



Barre Unified Union School District
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

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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: December 13, 2022

RE: BUUSD Policy Committee Meeting
December 19, 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 November 21, 2022
5. New Business
 - 5.1. BUUSD Policy Index Review
 - 5.2. VSBA Policy Notes
 - 5.3. Student Conduct and Discipline Policy (C15) (Required) (VSBA Change 11/15/22 - Formerly C20 Rescind after adoption)
 - 5.4. Personnel Recruitment, Selection, Appointment, and Background Check (B20) (Recommended) (VSBA Change - 11/1/2022)
 - 5.5. Student Drugs and Alcohol (C2) (Required)(VSBA Change 11/1/22)
 - 5.6. Student Athletics, Clubs, and Activities (C22) (Recommended) (VSBA Change 11/1/22; Replaces C23 & C24 Rescind after adoption)
 - 5.7. Selection of Instructional Materials (D23) (Recommended) (VSBA Change 11/1/22; Replaces D32 Rescind after adoption)
6. Old Business
 - 6.1. Title I, Part A: Parent and Family Engagement (E1) (Required)
 - 6.2. Students Who Are Homeless (C13) (Required)

7. Other Business
8. Items for Future Agenda
9. Next Meeting Date: January 16, 2022, 6:00 pm, SHS Library or via Google Meet
10. Adjournment

Parking Lot of Items:

- A. Communicable Disease Mitigation Measures for Students and Staff (F27) (Recommended) (VSBA New Replaces F33)
- B. Board Meetings, Agenda Preparation and Distribution (A20)
- C. English Learners (C4) (Required) (VSBA Changes 12/5/22)

Under Review by VSBA

- A. Educational Support System (D21) (Recommended)
- B. Transgender and Gender Nonconforming Students (C28) (Recommended)
- C. Student Medication (C30) (Consider)
- D. Student Assessment (C33) (Consider)
- E. School-Community Relations (E30) (Consider)
- F. Visits by Parents, Community Members or Media (E32) (Consider) (Not BUUSD Policy)
- G. Staffing and Job Descriptions (B30) (Consider)(Not adopted By BUUSD 1/28/21)
- H. Educator Supervision & Evaluation: Probationary Teachers (B31) (Consider) (Not adopted By BUUSD 1/28/21)
- I. Personnel Files (B32) (Consider) (Not adopted By BUUSD 1/28/21)
- J. Fiscal Management & General Financial Accountability (F20) (Bd Adopted 5/2022; VSBA under review again)
- K. Financial Reports and Statements (F21) (VSBA under review; not BUUSD Policy)
- L. Capitalization of Assets (F23) (Recommended)

BOARD/COMMITTEE MEETING NORMS

1. Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
2. Make decisions based on clear information
3. Honor the board's decisions
4. Keep meetings short and on time
5. Stick to the agenda
6. Keep remarks short and to the point
7. Everyone gets a chance to talk before people take a second turn
8. 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
November 21, 2022 – 6:00 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Chris Parker, Chair (BT)
Alice Farrell (BT)
Thomas Kelly (BC Community Member)
Jon Valsangiacomo – (BT Community Member)

COMMITTEE MEMBERS ABSENT:

Giuliano Cecchinelli, II, Vice Chair (BC)
Tim Boltin (BC)

OTHER BOARD MEMBERS PRESENT:

Sonya Spaulding

ADMINISTRATORS AND STAFF PRESENT:

Chris Hennessey, Superintendent
Luke Aither, SHS Co-Principal

GUESTS:

Michael Boutin Andy McMichael Sue Paxman

1. Call to Order

The Chair, Ms. Parker, called the Monday, November 21, 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

Sue Paxman addressed the Board, regarding Policy C10 (Policy on the Prevention of Harassment, Hazing, and Bullying of Students. Ms. Paxman, referring to BTMES only, advised of her belief that there is definitely bullying going on and that she will provide proof at a later date. Ms. Paxman does not believe the policy is being adhered to.

4. Approval of Minutes

4.1 Approval of Minutes – October 17, 2022 Policy Committee Meeting

On a motion by Mrs. Farrell, seconded by Mr. Valsangiacomo the Committee voted 3 to 0 to approve the Minutes of the October 17, 2022 Policy Committee Meeting. Mr. Kelly abstained.

5. New Business

5.1 Review of BUUSD Policy Manual Index

A copy of the BUUSD Policy Manual Index (dated 11/18/22) was distributed.

It was noted that a 'Procedure' column has been added to the document. The column will be updated to indicate when procedures are created and linked to policies as appropriate. It was noted that some policies contain procedures when required by law, and the column should be updated to reflect that. It was noted that use of the column will need to be refined to indicate additional information, e.g. procedures by school (as necessary – some procedures are district wide, some are building specific). Mrs. Gilbert was thanked for her efforts in tracking VSBA changes and keeping the documented updated.

5.2 VSBA Model Policies

A copy of the VSBA Model Policy Index was distributed.

A document titled 'VSBA Policy Work – BUUSD Status – Updated 11/15/22' was distributed.

Ms. Parker queried regarding whether the VSBA Index is duplicative. Brief discussion was held. It was noted that the VSBA Index is sometimes updated prior to the BUUSD Index. Ms. Farrell queried regarding personalization of policies (at the District level). It was noted that VSBA policies have been modified as appropriate and that more 'personalization' is defined in Procedures. It was noted that changes to VSBA Model policies do require legal vetting.

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5.3 Notice of Non-Discrimination Policy (A22) (Recommended) VSBA Updated 09/12/22

Copies of the BUUSD and VSBA policies were distributed.

A copy of an email from Mr. Hennessey to the Policy Committee (dated 11/18/22) was distributed. The email provides information regarding why VSBA is making policy amendments or recommendations.

Ms. Parker provided a brief overview of the changes. Brief discussion was held regarding the changes. It was noted that Mr. Hennessey sent an e-mail (to Committee Members) regarding the reasons for VSBA policy changes. Mr. Hennessey will provide Mrs. Gilbert with a copy of the email so that it can be posted as an addendum.

On a motion by Mr. Valsangiacomo, seconded by Mrs. Farrell, the Committee voted 3 to 0 to present a First Reading of Policy A22 (Notice of Non-Discrimination) to the Board. Mr. Kelly abstained.

5.4 School Visits by Board Members Policy (A33) (Consider) VSBA Removed

A copy of the Policy was distributed.

Ms. Parker advised regarding the reasons VSBA believes this policy is no longer necessary. Brief discussion was held and it was noted that the District does retain copies of rescinded policies. It was noted that all Board and Committee Members are required to have background checks. Procedures relating to school visits will remain in place.

On a motion by Mrs. Farrell, seconded by Mr. Valsangiacomo, the Committee unanimously voted to recommend that the Board rescind Policy A33 (School Visits by Board Members).

5.5 Board Relations with School Personnel Policy (A34) (Consider) VSBA Removed

A copy of the Policy was distributed.

Ms. Parker advised regarding the reasons VSBA believes this policy is no longer necessary. Brief discussion was held. It was noted that even if the policy is rescinded, procedures/guidelines can remain on the website. Procedure discussion will occur at the Board meeting.

On a motion by Mr. Valsangiacomo, seconded by Mrs. Farrell, the Committee unanimously voted to recommend that the Board rescind Policy A34 (Board Relations with School Personnel) and that the Board hold discussion regarding retaining procedures on the District's website.

5.6 Students Who Are Homeless Policy (C13) (Required) VSBA Updated 09/12/22

Copies of the BUUSD and VSBA policies were distributed.

Ms. Parker provided an overview of the VSBA amendments. It was noted that the VSBA policy did not 'catch' all of the 'first person' changes. Brief discussion was held and the Committee agreed to make some minor amendments to assure consistency within the policy (change 'homeless students' to 'students who are homeless'). Mr. Hennessey will advise VSBA regarding the perceived oversight. In response to a query from a community member, it was noted that the Committee cannot discuss individual student matters. In response to a query, it was noted that the schools assist students (regardless of housing status) with many different issues (hygiene, supplies, laundry, etc.). Mr. Aither suggested that the policy be reviewed and edited to assure 'people first' language. Mr. Hennessey will advise VSBA regarding the findings of the Committee (regarding 'first person' language).

The Committee agreed to have the policy edited, and to bring it back to the Committee level at the 12/19/22 meeting.

5.7 Student Distribution of Literature Policy (C27) (Recommended) VSBA Change 10/03/22

Copies of the BUUSD and VSBA policies were distributed.

Ms. Parker advised regarding the VSBA amendments. Brief discussion was held and the Committee agreed to make minor edits (remove the word 'Director' where it appears in the policy).

On a motion by Mr. Valsangiacomo, seconded by Mrs. Farrell, the Committee agreed to amend the policy as discussed, and to present Policy C27 (Student Distribution of Literature) to the Board for a First Reading.

5.8 Selection of Library Materials Policy (D22) (Recommended) (VSBA Change – Replaces D31)

Copies of the BUUSD and VSBA policies were distributed.

Ms. Parker provided an overview of the changes from VSBA. This policy is now a 'recommended' policy, rather than a policy 'to consider'. If Policy D22 is adopted, Policy D31 can then be rescinded. Brief discussion was held, including creation of procedures that are required by policies. Mr. Hennessey advised that the District currently has capacity issues which are delaying the creation of procedures. Discussion was held regarding the timeframe for procedure creation. Mr. Aither advised that the procedure committee is trying to prioritize procedure development and that all policies have procedures, but they are not necessarily in the same format or

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location. Mr. Aither advised that the schools have operational procedures in place. It was suggested that the 'Procedures' column (on the Policy Index) be split in two (Operational Procedures and Formally Documented Procedures). Mrs. Farrell queried regarding how the District will respond if someone challenges the availability of procedures (are they readily available?). Mr. Kelly queried regarding the method/process for access to procedures, and what procedures are being added or deleted. Mrs. Farrell suggested that the Policy Committee's discussion of procedure development be provided to the Board so that the Board will not need to hold discussion on that matter. Ms. Parker advised that she will be providing an overview at the Board meeting and welcomes additional input from Committee Members.

