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B1: Required^[1]

SUBSTITUTE TEACHERS

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

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

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

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

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

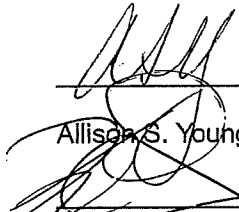
Administrative Responsibilities: A list of qualified substitute teachers, organized by grade level and subject, will be developed by the superintendent or designee for all schools in the District.

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

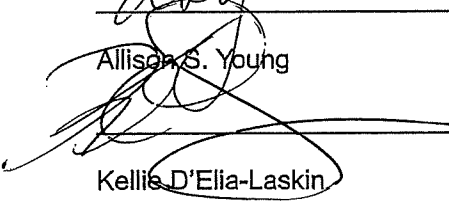
Substitute teachers will be paid wages as determined by the superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to prepare lessons and assess and record student progress, on the length of service and on the credentials of the substitute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

[1] 16 VSA §1484 requires each supervisory union board, member district board, or supervisory district board to adopt an access control and visitor management policy that, at a minimum, requires that all school sites and supervisory union and supervisory district offices lock exterior doors during the school day. The policy shall require all visitors sign in at a centralized location prior to gaining full access to the school site or office site.

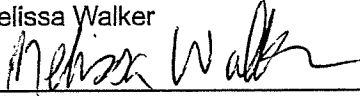
Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	Vt. Standards Board for Professional Educators Rules §§ 5381 et seq.
	16 V.S.A. § 563a (Prevention, Identification and Reporting of Child Sexual Abuse)
	16 V.S.A. § 558 (Employment of School Board Members)
	16 V.S.A. § 251 et seq. (Access to Criminal Records)
Cross Reference:	Personnel: Recruitment, Selection, Appointment and Criminal Records Checks

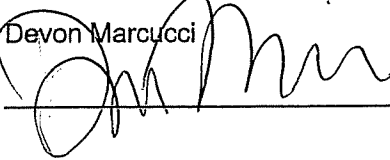


 Allison S. Young



 Kellie D'Elia-Laskin

Melissa Walker


Devon Marcucci


B2: Required^[1]

VOLUNTEERS AND WORK STUDY STUDENTS

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

The Stratton School District recognizes the valuable contributions made to the schools by volunteers and work study students. Appropriate supervision of volunteers and work study students will enhance their contributions as well as fulfill the responsibility that the school district has for the education and safety of its students.

Definitions

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

Administrative Responsibilities

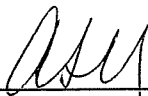
The superintendent or designee shall develop procedures to ensure the following:

1. Volunteers and work study students are appropriately screened prior to entering into service in the school district.
2. Only volunteers and work study students who have been screened and approved by the superintendent or designee have unsupervised contact with students.
3. The screening process utilized by the school district shall minimally include a name and birth date check with the Vermont Internet Sex Offender Registry for any person being considered for service as a work study student. A person who is on the Vermont Internet Sex Offender Registry shall not be eligible to be a work study student.

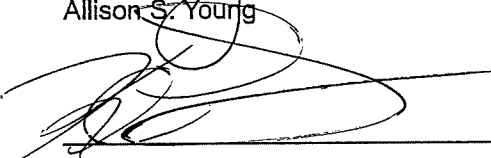
Review Date

October 3, 2023

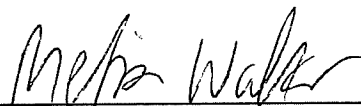
Date Warned	10/31/23
Date Adopted	12/5/23
Legal References	16 V.S.A. § 260
Cross References	



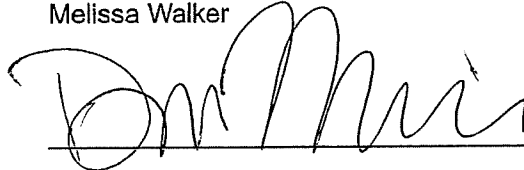
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[1] 16 V.S.A. § 260 requires each school board to adopt a policy on supervision of volunteers and work study students.

B4: Required

DRUG & ALCOHOL TESTING: TRANSPORTATION EMPLOYEES

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

The Stratton School District shall comply with state and federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers.

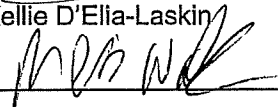
Administrative Responsibilities

The superintendent or designee shall implement procedures to conduct alcohol and drug tests for all safety-sensitive transportation employees as required by the federal Omnibus Transportation Employee Testing Act of 1991.

Review Date	October 3, 2023
Date Warned	10/31/23
Date Adopted	12/5/23
Legal References	49 U.S.C. §§ 5331, 31306 (Omnibus Transportation Employee Testing Act of 1991)
	49 C.F.R. Part 40
	21 V.S.A. § 511 et seq.
Cross References	


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B5: Required^[1]

EMPLOYEE UNLAWFUL HARASSMENT

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

Harassment is a form of unlawful discrimination that will not be tolerated in the Stratton School District. Unwelcome sexual advances, requests for sexual favors, and other verbal, written or physical conduct constituting harassment as defined herein and by state and federal law violate this policy. Retaliation against any person raising good faith allegations of unlawful harassment or against any witness cooperating in an investigation pursuant to this policy is prohibited.

Definitions

1. **Employee:** For purposes of this policy, any person employed by and subject to the direct supervision of the district or supervisory union.
2. **Unlawful Harassment:** Verbal, written or physical conduct based on an employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, political affiliation, ancestry, place of birth, genetic information or disability which has the purpose or effect of substantially interfering with an employee's work or creating an intimidating, hostile or offensive environment.
3. **Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a District employee or a person engaged to perform work or a service for the District when:
 - A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
 - B. Submission to or rejection of such conduct by an individual is used as a component of the basis for employment decisions affecting such individual; or
 - C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.
4. **Retaliation.** Retaliation is adverse action taken against a person for making a complaint of unlawful harassment or for participating in or cooperating with an investigation.

Examples

Unlawful harassment can include any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of the employee's race, religion, color,

national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, ancestry, place of birth, genetic information or disability. Such conduct includes, but is not limited to: unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

1. Sex

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

Please be aware that any sexual harassment allegations must be considered and processed pursuant to the District's Title IX policy.

2. Race and Color

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

3. Religion

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

4. National Origin and Place of Birth

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

5. Age

Age harassment includes unwelcome verbal, written or physical conduct directed at someone (an applicant or employee) age 40 or older, such as offensive remarks about a person's ability to perform certain tasks because of age.

6. Marital Status

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

7. Sexual Orientation

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

8. Gender Identity

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

9. Disability

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

10. Genetic Information

Genetic information harassment can include, for example, making offensive or derogatory remarks about an applicant or employee's genetic information, or about the genetic information of a relative of the applicant or employee. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about family medical history.

Training

The District shall implement a reasonable training program to make employees aware of the District's sexual harassment policies and procedures.

Procedure

- 1. Duty to Investigate.** In the event the district or supervisory union receives a complaint of unlawful harassment of an employee, or otherwise has reason to believe that unlawful harassment is occurring, it will take all necessary steps to ensure that the matter is promptly investigated and addressed. The Stratton School District is committed to take action if information regarding potential unlawful harassment is learned, even if the aggrieved employee does not wish to file a formal complaint.
- 2. Designated Persons.** Every employee is encouraged to report any complaint of or suspected acts of unlawful harassment. Unlawful harassment should be reported to the non-discrimination coordinators or to the principal at the following address and telephone number:

Non-Discrimination Coordinators:

Address:

Telephone number:

Principal:

Address:

Telephone number:

*** THIS SECTION WILL BE CREATED IN THE EVENT THE STRATTON SCHOOL DISTRICT MAINTAINS A SCHOOL OR EMPLOYEES.

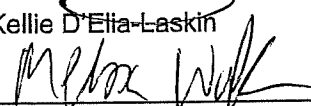
3. **Investigation.** Allegations of unlawful harassment will be promptly investigated by a non-discrimination coordinator or designee. At the outset of the investigation, the complainant shall be provided with a copy of this policy. If the allegations are found to have been substantiated by the investigator, the district or Supervisory Union will take appropriate disciplinary and/or corrective action. The non-discrimination coordinator or designee will inform the complainant(s) and the accused(s) whether the allegations were substantiated. The accused(s), the complainant(s) and any witness(es) shall be warned against any retaliation. If, after investigation, the allegation is found not to have been substantiated, the complainant(s) shall be informed of the right to contact any of the state or federal agencies identified in this policy.
4. **Filing a Complaint.** Employees are encouraged to report the alleged unlawful harassment as soon as possible to the non-discrimination coordinators or the principal.
5. **Alternative Complaint Processes.** Employees may file complaints with both the district or supervisory union and with state and federal agencies. If employees are dissatisfied with the results of an investigation, they may file a complaint with state and federal agencies. The agencies are:
 1. Vermont Attorney General's Office, Civil Rights Unit, 109 State Street, Montpelier, VT 05602, tel: (802) 828-3171. Complaints should be filed within 300 days of any unlawful harassment.
 2. Equal Employment Opportunity Commission, 1 Congress Street, Boston, MA 02114, tel: (617)565-3200 (voice), (617)565-3204 (TDD). Complaints should be filed within 300 days of any unlawful harassment.

6. **Confidentiality.** Witnesses, complainant and the accused shall keep confidential matters related to the charge of unlawful harassment.

Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	9 V.S.A. §§4502 et seq. (Public accommodations)
	16 V.S.A. 11(a)(26) (Definitions)
	21 V.S.A. §§495 et seq. (Unlawful employment practice, sexual harassment)
	42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)
	29 C.F.R. 1604.11 (Equal Opportunity Employment Commission)
Cross Reference:	Harassment, Hazing & Bullying of Students Board Commitment to Non-Discrimination
	Prevention of Sexual Harassment As Prohibited by Title IX


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B7: Required^[1]

TOBACCO PROHIBITION

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Statement of Policy

It is the policy of the Stratton Supervisory Union/School District to prohibit the use of tobacco or tobacco substitutes on supervisory union or school grounds or at school sponsored functions.

Definitions

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

1. **School grounds** means any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields and parking lots.
2. **Public school sponsored functions** means activities including but not limited to field trips, project graduation events, sporting events, work internships and dances.
3. **Tobacco product** has the same meaning as set forth in 7 V.S.A. § 1001(3), as amended from time to time.
4. **Tobacco paraphernalia** has the same meaning as set forth in 7 V.S.A. § 1001(7), as amended from time to time.
5. **Tobacco substitutes** has the same meaning as set forth in 7 V.S.A. § 1001(8), as amended from time to time.

Administrative Responsibilities

The superintendent or designee shall ensure that:

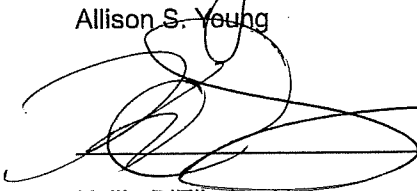
1. Students, employees and visitors are prohibited from using tobacco or tobacco substitutes on school grounds at all times, including when school is in and out of session, and during public school sponsored functions.
2. Students are prohibited from possessing tobacco, tobacco products, tobacco paraphernalia, and tobacco substitutes on school grounds at all times, including when school is in and out of session, and during public school sponsored functions.

3. Procedures are developed and implemented. Those procedures may^[2] include provisions ensuring that tobacco products, tobacco substitutes or tobacco paraphernalia are confiscated when found in the possession of students and that referrals to law enforcement agencies are made when appropriate.

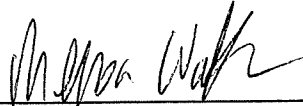
<i>Review Date</i>	October 3, 2023
<i>Date Warned</i>	10/31/23
<i>Date Adopted</i>	12/5/23
<i>Legal References</i>	16 V.S.A. § 140 (Tobacco on school grounds)
	18 V.S.A. §§ 1421 et seq. (Smoking in the workplace)
	7 V.S.A. §§ 1001 et seq.
<i>Cross References</i>	



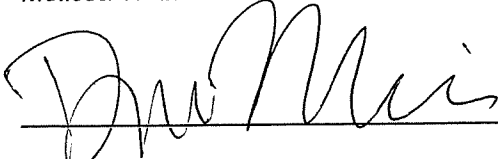
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[1] 16 V.S.A. §140 prohibits the use of tobacco products or tobacco substitutes on public school grounds or at public school sponsored functions.

[2] 16 V.S.A. §140 states "Public school boards may adopt policies that include confiscation and appropriate referrals to law enforcement authorities."

B8: (Required)

ELECTRONIC COMMUNICATIONS BETWEEN EMPLOYEES AND STUDENTS

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Policy

The Stratton School District recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and employees communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between employees and students. However, Stratton School District recognizes employees and students can be vulnerable in electronic communications.

