



**Spaulding High School
Central Vermont Career Center
Barre City Elementary and Middle School
Barre Town Middle and Elementary School**

Chris Hennessey, M.Ed.
Superintendent of Schools

A rock solid education for a lifetime of discovery

120 Ayers Street, Barre, VT 05641
Phone: 802-476-5011
Fax: 802-476-4944 or 802-477-1132
Website: www.buusd.org

MEMORANDUM

TO: **Barre Unified Union School District Policy Committee**
Chris Parker - Chair, Alice Farrell - V. Chair, Giuliano Cecchinelli II, Tim Boltin, Jon Valsangiacomo, Thomas Kelly

DATE: August 11, 2022

RE: BUUSD Policy Committee Meeting
August 15, 2022 @ 6:00 p.m.
In-Person: Spaulding High School Library, 155 Ayers St, Barre
Remote Options: Meeting Link: meet.google.com/dmf-dowp-dyg
Phone: (US)+1 929-266-2537 PIN: 179 047 596#

Please Note: If you attend the meeting remotely you must state your name for the record to satisfy the Open Meeting Law.

AGENDA

1. Call to Order
2. Additions/Changes to Agenda
3. Public Comment
4. Approval of Minutes
 - 4.1. Meeting Minutes of May 16, 2022
5. New Business
 - 5.1. BUUSD Policy Index Review
 - 5.2. VSBA Policy Index Review
 - 5.3. VSBA Updates for Policy Changes
 - 5.4. Substitute Teacher (B1) (Required)(VSBA Changed)
 - 5.5. Title I, Part A: Parent and Family Engagement (E1) (Required)(VSBA Changed)
 - 5.6. Role and Adoption of School Board Policies (A30) (Consider)(VSBA Changed)
 - 5.7. Board Member Education (A31) (Consider) (VSBA Changed)
 - 5.8. Electronic Surveillance (F26) (Recommended)
6. Old Business
 - 6.1. Policy on Section 504 and ADA Grievance Protocol for Students and Staff (C14) (Required)
 - 6.2. Use of Restraint and Seclusion Policy (C70 - New) (Recommended - Replaces C34)
 - 6.3. Procedure Development Update
7. Other Business

8. Items for Future Agenda
9. Next Meeting Date: September 19, 2022, 6:00 pm, SHS Library or via Google Meet
10. Adjournment

Parking Lot of Items:

- Admission of Resident Students (C31)(Consider)(VSBA Removed)
- Eighteen Year-Old Students (C32)(Consider)(VSBA Removed)
- School Visits by Board Members (A33)(Consider)(VSBA Removed)
- Board Relations with School Personnel (A34)(Consider)(VSBA Removed)
- Selection of Instructional Materials (D32)(Consider)(VSBA Removed)
- Communicable Disease Mitigation Measures for Students and Staff (F27) (Recommended) (VSBA New Replaces F33)
- Visits by Parents, Community Members or Media (E32) (Consider)
- Selection of Library Materials (D22) (Recommended) (VSBA Change Replaces D31)

Under Review by VSBA

- Student Drugs and Alcohol (C2) (Required)
- Homeless Students (C13) (Required)
- Student Conduct and Discipline (C20) (Recommended)
- English Learners (C4) (Required)
- Interscholastic Sports (C24) (Recommended)
- Student Clubs & Activities (Secondary) (C23) (Recommended)
- Educational Support System (D21) (Recommended)
- Transgender and Gender Nonconforming Students (C28) (Recommended)
- Staffing and Job Descriptions (B30) (Consider)
- Educator Supervision & Evaluation: Probationary Teachers (B31) (Consider)
- Personnel Files (B32) (Consider)
- Student Medication (C30) (Consider)
- Student Assessment (C33) (Consider)
- School-Community Relations (E30) (Consider)
- Visits by Parents, Community Members or Media (E32) (Consider)

BOARD/COMMITTEE MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

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BARRE UNIFIED UNION SCHOOL DISTRICT POLICY COMMITTEE MEETING

Spaulding High School Library and Via Video Conference – Google Meet
May 16, 2022 – 6:00 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Chris Parker, Chair (BT)
Giuliano Cecchinelli, II, Vice Chair (BC)
Tim Boltin (BC)
Alice Farrell (BT)
Thomas Kelly (BC Community Member)
Jon Valsangiacomo – (BT Community Member)

COMMITTEE MEMBERS ABSENT:

OTHER BOARD MEMBERS PRESENT:

Sonya Spaulding

ADMINISTRATORS AND STAFF PRESENT:

Chris Hennessey, Superintendent
Luke Aither, SHS Assistant Principal
Pierre Laflamme, BCEMS Principal

GUESTS:

Abby Blum Josh Howard Kerri Lamb Andy McMichael Mary Stermer
William Toborg

1. Call to Order

The Chair, Ms. Parker, called the Monday, May 16, 2022, meeting to order at 6:00 p.m., which was held at the Spaulding High School Library and via video conference - Google Meet.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

None.

4. Approval of Minutes

4.1 Approval of Minutes –April 18, 2022 Policy Committee Meeting

On a motion by Mr. Boltin, seconded by Mrs. Farrell, the Committee voted 4 to 0 to approve the Minutes of the April 18, 2022 Policy Committee Meeting. Mr. Valsangiacomo abstained.

5. New Business

5.1 Review of BUUSD Policy Manual Index

A copy of the BUUSD Policy Manual Index (dated 05/10/22) was distributed.

Ms. Parker provided a brief overview of the use of this report. It was noted that second readings of policies F20, C1, C7, and C8 were approved by the Board and the policies have been adopted.

5.2 VSBA Model Policies

A copy of the VSBA Model Policy Index was distributed.

A document titled ‘VSBA Policy Work – BUUSD Status – Updated 05/10/22’ was distributed.

It was noted that all meeting documentation is on the web site, following the Agenda.

5.3 Board Meetings, Agenda Preparation, and Distribution Policy (A20) – Recommended

Copies of all policies referenced in agenda items 5.3 through 5.7 were distributed.

Mr. Hennessey advised that the SEA Building can be used in the rotation for meetings. The Committee agreed to add the SEA Building into the rotation. It was noted that the start time in the policy needs to be amended to reflect the newly agreed upon meeting time (6:00 p.m.). Brief discussion was held regarding the reason for meeting location rotation, including historical information regarding where meetings were held prior to the Act 46 consolidation.

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This policy relates to Board meetings only. All Committee meetings are held at Spaulding High School. Meeting locations are printed on each agenda.

On a motion by Mrs. Farrell, seconded by Mr. Cecchinelli, the Committee unanimously voted to amend the Board Meetings, Agenda Preparation, and Distribution Policy (A20) as discussed, and to present a First Reading of the Policy to the Board.

It was reported that the issue of not being able to remotely access meetings via non-Google accounts is occurring.

5.4 Policy on Section 504 and ADA Grievance Protocol for Students and Staff (C14) – Required

The grievance form in the draft policy is the existing form and requires some minor modifications. Concern was raised that Building 504 Coordinator names not be included in the actual policy, as that would require the policy to be changed each time a new individual is named. It was suggested that position titles be utilized rather than names. Names of 504 Coordinators can be written in procedures. Brief discussion was held, including concern that this policy may be confusing to those who feel they have been discriminated against. Mr. Hennessey noted that though the policy may not be ideally worded, it was written and legally vetted by the VSBA. It was noted that if an individual filed a grievance and did not include all of the items listed in the policy, the grievance would still be accepted and acted upon. Discussion was held regarding other possible modifications to the grievance form. Mr. Aither will modify the form as discussed. It was agreed that general contact information for the 504 Coordinator will be added to the policy. Brief discussion was held regarding policy C10 which contains an appendix where Designated Employees and contact information is located. It was noted that the appendix is part of the policy, but changing names is considered a non-substantive change and does not require Board approval.

The Committee agreed to have the policy and grievance form amended as discussed, and to present the amended version at the next Policy Committee meeting.

5.5 Use of Restraint and Seclusion Policy (C70) – Recommended – VSBA Change Replaces C34

A copy of current Policy C34 was also distributed. Brief discussion was held regarding adding a link to definitions (State Rule 4500.3) in the policy. Concern was raised that the reason for VSBA policy changes/amendments is not known. In the past this information was provided to the Committee. Ms. Lamb advised that she can suggest that this information be added to weekly VSBA e-mail updates.

The Committee agreed to seek additional information and add this policy (C70) to next month's agenda.

5.6 Field Trips Policy (D30) – Consider – VSBA Removed 07/2020

Mrs. Farrell provided some historical information relating to advising the Board of out of state and overnight field trips. Mrs. Farrell is concerned that notification to the Board has been sporadic in recent years (sometimes only appearing in newsletters) and she would like assurance that the Board will receive consistent information relating to out of state and overnight field trips. Mrs. Spaulding believes the policy is important as it clarifies that it is the District's policy that field trips be extensions of classroom experiences (have an educational component). Mr. Hennessey suggested that the Strategic Plan be updated to reflect the importance and value of field trips. In response to a suggestion that field trip forms be updated to require that field trips include an educational component, Mrs. Spaulding noted that procedures are subject to change by administrators without Board approval, so the educational component requirement could be removed without Board knowledge. Mr. Aither provided an overview of some of the SHS Field Trip forms.

On a motion by Mr. Valsangiacomo, seconded by Mrs. Farrell, the Committee unanimously voted to recommend that the Board rescind the Field Trips Policy (D30).

5.7 Communicable Disease Mitigation Measures for Students and Staff Policy (F27) – Recommended – Replaces VSBA Policy F33

A copy of Policy F33 was also distributed.