On a motion by Mr. Valsangiacomo, seconded by Mrs. Farrell, the Committee unanimously voted to present the Board with a First Reading of Policy D22, and to recommend that Policy D31 be rescinded after Policy D22 is adopted.

5.9 Title I, Part A: Parent and Family Engagement (E1) Required (VSBA Change 09/24/21)

Copies of the BUUSD and VSBA policies were distributed.

Mr. Hennessey advised that administrators are not ready to present at this time and there is not much to discuss at this point.

Mr. Hennessey believes that the policy should be ready for presentation at the December meeting. Mrs. Farrell asked if the lack of this policy will have any impact on the CFP grant application. Mr. Hennessey will look into this matter. Brief discussion was held regarding the process for completing the work necessary to move forward with this policy. Policy E1 will be added to the December agenda.

6. Old Business

None.

7. Other Business

In response to a query regarding the status of the inquiry to VSBA (for policy review/comparison of BUUSD Policies to VSBA Policies), Mr. Hennessey advised that he has not yet reached out to Sandra Cameron.

8. Future Agenda Items

December:

- E1 - Title I, Part A: Parent and Family Engagement Policy (Old Business)
- C13 – Students Who are Homeless Policy (Old Business)
- C15 – Student Conduct and Discipline Policy
- B20 – Personnel Recruitment, Selection, Appointment, and Background Checks Policy
- C2 – Student Drugs and Alcohol Policy
- C22 – Student Athletics, Clubs, and Activities Policy
- D23 – Selection of Instructional Materials Policy

9. Next Meeting Date

The next meeting is Monday, December 19, 2022 at 6:00 p.m. at the Spaulding High School Library and via video conference.

10. Adjournment

On a motion by Mrs. Farrell, seconded by Mr. Valsangiacomo the Committee unanimously agreed to adjourn at 7:06 p.m.

Respectfully submitted,

Andrea Poulin

	12/19/2022
67	Adopted Policies

	To Board - 1st Read	To Board - 2nd Read
Color Code Key:	To Committee - Review	

		PROCEDURES													
		Operational			Formally Documented										
SECTION	BUUSD CODE	BTMES	BCEMS	SHS/SEA	BTMES	BCEMS	SHS/SEA	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															
	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	Giuliano requested review; To cmt 10/17; Legal Council should review policy.	
VSBA - Pending Bd Adopt	A22							9/12/2022	11/21/2022	Non-Discrimination	Recommend	12/8/2022		VSBA Change 9/12/22; Bd 2nd read - 01/12/23	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		
	A30							10/16/2021	1/11/2022	Role and Adoption of School Board Policies	Consider	8/25/2022	9/22/2022		A1
VSBA - Cmt Done	A31							1/17/2022	1/11/2022	Board Member Education	Consider	8/25/2022	9/22/2022		
Adopted	7														
B															
PERSONNEL															
VSBA - Cmt Done	B1							4/18/2022	8/8/2022	Substitute Teachers	Required	8/25/2022	9/22/2022		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
VSBA - Pending Cmt Work	B20							11/1/2022	11/15/2022	Personnel Recruitment, Selection, Appointment, & Background Check	Recommend	1/28/2021	2/11/2021	VSBA Change 11/1/22 - To Cmt 12/19	
	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		
Adopted	10														
C															
STUDENTS															
VSBA - Cmt Done	C1							2/8/2022	4/18/2022	Student Records	Required	4/28/2022	5/12/2022		F5
VSBA - Pending Cmt Work	C2							11/2/2022	11/15/2022	Student Drugs & Alcohol	Required	5/9/2019	6/13/2019	VSBA Change 11/1/22 - To Cmt 12/19	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
VSBA - Pending Cmt Work	C4							12/9/2020	12/10/2020	English Learners	Required	1/14/2021	1/28/2021	VSBA Change 12/5/22 - Cmt Parking Lot.	F19
	C5							9/22/2022	1/17/2022	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
VSBA - Cmt Done	C7							2/15/2022	4/18/2022	Student Attendance	Required	4/28/2022	5/12/2022		F25
VSBA - Cmt Done	C8							1/17/2022	4/18/2022	Pupil Privacy Rights	Required	4/28/2022	5/12/2022		F27
	C9							10/11/2019	4/18/2022	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							10/3/2022	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
VSBA - Pending Cmt Work	C13							9/12/2022	11/12/2020	Homeless Students	Required	12/17/2020	1/14/2021	VSBA Changes 9/12/2022; Edit Return to Cmt 12/19	
VSBA - Cmt Done	C14							1/31/2022	2/21/2022	Policy on Section 504 and ADA Grievance Protocol for Students and Staff	Required	8/25/2022	9/8/2022		
VSBA - Pending Cmt Work	C15							11/15/2022	11/15/2022	Student Conduct and Discipline	Required			VSBA Change 11/15/2022- formerly C20 - To Cmt 12/19	C20
Pending Rescind if C15 Adopted	C20							3/3/2020	6/2/2020	Student Conduct and Discipline	Recommend	5/9/2019	6/13/2019	VSBA Removed 11/15/22	F1
	C21							3/3/2021	11/2/2020	Search and Seizure of Students by School Personnel	Recommend	11/12/2020	12/3/2020		F4
VSBA - Pending Cmt Work	C22							11/1/2022	11/15/2022	Student Athletics, Clubs, and Activities	Recommend			VSBA Change - New policy # replaces C23 & C24 - 11/1/22 - To Cmt 12/19	C23 & C24
Pending Rescind if C22 Adopted	C23							11/2/2022	10/10/2022	Student Clubs & Activities	Recommend	5/27/2021	6/10/2021	VSBA Removed 11/15/22	F33
Pending Rescind if C22 Adopted	C24							9/18/2013	5/18/2020	Interscholastic Sports	Recommend	5/9/2019	6/13/2019	VSBA Removed 11/15/22	F12
	C25							3/3/2020	6/2/2020	Admission of Non-Resident Tuition Students	Recommend	5/9/2019	6/13/2019		F14

	12/19/2022
67	Adopted Policies
Color Code Key:	<div>To Board - 1st Read</div> <div>To Board - 2nd Read</div> <div>To Committee - Review</div>

		PROCEDURES													
		Operational			Formally Documented										
SECTION	BUUSD CODE	BTMES	BCEMS	SHS/ SEA	BTMES	BCEMS	SHS/ SEA	LAST VSBA MP UPDATE	CHECKED WITH VSBA UPDATE...	TITLE	VSBA REQUIRE/RECOMMEND/CONSIDER	BUUSD 1st READ DATE	BUUSD APPROVAL DATE	COMMENTS/ACTION	BSU CODE
VSBA - Pending Bd Adopt	C27							10/3/2022	11/1/2022	Student Self-Expression and Student Distribution of Literature	Recommend	12/8/2022		VSBA Change 10/3/22; Bd 2nd read - 01/12/23	F29
VSBA - Under Review	C28							3/3/2020	12/10/2020	Transgender and Gender Nonconforming Students	Recommend	1/28/2021	2/11/2021		
	C29							7/21/2020	9/22/2020	District Equity Policy	Recommend	6/10/2021	6/24/2021		
VSBA - Under Review	C30							6/30/2008	5/18/2020	Student Medication	Consider	5/9/2019	6/13/2019		F6
VSBA - Under Review	C33							2/10/2016	5/18/2020	Student Assessment	Consider	5/9/2019	6/13/2019		F22
	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
	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.	
VSBA - Cmt Done	C70							1/25/22	2/21/22	Use of Restraint and Seclusion	Recommended	10/27/22	11/10/2022		C34
Adopted	28														

D	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
VSBA - Under Review	D21					9/18/2013		Educational Support System	Recommend	5/9/2019	6/13/2019				G7
VSBA - Pending Bd Adopt	D22					5/11/2022	9/22/2020	Modes of Instruction During State of Emergency Due To COVID-19 Pandemic	Recommend	12/8/2022		VSBA Change 5/11/22; Bd 2nd read - 01/12/23			D31
VSBA - Pending Cmt Work	D23					11/1/22	11/15/2022	Selection of Instructional Materials	Recommend			VSBA Change 11/1/22 - Replaces D32 - To Cmt 12/19			D32
Pending Rescind if D22 Adopted	D31					5/11/22	6/2/2020	Selecting Library Materials	Consider	5/9/2019	6/13/2019	VSBA Removed 5/11/22; replaced with D22			G4
Pending Rescind if D23 Adopted	D32					5/11/22	6/2/2020	Selection of Instructional Materials and Sensitive Issues	Consider	5/9/2019	6/13/2019	VSBA Removed 11/1/22; replaced with D23.			G5
Adopted	11														

E										SCHOOL-COMMUNITY RELATIONS					
VSBA - Pending Admin/Cmt Work	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, Admin Edit Return to Cmt 12/19	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	
VSBA - Under Review	E30						8/1/09	6/2/2020	School-Community Relations	Consider	5/9/2019	6/13/2019		H30	
VSBA - Under Review	E32						8/1/09	11/8/21	Visits by Parents, Community Members or Media	Consider			Not BUUSD Policy		
Adopted	3														

F								NON-INSTRUCTIONAL OPERATIONS							
	F1						8/1/2019	5/18/2020	Travel Reimbursement Policy	Consider	5/9/2019	6/13/2019		E11	
VSBA - Cmt Done	F2						8/15/2022	9/12/2022	Policy on Non-Discriminatory Mascots and School Branding	Required	10/27/2022	11/10/2022			
VSBA - Under Review	F20						3/25/2009	5/18/2020	Fiscal Management & General Financial Accountability	Recommend	4/28/2022	5/12/2022		E1	
VSBA - Under Review	F21						2/25/2009	10/12/2022	Financial Reports and Statements	Recommend			Not BUUSD policy		
	F22						9/17/2020	11/12/2020	Electronic Communications Use and Retention	Recommend	1/28/2021	2/11/2021			
VSBA - Under Review	F23						11/3/2016	5/18/2020	Capitalization of Assets	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	10/27/2022	11/10/2022		F41	
VSBA - Pending Cmt Work	F27						2/17/22 new	3/15/22 changed	Communicable Disease Mitigation Measures for Students and Staff (Recommended)	Recommend			NEW VSBA Policy 2/17/22 - Replaces F33 - To Cmt: 5/16/22 - Will seek additional info and revisit at a later date. Not currently BUUSD Policy. VSBA made changes on 3/15/22 .	F33	