In accordance with Act 5 of 2018 this policy is adopted to provide guidance and direction to the Stratton School District employees to prevent improper electronic communications between employees and students.

I. Definitions. For purposes of this policy, the following definitions apply:

A. **Electronic communication.** Electronic communication is any computer-mediated communication in which individuals exchange messages with others, either individually or in groups. Examples of electronic communication include, but are not limited to, email, text messages, instant messaging, voicemail, and image sharing and communications made by means of an internet site, including social media and social networking websites.

B. **Social media.** Social media is any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, websites and internet forums. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, and Google+.

C. **Employee.** Employee includes any person employed directly by or retained through a contract of employment the district, an agent of the school, a school board member, and including supervisory union employees.

D. Student. Student means any person who attends school in any of the grades Prekindergarten through 12 operated by the district.

II. Policy on Electronic Communication Between Students and Employees.

All communication between employees and students shall be professional and appropriate. The use of electronic communication that is inappropriate in content is prohibited.

A. Inappropriate content of an electronic communication. Inappropriate content of an electronic communication between an Employee and a Student includes, but is not limited to:

1. Communications of a sexual nature, sexual oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the employees' or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or demeaning;
6. Communications requesting or trying to establish a personal relationship with a student beyond the employees' professional responsibilities;
7. Communications related to personal or confidential information regarding employee or student that isn't academically focused; and
8. Communications between an employee and a student between the hours of 10 p.m. and 6 a.m. An Employee may, however, make public posts to a social network site, blog or similar application at any time.

B. Procedures. The superintendent shall develop procedures for both the receipt and handling of reports filed under this policy (see IV.A. and B. below).

IV. Enforcement Responsibilities

A. Student communications violation of this policy. In the event a student sends an electronic communication, that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to an employee, the employee shall submit a written report of the inappropriate communication ("Report") to the principal or designee by the end of the next school day following actual receipt by the Employee of such communication. The principal or designee will take appropriate action to have the student discontinue such improper electronic communications.

While the school district will seek to use such improper electronic communications by a student as a teaching and learning opportunity, student communications violation of this policy may subject a student to discipline. Any discipline imposed shall take into account the relevant surrounding facts and circumstances.

B. Employee communications violation of this policy. In the event an employee sends an electronic communication that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to a student, the student shall or the student's parent or guardian may submit a written report of the inappropriate communication ("Report") to the principal and/or the person designated by the principal to receive complaints under this policy promptly. The report shall specify what type of inappropriate communication was sent by the employee with a copy of the communication, if possible.

Inappropriate electronic communications by an employee may result in appropriate disciplinary action.

C. Applicability. The provisions of this policy shall be applicable at all times while the employee is employed by the district and at all times the student is enrolled in the school district, including holiday and summer breaks. An employee is not subject to these provisions to the extent the employee has a family relationship with a student (i.e. parent/child, nieces, nephews, grandchildren, etc.).

D. Other district policies. Improper electronic communications that may also constitute violations of other policies of the district, i.e. unwelcome sexual conduct may also constitute a violation of the school's separate policy on the Prevention of Harassment, Hazing and Bullying of Students. Complaints regarding such behavior should be directed as set forth in the school's Procedures on the Prevention of Harassment, Hazing and Bullying of Students.

V. Reporting to Other Agencies

A. Reports to Department of Children and Families [DCF]. When behaviors violative of this policy include allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq., must report the allegations to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.


B. Reports to Vermont Agency of Education [AOE]. Accordingly, if behaviors violative of this policy in a public school involve conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the AOE.

C. Reporting Incidents to the Police. Nothing in this policy shall preclude persons from reporting to law enforcement any incidents and/or conduct that may be a criminal act.

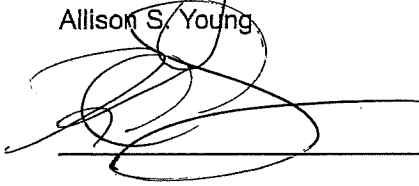
D. Continuing Obligation to Investigate. Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this or any other policy, such as the Policy on the Prevention of Harassment, Hazing and Bullying, to

pursue and complete an investigation upon receipt of notice of conduct which may constitute a policy violation.

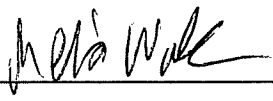
Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	2018 Acts and Resolves No. 5 (located at https://legislature.vermont.gov/Documents/2018.1/Docs/ACTS/ACT005/ACT005%20As%20Enacted.pdf)
	16 V.S.A. § 1698
	16 V.S.A. § 570



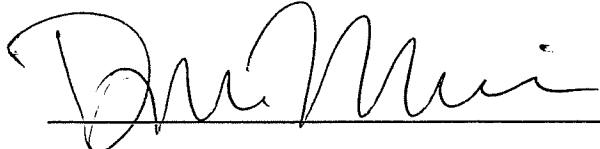
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C1: Required^[1]

EDUCATION RECORDS

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Statement of Policy

The Stratton School District (District) recognizes the importance of keeping accurate and appropriate education records^[2] for students as part of a sound educational program and is committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students.

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records. It is the policy of the District to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the district will inform^[3] parents, guardians, and students eighteen years and older of their rights with respect to the student's education records and the available procedures for exercising those rights. This shall include notification of the following:

1. The right to inspect and review the student's education records within 45 days after the day the district receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that the law authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA).
5. The procedure for exercising the right to inspect and review education records.
6. The procedure for requesting amendment of records.
7. The types of personally identifiable information that the district has designated as directory information, and a parent or eligible student's right to opt out of the disclosure of directory information. ^[4]
8. The procedure for a parent or eligible student to notify the district that they want to opt out of the district's disclosure of directory information.

9. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest as defined by FERPA.[5]

Administrative Responsibilities

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

Definitions

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that Act.[6]

[1] The federal Family Educational Rights and Privacy Act (FERPA) does not explicitly require a school board policy on the protection of student records. Its requirements are stated in the negative...“no funds shall be made available to any educational agency...which has a policy of denying...the right of parents...to review and inspect educational records. 20 U.S.C. § 1232g; 34 C.F.R. Part 99. Nor does the State Board Manual of Rules and Practices explicitly require a school board policy on student records. “Each supervisory union shall develop, and each school shall implement, a system of maintaining student records that aligns with Agency of Education statewide data collections; which enables accurate and timely reporting in connection with state and federal data collection requirements; and ensures the accuracy, relevancy and confidentiality thereof, and accessibility thereto; and which is in compliance with the federal Family Education Rights and Privacy Act of 1974 (P.L. 95-380 as amended from time to time.” SBE Rule 2113.

[2] A “record” means any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. The term “education records” means those records that are (1) directly related to a student; and (2) maintained by the school district, a school within the district, or a party acting for the school district or a school within the school district. It does not include a teacher’s notes that are in the teacher’s sole possession and shared only with a substitute teacher or records that are exempted from the definition under 34 C.F.R. § 99.3(b). 20 U.S.C. § 1232g; 34 C.F.R. § 99.3.

[3] School districts are required to find an effective way to notify parents or eligible students who are disabled, and parents whose primary language is not English. 20 U.S.C. § 1232g; 34 C.F.R. § 99.7(b).

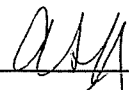
[4] The Family Educational Rights and Privacy Act allows schools to designate certain information as “directory information” and release it after providing public notice of the categories of information it seeks to release. “Directory information” includes, but is not limited to, a student’s name, address, telephone

listing, date and place of birth, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. Additional information may be released with specific parental consent. 12 U.S.C. § 1232g; 34 C.F.R. § 99.3.


[5] The Family Educational Rights and Privacy Act allows schools to disclose student personally identifiable information to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, consultant, or other party who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. 12 U.S.C. § 1232g; 34 C.F.R. § 99.3; 34 CFR § 99.31(a).

[6] 12 U.S.C. § 1232g; 34 C.F.R. § 99.3.

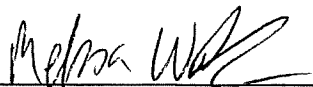
Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	9 V.S.A. §§4502 et seq. (Public accommodations)
	16 V.S.A. 11(a)(26) (Definitions)
	21 V.S.A. §§495 et seq. (Unlawful employment practice, sexual harassment)
	42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)
	29 C.F.R. 1604.11 (Equal Opportunity Employment Commission)
Cross Reference:	Harassment, Hazing & Bullying of Students
	Board Commitment to Non-Discrimination
	Prevention of Sexual Harassment As Prohibited by Title IX



Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

C2: Required^[1]

STUDENT ALCOHOL AND DRUGS

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

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 Stratton 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]

[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.

The 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.

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.

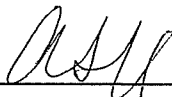
[10] SBE Rule 4212.3A requiring a policy on the handling of any alcohol/drug-related incident.

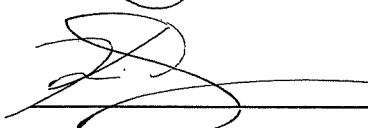
[11] SBE Rule 4212.3B requiring that each "...school district policy...establish procedures for administering first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved."

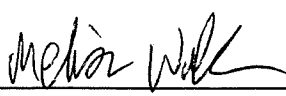
[12] This section is not required by law, but could be included in a school board policy to ensure that adequate notice of the school district's policy and procedures related to alcohol and drug abuse is given to students and parents.

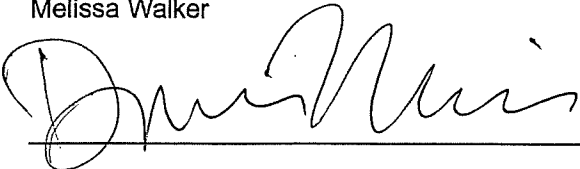
Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)
	16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)
	16 V.S.A. §131(9) (Comprehensive Health Education)
	16 V.S.A. §1045(b)(Driver Training Course)
	16 V.S.A. §1165 (Alcohol and drug abuse)
	18 V.S.A. §4226 (Drugs: minors, treatment, consent)

	18 V.S.A. § 4237 (Possession and Control of Regulated Drugs)
	7 V.S.A. §1001 (Alcoholic Beverages, Cannabis, And Tobacco Definitions)
	Vt. State Board of Education Manual of Rules and Practices §§4200-4212.3B)
Cross Reference:	Student Conduct and Discipline
	Search and Seizure of Students by School Personnel
	Wellness and Comprehensive Health
	Tobacco Prohibition


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 Melissa Walker


 Devon Marcucci

C4: Required

ENGLISH LEARNERS

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Policy:

It is the policy of the Stratton School District to ensure that English Learners, including immigrant students, have equitable access to academic and extracurricular school programming as required by law.

Definition:

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

English learner: The term "English learner," when used with respect to an individual, means an individual:

1. who is aged 3 through 21^[1];
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3.
 - A. who was not born in the United States or whose native language is a language other than English;
 - B. who:
 - i. is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - ii. comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - C. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - A. the ability to meet the challenging State academic standards;
 - B. the ability to successfully achieve in classrooms where the language of instruction is English; or
 - C. the opportunity to participate fully in society.

Administrative Responsibilities:

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

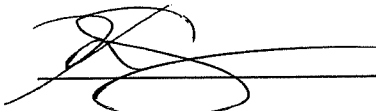
[1] According to the USDE Non-Regulatory Guidance: English Learners and Title III (September 23, 2016), under ESEA, and the addendum to the aforementioned Guidance, LEAs may use Title III funds to serve ELs as young as age three, but are not required to do so.

<i>Review Date:</i>	<i>October 3, 2023</i>
<i>Date Warned:</i>	<i>10/31/23</i>
<i>Date Adopted:</i>	<i>12/5/23</i>
<i>Legal Reference(s):</i>	<i>42 U.S.C. §§ 2000 d et seq. (Title VI of the Civil Rights Act of 1964)</i>
	<i>20 U.S.C. 6801 et seq. (English Language Acquisition, Enhancement, and Academic Achievement Act)</i>
	<i>20 U.S.C. § 7801(20) (Definition of English Learner)</i>
	<i>34 C.F.R. Part 100 9 V.S.A. § 4502 (Discrimination, public accommodations)</i>
	<i>Vermont State Board of Education Manual of Rules and Procedures § 1250</i>


Cross Reference:	
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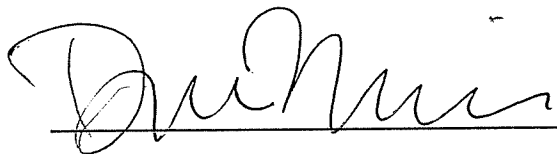
Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

C5: Required

FIREARMS

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Policy

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

Definitions

For the purposes of this policy, the terms "firearm" "school" and "expelled" shall be defined consistent with the definitions required by state and federal law.