Lengthy discussion was held, including a query as to whether the VSBA is endorsing vaccines and other measures, concern that the policy advises that the District will implement specific mitigation measures, difficulty of enforcement, budget impacts, concern of students wearing masks, confirmation that there are currently requirements for specific vaccinations, concern that the Committee does not have information regarding why VSBA is recommending this policy, and confirmation that there is currently training related to blood borne pathogens. Brief discussion was held regarding how new and amended VSBA policies are added to Committee Agendas and the best way to obtain/receive information regarding why policies are amended or created. In response to a query from a community member, it was noted that the District creates local policies when there is a need.

The Committee agreed to seek additional information and to add notations to the Policy Index advising that the Committee will revisit this policy at a later date.

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6. Old Business

6.1 Procedure Development Update

Mr. Aither reported that the Procedure Committee met to review model procedures developed by the VSBA and noted that the District's individual school procedures are in various formats. The committee will begin with writing procedures for attendance as those procedures should be fairly consistent amongst the schools. The committee, which meets every other Wednesday, will be working to calibrate procedures. Mr. Valsangiacomo advised that he has been performing research reviewing other schools' policies and procedures and it appears that most are 'light years' behind the BUUSD.

6.2 Policy Editing Update

Progress is being made with Mrs. Gilbert working to 'clean up' policies and she has a good system in place for editing. Editing will be performed by Mrs. Gilbert after the meetings rather than during meetings.

7. Other Business

None.

8. Future Agenda Items

- Policy on Section 504 and ADA Grievance Protocol for Students and Staff (C14) – Required
- Use of Restraint and Seclusion Policy (C70) – Recommended – VSBA Change Replaces C34)
- Procedure Development Update
- VSBA Updates for Policy Changes
- Substitute Teachers (B1) – Required
- Title I, Part A: Parent and Family Engagement (E1) – Required
- Role and Adoption of School Board Policies (A30) - Consider
- Board Member Education (A31) - Consider

Parking Lot - Remove Anti-Racism Policy (C44) – Update Policy Index to reflect no work to be done at this time.

A community member queried regarding a policy pertaining to student walk-outs and if parents are notified when their student(s) participate in walk-outs. Mr. Hennessey will look into this matter and respond to Mr. Toborg.

9. Next Meeting Date

The June 20, 2022 meeting is cancelled.

The next meeting date is Monday, August 15, 2022 in the Spaulding High School Library and via video conference.

10. Adjournment

On a motion by Mr. Boltin, seconded by Mrs. Farrell, the Committee unanimously voted to adjourn at 7:45 p.m.

Respectfully submitted,
Andrea Poulin

		8/11/2022			BARRE UNIFIED UNION SCHOOL DISTRICT POLICY MANUAL INDEX						3.1	
76		Adopted Policies										
Color Code Key:	To Committee	To Board - 1st Read	To Board - 2nd Read									
SECTION	BUUSD CODE	LAST VSBA MP UPDATE	CHECKED WITH VSBA UPDATE...	TITLE	VSBA REQUIRE/RECOMMEND/CONSIDER	BUUSD 1st READ DATE	BUUSD APPROVAL DATE	COMMENTS/ACTION			BSU CODE	
A	BOARD OPERATIONS											
	A1	10/11/2019	5/18/2020	Board Member Conflict of Interest	Required	5/9/2019	6/13/2019				B3	
	A20	3/3/2020	5/18/2020	Board Meetings, Agenda Preparation & Distribution	Recommend	5/26/2022	7/14/2022					
	A21	3/3/2020	5/18/2020	Public Participation at Board Meetings	Recommend	9/12/2019	10/10/2019					
	A22	8/30/2020	11/12/2020	Non-Discrimination	Recommend	12/17/2020	1/14/2021				C6	
	A23	3/3/2020	5/18/2020	Community Engagement and Vision	Recommend	9/12/2019	10/10/2019					
	A24	3/3/2020	5/18/2020	Board/Superintendent Relationship	Recommend	9/12/2019	10/10/2019					
	A25	8/5/2020	9/22/2020	Delegation of Authority During State of Emergency Due to COVID-19 Pandemic	Recommend	10/8/2020	10/22/2020					
	A30	10/16/2021	1/11/2022	Role and Adoption of School Board Policies	Consider	5/9/2019	6/13/2019	VSBA Changes 10/16/21. To Cmt 8/15/22			A1	
	A31	11/6/2021	1/11/2022	Board Member Education	Consider	9/12/2019	10/10/2019	VSBA Changes 11/06/21. To Cmt 8/15/22				
	A33	3/25/2009	9/12/2019	School Visits By Board Members	Consider	9/12/2019	10/10/2019	VSBA Removed. In Parking Lot				
	A34	3/25/2009	9/12/2019	Board Relationships With School Personnel	Consider	9/12/2019	10/10/2019	VSBA Removed. In Parking Lot				
Adopted	11											
B	PERSONNEL											
	B1	10/11/2019	12/10/2020	Substitute Teachers	Required	1/28/2021	2/11/2021	Changed by VSBA - Added April 2022. To Cmt 8/15/22			D6	
	B2	10/11/2019	5/18/2020	Volunteers and Work Study Students	Required	5/9/2019	6/13/2019				D7	
	B3	3/3/2020	6/2/2020	Alcohol & Drug-Free Workplace	Required	5/9/2019	6/13/2019	BUUSD version has an "Employer Responsibility" section that VSBA MP doesn't			D8	
	B4	10/11/2019	6/2/2020	Drug & Alcohol Testing: Transportation Employees	Required	5/9/2019	6/13/2019				D11	
	B5	10/20/2020	11/12/2020	Prevention of Employee Harassment	Required	12/17/2020	1/14/2021				D12	
	B7	10/11/2019	6/2/2020	Tobacco Prohibition	Required	5/9/2019	6/13/2019	BUUSD version has some add'l language which can be considered for deletion			E8	
	B8	6/25/2020	11/12/2020	Electronic Communications between Employees and Students	Required	1/14/2021	1/28/2021				B40	
	B20	3/3/2020	12/10/2020	Personnel Recruitment, Selection, Appointment, & Background Check	Recommend	1/28/2021	2/11/2021	2/11/21 Adopted by Board - To Cmt 12/20 - Lawyer Vetted. Reported info to Sonya as vetted no changes 1/4/22				
	B21	3/3/2020	5/18/2020	Professional Development	Recommend	7/22/2021	8/12/2021				D2	
	B22	3/3/20	3/11/2021	Complaints About Personnel	Recommend	1/27/2022	2/10/2022					
	B40	N/A	N/A	Social/Digital/Online Communications for Staff	Does Not Exist			VSBA is working on a model policy for Electronic Communications Between Employees and Students. When this is issued we will review/adopt it and determine if we need an additional policy for other aspects of online communications.			D14	
Adopted	10											
C	STUDENTS											
	C1	10/11/2019	6/2/2020	Student Records	Required	4/28/2022	5/12/2022				F5	
	C2	12/3/2015	5/18/2020	Student Drugs & Alcohol	Required	5/9/2019	6/13/2019	VSBA Under Review. In Cmt Parking Lot			F7	
	C3	10/11/2019	6/2/2020	Transportation	Required	5/9/2019	6/13/2019	BUUSD version differentiates for no transportation at SHS			F9	
	C4	12/9/2020	12/10/2020	English Learners	Required	1/14/2021	1/28/2021	VSBA Under Review. In Cmt Parking Lot			F19	
	C5	12/9/2020	12/11/2020	Firearms	Required	1/27/2022	2/10/2022				F21	
	C6	10/11/2019	5/18/2020	Participation of Home Study Students	Required	5/9/2019	6/13/2019				F23	
	C7	10/11/2019	6/2/2020	Student Attendance	Required	4/28/2022	5/12/2022				F25	
	C8	10/11/2019	6/2/2020	Pupil Privacy Rights	Required	4/28/2022	5/12/2022				F27	
	C9	10/11/2019	6/2/2020	Nutrition And Wellness	Required	4/23/2020	5/14/2020	BUUSD version differs from VSBA MP based on recommendation of SHAC			F28	
	C10	12/2/2015	5/18/2020	Policy on the Prevention of Hazing, Harassment and Bullying of Students	Required	5/9/2019	6/13/2019				F20	
	C10-P	12/2/2015	5/18/2020	Model Procedures on the Prevention of Hazing, Harassment and Bullying of Students	Required	5/9/2019	6/13/2019				F20-1	
	C11	3/29/2018	5/18/2020	Student Freedom of Expression in School-Sponsored Media	Required	5/9/2019	6/13/2019				F34	
	C12	9/1/2020	11/12/2020	Prevention of Sexual Harassment As Prohibited by Title IX	Required	1/14/2021	1/28/2021				C-10; C10P	
	C13	10/16/2020	11/12/2020	Homeless Students	Required	12/17/2020	1/14/2021	VSBA Under Review. In Cmt Parking Lot				
	C14	1/31/2022	2/21/2022	Policy on Section 504 and ADA Grievance Protocol for Students and Staff	Required			To Cmt 5/16/22 - NEW VSBA Policy. Discussed, amended, return to committee once amended. Mr. Aither will modify form as discussed. Return to Cmt 8/15/22				
	C20	3/3/2020	6/2/2020	Student Conduct and Discipline	Recommend	5/9/2019	6/13/2019	VSBA Under Review. In Cmt Parking Lot			F1	
	C21	8/30/2020	11/2/2020	Search and Seizure of Students by School Personnel	Recommend	11/12/2020	12/3/2020				F4	
	C23	11/28/2007	3/11/2021	Student Clubs & Activities	Recommend	5/27/2021	6/10/2021	VSBA Under Review. In Cmt Parking Lot			F33	
	C24	9/18/2013	5/18/2020	Interscholastic Sports	Recommend	5/9/2019	6/13/2019	VSBA Under Review. In Cmt Parking Lot			F12	