	12/19/2022
67	Adopted Policies
Color Code Key:	<div>To Board - 1st Read</div> <div>To Board - 2nd Read</div> <div>To Committee - Review</div>

PROCEDURES															
Operational															
Formally Documented															
SECTION	BUUSD CODE	BTMES	BCEMS	SHS/ SEA	BTMES	BCEMS	SHS/ SEA	LAST VSBA MP UPDATE	CHECKED WITH VSBA UPDATE...	TITLE	VSBA REQUIRE/RECOMMEND/CONSIDER	BUUSD 1st READ DATE	BUUSD APPROVAL DATE	COMMENTS/ACTION	BSU CODE
VSBA - Pending Rescind if F27 Adopted	F33							3/25/2009	5/18/2020	HIV Policy	Consider	5/9/2019	6/13/2019	VSBA replacing with F27 - 3/15/22; Rescind after F27 is Adopted	F32
	F40							N/A	N/A	Scholarship Awards Policy	Does Not Exist	5/9/2019	6/13/2019		E31

Adopted

8

RESCINDED/NOT ADOPTED POLICIES

Removed	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	Recommended policy during COVID.	
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 12/8/22	A33							5/11/2022	11/21/2022	School Visits By Board Members	Consider	9/12/2019	10/10/2019	VSBA Removed; To cmt 11/21 - Bd Rescind 12/8/2022	
Rescinded 12/8/22	A34							5/11/2022	11/21/2022	Board Relationships With School Personnel	Consider	9/12/2019	10/10/2019	VSBA Removed; To cmt 11/21 - Bd Rescind 12/8/2022	
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	
VSBA - Under Review; 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 1/28/2021. Under review again by VSBA	
VSBA - Under Review; 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 1/28/2021. Under review again by VSBA	
VSBA - Under Review; Not Adopted	B32							3/29/09	12/10/2020	Personnel Files	Consider	Not Adopting	Not Adopting	Committe and Board Opted to Not Consider 1/28/2021. Under review again by VSBA	
VSBA - Not Adopted	B33							3/39/09	12/10/2020	Resignations	Consider	Not Adopting	Not Adopting	Committe and Board Opted to Not Consider 1/28/2021.	
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 Under review again by VSBA	
VSBA - 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.	
VSBA - Rescinded 11/10/22	C31							6/14/2022	5/18/2020	Admission of Resident Students	Consider	5/9/2019	6/13/2019	VSBA Removed. To cmt 10/17; Board to Rescind 11/10 - Approved to Rescind	F13
VSBA - Rescinded 11/10/22	C32							2/10/2016	5/18/2020	Eighteen Year-Old Students	Consider	5/9/2019	6/13/2019	VSBA Removed. To cmt 10/17; Board to Rescind 11/10 - Approved to Rescind	F18
Rescinded 11/10/22	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; To cmt 10/17; To Board to Rescind 11/10 - C70 adopted C34 Rescinded.	C23
Rescinded 11/10/22	C43							N/A	N/A	STI and Pregnancy Prevention Policy	Does Not Exist	6/10/2021	6/24/2021	Luke requested review - Change in wording - To cmt 10/17; To Board to Rescind 11/10 - Approved to Rescind	F31
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
VSBA - Not BUUSD	D33							5/11/22	Not BUUSD	Local Action Plan		-	-	VSBA Removed - Not BUUSD Policy	
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.	
VSBA Rescinded 6/23/22	F30							3/25/2009	5/18/2020	Budgeting	Consider	5/9/2019	6/13/2019	VSBA Removed 5/11/22; Replaced by F20; Board adopted 5/12/22	E2
Not Adopted	F31							7/1/2020		Emergency Closings	Removed	None	None	VSBA Removed 7/2020 - Never adopted by BSU	
Not Adopted	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; Not BUUSD Policy	
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

2022-23

December 19 Meeting

5.1 (BUUSD Policy Index Review) Policy Index and VSBA index has been combined into one document. VSBA policies currently being worked on and status with the committee are clearly marked in the first column. A Procedure section has been created on the index for review.

5.2 C15 (student conduct and Discipline Policy) VSBA's model policy C20, which addresses Student Conduct and Discipline, has been reviewed and revised. The revisions reflect suggestions from our equity consultant as well as updated language to reflect statutory changes in 16 V.S.A. § 1162(d). Please note that this model policy has been assigned a new code: C15 and has been recategorized as required due to the requirements in Vermont law and in the State Board of Education Rules.

5.3 B20 (Personnel Recruitment, Selection, Appointment, and Background Check) B20 (recommended) - Personnel Recruitment, Selection, Appointment & Background Checks: entire content of this model policy has been reviewed and the revisions include suggested revisions from our equity consultant.

5.4 C2 (Student Drugs and Alcohol) C2 (required) - Student Alcohol and Drugs: Revisions reflect updated language (ie: changed "marijuana" to "cannabis"), remove language which is no longer addressed in the VT State Board of Education Rules (ie: staff training, community involvement, annual report), and add language currently addressed in VT State Board of Education Rules (ie: immediate procedures and emergency).

5.5 C22 (Student Athletics, Clubs, and Activities) C22 (recommended) - Student Athletics, Clubs, and Activities: the VSBA worked with the VPA to merge C22, C23, and C24 into one comprehensive model policy encompassing student athletics, activities, and clubs at the elementary and secondary levels. Revisions also reflect suggestions from our equity consultant.

5.6 D23 (Selection of Instructional Materials) D32 (code changed to D23 as a recommended model policy) - Selection of Instructional Materials: formerly a model policy "for consideration," D23 will now be categorized as "recommended" due to the requirements outlined in the VT State Board of Education Rules. The VSBA collaborated with the VT Curriculum Leaders Association on the revisions. Please note that VSBIT will be developing model procedures to accompany this model policy.

6.1 E1 (Title I, Part A: Parent and Family Engagement) Sandra Cameron (VSBA) advised that the work performed (by the AOE and VSBA) on this policy was done to assure alignment with Federal requirements and reiterated the need for the District to spend time reviewing the policy.

6.2 C13 (Students Who Are Homeless) Wording by VSBA was not consistent throughout the policy. Committee requested editing for consistency throughout and returned for review. (VSBA: the title of this model policy was amended to reflect person-first language, clarifies the definition of "school of origin," and adds additional clarity to the administrative responsibilities within this model policy. C13 is a required model policy).

BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY

CODE: E-20 C 15

1ST READING: 5/9/2019

2ND READING: 6/13/2019

ADOPTED: 6/13/2019

STUDENT CONDUCT AND DISCIPLINE

Policy

It is the policy of the Barre Unified Union School District (BUUSD) to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the rules expectations for student behavior are clearly stated, are understood, and accepted by students and staff, and are applied in compliance with due process requirements and Vermont law and State Board of Education rules. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the District with regard to the Use of Restraint and Seclusion.

Definitions

- 1) ***Weapon*** means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.
- 2) ***School*** means any setting which is under the control and supervision of the BUUSD. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
- 3) ***Expelled*** means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.
- 4) ***Knife*** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the BUUSD and individual classrooms.

Administrative Responsibilities

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

The plan will include clear guidelines for student behavior. The guidelines Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school

bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community. The ~~guidelines Plan~~ may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs and/or where such student conduct violates the BUUSD's policy for the prevention of harassment hazing and bullying, with respect to sexual harassment, or harassment, or hazing, and such discipline is reasonably designed to prevent a reoccurrence of such conduct.

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

Expectations of behaviors Behavioral expectations, and the consequences of engaging in prohibited conduct misconduct, will be set forth stated in the student handbook and other publications distributed to students and parents/guardians.

The superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline.

Notwithstanding anything to the contrary in BUUSD a school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.

CODE C15
(Required)^[1]

STUDENT CONDUCT AND DISCIPLINE

ADOPTION NOTES – This text box and the disclaimer 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. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(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.

Policy

It is the policy of the _____ School District (District) to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the expectations for student behavior are clearly stated, are understood, and accepted by students and staff, and are applied in compliance with due process requirements and Vermont law and State Board of Education rules. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the District with regard to the Use of Restraint and Seclusion.

Definitions

1) *Weapon* means a device, instrument, material, or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.^[2]

2) *School* means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or

¹ There is no clear legal requirement for a school board policy on discipline. However, 16 V.S.A. § 1162(a) authorizes school superintendents or principals to suspend pupils for up to 10 school days "...pursuant to policies adopted by the school board..." 16 V.S.A. § 1161a requires that all schools "...adopt and implement a comprehensive plan for responding to student misbehavior..." The State Board of Education Manual of Rule 2122.1 states "Each school shall maintain a safe, orderly, civil, flexible and positive learning environment, which is free from hazing, harassment and bullying and based on sound instructional and classroom management practices and clear discipline and attendance policies that are consistently and effectively enforced."

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

off of school grounds and vehicles used to transport students to and from school or school activities.^[3]

3) *Expelled* means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.^[4]

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

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the school district and individual classrooms.

Administrative Responsibilities

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

The Plan will include clear guidelines for student behavior. The Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community. The Plan may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs^[5] and/or where such student conduct violates the District's policy for the prevention of harassment hazing and bullying, with respect to sexual harassment, or harassment, or hazing, and such discipline is reasonably designed to prevent a reoccurrence of such conduct.

The Plan shall include any prohibitions against possession by students of knives, weapons, and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.^[6]

Expectations for behaviors, and the consequences of engaging in prohibited conduct, will be set forth in the student handbook and other publications distributed to students and parents/guardians.

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

4 16 V.S.A. §1162(a).

5 See 16 V.S.A. § 1162(a)(3)

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

The superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline.

