

Oxbow Unified Union School District

Board of Directors Responsibilities and Committees 2019-20

Position OR Committee:	Board Member(s):
Board Chair	Danielle Corti
Board Vice Chair	Melissa Gordon
Budget Clerk(s)	Angela Colbeth, Danielle Corti
Board Clerk	Angela Colbeth
Secretary	Timm Judas
OESU Representatives	Angela Colbeth Danielle Corti Melissa Gordon
Negotiations (Teacher)	Angela Colbeth/Timm Judas
Home Care	
Sick Bank	Melissa Gordon
District Clerk	Lucas Barrett
District Treasurer	Lyn Fischer
Policy	Timm Judas
RAB	Timm Judas
Review of Articles of Agreement Committee	Melissa Gordon
	Daniel Corti
	Bud Haas(Bradford Rep)
	(Bradford Parent Rep)
	(Newbury Rep)
	(Newbury Parent Rep)
	(OHS Student)
	(OHS Student)

Oxbow Unified Union School District

CODE C24
(Recommended)

Date Warned: 08-21-19
Date Adopted:
Date Revised:

Interscholastic Sports

Policy

It is the policy of the board to provide an interscholastic athletic program for boys and girls to complement and supplement their educational programs. All school sponsored activities will be under the ultimate control of the school district and will comply with all policies and procedures of the school.

Implementation

Athletic programs should meet the following criteria:

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

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

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

The following criteria for eligibility for participation in interscholastic sports are intended to set standards for academic eligibility:

1. ~~Students should have passing grades in~~ ~~credits~~ in courses taken during the previous marking period.
2. Students should be in good disciplinary standing as determined by the Principal.
3. Students should be in regular attendance and should be in attendance on the day of the event unless excused by the principal.
4. Students will also meet the criteria set forth in the guidelines of the Vermont Principals' Association.

Oxbow Unified Union School District

CODE D1 Proficiency Based Graduation Requirements (Required)

Date Warned: 08-21-19

Date Adopted:

Date Revised

PROFICIENCY BASED GRADUATION REQUIREMENTS (PBGRs)

It is the policy of the Oxbow Unified Union 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 Oxbow Unified Union School District will 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 Oxbow Unified Union School District will 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 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

Oxbow Unified Union School District

CODE D3 Responsible Computer, Network & Internet Use (Required)

Date Warned: 08-21-19

Date Adopted:

Date Revised

RESPONSIBLE COMPUTER, NETWORK & INTERNET USE

Purpose

The Oxbow Unified Union 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.

Policy

It is the policy of the Oxbow Unified Union 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:
 - **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.
 - **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.
 - **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.
 - **Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.
 - **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:
 - Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 - ✓ Lewd, vulgar, or profane
 - ✓ Threatening
 - ✓ Harassing or discriminatory
 - ✓ Bullying
 - ✓ Terroristic
 - ✓ Obscene or pornographic
 - The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.

- Prevention of unauthorized online access by minors, including “hacking” and other unlawful activities.
 - Unauthorized disclosure, use, dissemination of personal information regarding minors.
 - 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.

Oxbow Unified Union School District

CODE D4 Title 1 Comparability Policy (Required)

Date Warned: 08-21-19

Date Adopted:

Date Revised

TITLE 1 COMPARABILITY POLICY

If a school in the Oxbow Unified Union 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.

The superintendent or his or her designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district's compliance with this policy.

Oxbow Unified Union School District

CODE D 5 Animal Dissection (Required)

Date Warned: 08-21-19

Date Adopted:

Date Revised

ANIMAL DISSECTION

It is the intent of the Oxbow Unified Union School District to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students enrolled in district schools shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisection or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

Definition

As used in this policy, the word "animal" means any organism of the kingdom animalia and includes an animal's cadaver or the severed parts of an animal's cadaver.

Alternative Education Method

A student who is excused under this policy shall be provided with alternative methods through which he or she can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the principal if necessary.

Discrimination

No student shall be discriminated against based on his or her decision to exercise the right to be excused afforded by this policy.

Procedures

The (superintendent/principal) shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008. The procedures shall include provisions for the timely notification to each student enrolled in the course and to the student's parent or guardian of the student's right to be excused from participating in or observing the lesson and the process by which a student may exercise this right.