Sanctions

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

A student found by the school board after a hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

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

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


Policy Implementation

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


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

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


Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	16 V.S.A. § 1166 (State law pursuant to Federal law)
	13 V.S.A. §§ 4004, 4016 (Criminal offenses)
	20 U.S.C. § 7151 (Gun Free Schools Act)
	18 U.S.C. § 921 (Gun Free School Zones Act of 1990)
	20 U.S.C. §§ 1400 et seq. (IDEA)
	29 U.S.C. § 794 (Section 504, Rehabilitation Act of 1973)
	Vt. State Board of Education Manual of Rules & Practices, §§ 4311, 4313
Cross Reference:	Search and Seizure
	Student Conduct and Discipline



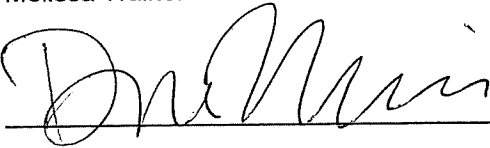
Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

C6: Required^[1]

PARTICIPATION OF HOME STUDY STUDENTS

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

It is the policy of the Stratton School District to integrate home study students into its schools through enrollment in courses, participation in co-curricular and extracurricular activities, and use of school facilities.

Definitions

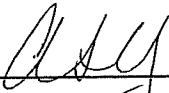
1. **Home study student** means a student enrolled in a registered home study program pursuant to **16 V.S.A. §166b**.
2. **School facilities** means the portions of a school building and grounds used by students for classes, study and co-curricular or extracurricular activities.


Administrative Responsibilities

The superintendent or designee shall develop written procedures to ensure compliance with 16 V.S.A. §563(24) and the Vermont State Board of Education Rule Series 4400.

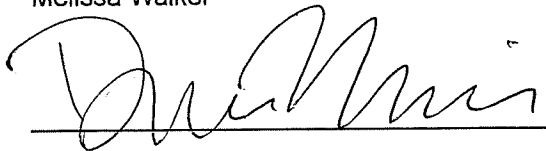
Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	16 V.S.A. §166b
	16 V.S.A. § 563(24) (Powers of school boards)
	Vermont State Board of Education Manual of Rule Series §§ 4400 et seq.

Cross Reference:


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Devon Marcucci

[1] Under 16 V.S.A. §563(24), school boards are required to "... adopt a policy which, in accordance with rules adopted by the state board of education, will integrate home study students into its schools through enrollment in courses, participation in co curricular and extracurricular activities and use of facilities." See also SBE Rules 4400-4405.

C7: Required

STUDENT ATTENDANCE

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

It is the policy of the Stratton School District to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Students who are (i) children between the ages of six and 16 years who are residents of the district; (ii) non-resident pupils who enroll in district schools; and (iii) children over the age of 16 who are enrolled in a district school, are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law.¹¹

Definitions

For the purpose of this policy, "truant" shall mean:

1) A student between the ages of six and sixteen years, who is not excused from school attendance and fails to enter school at the beginning of the academic year or, being enrolled, fails to attend school.

or,

2) A student who is at least 16 years of age and is enrolled in public school and fails to attend, and is not excused from school attendance.

A student may be excused from compulsory attendance if the student:

- 1) Is mentally or physically unable to attend;
- 2) Has completed the tenth grade and is not enrolled in public school;
- 3) Is excused by the superintendent or a majority of the school directors; or
- 4) Is enrolled in and attending a postsecondary school which is approved or accredited in Vermont or another state.²

Implementation

Annually, the superintendent shall ensure that the school board appoints one or more individuals to serve as the truant officer and shall ensure that appointment is recorded with the clerk of the school district on or before July 3.³

Administrative Rules and Procedures

The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy. The procedures will address the following issues:

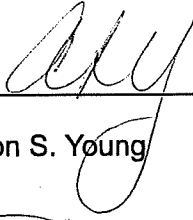
1. written excuses;
2. tardiness;
3. notification of parents/guardian;
4. signing out of school;
5. excessive absenteeism;
6. homebound and hospitalized students;
7. early dismissals;
8. homework assignments; and
9. making up work.

The procedures may address other issues as well, including educational neglect.

Administrative Responsibilities

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

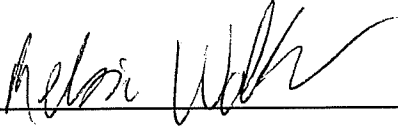
<i>Review Date:</i>	October 3, 2023
<i>Date Warned:</i>	10/31/23
<i>Date Adopted:</i>	12/5/23
<i>Legal Reference(s):</i>	16 V.S.A. §§ 1121 et seq. (Attendance by Children of School Age Required)
	16 V.S.A. §§ 1122 (Students over 16)
	16 V.S.A. § 1125 (Truant Officers)
	16 V.S.A. § 1126 (Failure to Attend; Notice)
<i>Cross Reference:</i>	



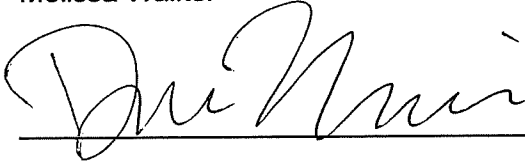
Allison S. Young



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Devon Marcucci

[1] 16 V.S.A. §§ 1121 (Attendance by Children of School Age Required), 1122 (Students over 16)

2 16 V.S.A. § 1126

3 16 V.S.A. § 1125

C8: Required^[1]

PUPIL PRIVACY RIGHTS

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

It is the intent of the Stratton School District to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA)^[2] and Vermont State Board of Education Rules^[3] governing the administration of certain student surveys, analyses or evaluations.^[4]

Administrative Responsibilities

The superintendent or designee shall develop administrative procedures to ensure school district compliance with applicable federal and state laws related to pupil privacy and parents' access to information regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. The administrative procedures shall include provisions that address the following legal requirements:^[5]

1. The right of parents of a student to inspect, upon request, surveys created by third parties before the administration of the surveys to the student.
2. Any applicable procedures for granting a request by a parent for access to such survey within reasonable time after a request is received.
3. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal PPRA.^[6]
4. The right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum for the parent's child, and any applicable procedures for granting access to such material within a reasonable time after the request is received.^[7]
5. The administration of physical examinations or screenings that the school district may administer to a student.^[8]
6. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), including arrangements to protect student privacy in the event of such collection, disclosure, or use.^[9]
7. The right of a parent of a student to inspect, upon request, any instrument used in the collection of personal information under subparagraph (6) above before the instrument is administered to a student, and any applicable procedures for granting a request for such inspection within a reasonable time after receiving the request.^[10]

8. Provisions to ensure that parents are notified of the school district policies and procedures adopted to comply with federal and state laws and regulations governing pupil privacy, including, but not limited to, annual notice of such policies and procedures; notification and an opportunity for the parent to opt the student out of participation in activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose); notification and an opportunity for the parent to opt the student out of participation in the administration of surveys containing items specifically listed in the Pupil Privacy Rights Amendment; and notification and an opportunity for the parent to opt the student out of participation in any nonemergency, invasive physical examination or screening that is (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or of other students.^[11]

9. The rights of a parent under the PPRA transfer to a student who is 18 years old or an emancipated minor under state law.

[1] This policy is required by the Federal Protection of Pupil Rights Act, 20 U.S.C. § 1232h; Vermont State Board Manual of Rules and Practices, Rule 2113.

[2] See 20 U.S.C. 1232h.

[3] See Vermont State Board of Education Rule 2113.

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

[5] See 20 U.S.C. §1232h(c)(1).

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

[7] See 20 U.S.C. §1232h(c)(1)(C).


[8] See 20 U.S.C. §1232h(c)(1)(D).


[9] See 20 U.S.C. §1232h(c)(1)(E).

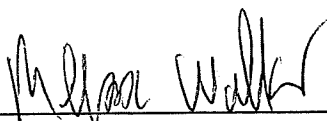
[10] See 20 U.S.C. §1232h(c)(1)(F)

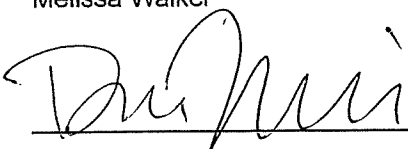
[11] See 20 U.S.C. §1232h(c)(2).

Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	
Cross Reference:	


Allison S. Young


Kellie D'Elia-Laskin


Melissa Walker


Devon Marcucci

C10: Required

PREVENTION OF HARASSMENT, HAZING, AND BULLYING OF STUDENTS

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

The Stratton School District[i] (hereinafter "District") is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

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

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

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

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

Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any

publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.

3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the Designated Employees.

4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.

5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the district shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

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

Constitutionally Protected Speech

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

IV. Definitions.

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

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

- a. Is repeated over time;
- b. Is intended to ridicule, humiliate, or intimidate the student; and

(i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or

(ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

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

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

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

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

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

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

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

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

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

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

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

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

H. **"Hazing"** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

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

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

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

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

I. **"Notice"** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee

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

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

K. **“Pledging”** means any action or activity related to becoming a member of an organization.

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

M. **“School administrator”** means a superintendent, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District's Equity Coordinator.

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

Date Reviewed:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	
Cross Reference:	

APPENDIX A

Designated Employees:

The following employees of the (Currently Non-Existent) School have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. § 570c(7) and under federal anti discrimination laws;

Name:

Title:

Contact Information: _____

Name:

Title:

Contact Information: _____

ii) Throughout this model policy and the related procedures, "District" shall apply to Independent Schools and should be substituted as appropriate. References to the Superintendent shall equate to "Head of School" or "Headmaster" as appropriate, with regard to Independent Schools. Where language suggests a "District" will take action, it shall be the Superintendent, the Head of School, the Headmaster or his/her designee.



Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

C11: Required^[1]

STUDENT FREEDOM OF EXPRESSION IN SCHOOL-SPONSORED MEDIA

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

Freedom of expression is a fundamental principle in a democratic society that provides all citizens, including students, with the right to engage in a robust discussion of ideas. It is the policy of the Stratton School District (District) to ensure that students enjoy free speech and free press protections related to school-sponsored media, and to encourage students to become educated, informed, and responsible members of society.

No expression made by students in school-sponsored media shall be deemed to be an expression of school policy.

Definitions

1. **Media advisor** means a person employed, appointed, or designated by the district/supervisory union to provide instruction relating to school-sponsored media.
2. **School-sponsored media** means any material prepared, written, published, or broadcast as part of a school-supported program or activity by a student journalist that is distributed or generally made available as part of a school-supported program or activity to an audience beyond the classroom in which the material is produced.
3. **Student journalist** means a student enrolled in the district/supervisory union who gathers, compiles, writes, edits, photographs, records or prepares information for dissemination in school-sponsored media.
4. **Student supervisor** means a student who is responsible for editing school-sponsored media.

Implementation

Subject only to the conditions 1-6 below, a student journalist may exercise freedom of speech and freedom of the press in school-sponsored media. Student supervisors of school-sponsored media are responsible for determining the content of their respective media.

This policy does not authorize or protect content of school-sponsored media that:

1. Is libelous or slanderous;

2. Constitutes an unwarranted invasion of privacy;
3. May be defined as obscene, gratuitously profane, threatening or intimidating;
4. May be defined as harassment, hazing, or bullying under Title 16 § 11;
5. Violates federal or state law; or
6. Creates the imminent danger of materially or substantially disrupting the ability of the school to perform its educational mission.

District staff may restrain the distribution of content in school-sponsored media that can be demonstrated to violate any of the conditions 1-6 above.

Content in school-sponsored media will not be restrained solely because it involves political or controversial subject matter, or is critical of the school or its administration.

A student journalist may not be disciplined for acting in accordance with this policy.

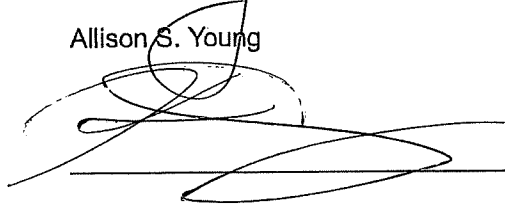
A media advisor may not be disciplined for taking reasonable and appropriate action to protect a student journalist in conduct protected by this policy or for refusing to infringe on conduct that is protected by this policy, by the first amendment to the U.S. Constitution, or by the Vermont Constitution.

[1] 16 V.S.A. § 1623(i) states that each school or its governing body shall adopt a written policy consistent with the provisions of 16 V.S.A. § 1623.