Notwithstanding anything to the contrary in a school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.^[7]

⁷ See 16 V.S.A. § 1162(d)

<i>VSBA Version:</i>	<i>November 2, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §1161a (discipline)</i>
	<i>16 V.S.A. §1162 (suspension and expulsion)</i>
	<i>20 U.S.C. §§1400 et seq. (IDEA)</i>
	<i>29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)</i>
	<i>VT State Board of Education Manual of Rules & Practices</i>
	<i>§§4311, 4312, 4313; 2120.8.12, 2122.1,4500.</i>
<i>Cross Reference:</i>	<i>Notice of Non-Discrimination</i>
	<i>Public Complaints About Personnel</i>
	<i>Searches and Seizure of Students by School Personnel</i>
	<i>Student Drugs & Alcohol</i>
	<i>Firearms</i>
	<i>Wellness and Comprehensive Health</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: B 20

1ST READING: 01/28/2021

2ND READING: 02/11/2021

ADOPTED: 02/11/2021

PERSONNEL RECRUITMENT, SELECTION, APPOINTMENT, AND BACKGROUND CHECKS

Policy

It is the policy of the Barre Unified Union School District (BUUSD) to select for employment only persons of good character who have the skills and other qualifications necessary to fulfill job requirements while complying with the provisions of federal and state law regarding the recruitment, selection, and employment of school district employees and contractors. The District shall make reasonable efforts to recruit candidates from diverse backgrounds to enhance the educational experience of students.

Persons subject to criminal record checks and abuse registry checks under this policy include all those recommended for full-time, part-time or temporary employment in the school district, including student teachers, and those contractors and employees of contractors who may have unsupervised contact with students and are subject by law to criminal record ~~and abuse registry checks~~ , including hate crimes, abuse registry, report checks prior to or in the course of employment.

The superintendent may request a name and date of birth or fingerprint-supported check of the criminal record of any current employee who has previously undergone a check at any time during the course of the record subject's employment in the capacity for which the original check was required.

The district shall ensure that adults employed in the schools maintained by the district receive orientation, information or instruction on the prevention, identification and reporting of child abuse as required by state law. The district will also provide opportunities for parents, guardians, and other interested persons to receive the same information.

[OPTIONAL] The BUUSD will ensure that employees receive training in non-discrimination, bias, and anti-racism.

Definitions

1. The term "criminal record" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(1).
2. The term "unsupervised" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(4).
3. The term "abuse registry" as used in this policy shall include the Vermont Child Protection Registry maintained by the Vermont Department for Children and Families and the Vulnerable Adult Abuse Registry maintained by the Vermont Department of Disabilities, Aging and Independent Living.
4. The terms "employ" or "employment" as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary employment in

the school district, including student teachers and those contractors and employees of contractors who may have unsupervised contact with students.

Recruitment

1. The board seeks to strengthen recruitment of educators within historically excluded groups.
2. All personnel will be recruited by the district's administrative staff under the immediate direction of the superintendent.
3. Written or electronic applications will be required of candidates for employment. The application will include a warning to the applicant that falsification of information on the application or during the application process will be grounds for dismissal if the applicant is hired. The district will make reasonable efforts to give equitable access to the application process.
4. After the initial written or electronic application process is complete, applicants selected for an interview will be required to provide a statement identifying any criminal charges brought against the applicant, including the date of each charge, the court where the charge was filed and the disposition of the charge. The statement shall also include a warning to the applicant in bold print that falsification of information or the omission of information on the statement may constitute grounds for dismissal if the applicant is hired. In reviewing a criminal background check, the district will consider issues of historical inequity. Any job offer shall be made contingent on the candidate successfully completing the school district's background check process.

Selection

1. It is the policy of the board to select employees solely on the basis of character, professional qualifications, and critical job requirements. Employees will be selected in a manner that does not unlawfully discriminate. The superintendent shall require that all applicants, as a condition of employment consideration, cooperate fully with background investigations, supplying references and releases so the district can contact previous employers. Applicants the superintendent is prepared to recommend for employment will be expected to provide fingerprints, releases, and other information necessary to conduct background investigations. The costs of such checks will be borne by the [CHOOSE: prospective employee OR the school district]. All offers of employment shall be contingent on the candidate's successful completion of the background investigation process and a finding that the information provided by the applicant during the pre-employment process was accurate, complete, and truthful.
2. The superintendent shall request a criminal record check through the Vermont Criminal Information Center (VCIC) on any candidate the superintendent intends to appoint or is prepared to recommend for appointment. Requests will be made for fingerprint-supported criminal records from the FBI as well as criminal records from the state of Vermont and any state in which the superintendent knows the applicant has resided, or been employed. The superintendent shall maintain such records in accordance with state law.
3. The superintendent shall also request information through any available abuse registry to determine whether there are any substantiated abuse/neglect charges and sex offense against an applicant before appointing or nominating a candidate for employment. The superintendent shall maintain such records in accordance with state law.
4. Employment conditioned on the completion of a background check may be terminated if it is determined that the employee failed to respond truthfully to questions about criminal activity or prior employment. In any event the Superintendent shall forward the information received from VCIC to the person about whom the request was made and inform the person of their rights to challenge the accuracy of the record and to determine the disposition of the record under 16 V.S.A. §§ 255(f), (g).

5. Providing a safe learning environment for students is a primary consideration in district employment decisions. The district will base such decisions on all relevant information, qualifications, and circumstances. Unfavorable background check information is not an automatic bar to employment, nor is a background check with no unfavorable information a guarantee of employment. However, no person convicted of a sexual offense requiring registration on the Vermont comprehensive sex offender registry shall be employed by the school district or supervisory union.

Appointment

1. The appointment of licensed employees will be made by the board subject to the nomination of candidates by the superintendent of schools.
2. Subject to any pre-employment screening processes approved by the board, the superintendent shall appoint all non-licensed employees to be employed by the school district or supervisory union.
3. Contracts of employment or other notification of employment will be conditional pending receipt of criminal records check information and evaluation of that information.
4. Upon completion of a criminal records check, the superintendent shall:
 1. notify the person subject to the check about the district's protocol for maintenance of criminal history files, and
 2. ask the person subject to the check to indicate if the record should be maintained or destroyed after the retention period specified in the District's user agreement with VCIC.
5. Employees who have been employed for fewer than two years in Vermont public schools are considered probationary teachers and may be offered a probationary contract.
6. All offers of employment may be withdrawn based on the criminal records check report or upon a finding that the information provided by the applicant during the pre-employment process was inaccurate, incomplete, or untruthful.

CODE B20
(Recommended)^[1]

PERSONNEL RECRUITMENT, SELECTION, APPOINTMENT, AND BACKGROUND CHECKS

ADOPTION NOTES – This text box and the disclaimer 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. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(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.

Policy

It is the policy of the _____ School District (District) to select for employment only persons of good character who have the skills and other qualifications necessary to fulfill job requirements while complying with the provisions of federal and state law regarding the recruitment, selection, and employment of school district employees. The District shall make reasonable efforts to recruit candidates from diverse backgrounds to enhance the educational experience of students.

Persons subject to criminal record checks and abuse registry checks under this policy include all those recommended for full-time, part-time, or temporary employment in the school district, including student teachers, and those contractors and employees of contractors who may have unsupervised contact with students and are subject by law to criminal record, including hate crimes, abuse registry, report checks prior to or in the course of employment.

The superintendent may request a name and date of birth or fingerprint-supported check of the criminal record of any current employee who has previously undergone a check at any time during the course of the record subject’s employment in the capacity for which the original check was required.^[2]

The district shall ensure that adults employed in the schools maintained by the district receive orientation, information, or instruction on the prevention, identification, and reporting of child

¹ A school board policy on the recruitment and selection of employees is not explicitly required by state law. This model policy is intended to incorporate the various legal requirements that school districts must address when employing individuals to work as licensed or non-licensed employees and as contractors or employees of contractors. The VSBA recommends that a policy on the recruitment and selection of employees be adopted by all school district and supervisory union boards.

² See 16 V.S.A. § 256(a)(2).

abuse as required by state law. The district will also provide opportunities for parents, guardians, and other interested persons to receive the same information.^[3]

[OPTIONAL] The _____ School District will ensure that employees receive training in non-discrimination, bias, and anti-racism.

Definitions

1. The term “***criminal record***” as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(1).^[4]
2. The term “***unsupervised***” as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(4).^[5]
3. The term “***abuse registry***” as used in this policy shall include the Vermont Child Protection Registry maintained by the Vermont Department for Children and Families and the Vulnerable Adult Abuse Registry maintained by the Vermont Department of Disabilities, Aging and Independent Living.
4. The terms “***employ***” or “***employment***” as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary employment in the school district, including student teachers and those contractors and employees of contractors who may have unsupervised contact with students.

Recruitment

1. The board seeks to strengthen recruitment of educators within historically excluded groups.
2. All personnel will be recruited by the district's administrative staff under the immediate direction of the superintendent.
3. Written or electronic applications will be required of candidates for employment. The application will include a warning to the applicant that falsification of information on the application or during the application process will be grounds for dismissal if the applicant is hired. The district will make reasonable efforts to give equitable access to the application process.
4. After the initial written or electronic application process is complete, applicants selected for an interview will be required to provide a statement identifying any criminal charges brought against the applicant, including the date of each charge, the court where the charge was filed and the disposition of the charge. The statement shall also include a warning to the applicant in bold print that falsification of information or the omission of information on the statement may constitute grounds for dismissal if the applicant is hired. In reviewing a criminal background check, the district will consider issues of historical inequity. Any job offer shall be made contingent on the candidate successfully completing the school district's background check process.

Selection

1. It is the policy of the board to select employees solely on the basis of character, professional qualifications, and critical job requirements. Employees will be selected in a manner that does not unlawfully discriminate.^[6] The superintendent shall require that all applicants, as a condition of employment consideration, cooperate fully with background

³ See 16 V.S.A. § 563a.