Oxbow Unified Union School District

CODE D6 Class Size Policy (Required)

Date Warned: 08-21-19

Date Adopted:

Date Revised

Class Size Policy

It is the intent of the Board to comply with Sections 15 and 16 of Act 153 of 2010 requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Implementation.

1. The superintendent or his or her designee shall, in consultation with building principals, develop supervisory union wide class minimum, maximum and optimum average class size guidelines that take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
2. Class size guidelines in the supervisory union may vary as necessary to reflect differences among school districts due to geography and other factors, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education and English Language Learners.
4. The superintendent shall report to the Board at least annually on the implementation of this policy, and shall include in his or her report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the supervisory union.
5. This policy shall be posted on the supervisory union's website and forwarded to the Commissioner of Education by January 15, 2011.

Oxbow Unified Union School District

CODE E1 Title I, Part A Parental Involvement Policy (Required)

Date Warned: 08-21-19

Date Adopted:

Date Revised

TITLE 1, PART A PARENTAL INVOLVEMENT POLICY

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

Definition:

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

School District Parental Involvement Compact

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

School Level Parental Involvement Compact

Each building principal or his or her designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement Compact shall include: (1) a process for continually involving parents in its development and implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and parents build and develop a partnership to help students achieve the State's standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

**Title I, Part A Parental Involvement Policy:
Appendix A.**

Sample School District Parental Involvement Compact.

This school district compact outlines the joint responsibility of the School District, and parents. The following opportunities for parental involvement are provided by the Oxbow Unified Union School District.

1. The school district involves parents in the joint development of its plan to help low-achieving students meet challenging achievement and academic standards (NCLBA §1112), and the process of school review and improvement (NCLBA §1116) by:
 - A. Establishing a school district committee with parents and representatives of other impacted programs, including Head Start.
 - B. Establishing communication between the school district staff and parents.
 - C. Developing a school district process, through newsletters, electronic communications of other means, to communicate with parents about the plan and to seek their input and participation.
 - D. Training personnel on effective collaboration strategies for parents with diverse backgrounds that may impede participation, such as language difficulty.
2. The school district provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance by:
 - A. Providing workshops to assist schools in planning and implementing strategies.
 - B. Establishing training programs for school personnel and parents responsible for communication strategies at the school level.
 - C. Providing information to parents about the assessment tools and instruments that will be developed to monitor progress.
 - D. Seeking input from parents in developing workshops and other activities.
3. The school district builds the capacity of schools and parents for strong parental involvement by:
 - A. Providing ongoing communication about the school district committee through newsletters or other written or electronic means.
 - B. Utilizing the schools' parent-teacher organizations to assist in identifying effective communication strategies.
 - C. Providing a master calendar of school district meetings to discuss pertinent topics.
4. The school district coordinates and integrates parental involvement strategies under this Compact with parental involvement strategies under other programs by:
 - A. Sharing data from school and other programs to assist in developing new initiatives to improve student achievement and school improvement.

5. The school district conducts, with involvement of parents, and annual evaluation of the content and effectiveness of its parental involvement policy in improving the academic quality of schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities authorized by Title I, Part A or the parental involvement policy and compact of the district. (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies by:
 - A. Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal meetings with staff, parents and teachers.
 - B. Identifying potential policy and compact changes to improve and revise programs.

6. The school district involves parents in the activities of the schools served under Title I, Part A by:
 - A. Providing communication and calendar information to parents of planned meetings, discussions or other events and encouraging participation.
 - B. Providing school and parent-teacher organization coordination of events.

**Title I, Part A Parental Involvement Policy
Appendix B**

School Level Parental Involvement Compact

This parental involvement compact outlines joint responsibilities of the school and parents. Opportunities for parental involvement are provided by the school by:

1. Convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, inform parents/guardians of their school's participation under Title I, Part A and to explain the requirements of Title I, Part A and the right of the parents to be involved. The principal or his or her designee shall:
 - a. Invite all parents of participating children to the annual meeting at school.
 - b. Explain the rights of parents to be involved in establishing this compact.
 - c. Introduce and involve the building representatives on the S.U.-level committee.
 - d. Provide an overview of Title I and give parents an opportunity to express questions and concerns.
 - e. Indicate mechanisms by which the committee work will be communicated to parents.
 - f. Seek the involvement and input of parents.
 - g. Provide child care so that all parents who would otherwise be unable to attend may attend.