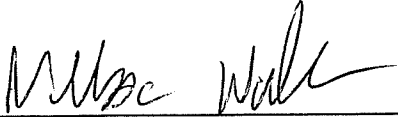
<i>Review Date:</i>	<i>October 3, 2023</i>
<i>Date Warned:</i>	<i>10/31/23</i>
<i>Date Adopted:</i>	<i>12/5/23</i>
<i>Legal Reference(s):</i>	16 V.S.A. § 1623
<i>Cross Reference(s):</i>	<i>Student Distribution of Literature</i>



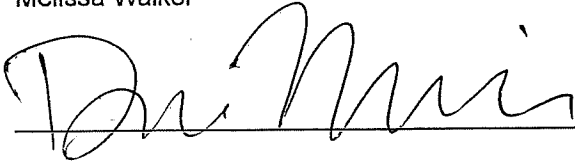
Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

C12: Required

Prevention of Sexual Harassment As Prohibited by Title IX

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

I. Statement of Policy

A. **Prohibiting Title IX Sexual Harassment.** Per Title IX of the Education Amendments Act of 1972 ("Title IX") the Stratton School District ("District") does not discriminate on the basis of sex in its educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment, are prohibited in the District. A District with actual knowledge of sexual harassment in an educational program or activity of the District against a person in the United States must respond promptly in a manner that is not deliberately indifferent. A District is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. A District may be deemed to have been deliberately indifferent based on its restriction of rights protected under the U.S. Constitution, including the First, Fifth and Fourteenth Amendments.

B. **Retaliation.** Retaliation as defined by this Policy is expressly prohibited. Complaints alleging retaliation may be filed according to the Title IX Grievance Procedures set forth in Section IV.

C. **Concurrent Statutory Obligations.** While all forms of sex-based discrimination are prohibited in the District, the purpose of this policy is to address, and only address, *sexual harassment as defined in Title IX and Section II.M. below.* For conduct which satisfies that definition, a school's response is governed by this policy, and in those cases for which they have received a filing of a formal complaint of same, as set forth under the Title IX Grievance Process set forth in Section IV below. For other forms of inappropriate conduct, or conduct which may satisfy the definition of harassment on the basis of sex under Vermont law, including student misconduct and employment based statutes prohibiting unlawful harassment and other forms of misconduct, the District may have the separate obligation to address those behaviors as required by other school policies and applicable laws.

D. **Covered Parties.** This Policy shall apply to all students, employees and any third party who contracts with the District to provide services to District students or employees, upon District property or during any school program or activity. A third party under supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

II. Definitions

As used in this Policy and during the Title IX Grievance Process, the terms below shall have the meaning ascribed.

A. **“Actual Knowledge”** means “notice” of “sexual harassment” or allegations of “sexual harassment” to either (a) a recipient’s Title IX Coordinator; or (b) any official of the recipient who has the authority to institute corrective measures on behalf of the recipient; or (c) to any employee of an elementary and secondary school.

1. For purposes of this paragraph “sexual harassment” refers to the definition as contained *within this policy*. For other forms of inappropriate conduct, or conduct which may satisfy the definition of harassment on the basis of sex as recognized under Vermont law, schools retain the option and in some cases the obligation, to address those behaviors as required by policy and law.

2. Actual knowledge shall not be deemed to exist when the only official of the recipient with actual knowledge is the respondent.

3. “Notice” as used in this paragraph includes, but is not limited to, a Report of Sexual Harassment to the Title IX Coordinator as described Section IV.B.

4. Notice sufficient to trigger an obligation under this policy only shall exist where any employee has sufficient personal knowledge of alleged facts to be aware that if such facts were found to be true it would constitute a violation of this policy.

5. Imputation of knowledge based solely on vicarious liability OR constructive notice shall be insufficient to establish or constitute actual knowledge.

B. **“Complainant”** is an individual who is alleged to be the victim of conduct that could constitute “sexual harassment” under this Policy. In order for an individual to be considered to be a Complainant they need not file Report of Sexual Harassment, nor a Formal Complaint of Sexual Harassment. Where the Title IX Coordinator signs a Formal Complaint of Sexual Harassment, the Title IX Coordinator is not considered a “Complainant.”

C. **“Days”** shall mean calendar days, but shall exclude non-weekend days on which the District office is closed (e.g. holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g. snow days).

D. **“Decision-Maker”** means persons tasked with either the responsibility of making determinations of responsibility (referred to as “Initial Decision-Maker”); or the responsibility to decide any appeal (referred to as “Appellate Decision-Maker”) with respect to Formal Complaints of Sexual Harassment in accordance with the Title IX Grievance Process.

E. **“Determination of Responsibility”** is the formal finding by the decision-maker on each allegation of Sexual Harassment contained in a Formal complaint that the

Respondent did or did not engage in conduct constituting Sexual Harassment under Title IX.

F. **"Disciplinary sanctions"** are consequences imposed on a Respondent when s/he is determined responsible for sexual harassment prohibited under this Policy.

F. **"Emergency Removal"** for purposes of this Policy shall mean removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. Emergency Removals as permitted by this Policy shall not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

G. **"Formal Complaint of Sexual Harassment"** means a document filed by either (a) a complainant (or complainant's parent/guardian); or (b) the Title IX Coordinator, alleging sexual harassment against a respondent AND requesting that the District investigate the allegation of sexual harassment. The issuance or receipt of a Formal Complaint of Sexual Harassment formally triggers the Title IX Grievance Process set forth in Section IV. of this Policy.

H. **"Investigation of Title IX Sexual Harassment"** Before the District can conduct an Investigation of Sexual Harassment under this Policy, against a Respondent, a Formal Complaint of Sexual Harassment that contains an allegation of sexual harassment and a request that the District investigate the allegations is required. Such investigation is a part of the Title IX Grievance Process, as set forth in Section IV.E.

I. **"Remedial actions"** are actions intended to restore or preserve a complainant's equal access to the educational programs and activities of the District.

J. **"Report of Sexual Harassment"** is any report which provides the District with actual knowledge of sexual harassment or allegations of sexual harassment. Such a report may or may not be accompanied by a Formal Complaint of Sexual Harassment. Without such a Complaint, the Title IX Grievance Process is not triggered. See Section IV.A and IV.B. regarding the process for initiating that process.

K. **"Respondent"** means an individual who has been reported to be the individual accused (i.e. perpetrator) of conduct that could constitute sexual harassment as defined under this policy.

L. **"Retaliation"** means intimidation, threats, coercion, or discrimination by either the District or any other person, against any individual for the purpose of interfering with any right or privilege secured by Title IX and/or this Policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing in

connection with this Policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sexual discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this policy, constitutes retaliation.

Limitation in Scope.

- i. Material False Statements. Actions taken in response to **materially** false statements made in bad faith, or to submitting **materially** false information in bad faith, as part of a report or during the Title IX Grievance Process do not constitute retaliation. A determination of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith.
- ii. 1st Amendment Protections. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Policy.

M. "Sexual harassment" prohibited under Title IX and by this Policy is conduct on the basis of sex, occurring in an education program or activity of the District, against a person in the United States, that satisfies one or more of the following:

1. A school district employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct; **OR**
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the District's education program or activity; **OR**
3. Or any conduct which would satisfies one or more of the following definitions:
 - a. Sexual assault: Any sexual act(s) directed at another person without consent of the victim, including instances where the victim is unable to lawfully give consent because of age or cognitive ability. Consent to a sexual act exists where words, actions or other non-verbal conduct objectively communicates a desire to participate in the sexual act(s). Consent to some sexual act(s) does not indicate consent to all sexual acts. Consent may be withdrawn at any time by objectively communicating through words, actions or other non-verbal conduct **AND/OR**
 - b. Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or an intimate nature with the victim. The existence of the relationship shall be considered with reference to the length of the relationship, the type of relationship and the frequency of the interactions between the persons involved in the relationship. **AND/OR**

c. Domestic violence: Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner or any other persons protected under 15 V.S.A. section 1101 from domestic abuse. AND/OR

d. Stalking: A course of conduct by a person directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Limitation in Scope. For purposes of this policy conduct shall not be deemed to satisfy Title IX's definition of "sexual harassment" if the conduct occurred either (1) outside of the United States and/or (2) includes locations, events or circumstances over which the District did not exercise substantial control over both the respondent and the context in which the harassment occurred.

N. **"Supportive Measures"** are non-disciplinary, non-punitive, individualized services, offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. These measures may include, but are not limited to, the following:

- 1.counseling;
- 2.extensions of deadlines or other course-related adjustments;
- 3.modifications of work or class schedules;
- 4.campus escort services;
- 5.mutual restrictions on contact between the parties;
- 6.changes in work or housing locations;
- 7.leaves of absence;
- 8.increased security and monitoring of certain areas of the district campus;
- 9.and other similar measures.

III. Duties

A. Reports of Sexual Harassment

1. Any Person May Make a 'Report of Sexual Harassment'. Any person may report sexual harassment whether relating to her/himself or another person. A Report of Sexual Harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

a. Any Staff Member May Receive Reports. Additionally, while the District strongly encourages Reports of Sexual Harassment to be made directly to the

Title IX Coordinator, the report may be made to **any** District staff member, including, for instance, a counselor, teacher or principal.

b. In Cases where Title IX Coordinator is Alleged Respondent. If the Title IX Coordinator is the alleged respondent, in such cases either the Report of Sexual Harassment or Formal Complaint of Sexual Harassment may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX Coordinator regarding that Report/Complaint, or delegate the function to another person.

B. District Response to Report of Sexual Harassment.

1. Duty to respond. The District will promptly respond when there is Actual Knowledge of sexual harassment, even if a Formal Complaint of Sexual Harassment has not been filed.

a. District Response Must Be Equitable. In its response the District shall treat Complainants and Respondents equitably by providing supportive measures to the Complainant and by following the Title IX Grievance Process prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a Respondent.

b. Reports of Harassment Received by District Employees Shall Be Referred to Title IX Coordinator. Where any District employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this Policy, s/he shall, without delay, inform the Title IX Coordinator of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.

c. Complainant Contact. As soon as reasonably possible after receiving a Report of Sexual Harassment from another District employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the Complainant [and parent/guardian in cases where the complainant is a student under the age of 18] to:

- i. discuss the availability of and offer supportive measures;
- ii. consider the complainant's wishes with respect to supportive measures;
- iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- iv. explain to the complainant the process for filing a Formal Complaint of Sexual Harassment.

2. Formal Investigation of Sexual Harassment. Before the District may conduct a formal investigation of sexual harassment or take any action (other than supportive measures) against a Respondent, a Formal Complaint that contains an allegation of sexual harassment and a request that the District investigate the allegations is required and must be filed by either the Complainant, the Complainant's Parent/Guardian, or the Title IX Coordinator, as set forth under Section IV.B. below:

3. Initiating the Title IX Grievance Process. A Report of Sexual Harassment alone does **not** initiate a Title IX Grievance Process. Before the District may initiate that process, a Formal Complaint of Sexual Harassment must be filed under the procedures set out in IV.A. ("Title IX Grievance Process").

C. Formal Complaints of Sexual Harassment.

1. Process for Filing a Formal Complaint of Sexual Harassment. The process for filing a Formal Complaint of Sexual Harassment is set forth in Section IV.A. ("Title IX Grievance Process").

a. District Response to Receipt of Formal Complaint.

i. Investigation of Sexual Harassment. The District must investigate the allegations of a Formal Complaint unless both parties voluntarily consent to engage in Informal Resolution, or Dismissal otherwise occurs under Section IV. G. below.

2. District Written Notification to Parties in Response to Receipt of Formal Complaint. Upon receipt of a Formal Complaint, the District must provide written notice as set forth in Section IV.C. below of the Title IX Grievance Process. In response to a Formal Complaint of Sexual Harassment, the District must follow the Title IX Grievance Process set forth in Section IV.

D. District Duty to Respond When Determination of Responsibility For Sexual Harassment Has Been Made Against a Respondent. The District must provide remedies to a Complainant where a determination of responsibility for sexual harassment has been made against a Respondent designed to restore or preserve equal access to the District's education program or activity. Such remedies may include "supportive measures" but also need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

E. Reporting to Other Agencies.

1. Reports to Department of Children and Families. When a report made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4491, et seq. must report the allegation to the Commission or DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.

2. Reports to Vermont Agency of Education. If a report of sexual harassment is made to the District about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Secretary. [If a report of sexual harassment is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for

licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.]

3. Reporting Incidents to Police.

a. FERPA Rights. Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute sexual harassment may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.

b. First Hand Reports. Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.

4. Continuing Obligation to Investigate. Reports made to DCF, AOE or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy, or other school policies where appropriate, to respond, and when appropriate to investigate and follow the Title IX Grievance Process.

F. Disseminating Information and Notice.

1. Notice of Title IX Policy. The District will make this Policy publicly available on the District's website (OR if the District does not maintain a website, available upon request for inspection by members of the public).

