview highlighting the key points that were discussed. Mr. Pandolfo requested that the Board set a budget and recommended a \$25,000 budget, with funding from 2 grants. A \$5000 grant has already been approved. An application will need to be submitted for the \$20,000 grant.

On a motion by Mr. Carrien, seconded by Mr. Cecchinelli, the BCMES Board unanimously voted to authorize a budget up to \$25,000 for legal, consulting and other expenses needed for the committee and to share in the cost proportionally with the other member districts on the study committee.

On a motion by Mrs. Metivier, seconded by Mrs. McCarthy, the BTMES Board unanimously voted to authorize a budget up to \$25,000 for legal, consulting and other expenses needed for the committee and to share in the cost proportionally with the other member districts on the study committee.

Mr. Pandolfo provided an overview of the remaining documents, including a review of the goals (education quality and equity), types of merges, including the timelines for each type, community involvement, and cost containment thresholds, including penalties for exceeding the threshold amount.

6.3 Human Resource Coordinator Position Description

A draft of the BSU Position Description for the position of Human Resources Coordinator was distributed. Mrs. Ristau advised that this position and its description were discussed at the last SU meeting. This draft is a revised version. Several board members advised that they were in favor of this position and felt hiring an HR Coordinator would be beneficial for numerous reasons. Board members strongly support hiring an individual for this position. On a motion by Mr. Herring, seconded by Mrs. Perantoni, the SU Board unanimously voted to approve the HR job description (with discussed changes) and authorized the Superintendent to begin the hiring process immediately.

7. Other Business as Needed

None.

8. Reports to the Board

8.1 Superintendent

Mr. Pandolfo provided a verbal report advising that Mark Moody has provided a safety/security inspection of each building, including the Wall Street building and will be providing an audit report as well as meeting with Administrators, Crisis Teams, and Safety/Security Committee members. As the information being provided may pose a security risk, if known to the general public, the discussions may be held in Executive Session. Research is being performed regarding improvements that could be made to the Wall Street facility. A building has been identified which could be purchased (to house the Wall Street program). Additional research will be performed to determine if the purchase of a facility would result in cost savings. Improvements being considered for the SU Office include parking/access, storage/secure storage, and reconfiguration/creation of office space for staff. Mr. Pandolfo would like to see discussion at the SU level regarding hiring Technical Support positions. The high turnover rate of technical staff has a negative impact to students. An increase in the rate of pay for technical staff may help alleviate turnover, but would have a budgetary impact. Mr. Pandolfo would like direction from the Board. Mrs. Perantoni is concerned regarding the additional expense and would like wants/needs and priorities documented. Mrs. Spaulding recommended researching the idea of shared positions and requested that research be performed regarding rates of pay at other towns and districts.

9. Executive Session as Needed

No Executive Session is required.

10. Adjournment

On a motion by Mr. Herring, seconded by Mrs. Spaulding, the SU Board unanimously voted to adjourn at 7:48 p.m.

On a motion by Mrs. Walz, seconded by Mrs. Spaulding, the BCMES Board unanimously voted to adjourn at 7:48 p.m.

On a motion by Mrs. McCarthy, seconded by Mrs. Metivier, the BTMES Board unanimously voted to adjourn at 7:48 p.m.

On a motion by Mr. Blakely, seconded by Ms. Ricks, the SHS Board unanimously voted to adjourn at 7:48 p.m.

Respectfully submitted,
Andrea Poulin

**SPAULDING HIGH SCHOOL
REGULAR BOARD MEETING**
Spaulding High School – Library
November 2, 2015 - 6:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Carlotta Simonds-Perantoni - Chair
David LaCroix - Vice Chair
Joe Blakely – Clerk – arrived at 6:29
Dottye Ricks
Ed Rousse

BOARD MEMBERS ABSENT:

Veronica Foiadelli-McCormick
Mark Tatro

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Brenda Waterhouse, Principal
Penny Chamberlin, Director Central Vermont Career Center

GUESTS PRESENT:

Video Vision Tech Tori Biondolillo Kerri Lamb Heather Silk Miles Silk, Jr.

1. Call to Order

The Chair, Mrs. Perantoni, called the Monday, November 2, 2015, Regular meeting to order at 6:01p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda

None.

3. Visitors and Communication

Heather Silk, Local Coordinator/Field Manager from ICES (International Cultural Exchange Services) addressed the Board. Ms. Silk distributed a document providing an overview of the program. Ms. Silk advised she is seeking Board approval to increase the number of exchange students. There are currently four full time students in the program. Ms. Silk would like to add four one-semester students. Of the proposed four student additions, two students would attend the first semester; two would attend the second semester. This configuration would amount to 6 students in each semester. It was noted that no tuition is paid for these students. Mrs. Waterhouse advised that the exchange students require very few supports. Host families are available to host the additional students. The program provides an enriching experience to the exchange students, their host families, and SHS students. Mrs. Waterhouse advised that she very much endorses the proposal to add 4 (one semester) students. In response to a query, it was noted that smaller sized school usually accept 2 to 4 students. South Burlington High School currently has 15 students in their program. After brief discussion, the Board advised they support the proposal to add students to the program. No motion for approval is necessary. Mr. Pandolfo and Mrs. Waterhouse will discuss the proposal further and respond back to Ms. Silk.

4. Approval of Minutes

4.1 Approval of Minutes – October 5, 2015 Regular Meeting

On a motion by Mr. LaCroix, seconded by Mr. Rousse, the Board unanimously voted to approve the Minutes of the October 5, 2015, Regular Meeting. In response to a query, it was confirmed that the vote to approve the Minutes of the September 8, 2015 meeting, was legal as a quorum of Board Members was present. It was noted that approval of the Tri-Board Minutes should be added to the next meeting's agenda.

5. Old Business

5.1 Solar Update

Mr. Pandolfo advised regarding recent communication with Lou Bravakis of Novus Energy. Mr. Bravakis advised that the Certificate of Public Good for the Pine Hill project should be received shortly (approximately two weeks). If the project proceeds as planned, Mr. Bravakis anticipates the project will be completed by the end of 2015.

5.2 Approval of Warrant Procedures

Mr. Pandolfo advised regarding the Warrant Procedure that authorizes the Superintendent or Business Manager to sign payroll warrants (no Board Member signature required). The Business Office recommends that Accounts Payable warrants require a minimum of one Board member signature (the Finance Committee Chair, or an individual who is most available). Mrs. Perantoni advised she is willing to continue approving Warrants. Ms. Ricks advised that she is no longer available for this function. It was noted that Mr. Blakely has frequently been available for the approval process. In response to a query from Mr. Rousse, it was noted that the approval of Warrants is just one of the steps involved in payment. The purchase process involves many steps (at least 5 or 6), and various approvals. The audit is an additional function performed to assist with validation of purchases. Cindy Lemieux was commended for her extensive knowledge of the Warrants and her willingness to assist with all questions. Mrs. Perantoni advised that the Board needs to be kept apprised of the 'bigger picture' (over-all status of the budget). Mr. Rousse advised that he is willing to assist with the Warrant approval process. Mrs. Perantoni advised that she usually views all of the Warrants in electronic format prior to sign-off at the SU building. It was noted that the Warrants have been, and will continue to be, available electronically for all Board Members to review. Ms. Chamberlain advised that she is available to answer any CVCC related Warrant questions.

5.3 Second and Final Reading Role and Adoption of School Board Policies (A1)

Copies of policies for agenda items 5.3 through 5.16 were previously distributed electronically for review.

Ms. Ricks provided a brief overview.

On a motion by Mr. Rousse, seconded by Mr. LaCroix, the Board unanimously voted to approve the Second and Final Reading of the Role and Adoption of School Board Policies Policy (A1).

5.4 Second and Final Reading Board Member Education Policy (B1)

Ms. Ricks provided a brief overview of the policies previously discussed and approved as First Readings.

On a motion by Ms. Ricks, seconded by Mr. Rousse, the Board unanimously voted to approve the Second and Final Reading of policies B1, B2, B3, C2, C3, C4, C5, C6, C7, C7-1, C7-5, C7-3, and C7-4.

- B1- Board Member Education Policy**
- B2 - Board Goal-Setting and Evaluation Policy**
- B3 - Board Member Conflict of Interest Policy**
- C2 - Board Meetings, Agenda Preparation and Distribution Policy**
- C3 - Public Participation at Board Meetings Policy**
- C4 - School Visits by Board Members Policy**
- C5 - Board Relations with School Personnel Policy**
- C6 - Notice of Non-Discrimination Policy**
- C7 - Standing in Special Committees Policy**
- C7-1 - Policy Committee Policy**
- C7-5 - Curriculum Committee Policy**
- C7-3 - Facility Committee Policy**
- C7-4 - Finance Committee Policy**

Additionally, Mr. Pandolfo advised that the SU is reviewing many policies and the Board should expect policies for ratification on future agendas.

5.5 Second and Final Reading Board Goal-Setting and Evaluation Policy (B2)

This policy was approved under Agenda Item 5.4.

5.6 Second and Final Reading Board Member Conflict of Interest Policy (B3)

This policy was approved under Agenda Item 5.4.

5.7 Second and Final Reading Board Meetings, Agenda Preparation and Distribution Policy (C2)

This policy was approved under Agenda Item 5.4.

5.8 Second and Final Reading Public Participation at Board Meetings Policy (C3)

This policy was approved under Agenda Item 5.4.