		8/11/2022	BARRE UNIFIED UNION SCHOOL DISTRICT POLICY MANUAL INDEX						
76		Adopted Policies							
Color Code Key:	To Committee	To Board - 1st Read	To Board - 2nd Read						
SECTION	BUUSD CODE	LAST VSBA MP UPDATE	CHECKED WITH VSBA UPDATE...	TITLE	VSBA REQUIRE/RECOMMEND/CONSIDER	BUUSD 1st READ DATE	BUUSD APPROVAL DATE	COMMENTS/ACTION	BSU CODE
	C25	3/3/2020	6/2/2020	Admission of Non-Resident Tuition Students	Recommend	5/9/2019	6/13/2019		F14
	C27	9/18/2013	5/18/2020	Student Self-Expression and Student Distribution of Literature	Recommend	5/9/2019	6/13/2019		F29
	C28	3/3/2020	12/10/2020	Transgender and Gender Nonconforming Students	Recommend	1/28/2021	2/11/2021	VSBA Under Review. In Cmt Parking Lot	
	C29	7/21/2020	9/22/2020	District Equity Policy	Recommend	6/10/2021	6/24/2021		
	C30	6/30/2008	5/18/2020	Student Medication	Consider	5/9/2019	6/13/2019	VSBA Under Review. In Cmt Parking Lot	F6
	C31	2/10/2016	5/18/2020	Admission of Resident Students	Consider	5/9/2019	6/13/2019	VSBA Removed. In Cmt Parking Lot	F13
	C32	2/10/2016	5/18/2020	Eighteen Year-Old Students	Consider	5/9/2019	6/13/2019	VSBA Removed. In Cmt Parking Lot	F18
	C33	2/10/2016	5/18/2020	Student Assessment	Consider	5/9/2019	6/13/2019	VSBA Under Review. In Cmt Parking Lot	F22
	C34	3/3/2020	6/2/2020	Restraint and Seclusion	Consider	5/9/2019	6/13/2019	To Cmt - 5/16/22. VSBA replacing with C70; Rescind after C70 is Adopted; Return to Cmt 8/15/22	C23
	C40	N/A	N/A	Entrance Age for Admission to Kindergarten	Does Not Exist	5/9/2019	6/13/2019		F35
	C41	N/A	N/A	Intra-District School Transfer	Does Not Exist	4/23/2020	5/14/2020		F36
	C42	N/A	N/A	Searches, Seizures, and Interrogation of students by Law Enforcement or other Non-School Personnel	Does Not Exist	5/9/2019	6/13/2019	To Cmt - 12/20 - Reviewed 12/20/21 by Cmt - no changes	F11
	C43	N/A	N/A	STI and Pregnancy Prevention Policy	Does Not Exist	6/10/2021	6/24/2021		F31
	C44	N/A	N/A	Anti-Racism Policy	Does Not Exist			New Local Policy; has been vetted; Not VSBA - No work to be done at this time.	
	C70	1/25/22	2/21/22	Use of Restraint and Seclusion	Recommended			Changed by VSBA - Formerly C34 - To Cmt 5/16/22; Seek additional info & Return to Cmt 8/15/22	C34
Adopted D	30	INSTRUCTION							
	D1	3/3/2020	6/2/2020	Proficiency Based Learning	Required	5/9/2019	6/13/2019	BUUSD version differs from VSBA MP based on recommendation of admin	G20
	D3	8/1/2019		Acceptable Use of Electronic Resources & the Internet	Required	11/11/2021	12/2/2021	Adopted and updated on website	G11
	D4	12/3/2015		Title I Comparability	Required	5/9/2019	6/13/2019	Awaiting VSBA Revision	G12
	D5	10/11/2019	6/2/2020	Animal Dissection	Required	5/9/2019	6/13/2019		G13
	D6	10/11/2019	5/18/2020	Class Size	Required	4/23/2020	5/14/2020		G14
	D7	10/11/2021	11/8/2021	Special Education	Required	12/2/2021	12/16/2021		D40
	D20	9/18/2013	5/18/2020	Curriculum Development and Coordination	Recommend	5/9/2019	6/13/2019		G1
	D21	9/18/2013		Educational Support System	Recommend	5/9/2019	6/13/2019	VSBA Under Review. In Cmt Parking Lot	G7
	D22	8/5/2020	9/22/2020	Modes of Instruction During State of Emergency Due To COVID-19 Pandemic	Recommend	10/8/2020	10/22/2020	On VSBA website under Changes	
	D31	not indicated	6/2/2020	Selecting Library Materials	Consider	5/9/2019	6/13/2019	VSBA Removed See D22	G4
	D32	not indicated	6/2/2020	Selection of Instructional Materials and Sensitive Issues	Consider	5/9/2019	6/13/2019	VSBA MP does not include Sensitive Issues section, consider revising BUUSD; To Cmt 10/11. To Cmt 12/20 - Lawyer Vetted but back on VSBA as Under Review. No change by VSBA. Board needs to approve 12/20/21 lawyer vetted policy. VSBA Removed 8/2022. In Parking Lot.	G5
Adopted E	12	SCHOOL-COMMUNITY RELATIONS							
	E1	9/24/2021	11/8/2021	Title I, Part A Parental Involvement	Required	5/9/2019	6/13/2019	VSBA Changes 9/24/21. To Cmt 8/15/22	H7
	E20	12/21/2020	1/12/2021	Community Use of School Facilities	Recommend	5/9/2019	6/13/2019	Cmt 2/15/21 - No changes; website updated w/o Legal Notices/Footnotes.	H3
	E30	not indicated	6/2/2020	School-Community Relations	Consider	5/9/2019	6/13/2019	VSBA Under Review. In Cmt Parking Lot	H30
	E32	8/2009	11/8/21	Visits by Parents, Community Members or Media	Consider			To Cmt: 12/20/21 - Tabled to Parking Lot (VSBA Under Review 8/2022	
Adopted F	3	NON-INSTRUCTIONAL OPERATIONS							
	F1	3/20/2019	5/18/2020	Travel Reimbursement Policy	Consider	5/9/2019	6/13/2019		E11
	F20	3/25/2009	5/18/2020	Fiscal Management & General Financial Accountability	Recommend	4/28/2022	5/12/2022		E1
	F22	9/17/2020	11/12/2020	Electronic Communications Use and Retention	Recommend	1/28/2021	2/11/2021		
	F23	11/3/2016	5/18/2020	Capitalization of Assetts	Recommend	9/12/2019	10/10/2019		E23
	F24	11/6/2016	5/18/2020	Prevention of Conflict of Interest in Procurement	Recommend	5/9/2019	6/13/2019		E24
	F25	10/24/2019	11/8/2021	Access Control	Recommend	1/27/2022	2/10/2022		
	F26	10/24/2019	4/19/2021	Security Cameras (Electronic Surveillance Policy)	Recommend	4/14/2022	4/28/2022	legal counsel reviewed, Luke edit aligned w/editing Protocols; To Board 1/13/2022 1st Read; Board returned to Cmt 3/21/22. No changes by Cmt back to Board 4/14/22. Board 2nd and final read 4/28/22 and adopted. Luke recommended return to Cmt to review CVCCSD.	F41

	8/11/2022		
76	Adopted Policies		
Color Code Key:	To Committee	To Board - 1st Read	To Board - 2nd Read

SECTION	BUUSD CODE	LAST VSBA MP UPDATE	CHECKED WITH VSBA UPDATE...	TITLE	VSBA REQUIRE/RECOMMEND/CONSIDER	BUUSD 1st READ DATE	BUUSD APPROVAL DATE	COMMENTS/ACTION	BSU CODE
	F27	2/17/2022	2/21/2022	Communicable Disease Mitigation Measures for Students and Staff (Recommended)	Recommend			NEW VSBA Policy - will replace F33 - To Cmt: 5/16/22 - Will seek additional info and revisit at a later date. Now under changes in VSBA website.	F33
	F32	3/25/2009	11/8/2021	School Crisis Prevention and Response	Consider			To Cmt: 12/20/2021 Table - Luke Modify, have vetted, and return. VSBA Removed 8/2022	
	F33	3/25/2009	5/18/2020	HIV Policy	Consider	5/9/2019	6/13/2019	To Cmt - 5/16/22. VSBA replacing with F27; Rescind after F27 is Adopted; Will seek additional info and revisit at a later date. VSBA removed see F27.	F32
	F40	N/A	N/A	Scholarship Awards Policy	Does Not Exist	5/9/2019	6/13/2019		E31