2. Notice of Title IX Obligations and Coordinator Information. The District shall include in all student and employee handbooks, and shall make publicly available on the district's website (OR if the District does not maintain a website, available for inspection to members of the public upon request) the following information:

a. The District's policy of non-discrimination on the basis of sex, that it is required by Title IX not to discriminate in such a manner, and that such requirement not to discriminate in the education program or activity of the District extends to admission and employment (all to be prominently displayed on both the website and in publications):

b. The title, name, office address, email address, and telephone number of the District's Title IX Coordinator (all to be prominently displayed on both the website and in publications);

c. A statement that Title IX inquiries may be referred to either the District's Title IX Coordinator or to the Assistant Secretary for Civil Rights.

The same information shall be otherwise provided to students, employees, unions or professional organizations holding collective bargaining or professional agreements with the District, and all persons seeking employment with the

District, or seeking to enroll or participate in the District's educational programs or activities. Those persons shall also be informed of the grievance procedures and process provided for under Section IV. of this Policy, including how to file either a Report of Sexual Harassment or Formal Complaint of Harassment, and the response the District will take in response to such filings.

3. Training Materials. Additionally, the District will make any materials used to train personnel as required under Sec. V.F. publicly available on the District's website (OR if the District does not maintain a website, available upon request for inspection by members of the public).

G. Record Keeping

The District shall maintain for a period of seven years records of

1. **Sexual Harassment Investigations.** The District shall maintain records of any:
 - a. determination regarding responsibility;
 - b. any disciplinary sanctions imposed on the respondent;
 - c. any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity; and
 - d. any appeal and result therefrom.
2. **Any informal resolution and the result therefrom.**
3. **All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.**
4. **For each response required of the District by this Policy to Actual Knowledge of Sexual Harassment, the District must create and maintain for a period of seven years the following:**
 - a. Records of any actions, including any supportive measures, taken in response to a Report of Sexual Harassment or Formal Complaint of Harassment. In each instance the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's educational program or activity. Where a District does not provide a Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

H. Confidentiality

1. Duty to Maintain Confidentiality.

The District must keep confidential the identity of any individual who has made a Report of Sexual Harassment or Formal Complaint of Sexual Harassment under this Policy, any Complainant, Respondent, and any witness, except either:

- a. As may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99;
- b. or as required by law, such as reports to DCF, law enforcement or the Agency of Education as set forth in Section III.E above;
- c. or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing or judicial proceeding arising thereunder, as set forth in this policy (Section IV.C.2, IV.E.7,8, and 10, IV.F.5., IV.G.3., and IV.H.7.);
- d. where maintaining confidentiality with respect to supportive measures offered to the Complainant or Respondent would impair the ability of the school district to provide the supportive measures;

IV. TITLE IX GRIEVANCE PROCESS.

A. General Provisions.

1. Triggers for Implementation. The Title IX Grievance Process is used only upon the filing of a **Formal Complaint** of sexual harassment as described below. This process must be followed before any discipline of a Respondent to allegations of Sexual Harassment may be imposed by the District.
2. Protections for Equitable Treatment in The Handling of Formal Complaints by District. The District response to a Formal Complaint of Sexual Harassment shall treat Complainant and Respondents equitably. In particular, this Title IX Grievance Process shall require:
 - a. **"Presumption of Non Responsibility"** presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX Grievance Process;
 - b. **"Objectivity"** an objective evaluation of all relevant evidence - including both inculpatory and exculpatory evidence - and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or Witness;
 - c. **"Conflict and Bias Free Personnel"** that individuals designated by the District to act as Title IX Coordinator, investigator, decision-makers, or to facilitate an informal resolution process, shall have no conflict of interest nor bias for or against a Complainant or Respondent individually, or complainants or respondents generally;

d. **"No Interference with Legal Privileges"** such that at no point in the grievance process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the District, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process;

e. **"Proof of Responsibility for Sexual Harassment by a Preponderance of the Evidence,"** which is only met when the party with the burden convinces the fact finder (the Initial Decision- Maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not). This standard shall be applied to all Formal Complaints of Sexual Harassment, whether they involve students or faculty; and

f. **"Reasonably Prompt Time Frames for Conclusion of the Title IX Grievance Process."** The District shall make a good faith effort to conduct a fair, impartial grievance process in a reasonably prompt manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded - through at least the determination of responsibility decision - within 80 days after filing the Formal Complaint of Sexual Harassment. However, more complex cases or other case specific circumstances, may require additional time beyond that timeframe. In such cases, good cause must be shown and written notice provided.

B. Grievance Process Timeline.

Investigation 20 +/- days (as the complexity of the case demands);

10 days for reviewing information prior to conclusion of investigation;
10 days after receiving investigative report -by either- party to respond;
10 days for decision maker to allow initial questions;
10 days for responses to questions;
10 days for questions and responses to follow-up questions;
10 days for determination of responsibility decision;
10 days for appeal (6 additional days for administrative steps);
10 days for argument/statement challenging or supporting determination;
10 days for decision on appeal.

1. Delays and Extensions of Time. At any stage of the grievance process, the District (through the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee) may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties, party advisors, witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain language interpreters or accommodation of disabilities. For any such delay or extension of time, the

Superintendent or the Title IX Coordinator will provide simultaneous written notice to the parties of the delay/extension and the reason(s).

2. Delivery of Copies and Notices. Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the District official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor's parent/guardian. Copies should also be sent to a party's advisor if the information for the advisor has been previously communicated to the sending party. Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party's advisor.

3. Notice of Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.

a. Employee Respondents. "Disciplinary sanctions" against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy,, applicable individual or collective bargaining contract, or state or federal laws or regulations.

b. Student Respondents. "Disciplinary sanctions" against a student may include any available discipline or sanction, up to and including expulsion, permitted by District policies, and any other District rules and procedures or student code of conduct.

c. Remedial Actions. Remedial actions as to a Respondent after a Title IX Sexual Harassment Final Decision, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant's right to access the district's program and activity. Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

5. Emergency Removal. Nothing in this Policy, or Title IX Grievance Process, precludes a District from removing a Respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an

individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Such removal shall not be disciplinary.

6. Administrative Leave. Nothing in this Policy precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of the Title IX Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

C. Formal Complaints of Sexual Harassment. The Title IX Grievance Process is initiated by way of a Formal Complaint ("complaint" or "formal complaint") filed by the Complainant, the Complainant's parent/guardian, or the Title IX Coordinator.

1. Complainant Options. In cases of Actual Knowledge (and/OR) Reports of Sexual Harassment, the Complainant retains the option to either file a Complaint of Sexual Harassment or choose not to and instead simply receive the supportive measures, except as set forth below.

a. Filings by Title IX Coordinator. In cases where the Complainant does not file a Formal Complaint of Sexual Harassment, the Title IX Coordinator may nevertheless choose to sign and thus initiate a Formal Complaint of Harassment, but only if:

i. initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances;

ii. in other cases where, in the exercise of good judgment and in consultation with the District's attorney as appropriate, the Title IX Coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to Actual Knowledge of sexual harassment.

iii. If the Complaint is filed by the Title IX Coordinator, he/she is not a party to the action, and the District must comply with all of the provisions of the Title IX Grievance Process relative to respondents and complainants.

b. Supportive Measures. The Title IX Coordinator will contact the Complainant to discuss and offer supportive measures.

2. Respondent Rights. In cases where no Formal Complaint of Sexual Harassment is either filed by the Complainant or the Title IX Coordinator **no disciplinary action may be taken** against the Respondent based upon conduct that would constitute sexual harassment under this policy. Nevertheless, the Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.

3. Timeliness of Formal Complaints of Sexual Harassment. Although the District will initiate the Title IX Grievance Process regardless of when the Formal Complaint of Sexual Harassment is submitted, delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.

4. Jurisdiction Over Parties. Although there is no time limit per se to filing a Formal Complaint of Sexual Harassment, Complaints may be dismissed if either the Complainant or Respondent is no longer enrolled or employed by the District.

5. Manner of Filing and Content of Formal Complaints of Sexual Harassment. Formal Complaints of Sexual Harassment may be filed with the Title IX coordinator in person, by mail, or by email and must be in writing. While forms may be obtained from the Title IX Coordinator or on the District or school website, at a minimum, a Formal Complaint of Sexual Harassment must:

- a. contain the name and address of the Complainant and the student's parent or guardian if the complainant is a minor student;
- b. describe the alleged sexual harassment;
- c. request an investigation of the matter;
- d. when filed by the Complainant be signed by the Complainant or otherwise indicate that the complainant is the person filing the complaint, or if not filed by the Complainant be signed by the Title IX Coordinator.

6. Consolidation of Complaints. The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

C. Notification of Formal Complaint to Parties ("Notification"). Upon receipt of a Formal Complaint of Sexual Harassment, the District must provide the following written notice to the parties who are known:

1. Notice of the District's Title IX Grievance Process (Section IV), including any informal resolution process.
2. Notice of the allegations potentially constituting sexual harassment as defined by Section II.M., including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment as defined by Section II.M., and the date and location of the alleged conduct, if known.

a. Supplemental Notice Required Upon Change in Investigative Scope. If, in the course of an investigation the District decides to investigate allegations about the Complainant or Respondent that are not included in the original Notification, the District must provide simultaneous notice of the additional allegations to the parties whose identities are known.

3. The written notice must include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX Grievance Process set forth in Section IV. of the Policy.

4. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney (who may be present during any Grievance proceeding, including any related meeting or proceeding). The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

5. The written notice must inform the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

D. Informal Resolution. At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the District may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the District:

1. May not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a Sexual Harassment Investigation of a Formal Complaint of Sexual Harassment, such as may occur through Informal Resolution;

2. May not offer an informal resolution process unless a Formal Complaint of Sexual Harassment is filed;

3. Provides written notice to the parties disclosing:

a) The allegations of the Formal Complaint of Sexual Harassment;

b) The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

c) Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

4. Obtains the parties' voluntary written consent to the informal resolution process; and
5. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

5. **Sexual Harassment Investigation.**

The Title IX Coordinator shall designate a qualified, trained, person to investigate. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are **not** relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on either of the parties;
3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
5. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
6. Provide, to a party (e.g., Respondent or Complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation;

8. PRIOR to completion of the Sexual Harassment Investigative Report, the District, through the Title IX Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;

9. Prepare a written Sexual Harassment Investigative Report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.

10. The investigator shall provide the Investigative Report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the Investigative Report.

6. **Initial Determination of Responsibility.** The initial determination of responsibility of the respondent shall be made by the Initial Decision-Maker.

1. **Initial Decision-Maker.** The Initial Decision-Maker cannot be the same person(s) as the IX Coordinator or the Investigator(s).

2. **Opportunity for Relevant Party Questions.** After the Investigator Report has been sent to the parties pursuant to Section IV. E.10 (above), and PRIOR to making a determination of responsibility, the Initial Decision-Maker will afford each party 10 days to submit written, relevant questions to the Initial Decision-Maker that the party wants asked of any party or witness. Only relevant questions may be posed. The Initial Decision-Maker shall explain to the party proposing the questions any decision to exclude a question as deemed "not relevant."

a. **Irrelevant Questions and Evidence.** Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are **not** relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the Complainant, or if the question and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

b. **Written Responses to Questions.** The Initial Decision-Maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.

c. **Opportunity for Limited Supplemental Questions.** The Initial Decision-Maker will provide 5 days each for supplementary, limited follow-up questions and 5

days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.

3. Prohibition on Negative Inferences. The Initial Decision-Maker may not make any credibility determinations based on the person's status as a complainant, respondent or witness.
4. Presumption of Non-Responsibility. The Respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX Grievance Process.
5. Written Initial Determination Regarding Responsibility. Within 10 days following the close of the period set for responses to the last round of follow-up questions, the Initial Decision-Maker must issue a Written Initial Determination to the Title IX Coordinator, the Superintendent and the parties simultaneously, which, while applying the preponderance of the evidence standard, must include:
 - a. Identification of the allegations potentially constituting Sexual Harassment as defined in this Policy, section II.M.;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination Regarding Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the Written Initial Determination Regarding Responsibility;
 - d. Conclusions regarding the application of the District's applicable codes of conduct, policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), any disciplinary sanctions the District imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the Complainant; and
 - f. The District's procedures and permissible bases for the Complainant and Respondent to appeal (as set forth in Section IV.H, below).
6. Finality of Decision. The Initial Determination Regarding Responsibility becomes final, and identified as the **Title IX Sexual Harassment Final Decision** either:
 - a. On the date that District provides the parties with Written Determination of the Appeal, if an appeal is taken as set forth in Section IV.H. (below); OR
 - b. Where no appeal is taken, the date on which an appeal would no longer be considered timely.
7. Duty to Effectuate Title IX Sexual Harassment Final Decision.

a. District Response to Sexual Harassment. Once a **Title IX Sexual Harassment Final Decision** is issued, the District may implement remedies as set forth in Section III.D. above, and action as necessary to respond in a manner not deliberately indifferent in light of the known circumstances in cases of a Determination of Title IX Sexual Harassment Final Decision concluding responsibility for Sexual Harassment. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the District (except as provided by District policy or collective bargaining agreement or applicable law). Appeals of disciplinary sanctions may be made pursuant to the District's ordinary review process for discipline, or to the extent applicable through any statutory or other processes provided under collective bargaining agreements or individual contracts.

b. Responsibility for Response. The Title IX Coordinator is responsible for effective implementation of remedies.

c. Other Actions Pursuant to Applicable Code of Conduct, Policies, Agreements, Contracts. The District may also proceed against the Respondent or Complainant pursuant to the District's applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or administrative rules/regulations/procedures.

G. Dismissal of a Formal Complaint.

1. The District must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

- a. Would not constitute sexual harassment, even if proved;
- b. Did not occur in the District's education program or activity; or
- c. Did not occur against a person in the United States.

2. The District may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or determination of responsibility stage(s):

- a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- b. The respondent is no longer enrolled or employed by the District; or
- c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

3. Upon dismissal of a formal complaint, the District must promptly send written notice of the dismissal and the reason(s) therefore simultaneously to the parties.

4. The dismissal of a formal complaint under Title IX does not preclude the District from continuing any investigation or taking action under other District policies, code of conduct or administrative rules/regulations. In some cases, the District may have an obligation to continue an investigation and proceed under a different policy or mandated process.

8. **Appeals.** The District must offer both parties an appeal from a Initial Determination Regarding Responsibility, and from a Dismissal of a Formal Complaint, or any allegations therein.

1. **Method of Filing.** Either party may appeal the Initial Determination of Responsibility or the dismissal of a Formal Complaint of Sexual Harassment (or any allegations therein) by notifying the Superintendent in writing ("written appeal"), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal.

2. **Deadline for Notice of Appeal.** The Notice of Appeal must be in writing and received by the Superintendent, with a copy to the Title IX Coordinator, within 10 days of either the Initial Determination of Responsibility or the written Notice of Dismissal being communicated to the parties, as appropriate.

3. **Grounds For Appeal.** Either party may only appeal the Initial Determination of Responsibility or the Dismissal of a Formal Complaint of Sexual Harassment (or any allegations therein) based upon one or more of the following grounds, which must be stated specifically in the party's written appeal:

a. Procedural irregularity that affected the outcome of the matter;

b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or

c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

4. **Appellate Decision-Maker.** The Appellate Decision-Maker shall not be the same person as the Initial Decision-Maker that reached the determination regarding responsibility or the Dismissal of a Formal Complaint of Sexual Harassment, the Investigator(s) or the Title IX Coordinator. The Appellate Decision-Maker shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Appellate Decision-Maker shall be trained as set forth in section V.F.2. and 3.

5. **District Notification of Appeal and Duty to Equitable Treatment of Parties During Appeal.** The District must notify the both parties in writing when an appeal is filed and implement appeal procedures equally for both parties.

6. **Opportunity to Brief Appellate Decision-Maker.**

a. Deadline In Cases Other than Newly Available Evidence. Except in cases of newly available evidence, each party shall have 10 days "reasonable and equal opportunity] from the date of the Notification of Appeal under section H.5. above, to submit to the Appellate Decision-Maker a written statement in support of, or challenging, the Initial Determination Regarding Responsibility.

b. Deadline in Cases of Newly Available Evidence. In cases where the basis of the appeal is newly available evidence affecting the outcome, the party relying upon such evidence shall submit to the Appellate Decision-Maker such evidence or a summary of such evidence along with the party's appeal statement first and within 7 days from the date of the Notification of the Appeal. In such instances the Appellate Decision-Maker shall then forward such documentation on to the opposing party, whereupon the opposing party shall thereafter have 7 days to review and submit their Brief to the Appellate Decision-Maker.

7. Written Determination of the Appeal

a. The Appellate Decision-Maker shall provide a Written Determination of the Appeal after considering the record and the parties' appeal statements, describing the result of the appeal and the rationale of the result. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence or refer it back to the appropriate stage of the Title IX Grievance Process. The Appellate Decision shall be provided simultaneously to both parties, with a copy to the Title IX Coordinator and the Superintendent of Schools.

b. Upon issuance of the Written Determination of the Appeal, it becomes a **Title IX Sexual Harassment Final Decision**, as set forth in Section IV.F.6, with commensurate Title IX obligations for the District to act as set forth in Section IV.F.7.

V. Responsible Personnel.

A. Bias or Conflicts of Interest.

No person designated as a Title IX Coordinator, investigator, decision-maker, nor any person designated by the District to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

B. Title IX Coordinator.

The District must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this Policy, which employee must be referred to as the "Title IX Coordinator." Any individual designated by the District as a Title IX Coordinator shall be free of conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

1. Notice of Title IX Coordinator Contact Information. The name or title, office address, electronic mail address, and telephone number of the employee(s) designated as the Title IX Coordinator shall be provided to the following:

- a. all applicants for admission and employment;
- b. parents or legal guardians of elementary and secondary school students;
- c. employees; and
- d. all unions or professional organizations holding collective bargaining or professional agreements with the recipient.

2. Duties of Title IX Coordinator In addition to coordinating the District's efforts to comply with its responsibilities under this Policy, and any other duties assigned, the Title IX Coordinator shall be responsible for:

a. Receipt of Reports of Sexual Harassment. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

i. Responding to general reports and formal complaints of sexual harassment.

(a). The Title IX Coordinator shall promptly contact the Complainant (or where Complainant is a minor their parent/guardian) (regardless to whether a formal complaint has been received) to discuss:

i. Supportive Measures: the availability of supportive measures (as defined in section II.N. above); to consider Complainant's wishes with respect to supportive measures; to inform of the availability of supportive measures with or without the filing of a Formal Complaint of Sexual Harassment;

ii. Formal Complaint and explain the process for filing a Formal Complaint of Sexual Harassment.

ii. Signing and/or receiving Formal Complaints of Sexual Harassment and in such cases commencing the Title IX Grievance Process set out in Section IV. above;

iii. Coordinating the effective implementation of supportive measures; and

iv. Coordinating the District's efforts to comply with its responsibilities related to the Title IX Grievance Process set forth in Section IV of this policy, including any other specific duties as assigned by the Superintendent to fulfill the District's obligations under this policy.

3. Conflict of Interest or Bias/Unavailability. In cases where the Title IX Coordinator is unavailable, including unavailability due to a conflict of interest or other disqualifying reason, the Superintendent shall assure that another person with the appropriate training and qualifications is appointed as acting Title IX Coordinator for that case, in such instances "Title IX Coordinator" shall include the acting Title IX Coordinators.

C. Investigators.

1. Conflict of Interest or Bias. Any individual assigned to investigate a Formal Complaint of Sexual Harassment shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

2. Responsibilities. Investigators shall be responsible for conducting Sexual Harassment Investigations as set forth in Section IV.E. above.

D. Decision-Makers.

1. Conflict of Interest or Bias. Any individual assigned as a Decision-Maker in the case of a Sexual Harassment under this Policy shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

2. Responsibilities.

a. **Initial Decision-Makers** shall be responsible for issuing an Initial Determination Regarding Responsibility following a Sexual Harassment Investigation and other duties set forth in Section IV.F. above.

b. **Appellate Decision-Makers** shall be responsible for issuing a Written Determination of the Appeal, and other duties set forth in Section IV.H. above.

E. Informal Resolution Process Facilitators ("Facilitators").

1. Conflict of Interest or Bias. Any individual assigned to facilitate an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

2. Responsibilities. Facilitators shall be responsible for facilitating a process of informal resolution as permitted in section IV. D. above.

F. Training. The District shall ensure that training of the following personnel occur:

1. All District Employees. Training of District Employees shall occur relative to mandatory reporting obligations, and any other responsibilities they may have relative to this Policy.

2. Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These individuals must be trained on the following topics:

- a. the definition of sexual harassment as contained within this Policy;
- b. the scope of the recipient's education program or activity;
- c. how to conduct an investigation, appeals, and informal resolution process;
- d. how to serve impartially, including by avoiding prejudgment of the facts at issue; and
- e. conflicts of interest and bias.

3. Decision-makers. In addition to the topics set forth in II.D.2. above, decision-makers shall be trained on the following topics:

- a. issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in Section IV.E.1. and IV.F.2.a.

4. Investigators. In addition to the topics set forth in II.D.2. above, investigators shall be trained on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in Section IV.E.9 above.

5. Training Materials. Any materials used for trainings of Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must:

- a. Not rely on sex stereotypes; and
- b. Promote impartial investigations and adjudications of formal complaints of sexual harassment.
- c. Be made available to the public either on its website, or if the District does not maintain a website, must make those materials available upon request for inspection by members of the public.

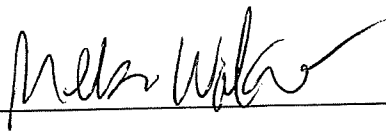
Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seq 20 U.S.C. §1232g, Family Educational Rights and Privacy Act
	34 CFR. Part 99, Family Educational Rights and Privacy Act Regulations
	34 CFR 106.8, Designation of responsible employee and adoption of grievance procedures.
	34 CFR 106.30, Definitions
	34 CFR 106.44, Recipient's response to sexual harassment
	34 CFR 106.4, Grievance process for formal complaints of Sexual harassment
	34 CFR 106.71, Retaliation
Cross Reference:	



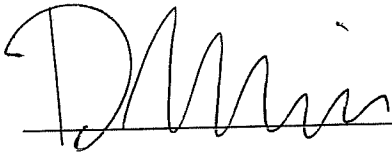
Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

C13: Required

STUDENTS WHO ARE HOMELESS

Statement of Policy

The Stratton School District (District) 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 homeless students are not stigmatized nor segregated on the basis of their status as 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 homeless students. 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

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

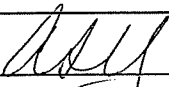
4. **School of Origin** means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools.

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.

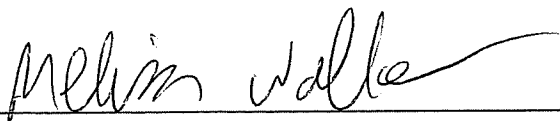
Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	McKinney-Vento Homeless Assistance Act (as amended by ESSA) 42 U.S.C. §§ 11431 – 11432
	Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99
Cross References:	



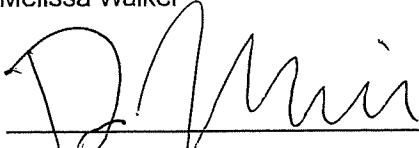
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C14: Required^[1]

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

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

It is the policy of Stratton School District not to discriminate on the basis of disability. The District has adopted this internal protocol for prompt handling and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and the ADA prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance.¹ The District further provides assurance that strictly prohibits any form of retaliation against persons who utilize this Protocol. To the extent possible, confidentiality will be maintained throughout the investigation of a complaint of unlawful discrimination. **Nevertheless, a person is not required to use this protocol and may instead file a complaint directly with the U.S. Department of Education's Office for Civil Rights, Office for Civil Rights, Boston Office:**

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

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

This protocol will be distributed by the Building 504 Coordinators or their designees to all employees prior to the start of co-curricular activities every school year, preferably during the August In – Service, and again with the recommencement of co-curricular activities immediately following the December vacation.²

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

^[1]Step 1 A person (an employee, student, or third party) who believes that he/she has been discriminated against by the District is encouraged, but is not required, to discuss the matter informally with the appropriate building principal (when the person is a student) or with his/her immediate supervisor (when the person is an employee). NOTE: If the building principal or the immediate supervisor is the subject of the complaint, or the grievant

is not a student or employee, the grievant may, instead, contact the District Section 504 Coordinator, [INSERT 504 COORDINATOR CONTACT INFORMATION]. The person receiving the complaint, or their designee, shall investigate and then verbally convey his/her findings to both the person who alleged the violation and the person who **is the subject of the complaint within 10 business days.**

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

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

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

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

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

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

Copies of the disposition, subject to FERPA confidentiality,³ will be given to both the grievant and the person who is the subject of the complaint. If discrimination was found to have occurred, the disposition will include the steps that the District will take to prevent recurrence of any discrimination and to correct its discriminatory effects on the grievant and others, if appropriate.

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

30 business days of the date of the appeal. Copies of the response shall be provided to both the grievant and the person who is the subject of the complaint.

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

³ 20 U.S.C. § 1232f; 34 C.F.R. § 99.1

The District hereby provides assurance that it strictly prohibits any form of retaliation against persons who utilize this Protocol. The District will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

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

<i>Review Date:</i>	October 3, 2023
<i>Date Warned:</i>	10/31/23
<i>Date Adopted:</i>	12/5/23
<i>Legal Reference(s):</i>	20 U.S.C. § 1232f 28 C.F.R. § 35.101 28 C.F.R. § 35.107(b) 29 U.S.C. § 794 34 C.F.R. § 99.1 34 C.F.R. § 104.4 34 C.F.R. §§ 104.7(b), 104.61 34 C.F.R. § 100.6(d) 42 U.S.C. § 12132
<i>Cross Reference:</i>	

504 GRIEVANCE/COMPLAINT FORM

The District pledges that it complies with Section 504 Regulations and that no discrimination on the basis of disability is permitted in the programs or activities that the District operates. If you believe that discrimination has occurred (against a student or staff person, teacher, etc.) because of a disability please complete and submit this form to your 504 Coordinator.

On behalf of: _____ (name of target of behavior)

Date: _____

Complainant is: Student: _____

Student's Parent: _____

Staff Member/Teacher: _____

Third Party Contractor: _____

Other: _____

Address: _____
Street City State Zip

Telephone: _____
Home Work/Cell

1. Describe the alleged violation of Section 504 in specific terms. Include:
 - 1) the specific incident or activity that is viewed as discrimination;
 - 2) the individuals involved
 - 3) dates, times, and locations involved
 - 4) the disability that forms the basis of the complaint (attach additional pages if needed).
2. Describe any communication that has already occurred, with whom and when, to address the issue.

3. Please describe how you propose to resolve the issue.


_____ date: _____

Signature

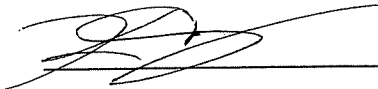
Please return this form to your 504 Coordinator.

[1] 29 U.S.C. § 794; 42 U.S.C. § 12132; 34 C.F.R. § 104.4; 28 C.F.R. § 35.101

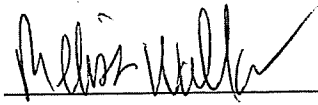
² 28 C.F.R. § 35.107(b); 34 C.F.R. §§ 100.6(d), 104.7(b), 104.61



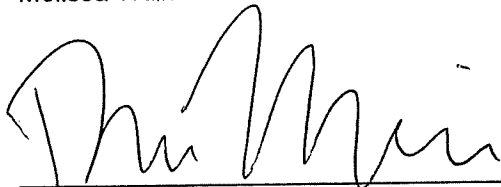
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Melissa Walker



Devon Marcucci

C15: Required^[1]

STUDENT CONDUCT AND DISCIPLINE

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

It is the policy of the Stratton 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 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]

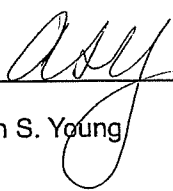
Expectations for behaviors, and the consequences of engaging in prohibited conduct, will be set forth in the student handbook and other publications distributed to students and parents/guardians.

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

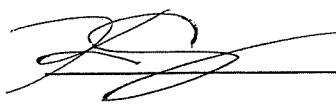
Notwithstanding anything to the contrary in a school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or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

⁷ See 16 V.S.A. § 1162(d)

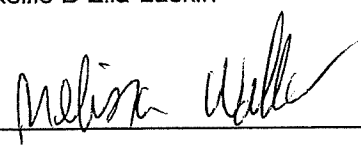
Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	16 V.S.A. §1161a (discipline)
	16 V.S.A. §1162 (suspension and expulsion)
	20 U.S.C. §§1400 et seq. (IDEA)
	29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
	VT State Board of Education Manual of Rules & Practices §§4311, 4312, 4313; 2120.8.12, 2122.1, 4500.
Cross Reference:	Notice of Non-Discrimination
	Public Complaints About Personnel
	Searches and Seizure of Students by School Personnel
	Student Drugs & Alcohol
	Firearms
	Wellness and Comprehensive Health



Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

[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."

[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).

D1: Required^[1]

PROFICIENCY-BASED GRADUATION REQUIREMENTS (PBGRs)

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

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

The Stratton School District **will/will not** use credits for the purpose of demonstrating that a student has met the graduation requirements. Credits will specify the proficiencies demonstrated in order to attain a credit and shall not be based on time spent in learning (use only if the District will continue to use credits to demonstrate progress towards meeting the graduation requirements). Students in the Stratton School District **will/will not** receive credit for learning that takes places outside of the school, school day, or the classroom, provided that any credits earned occur under the supervision of an appropriately licensed educator.

Responsibilities of the Superintendent

The superintendent shall develop procedures to ensure:

1. The PBGRs described in this policy reflect the learning standards adopted by the State Board of Education.
2. Students are being assessed as proficient against the comprehensive set of board-adopted PBGRs set forth in this policy prior to their receipt of a high school diploma.
3. Course credits will specify the proficiencies demonstrated to attain that credit, and that those proficiencies will align with the PBGRs set forth in this policy.
4. Student learning outcomes attained through Flexible Pathways^[2] opportunities— including career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college— are linked clearly to expectations of proficiency identified in this policy.

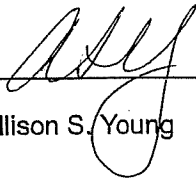
5. Learning opportunities identified in students' Personalized Learning Plans (PLPs) support expectations of proficiency identified in this policy.
6. All students will meet the same set of PBGRs set forth in this policy, with accommodations or modifications being provided for students who require them under an IEP or 504 plan.
7. Information regarding PBGR implementation and assessment is provided to students and parents at least annually.

Monitoring of PBGR Implementation


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

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

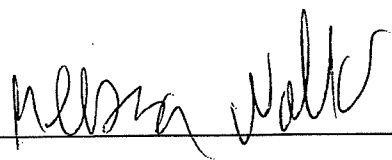
<i>Review Date:</i>	<i>October 3, 2023</i>
<i>Date Warned:</i>	<i>10/31/23</i>
<i>Date Adopted:</i>	<i>12/5/23</i>
<i>Legal Reference(s):</i>	
<i>Cross Reference(s):</i>	



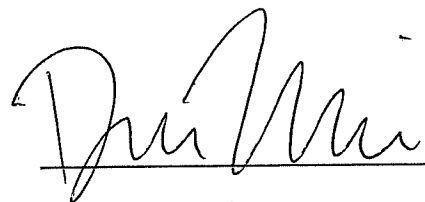
Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

[1] Rule 2120.8 of the Education Quality Standards requires secondary school boards to adopt a local graduation policy that defines "proficiency-based graduation requirements based on standards adopted by the State Board of Education."

[2] Rule 2120.2 requires schools to provide students the opportunity to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards.

D3: Required

RESPONSIBLE COMPUTER, NETWORK & INTERNET USE

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Purpose

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

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

Statement of Policy

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

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

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

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

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:

A. **Respects One's Self.** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.

B. **Respects Others.** Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.

C. **Protects One's Self and Others.** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.

D. **Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.

E. **Protects Intellectual Property.** Users request to use the software and media others produce.

2. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.

4. Methods to address the following:

A. Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:

- i. Lewd, vulgar, or profane
- ii. Threatening
- iii. Harassing or discriminatory
- iv. Bullying
- v. Terroristic
- vi. Obscene or pornographic

- B. The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
- C. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
- D. Unauthorized disclosure, use, dissemination of personal information regarding minors.
- E. Restriction of minors' access to materials harmful to them.

5. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

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

Limitation/Disclaimer of Liability

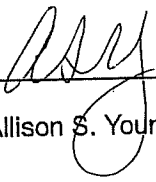
The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic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

Enforcement

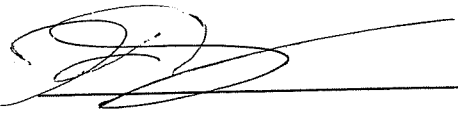
The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the school district will handle the allegation consistent with the student disciplinary policy.

Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

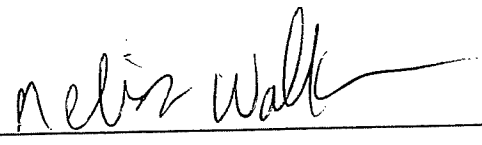
VSBA Version:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference(s):	17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended)
	20 U.S.C. §6777 et seq. (Enhancing Education Through Technology Act)
	18 U.S.C. §2251 (Federal Child Pornography Law—Sexual Exploitation and Other Abuse of Children)
	47 U.S.C. §254 (Children's Internet Protection Act)
	47 CFR §54.520 (CIPA Certifications)
	13 V.S.A. §§2802 et seq. (Obscenity, minors)
	13 V.S.A. § 1027 (Disturbing Peace by Use of Electronic Means)
	13 V.S.A. §2605(Voyeurism)
Cross Reference(s):	Student Conduct and Discipline (C20)
	Selection of Instructional Materials(D32)
	Complaints About Instructional Materials(B22)



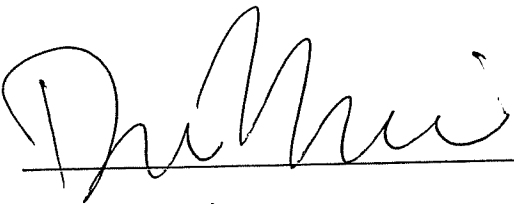
Allison S. Young



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Melissa Walker



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D4: Required^[1]

TITLE I COMPARABILITY

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

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

Administrative Responsibilities

The superintendent or designee shall develop written procedures to ensure:


1. Compliance with the federal comparability requirements; and
2. That records documenting compliance are maintained and updated biennially;

<i>VSBA Review Date</i>	October 3, 2023
<i>Date Warned</i>	10/31/23
<i>Date Adopted</i>	12/6/23
<i>Legal References</i>	20 USC §6321(c) 20 USC 7801(26) (LEA defined) Vermont Agency of Education CFP Comparability Guidance

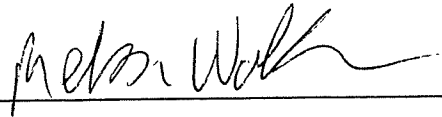
Cross References	
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[1] 20 USC §6321(c) requires local education agencies (LEAs) to have a policy ensuring equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

D5: Required^[1]

ANIMAL DISSECTION

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

It is the policy of the Stratton Supervisory Union/Supervisory District to safeguard a student's right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisection or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

Definitions

1. **Animal** means any organism of the kingdom animalia and includes an animal's cadaver or the severed parts of an animal's cadaver.^[2]

Administrative Responsibilities

The superintendent, or designee, shall ensure that:

1. Procedures providing the following are developed:^[3]
 - 1) Timely notification to each student enrolled in the course and to the student's parent or guardian of the student's right to be excused from participating in or observing the lesson; and
 - 2) The process by which a student may exercise this right.^[4]
2. A student who is excused under this policy is provided with alternative methods through which they can learn and be assessed on material required by the course. The alternative methods must be developed by the teacher of the course, in consultation with the principal if necessary.^[5]
3. No student is discriminated against based on the decision to exercise the right to be excused afforded by this policy.^[6]

[1] 16 V.S.A. § 912(b) requires each school district to adopt and implement policies regarding a student's right to be excused from participating in any lesson, exercise, or assessment requiring the student to dissect, vivisect, or otherwise harm or destroy an animal as part of a course of instruction.

[2] 16 V.S.A. § 912(c)


[3] 16 V.S.A. § 912(b) requires procedures that provide "timely notification" to students and parents; processes for students to exercise this right.


[4] 16 V.S.A. § 912(b) (1). The law does not provide a definition of "timely notice." Nor does the law require that the processes for students to follow when choosing to opt out of activities covered by the law have specific components. It is likely that annual notice to parents and students through handbooks or course syllabi will be sufficient to comply with the timely notice requirement. The notice should indicate approximately when dissection activities (if any) may take place in specific courses. Processes for students to opt out of activities covered by this policy should indicate how and when a student must notify the course teacher of his or her intention to be excused from an activity.

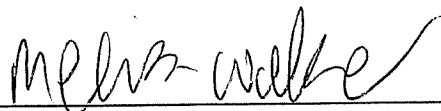
[5] This provision is a required component of the policy on this subject adopted by the school board. See 16 V.S.A. § 912(b)(2).

[6] 5 This provision is a required component of the policy on this subject adopted by the school board. See 16 V.S.A. § 912(b)(3).

Review Date	October 3, 2023
Date Warned	10/31/23
Date Adopted	12/5/23
Legal References	16 V.S.A. §912
Cross References	


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D6: Required^[1]

CLASS SIZE POLICY

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy


It is the policy of the Stratton Supervisory Union/Supervisory District (SU/SD) to comply with Vermont law requiring school boards to develop guidelines for minimum and optimal average class sizes for regular and career technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Administrative Responsibilities:

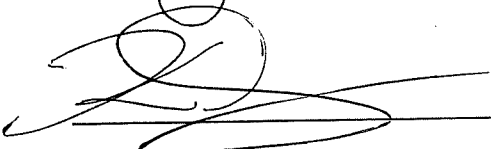
1. The superintendent or designee shall, in consultation with building principals, develop class minimum, maximum, and optimum average class size guidelines that:
 - 1) Take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
 - 2) May vary, as necessary, to reflect differences among school districts due to geography and other factors, such as school size and programmatic needs.
 - 3) Comply with state or federal requirements related to matters such as student-teacher ratios, special education, technical education and English Language Learners.
2. The superintendent shall report to the Board at least annually on the implementation of this policy, and shall include in the report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the SU/SD.
3. In accordance with Act 153 of 2010, the superintendent shall ensure that this policy is posted on the SU/SD website.

[1] 16 V.S.A. § 242(5) requires superintendents to "work with school boards of the member districts to develop and implement policies regarding minimum and optimal average class sizes for regular and career technical education classes. The policies may be supervisory union-wide, may be course or grade specific, and may reflect differences among school districts due to geography and other factors."

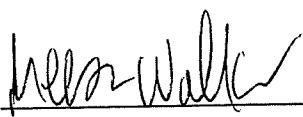
Review Date	October 3, 2023
Date Warned	10/31/23
Date Adopted	12/5/23
Legal References	16 V.S.A. § 242(5) Act 153 of 2010
Cross References	



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D7: Required

SPECIAL EDUCATION

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD OUR DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

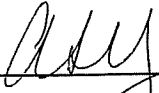
It is the policy of the Stratton School District to meet the needs of students with disabilities, as defined in federal and state law and regulations, and to provide a free and appropriate public education (FAPE) to these students in the least restrictive environment that will allow all students to benefit educationally.

The Agency of Education (AOE), as the State Education Agency (SEA), is responsible for the overall provision of a Free Appropriate Public Education (FAPE) to eligible Vermont students with disabilities and does this through the implementation of the Individuals with Disabilities Education Act (IDEA).


The Stratton School District will use the guidelines developed by the Vermont Agency of Education in its most current edition of the *Vermont Special Education Procedures and Practices Manual (Manual)* regarding special education issues. The Manual is designed to assist Vermont school districts in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The Manual can be found on the Vermont Agency of Education's website.

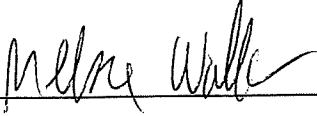
Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference:	20 U.S.C. § 1415 (Individuals with Disabilities Education Act (IDEA))
Cross Reference:	



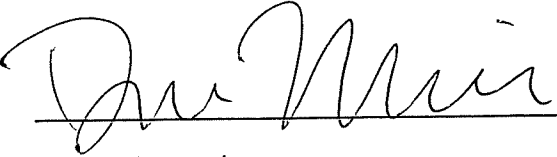
Allison S. Young



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E1: Required^[1]

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Title I, Part A Parent and Family Engagement Policy

It is the policy of the Stratton School District (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 Stratton School District 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]

Stratton School District

School Year: N/A Date of Last Revision: October 3, 2023

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, the **Stratton School District** receives Title I, Part A funds. Therefore, the **Stratton School District** 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 **Stratton School District** has the following objectives:
2. The **Stratton School District** agrees to take the following actions to involve parents and family members in the joint development of its Local Educational Agency Plan:
3. The **Stratton School District** agrees to take the following actions to involve parents and family members in the joint development of Support and Improvement:
4. The **Stratton School District** 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:
5. The **Stratton School District** 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 Stratton School District agrees to take the following actions to conduct this annual evaluation:

6. The **Stratton School District** 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:

7. The Stratton School District agrees to take the following actions to involve parents in the activities of the schools:

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 Stratton School District will use the following strategies:

8. The Stratton School District 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 Stratton School District agrees to take the followings actions in order provide this assistance:

9. The Stratton School District agrees to provide materials and training, as appropriate, to help parents work with their children to improve their children's achievement:

10. The Stratton School District 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

11. The Stratton School District 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 Stratton School District agrees to take the following actions to coordinate and integrate parent involvement programs:

12. The **Stratton School District** 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:

13. The **Stratton School District** agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

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. This policy was adopted by the **Stratton School District** on and will be in effect for the period of **[School Year N/A]**. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before **N/A**

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.

[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.]

[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 in the planning, review, and improvement of the School Parent &

[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.]

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

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.]

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:

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:

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:

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:

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:

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

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.

Review Date:	October 3, 2023
Date Warned:	10/31/23
Date Adopted:	12/5/23
Legal Reference:	<u>20 USC § 7801(38)</u> 20 U.S.C. § 6318 16 V.S.A § 43
Cross Reference:	

[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

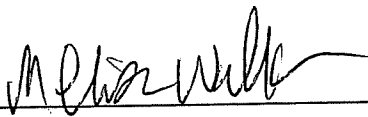
Amendment: *If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, the LEA may amend that policy, if necessary, to meet the requirements.*



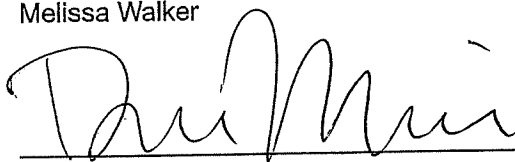
Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

F2: Required

POLICY ON NONDISCRIMINATORY MASCOTS AND SCHOOL BRANDING

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

It is the policy of the Stratton School District (District) to provide welcoming, positive, and inclusive learning environments for all students by prohibiting the use of discriminatory school branding, which undermines the educational experiences of members of all communities and perpetuates negative stereotypes.

Definitions

1. **"School"** means a public school or an independent school approved under section 166 of Title 16.
2. **"School board"** or **"Board"** means the board of directors or other governing body of an educational institution when referring to an independent school.
3. **"School branding"** means any name, symbol, or image used by a school as a mascot, nickname, logo, letterhead, team name, slogan, motto, or other identifier.

Administrative Responsibilities

The superintendent or designee shall:

1. periodically review and provide recommendations for necessary updates to the nondiscriminatory school branding policy as necessary;
2. assist the school board in its review of the district's school branding to ensure compliance with the policy following any school branding changes or updates to the policy;
3. assist the school board in ensuring the prohibition of school branding that directly or

indirectly references or stereotypes the likeness, features, symbols, traditions, or other characteristics that are specific to either:

- a. the race, creed, color, national origin, sexual orientation, or gender identity of any person or group of persons; or
- b. any person, group of persons, or organization associated with the repression of others;

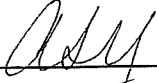
4. Develop a procedure for an individual to file a complaint that an element of school branding is in violation of the policy.

Complaints

An individual may request an opportunity to appear before the Board for purposes of presenting the complaint, relevant facts, and further explanations. The board shall hear the complaint in a fair and just manner. The Board shall render a decision within 45 days of the hearing, which must include a summary of facts and basis for the decision.

If the individual is unsatisfied with the Board's decision, the individual may appeal the decision to the Secretary of Education. Appeals shall be filed within 30 days of the school board decision by sending a written notice of appeal to the Agency of Education.

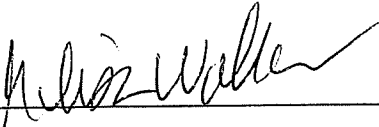
<i>Review Date</i>	<i>October 3, 2023</i>
<i>Date Warned</i>	<i>10/31/23</i>
<i>Date Adopted</i>	<i>12/5/23</i>
<i>Legal References</i>	<i>16 V.S.A. § 568</i>
<i>Cross References</i>	<i>District Equity Policy</i>



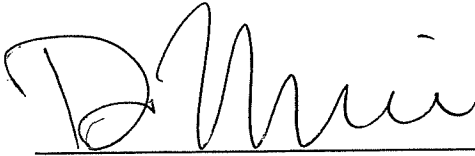
Allison S. Young



Kellie D'Elia-Laskin



Melissa Walker



Devon Marcucci

F3: Required^[1]

FIRE AND EMERGENCY PREPAREDNESS DRILLS

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

It is the policy of the Stratton School District (District) to require each school site to conduct options-based response drills in the fall and spring of each academic year, and to adopt and maintain an all-hazards emergency operations plan, as part of the District's overall school safety plan.

Definitions

1. **Options-based Response Drill:** For the purpose of this policy, options-based response drill means that there are different actions educators and students can take if confronted by an active shooter/intruder.
2. **School site:** school building(s) operated by the school district.

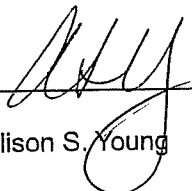
Administrative Responsibilities

The superintendent or designee will ensure that:

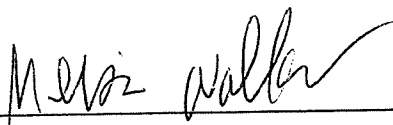
1. Each school site in the district conducts age-appropriate, options-based response drills, including fire drills, in the fall and spring of each academic year. The district must evaluate which approach is best and adapt that approach to the developmental level of their students, including for students with disabilities, language barriers, and mobility needs.
2. The options-based response drills follow the guidance issued by the Vermont School Safety Center and the Vermont School Crisis Planning Team, which includes trauma-informed best practices for implementing options-based response drills.
3. Parents and guardians are notified not later than one school day before an options-based response drill is conducted.
4. Completion of the biannual drills is reported to the Agency of Education in a format approved by the Secretary.
5. On or by July 1, 2024, an all-hazards emergency operations plan is adopted and maintained for each school site. This plan must be reviewed and updated annually and in collaboration with local emergency first responders and local emergency management officials.

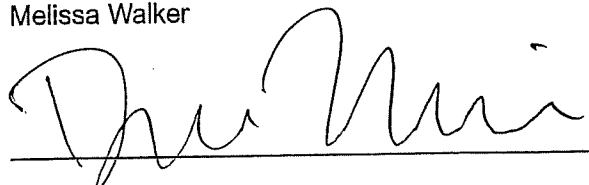
[1] 16 VSA §1481 requires each school site to conduct options-based response drills in the fall and spring of each academic year, and 16 VSA §1480 requires every school district to adopt and maintain an all-hazards emergency operations plan for each school site.

Review Date	October 3, 2023
Date Warned	10/31/23
Date Adopted	12/5/23
Legal References	16 VSA §§ 1480,1481
Cross References	Access Control and Visitor Management Security Cameras


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Devon Marcucci

F4: Required^[1]

ACCESS CONTROL AND VISITOR MANAGEMENT

*** THE STATE OF VERMONT REQUIRES THIS POLICY BE IN EFFECT FOR ALL BOARDS, REGARDLESS OF OPERATING STATUS. SHOULD THE STRATTON SCHOOL DISTRICT OPERATE A SCHOOL IN THE FUTURE, THIS POLICY WILL BE IN EFFECT.

Statement of Policy

It is the policy of the Stratton School District (District) to provide a safe environment for students and employees while facilitating access to school buildings, premises and equipment by authorized users. The safety and security of the district's physical space and assets is a shared responsibility of all members of the District.

Definitions

1. **School site:** school building(s) operated by the school district.

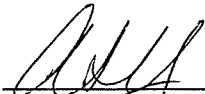
Administrative Responsibilities

The Superintendent, or designee, will develop procedures to ensure:

1. Access control procedures are established to address the design, administration and management of access control systems and measures. The superintendent, or designee, must determine and assign access-control privileges based on the specific needs and requirements of the district and the electronic identification/access badge.
2. All school site and district office exterior doors are locked during the school day.
 1. [OPTIONAL] The district recognizes the need to leave N/A structure unlocked as needed for N/A purpose [agricultural, recreational, or other reasonably practical purposes directly related to the school's mission or curriculum].
3. Regulation of visits to the school by parents, community members or news media.
4. All visitors check in at a centralized location prior to gaining full access to the school or office site.
5. Each school site maintains a log showing the names of visitors and the date, time and purpose of each visit.

[1] 16 VSA §1484 requires each supervisory union board, member district board, or supervisory district board to adopt an access control and visitor management policy that, at a minimum, requires that all school sites and supervisory union and supervisory district offices lock exterior doors during the school day. The policy shall require all visitors sign in at a centralized location prior to gaining full access to the school site or office site.

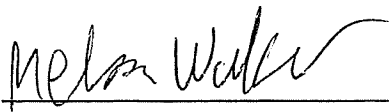
Review Date	October 3, 2023
Date Warned	10/31/23
Date Adopted	12/5/23
Legal References	16 VSA §1484
Cross References	Security Cameras Fire and Emergency Preparedness Drills



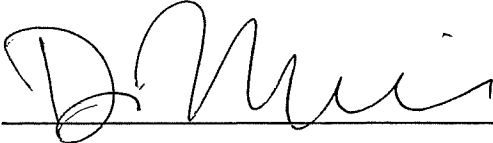
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