⁴ “Criminal record” means the record of: (A) convictions in Vermont, including whether any of the convictions listed in 13 V.S.A. § 5401(10) (sex offender definition for registration purposes); and (B) convictions in other jurisdictions recorded in other state repositories or by the Federal Bureau of Investigation (FBI). 16 V.S.A. § 252(1).

⁵ “Unsupervised” means not in the presence of a responsible adult in the employ of or under the direction of the independent school or school district. 16 V.S.A. § 252(2).

⁶ See, e.g. 21 V.S.A. § 495, et seq. (Fair Employment Practices) and 9 V.S.A. § 4500, et seq. (Public Accommodations Act).

investigations, supplying references and releases so the district can contact previous employers. Applicants the superintendent is prepared to recommend for employment will be expected to provide fingerprints, releases, and other information necessary to conduct background investigations. The costs of such checks will be borne by the [CHOOSE: prospective employee OR the school district]. All offers of employment shall be contingent on the candidate's successful completion of the background investigation process and a finding that the information provided by the applicant during the pre-employment process was accurate, complete, and truthful.

2. The superintendent shall request a criminal record check through the Vermont Criminal Information Center (VCIC) on any candidate the superintendent intends to appoint or is prepared to recommend for appointment. Requests will be made for fingerprint-supported criminal records from the FBI as well as criminal records from the state of Vermont and any state in which the superintendent knows the applicant has resided, or been employed. The superintendent shall maintain such records in accordance with state law.
3. The superintendent shall also request information through any available abuse registry to determine whether there are any substantiated abuse/neglect charges and sex offense against an applicant before appointing or nominating a candidate for employment. The superintendent shall maintain such records in accordance with state law.^[7]
4. Employment conditioned on the completion of a background check may be terminated if it is determined that the employee failed to respond truthfully to questions about criminal activity or prior employment. In any event the Superintendent shall forward the information received from VCIC to the person about whom the request was made and inform the person of their rights to challenge the accuracy of the record and to determine the disposition of the record under 16 V.S.A. §§ 255(f), (g).
5. Providing a safe learning environment for students is a primary consideration in district employment decisions. The district will base such decisions on all relevant information, qualifications, and circumstances. Unfavorable background check information is not an automatic bar to employment, nor is a background check with no unfavorable information a guarantee of employment. However, no person convicted of a sexual offense requiring registration on the Vermont comprehensive sex offender registry shall be employed by the school district or supervisory union.^[8]

Appointment

1. The appointment of licensed employees will be made by the board subject to the nomination of candidates by the superintendent of schools.^[9]
2. Subject to any pre-employment screening processes approved by the board,^[10] the superintendent shall appoint all non-licensed employees to be employed by the school district or supervisory union.^[11]
3. Contracts of employment or other notification of employment will be conditional pending receipt of criminal records check information and evaluation of that information.
4. Upon completion of a criminal records check, the superintendent shall:
 1. notify the person subject to the check about the district's protocol for maintenance of criminal history files, and

⁷ 16 V.S.A. § 255

⁸ 16 V.S.A. § 255

⁹ 16 V.S.A. § 242(3)(A)

¹⁰ The term "Pre-employment screening processes" as used in this model policy is intended to refer to background checks other than required criminal record and abuse registry checks, interviewing processes or other methods of assessing a candidate's qualifications prior to appointment by the Superintendent. Pre-employment screening processes involving participation by employee groups, board members or other interest groups are not required, but are frequently used.

¹¹ 16 V.S.A. § 242(3)(B)

2. ask the person subject to the check to indicate if the record should be maintained or destroyed after the retention period specified in the District's user agreement with VCIC.
5. Employees who have been employed for fewer than two years in Vermont public schools are considered probationary teachers and may be offered a probationary contract.
6. All offers of employment may be withdrawn based on the criminal records check report or upon a finding that the information provided by the applicant during the pre-employment process was inaccurate, incomplete, or untruthful.

<i>VSBA Version:</i>	<i>November 1, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §§251 et seq. (Criminal record checks)</i>
	<i>16 V.S.A. §255 (Public and independent school employees; contractors)</i>
	<i>16 V.S.A. §242(3) and 563 (12) (Responsibility for hiring)</i>
	<i>Act 1 of 2009 (Adjourned Sess.)</i>
	<i>Act 108 of 2010</i>
<i>Cross Reference:</i>	<i>Notice of Non-Discrimination</i>
	<i>District Equity Policy</i>
	<i>Substitute Teachers</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: C 2

1ST READING: 5/9/2019

2ND READING: 6/13/2019

ADOPTED: 6/13/2019

STUDENT ALCOHOL AND DRUGS

Statement of Philosophy: This policy shall be concerned with the health and well-being of all students and the policy shall take into consideration the individual needs of students with problems (drug, alcohol, substance abuse problems) as well as the right of the majority of students to an education.

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

Definitions

1. The term **"~~S~~ubstance ~~A~~abuse"** as used in this policy is the ingestion of a substance ~~drugs and or alcohol~~ in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.
2. The term **"~~D~~rug"** as used in this policy means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cannabis ~~marijuana~~ or any other controlled substance as defined by state or federal regulation or statute.

Administrative Responsibilities Related to Alcohol and Drugs

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

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

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

The BUUSD has entered into cooperative agreements with both the Washington County Youth Service Bureau and Central Vermont Substance Abuse Services. These organizations will provide substance

abuse treatment to students who are referred through the school's support and referral system, or who refer themselves for treatment.

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

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

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

Immediate Procedures. The superintendent or designee shall establish procedures for handling any alcohol/drug related incident until the student has been discharged to the parent, guardian, social service, medical, or law enforcement agency.

Emergency. The superintendent or designee shall establish procedures for administering emergency first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved.

Administrative Responsibilities Related to Student Conduct and Discipline

Any student who violates this policy by knowingly possessing, using, selling, giving or otherwise transmitting, or being under the influence of any illegal drug, regulated substance, or alcohol, on any school property, or at any school sponsored activity away from or within the school shall be subject to discipline consistent with the District's policy on Student Conduct and Discipline and the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

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

CODE C2
(Required)^[1]

STUDENT ALCOHOL AND DRUGS

ADOPTION NOTES – This text box and the disclaimer 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. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(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 Philosophy: This policy shall be concerned with the health and well-being of all students and the policy shall take into consideration the individual needs of students with problems (drug, alcohol, substance abuse problems) as well as the right of the majority of students to an education.^[2]

It is therefore the policy of the _____ School District (District) that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.^[3] It is further the policy of the District to make appropriate referrals in cases of substance abuse.

Definitions

1. The term “**substance abuse**” as used in this policy is the ingestion of a substance in such a way that it interferes with a person’s ability to perform physically, intellectually, emotionally, or socially.^[4]
2. The term “**drug**” as used in this policy means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cannabis or any other controlled substance as defined by state or federal regulation or statute.^[5]

Administrative Responsibilities Related to Alcohol and Drugs

Educational Program. The superintendent or designee shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program.^[6] The

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

[2] SBE Rule 4212 requires the policy to have this statement of philosophy.

[3] 16 V.S.A. § 1165(a). See also 18 V.S.A. § 4237 making it unlawful for any person to sell or dispense any regulated drug to minors or to any other person on school property or property adjacent to a school. See 16 V.S.A. §140 regarding prohibition of tobacco use on public school grounds or at public school sponsored functions.

[4] Vermont State Board of Education Manual of Rules and Practices, Rule 4211

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

[6] 16 V.S.A. §131(9) Definition of Comprehensive Health Education includes drugs, including education about alcohol, caffeine, nicotine, and prescribed drugs.

program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan.^[7] If the District is a recipient of federal Safe and Drug-Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug abuse educational program.^[8]

Cooperative Agreements.^[9] The superintendent or designee shall annually designate an individual to be responsible for providing information to students and parents/guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The District shall have a cooperative agreement with at least one provider, approved by the Department of Health, that will provide substance abuse treatment to students who are referred through the school's support and referral system, or who refer themselves for treatment.

Immediate Procedures.^[10] The superintendent or designee shall establish procedures for handling any alcohol/drug related incident until the student has been discharged to the parent, guardian, social service, medical, or law enforcement agency.

Emergency.^[11] The superintendent or designee shall establish procedures for administering emergency first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved.

Administrative Responsibilities Related to Student Conduct and Discipline

Any student who violates this policy by knowingly possessing, using, selling, giving or otherwise transmitting, or being under the influence of any illegal drug, regulated substance, or alcohol, on any school property, or at any school sponsored activity away from or within the school shall be subject to discipline consistent with the District's policy on Student Conduct and Discipline and the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

[OPTIONAL] Notification. The superintendent or designee shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.^[12]

[7] SBE Rule 4212.2 requiring the education program be consistent with this Plan.

[8] 20 U.S.C. §§7101 et seq. Safe & Drug-Free Schools & Communities Act of 1994

[9] SBE Rule 4212.3 requiring the provision of support and referral system for students in distress.

[10] SBE Rule 4212.3A requiring a policy on the handling of any alcohol/drug-related incident.

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

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

<i>VSBA Version:</i>	<i>November 1, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)</i>
	<i>16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)</i>
	<i>16 V.S.A. §131(9) (Comprehensive Health Education)</i>
	<i>16 V.S.A. §1045(b)(Driver Training Course)</i>
	<i>16 V.S.A. §1165 (Alcohol and drug abuse)</i>
	<i>18 V.S.A. §4226 (Drugs: minors, treatment, consent)</i>
	<i>18 V.S.A. § 4237 (Possession and Control of Regulated Drugs)</i>
	<i>7 V.S.A. §1001 (Alcoholic Beverages, Cannabis, And Tobacco Definitions)</i>
	<i>Vt. State Board of Education Manual of Rules and Practices §§4200 -4212.3B)</i>
<i>Cross Reference:</i>	<i>Student Conduct and Discipline</i>
	<i>Search and Seizure of Students by School Personnel</i>
	<i>Wellness and Comprehensive Health</i>
	<i>Tobacco Prohibition</i>

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**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY**

CODE C 22

**1st READING:
2nd READING:
ADOPTED:**

STUDENT ATHLETICS, CLUBS, & ACTIVITIES

Policy

The Barre Unified Union School District (BUUSD) will provide a student co-curricular activity program that is representative of the interests of students and as varied as staff, resources, and facilities permit. The program will be designed to offer students activities to develop skills in democratic and cooperative management for these activities. The District seeks to promote culturally responsive, equitable, and inclusive activities.