2. Offering a flexible number of meetings, such as meetings in the morning or evenings, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. The principal or his or her designee shall:
 - a. Provide parents with opportunities to ask questions and discuss informally student academic achievement and school performance.
 - b. Engage school-based parent organizations to assist with communication and implementation needs.
 - c. Develop and use outreach programs to involve community groups and organizations.

3. Involving parents in an organized, ongoing, and timely way, in the planning, review, and involvement of programs under Title I, Part A, including the planning, review, and improvements of the school parental involvement compact and the joint development of the school wide program plan under NCLBA, except that if the school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. The principal or his or her designee shall:
 - a. Identify and establish a process by which an adequate representation of parents of participating children can occur.
 - b. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the S.U. parent involvement policy.

4. The principal or his or her designee shall:
 - a. Provide parents of participating children timely information about programs.
 - b. Communicate updates through the use of school newsletters, the school web site, email and telephone contact, and home visits if needed.
 - c. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - d. Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - e. Develop means for parents to ask questions and receive answers.
 - f. If the school plan developed under Section 1114(b)(2) of the NCLBA is not satisfactory to parents of participating children, submit any comments from parents to the S.U. board when the plan is made available to the S.U. board, and provide a process consistent with board policies and procedures on complaints, for parents to express their concerns to the school district board of directors.

5. Shared Responsibilities for High Student Academic Achievement.
 - a. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards. Each parent of a participating child is responsible for supporting their children's learning by:
 - I. Monitoring attendance, homework, and television viewing.
 - II. Volunteering in their child's classroom and participating as appropriate in decisions relating to their children's education and extracurricular activities.

 - b. Communication between teachers and parents occurs through:
 - I. Parent-teacher conferences in elementary schools at least annually, during which the compact shall be discussed as it relates to the individual child's achievements.
 - II. Frequent reports to parents on their children's progress.
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

6. Building Capacity for Involvement.
 - A. To ensure effective involvement of parents and to support a partnership among the school's involved, each school shall:
 - I. Provide assistance to parents of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.
 - II. Provide materials and training to help parents work with their children.
 - III. Educate teachers and other staff in the value and utility of contributions of parents and how to effectively communicate with and work with parents as

- equal partners, implement and coordinate parent programs that will build ties between them.
- IV. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instructions Programs for Preschool Youngsters, the Parents and Teachers Program and public preschool and other programs and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
 - V. Ensure that information is sent to the parents of participating children in a format and language that can understand.
- B. To ensure effective involvement of parents and to support a partnership among the school's involved, each school may:
- I. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
 - II. Provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training.
 - III. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions.
 - IV. Train parents to enhance the involvement of other parents.
 - V. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
 - VI. Adopt and implement model approaches to improving parental involvement.
 - VII. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I supported programs.
 - VIII. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
 - IX. Provide other reasonable support for parental involvement activities under this section as parents may request.
7. In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Oxbow Unified Union School District

CODE F1 Travel Reimbursement (Required)

Date Warned: 08-21-19

Date Adopted:

Date Revised

TRAVEL REIMBURSEMENT

Policy

It is the policy of the Oxbow Unified Union School District/Supervisory Union) to reimburse the reasonable expenses for travel for school business on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, to the extent that budgeted funds permit.

Reimbursement will be only for those expenses that are reasonable and necessary for the activities of the Oxbow Unified Union School District/Supervisory Union). The method of reimbursement will be consistent whether expenses are incurred in furtherance of federally funded or non-federally funded activities. Prior approval from the superintendent or his or her designee will be required.

Implementation

Pursuant to this policy and consistent with relevant collective bargaining agreements, the superintendent or his or her designee will establish written procedures to govern the reimbursement and method of prior approval for the following: air/rail travel, meals, lodging, and mileage.

Oxbow Unified Union School District

HB1: Low Forest Advisory Committee & Use of Facilities

Date Warned: 08-21-19

Date Adopted:

LOW FOREST ADVISORY COMMITTEE

The Oxbow Unified Union School District and Bradford Elementary School recognizes the importance of successful planning and utilization of the Low-St. John Forest. Therefore, the board has included the work below within the charge of the Low Forest Committee which will:

1. Work closely with the Facilities Committee to ensure that the activities of the Low Forest Committee are aligned with those of the Facilities Committee.
2. Prepare a report for the board in January of each year on the finances and operation of the Low-St. John funds and forest.
3. Hold an annual publicly warned meeting in February of each year to invite townspeople to share their thoughts about the use of the Forest.
4. By March 1 of each year, propose a budget for maintenance programs and improvement to the Forest, for approval by the board; and to oversee the budget and management of the forest.
5. By April 1 of each year, communicate to teachers how they may apply for funding from the Low Forest Fund.
6. Provide for maintenance for the following: trails, signs, pond, parking area, fireplaces, toilets, trash removal, keeping open areas clear, and poison ivy control.
7. Submit proposals to the board for special projects that would permanently alter the land or for use of funds beyond the annual budget.
8. Work alongside the Facilities Committee to develop and maintain a long-term (10 year) forest plan that gives consideration to the educational needs.

The Low Forest Committee shall consist of at least 5 individuals and not more than 10. It will include:

1. Two members of the Oxbow Unified Union School District Board
2. Two members of the Oxbow Unified Union School District Facilities Committee
3. The Bradford Elementary School Facilities Manager, which may be the same as number 2, above
4. At least one Bradford Elementary School teacher

HB1-P: Low Forest – Use of Facilities

The facilities of Low Forest will be made available subject to the following conditions:

1. No overnight camping is allowed without special permission.
2. No motorcycles, mini bikes, or other all-terrain vehicles will be allowed on the trails. Snowmobiles will be allowed on designated trails in winter. Swimming is not permitted in the pond.
3. All fires must be built in the available fireplaces. Smoking is not allowed on Low Forest property.
4. Removal of vegetation or cutting of trees is not allowed other than as described in the forest plan or for trail maintenance.
5. ~~The Oxbow Unified Union School District and/or Bradford Elementary School~~ will not assume any liability for groups or individuals using Low Forest.
6. The committee may require the attendance of special personnel at any function (police, fire, supervision, etc.). The user will assume all costs for required personnel.
7. Approval for use may subsequently be canceled if it is found that such use will interfere with school programs, regardless of which was scheduled first.
8. Any groups or conditions not covered by this policy will be evaluated by the committee on an individual basis and may be referred to the superintendent of schools or to the school board.
9. If a situation comes up when it is not possible for the committee to get together in time, the committee chair or Bradford Elementary School principal may make decisions regarding the use of the forest by an individual or group.

Bradford Elementary School
Principal's Report for OUUSD Board
August 21, 2019

Current Enrollment: 249

Upcoming Events

- Back-to-School Night: Monday, August 26, 5:30 - 6:30
- 1st Day of School Flag Ceremony: Wednesday, August 28

Teaching and Learning

- Mentoring
 - We are implementing a mentoring program that will provide new teachers with a mentor who will guide them through self-reflection, reflection on practice, and formative assessment, using a research-based instructional framework that lays out a vision for good teaching. Three experienced BES teachers have trained as mentors this spring.
- Personnel
 - Wanda Vaughan is moving to 4th grade next year, and we have hired a new kindergarten teacher, Jenn Gubbins.
 - 3rd and 4th grades will be departmentalizing next year (as 6th grade does), with one teacher providing ELA and humanities, and the other teacher math and science.
 - We will have increased supports from OESU in special education and SEL (social-emotional learning) next year. Donna Waelter will serve as our special education coordinator, and Cate Beaton as our MTSS coordinator around SEL and behavioral supports.
 - We welcome a new behavior coach, Amber Cook, who will be shared with Newbury.
 - We have three new special educators joining us next year, Lorin Hosmer as our special education teacher leader, Kyle Limlaw working primarily with 2nd and 3rd graders, and Kristen Liu focusing on grades 4 and 5.
 - Robin Amber has moved from her role as a special educator to our school counselor.
 - We have hired a new pre-K teacher, Wendy James, and a new administrative assistant, Sara Welch.
 - Andrea Wilkins and Kasey Taylor will be joining us as new paras.
- Co-Teaching
 - Two teacher teams (one special educator, one classroom teacher) will be participating in a co-teaching training next week. Co-teaching is a specialized teaming model of teaching that allows teachers to create responsive instruction to ensure all students achieve mastery in core skills.

Leadership, Governance, and Capacity-Building

- MTSS is a comprehensive, multi-tiered system of student support. The state of Vermont has mandated that "each public school shall develop and maintain a tiered system of academic and behavioral supports for the purpose of providing all students with the opportunity to succeed or to be challenged in the general education environment" (16 V.S.A. § 2902). This mandate is consistent with our school's improvement efforts, which include the following: Eight BES staff went to the BEST Institute in June to begin to develop MTSS systems and processes. We will focus our MTSS work this year on improving student growth and outcomes in literacy.
- Master Schedule: We have developed a new master schedule for next year that is aligned with MTSS best practices. It will include focused instructional time (FIT) for each grade level,

Bradford Elementary School

Principal's Report for OUUSD Board

August 21, 2019

opportunities for small groups across grade levels, a guidance special, a STEAM special, and more opportunities for teachers to collaborate with one another.

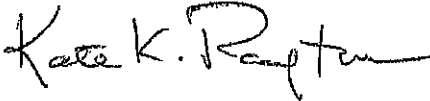
- Infinite Campus is our new student management system, and will go live on the first day of school. Summer staff have been working hard to convert our data and train on the new system. We hope staff and families will be understanding as we work out the kinks as we go live.

Facilities Report from Facilities Director, Fred Tougas

All classrooms and furniture have been cleaned, carpets extracted, VCT(vinyl composite tile) has been stripped of old wax and six coats of new wax applied.

- Two classroom windows have been replaced with low-energy efficient windows. Only three left and the school will have all new windows.
- Exterior insulation and finish system (EIFS) is a general class of non-load bearing building cladding systems that provides exterior walls with an insulated, water-resistant, finished surface in an integrated composite material system. The EIFS was separating from the south side of the building and was reattached and repaired.
- During the EIFS repairs, it was discovered that a window in the pre-K area had rotted along with the studs that were supporting it. This has been repaired.
- New Classroom locks are in the process of being installed throughout the building which will allow teachers to easily lock their classrooms in case of an emergency.
- The gym entrance sidewalk and the sidewalk to the courtyard are have been torn up and will be repaved in order to prevent ponding/icing. This was funded through a safety grant.
- The gym lights have been replaced with LED lighting
- A new bottle filling station shall be installed in the Gym lobby by the start of school.
- Electric outlet for a bulk milk dispenser has been installed in the cafeteria.
- New fireproof gym curtain will be installed next week.
- Anti-scald valves will be replaced in the boiler room next week.

Respectfully submitted,



Kate K. Paxton, Ph.D.

Principal

Principal's Report

Newbury Elementary School - Morgan Moore

August 13th, 2019

Hiring

- Sarah Rinehimer will teach Grades 1/2
- Lottie Page will teach Grades 5/6
- Ashley Lefebvre accepted the 4.0 Art Teacher position
- An interview is being scheduled for the part time custodian position

BEST Institute

- Principal, guidance counselor and instructional coach attended with many OESU staff
- Our focus strand was on Restorative Practices
- Action plan = integration into NES' behavior procedures
- Leadership team meetings - regularly scheduled for MTSS

Academics

- Principal and two classroom teachers attended VREC OGAP training this summer.
- An implementation plan has been created to use OGAP assessment items in these classrooms, and review student work as a team throughout the year.

Facilities Report

- The downstairs flooring project is complete, the entire downstairs hallway was retiled.
- Two student bathrooms were remodeled.
- Painting was completed in both 5/6 classrooms, Kindergarten and a 3/4 classroom.
- Peak Mechanical will rebuild four classroom ventilators on the top floor.
- Cubbies and shelves were built in K-6 classrooms.
- Scheduled: The septic truck will come to clean the kitchen traps and tanks.
- We will continue painting needed areas in the school (small spaces throughout the year, classrooms next summer).



Sherry Hoyt <shoyt@oesu.org>

Re: OUUSD 08-21-19 Agenda, 07-16-19 Draft Minutes & Policy:First Read

1 message

Wheeler, Jean <jwheeler@oxbowhs.org>
To: Sherry Hoyt <shoyt@oesu.org>

Thu, Aug 15, 2019 at 1:59 PM

Hi Sherry,
Sorry this did not get sent to you earlier today. It has been crazy trying to move...

Principal's Report:

Driver Education - We were unable to find a teacher. This year we will use a private contractor at the rate of \$750. per student. Our plan is for 30 students (average what we have been doing) to participate.

French - This position is still unfilled. We are researching options on line.

Infinite Campus - the new student management system is being implemented. Nicole and Mae at OESU have been working hard to get everyone on board. We will establish a roll out for the year - such as, grades and attendance will be available for parents and students for Marking Period 2 (November 1st); behavior will be available for parents and students for second semester. This is not finalized, just a suggestion.

Fall Athletics are under way. I will bring the participation numbers to the meeting on August 21st.

Facilities Report:

Auditorium updates are well underway and the space will be available for use on August 28th. Some additional computer hook ups for sound and lights will be after that date.

If you see the custodial/maintenance staff or Terry Cromack, please thank them for doing such a great job caring for our facilities.

On Thu, Aug 15, 2019 at 11:33 AM Sherry Hoyt <shoyt@oesu.org> wrote:

Please Post. Once I receive the remaining Principals'/facilities reports, I will send those to you.

Kindest Regards,

Sherry Hoyt
Executive Assistant
OESU
530 Waits River Road
Bradford VT 05033
1-802-222-5216 ext. 101
shoyt@oesu.org

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples."

-Mother Teresa

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--
Jean Wheeler M.Ed.



Sherry Hoyt <shoyt@oesu.org>

Write up for Board

1 message

Brian Emerson <bemerson@rbctc.org>
To: Sherry Hoyt <shoyt@oesu.org>

Tue, Aug 13, 2019 at 10:24 AM

- * Auto Shop was re-painted and reorganized and it looks great! Stop by and take a look.
- * We're planning on moving forward with offering Butler Bussing and office space at River Bend in exchange for supplying some of our River Bend's bussing needs. (More Details to come.)
- * This is River Bend's 5 year School Improvement process and the SREB has scheduled a visit for October 29-31.
- * River Bend's Regional College fair is scheduled for Sept. 2 and Oxbow and Blue Mountain are awesome at working with us to ensure all the appropriate students that should be attending in fact do attend.
- * Our first RAB meeting is scheduled for Tuesday Sept. 24 at 5:00pm. The AOE would like to do a joint RAB meeting with Hartford and Randolph Tech. Centers. The purpose is for the AOE to give feedback/education on the New Federal Perkin's money and to ask for input moving forward. The Directors of all three Tech. Centers are coordinating with Jay Ramsey at the AOE to help make this happen. Probably looking at second week of November.... More to come... stay tuned....

Brian Emerson M.Ed
Director
River Bend Career and Technical Center
36 Oxbow Drive
Bradford Vermont 05033
802-222-5212 Ext. 134

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Rose / Bud / Thorn

Oxbow-

Rose:

- Process for vetting/hiring of teachers
- Consistent leadership
- Sharing of Space with the community
- Extra Circular Participation
- Foreign Exchange Program
- AP Classes/ Dual Enrollment Program

Newbury:

Rose:

- Project based learning with H3, PBL in relation to mission and vision
- Remarkably strong community support
- Longevity of board
- Forest school
- School is in great shape
- Lunch program/salad bar/reading during lunch
- Weekly assemblies, peace train, circle of trust
- Learning expositions
- Traditions (Tucker Mt. hike, spring fling, turkey trot, International Day of Peace, Checkerberry Hill, Farm Raiser, Graduation)
- Poetic mission statement

Bradford:

Rose:

- Teachers
- Arts
- Facilities
- Front office
- PBL

Rose / Bud / Thorn

Oxbow:

- Bud-
- Facilities - future plans
- Track
- Advertising
- Recruitment
- Financial Oversight
- Collaboration between RBCTC and OHS
- The possibility of being able to provide a universal free lunch.

Newbury:

- Bud-
- Agricultural element in relation to greenhouse and gardens
- Clearer communication to MTSS behavioral supports
- Lunch program
- United integrated project based learning with adventure

Bradford:

- Bud-
- Low St. John Forest
- Trust funds
- MTSS

Rose / Bud / Thorn

Oxbow:

Thorn:

- School Lunch Debt
- Accessibility
- Community Outreach
- Student Population / VT demographics

Newbury:

Thorn:

- Connection between school and SU has been frayed,
- Apathy of parents that results in less parental involvement,
- Community social fragmentation, How to support families and children in crisis and trauma (#'s rising).

Bradford:

Thorn:

- Policies,
- MTSS,
- Trust funds,
- Job descriptions