Adopted

10

RESCINDED/NOT ADOPTED POLICIES

Rescinded 4/14/22	A32	10/21/2021	1/11/2022	Board Goal-Setting & Evaluation	Consider	9/12/2019	10/10/2019	VSBA Removed 10/21/21. Rescinded by Board 4/14/22	
Rescinded 11/14/19	B6	10/1/2019	Removed	Health Insurance Portability and Accountability Act Compliance	Required	-	-	This policy was deleted in October 2019. The VSBA reasoning for deletion of the policy is that the policy is covered under statute. To Cmt 4/18/22 - Removed by VSBA	
Not Adopted	B30	3/29/09	12/10/2020	Staffing and Job Descriptions	Consider	Not Adopting	Not Adopting	Committe and Board Opted to Not Consider. VSBA Under Review. In Cmt Parking Lot	
Not Adopted	B31	3/29/09	12/10/2020	Educator Supervision & Evaluation: Probationary Teachers	Consider	Not Adopting	Not Adopting	Committe and Board Opted to Not Consider. VSBA Under Review. In Cmt Parking Lot	
Not Adopted	B32	3/29/09	12/10/2020	Personnel Files	Consider	Not Adopting	Not Adopting	Committe and Board Opted to Not Consider. VSBA Under Review. In Cmt Parking Lot	
Not Adopted	B33	3/39/09	12/10/2020	Resignations	Consider	Not Adopting	Not Adopting	Committe and Board Opted to Not Consider	
Not Adopted	C22	3/25/2009	3/11/2021	Student Activities (Elementary)	Recommend	Not Adopting	Not Adopting	To Cmt 3/15/21, not current BUUSD Policy; Cmt 4/26/21; To Bd 5/27 recommend not adopt. Board agreed to not adopt 5/27/21	
Not Adopted	C26	9/18/2013	8/31/2021	Tuition Payment	Recommend	Not Adopting	Not Adopting	Recommendation to Board to not adopt to Board 11/11. Board agreed to not adopt.	
Rescinded 11/14/19	D2	10/1/2019	Removed	Grade Advancement, Promotion, Acceleration, and Retention of Students	Required	-	-	Deleted in October 2019. This policy, which used to be required by statute, is no longer applicable because of Proficiency Based Grading/Graduation Requirements. To Cmt 4/18/22 - Removed by VSBA	
Rescinded 6/23/22	D30	July 2020	6/2/2020	Field Trips	Consider	4/23/2020	5/14/2020	Removed by VSBA - Cmt. Review 11/16/2020 - Committee will discuss in the spring 2021. (BUUSD version differs from VSBA MP based on recommendation of admin) VSBA Removed July 2020 - To Cmt 5/16/22; Rescinded by Board 6/23/22	G3
Rescinded 12/16/2021	D40	N/A	N/A	Special Education	Does Not Exist	12/2/2021	Rescinded 12/16/21	To Board: Rescinded D40 - Board Adopted D7 12/16/21	G15
Not Adopted	E31	7/2020		Parental Involvement	Removed	none	none	VSBA Removed 7/2020 - BUUSD never adopted.	
Rescinded 6/23/22	F30	3/25/2009	5/18/2020	Budgeting	Consider	5/9/2019	6/13/2019	Replaced by F20	E2
Not Adopted	F31	7/1/2020		Emergency Closings	Removed	None	None	VSBA Removed 7/2020 - Never adopted by BSU	
Rescinded 4/28/22	F41	F26	3/11/2021	Video Surveillance Policy	F26	5/9/2019	6/13/2019	Committee 4/26/21; Rescinded by Board 4/28/22	E32

On Current Agenda

	<u>NEW Policies (VSBA)</u>	STATUS
D7	Special Education	Board Adopted – 12/16/21
F27	Communicable Disease Mitigation Measures for Students and Staff (Recommended) [2/17/22]	Replaces F33 - To Cmt 5/16/22 - Cmt will seek additional info and revisit at a later date Added to Parking Lot.
C14	Policy on Section 504 and ADA Grievance Protocol for Students and Staff (Required) [1/31/22]	To Cmt 5/16/22 - NEW VSBA Policy. Discussed, amended, return to committee once amended. Mr. Aither will modify form as discussed. Return to Cmt 8/15/22
	<u>Policies Recently Changed</u>	
B1	Substitute Teachers (Required) [04/18/22]	Newly Added by VSBA. On 8/15/22 Cmt Agenda.
E1	Title 1, Part A: Parent and Family Engagement (Required) [9/24/21]	On 8/15/22 Cmt Agenda.
A30	Role and Adoption of School Board Policies (Consider) [10/16/21]	On 8/15/22 Cmt Agenda.
A31	Board Member Education (Consider) [11/6/21]	On 8/15/22 Cmt Agenda.
C70	Use of Restraint and Seclusion (Recommended) [1/25/22]	Formerly C34 - Return to Cmt 8/15/22
D22	Selection of Library Materials (Recommended) [5/11/22]	Replaces D31 - In Parking Lot
F27	Communicable Disease Mitigation (Recommended) [3/15/22]	Parking Lot. New but recently added to VSBA changes section on the website.
G4	English Learners (Was – Limited English Proficiency Students) [12/9/20]	Board Adopted – 01/28/22
G5	Firearms [12/9/20]	Board Adopted – 2/10/22
G7	Student Attendance (Required) [2/15/22]	Board Adopted 5/12/22
G1	Student Records (Required) [2/8/22]	Board Adopted 5/12/22
G8	Pupil Privacy (Required) [1/17/22]	Board Adopted 5/12/22
	<u>Policies REMOVED recently</u>	
D30	Field Trips [July, 2020]	Rescinded by Board 6/23/22
G26	Tuition Payment (Recommended) [08/31/2021] (not a policy in the BUUSD)	Board Not Adopting
A32	Board Goal Setting and Evaluation (Consider) [10/21/2021]	Rescinded by Board 4/14/22
B6	HIPAA Compliance (Required)	Rescinded by Board 11/14/19
D2	Grade Advancement (Required)	Rescinded by Board 11/14/19
D31	Selecting Library Materials (Consider) [5/11/22]	Removed 5/11/22 (see D22) In Parking Lot
B33	Resignations [6/14/22]	Removed by VSBA. Not BUUSD Policy

C31	Admission of Resident Students [6/14/22]	Removed by VSBA. In Parking Lot.
C32	Eighteen Year-Old Students [6/14/22]	Removed by VSBA. In Parking Lot.
A33	School Visits by Board Members [5/11/22]	Removed by VSBA. In Parking Lot.
A34	Board Relations with School Personnel [5/11/22]	Removed by VSBA. In Parking Lot.
D32	Selection of Instructional Materials [5/11/22]	Removed by VSBA. In Parking Lot.
D33	Local Action Plan [5/11/22]	Removed by VSBA. Not BUUSD Policy
F30	Budgeting [5/11/22]	Removed by VSBA. Not BUUSD Policy
F32	School Crisis Prevention & Response/Procedures for Bomb Threats [5/11/22]	Removed by VSBA. In Parking Lot
F33	HIV Policy [3/15/22]	Removed 3/15/22 (see F27)(pending Bd adoption of F27)
	Policies “<u>UNDER REVIEW</u>”	
C2	Student Drugs and Alcohol (Required)	Pending review by VSBA
C13	Homeless Students (Required)	Pending review by VSBA
C20	Student Conduct and Discipline (Recommended)	Pending review by VSBA
C22	Student Activities (Elementary) (Recommended)	Not adopted by BUUSD
C4	English Learners (Required)	Pending review by VSBA
C24	Interscholastic Sports [9/18/13]	Pending Review by VSBA
C23	Student Clubs & Activities (Secondary)	Pending Review by VSBA
D21	Educational Support System [9/18/13]	Pending Review by VSBA
C28	Transgender and Gender Nonconforming Students [3/3/20]	Under Review by VSBA
B30	Staffing and Job Descriptions [3/29/09]	Under Review - Not BUUSD Policy
B31	Educator Supervision & Evaluation: Probationary Teachers [3/29/09]	Under Review - Not BUUSD Policy
B32	Personnel Files [3/29/09]	Under Review - Not BUUSD Policy
C30	Student Medication [6/30/08]	Under Review by VSBA
C33	Student Assessment [2/10/16]	Under Review by VSBA
E30	School-Community Relations [8/1/09]	Under Review by VSBA
E32	Visits by parents, Community Members or Media [8/1/09]	Under Review by VSBA

A. BOARD OPERATIONS

Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
A1	Board Member Conflict of Interest	10/11/19	A20	Board Meetings, Agenda Preparation & Distribution	03/03/20	A30	Role and Adoption of School Board Policies	10/16/21
			A21	Public Participation at Board Meetings	03/03/20	A31	Board Member Education	01/17/22
			A22	Notice of Non-Discrimination	08/30/20	A32	Board Goal-Setting & Evaluation	Removed
			A23	Community Engagement and Vision	03/03/20	A33	School Visits by Board Members	Removed
			A24	Board/Superintendent Relations	03/03/20	A34	Board Relations with School Personnel	Removed

B. PERSONNEL

Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
B1	Substitute Teachers *Cross reference: B20	4/18/22	B20	Personnel Recruitment, Selection, Appointment, and Background Checks	03/03/20	B30	Staffing and Job Descriptions	Under Review
B2	Volunteers and Work Study Students	10/11/19	B21	Professional Development	03/03/20	B31	Educator Supervision & Evaluation: Probationary Teachers	Under Review
B3	Alcohol and Drug Free Workplace	03/03/20	B22	Complaints About Personnel	03/03/20	B32	Personnel Files	Under Review
B4	Drug & Alcohol Testing of Transportation Employees	10/11/19				B33	Resignations	Removed
B5	Employee Unlawful Harassment *Cross reference: Harassment, Hazing & Bullying of Students, Board Commitment to Non-Discrimination, Prevention of Sexual Harassment as Prohibited by Title IX	10/20/20						
B6	HIPAA Compliance	Removed						
B7	Tobacco Prohibition	10/11/19						
B8	Electronic Communications between Employees & Students	6/25/20						

C. STUDENTS

Required Policies			Recommended Policies			Policies to Consider		
CODE	Policy	Updated		Policy	Updated		Policy	Updated
C1	Student Records	02/08/22	C20	Student Conduct and Discipline	Under Review	C30	Student Medication	Under Review
C2	Student Drugs & Alcohol	Under Review	C21	Search and Seizure of Students by School Personnel	08/30/20	C31	Admission of Resident Students	Removed
C3	Transportation	10/11/19	C22	Student Activities (Elementary)	Under Review	C32	Eighteen Year Old Students	Removed
C4	English Learners	Under Review	C23	Student Clubs & Activities (Secondary)	Under Review	C33	Student Assessment	Under Review
C5	Firearms	11/18/20	C24	Interscholastic Sports	Under Review	C34	Restraint and Seclusion	See C70
C6	Home Study Students	10/11/19	C25	Admission of Non-Resident Tuition Students	03/03/20			
C7	Student Attendance	02/15/22	C26	Tuition Payment	Temporarily Removed			
C8	Pupil Privacy	01/17/22	C27	Student Self-Expression and Student Distribution of Literature	09/18/13			
C9	Nutrition & Wellness	Under Review	C28	Transgender and Gender Nonconforming Students	Under Review			
C10	Prevention of Harassment, Hazing & Bullying Policy	12/02/15	C29	District Equity Policy	07/21/20			
C10-P	Prevention of Harassment, Hazing & Bullying Procedures	12/02/15	C70	Restraint and Seclusion	01/25/22			
C11	Student Freedom of Expression	08/01/19						
C12	Prevention of Sexual Harassment as Prohibited by Title IX	09/01/20						
C13	Homeless Students	Under Review						
C14	Policy on Section 504 and ADA Grievance Protocol for Students and Staff	01/31/22						

D. INSTRUCTION

Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
D1	Proficiency Based Graduation Requirements	03/03/20	D20	Curriculum Development and Coordination (SU)	09/18/13	D30	Field Trips	Removed 07/2020
D2	Grade Advancement	Removed	D21	Educational Support System	09/18/13	D31	Selecting Library Materials (see D22)	Removed
D3	Responsible Computer Internet & Network Use	08/01/19	D22	Selection of Library Materials	05/11/22	D32	Selection of Instructional Materials	Removed
D4	Title One Comparability	12/03/15				D33	Local Action Plan	Removed
D5	Animal Dissection	10/11/19						
D6	Class Size Policy	10/11/19						
D7	Special Education	10/11/21						

E. SCHOOL-COMMUNITY RELATIONS

Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
E1	Title 1, Part A Parent and Family Engagement	09/24/21	E20	Community Use of School Facilities	12/21/20	E30	School-Community Relations	Under Review
			E21	Distribution of Non-School Sponsored Literature in Schools *Cross reference: Student Self Expression, Community Use of Facilities	11/26/07	E31	Parental Involvement	Removed 07/2020
						E32	Visits by Parents, Community Members or Media	Under Review

F. NON-INSTRUCTIONAL OPERATIONS

Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
F1	Travel Reimbursement	08/01/19	F20	Fiscal Management and General Financial Accountability	03/25/09	F30	Budgeting	Removed
			F21	Financial Reports and Statements *Cross reference: Budgeting	02/25/09	F31	Emergency Closing	Removed 07/2020
			F22	Electronic Communications Use and Retention	09/17/20	F32	School Crisis Prevention & Response/Procedures for Bomb Threats	Removed
			F23	Capitalization of Assets	11/03/16	F33	HIV Policy (see F27)	Removed 03/2022
			F24	Prevention of Conflict of Interest in Procurement	11/06/16			
			F25	Access Control	10/24/19			
			F26	Security Cameras	10/24/19			
			F27	Communicable Disease Mitigation for Students & Staff (replaces F33)	03/17/22			

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****CODE: B 1****1ST READING: 01/28/2021****2ND READING: 02/11/2021****ADOPTED: 02/11/2021**

SUBSTITUTE TEACHERS**Policy**

It is the policy of the Barre Unified Union School District (BUUSD) to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy.

Qualifications

No person will be placed on the qualified substitute list unless that person has graduated from high school. ~~Any person employed under this policy must complete a training session for substitute teachers each year, including information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. 563(a).~~

Unlicensed Persons

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

Licensed Educators

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

Administrative Responsibilities

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

The superintendent or designee will provide substitute teachers with information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. § 563a. Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the principal.

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

SUBSTITUTE TEACHERS

ADOPTION NOTES – This text box, the disclaimer, and all highlights within the policy should be removed prior to adoption.

(a) General – As with all model policies, VSBA recommends that each board carefully review this model prior to adoption to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures.

Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.

(b) Legal references are listed for convenience, but do not need to be included in the policy as adopted.

(c) Any model policies listed under "cross-reference" indicate a reference to another related VSBA model policy. A district should check its own current policies to assure internal consistency.

(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Statement of Policy It is the policy of the _____ School District (District) to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy.

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

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

Administrative Responsibilities A list of qualified substitute teachers, organized by grade level and subject, will be developed by the superintendent or designee for all schools in the District.

The superintendent or designee will provide substitute teachers with information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. § 563a. Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the principal.

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

<i>VSBA Review:</i>	<i>April 18, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>Vt. Standards Board for Professional Educators Rules §§ 5381 et seq.</i>
	<i>16 V.S.A. § 563a (Prevention, Identification and Reporting of Child Sexual Abuse)</i>
	<i>16 V.S.A. § 558 (Employment of School Board Members)</i>
	<i>16 V.S.A. § 251 et seq. (Access to Criminal Records)</i>
<i>Cross Reference:</i>	<i>Personnel: Recruitment, Selection, Appointment and Criminal Records Checks</i>

DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****CODE: E 1****1ST READING: 5/9/2019****2ND READING: 6/13/2019****ADOPTED: 6/13/2019**

TITLE 1, PART A PARENTAL INVOLVEMENT POLICY**1. POLICY**

The Barre Unified Union School District (BUUSD) maintains programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in school district and school level compacts.

2. DEFINITION

Compact: Agreement between the school district/supervisory union and the parent/family/community.

School District: Refers to the LEA (Local Educational Agency) which in Vermont is the Supervisory Union (or Supervisory District for communities with no Supervisory Union)

School Level: Refers to the compact for each school, regardless of the governance structure of: (a) one school/one district; (b) multiple schools/one district.

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

School District Parental Involvement Compact

The Superintendent or his or her designee, shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A requirements. The LEA Compact shall include: (1) the school district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions required by law. The Superintendent or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I Part A.

School Level Parental Involvement Compact

Each building principal, or his or her designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement Compact shall include: (1) a process for continually involving parents in its development and implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and

parents build and develop a partnership to help students achieve the State's standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

CODE E1

(Required) ^[1]

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT

Instructions: Please delete the brackets and italic instruction/prompts before adopting the policy or approving procedure. Policy, procedure, and compact are not complete until all highlighted prompts and notes are addressed below and developed jointly with parents and families of participating Title I students.

Title I, Part A Parent and Family Engagement Policy

It is the policy of the [SU/SD name] (LEA) to plan and implement effective needs-based Title I programs, activities, policies and procedures with meaningful consultation and involvement of participating Title I parents and family members that comply with all parent and family engagement requirements, specifically those required by federal statute. As such the LEA is responsible for ensuring compliance with development and implementation of the following three documents:

1. LEA PARENT AND FAMILY ENGAGEMENT POLICY: As a Title I Part A served LEA we will outline and describe the ways in which we will be responsible for and address the Parent and Family Requirements listed and will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy that meets all requirements described below.

2. SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PROCEDURE: Each of our school(s) served by Title I Part A will outline and describe the ways in which the school will be responsible for and address the Parent and Family Requirements listed. Each school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement procedure, agreed on by such parents, that will describe the means for carrying out the requirements described below.

2a. SCHOOL-PARENT COMPACT: Each of our school(s) served by Title I Part A, as part of their Parent and Family Engagement Procedure, will develop jointly with, agree on with, and distribute to, parents and family members of participating children a School-Parent compact to outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards.

Definitions:

Local Education Agency: for purposes of this policy, a supervisory union or supervisory district is the local education agency (LEA).

Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). ^[2]

Parent and Family Engagement (PFE): The inclusion of parents, families, schools, and communities in order to support learning and improve schools. Opportunities for the informed participation of parents and family members, including those who have limited English proficiency, those who have disabilities, and those of migratory children.

Implementation

The [SU/SD name] will ensure the successful development and implementation of the written LEA Parent and Family Engagement Policy, School Parent and Family Engagement Procedure(s), and School-Parent Compact(s) and will address all requirements in specific detail with review and revision on a periodic and timely basis.

1. LEA Parent & Family Engagement Policy ^{[3], [4]}

[SU/SD Name]

[School Year: XXXX-XXXX] [Date of last revision: XXXX]

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, the [SU/SD Name] receives Title I, Part A funds. Therefore, the [SU/SD name] will develop, with the parents and family members of participating students, a written parent and family engagement policy. This policy will outline the Local Education Agency's (LEA) expectations and objectives for meaningful parent and family engagement and the ways in which the LEA will implement and support opportunities for parent and family involvement in order to improve student academic achievement.

Part I: General Requirements and Expectations

1. In order to support increased parent and family engagement to improve student academic achievement, the [SU/SD name] has the following objectives:

[Please list general LEA-wide objectives, expectations, and/or goals for meaningful and effective parent and family engagement]

2. The [SU/SD name] agrees to take the following actions to involve parents and family members in the joint development of its Local Educational Agency Plan:

[List/describe how parents will be involved in the development of the LEA Plan. This may include opportunities for parents and family members to provide feedback or input, methods of communication/distribution of information, variable meeting times, etc.]

3. The [SU/SD name] agrees to take the following actions to involve parents and family members in the joint development of Support and Improvement:

[List/describe how parents will be involved in the development of the schools' support and improvement plans. This may include opportunities for parents and family members to provide feedback or input, methods of communication/distribution of information, variable meeting times, etc.]

4. The [SU/SD name] agrees to take the following actions to provide coordination, technical assistance, and other support necessary in order to build capacity for parent and family engagement activities to improve student achievement and school performance:

[List/describe how the LEA will provide support to its Title I school(s) in planning/implementing parent and family engagement activities. These activities should include the development of the School PFE Policy, the School-Family Compact, and all other Title I PFE requirements. This may include meaningful consultation with employers, business leaders, and philanthropic organizations. This may also include professional development, workshops, trainings, and other opportunities to provide support to increase parent and family engagement.]

5. The [SU/SD name] will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent & Family Title I, Part A Parent & Family Engagement Policy in improving the academic quality of all its Title I schools. The evaluation will include identifying the following:

- Barriers to greater family participation in Title I parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
- Strategies to support successful school and family interactions

The [SU/SD name] agrees to take the following actions to conduct this annual evaluation:

[List/describe actions, such as how the evaluation will be conducted, who will conduct it, the roles parents and family members will play, etc. Evaluations may take the form of surveys, interviews, etc.]

6. The [SU/SD name] agrees to take the following actions to use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise the LEA Parent & Family Engagement Policy, if necessary:

[List/describe how findings will be analyzed, how findings will be used to determine strategies, the roles of parents and family members, methods of communication/distribution of information, etc.]

7. The [SU/SD name] agrees to take the following actions to involve parents in the activities of the schools:

[List actions, which may include establishing a parent advisory board that adequately represents the needs of the population served by the LEA in order to develop, revise, and review the parent and family engagement policy.]

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership among the schools, parents, and the community in order to improve student achievement, the [SU/SD name] will use the following strategies:

8. The [SU/SD name] will provide assistance to parents of children served by the LEA in understanding the following topics:

- The challenging State academic standards
- State and local academic assessments
- Title I, Part A requirements
- How to monitor their child's progress
- How to work with educators to improve their children's achievement

The [SU/SD name] agrees to take the followings actions in order provide this assistance:

[List activities the LEA may provide, such as workshops, conferences, online and printed resources, webinars, meetings, trainings, and any other equipment or materials that may be necessary]

9. The [SU/SD name] agrees to provide materials and training, as appropriate, to help parents work with their children to improve their children's achievement:

[List activities the LEA may provide, such as workshops, conferences, classes, online and printed resources, meetings, and other materials. Examples may include literacy training or using technology.]

10. The [SU/SD name] agrees to take the following actions to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:

- The value of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- How to implement and coordinate parent programs
- How to build ties between parents and school

[List activities the LEA may provide, such as professional development, workshops, conferences, classes, online and printed resources, meetings, and any other equipment or materials that may be necessary. Include description of the role of parents and family members.]

11. The [SU/SD name] will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The [SU/SD name] agrees to take the following actions to coordinate and integrate parent involvement programs:

[Describe/List how the district will coordinate with other organizations, programs, and community partners to provide additional supports and resources to families. This may include public preschool programs/Kindergarten readiness programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.]

12. The [SU/SD name] agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:

[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

13. The [SU/SD name] agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

[List actions, including how LEA will provide opportunities for parent and family requests, other ways in which LEA will support parent engagement, etc.]

Additional Building Capacity Options

NOTE: The LEA, in consultation with parents and family members, may include additional programs and activities designed to build capacity for parent and family involvement in Title I schools in order to improve student achievement. Any or all of these activities may be included in the LEA's policy at the discretion of the LEA, in agreement with the parents and family members of participating children. If the LEA chooses to include any additional discretionary activities, a description of how the LEA will implement or accomplish those items will be included.

PART III. Policy Adoption

This LEA's Parent & Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. [Include MM/DD/YYYY that review with parents/families occurred and where/how documentation will be maintained]. This policy was adopted by the [SU/SD name] on [Date MM/DD/YY] and will be in effect for the period of [School Year XXXX-XXXX]. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before [Date MM/DD/YY].

2. School Parent & Family Engagement Procedure

[School Name]

[School Year: XXXX-XXXX] [Date of last revision]

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, [Title I School name] receives Title I, Part A funds. Therefore, [Title I School name] will develop, with the parents and family members of participating students, a written parent and family engagement procedure. This procedure will outline how this school will involve parents and family members in procedure development and build capacity for parent and family engagement in order to improve student academic achievement.

Part I: Procedure Involvement

NOTE: The procedure will include a description of how the school will implement or accomplish the following requirements. It will likely be necessary for each Title I school to have their own individualized School Parent and Family Engagement Procedure based on the varying needs of that school from the other Title I schools within the district especially if the district operates both Title I Targeted Assistance Programs, and Schoolwide Programs based on their inherent differences.

1. [Title I School name] will hold an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the school's participation in Title I, to explain the Title I, and to inform parents of their right to be involved. The [Title I School name] agrees to take the following actions:

[Describe when and where the meeting will be held, how invitations/information will be communicated to parents, how feedback and input from parents and family members will be collected, etc.]

2. [Title I School name] agrees to offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parent involvement.

[List actions school will take to offer flexibility and encourage parent involvement in meetings]

3. [Title I School name] agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs in the following ways:

4. [Title I School name] agrees to involve parents in an organized, ongoing, and timely way [Describe how information will be communicated to parents, how feedback and input from parents and family members will be collected, any meetings that may be held, etc.] in the planning, review, and improvement of the School Parent &

Family Engagement Policy and in the joint development of the schoolwide program plan in the following ways:

[Describe how information will be communicated to parents, how feedback and input from parents and family members will be collected, any meetings that may be held, etc.]

5. [Title I School name] agrees to provide parents of participating children the following:

- Timely information about Title I programs
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used, and the achievement levels of the challenging State academic standard
- Opportunities for regular meetings for parents to make suggestions and participate in decisions relating to the education of their children
- Responses to these suggestions as soon as practicably possible The school agrees to provide these in the following ways:

[Describe how information will be communicated to parents, how feedback, input, and requests from parents and family members will be collected, reviewed, and responded to, any meetings that may be held, etc.]

6. [Title I School name] agrees to take the following actions to submit any parent comments about the schoolwide program plan when the school makes the plan available to the LEA, if the schoolwide program plan is not satisfactory to the parents of participating children:

[List actions, including how the school will communicate with the parents, receive feedback and input, etc.]

7. [Title I School name] agrees to take the following actions to jointly develop with participating parents a school-parent compact, outlining how parents, school staff, and students will share the responsibility for improved student academic achievement:

[Describe when and where meetings will be held, how invitations/information will be communicated to parents, how feedback and input from parents and family members will be collected, roles of parents and family members, etc.]

8. [Title I School name] agrees to take the following actions to provide opportunities for the informed participation of parents and family members, including providing information and school reports required, in a format and language that parents can understand:

[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership between the school, parents, and the community in order to improve student achievement, [Title I School name] will use the following strategies:

9. [Title I School name] will provide assistance to parents of children served by the school in understanding the following topics:

- The challenging State academic standards
- State and local academic assessments
- Title I, Part A requirements
- How to monitor their child's progress
- How to work with educators to improve their children's achievement

The school agrees to take the followings actions in order provide this assistance:

[List activities the school may provide, such as workshops, conferences, online and printed resources, webinars, meetings, trainings, and any other equipment or materials that may be necessary]

10. [Title I School name] agrees to provide materials and training, such as literacy and technology workshops, as appropriate, to help parents work with their children to improve their children's achievement:

[List activities the school may provide, such as workshops, conferences, classes, online and printed resources, meetings, and other materials]

11. [Title I School name] agrees to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:

- The value of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- How to implement and coordinate parent programs
- How to build ties between parents and school

The school agrees to take the following actions to provide this support:

[List activities the school may provide, such as professional development, workshops, conferences, classes, online and printed resources, meetings, and any other equipment or materials that may be necessary]

12. [Title I School name] will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in

more fully participating in the education of their children. The school agrees to take the following actions to coordinate and integrate parent involvement

programs:

[Describe/List how the school will coordinate with other organizations, programs, and community partners to provide additional supports and resources to families. This may include public preschool programs/Kindergarten readiness programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.]

13. [Title I School name] agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:

[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

14. [Title I School name] agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

[List actions, including how school will provide opportunities for parent and family requests, other ways in which the school will support parent engagement, etc.]

Additional Building Capacity Options

NOTE: The school, in consultation with parents and family members, may include additional programs and activities designed to build capacity for parent and family involvement in Title I schools in order to improve student achievement. If the Title I school elects to incorporate these activities will be listed here with specific descriptions for implementation.

PART III. Procedure Approval

NOTE: Title I Schools should follow their local procedure for procedure approval.

This School Parent & Family Engagement procedure has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

[Include MM/DD/YYYY that review with parents occurred and where/how documentation will be maintained]. This procedure was approved by the [Title I School name] on [Date MM/DD/YY] and will be in effect for the period of [School Year XXXX-XXXX]. The Title I School will distribute this procedure to all parents of participating Title I, Part A children on or before [Date MM/DD/YY].

2a. School-Parent Compact

NOTE: It is each Title I School's responsibility to ensure that compacts are developed and disseminated to parents annually (at the start of the school year). Documentation will be maintained that clearly shows when and how this was done.

[Title I School Name]

[Principal]

[School phone number]

[Website]

[Last Revised: MM/DD/YYYY]

What is a School-Parent Compact?

The School-Parent Compact is a written document designed to build partnerships, be jointly developed with parents and families of Title I Participating students that clearly outlines the goals and shared responsibilities of students, parents, and the entire school staff in improved student academic achievement.

Our Goals

- District goals [include measurable district goals from local planning in family friendly language and actions the district will take to achieve them]
- Schools Goals [include measurable school goals from local planning in family friendly language and actions the school will take to achieve them]

Shared Responsibility [describe the shared responsibility that teachers, parents, and students all share for the improvement of student academic achievement]

- Teachers will: [explain how teachers will provide high-quality curriculum, offer support, and create an effective learning environment]
- Parents will: [provide actions parents will take to be responsible for supporting their children's learning and positive use of extra-curricular time]
- Students will: [provide actions students will take to be responsible for their own learning and academic success]

Building Partnerships [provide information about ongoing parent and family engagement events/opportunities, information on who to contact for volunteer/observation opportunities, information about how parents can participate in decisions relating to their children's education]

Communication [describe how school staff will maintain regular two-way communication with family members]

Jointly Developed [describe how parents, teachers, and students worked together to develop/revise the compact, opportunities to participate in future revisions, information on how parents can contribute comments]

This School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. [Include MM/DD/YYYY that review with

parents occurred and where/how documentation will be maintained]. This compact was approved by the [Title I School name] on [Date MM/DD/YY] and will be in effect for the period of [School Year XXXX-XXXX]. The Title I School will distribute this procedure to all parents of participating Title I, Part A children on or before [Date MM/DD/YY].

<i>VSBA Version:</i>	9/24/2021
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference:</i>	20 USC § 7801(38) 20 U.S.C. § 6318 16 V.S.A § 43
<i>Cross Reference:</i>	

[1] This policy is mandatory for LEAs and schools that receive Title I, Part A funds. 20 U.S.C. § 6318(a)(2).

[2] 20 USC § 7801(38) definition of term “parent.”

[3] 20 U.S.C. § 6318

Special Rule: If the school has a parent and family engagement policy that applies to all parents and family members, the school may amend that policy, if necessary, to meet the requirements.

[4] 20 U.S.C. § 6318

Amendment: If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, the LEA may amend that policy, if necessary, to meet the requirements.

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****CODE: A30****1ST READING: 5/9/2019****2ND READING: 6/13/2019****ADOPTED: 6/13/2019**

ROLE AND ADOPTION OF SCHOOL BOARD POLICIES**1. POLICY**

It is the intent of the Barre Unified Union School District (BUUSD) to outline direction and goals for the successful, consistent, and efficient operation of the district through the adoption of policies. BUUSD policies will be in compliance with Vermont and federal law and regulations.

2. DEFINITIONS

Policies are principles adopted by the school board to chart a course of action. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel.

Procedures (also referred to as rules or regulations) are developed by the Superintendent, his or her designee, or school administrators to provide for the management of the schools by describing how tasks will be carried out and board policies will be implemented.

3. POLICY DEVELOPMENT

In order to ensure efficient development and implementation of school board policies in the Barre Unified Union School District, the BUUSD Board, or a subcommittee thereof, will determine when BUUSD Policies should be developed or revised. The Superintendent or designee will assist the BUUSD Board in determining the need for policy development or revision in specific areas and will advise the BUUSD Board on policy content. Comment and information may be sought in areas such as the following:

- a. The specific need for the policy
- b. The scope of the policy with regard to establishing appropriate roles for the board and the administration
- c. The effect of the proposed policy on administrators, students, teaching staff and the community
- d. Samples of similar policies of other boards
- e. Applicable provisions of state and federal law

- f. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

4. POLICY ADOPTION

Policies will be adopted by the BUUSD Board using the following steps:

- a. The policy is developed or revised by the BUUSD Policy Committee
- b. A 1st Reading is passed by the BUUSD Board
- c. A 2nd Reading/Adoption is passed by the BUUSD Board

5. POLICY DISSEMINATION, ADMINISTRATION & REVIEW

5.1 Dissemination - When policies are adopted, the Superintendent will publish and make them available to the public, students, and school personnel. A copy of the BUUSD Policy Manual will be available on the BUUSD website. The student handbooks will include BUUSD Policies related to student activities and conduct. The teacher handbooks will include BUUSD Policies related to teachers' responsibilities.

5.2 Administration - BUUSD Policies will be administered through procedures and directives of the Superintendent and administrators.

5.3 Policy Review - The superintendent will advise the BUUSD Board when revisions to adopted policies are required or otherwise appropriate. In addition, the BUUSD Board, or subcommittee thereof, will develop a policy review schedule to ensure that all BUUSD Policies are reviewed at least once every five years and, if necessary or appropriate, revised or repealed in response to changing legislation or other altered circumstances.

6. NON-SUBSTANTIVE CHANGES

For policies that have already been warned and adopted, if formatting and/or non-substantive changes are needed to ensure consistency in the policy manual and/or grammatical expedience, those corrections can be made and voted on for adoption without a first and second reading.

7. DUPLICATE POLICIES

When in the process of revising policies and duplicate policies exist, the BUUSD will operate on the newest approved BUUSD Policy until older policies can be rescinded.

CODE A30

(Policy to Consider)

ROLE AND ADOPTION OF SCHOOL BOARD POLICIES

It is the intent of the _____ Supervisory Union/Supervisory District (SU/SD) board to outline direction and goals for the successful, consistent, and efficient operation of the school(s) through the adoption of policies. School district policies will be in writing, codified, and made available to the public and will be in compliance with Vermont and federal law and regulations.

Definitions

- **Policies** guide the school board, administrators and other district employees, students, parents/guardians and community members by stating district goals and establishing parameters for administrative action.
- **Procedures** (also referred to as rules or regulations) are developed by the superintendent or designee to provide for the management of the public schools in the SU/SD by describing how tasks will be carried out and board policies will be implemented.

Policy Development

In order to ensure efficient development and implementation of school board policies in the SU/SD, the SU/SD board, or a subcommittee thereof, will determine when school board policies in the SU/SD should be developed or revised. The superintendent will assist the SU/SD board in determining the need for policy development or revision in specific areas and will advise the SU/SD board and member boards within the SU/SD on policy content.

When the SU/SD board has approved a policy for distribution to the member boards of the SU/SD, the policy will be distributed by the superintendent for consideration by each member board. The adopting board will seek appropriate public comment and administrative guidance as it considers proposals for policy development or revision. Comment and information may be sought in areas such as the following:

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

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Policy Adoption^[1]

After consideration of the comments and information provided by interested individuals, the adopting board may adopt or revise a policy developed by the SU/SD board. A policy may be adopted at a

regular or special meeting of the school board, after the board has given at least 10 days prior public notice of its intent to adopt the policy and has stated in its notice the substance of the proposed policy.

Policy Dissemination, Administration & Review

Dissemination

When policies are adopted, the superintendent will publish and make them available to the public, students, and school personnel. A copy of the district policy manual will be available during the normal working day in the office and/or library of each school within the district. The student handbook will include board policies related to student activities and conduct. The teacher handbook will include board policies related to teachers' responsibilities.

Administration

Policies will be administered through procedures and directives of the superintendent of schools and members of the management team.

Review

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

<i>VSBA Version:</i>	<i>10/16/2021</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §563 (1) (Powers of school boards)</i>
<i>Cross Reference:</i>	

[1] See 16 V.S.A. §563(1). At the option of the school board, additional requirements for policy adoption or board approval or review of administrative procedures may be established through the inclusion of those requirements in this policy.

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY****CODE: A31**1ST READING: 9/12/20192ND READING: 10/10/2019

ADOPTED: 10/10/2019

BOARD MEMBER EDUCATION**Policy**

It is the policy of the Barre Unified Union School District to encourage and support board members' efforts to remain knowledgeable about their roles and the issues with which they deal.

Implementation

Individual board members will take advantage of opportunities to understand their roles, educational issues in general, school programs, ~~State Department~~ Vermont Agency of Education functions and legislative activities. In developing professional training for school board members, the board may consider topics such as educational equity, dispute resolution, conflict of interest, etc. The superintendent and board chair will be responsible for assuring that information on leadership development opportunities is available to all members. New members will participate in a district orientation session and other opportunities designed to familiarize themselves with all aspects of board operation.

At least annually, the chairs of each school board within a supervisory union/supervisory district, the chair of the supervisory union/supervisory district board, and the superintendent will jointly participate in at least eight (8) hours of professional training that addresses educational leadership, roles and responsibilities of the SU/SD board, school district boards and the superintendent, Vermont Open Meeting Law, Vermont law regarding access to public records, collective bargaining, and education funding and school finance laws.

Members who take part in workshops and seminars offered by the Vermont School Boards Association and other organizations will be reimbursed for travel and other expenses related to participation in training activities provided prior approval is obtained from the board, and funds for these purposes are available.

Cross Reference: Board Goal-Setting & Evaluation (A32)

VSBA Version A 31

CODE A31

(Policy to Consider)

BOARD MEMBER EDUCATION

It is the policy of the _____ School District to encourage and support board members' efforts to remain knowledgeable about their roles and the issues with which they deal.

Implementation

Individual board members will take advantage of opportunities to understand their roles, educational issues in general, school programs, Vermont Agency of Education functions, and legislative activities. In developing professional training for school board members, the board may consider topics such as educational equity, dispute resolution, conflict of interest, etc. The superintendent and board chair will be responsible for assuring that information on leadership development opportunities is available to all members. New members will participate in a district orientation session and other opportunities designed to familiarize themselves with all aspects of board operation.

At least annually, the chairs of each school board within a supervisory union/supervisory district, the chair of the supervisory union/supervisory district board, and the superintendent will jointly participate in at least eight (8) hours of professional training that addresses educational leadership, roles and responsibilities of the SU/SD board, school district boards and the superintendent, Vermont Open Meeting Law, Vermont law regarding access to public records, collective bargaining, and education funding and school finance laws.

Members who take part in workshops and seminars offered by the Vermont School Boards Association and other organizations will be reimbursed for travel and other expenses related to participation in training activities provided prior approval is obtained from the board, and funds for these purposes are available.

VSBA Version:	01/17/2022
Date Warned:	
Date Adopted:	
Legal Reference(s):	16 V.S.A 561(b)
Cross Reference:	

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY****CODE: F26****1ST READING: 04/14/2022****2ND READING: 04/28/2022****ADOPTED: 04/28/2022**

ELECTRONIC SURVEILLANCE**Policy**

The BUUSD recognizes the value of electronic surveillance for monitoring activity on school property. It is the policy of the Barre Unified Union School District (BUUSD) to use passive electronic surveillance to assist with the safety and security of the school community.

All video recording is subject to District policies and state and federal law, including the provisions of the Family Education Rights and Privacy Act (FERPA).

Use

Electronic surveillance is used to deter crime and enforce violations of the District's rules and policies, as well as state and federal law. Security devices and measures such as, but not limited to, video cameras, motion detectors and alarms may be installed in any or all school buildings, or in school transportation vehicles to protect school property. Outside lighting and/or video surveillance devices may be installed and maintained at each school building to provide illumination and observation of the immediate grounds.

Camera Placement

The security camera system will be installed in public areas only. These areas may include school buses, grounds, athletic areas, exterior entrances or exits to school buildings, stairwells, corridors, cafeterias, and lobbies. Security camera usage is prohibited in any space where there is a reasonable expectation for privacy, such as restrooms, locker rooms, private offices, and nurse's offices.

Security

Only a designated employee or agent of the BUUSD will install surveillance cameras. Only designated school officials shall have access to the camera equipment and software. Only these school officials shall handle the software or copies of video segments. Video copies shall be stored in a secure area until the end of the current school year, or until the statute of limitations has been reached for a specific policy or law. Video copies may never be sold, publicly viewed or distributed in any other fashion except as approved for by this policy and state and federal law.

Viewing of Live Video

Video monitors used to view live video should not be located in a position that enables public viewing. Live video may only be viewed by school administrators, school officials, school staff members, or school resource officers with a legitimate need, as required by their position

and role. This also includes employees or agents responsible for the technical operations of the system (for technical purposes only).

Video Recordings

Video recordings may only be viewed by school administrators, school officials, or school staff members with a direct involvement with the recorded contents of the specific video recording. This also includes employees or agents responsible for the technical operations of the system (for technical purposes only). Law enforcement personnel and parents and guardians may be permitted to view video recordings on a case-by-case basis, consistent with the requirements of state and federal law.

Use of Video Recordings for Disciplinary Action

Video recordings may be used as a basis for disciplinary action consistent with District policies and state and federal law.

Retention of Video Recordings

A copy of a video recording shall be made and maintained until resolution of an incident which results in a long-term suspension, student injury, or there is a prospect of a legal claim against the district. The copy of the video recording shall be sent to the Superintendent or designee to be kept in a secure location. The district shall comply with all applicable state and federal laws related to record creation, retention, and destruction.

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY****CODE: C 14****1ST READING:****2ND READING:****ADOPTED:**

**Policy on Section 504 and ADA Grievance Protocol for
Students and Staff**

It is the policy of Barre Unified Union School District (BUUSD) not to discriminate on the basis of disability. The District has adopted this internal protocol for prompt handling and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and the ADA prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The District further provides assurance that strictly prohibits any form of retaliation against persons who utilize this Protocol. To the extent possible, confidentiality will be maintained throughout the investigation of a complaint of unlawful discrimination. **Nevertheless, a person is not required to use this protocol and may instead file a complaint directly with the U.S. Department of Education's Office for Civil Rights, Office for Civil Rights, Boston Office:**

U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921

The following protocol is available and shall be distributed to all third parties for their use in filing complaints of discrimination based on disability.

This protocol will be distributed by the Building 504 Coordinators or their designees to all employees prior to the start of co-curricular activities every school year, preferably during the August In – Service, and again with the commencement of co-curricular activities immediately following the December vacation.

It will also be distributed by Building 504 Coordinators, or their designees, to all third parties, at the time of their engagement for services.

Step 1 A person (an employee, student, or third party) who believes that he/she has been discriminated against by the District is encouraged, but is not required,

to discuss the matter informally with the appropriate building principal (when the person is a student) or with his/her immediate supervisor (when the person is an employee). NOTE: If the building principal or the immediate supervisor is the subject of the complaint, or the grievant is not a student or employee, the grievant may, instead, contact the District Section 504 Coordinator. The person receiving the complaint, or their designee, shall investigate and then verbally convey his/her findings to both the person who alleged the violation and the person who **is the subject of the complaint within 10 business days.**

Step 2 If the informal Step 1 process does not resolve the matter, OR if the grievant does not wish to use the informal procedures set forth in Step 1, a written complaint may be submitted to the either the District Section 504 Coordinator or the appropriate school specific Building 504 Coordinator (see list at the end of this document for contact information) who will investigate the complaint. [NOTE: If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent who will appoint another administrator (or third party) to conduct the investigation. If both the Section 504 Coordinator and the Superintendent have involvement with the complaint, the written complaint may be submitted to the Director of Human Resources.]

The complaint shall be in writing and signed by the grievant and include:

1. the grievant's name and contact information;
2. the facts of the incident or action complained about;
3. the date of the incident or action giving rise to the complaint;
4. the type of discrimination alleged to have occurred;
5. and the specific relief sought;

Or, alternatively, the grievant may use the 504 Complaint Form (attached). Names of witnesses and other evidence as deemed appropriate by the grievant may also be submitted. An investigation of the complaint will begin within 10 business days following the submission of the written complaint.

The investigation may be informal, but it must be thorough and shall include an interview of the parties and witnesses, a review of relevant evidence, and any other steps necessary to ensure a prompt and thorough investigation of the complaint.

A written disposition of the complaint shall be issued within 10 business days of completion of the investigation, unless a specific written extension of time is provided to the parties.

Copies of the disposition, subject to FERPA confidentiality, will be given to both the grievant and the person who is the subject of the complaint. If discrimination was found to have occurred, the disposition will include the steps that the District will take to prevent recurrence of any discrimination and to correct its discriminatory effects on the grievant and others, if appropriate.

Step 3 If the grievant wishes to appeal the decision in Step 2, he/she may submit a signed, written appeal to the Superintendent (or Board if the Superintendent is the subject of the complaint) within 15 business days after receipt of the written disposition. The Superintendent/Board or his/her designee shall respond to the complaint, in writing, within 30 business days of the date of the appeal. Copies of the response shall be provided to both the grievant and the person who is the subject of the complaint.

The ADA/504 Coordinator(s) will maintain the files and records related to any complaints filed under this protocol.

If you have questions regarding these procedures or desire to file a complaint, please contact either the District 504 Coordinator or Building Section 504 Coordinator.

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****CODE: C 34****1ST READING: 5/9/2019****2ND READING: 6/13/2019****ADOPTED: 6/13/2019**

USE OF RESTRAINT AND SECLUSION**Section 1. Statement of Purpose**

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

Section 2. Definitions. The following terms, as defined in State Board Rule 4500.3, shall apply to this policy.

- 2.1 **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.
- 2.2 **Chemical Restraint** means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:
- a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
 - b. Administered as prescribed by the licensed physician.
- 2.3 **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.
- 2.4 **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 student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

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

2.5 Parent means:

- a. A biological or adoptive parent of the child;
- b. A legal guardian of the child;
- c. 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;
- d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational surrogate Parent Program; or
- e. An educational surrogate parent.

2.6 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.

2.7 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:

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

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

- a. Is based on evidence-based practices;
- b. Is proactive and instructional, rather than reactive;
- c. Can operate on individual, group, classroom, or school wide levels;
- d. Includes a system of continual data collection; and

e. Relies on data-driven decisions.

2.9 **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.

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

2.11 **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.

2.12. **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.

2.13 **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.

2.14 **Supine Physical Restraint** means holding a student on his or her back using physical force for the purpose of controlling the student's movement.

2.15 **Student** means a student enrolled in a school as defined in paragraph 2.10.

Section 3. Policy

The superintendent or his or her designee shall develop administrative procedures to ensure BUUSD compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the components in 3.2 through 3.10.

1. Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.
2. Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.
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 subjected to restraint or seclusion, as established by State Board of Education rules.

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. 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. Processes to ensure that each school in the BUUSD maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.
7. Procedures to ensure that each school in the BUUSD implements follow-up procedures that are consistent with the requirements of State Board of Education rules.
8. Annual notification procedures to ensure that each school in the BUUSD 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. 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 BUUSD's complaint processes.

Section 4. Implementation

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

The superintendent shall report annually to the BUUSD 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 BUUSD policies or procedures.

VSBA Policy - Replacing C 34

CODE C70¹
(Recommended)

USE OF RESTRAINT AND SECLUSION

Section 1. Statement of Purpose

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

Section 2. Definitions

The following terms are defined in State Board Rule 4500.3 and shall apply to this policy.²

- 2.1 Behavioral Intervention Plan
- 2.2 Chemical Restraint
- 2.3 Functional Behavioral Assessment
- 2.4 Mechanical Restraint
- 2.5 Parent
- 2.6 Physical Escort
- 2.7 Physical Restraint
- 2.8 Positive Behavioral Interventions and Supports
- 2.9 Prone Physical Restraint
- 2.10 School
- 2.11 School Personnel
- 2.12 Seclusion
- 2.13 Substantial Risk
- 2.14 Supine Physical Restraint
- 2.15 Student

Section 3. Policy

The superintendent or designee shall develop administrative procedures to ensure district/supervisory union compliance with the requirements of Vermont State Board of Education Rule 4500. 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.³

¹ The State Board Rules do not require adoption of a policy by individual school boards, however the VSBA recommends that boards consider adopting a policy, based on this model, that requires compliance with the Rule 4500 and establishes criteria for the development of administrative procedures to implement practices consistent with the Rule.

² Each of the terms defined in this model policy is defined in State Board Rule 4500.3.

³ See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

2. Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.⁴
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 subjected to restraint or seclusion, as established by State Board of Education rules.⁵
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.⁶
5. Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Secretary of the Vermont Agency of Education under circumstances and within the time limitations required by State Board of Education rules.⁷
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.⁸
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.⁹
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.¹⁰
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 the Board in Policy (insert reference to board policy on complaints).¹¹

Section 4. Implementation

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Agency of Education unless a plan is submitted to the Secretary

⁴ See SBE Rule 4501.2.

⁵ See SBE Rule 4502.

⁶ See SBE Rules 4502.3 and 4502.4.

⁷ See SBE Rule 4503.

⁸ See SBE Rule 4504.

⁹ See SBE Rule 4505.

¹⁰ See SBE Rule 4506.

¹¹ See SBE Rule 4507

of Education demonstrating how a training program not recommended by the Agency of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.¹²

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include any recommendations for changes, if any, related to school district/supervisory union policies or procedures.¹³

<i>VSBA Version:</i>	<i>January 25, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>Vermont State Board of Education Rule 4500-4510 16 V.S.A. 563</i>
<i>Cross Reference:</i>	<i>C1 Student Records</i>

¹² See SBE Rule 4509, 4510.

¹³ 16 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.