All school-sponsored athletics, clubs, and activities as well as all student-run non curriculum-related groups will be under the ultimate control of the District and will comply with all policies and procedures of the school. The District will make determinations related to individual activities to be offered through consideration of many factors, including but not limited to the following considerations:

1. The level of student interest in the activity, taking into account that some student activities will be provided for a small number of students in order to provide equitable and culturally responsive programs;
2. The fiscal ramifications of equitable sponsorship, taking into account that cost per student may be higher for some student activities offered to a small number of students who identify with historically excluded groups;
3. The availability of qualified personnel to supervise the activity;
4. The impact of adding or eliminating the activity on the balance of opportunities outlined in Title IX;
5. The potential of the activity to help participating students meet the goals of the school's curriculum;
6. The potential of the activity to increase students' cultural awareness, by cultivating a greater understanding of diversity, inclusion, and equity; and
7. The recommendation of the superintendent.

Definitions

1. **Culturally Responsive:** The beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences to ensure learning.
2. **School Athletic Team:** an interscholastic athletic team or club sponsored by a public or approved independent school for elementary or secondary students.
3. **Youth Athlete:** an elementary or secondary student who is a member of a school athletic team.

Athletics, clubs, and activities may be (1) school-sponsored and related to the curriculum, (2) student-run and not related to the curriculum, or (3) community-sponsored and not related to the curriculum. This policy addresses the first two categories. The third is addressed in the District's policy on Community Use of School Facilities.

1. School-Sponsored Curriculum-Related Groups
 - A. Curriculum-related groups are the only type entitled to school sponsorship. The

controlling factor in deciding whether an activity will be sponsored by the school will be whether that activity is directly related to the school's curriculum. Any activity that is not directly related to the curriculum or educational mission of the school will not receive sponsorship.

- B. Activities or clubs which meet at least one of the following criteria will be considered curriculum-related.
 - 1. The subject matter of the student-run non curriculum-related group or club is actually taught or will be taught in a regularly scheduled course.
 - 2. The subject matter of the group or club is such that it concerns the body of courses as a whole.
 - 3. The transferrable skills taught in the group or club support the educational mission of the District.
 - 4. Participation in the group is required for a particular course.
 - 5. Participation in the group results in academic credit.
2. Student-Run Non Curriculum-related Groups
- A. A student-run non curriculum-related group is one that is monitored by school staff, created by students, run by students, and provides activities for students. If a group or club is organized or run by non-school staff, even if students attend its meetings, then it is a community-sponsored group and must comply with the school district's policy on Community Use of School Facilities.
 - B. If a school permits student-run non curriculum-related groups, clubs, or activities to access facilities or such things as the public address system, bulletin boards, or publications, such access must be provided on an equal basis with all other student-run non curriculum-related groups. A fair opportunity will be provided to non-sponsored student-run non curriculum-related groups wishing to conduct meetings on school premises during non-instructional time provided that:
 - 1. any such meeting is voluntary and student initiated;
 - 2. there is no sponsorship of the meeting by the school, the government, or its agents or employees;
 - 3. employees or agents of the school or any governmental entity are present at meetings only in non-participatory capacities;
 - 4. the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
 - 5. non-school persons do not direct, conduct, control or regularly attend activities of student-run non curriculum-related groups.
 - C. Listings and notices referring to non-sponsored clubs or activities will include a disclaimer of school sponsorship or endorsement. District faculty and staff may only be present at activities of student-run non curriculum-related groups as monitors for keeping order.

Administrative Responsibilities

The superintendent or designee shall develop procedures for the determination of a school-sponsored activity and for student-run non curriculum-related activities. When an activity is school-sponsored, the superintendent or designee shall develop procedures to:

- 1. ensure alignment of the goals of co-curricular activities with the goals of the school's curriculum;
- 2. seek to engage community organizations, which may include resources to inform learning about the history, contribution, perspectives, and structural barriers placed upon diverse ethnic and social groups;
- 3. ensure athletic facilities and opportunities for participation on an equal basis as outlined in Title

IX;

4. ensure access by addressing barriers for students with disabilities and students who are English learners;
5. ensure a wide basis of participation in both team and individual sports in interscholastic competition;
6. offer activities with no direct or indirect cost to students/families or provide financial assistance and/or resources to cover those costs, as requested.
 - a. direct costs include the cost to attend;
 - b. indirect costs include the cost of specifically required clothing, food at or on the way to/from the activity, access to technology, etc.
7. employ personnel in coaching and supervision positions who are qualified and notified of individualized student education plans and accommodations; and
8. follow the rules and regulations of the Vermont Principals' Association.

The principal [or superintendent] may require parental permission for student participation in either a school-sponsored activity or a student-run non curriculum-related activity.

The principal or designee shall ensure the provision of all requirements related to concussion and other head injury as outlined in 16 V.S.A. §1431, including guidelines and information, notice and training, healthcare providers at athletic events, and an action plan.

Student Eligibility/Participation

1. In determining eligibility, the administrative team shall consider each student's circumstances with regard to educational equity.
2. The principal [or superintendent] may set standards for academic eligibility for participation in co-curricular activities.
3. A youth athlete shall not be permitted to continue to participate in any training session or competition associated with a school athletic team if a coach or health care provider knows or should know that the athlete has sustained a concussion or other head injury during the training session or competition. In such cases, the youth athlete is not permitted to train or compete with a school athletic team until the athlete has been examined by and received written permission to participate in athletic activities from a health care provider.

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY**

CODE C 23

1st READING: 5/27/2021

2nd READING: 6/10/2021

ADOPTED: 6/10/2021

STUDENT CLUBS & ACTIVITIES

Policy

The school will maintain a student activity program appropriate to the maturity of students and as varied as staff and facilities permit. The program will be designed to offer for the greatest number of students leisure time interests, recreational and social activity, and opportunities to develop skills in democratic and cooperative management for these activities.

Clubs and activities may be (1) school-sponsored and related to the curriculum, (2) student-run and not related to the curriculum, or (3) community-sponsored and not related to the curriculum. This policy addresses the first two categories. The third is addressed in the school district policy on Community Use of School Facilities

I. School-Sponsored Curriculum-Related Groups

- A. Curriculum-related groups are the only type entitled to school sponsorship. The controlling factor in deciding whether an activity will be sponsored by the school will be whether that activity is directly related to the school's curriculum. Any activity that is not directly related to the curriculum or educational mission of the school will not receive sponsorship, regardless of whether it meets the other criteria for sponsorship.
- B. Activities or clubs which meet at least one of the following criteria will be considered curriculum-related.
 1. The subject matter of the student group or club is actually taught or will be taught in a regularly scheduled course.
 2. The subject matter of the group or club is such that it concerns the body of courses as a whole.
 3. Participation in the group is required for a particular course.
 4. Participation in the group results in academic credit.
- C. The Principal will approve new requests for activity sponsorship based on the following considerations.
 1. The potential of the activity to help participating students meet the goals of the school's curriculum.
 2. The level of student interest in the activity;
 3. The fiscal ramifications of sponsorship;
 4. The availability of qualified personnel to supervise the activity; and
 5. The impact of adding or eliminating the activity on the balance of types of activities available in the total activity program.

- D. All school-sponsored activities will be under the ultimate control of the Barre Unified Union School District (BUUSD) and will comply with all policies and procedures of the school. The Principal may set standards for eligibility for participation in these activities.

II. Student-Run Non-curriculum-Related Groups

- A. A student-run non-curriculum-related group, or “student group” is one that is created by students, run by students, and provides activities for students. If a group or club is organized or run by adults, even if students attend its meetings, then it is a community-sponsored group and must comply with Policy E20.
- B. Student groups, clubs or activities may use school facilities and have access to such things as the public address system, bulletin boards, and publications provided that an equal opportunity is given to all student groups. If the BUUSD opens its facilities to any student group, then it must provide the same opportunities to all other student groups. A fair opportunity will be provided to non-sponsored student groups wishing to conduct meetings on school premises during non-instructional time provided that:
1. any such meeting is voluntary and student initiated;
 2. there is no sponsorship of the meeting by the school, the government, or its agents or employees;
 3. employees or agents of the school or any governmental entity are present at religious meetings only in non-participatory capacities;
 4. the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
 5. non-school persons do not direct, conduct, control or regularly attend activities of student groups.
- C. Listings and notices referring to non-sponsored clubs or activities will include a disclaimer of school sponsorship or endorsement. BUUSD faculty and staff may only be present at activities of student groups as monitors.
- D. The Principal may do the following with respect to student groups, as long as the same rules are applied to all student groups:
1. adopt rules to prohibit lewd and obscene speech
 2. prohibit student groups from using school facilities if they are likely to cause material or substantial disruption of school operations
 3. impose time, place, and manner restrictions, and
 4. require parental permission for student participation.

BARRE UNIFIED UNION SCHOOL DISTRICT #097 Code: C 24

POLICY

1st READING: 5/9/2019

2nd READING: 6/13/2019

ADOPTED: 6/13/2019

INTERSCHOLASTIC SPORTS

Policy

It is the policy of the Barre Unified Union School District (BUUSD) to provide an interscholastic athletic program for boys and girls to complement and supplement their educational programs. All school sponsored athletic activities will be under the ultimate control of the BUUSD and will comply with all local and state policies, procedures, and eligibility standards established for each school in the BUUSD

Implementation

Athletic programs should meet the following criteria:

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

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

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

The Principal of each school may set procedures and standards for academic eligibility for participation in the activities of that school, which may be found on each school's website.

CODE C22
(Recommended)

STUDENT ATHLETICS, CLUBS, and ACTIVITIES

ADOPTION NOTES – This text box and the disclaimer 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. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(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.