5.9 Second and Final Reading School Visits by Board Members Policy (C4)

This policy was approved under Agenda Item 5.4

5.10 Second and Final Reading Board Relations with School Personnel Policy (C5)

This policy was approved under Agenda Item 5.4

5.11 Second and Final Reading Notice of Non-Discrimination Policy (C6)

This policy was approved under Agenda Item 5.4

5.12 Second and Final Reading Standing in Special Committees Policy (C7)

This policy was approved under Agenda Item 5.4

5.13 Second and Final Reading Policy Committee Policy (C7-1)

This policy was approved under Agenda Item 5.4

5.14 Second and Final Reading Curriculum Committee Policy (C7-5)

This policy was approved under Agenda Item 5.4

5.15 Second and Final Reading Facility Committee Policy (C7-3)

This policy was approved under Agenda Item 5.4

5.16 Second and Final Reading Finance Committee Policy (C7-4)

This policy was approved under Agenda Item 5.4

6. New Business

6.1 Truant Officer Appointment

A copy of the State Statute, Law 16.V.S.A. 1125 Truant officers, was distributed. Mr. Pandolfo provided a brief overview of the requirement that the Board appoint a Truant Officer. Mr. Pandolfo recommended that Assistant Principal, Brian Hoover be appointed to the position of Truant Officer. **On a motion by Mr. Rousse, seconded by Ms. Ricks, the Board unanimously voted to appoint Brian Hoover, Assistant Principal, as Truant Officer for Spaulding High School and the Central Vermont Career Center.**

Copies of policies for agenda items 6.2 through 6.23 were previously distributed electronically for review.

6.2 Policies for Adoption with Formatting and Non-Substantive Changes

- Education Records Policy (F5)
- Limited English Proficiency Students Policy (F19)
- Participation of Home Study Student Policy (F23)

Ms. Ricks provided an overview of the three policies proposed for adoption, advising that policies with only formative changes can be approved without a second reading. Mr. Pandolfo would like the record to reflect that the policies were reviewed and reformatted with dates.

On a motion by Ms. Ricks, seconded by Mr. LaCroix, the Board unanimously voted to approve adoption, with formative changes, policies F5, F19, and F23.

F5 - Education Records Policy

F19 - Limited English Proficiency Students Policy

F23 - Participation of Home Study Student Policy

6.3 Rescind Board Member Conflict of Interest Policy (BBFA) (Replaced with B3)

Mrs. Perantoni advised that the replacement for policy BBFA is listed, and advised that policy FA is a non-required, 1998 policy that does not belong with student policies.

On a motion by Mr. Blakely, seconded by Ms. Ricks, the Board unanimously voted to rescind the Board Member Conflict of Interest Policy (BBFA), and the Historic Preservation Policy (FA).

6.4 Rescind Historic Preservation Policy (FA)

This policy was rescinded under Agenda Item 6.3.

6.5 First Reading of Student Conduct and Discipline Policy (F1)

On a motion by Ms. Ricks, seconded by Mr. Blakely, the Board unanimously voted to approve the First Reading of policies: F1, F6, F7, F9, F11, F12, F14, F18, F21, F25, F26, F27, F28, and F29.

F1 - the Student Conduct and Discipline Policy

F6 - Student Medication Policy (dates will be amended)

F7 - Student Alcohol and Drugs Policy (dates need to be 'cleaned' up)

F9 - Transportation Policy (one misspelling will be corrected)

- F11 - Student Activities Secondary Policy**
- F12 - Interscholastic Sports Policy**
- F14 - Non-Resident Tuition Students Policy**
- F18 - Eighteen Year Old Students Policy**
- F21 - Firearms Policy**
- F25 - Student Attendance Policy**
- F26 - Restraining and Seclusion Policy**
- F27 - Pupil Privacy Right Policy**
- F28 - Federal Child Nutrition Act Wellness Policy**
- F29 - Student Self-Expression and Student Distribution of Literature Policy**

6.6 First Reading of Search and Seizure of Students by School Personnel Policy (F3)

Discussion centered on the search of vehicles. The consent to search a vehicle should be covered in the permit application. Confirmation needs to be made to assure the permit application contains this clause. Information pertaining to the search of vehicles is or will be included in the student handbook which is provided to students yearly. It was noted that not all student vehicles brought on school premises have a permit. Mrs. Waterhouse advised that if a trained dog identifies a vehicle as possibly containing narcotics, it is permissible to search the vehicle without the student's consent. **On a motion by Mr. Blakely, seconded by Ms. Ricks, the Board unanimously voted to approve the First Reading of the Search and Seizure of Students by School Personnel Policy (F3).**

6.7 First Reading of Student Medication Policy (F6)

This First Reading of this policy was approved under Agenda Item 6.5

6.8 First Reading of Student Alcohol and Drugs Policy (F7)

This First Reading of this policy was approved under Agenda Item 6.5

6.9 First Reading of Transportation Policy (F9)

This First Reading of this policy was approved under Agenda Item 6.5

6.10 First Reading of Student Activities Secondary Policy (F11)

This First Reading of this policy was approved under Agenda Item 6.5

6.11 First Reading of Interscholastic Sports Policy (F12)

This First Reading of this policy was approved under Agenda Item 6.5

6.12 First Reading of Admission of Resident Students Policy (F13)

Mr. Pandolfo queried regarding authorization for the Superintendent to, at times, render a decision without Board consultation. Mrs. Perantoni advised that she would like to be made aware of any non-resident requests or appeals. **On a motion by Mr. Blakely, seconded by Ms. Ricks, the Board unanimously voted to approve, as amended, the First Reading of the Admission of Resident Students Policy (F13).**

6.13 First Reading of Admission of Non-Resident Tuition Students Policy (F14)

This First Reading of this policy was approved under Agenda Item 6.5

6.14 First Reading of Tuition Payment Policy (F16)

Mr. Pandolfo queried regarding the requirement of this policy. State statutes may apply. Does this policy only pertain to districts which do not have a high school? In response to a query regarding payment of tuition to other schools, it was noted that specialized schools, such as schools for the deaf, would be considered outside placements. **This policy was remanded back to the Committee for additional research.**

6.15 First Reading of Eighteen Year Old Students Policy (F18)

This First Reading of this policy was approved under Agenda Item 6.5

6.16 First Reading of Prevention of Harassment, Hazing, and Bullying Procedure (F20-1)

It was clarified that this agenda item is the approval of a Procedure, not a Policy. In response to a query, it was confirmed that a Student Conduct form does exist. **On a motion by Mr. Blakely, seconded by Mr. Rousse, the Board unanimously voted to approve the First Reading of the Prevention of Harassment, Hazing, and Bullying Procedure (F20-1).**

6.17 First Reading of Firearms Policy (F21)

This First Reading of this policy was approved under Agenda Item 6.5

6.18 First Reading of Student Assessment Policy (F22)

Ms. Ricks queried regarding the need for procedures. Mrs. Perantoni advised that reporting is conducted on an annual basis. Methods of sharing information may require research. Additional student reporting (rather than comparative reporting) and grade reporting (A, B, C) may be requested. It was noted that the grading structure is changing to proficiency based grading which may be confusing to the public. **On a motion by Mr. Rousse, seconded by Mr. LaCroix, the Board unanimously voted to approve the First Reading of the Student Assessment Policy (F22).**

6.19 First Reading of Student Attendance Policy (F25)

This First Reading of this policy was approved under Agenda Item 6.5

6.20 First Reading of Restraining and Seclusion Policy (F26)

This First Reading of this policy was approved under Agenda Item 6.5

6.21 First Reading of Pupil Privacy Right Policy (F27)

This First Reading of this policy was approved under Agenda Item 6.5

6.22 First Reading of Federal Child Nutrition Act Wellness Policy (F28)

This First Reading of this policy was approved under Agenda Item 6.5

6.23 First Reading of Student Self-Expression and Student Distribution of Literature Policy (F29)

This First Reading of this policy was approved under Agenda Item 6.5

7. Other Business

None.

8. Reports to the Board

8.1 Superintendent

A copy of the Superintendents report dated October 27, 2015 was distributed. The report contained information pertaining to the Act 46 Consolidation Study Committee (which met on 09/29 and 10/28), and VSBA/VSA updates. It was noted that the conference on October 22nd and 23rd included discussion pertaining to reconsideration of the allowable growth threshold. The report also provided a brief update regarding impending changes to insurance, as the VEHI Plans will cease to exist as of December 31, 2017. Additionally, Mr. Pandolfo reported that the Act 46 Consolidation Study Committee was very productive. In response to concerns from Committee Members and members of the community, Mr. Pandolfo advised that **Act 46 legislation absolutely does not require reconfiguration of schools, but rather mandates consolidation of governance.** Mr. Pandolfo advised that the Times Argus reported this information very well. Mr. Pandolfo stressed that Board members should work with their legislators regarding reconsideration of the allowable growth threshold.

8.2 Principal

Mrs. Waterhouse acknowledged students who received the Sugarbush Student Achievement Award. Twenty-nine students received the award (16 of the 29 recipients are this year's sophomores, meaning that as freshman, the students achieved honors in at least 3 of the 4 quarters). These students will receive passes to Sugarbush. Additionally, Mrs. Waterhouse advised that the Junior ROTC drill team, commanded by Cadet Matt Lavalley completed the weekend home drill competition and won numerous trophies, including 1 – First Place, 3 – Second Place, and 2 - Third Place trophies. Erica Hammerstrom earned a 2nd place trophy in the individual drill competition.

8.3 Tech Center Director

A copy of the Central Vermont Career Center Board Report dated October/November 2015 was distributed. Mrs. Chamberlin provided an overview of the report, including completion of Safety Assessments, Open House (November 18, 2015), the upcoming forensic audit, the holiday food drive (items can be donated until November 20, 2015), and upcoming Professional Development days (November 9, 2015, January 18, 2016, and March 11, 2016).

8.4 Committee Reports

Policy Committee – Ms. Ricks advised that all First Readings (complete with changes) will be sent to Board Members by this Friday, and asked that they be reviewed as soon as possible, while the changes are still fresh in everyone's minds. The next meeting is scheduled for Monday, November 16, 2015 at 5:30 at the SU. This meeting will include another set of First Readings.

Curriculum Committee – A meeting was held on October 13, 2015 (this was the first meeting since March of 2015). Mr. Rousse will be working with Mr. McCraw regarding written updates. Much is being discussed by this committee, including Educational Quality Standards, Student Learning Out-come, Advanced Placement, Infinite Campus, Next Generation Science Standards, Proficiency Based Learning, and educating the community regarding the many changes. The next meeting is scheduled for Tuesday,

November 10, 2015. Regular meetings will be scheduled for the second Tuesday of each month.

Finance Committee – A meeting is scheduled on November 19, 2015 at 3:30 p.m. at the SU. The early start time should accommodate individuals who will be attending the 5:30 p.m. Act 46 Consolidation Study Committee Meeting.

Facilities Committee – Minutes from the October 14, 2015 meeting were distributed. Mr. Blakely provided an overview, including additional storage requirements for CVCC, the possibility of setting up a greenhouse, the sprinkler system (financing needs to be researched), additional security cameras, and discussion of nearby buildings which are for sale. The next meeting is scheduled for November 11, 2015 at 5:00 p.m. in the Spaulding Library. Mr. Rousse advised that the committee is considering the possibility of purchasing the Care-Net building to perhaps be utilized as a replacement for the Wallstreet building. A cost benefit analysis needs to be performed. VSBT is conducting some research on this matter. Mrs. Perantoni cautioned the Board that the purchase of property for the school involves many steps, including those to be performed outside of the Board and the Finance Committee.

8.5 Student Representatives

Ms. Biondolillo advised that the Student Council would like to be involved in more community services, and are working to make community service a requirement. Sports teams will be required to host a dinner (including preparation and delivery to a homeless shelter). The holiday dinner will be put on soon.

9. Future Agenda Items

Approval of Tri-Board Minutes
Budgets
Policies
SHS Annual Report
NEASC Five Year Report Presentation
SHS Foundation Update
Spaulding Scholarship Foundation (spring agenda)

10. Executive Session

- 10.1 Student Matter**
- 10.2 Personnel Matter**

Items proposed for discussion in Executive Session include a Student Matter and a Personnel Matter.

On a motion by Mr. LaCroix, seconded by Ms. Ricks, the Board unanimously agreed to find that premature general public knowledge of the items proposed for discussion would clearly place the City of Barre at a substantial disadvantage should the discussion be public.

On a motion by Mr. LaCroix, seconded by Ms. Ricks, the Board unanimously voted to enter into Executive Session at 7:41 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

Mr. Pandolfo was invited to join Executive Session.

On a motion by Ms. Ricks, seconded by Mr. Rousse, the Board unanimously voted to exit Executive Session at 7:58 p.m.

No action taken.

11. Adjournment

On a motion by Ms. Ricks, seconded by Mr. Rousse, the Board unanimously voted to adjourn at 7:58 p.m.

Respectfully submitted,
Andrea Poulin

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F1****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

STUDENT CONDUCT AND DISCIPLINE**Policy**

It is the policy of the Spaulding High School Union District #41 to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

Definitions

“Weapon” means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.¹

“School” means any setting which is under the control and supervision of the school district. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.²

“Expelled” means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.³

“Knife” means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow

¹See 13 V.S.A. §4016(a)(2) for definition of “dangerous or deadly weapon.”

²The Federal Gun Free Schools Act defines “school” as “...any setting that is under the control and supervision of the local education agency for the purpose of student activities approved and authorized by the local education agency. 20 U.S.C. § 7151(b)(f).

³16 V.S.A. §1162(a).

students and adults. This includes complying with all policies and rules of conduct of the School District and individual classrooms.

Administrative Responsibilities

The principal, in consultation with the educational staff, will develop an overall discipline plan pursuant to 16 V.S.A. §1161a.

The plan will include clear guidelines for student behavior. The guidelines may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school. The guidelines may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.⁴

The guidelines for student behavior will also include prohibitions against the possession by students of knives, weapons and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.⁵

Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications distributed to students and parents/guardians.

⁴See 16 V.S.A. § 1162(a)(3)

⁵The "knives, weapons and dangerous instruments" prohibition in this model policy is not required by law. The possession of "dangerous and deadly weapons" on school grounds by any individual is prohibited by 13 V.S.A. §4004. This prohibition does not apply to the possession of firearms in schools for "instructional or other specific purposes." 13 V.S.A. §4004(c)(2).

Legal Reference(s):***16 V.S.A. §1161a (discipline)******16 V.S.A. §1162 (suspension and expulsion)******20 U.S.C. §§1400 et seq.(IDEA)******29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)******VT State Board of Education Manual of Rules & Practices §4311, 4312, 4313; 2120.8.12******Cross Reference:******Board Commitment to Non-Discrimination (C6)******Public Complaints About Personnel (D10)******Interrogations or Searches of Students by Law Enforcement)******Officers or Other Non-School Personnel (F4)******Search and Seizure (F3)******Alcohol and Drug Abuse (F7)******Weapons (F21)***

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F3****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

SEARCH AND SEIZURE OF STUDENTS BY SCHOOL PERSONNEL**Policy**

School Property. It is the policy of the Spaulding High School Union District #41 that the school retains the right to examine its property at any time. Desks, lockers, textbooks, computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time.

Student and Student Property. It is the policy of the Spaulding High School Union District #41 that searches of students' persons, personal effects, and vehicles¹ may be conducted where there are reasonable grounds for suspecting at the time of initiating the search that the search will reveal evidence of a violation of law or of school rules. The superintendent or his or her designee may consult with legal counsel when considering whether or how to conduct a search of a student's person, personal effects or vehicle.

Implementation

The superintendent shall develop procedures to ensure that all searches and seizures of students and student property are conducted in a manner that complies with state and federal constitutional protections against unreasonable searches and seizures of students and student property in schools.

Copies of this policy will be included in the student handbook given to students and parents at the beginning of each school year.

¹Schools may obtain blanket permission to search vehicles that students drive to school and park in the school parking lot by requiring students to consent to such inspections as a condition of obtaining a permit for parking on school grounds. Without consent of this sort, school officials who wish to search student vehicles need reasonable suspicion that the search will provide evidence of a violation of law or school rules.

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F6****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

STUDENT MEDICATION**Policy**

The Spaulding High School Union District #41 shall have procedures in place to ensure compliance with laws and regulations governing the possession, administration, and storage of prescription and non-prescription medications needed by students at school or during school sponsored activities.

Implementation

The superintendent or designee will develop procedures governing the possession, administration, and storage of medication needed by any student during the regular school day or during school sponsored activities. The procedures will comply with the following:

1. Medication may be given by the school nurse, or a person designated and trained by the school nurse, upon written orders from a physician, and upon written request of a student's parent or guardian that the school complies with the physician's order. The physician's order must detail the name of the drug, dosage, time interval the medication is to be taken, diagnosis, and reason for giving.
2. Medication must be brought to school in a container labeled by the pharmacy or physician and stored by the school nurse or designee in a secure storage place.
3. Students with life threatening allergies or with asthma, whose parents or guardians comply with all of the requirements of Act 175 of 2008, shall be permitted to possess and self-administer emergency medication at school, on school grounds, at school-sponsored activities, on school-provided transportation, and during school-related programs.

Non-prescription medication must be accompanied by a written request from the parent or guardian of a student bringing such medication to school. The request must contain assurances that the student has suffered no previous ill effects from the use of medication. Medication must be left in the custody of the school nurse.

The school shall provide an opportunity for communication with the pupil, parent, or guardian, and physician regarding the efficacy of the medication administered during school hours. In the case of medication possessed by students with life threatening allergies or with asthma, the school shall provide forms for parents to submit

authorizing possession of the medication and releasing the school from liability as a result of any injury arising from the student's self-administration of the emergency medication.

Legal Reference(s):

Act 174 of 2008, 16 V.S.A. §1387

Cross Reference:

Sample Parental Authorization Form

As the parent or guardian of _____, I hereby authorize my child to possess and self-administer emergency medication at school, on school grounds, at school sponsored activities, on school provided transportation, and during school-related programs.

As documented by the attached physician's statement, my child has (name the specific life-threatening allergy or asthma applicable to this authorization), and is capable of, and has been instructed by the physician in, properly self-administering the emergency medication named by the physician.

As further documented by the attached physician's statement, my child has been advised of possible side-effects of the medication and has been informed of when and how to access emergency services.

The attached plan of action, developed specifically for the _____ school year in consultation with the school nurse, is based on the documentation provided by the physician's statement and includes the name of each emergency medication, the dosage, and the times and circumstances under which the medication is to be taken. The plan of action also indicates that the medication is solely for the use of my child, and includes the names of individuals who will be given copies of the plan. I understand that one of requirements of the plan is that my child will notify a school employee or agent after self-administering emergency medication.

As required by Act 175 of 2008, I hereby release the school, its employees and agents, including volunteers, from liability as a result of any injury arising from my child's self-administration of emergency medication, except when the conduct of the school, school employee, or agent would constitute gross negligence, recklessness or intentional misconduct.

Signed on _____ (Date) at _____ (City/Town, State)

By _____ (Parent/Guardian)

Witnessed by _____ Date _____

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL**

CODE: F7

1ST READING: 8/18/2014, 11/02/2015

2ND READING: 9/15/2014, 12/07/2015

ADOPTED: 9/15/2014

STUDENT ALCOHOL AND DRUGS¹

Policy

It is the policy of the Spaulding High School Union District #41 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.² 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.³

“Drug” means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.⁴

Educational Program

The administrative team shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program.⁵ The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan.⁶ 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.⁷

¹This policy is required by 16 V.S.A. 1165(c) and SBE Rule 4212. Unless otherwise noted in the following notes, the state board rule requires that the policy include the elements contained in this model.

²16 V.S.A. § 1165(a). See also 18 V.S.A. § 4237 making it unlawful for any person to sell or dispense any regulated drug to minors or to any other person on school property or property adjacent to a school.

³Vermont State Board of Education Manual of Rules and Practices, Rule 4211

⁴See definitions of narcotic drugs and hallucinogenic drugs in 18 V.S.A. §4201; and controlled substance in 41 U.S.C. §706(3) and 21 U.S.C. §812.

⁵16 V.S.A. §131(9); SBE Rule 4213.1

⁶SBE Rule 4212.2 requiring that education program be consistent with this Plan.

⁷20 U.S.C. §§7101 et seq.

Support and Referral System

In each school the principal or his or her 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.⁸ 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.⁹ In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse.¹⁰

Cooperative Agreements¹¹

The administrative team 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. This individual can be contacted through the Spaulding High School front office at 476-4811.

The district 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 administrative team 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.¹²

Community Involvement

The superintendent, principal, or other 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.¹³

⁸SBE Rule 4212.3

⁹SBE Rule 4212.3D.

¹⁰SBE Rule 4212.3B. SBE Rule 4212.3B requires that each "...school district policy...establish procedures for administering first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved."

¹¹SBE Rule 4212.3.

¹²SBE Rule 4213.2. See also SBE Rule 4212.3C.

¹³SBE Rule 4214 does not require that this paragraph be included in a school board policy. The rule does require that schools engage in community programs "...to inform the community about the school's alcohol and drug prevention education program, alcohol and drug abuse prevention issues, and community-wide responsibility for effective alcohol and drug abuse prevention.". This paragraph could be included in administrative procedures developed in conjunction with this policy.

Annual Report

In a standard format provided by the Vermont Department of Education, the superintendent, principal, or other will submit an annual report to the Commissioner of Education describing substance abuse education programs and their effectiveness.¹⁴

Notification

The superintendent, principal, or other 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.¹⁵

Legal Reference(s):

20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)

16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)

16 V.S.A. 131(9) (Comprehensive Health Education)

16 V.S.A. §1045(b) (Driver Training Course)

16 V.S.A. §1165 (Alcohol and drug abuse)

18 V.S.A. §4226 (Drugs: minors, treatment, consent, Vt. State Board of Education Manual of Rules and Practices §§4200 -4215)

Cross Reference:

Student Conduct and Discipline (F1)

Search and Seizure (F3)

Interrogations or Searches of Students by Law Enforcement Officers or Other Non-School Personnel (F5)

¹⁴SBE Rule 4215 does not require that this paragraph be included in a school board policy. The rule does require that the school's annual report include information on substance abuse education programs. This paragraph could be included in administrative procedures developed in conjunction with this policy.

¹⁵This section is not required by law, but could be included in a school board policy to ensure that adequate notice of the school district's policy and procedures related to alcohol and drug abuse is given to students and parents.

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F9****1ST READING: 5/16/1994, 12/02/2014,
11/02/2014,****2ND READING: 6/16/1994, 01/06/2014,
12/07/2015****ADOPTED: 8/01/1994, 1/06/2014**

TRANSPORTATION**Policy**

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 furnish transportation on public roads to students who reside within the district. The district may provide transportation to nonresident students as authorized by the school board.¹ Accordingly, the Spaulding High School Union District #41 has decided to furnish transportation to students only for the following:

- A. Transportation to and from home for students with disabilities – either permanent or temporary – as required by the student's plan Special Education or 504.
- B. Transportation to and from school sponsored field trips, work study, and special activities.
- C. Transportation to and from scheduled interscholastic events.

The school board may enter into contracts with operators of school buses. All contracts will protect the interests of the district in the matters of availability and condition of equipment, schedules, suitability and health of bus drivers, insurance provisions, and costs. All contracted services and equipment must comply with applicable Vermont and federal law and regulations. The superintendent 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.²

Legal Reference(s):***16 V.S.A. §§1221, 1222, 1224 (Student transportation)******16 V.S.A. §1551 (Technical center transport)******Cross Reference:***

¹At the option of the board, authorization to transport nonresident students could be delegated to the superintendent or other administrator. The superintendent's annual report to the board would provide information about nonresident transportation.

²See 16 V.S.A. 1224.

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F11****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

STUDENT CLUBS & ACTIVITIES (SECONDARY)**Policy**

It is the policy of the Spaulding High School Union District #41 that the school will maintain a student activity program appropriate to the maturity of students and as varied as staff and facilities permit. The program will be designed to offer worthwhile leisure time interests, wholesome recreational and social activities, and opportunities to develop skills in democratic and cooperative management for these activities.

Implementation

Clubs and activities may be

1. school-sponsored and related to the curriculum,
2. student-run and not related to the curriculum, or
3. community-sponsored and not related to the curriculum.

This policy addresses the first two categories. The third is addressed in the school district policy on Community Use of School Facilities.¹

I. School-Sponsored Curriculum-Related Groups

- A. Curriculum-related groups** are the only type entitled to school sponsorship. The controlling factor in deciding whether an activity will be sponsored by the school will be whether that activity is directly related to the school's curriculum. No activity that is not directly related to the curriculum or educational mission of the school will receive sponsorship, regardless of whether it meets the other criteria for sponsorship.
- B. Activities or clubs which meet at least one of the following criteria will be considered curriculum-related.**

¹This section is governed by the Equal Access Act, 20 U.S.C. 4071 et seq. It states, in part, that: "It shall be unlawful for any public secondary school which receives federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings."

1. The subject matter of the student group or club is actually taught or will be taught in a regularly scheduled course.
2. The subject matter of the group or club is such that it concerns the body of courses as a whole.
3. Participation in the group is required for a particular course.
4. Participation in the group results in academic credit.

C. The principal or his or her designee will approve new requests for activity sponsorship based on the following considerations.

1. The potential of the activity to help participating students meet the goals of the school's curriculum.
2. The level of student interest in the activity;
3. The fiscal ramifications of sponsorship;
4. The availability of qualified personnel to supervise the activity; and
5. The impact of adding or eliminating the activity on the balance of types of activities available in the total activity program.

D. All school-sponsored activities will be under the ultimate control of the school district and will comply with all policies and procedures of the school. The principal may set academic eligibility standards for participation in these activities.

II. Student-Run Noncurricular-Related Groups²

A. A student-run noncurricular-related group, or "student group" is one that is created by students, run by students, and provides activities for students. If a group or club is organized or run by adults, even if students attend its meetings, then it is a community-sponsored group and must comply with Policy H3.

B. Student groups, clubs or activities may use school facilities and have access to such things as the public address system, bulletin boards, and publications³ provided that an equal opportunity is given to all student groups.

²This section is governed by the Equal Access Act, 20 U.S.C. 4071 et seq. It states, in part, that: It shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

³*Prince v. Jacoby*, 303 F.3d 1074 (9th Cir.), cert. denied 540 U.S. 813 (2002), held that since yearbook was paid for by student body funds and not by public funds, the school could not charge a religious student group for inclusion in the yearbook when other groups were included without charge. *Rosenberger v. University of Virginia*, 515 U.S. 810 (1995), held that university could not limit funds to student group due to its religious viewpoint where group ran newspaper with Christian view on news while other newspapers were funded. Funds were from mandatory student activity fee and not from public funds.

If the District opens its facilities to any student group, then it must provide the same opportunities to all other student groups.⁴ A fair opportunity will be provided to non-sponsored student groups wishing to conduct meetings on school premises during non-instructional time provided that:

1. any such meeting is voluntary and student initiated;
2. there is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. employees or agents of the school or any governmental entity are present at religious meetings only in non-participatory capacities;
4. the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
5. non-school persons do not direct, conduct, control or regularly attend activities of student groups.⁵

C. Listings and notices referring to non-sponsored clubs or activities will include a disclaimer of school sponsorship or endorsement. District faculty and staff may only be present at activities of student groups as monitors for keeping order.

D. The principal may do the following with respect to student groups, as long as the same rules are applied to all student groups:

1. adopt rules to prohibit lewd and obscene speech
2. prohibit student groups from using school facilities if they are likely to cause material or substantial disruption of school operations
3. impose time, place, and manner restrictions, and
4. require parental permission for student participation.

Legal Reference(s):

20 U.S.C. §§4071 et seq. (Federal Equal Access Act)
 Prince v. Jacoby, 303 F.3d 1074 (9th Cir.), cert. denied 540 U.S. 813 (2002)
 Rosenberger v. University of Virginia, 515 U.S. 810 (1995),
 Board of Education of Westside Community Sch. v. Mergens, 496 U.S. 226 (1990).
 Sease v. School District of Philadelphia, 81 F. Supp. 183 (E.D. Pa. 1993)

Cross Reference:

Community Use of School Facilities (H3)
 Admission of Resident Students (F13)
 Admission of Non-Resident Tuition Students (F14)
 Participation of Home Study Students in School Programs and Activities (F23)

⁴Even allowing only one noncurriculum student group to meet in school facilities is enough to create a limited open forum and trigger the application of the Equal Access Act. *Board of Education of Westside Community Sch. v. Mergens*, 496 U.S. 226 (1990).

⁵Equal Access Act, 20 U.S.C. 4071; *Sease v. School District of Philadelphia*, 81 F. Supp. 183 (E.D. Pa. 1993) (school secretary who led gospel choir violated provisions of law even though choir was outside her regular duties in district).

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F12****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

INTERSCHOLASTIC ATHLETICS**Policy**

It is the policy of the Spaulding High School Union District #41 to provide an interscholastic athletic program for boys and girls to complement and supplement their educational programs. All school sponsored athletic activities will be under the ultimate control of the school district and will comply with all local and state policies, procedures, and eligibility standards contained within the Spaulding High School Extra-Curricular Athletic Guide which can be viewed at <http://shsbtc.org/athletics/athletics.htm>.

Implementation

Athletic programs should meet the following criteria:

1. Programs should provide a wide basis of participation in both team and individual sports in interscholastic competition.
2. Programs should provide athletic facilities and opportunities for participation on an equal basis for girls and boys.
3. Programs should employ qualified personnel in coaching and supervisory/supervising positions.
4. Programs should stress the educational as well as the recreational benefits derived from participation in interscholastic athletics.
5. Programs should conform fully with the rules, regulations, and eligibility standards of the Vermont Principals' Association (www.vpaonline.org).

The board will make determinations related to individual activities included in the athletic program of the district based on the following considerations:

1. The level of student interest in an activity;
2. The level of community interest in an activity;
3. The impact of adding or eliminating an activity on the balance of opportunities for girls and boys to participate in the total athletic program;
4. The potential of the activity to remain competitive with other participating schools; and
5. The availability of qualified personnel to coach and supervise the activity.

For academic eligibility criteria, see the above-referenced Spaulding High School Extra-Curricular Athletic Guide which can be viewed at <http://shsbtc.org/athletics/athletics.htm>.

Legal Reference(s):

16 V.S.A. §§1073 et seq. (Legal pupils)

16 V.S.A. §563(24) (Participation of home study students)

Cross Reference:

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F13****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

ADMISSION OF RESIDENT STUDENTS**Policy**

Any legal pupil who is a resident as defined in 16 V.S.A. §1075 shall be eligible to attend school in the Spaulding High School Union District #41.

Residence Criteria

For purposes of determining residency, the board will apply the definitions contained in 16 V.S.A. §1075(a). Criteria for proving permanent residency shall include voter registration, automobile registration, employment, postal address, property ownership, fuel and utility bills with place of service listed, lease or rental agreement, household property tax bill, and/or other indications of intent to reside permanently within the District. The burden of proving residency or any other basis for entitlement to school enrollment or tuition assistance shall be on the student and/or his or her parent or guardian.

The residency of pupils under the care and custody of a state agency or child placement agency, children of homeless parents, and independent children shall be determined in accord with the requirements of 16 V.S.A. §1075 (c)-(h).

Change of Residence

Parents or guardians of students who are residents of the district and enrolled in a Spaulding High School program, and who move from the district before the school year ends, may apply to the superintendent for permission to finish the school year on a pro-rated tuition basis or with a tuition waiver. The superintendent shall consider the student's age, attendance record during the year, progress in school and other relevant factors when considering requests to remain enrolled in school for the remainder of the school year, and shall make recommendations accordingly to the board.

Decisions and Appeals

Decisions regarding student residency, and continued enrollment except for state-placed students will be made by the superintendent. An interested person or taxpayer may appeal a residency decision of the board to the commissioner of education as provided in 16 V.S.A. §1075(b).

Legal Reference(s)

16 V.S.A. §§1073 et seq. (Legal pupil)

16 V.S.A. §1075 (c)-(h) (State placed students)

VT State Board of Education Manual of Rules & Practices, §1250 (Discrimination)

Cross Reference:

Tuition Payment (F16)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F14****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

ADMISSION OF NONRESIDENT TUITION STUDENTS**Policy**

It is the policy of the Spaulding High School Union District #41 to assure that nonresident students are admitted to the schools of this district when space is available, in compliance with federal and state laws and regulations governing tuition payment and nondiscrimination. This policy shall not apply to students who are enrolled through the public high school choice program created by Act 129 of 2011(Adj. Sess.).¹

Implementation

- A. Tuition:** On or before January 15th of each year, the school board shall establish non-resident tuition rates for the next school year and shall notify the school board(s) of all sending school districts and the Secretary of Education of any proposed increase in tuition rates. Separate tuition rates may be established for elementary and secondary students, and for students who are eligible to participate in special education programs. Tuition rates will be established in accord with Chapter 21 of Title 16 of the Vermont Statutes Annotated, and regulations of the State Board of Education.
- B. Criteria for Admission:** No nonresident will be denied admission as a tuition student if the reason for denial is that the student is disabled as defined in section 504 of the Rehabilitation Act of 1973 as amended or that the student is in need of special education services. Nor will any child be denied admission on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, marital status or any other classification protected by federal or state law.

Subject to the nondiscrimination requirements above, a nonresident who applies for admission as a tuition student shall be admitted if space is available and, if the student has previously attended school, the student is in good standing at the school or schools most recently attended. Good standing shall be demonstrated when the applicant shows:

1. that he/she has not been legally dismissed or suspended for more than ten days during the preceding twelve months for disciplinary reasons, and
2. that he/she is making satisfactory progress toward the completion of an approved school or home study program, and

¹See 16 V.S.A. §822a

3. that his/her school attendance record presents a reasonable likelihood that any existing attendance requirements of this school district will be met.

A nonresident who is unable to provide evidence of good standing may be admitted as a nonresident tuition student if it is the determination of the superintendent, based on information presented by the nonresident, that there is a reasonable likelihood that the applicant will benefit from and succeed in the programs offered by the schools in this district.

- C. **Appeal:** A nonresident applicant for admission as a tuition student may appeal the superintendent's denial of his or her application by submitting a written request to appeal to the board within ten days of the denial. The board will provide an opportunity for the applicant and/or his or her parent or guardian to discuss the request not to uphold the decision of the superintendent. The board will render a decision within 30 days of the request to appeal.
- D. **Payment of Tuition:** Tuition for nonresident students shall be payable at any time prior to enrollment. When a student enrolls after the beginning of a semester, tuition for the student will be prorated accordingly and will be payable immediately.

Legal Reference(s):

16 V.S.A. §1093 (Non-resident students)

9 V.S.A. §4500 et seq. (Public Accommodations—Non-Discrimination)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F18****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

EIGHTEEN YEAR-OLD STUDENTS**Policy**

It is the policy of the Spaulding High School Union District #41 that eighteen year-old students are subject to all school policies, rules and standards.

Except as provided in this policy, report cards, discipline reports and other communications from the school will be provided to responsible parents or guardians of all students regardless of the age of those students.

Permission

Permission slips for participation in field trips or other school activities may be signed by 18 year-old students. Eighteen year-old students may sign their own absence and late notes, but parents will be notified of absences and tardy incidents for their 18 year-old children on the same basis as other students, unless communications from the school are limited to the student only in accord with this policy.

Communications with Parents/Guardians

Students who are 18 years-old or older may request, in a manner designated by the superintendent that communications to their parents or guardians be provided to them as well. The school will comply with these requests.

Students who are 18 years-old or older may request, in a manner designated by the superintendent that all communications from the school be made to them and not to their parents. These requests will be granted by the superintendent or his or her designee only when the student's responsible parents or guardians agree in writing, or when the student shows that he or she is not a dependent student as defined in section 152 of the Internal Revenue Code of 1954.

The maintenance and distribution of documents defined by the Family Educational Rights and Privacy Act of 1974 as student records will be governed by that Act and the regulations promulgated pursuant to that Act.

The superintendent or his or her designee shall develop procedures where necessary to implement this policy.

Legal Reference(s):

20 U.S.C. §§1232f-1232j (Family Educational Rights & Privacy Act of 1974)

34 C.F.R. Part 99

15 V.S.A. §670 (Access to records by divorced parents)

Cross Reference:

Student Records (F5)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL**

CODE: F20-1

1ST READING: 11/2/2015

2ND READING: 12/7/2015

ADOPTED:

**MODEL PROCEDURES ON THE PREVENTION OF HARASSMENT,
HAZING, AND BULLYING OF STUDENTS**

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

- A. Student Reporting:** Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, should promptly report the conduct to a designated employee or any other school employee.
- B. School employee reporting:** Any school employee who **witnesses conduct** that s/he reasonably believes 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.

- C. Other reporting:** Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.
- D. 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.
- E. False complaint:** Any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying maybe 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. 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.

- F. 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

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

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

- A. Upon notice of information** that hazing, harassment and/or bullying may have occurred the designated employees shall:
- i. Promptly reduce** any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
 - ii. Promptly inform** the school administrator(s) of the information;
 - iii.** 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.
- B. Upon initiation of an investigation,** the designated employee shall:
- i. Notify in writing** both the complainant and accused individual (or if either is a minor in form their respective parent or guardian) that:
 - 1.** an investigation has been initiated;
 - 2.** retaliation is prohibited;

- 3. all parties have certain confidentiality rights; and
- 4. will be informed in writing of the outcome of the investigation.

- C. **All notifications shall be subject to state and/or federal laws** protecting the confidentiality of personally identifiable student information. Pursuant to 34CFRPart99.30,a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student(if 18orolder,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

- A. **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.
- B. **Investigator Assignment.** The school administrator shall assign a person to conduct the investigation; nothing here in shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.
- C. **Interim Measures.** It maybe appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has 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 maybe 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 carryout 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.

- D. 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.
- E. 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.
- F. 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.
- G. 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.
- H. Notice to Students/Parents/Guardians.** Within five school days of the conclusion of the investigation, the designated employee shall:
- i. Notify in writing both the complainant and accused individual** (or if either is a minor inform their respective parent or guardian) that:
 - 1.** the investigation has been completed;
 - 2.** whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and /or bullying);
 - 3.** 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, set forth in Section II, Part C, above.

- ii. **Notify the Complainant Student**-or if a minor, their parent(s) or guardian- in writing of their rights to:
 - 1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
 - 2. 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;
 - 3. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.
- iii. **Notify the Accused Student**-or if a minor, their parent(s) or guardian- in writing of their right to appeal set forth in Section V of these procedures.

I. **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**

A. **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.

- i. **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 he or she understands 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.

- ii. **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.
- iii. **Hazing Case Considerations.** Appropriate penalties or sanctions or both for organizations that 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.
- iv. **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).

- B. **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 are have been any new incidents or any retaliation.

- C. **Alternative Dispute Resolution.** A tall stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute r solution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but notl imited 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

A. **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.

B. **Independent Reviews of Final Harassment Determinations By Complainant.**

A complainant may request an independent review within thirty (30)days of a final determination if s/he:(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.

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 16V.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.

Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing:(1)as to the sufficiency of the

to 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.

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.

- C. 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

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

Rights of Accused Students

- A. 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.

- B. 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 for that 34 CFR Part 99. For those documents that cannot be provided due to the requirements set for that 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

- A. 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.
- i. 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 he or she is 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

- A. Reports to Department of 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.*
- B. 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.
- C. 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 maybe 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.

D. 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

A. 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.

B. Student Training. The school administrator shall use his/her discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.

C. Staff Training. The board or its designees shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.

D. 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).

Cross Reference:

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F21****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

FIREARMS**Policy**

It is the policy of the Spaulding High School Union District #41 to comply with the federal Gun Free Schools Act of 1994¹ and state law² 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.³

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.⁴

¹The Gun Free Schools Act (GFSA) was enacted under Congress' spending power to prevent students from bringing weapons to school. The GFSA is different than the Gun-Free School Zones Act of 1990, which the U.S. Supreme Court struck down in 1995, holding that it exceeded Congress' power under the Commerce Clause of the U.S. Constitution. The Gun-Free School Zones Act was amended in 1996 to restrict its application to possession of firearms that have moved in or that otherwise affected interstate or foreign commerce and are at a place that the individual knows, or has reasonable cause to believe, is a school zone. 18 U.S.C. § 922(q)(2)(A). The Gun Free Schools Act of 1994 was amended and incorporated into the No Child Left Behind Act at 20 U.S.C. § 7151 et seq.

²16 V.S.A. §1166

³The U.S. Department of Education's "Guidance Concerning State and Local Responsibilities Under the Gun Free Schools Act (GFSA)" states that "compliance with the GFSA may be achieved consistent with the requirements that apply to students with disabilities, so long as discipline of those students is determined on a case-by-case basis..."

⁴See definitions in the administrative procedures section accompanying this policy. Note that the GFSA exempts from its coverage firearms that are "...lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the local education agency and the local education agency adopts appropriate safeguards to ensure student safety." 20 U.S.C. §7151(g).

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 of Social and Rehabilitative Services.⁸

The superintendent shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.⁹

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 a hearing to have brought a firearm⁵ 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 it finds circumstances such as, but not limited to:

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 and a lengthy expulsion would not serve the best interests of the pupil.⁶

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.⁷

⁵See footnotes 1 and 4.

⁶16 V.S.A. § 1166(b)(2) stipulates that “the school board may modify the expulsion on a case by case basis...” and includes the “...such as but not limited to...” examples listed here.

⁷20 U.S.C. § 7151(b)(2).

⁸16 V.S.A. § 1166(b)(1); 20 U.S.C. § 7151(h)(1). The Gun Free Schools Act stipulates that “no (federal) funds shall be made available to any local education agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.”

⁹This requirement is imposed by 16 V.S.A. § 1166(c).

Legal Reference(s):

16 V.S.A. §1166 (State law pursuant to Federal law)

13 V.S.A. §§4004, 4016 (Criminal offenses)

20 U.S.C. §7151 (Gun Free Schools Act)

18 U.S.C. §921 (Gun Free School Zones Act of 1990)

20 U.S.C. §§1400 et seq. (IDEA)

29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)

Vt. State Board of Education Manual of Rules & Practices, §§4311, 4312

Cross Reference:

Interrogations or Searches of Students (F5)

Search and Seizure (F3)

Student Conduct and Discipline (F1)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F22****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

STUDENT ASSESSMENT**Policy**

It is the policy of the Spaulding High School Union District #41 to maintain an assessment system that continuously evaluates student learning and links curricular, professional development, and budgetary decisions directly to the need for increased student performance.

The goal of student assessment is to understand how students are performing in relation to local and state standards. Based on student assessment information, teachers, administrators and parents will work together to design and implement strategies to meet the needs of individual students as well as the district's overall goals for student achievement.

Implementation

Spaulding High School will participate in the state comprehensive assessment system as defined by the Education Quality Standards Rule 2123.1. In addition, Spaulding High School will develop and implement a local comprehensive assessment system as defined by the Education Quality Standards Rule 2123.2. Student and system results will be reported to the community at least annually per Education Quality Standards Rule 2124. Education Quality Standards can be viewed at http://education.vermont.gov/documents/EDU-FinalEQS_AsAdopted.pdf.

Legal Reference(s):

20 U.S.C. §§1400 et seq.(IDEA)

1 V.S.A. § 312 (Open meetings)

16 V.S.A. § 165(a)(2) (Public School Quality Standards)

16 V.S.A. § 164(9) (State comprehensive assessment)

Vermont State Board of Education Rules §§ 2123.1, 2123.2, 2124

Vermont Framework of Standards and Learning Opportunities

Cross Reference:

Professional Development (D2)

Student Records (F5)

Curriculum Development (G1)

Selecting Instructional Material (G5)

Local Action Plan (G8)

Annual School Report (H6)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F25****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

STUDENT ATTENDANCE**Policy**

It is the policy of the Spaulding High School District #41 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 school 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.¹ 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.²

The administrative team shall develop 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:

- A. written excuses;
- B. tardiness;
- C. notification of parents/guardian;
- D. signing out of school;
- E. excessive absenteeism;
- F. homebound and hospitalized students;
- G. early dismissals;
- H. homework assignments;
- I. making up work

Administrative Responsibilities

1. The principal/director is responsible for maintaining accurate and up-to-date records of student attendance.
2. The principal/director 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.

¹See 16 V.S.A. 1121 for legally acceptable excuses.

²See 16 V.S.A. 1122.

Legal Reference(s):

16 V.S.A. §§1121 et seq. (Attendance required)

VT State Board of Education Manual of Rules & Practices: §2120.8.3.3

Cross Reference:

Admission of Resident Students (F13)

Admission of Non-Resident Tuition Students (F14)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F26****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

MODEL POLICY ON THE USE OF RESTRAINT AND SECLUSION**Policy**

It is the policy of the Spaulding High School Union District #41 that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district of appropriate interventions by district staff.

Definitions. The following terms, as defined in State Board Rule 4500.3, shall apply to this policy.¹

“Behavioral Intervention Plan” means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.

“Chemical Restraint” means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:

1. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
2. Administered as prescribed by the licensed physician.

“Functional Behavioral Assessment” means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

“Mechanical Restraint” means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a

¹Each of the terms defined in this model policy is defined in State Board Rule 4500.3. At the board's option, the policy could refer to the Rule as the source for definitions of terms used in the policy. Including the definitions in the body of the policy might provide greater assurance that school staff will apply the correct definitions when implementing the policy and rules.

student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

1. Restraints for medical immobilization,
2. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment;
3. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or
4. Seat belts in wheelchairs or on toilets.

“Parent” means:

1. A biological or adoptive parent of the child;
2. A legal guardian of the child;
3. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child’s welfare;
4. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational surrogate Parent Program; or
5. An educational surrogate parent.

“Physical Escort” means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

“Physical Restraint” means 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:

1. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
 - a. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
 - b. to remove a disruptive student who is unwilling to leave the area voluntarily;
2. The minimum contact necessary to physically escort a student from one place to another;
3. Hand-over-hand assistance with feeding or task completion; or
4. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

“Positive Behavioral Interventions and Supports” means an approach to preventing and responding to targeted behavior that:

1. Is based on evidence-based practices;
2. Is proactive and instructional, rather than reactive;
3. Can operate on individual, group, classroom, or school wide levels;
4. Includes a system of continual data collection; and
5. Relies on data-driven decisions.

“Prone Physical Restraint” means holding a student face down on his or her stomach using physical force for the purpose of controlling the student’s movement.

“School” means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.

“School Personnel” means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.

“Seclusion” means 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.

“Substantial Risk” means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

“Supine Physical Restraint” means holding a student on his or her back using physical force for the purpose of controlling the student’s movement.

“Student” means a student enrolled in a school as defined in paragraph 10.

Implementation

A. The superintendent or his or her designee shall develop administrative procedures to ensure district compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components:

1. Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.²
2. Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.³
3. Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student’s individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students

²See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

³See SBE Rule 4501.2.

- subjected to restraint or seclusion, as established by State Board of Education rules.⁴
4. Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.⁵
 5. Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Commissioner of the Vermont Department of Education under circumstances and within the time limitations required by State Board of Education rules.⁶
 6. Processes to ensure that each school in the district/supervisory union maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.⁷
 7. Procedures to ensure that each school in the district/supervisory union implements follow-up procedures that are consistent with the requirements of State Board of Education rules.⁸
 8. Annual notification procedures to ensure that each school in the district/supervisory union informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.⁹
 9. Processes for the filing, investigation and resolution of complaints by school personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by school procedures and board policy.
- B. The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Department of Education unless he or she submits a plan to the Commissioner of Education demonstrating how a training program not recommended by the Department of Education contains the

⁴See SBE Rule 4502.

⁵See SBE Rules 4502.3 and 4502.4.

⁶See SBE Rule 4503.

⁷See SBE Rule 4504.

⁸See SBE Rule 4505.

⁹See SBE Rule 4506.

elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.¹⁰

- C. The superintendent shall report annually to the board on the implementation of the administrative procedures required by this policy, and shall include in his or her report recommendations for changes, if any, to related school district policies or procedures.¹¹

¹⁰See SBE Rule 4509, 4510.

¹¹16 V.S.A. 563 authorizes, but does not require, boards to approve administrative rules and regulations. Likewise, the provision for annual reports from the superintendent in this model policy is not required by state law.

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F27****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

PUPIL PRIVACY RIGHTS**Policy**

It is the intent of the Spaulding High School Union District #41 to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA)¹ and the Vermont State Board of Education Rules² governing the administration of certain student surveys, analyses, or evaluations.³

Administrative Responsibilities

The superintendent or his or her designee shall develop administrative procedures to ensure school district compliance with applicable federal and state laws related to pupil privacy. The administrative procedures shall include provisions related to the following legal requirements:⁴

1. The right of parents 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;⁵
4. The right of a parent 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.⁶

¹See 20 U.S.C. 1232h.

²See Vermont State Board of Education Rule 2120.8.12(f).

³The federal law and state regulations requiring board policies on this subject are in some instances limited to surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education. See 20 U.S.C. § 1232h(c)(1). At the board's discretion, the protections provided by this policy could be expanded to include all surveys conducted by the school district, regardless of the survey's funding source.

⁴See 20 U.S.C. §1232h(c)(1).

⁵See 20 U.S.C. §1232h(c)(1)(B) for the list of eight items that must be included.

⁶See 20 U.S.C. §1232h(c)(1)(C).

5. The administration of physical examinations or screenings that the school district may administer to a student;⁷
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.⁸
7. The right of a parent of a 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;⁹
8. Provisions to ensure that parents are notified of the school 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.¹⁰

⁷See 20 U.S.C. §1232h(c)(1)(D).

⁸See 20 U.S.C. §1232h(c)(1)(E).

⁹See 20 U.S.C. §1232h(c)(1)(F)

¹⁰See 20 U.S.C. §1232h(c)(2).

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F28****1ST READING:11/02/2015****2ND READING:12/07/2015****ADOPTED:**

FEDERAL CHILD NUTRITION ACT WELLNESS POLICY**Policy**

It is the policy of the Spaulding High School Union District #41 to establish goals for nutrition education, physical activity, and other 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 during the school day.

Purpose

The intent of this policy is to ensure compliance with the local policy requirements of the federal Child Nutrition and WIC Reauthorization Act of 2004. In accord with those requirements, this policy has been developed in consultation with parents, students, representatives of the school food services authority, school administrators, teachers of physical education, school health professionals, and the public.

I. Goals for Nutrition Promotion and Education.¹

- A. The school district shall provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, the district shall provide a nutrition component in its comprehensive health education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Framework of Standards and Learning Opportunities.²
- B. Nutrition education and promotion programs shall be conducted by appropriately licensed staff members.
- C. To the extent practicable, nutrition education and promotion shall be integrated into core curricula in areas, such as science and family and consumer science courses.

¹These goals are intended to be illustrative. Local policy makers should consider the addition of locally established goals. For examples of goals used elsewhere, consult the resources listed in the material accompanying this model policy.

²16 V.S.A. §§131 & 906.

II. Goals for Physical Activity.³

- A. The district shall provide physical education classes for all students as required by Vermont School Quality Standards.
- B. The district shall provide other physical activity opportunities for students through recess periods in appropriate grades and, as appropriate, before or after school activities such as interscholastic athletics and physical activity clubs or intramural sports.

III. Goals for Other School Based Activities.⁴

- A. The district shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.⁵
- B. The district shall provide adequate space for eating and serving school meals.
- C. The district shall provide a clean and safe meal environment for students.
- D. The district shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
- E. Food shall not be used in district schools as a reward or punishment.
- F. The district shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness.

IV. Nutrition Guidelines.⁶

- A. No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B and 7 CFR 220, Appendix B shall be sold in food service areas during breakfast and lunch periods.⁷

³These goals are intended to be illustrative. Local policy makers should consider the addition of locally established goals. For examples of goals used elsewhere, consult the resources listed in the material accompanying this model policy.

⁴ These goals are illustrative. Local policy makers should consider the addition of locally established goals. For examples of goals used elsewhere, consult the resources listed in the material accompanying this policy.

⁵ This provision is required of schools participating in National School Lunch and Breakfast programs.

⁶ The federal law requires that local wellness policies include "nutrition guidelines selected by the local educational agency for all foods available on each school campus...during the school day with the objectives of promoting student health and reducing childhood obesity." Include locally established guidelines as appropriate.

⁷ Required of schools participating in National School Lunch and Breakfast programs.

- B. The sale of foods during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organizations sponsoring the sale.⁸
- C. To the extent practicable, the district shall ensure that foods offered at school other than through the National School Lunch or School Breakfast programs, foods sold through vending machines, shall comply with the A la Carte and Vending Guidelines established by the Vermont Departments of Health and Education.

V. Policy Implementation.⁹

- A. The superintendent or his or her designee shall periodically monitor district programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy. The district shall periodically inform and update the public about the content and implementation of this policy, including the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model local school wellness policies and a description of the progress made in attaining the goals of this policy.¹⁰
- B. The district shall permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy.¹¹

The superintendent or his or her designee shall report at least annually to the board and to the public on the district's compliance with law and policies related to student wellness. The report shall include information as to the content and implementation of this policy, and an assurance that district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.¹²

⁸Required by cited federal regulations.

⁹The Healthy, Hunger Free Kids Act requires the establishment of "a plan for measuring implementation of the local wellness policy, including the designation of 1 person within the local education agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy." For examples of implementation plans, consult the references cited in the materials accompanying this model policy.

¹⁰P.L. 111-296 Sec. 9A(b)(5)(A) and (B).

¹¹P.L. 111-296 Sec. 9A(b)(3); 42 U.S.C. 1758(b).

¹²P.L. 111-296 Sec. 9A(b)(4) and (5).

Legal Reference(s):***16 S.A. §§131 & 906(b)(3).******Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.******Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.******Healthy, Hunger Free Kids Act of 2010, Section 204 of Public Law 111-296.******Code of Federal Regulations, 7 CFR Part 210 and Part 220.******Cross Reference:***

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: F29****1ST READING: 11/02/2015****2ND READING: 12/07/2015****ADOPTED:**

**STUDENT SELF-EXPRESSION AND STUDENT DISTRIBUTION OF
LITERATURE****Policy**

It is the policy of the Spaulding High School Union District #41 to allow limited distribution of non-school sponsored literature on school grounds or at school events by students. Accordingly, the principal/directormay allow students to distribute these materials so long as they are in compliance with this policy.

Definitions

“Non-school sponsored literature” means any printed, written, or electronic materials prepared by non-school organizations or individuals that are not made as a part of the curricular or approved extracurricular programs of the district. They include such things as fliers, invitations, announcements, pamphlets, posters, photographs, pictures, audio recordings, digital recordings, and electronic messages. Materials prepared under the supervision of school staff as part of classroom instruction or classroom activities are not restricted by this policy.

“Distribution” means circulating non-school sponsored literature in ways that include: handing to others on school property or during school-sponsored events; posting on school property such as walls, bulletin boards, and district web-sites; placing upon desks, tables, on or in lockers; or making available in principal’s office.

Implementation

This policy prohibits the distribution of literature that:

- A. Is obscene, vulgar, or profane, or harms the reputation of others;¹
- B. Violates federal, state or local laws;

¹*Bethel School District No. 403 v. Fraser*, 478 U.S. 675 (1986) (student may be disciplined for giving speech at school assembly that contained sexual innuendos and vulgar language). T-shirt that impugned character of sitting U.S. president was not vulgar or offensive within meaning of *Fraser* according to Second Circuit Court of Appeals. *Guiles v. Marineau*, 461 F.3d 320 (2d Cir. 2006).

- C. Advocates the use or availability of tobacco, alcohol or illegal drugs²;
- D. Incites violence;
- E. Interferes with or advocates interference with the orderly operation of the schools;³
- F. Primarily seeks to advertise for sale products or services;⁴or

When a student wishes to distribute copies of non-school sponsored literature, the materials must include the name of the person or organization sponsoring the literature, and shall be submitted to the principal/director to review ahead of time in order to confirm that the literature does not fall in one of the prohibited categories listed above. Any future distribution of materials is dependent on the person/organization cleaning up litter resulting from distribution or posting.

Non-school related postings are limited to one designated area – a community bulletin board by the front offices. School supplies may not be used to create the materials, including printers, copiers, paper, markers, or other supplies.

The principal/director does not need to review the literature ahead of time when the materials will be distributed by a student to other attendees of a student group meeting at school during non-instructional time. However, even in these cases, students must ensure that the materials do not fall into one of the prohibited categories.

²*Morse v. Frederick*, 551 U.S. 393 (2007) (school officials may prohibit speech that they reasonably believe advocates illegal drug use, so long as the speech cannot be interpreted as commenting on any political or social issue). Student had First Amendment right to wear T-shirt that criticized President Bush by depicting him as a drug and alcohol user and a “chicken-hawk” because it did not advocate use of drugs. *Guiles v. Marineau*, 461 F.3d 320 (2d Cir. 2006).

³The standard for evaluating the reasonableness of controls on student self-expression and student speech is whether or not the speech substantially or materially disrupts school activity, or could reasonably be forecast to cause such disruption. *Tinker v. Des Moines Indep. Community Sch. Dist.*, 393 U.S. 503 (1979) (students protesting Vietnam War entitled to wear black armbands).

⁴As indicated here, a district could choose to prohibit all distribution of literature that promotes the sale of products or services. As with all viewpoint neutral prohibitions, care must be taken that the prohibition is evenly enforced without exceptions. If a district wishes to allow distribution of materials supporting some commercial activity but not others, it must make the distinction based on criteria that are objective and viewpoint neutral.

The principal/director may place reasonable time, place,⁶ and manner⁷ restrictions on the distribution of non-school sponsored literature. However, the Administrator cannot use these restrictions or others to discriminate as to the point of view reflected in the materials.⁸

Student Self-Expression

Students have a right to express themselves on school property and at school functions through speech or expressive actions, provided they do not materially and substantially interfere with the orderly operation of the school and the rights of others.

This policy prohibits student self-expression that:

- A. Is obscene, vulgar, or profane, or harms the reputation of others;
- B. Violates federal, state or local laws;
- C. Advocates the use or availability of tobacco, alcohol or illegal drugs;
- D. Incites violence; or
- E. Interferes with or advocates interference with the orderly operation of the schools.

The situation in which students express themselves may affect the amount of freedom they are given in their speech. If the speech is part of a school-sponsored publication, when a reasonable person would think that the speech is endorsed by the school district, the school district may exercise more control. School district representatives may have editorial control over the style and content of student speech in school-sponsored activities, such as class work or a school newspaper, so long as their edits are reasonably related to legitimate school-related concerns.⁹

⁶Examples of a "place" restriction might be that literature be posted only on bulletin boards and not on windows, or that it be made available on a specified table in the principal's office. The district must bear in mind that the restrictions must be aimed at preventing disruption to student learning.

⁷A "manner" restriction might specify whether or not persons distributing the material may stand at the main entrance to the building, or might limit the number of copies of a pamphlet that may be distributed.

⁸The basic principle in evaluating the constitutionality of restrictions on distribution of materials in a limited public form is that the restrictions may not be based on the viewpoint of the materials or the one distributing them. *Lamb's Chapel v. Center Moriches Union Free School Dist.*, 508 U.S. 384 (1993); *Rosenberger v. Univ. of Virginia*, 515 U.S. 819 (1995); *Good News Club v. Milford Central Schools*, 533 U.S. 98 (2001).

⁹*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, 273 (1988) (school officials may exercise editorial control over school newspaper); *Peck v. Baldwinville Central Sch. Dist.*, 426 F.3d 617 (2d Cir. 2005) (teacher may censor elementary school student's poster expressing religious views when it did not meet pedagogical requirements of class assignment).

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL**

CODE: G1

1ST READING: 12/07/2015

2ND READING:

ADOPTED:

CURRICULUM DEVELOPMENT AND COORDINATION¹

Policy

It is the policy of the Spaulding High School Union District #41 to support a supervisory union-wide curriculum established by the supervisory union board and developed by the supervisory union board or developed jointly with member districts.

Implementation

The supervisory union curriculum shall be coordinated to allow students to meet or exceed standards established by the Vermont State Board of Education.²Curriculum 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.³

The supervisory union shall assist each school in the supervisory union to follow the curriculum developed in accord with this policy.⁴

The curriculum director shall be responsible for assisting the supervisory union and member school district boards in the development, implementation, coordination, and evaluation of the curriculum.⁵

The curriculum director shall conduct systematic evaluations of all programs within the curriculum and report the results to the Barre Supervisory Unionschool board by **August 1** each year.

Legal Reference(s):

16 V.S.A. §261a(a) (1) (*Duties of supervisory union boards*)

16 V.S.A. §242(1) (*Duties of Superintendents*)

16 V.S.A. §165(a)(3)(B) (*School Quality Standards*)

Cross Reference:

¹16 V.S.A. 261a(a) does not explicitly require a policy on curriculum development. It does require the supervisory union board to "establish a supervisory union-wide curriculum by either developing the curriculum or or assisting the member districts to develop it jointly.

²16 V.S.A. §165(a)(3)(B).

³16 V.S.A. §261a(a)(3).

⁴16 V.S.A. §261a(a)(2)

⁵16 V.S.A. §242(1).

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: G3****1ST READING: 12/07/2015****2ND READING:****ADOPTED:**

FIELD TRIPS**Policy**

It is the policy of the Spaulding High School Union District #41 board to endorse the use of field trips as extensions of classroom experiences.

Implementation

Teachers shall organize and carry out field trips according to the following guidelines:

1. Teachers shall submit to the principal/director a written request for a field trip which includes a statement of learning outcomes and associated costs.
2. At the conclusion of the trip, the teacher responsible shall submit a brief report to the principal/director indicating the extent to which the objectives of the trip were met.
3. Teachers organizing field trips will be responsible for obtaining permission slips from parents, scheduling transportation, and overseeing arrangements with the site of the field trip.

Legal Reference(s):

Cross Reference:

Curriculum Development (G1)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: G4****1ST READING: 12/07/2015****2ND READING:****ADOPTED:**

SELECTING LIBRARY MATERIALS**Policy**

It is the policy of the Spaulding High School Union District #41 to provide students access to a wide variety of educational materials in individual classrooms and in the media center to support student learning.

Definitions

For the purpose of this policy:

“Media” include all materials considered part of the library collection, plus all instructional materials housed in resource centers and classrooms, if any, which are not text materials.

“Media Center” is the space, room, or complex of rooms and spaces designated as a library, media center, instructional materials center, or similar term. It may include units not contiguous to the center where facilities so dictate. These units would include but not be limited to resource centers, production centers, and television studios.

Implementation

1. When selecting materials to be purchased for the media center, the media specialist will evaluate the existing collection and the school's/district's curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.
2. Recommendations for purchases will be solicited from members of the faculty and student body.
3. Materials obtained either by purchase or gift shall be judged by the criteria set forth in the policy on the selection of instructional materials and shall be accepted or rejected in accord with those criteria.
4. Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Complaints related to the selection of library materials will be handled through the procedures for handling complaints.

Legal Reference(s):

16 V.S.A. §563(14) (Powers of school boards)

Cross Reference:

Complaints About Instructional Materials (G6)

Selection of Instructional Materials (G5)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: G5****1ST READING: 12/07/2015****2ND READING:****ADOPTED:**

SELECTION OF INSTRUCTIONAL MATERIALS AND SENSITIVE ISSUES**Policy**

It is the policy of the Spaulding High School Union District #41 to provide students with a broad variety of instructional materials to support student learning.

Implementation

Instructional materials will be selected by professional staff in accordance with the following criteria and procedures:

1. Instructional materials should enrich and support the current curriculum, taking into consideration the varied interests, abilities, and maturity levels of students served.
2. Instructional materials should stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Instructional materials should provide a background of information which will enable students to make intelligent judgments in daily life.
4. Instructional materials should present opposing sides of controversial issues so that, with guidance, young citizens may develop the practice of critical thinking.
5. Instructional materials should be representative of different racial, religious, ethnic, and cultural groups, emphasizing their valuable contributions to American heritage and should be free from sex-role stereotyping to the extent possible.
6. Books and instructional materials should be chosen for values of interest and enlightenment of all the students of a community and to encourage students to read regularly. A book will not be excluded because of the race, nationality, or the political or religious views of the author.
7. Since books and instructional materials are selected to provide for the interest and needs of the school community and the school program, they may be selected cooperatively by teachers, principals/directors, and librarians, sometimes with the assistance of students and parents.
8. In the selection of books and other instructional materials, consideration should be given to factual accuracy, authoritativeness, balance, and integrity. Aesthetic values also must be considered in selection of materials.
9. Books and instructional materials will be viewed by members of the staff to assure their timeliness and continued appropriateness.
10. The superintendent has ultimate authority under 16 V.S.A. §563 (14) to preview and approve instructional materials.

Teaching About Controversial/Sensitive Issues

Controversial and sensitive issues are defined as those problems, subjects, or questions about which there are significant differences of opinion, for which there are no easy resolutions, and discussions of which generally create strong feelings among people. Although there may be disagreement over what the facts are and what they mean, subjects usually become controversial and sensitive because of the different values people use in applying the facts as known.

1. Controversial and sensitive issues shall be handled as they arise in the classroom and shall not be avoided in order to restrict or restrain the academic freedom, as defined in the Master Agreement, between the teachers and board of school directors, of either the teacher or the student.
2. Teacher initiation of controversial and sensitive issues should have direct relevance to the topic being discussed.
3. In handling a controversial or sensitive issue, the teacher shall not suppress a student's view, value and/or belief on that issue as long as the expression of that view, value, or belief is not derogatory, malicious, or abusive toward other students' views.
4. Instructional materials should present differing sides of controversial and sensitive issues.
5. The purpose of classroom teaching methodologies shall be to present differing sides of controversial and sensitive issues so that teachers guide young citizens in the practices of critical discussion, thinking, and reading.
6. In the course of a student's education at Spaulding High School Union District #41, topics may be presented which could cause discomfort in light of a student's or families' personal beliefs. If this occurs, students and/or their parents/guardians may request an alternative experience. This request should be made to the student's teacher.

Legal Reference(s):

16 V.S.A. §563 (14) (Powers of school boards)

Cross Reference:

Complaints About Instructional Materials (G6)

Selecting Library Materials (G4)