Policy

The _____ School District (District) will provide a student co-curricular activity program that is representative of the interests of students and as varied as staff, resources, and facilities permit. The program will be designed to offer students activities to develop skills in democratic and cooperative management for these activities. The District seeks to promote culturally responsive, equitable, and inclusive activities.

All school-sponsored athletics, clubs, and activities as well as all student-run non curriculum-related groups will be under the ultimate control of the District and will comply with all policies and procedures of the school. The District will make determinations related to individual activities to be offered through consideration of many factors, including but not limited to the following considerations:

1. The level of student interest in the activity, taking into account that some student activities will be provided for a small number of students in order to provide equitable and culturally responsive programs;
2. The fiscal ramifications of equitable sponsorship, taking into account that cost per student may be higher for some student activities offered to a small number of students who identify with historically excluded groups;
3. The availability of qualified personnel to supervise the activity;
4. The impact of adding or eliminating the activity on the balance of opportunities outlined in Title IX;
5. The potential of the activity to help participating students meet the goals of the school's curriculum;
6. The potential of the activity to increase students’ cultural awareness, by cultivating a greater understanding of diversity, inclusion, and equity; and
7. The recommendation of the superintendent.

Definitions

1. **Culturally Responsive:** The beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences to ensure learning.
2. **School Athletic Team:** an interscholastic athletic team or club sponsored by a public or approved independent school for elementary or secondary students.^[1]
3. **Youth Athlete:** an elementary or secondary student who is a member of a school athletic team.^[2]

Athletics, clubs, and activities may be (1) school-sponsored and related to the curriculum, (2) student-run and not related to the curriculum, or (3) community-sponsored and not related to the curriculum. This policy addresses the first two categories. The third is addressed in the District's policy on Community Use of School Facilities.^[3]

1. School-Sponsored Curriculum-Related Groups

A. Curriculum-related groups are the only type entitled to school sponsorship. The controlling factor in deciding whether an activity will be sponsored by the school will be whether that activity is directly related to the school's curriculum. Any activity that is not directly related to the curriculum or educational mission of the school will not receive sponsorship.

B. Activities or clubs which meet at least one of the following criteria will be considered curriculum-related.

1. The subject matter of the student-run non curriculum-related group or club is actually taught or will be taught in a regularly scheduled course.
2. The subject matter of the group or club is such that it concerns the body of courses as a whole.
3. The transferrable skills taught in the group or club support the educational mission of the District.
4. Participation in the group is required for a particular course.
5. Participation in the group results in academic credit.

2. Student-Run Non Curriculum-related Groups^[4]

A. A student-run non curriculum-related group is one that is monitored by school staff, created by students, run by students, and provides activities for students. If a group or club is organized or run by non-school staff, even if students attend its meetings, then it is a community-sponsored group and must comply with the school district's policy on Community Use of School Facilities.

[1] 16 VSA §1431(a)(5) Definition of school athletic team

[2] 16 VSA §1431(a)(6) Definition of youth athlete

[3] See VSBA Model Policy on Community Use of School Facilities

[4] This section is governed by the Equal Access Act, 20 U.S.C. 4071 et seq. It states, in part, that:

It shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

B. If a school permits student-run non curriculum-related groups, clubs, or activities to access facilities or such things as the public address system, bulletin boards, or publications,^[5] such access must be provided on an equal basis with all other student-run non curriculum-related groups.^[6] A fair opportunity will be provided to non-sponsored student-run non curriculum-related groups wishing to conduct meetings on school premises during non-instructional time provided that:

1. any such meeting is voluntary and student initiated;
2. there is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. employees or agents of the school or any governmental entity are present at meetings only in non-participatory capacities;
4. the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
5. non-school persons do not direct, conduct, control or regularly attend activities of student-run non curriculum-related groups.^[7]

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

Administrative Responsibilities

The superintendent or designee shall develop procedures for the determination of a school-sponsored activity and for student-run non curriculum-related activities. When an activity is school-sponsored, the superintendent or designee shall develop procedures to:

1. ensure alignment of the goals of co-curricular activities with the goals of the school's curriculum;
2. seek to engage community organizations, which may include resources to inform learning about the history, contribution, perspectives, and structural barriers placed upon diverse ethnic and social groups;
3. ensure athletic facilities and opportunities for participation on an equal basis as outlined in Title IX;
4. ensure access by addressing barriers for students with disabilities and students who are English learners;
5. ensure a wide basis of participation in both team and individual sports in interscholastic competition;

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

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

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

6. offer activities with no direct or indirect cost to students/families or provide financial assistance and/or resources to cover those costs, as requested.
 - a. direct costs include the cost to attend;
 - b. indirect costs include the cost of specifically required clothing, food at or on the way to/from the activity, access to technology, etc.
7. employ personnel in coaching and supervision positions who are qualified and notified of individualized student education plans and accommodations; and
8. follow the rules and regulations of the Vermont Principals' Association.

The principal [or superintendent] may require parental permission for student participation in either a school-sponsored activity or a student-run non curriculum-related activity.

The principal or designee shall ensure the provision of all requirements related to concussion and other head injury as outlined in 16 V.S.A. §1431, including guidelines and information, notice and training, healthcare providers at athletic events, and an action plan.^[8]

Student Eligibility/Participation

1. In determining eligibility, the administrative team shall consider each student's circumstances with regard to educational equity.
2. The principal [or superintendent] may set standards for academic eligibility for participation in co-curricular activities.
3. A youth athlete shall not be permitted to continue to participate in any training session or competition associated with a school athletic team if a coach or health care provider knows or should know that the athlete has sustained a concussion or other head injury during the training session or competition. In such cases, the youth athlete is not permitted to train or compete with a school athletic team until the athlete has been examined by and received written permission to participate in athletic activities from a health care provider.^[9]

[8] 16 V.S.A. §1431 outlines the requirements of the principal with regard to notice and training around youth athletes and concussion or head injury, non-participation of youth athletes who sustain concussion or head injury, concussion management and action plan, and the presence of health care providers at athletic events.

[9] 16 V.S.A. §1431(d) prohibits a youth athlete from training or competing in school athletics if the coach or health care provider knows or should know that the athlete has sustained a concussion or other head injury until a health care provider has examined the athlete and provided written permission for the athlete to participate.

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<i>Legal Reference(s):</i>	<i>20 U.S.C. §§4071 et seq. (Federal Equal Access Act)</i>
	<i>Prince v. Jacoby, 303 F.3d 1074 (9th Cir.), cert. denied 540 U.S. 813 (2002)</i>
	<i>Rosenberger v. University of Virginia, 515 U.S. 810 (1995),</i>
	<i>Board of Education of Westside Community Sch. v. Mergens, 496 U.S. 226 (1990).</i>
	<i>Sease v. School District of Philadelphia, 81 F. Supp. 183 (E.D. Pa. 1993)</i>
	<i>Title IX of the Education Amendments of 1972</i>
	<i>16 V.S.A. §§1073 et seq. (Legal pupils)</i>
	<i>16 V.S.A. §563(24) (Participation of home study students)</i>
	<i>16 V.S.A. §1431 (Concussion & Head Injury Health & Safety)</i>
<i>Cross Reference:</i>	<i>Notice of Non-Discrimination</i>
	<i>Transgender and Gender Non-Conforming Students</i>
	<i>Home Study Students</i>
	<i>District Equity Policy</i>
	<i>Community Use of School Facilities Policy</i>
	<i>Admission of Resident Students</i>
	<i>Admission of Non-Resident Tuition Students</i>
	<i>Community Use of School Facilities</i>

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BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY MANUAL

CODE: ~~D-32~~ D 23

1ST READING: 5/9/2019
2ND READING: 6/13/2019
ADOPTED: 6/13/2019

SELECTION OF INSTRUCTIONAL MATERIALS ~~AND SENSITIVE~~ ISSUES

Policy

It is the policy of the Barre Unified Union School District (BUUSD) to provide students with a broad variety of instructional materials to support individual student learning. As such, instructional practices will include a range of evidenced-based instructional practices that most effectively improve student learning, as required by national and Vermont guidance and locally collected and analyzed student data. Instructional practices will promote personalization for each student, and enable each student to successfully engage in the curriculum and meet the graduation requirements that are aligned with mandated Vermont Standards.

Implementation

The District shall use the standards issued by the State Board of Education as the basis for the development and selection of curriculum, methods of instruction, locally developed assessments, and the content and skills taught and learned in school.

The board will ensure the written and delivered curriculum that each school implements the SU/SD's written and delivered curriculum, which will be:

- a. aligned with the standards approved by the State Board of Education;
- b. coordinated across all grades to prepare students for graduation;
- c. coordinated across the SU/SD, including sending high schools and technical centers;
- d. informed by ongoing review of new research and evidence, changing learning opportunities, and updates to the standards approved by the State Board of Education;
- e. designed to enable all students to achieve the graduation requirements; and
- f. integrated with technology across all disciplines

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

- ~~1. Instructional materials should enrich and support the current curriculum, taking into consideration the varied interests, abilities, and maturity levels of students served.~~
- ~~2. Instructional materials should stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.~~
- ~~3. Instructional materials should provide a background of information which will enable students to make intelligent judgments in daily life.~~
- ~~4. Instructional materials should present opposing sides of controversial issues so that, with guidance, young citizens may develop the practice of critical thinking.~~
- ~~5. Instructional materials should be representative of different racial, religious, ethnic, and cultural groups, emphasizing their valuable contributions to American heritage and should be free from sex role stereotyping to the extent possible.~~

- ~~6. Books and instructional materials should be chosen for values of interest and enlightenment of all the students of a community and to encourage students to read regularly. A book will not be excluded because of the race, nationality, or the political or religious views of the author.~~
- ~~7. Since books and instructional materials are selected to provide for the interest and needs of the school community and the school program, they may be selected cooperatively by teachers, principals/directors, and librarians, sometimes with the assistance of students and parents.~~
- ~~8. In the selection of books and other instructional materials, consideration should be given to factual accuracy, authoritativeness, balance, and integrity. Aesthetic values also must be considered in selection of materials.~~
- ~~9. Books and instructional materials will be viewed by members of the staff to assure their timeliness and continued appropriateness.~~
- ~~10. The superintendent has ultimate authority under 16 V.S.A. §563 (14) to preview and approve instructional materials.~~

Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in:

- a. literacy (including critical thinking, language, reading, speaking and listening, and writing);
- b. mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10);
- c. scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design);
- d. global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history);
- e. physical education and health education as defined in 16 V.S.A. §131;
- f. artistic expression (including visual, media and performing arts); and
- g. transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology).

Further, each school with a pre-kindergarten early education program shall offer high-quality programs as outlined in State Board Rule 2600.

Teaching About Controversial/Sensitive Issues

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

- ~~1. Controversial and sensitive issues shall be handled as they arise in the classroom and shall not be avoided in order to restrict or restrain the academic freedom, as defined in the master agreement, between the teachers and board of school directors, of either the teacher or the student.~~
- ~~2. Teacher initiation of controversial and sensitive issues should have direct relevance to the topic being discussed.~~
- ~~3. In handling a controversial or sensitive issue, the teacher shall not suppress a student's view, value and/or belief on that issue as long as the expression of that view, value, or belief is not derogatory, malicious, or abusive toward other students' views.~~

- ~~4. Instructional materials should present differing sides of controversial and sensitive issues.~~
- ~~5. The purpose of classroom teaching methodologies shall be to present differing sides of controversial and sensitive issues so that teachers guide young citizens in the practices of critical discussion, thinking, and reading.~~
- ~~6. In the course of a student's education in the BUUSD, topics may be presented which could cause discomfort in light of a student's or families' personal beliefs. If this occurs, students and/or their parents/guardians may request an alternative experience. This request should be made to the student's teacher.~~

Administrative Responsibilities

The superintendent or designee will develop procedures addressing access to instructional materials to ensure that each school:

- a. provides a learning environment with sufficient supplies and infrastructure to allow for learning;
- b. develops, maintains, and expands as needed a collection of print, digital and technology resources, administered by a certified library media specialist;
- c. ensures that the curriculum is supported by necessary digital and print resources;
- d. ensures that students, teachers, administrators and paraprofessionals have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;
- e. provides students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;
- f. provides access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;
- g. provides broadband Internet service for students and educators to access educational resources;
- h. adopts and implements written policies on electronic resources, acceptable internet usage, and procedures for handling complaints for both staff and students;
- i. supports a schedule that provides opportunities for a library media specialist to collaborate with teachers as they integrate information research skills into their curriculum; and
- j. ensures that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.

The superintendent or designee shall ensure the implementation of developmentally appropriate curriculum which is aligned with Vermont's Early Learning Standards in any prequalified public prekindergarten program.

The superintendent or designee will develop procedures to 1) address the selection of instructional materials within the context of the alignment with mandated state standards and 2) respond to requests for reconsideration of instructional materials. All concerns regarding the selection of instructional materials shall be directed to the superintendent for handling consistent with those procedures.

CODE D23

(Recommended)

SELECTION OF INSTRUCTIONAL MATERIALS

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(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.

Policy

It is the policy of the _____ School District (District) to provide students with a broad variety of instructional materials to support individual student learning. As such, instructional practices will include a range of evidenced-based instructional practices that most effectively improve student learning, as required by national and Vermont guidance and locally collected and analyzed student data. Instructional practices will promote personalization for each student, and enable each student to successfully engage in the curriculum and meet the graduation requirements that are aligned with mandated Vermont Standards. ^[1]

Implementation

The District shall use the standards issued by the State Board of Education as the basis for the development and selection of curriculum, methods of instruction, locally developed assessments, and the content and skills taught and learned in school. ^[2]

The board will ensure the written and delivered curriculum that each school implements the SU/SD's written and delivered curriculum, which will be: ^[3]

- a. aligned with the standards approved by the State Board of Education;
- b. coordinated across all grades to prepare students for graduation;
- c. coordinated across the SU/SD, including sending high schools and technical centers;
- d. informed by ongoing review of new research and evidence, changing learning opportunities, and updates to the standards approved by the State Board of Education;
- e. designed to enable all students to achieve the graduation requirements; and
- f. integrated with technology across all disciplines.

¹ See State Board of Education Rule 2120.1

² See State Board of Education Rule 2111

³ See State Board of Education Rule 2120.6 and 16 V.S.A. § 261a(a)(1)

Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in: ^[4]

- a. literacy (including critical thinking, language, reading, speaking and listening, and writing);
- b. mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10);
- c. scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design);
- d. global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history);
- e. physical education and health education as defined in 16 V.S.A. §131;
- f. artistic expression (including visual, media and performing arts); and
- g. transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology).

Further, each school with a pre-kindergarten early education program shall offer high-quality programs as outlined in State Board Rule 2600.

Administrative Responsibilities

The superintendent or designee will develop procedures addressing access to instructional materials to ensure that each school:^[5]

- a. provides a learning environment with sufficient supplies and infrastructure to allow for learning;
- b. develops, maintains, and expands as needed a collection of print, digital and technology resources, administered by a certified library media specialist;
- c. ensures that the curriculum is supported by necessary digital and print resources;
- d. ensures that students, teachers, administrators and paraprofessionals have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;
- e. provides students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;
- f. provides access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;
- g. provides broadband Internet service for students and educators to access educational resources;
- h. adopts and implements written policies on electronic resources, acceptable internet usage, and procedures for handling complaints for both staff and students;
- i. supports a schedule that provides opportunities for a library media specialist to collaborate with teachers as they integrate information research skills into their curriculum; and

⁴ See State Board of Education Rule 2120.5

⁵ See State Board of Education Rule 2122.2

j. ensures that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.

The superintendent or designee shall ensure the implementation of developmentally appropriate curriculum which is aligned with Vermont's Early Learning Standards in any prequalified public prekindergarten program.^[6]

The superintendent or designee will develop procedures to 1) address the selection of instructional materials within the context of the alignment with mandated state standards and 2) respond to requests for reconsideration of instructional materials. All concerns regarding the selection of instructional materials shall be directed to the superintendent for handling consistent with those procedures.

⁶ See State Board of Education Rule 2606

<i>VSBA Version:</i>	<i>November 1, 2022</i>
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<i>Legal Reference(s):</i>	<i>16 V.S.A. §563 (14) (Powers of school boards)</i>
	<i>State Board of Education Rule Series 2000 (Education Quality Standards)</i>
	<i>State Board of Education Rule Series 2600 (Prekindergarten Education)</i>
<i>Cross Reference:</i>	<i>Selection of Library Materials</i>
	<i>Curriculum Development and Coordination (SU)</i>
	<i>Responsible Computer Internet & Network Use</i>

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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 PARENT ~~AL~~ AND FAMILY ENGAGEMENT INVOLVEMENT POLICY

POLICY

It is the policy of the Barre Unified Union School District (BUUSD) ~~maintains~~ to plan and implement effective needs-based Title I programs, activities, policies and procedures with meaningful consultation and for the involvement of participating Title I 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. 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:

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

Local Education Agency School District: For the purposes of this policy, Refers to the LEA (Local Educational Agency) which in Vermont is the a Supervisory Union (or Supervisory District is the local education agency (LEA). 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.~~

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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.~~

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 BUUSD 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

BUUSD

[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 BUUSD receives Title I, Part A funds. Therefore, the BUUSD 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 BUUSD has the following objectives:

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

2. The BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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 BUUSD will use the following strategies:

8. The BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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 BUUSD 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

BUUSD

[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:

[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.]

4. [Title I School name] agrees to involve parents in an organized, ongoing, and timely way 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].

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: C 13

1ST READING: 12/17/2020

2ND READING: 01/14/2021

ADOPTED: 01/14/2021

HOMELESS STUDENTS WHO ARE HOMELESS

Policy

The Barre Unified Union School District (BUUSD) is committed to the success of every student. ~~Homeless students~~ in the District will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

The District will designate a liaison for students in homeless situations to carry out duties as required by law.

The District will ensure that students who are homeless ~~homeless students~~ are not stigmatized nor segregated on the basis of their status as homeless. Students who are homeless ~~A homeless student~~ will be admitted to the school district in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the District's liaison for students who are homeless ~~homeless students~~. Students who are homeless ~~Homeless students~~ will have access to all programs and services for which they are eligible, including but not limited to special education services, preschool, school nutrition programs, and language assistance for English learners.

Definitions

- (a) 1. ~~Homeless students~~ Students who are homeless means those lacking a fixed, regular and adequate nighttime residence, including:
- 1. A. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
 - 2. B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
 - 3. C. Living in emergency or transitional shelters;
 - 4. D. Being abandoned in hospitals;
 - 5. E. ~~Living in~~ Having a primary nighttime residence that is a public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
 - 6. F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
 - 7. G. Students who are homeless ~~Migratory children~~ living in conditions described in the previous examples.
- (b) 2. **Enroll and enrollment** mean attending classes and participating fully in school activities.

- (e) 3. **Unaccompanied youth** means students who are homeless, a homeless child or youth not in the physical custody of a parent or guardian.
- (d) 4. **School of Origin** ~~includes preschools and, when a~~ means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools.

Implementation Administrative Responsibilities

The Superintendent or designee shall develop written procedures to ensure the following rights of eligible students:

1. Equal access to the same free, appropriate public education, including public prekindergarten education, as is provided to other children and youth;
2. Immediate enrollment, even when records normally required for enrollment are not present;
3. Remain in the school of origin, if it is in the student's best interest, in order to maintain educational stability;
4. Access to all educational and related services for which they are eligible, including Title I services, educational programs for children with disabilities, educational programs for English learners, career and technical education, programs for gifted and talented students, and free school meals;
5. Full participation in school, which may include participation in extracurricular activities;
6. Transportation, provided by the local education agency (LEA), to and from the school of origin;
7. Privacy, such that information about a homeless student's living situation will be treated as a student education record and not deemed to be directory information.
8. Dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute.