Oxbow Unified Union School District

CODE A30 Role and Adoption of School Board Policies
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

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

Definitions
Policies guide the school board, administrators and other district employees, students, parents and community members by stating district goals and establishing parameters for administrative action.

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

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

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

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

Policy Adoption
After consideration of the comments and information provided by interested individuals, the adopting board may adopt or revise a policy developed by the supervisory union board. A policy may be adopted at a regular or special meeting of the school board, after the board has given at least 10 days prior public notice of its intent to adopt the policy and has stated in its notice the substance of the proposed policy.

Policy Dissemination, Administration & Review
Dissemination
When policies are adopted, the superintendent will publish and make them available to the public, students, and school personnel.

A copy of the district policy manual will be available during the normal working day in the office and/or library of each school within the district. The student handbook will include board policies related to student activities and conduct. The teacher handbook will include board policies related to teachers' responsibilities.

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

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

CODE A31 Board Member Education
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted: 
Date Revised: 
Date Reviewed: 

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

Implementation
Individual board members will take advantage of opportunities to understand their roles, educational issues in general, school programs, State Department of Education functions and legislative activities. The superintendent and board chair will be responsible for assuring that information on leadership development opportunities is available to all members. New members will participate in a district orientation session and other opportunities designed to familiarize themselves with all aspects of board operation.

Members who take part in workshops and seminars offered by the Vermont School Boards Association and other organizations will be reimbursed for travel and other expenses related to participation in training activities provided prior approval is obtained from the board, and funds for these purposes are available.
Policy
The board will participate in goal-setting and self-evaluation activities developed or recommended by the superintendent at least annually.

Implementation
Particular attention will be given to board goals and performance in the following areas:
- Policy making
- Policy implementation
- Community relations
- Board interpersonal communication skills
- Board-Superintendent relations
- Fiscal/budget management
- The instructional program
- Labor relations
- Board in-service training
- Government relations
Oxbow Unified Union School District

CODE A33 School Visits by Board Members
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
It is the policy of the Oxbow Unified Union School District to encourage school board members to become familiar with their schools, its programs and the needs of its staff and students.

Implementation
Individual board members may visit schools periodically to expand their knowledge of school programs and staff and student needs.

These visits should follow prior notification to the principal. Concerns raised as a result of school visits by board members should be directed to the Superintendent.
Oxbow Unified Union School District

CODE A34 Board Relations with School Personnel
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted: 
Date Revised: 
Date Reviewed: 

Policy
It is the policy of Oxbow Unified Union School District to encourage school board interactions with school personnel while respecting appropriate reporting relationships.

At School Board Meetings
The board will request the Superintendent to invite school personnel to school board meetings regularly to discuss student achievement relative to their programs.

Relations with the Principal
The superintendent will develop guidelines for board relations with principals and other administrators. Guidelines for board relations with principals should take into account:

1. The responsibility of the superintendent to direct the administration and coordination of educational programs in the district;
2. The periodic need of board members for information most readily available from school principals; and
3. The need to maintain a distinction between the administrative role of the principal and the policy making role of the board.

Relations with Other School Staff
1. Individual board members will communicate with staff members on matters of school business only at the direction of the board as a whole.
2. Staff participation in the development of educational and personnel policies will be encouraged and facilitated by the board.
3. Board members will adhere to procedures required by board policy and Vermont law related to collective bargaining and teacher evaluation.
Oxbow Unified Union School District

CODE B30 Staffing and Job Descriptions
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
It is the policy of the Oxbow Unified Union School District to provide the level of staffing needed to accomplish the school system's goals and objectives. All staff positions will be created by the board and only the board may abolish a position. Positions may remain unfilled.

Implementation
Each time a new position is established by the board, the superintendent will present for approval a job description for the position that specifies the qualifications required for the position, performance responsibilities, evaluation criteria, terms of employment, and supervisor. Employee evaluation will be based substantially on criteria stated in approved job descriptions.
Oxbow Unified Union School District

CODE B31 Educator Supervision & Evaluation: Probationary Teachers
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
It is the policy of the Oxbow Unified Union School District to provide appropriate supervision and evaluation as a basis for improving the knowledge and skills of the school staff which will advance student achievement. Effective supervision and regular evaluation provide constructive feedback on teaching methods and materials enabling professional educators to improve their abilities to help all students achieve at high levels.

Implementation
The superintendent will ensure that all those engaged in supervision and evaluation are appropriately trained to do so and have appropriate time allocated to carry out those responsibilities.

The superintendent, in collaboration with the principal and teacher representatives, will develop procedures for the supervision and evaluation of educators. The superintendent, in collaboration with the principal, will implement those procedures which will be consistent with the following recommended guidelines:

1. A job description will be developed for each professional educator's position. Job descriptions will specify the required qualifications, performance responsibilities, general evaluation criteria, terms of employment and supervisor.

2. Performance goals set by the educator and his/her supervisor will be clearly articulated.

3. Evaluations will be based substantially on criteria set forth in approved job descriptions, articulated goals, and linked directly to the school's needs to improve student performance as outlined in its action plan;

4. Educator evaluations will be carried out (specify how often).

5. In any case requiring discipline of a professional educator, applicable state law, due process procedures, and contractual requirements will be followed.
Principals will ensure that educator supervision and evaluation priorities are linked closely to the school’s current action plan.

**Probationary Teachers**
Teachers who have been employed for less than two school years in Vermont public schools are probationary teachers. The principal will ensure that probationary teachers have intensive support, including the assignment of a mentor, regular supervision and at least two written evaluations each year during the two year probationary period. When the required evaluations have been carried out, the standard for non-renewal of a probationary teacher’s contract is any reason not prohibited by law, and the decision of the School Board is final in the absence of contrary provisions in the teacher’s contract. If the probationary teacher has not received at least two written performance evaluations per year of probationary service, the standard for non-renewable of contract is just and sufficient cause.

The principal will ensure that all teachers in their first two years of teaching in a particular school will have intensive support, including a mentoring system, regular supervision and (specify how often) evaluation. Evaluation will be provided (specify how often) for all staff beyond the initial two-year period.

Administrators will use a variety of staff evaluation strategies based on current research which may include:
1. pre and post classroom visitation conferences;
2. announced and unannounced classroom observations;
3. educator performance feedback from students and parents which will not be included in the educator’s personnel file;
4. formative and summative evaluation reports.

The principal will collaborate with the superintendent to prepare and deliver, at least annually (specify when) to the school board, a progress report and recommendations about the effectiveness of the supervision and evaluation system and practices.

On the basis of evaluations carried out in accordance with this policy, the principal will collaborate with the Superintendent to identify educators in need of intensive support or other special attention.
CODE B32 Personnel Files
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted: 
Date Revised: 
Date Reviewed: 

Policy
It is the policy of the Oxbow Unified Union School District to develop and maintain complete and secure personnel files that accurately reflect the experience and service of each staff member employed by the district.

Administrative Responsibilities
1. General Information: The superintendent will maintain a personnel file for each employee of the district and, unless otherwise provided by master contract, its contents will be confidential and will be released only as required by law or after written waiver by the employee.

Information which could be detrimental to an employee's job security will not become a part of an employee's file until the employee has examined same and been given an opportunity to append a response.

2. Criminal Record Check Information: At the time of employment, a copy of the Superintendent's request for a criminal records check by the Vermont Criminal Information Center and a copy of the center's response will be placed in each employee's personnel file. Criminal history logs, processed release forms and criminal record information will be maintained for the retention period specified in the district's user agreement with the Vermont Criminal Information Center.

3. After the specified retention period, the record information and logs will be maintained or destroyed as follows:
   o If the person who is the subject of the background check authorizes maintenance of the information, and the information is a notice of no criminal record, the information will be securely maintained by the school district indefinitely;

   o If the person who is the subject of the background check authorizes maintenance, and the information is a criminal record or notice of the existence of a criminal record, the information will be sent by the superintendent to the Vermont Secretary of Education for secure maintenance in the central records repository;
If the person who is the subject of the background check does not authorize maintenance of the information, the superintendent shall destroy the information in accordance with the user agreement.

**Employees' Rights And Responsibilities** An employee may examine his or her own personnel file by appointment with an appropriate administrator. Materials obtained prior to the employment of the individual, including confidential placement papers may not be available to employees.
Oxbow Unified Union School District

CODE B33 Resignations
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
It is the policy of the Oxbow Unified Union School District to consider employee resignations in a manner that is timely and fair to both the employee and the school district.

Implementation
A resignation by a licensed employee who is under contract to the school should be submitted to the superintendent. The resignation of a licensed employee will take effect on a date approved by the school board after receiving the recommendation of the superintendent.

A resignation by an unlicensed employee shall be submitted to the superintendent and shall be effective upon acceptance by the superintendent.

A resignation by a licensed or unlicensed employee may not be withdrawn unilaterally by the employee once it has been submitted to the superintendent.
**Oxbow Unified Union School District**

**CODE C30 Student Medication**  
(Policy to Consider)

**Date Warned:**  11-20-19  
**Date Adopted:**  
**Date Revised:**  
**Date Reviewed:**

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

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

1. Medication may be given by the school nurse, or a person designated and trained by the school nurse, upon written orders from a physician, and upon written request of a student's parent or guardian that the School District comply with the physician's order. The physician's orders must detail the name of the drug, dosage, time interval the medication is to be taken, diagnosis and reason for giving.

2. Medication must be brought to school in a container labeled by the pharmacy or physician and stored by the school nurse or his or her designee in a secure storage place.

3. Students with life threatening allergies or with asthma, whose parents or guardians comply with all of the requirements of Act 175 of 2008, shall be permitted to possess and self-administer emergency medication at school, on school grounds, at school-sponsored activities, on school-provided transportation, and during school-related programs.

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

The school shall provide an opportunity for communication with the pupil, parent or guardian, and physician regarding the efficacy of the medication administered during school hours. In the case of medication possessed by students with life threatening allergies or with asthma, the school shall provide forms for parents to submit authorizing possession of the medication and releasing the school from liability as a result of any injury arising from the student's self-administration of the emergency medication.
Oxbow Unified Union School District

CODE C31 Admission of Resident Students
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted: 
Date Revised: 
Date Reviewed: 

Policy
Any legal pupil who is a resident as defined in 16 V.S.A. §1075 shall be eligible to attend school in this district.

Residence Criteria
For purposes of determining residency, the board will apply the definitions contained in 16 V.S.A. §1075(a). Criteria for proving permanent residency shall include voter registration, automobile registration, employment, postal address, property ownership and other indications of intent to reside permanently within the district. The burden of proving residency or any other basis for entitlement to school enrollment or tuition assistance shall be on the student and/or his or her parent or guardian.

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

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

Decisions and Appeals
Decisions regarding student residency or continued enrollment except for state-placed students will be made by the Board. An interested person or taxpayer may appeal a residency decision of the Board to the Secretary of Education as provided in 16 V.S.A. §1075(b).
CODE C32 Eighteen Year-Old Students
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
Eighteen year-old students are subject to all school policies, rules and standards. Except as provided in this policy, report cards, discipline reports and other communications from the school will be provided to responsible parents or guardians of all students regardless of the age of those students.

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

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

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

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

The superintendent or his or her designee shall develop procedures where necessary to implement this policy.
Oxbow Unified Union School District

CODE C33 Student Assessment
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

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

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

Implementation
The superintendent will appoint an assessment committee consisting of administrators and professional staff, a board member, parent, other community member and student(s) when appropriate. The role of the committee will be to develop a long-range plan that identifies the types of local assessments in which the school will participate. This long-range plan will be integrated with the school action plan and, where appropriate, link with the recommendations of the district and supervisory union strategic plans. The work of the assessment committee will be directed by the principal with oversight from the superintendent, and will report progress and resource needs to the school board (specify when).

Based on the district's plan, the superintendent, in collaboration with principal(s) and teachers, will develop a schedule by (indicate completion date) to assess student performance regularly throughout the school year and from year to year. Assessments will measure student performance against standards outlined in the Vermont Framework of Standards and Learning Opportunities or comparable standards. The results of student assessments will guide schools in:

1. making decisions about instruction, professional development, educational resources and curriculum; and
2. reporting to the public on student performance measures and progress in the standards outlined by the Vermont Framework.

State Comprehensive Assessment System
The Principal will administer the assessment instruments included in the Vermont Comprehensive Assessment System. All students in the school district will be assessed
except for those students with a disability or limited English proficiency whose education plans exempt them. Students who are unable to participate in state assessments will be given an alternate assessment. The school will account for the assessment of 100% of its students.

Local Comprehensive Assessment System
[the system plan must be in place by September 1, 2001 and fully implemented no later than September 1, 2005]

The superintendent will oversee the development and implementation of a local comprehensive assessment system that includes the state-level assessments, is aligned with the Vermont Framework as amended from time to time or comparable standards and is consistent with the current Vermont Comprehensive Assessment System. Students will be assessed in those standards associated with the Fields of Knowledge, the Vital Results, the arts, health and safety education, physical education, foreign language and applied learning. Local assessments may include a number of instruments and techniques such as standards-based, national norm referenced, local curriculum criterion-referenced, portfolio assessment, exit interviews, senior projects and related supervisory union district assessment processes and systems.

The expectations and performance criteria of the system will be clear and be communicated to teachers, administrators, students, parents and other community members. The local system will employ a balance and variety of assessment strategies, both classroom-based and school-level assessments, in order to develop useful information on student achievement. The school will also provide students with the opportunity to evaluate their own work. The local assessment plan will be fully implemented by (specify locally determined date).

1. School administrators and staff will use the assessment system to determine the answers to questions which include the following and will report to the board annually in (specify month or date): 1. How are the students performing in relationship to local and state standards?
2. Why are the students performing at the level they are?
3. What could the school do differently in order to increase the number of students meeting or exceeding local and/or state standards?
4. How can educators, parents and students monitor progress?

The superintendent will oversee the development of a comprehensive computerized assessment database that includes all assessment results for each individual student, for each grade, for the school, and the district. This database will include information that tracks progress over time. Individual assessment information will be reported to parents in a format that outlines results and implications clearly. Parent-teacher communication about assessment results and implications will be encouraged.
Oxbow Unified Union School District

CODE C34 Use of Restraint and Seclusion
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Section 1. Statement of Purpose
1.1 It is the policy of this school district/supervisory union that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district/supervisory union's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district/supervisory union of appropriate interventions by district staff.

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

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

2.2 Chemical Restraint means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:
   a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
   b. Administered as prescribed by the licensed physician.

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

2.4 Mechanical Restraint means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed including:
   a. Restraints for medical immobilization,
   b. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment;
c. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or
d. Seat belts in wheelchairs or on toilets.

2.5 **Parent** means:
   a. A biological or adoptive parent of the child;
   b. A legal guardian of the child;
   c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child’s welfare;
   d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational surrogate Parent Program; or
e. An educational surrogate parent.

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

2.7 **Physical Restraint** means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:
   a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
      i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
      ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
   b. The minimum contact necessary to physically escort a student from one place to another;
   c. Hand-over-hand assistance with feeding or task completion; or
   d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

2.8 **Positive Behavioral Interventions and Supports** means an approach to preventing and responding to targeted behavior that:
   a. Is based on evidence-based practices;
   b. Is proactive and instructional, rather than reactive;
   c. Can operate on individual, group, classroom, or school wide levels;
   d. Includes a system of continual data collection; and
   e. Relies on data-driven decisions.

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

2.10 **School** means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.
2.11 **School Personnel** means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.

2.12 **Seclusion** means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

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

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

2.15 **Student** means a student enrolled in a school as defined in paragraph 10.

**Section 3. Policy**

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

3.2 Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.

3.3 Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.

3.4 Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.

3.5 Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.

3.6 Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Commissioner of the Vermont Department of Education under circumstances and within the time limitations required by State Board of Education rules.
3.7 Processes to ensure that each school in the district/supervisory union maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.

3.8 Procedures to ensure that each school in the district/supervisory union implements follow-up procedures that are consistent with the requirements of State Board of Education rules.

3.9 Annual notification procedures to ensure that each school in the district/supervisory union informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.

3.10 Processes for the filing, investigation and resolution of complaints by school personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint’s receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by the Board in Policy (insert reference to board policy on complaints).

Section 4. Implementation
The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Department of Education unless he or she submits a plan to the Commissioner of Education demonstrating how a training program not recommended by the Department of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include in his or her report recommendations for changes, if any, to related school district/supervisory union policies or procedures.
CODE D31 Selecting Library Materials (Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
It is the policy of the Oxbow Unified Union School District to provide students access to a wide variety of educational materials in individual classrooms and in the media center to support student learning.

Definitions
For the purpose of this policy:
1. Media include all materials considered part of the library collection, plus all instructional materials housed in resource centers and classrooms (if any) which are not text materials.

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

Implementation
1. When selecting materials to be purchased for the media center, the media specialist will evaluate the existing collection and the school’s (district’s) curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.

2. Recommendations for purchase will be solicited from members of the faculty and student body.

3. Materials obtained either by purchase or gift shall be judged by the criteria set forth in the policy on the Selection of Instructional Materials and shall be accepted or rejected in accord with those criteria.

4. Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Complaints related to the selection of library materials will be handled through the policy on Procedure for Handling Complaints.
It is the policy of the Oxbow Unified Union School District to provide students with a broad variety of instructional materials to support student learning.

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

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

CODE D33 Local Action Plan
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
In accordance with state law, it is the policy of the Oxbow Unified Union School District to establish annually a local action plan, based on student achievement data, that sets forth goals and associated resources needed to improve student performance.

Implementation
The school board, after consultation with the superintendent and the principal(s), will approve a planning process and action plan designed to utilize resources effectively to support high level student learning.

1. The school board will designate participants to serve on the action planning team from recommendations made by the superintendent, principal(s), other board members and feedback from educators and other community members. Participants will include teachers, school board members, administrators, parents, other community members, and may involve students when appropriate;

2. The plan will be developed using student performance data obtained from state and local assessments and other formal and informal information related to student performance such as, but not limited to, dropout, transfer and retention rates, course enrollment patterns, gender differences, student poverty, graduation rates, and access to technology;

3. The school board will approve the plan which will contain:
   o specific goals and objectives for improved student learning;
   o educational activities and strategies specifically designed to achieve these goals, including professional development for administrative and instructional staff as well as leadership development for School Board members;
   o assessments of and efforts to maintain a safe, orderly, civil and positive learning environment free from harassment, hazing and bullying;
   o time lines for expected results;
   o recommendations for the financial support required to achieve the goals and objectives; and
   o links to the multi-year goals and objectives of the school’s strategic plan.
4. The principal is responsible for implementing the action plan and will work collaboratively with the superintendent to provide (specify how often and when) progress reports to the school board;

5. At least annually (specify a date), the school board will reconvene the action planning team to review the action plan, determine its effectiveness toward meeting the stated goals, and revise as necessary based upon updated student performance data and other locally developed evaluative criteria;

6. The principal, in collaboration with the superintendent, will prepare a plan for board approval to ensure that the community is informed annually (specify when) about the school's progress toward meeting the goals of the plan.

The superintendent will assure that the district's policies on supervision and evaluation, student assessment, reporting, professional development, and other policies and procedures are aligned to support the accomplishment of action plan goals and objectives.
Oxbow Unified Union School District

CODE E30 School-Community Relations
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
It is the policy of the Oxbow Unified Union School District to encourage the involvement of the community in its schools.

Implementation
An effective community outreach program is a necessary component of a school system's organization and operation. Therefore, the board will provide the means necessary to develop and implement such a program.

The school system's community outreach program should:
1. create a planned, systematic, two-way communications process between the Board and the school community;
2. encourage a better understanding of the objectives, accomplishments and needs of the school system within the community;
3. create opportunities for school involvement through volunteerism, business/organizational partnerships, sponsorships, internships and other joint projects;
4. use a variety of media including but not limited to meetings, letters and e-mail, circulars, web sites, seminars, publications, communications media, and personal contacts;
5. provide the channels necessary for resolving grievances and eliminating misunderstandings;
6. inform concerned persons as to their rights, privileges and responsibilities.
7. provide that, when circumstances warrant, the board will designate an administrator or board member to be the spokesperson for the board or district on a given topic or specific incident. When such a designation has been made, the designated individual shall respond on behalf of the district or board to all inquiries related to the topic or incident, and board members and staff members will refer all inquiries to the designated individual.

The Board delegates to the (Principal, Superintendent, or community relations officer) the responsibility for developing a community relations program which conforms with the above principles.
CODE E31 Parental Involvement
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
It is the policy of the Oxbow Unified Union School District to encourage and support the involvement of parents in their children's education.

Background
Research has shown that parent involvement is a key factor in the academic and social success of students. The board believes it is important that parents are involved in their child's education at home, in school, and within the larger community. New educational initiatives mandate or encourage the strengthening of the parent/school/community relationship.

Implementation
The superintendent shall develop and implement programs and procedures to accomplish the following objectives:

1. Parents should be informed about their children's educational programs, instructional methods and objectives, and notified directly of any significant changes.
2. Parents should be provided with opportunities to become informed about program design, operation and evaluation, and to communicate with educators on these subjects.
3. Parents should be encouraged to observe instructional activities, attend program meetings, discuss concerns with educators, participate in program evaluation and improvement efforts, and give recommendations to school staff, administration, and board members.
4. Parents should be provided with information and opportunities intended to improve their abilities to work with their children at home and in school, and to build partnerships between homes and schools.
5. Professional and non-professional staff members, administrators, school board members, and school-community partners should be provided with training opportunities intended to improve their abilities to build more effective relationships with parents.
Oxbow Unified Union School District

CODE E32 Visits by Parents, Community Members or Media
(Interviewing, Filming, Videotaping or Recording)

(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
It is the policy of the board to balance the need of the public and media to be informed about school programs and activities with the privacy interests of students and the responsibility of the school to operate with a minimum of disruption.

Implementation
The principal or his or her designee may regulate visits to the school by parents, community members or news media subject to the following guidelines:

1. **Parental visits.** In the absence of a court order denying unsupervised visitation rights to a parent, both custodial and non-custodial parents may schedule visits to their children's classes. Arrangements for classroom visits shall be made by contacting the principal. The principal will consult with the teacher involved, and may grant the request or suggest a more convenient time for a visit. Requests by parents to visit classes may be denied by the principal when the visit would result in disruption to the learning process in the classroom.

2. **Visits by community members.** Persons who are not parents of school children may obtain permission to visit the school while it is in session from the principal or his or her designee. Requests to visit specific classrooms will be granted or denied after consultation with the teacher or teachers involved, and will be based on a consideration of the informational needs of the person making the request and the potential for disruption or invasion of the privacy of students.

3. **Visits by news media.** Visits to the school by representatives of the news media or other persons seeking to interview, photograph, record, videotape or film students, staff members or school activities must be arranged after consultation with the principal or his or her designee. Affected teachers will be consulted before permission for such activities in classrooms is granted. At the discretion of the administration, parents may be asked to sign general or specific permission slips to authorize interviewing, photographing, filming or videotaping of their children while at school or while participating in school activities. Written parental permission will be obtained before the release, photography or recording of any student record. Photographing, filming or recording of special education students will be allowed only after specific parental permission is obtained in writing.
All visitors to the school will be required to check in at the office when they enter the school building. The principal or his or her designee will keep a log showing the names of visitors and the date, time and purpose of each visit.
Oxbow Unified Union School District

CODE F30 Budgeting
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Policy
The budget is a policy document that reflects the goals of the school district. It is the policy of the Oxbow Unified Union School District to develop school budget(s) that reflect the district's goals in improving student achievement as outlined in its strategic and annual action plans and to ensure responsiveness to community needs.

Administrative Responsibility
1. The superintendent will develop an annual calendar for budget development. The calendar will provide sufficient time for:
   - establishing budget priorities based on ongoing consultations with school employees, parents, students and other citizens;
   - preparing budget requests by administrators and staff;
   - budget proposal preparations by the board budget committee;
   - public hearings and informational meetings prior to formal adoption of a budget proposal by the board.
2. The superintendent will prepare a draft budget based on the district's strategic and annual action plans and the input of school, community and board members.

Approval
The board will, after public hearings and/or informational meetings adopt a budget for consideration by the district's voters. The budget will be presented by the board for approval by the voters at the annual meeting of the district. Preparation of the board's budget presentation and other board strategies for explaining and supporting its budget will be a formal agenda item at a meeting of the board prior to the annual district meeting.

Presentation
The board will adopt a budget presentation format which:
1. reviews the accomplishments of the prior year with regard to student performance and budgetary effectiveness in addressing increased student performance;
2. clarifies budget priorities linked to student achievement adopted by the Board during the budget preparation process;
3. emphasizes cost-saving measures taken by the Board during the current budget period;
4. indicates anticipated amounts and sources of revenue from sources other than local taxation;
5. compares costs and budget increases or decreases for specific programs over a period of time;
6. clearly indicates such key budgetary factors as cost per pupil, student-teacher ratios, tax rate, and state aid computations;
7. allows ample time for questions from voters;
8. explains in a clear way the relationship between the budget and the amount of taxes to be raised;
9. explains the relationship of the needed tax rate and the tax bills that individuals will receive using information developed by the State Agency of Education.
Oxbow Unified Union School District

CODE School Crisis Prevention & Response
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted: 
Date Revised: 
Date Reviewed: 

Policy
It is the policy of the Oxbow Unified Union School District to maintain a safe, orderly, civil and positive learning environment, and to be prepared, in so far as possible, to prevent and respond to unexpected crises quickly and appropriately. While the very unexpected nature of a crisis may make preparation difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

Definition
Examples of crises include criminal acts, disease epidemic, physical injury or death, presence of intruders on school premises, hazardous materials spills, weather related emergencies, natural disasters or bomb threats.

Administrative Responsibilities
To help prevent the occurrence of some individually caused crises, the superintendent shall research and share information about educational programs and practices designed to create and sustain a safe learning environment.

The superintendent is directed to create a school crisis prevention and response plan and administrative procedures that identify how the students, staff should respond to emergency situations, and the role that local emergency service providers will play in crisis preparedness and crisis management. This will include appropriate and effective training; establishment of crisis response teams, both within each building and throughout the supervisory union/district; consultation and cooperation with community agencies, such as police, fire, emergency medical, youth and health authorities; and publication of emergency procedures for such situations as can be imagined.

Generally, the principal or his/her designee will organize and oversee the planning and operation of the crisis response team and will serve as the incident response team leader, according to the crisis response procedures. The plan will be reviewed annually and routinely practiced during regular drills.

Following a major incident, the crisis response team shall debrief and review the effectiveness of the crisis response and present a report and any recommendations for the future to the superintendent.
**Staff Responsibilities**
The staff shall follow all guidelines outlined in the crisis response procedures and staff handbook when practicing routine drills and when responding to actually emergency situations.

**Student Responsibilities**
Students shall follow all guidelines outlined in the crisis response procedures and student handbook when practicing routine drills and when responding to actually emergency situations.

Students suspected of involvement in causing school crises will be held accountable and shall be dealt with in accordance with the school’s discipline policy and state/federal law. An incident may also be referred to law enforcement for possible criminal charges or for the school to pursue civil litigation.

Any lost time learning time resulting from response to a school crisis or emergency shall be made up.
CODE E7-R
PROCEDURES FOR BOMB THREATS

Anticipating a Bomb Threat

1. **Line of authority.** The Principals of the Oxbow Unified Union School District Schools is designated as the persons in charge of administering this policy. If the principal so decides, he/she may designate a named administrator to serve in his/her stead or absence. Wherever “principal” appears in this policy, it refers either to the principal or the designated administrator.

2. **Coordination of school and public safety agencies.** The principal shall establish and maintain ongoing communication and coordination among school staff and public safety authorities for purposes of planning for, training for, and responding to any bomb threat. For this purpose, the principal shall establish a bomb threat response team to consist of the principal, the superintendent, and persons representing teachers, custodians, office staff, transportation providers, and parents. The principal shall request participation on this team by persons representing local law enforcement and fire/rescue agencies. The principal shall convene this group to:
   - review this policy and any associated protocols prior to the first student attendance day each school year;
   - coordinate and oversee response efforts whenever a bomb threat has been made;
   - review implementation of this policy after any bomb threat is resolved.

3. **Training**
   - Telephone answerers. The principal shall see that all staff whose regular duties include answering incoming telephone calls are trained in the protocol to be used when confronted by a telephone bomb threat.
   - All staff. The principal shall see that all staff are trained regarding their duties in the event of a bomb threat, including proper evacuation procedures, assuring the safety of students and staff, noting the absence of any students, conducting quick but complete visual scans of their workplace, and attendant reporting responsibilities.
   - Any staff volunteering to participate in a search. The principal shall see that any staff volunteering to participate in a search for explosive devices are first trained by appropriate public safety personnel regarding the voluntary nature of their participation, the potential danger, and the proper sequence and technique involved.
   - Students. The principal shall see that all students are instructed about proper conduct during a bomb threat, the potential criminal and civil penalties as well as school discipline associated with making a bomb threat, and the disruption and costs to the educational process stemming from a bomb threat.

4. **Drills.** The principal shall conduct no fewer than ______ bomb threat drills for the bomb threat response team and staff during the course of the school year, to consist of a review of the procedures to be followed in the event of a bomb threat.
5. **Pre-arranged signal.** The principal shall establish a signal for announcing a bomb threat and inform staff what it is.

6. **Precautions:**
   - Telephone service options. The principal shall see that at least main office telephone service includes caller ID or other call-tracing capacity and that each phone station is supplied with a Crisis Response Guide.
   - Locked areas. School personnel with access to lockable work spaces shall lock them when not in use.
   - Trash. The principal shall direct school personnel not to permit the accumulation of trash, boxes, and other articles inside or next to the school building.
   - Parking. The principal shall, to the extent possible, ensure that parking spaces are not located close to the school building. There shall be stringent enforcement of parking restrictions relative to fire lanes, loading docks and handicapped parking spaces.
   - Labeling building areas. The principal shall ensure that different areas of the building are assigned specific labels, to be posted in plain sight and to be communicated to school and public safety authorities.
   - Evacuation gathering places. The principal shall designate specific locations to which all students and staff shall go away from heavily traveled roadways if an evacuation of the school is ordered.

7. **Substitutes.** The principal shall see that substitute personnel are aware of this policy and the obligations of staff during a bomb threat.

**Reacting to a Bomb Threat**

1. **Upon receiving threat.** All personnel who answer telephone calls from outside sources shall be provided a Crisis Response Guide, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat. Whoever receives the call shall attempt to transfer it to the Principal, or failing that, ask the caller as many of the questions on the Guide as he/she can, carefully noting all wording and other information.

2. **Notification**
   - To the principal. A person receiving a bomb threat by telephone or other means or who finds a suspicious device on school property shall inform the principal immediately.
   - By the principal. Upon learning of the bomb threat, the principal shall alert local public safety agencies, utility companies and the superintendent.

3. **Assessment.** Upon learning of the bomb threat, the principal, in consultation with public safety officials and the superintendent if time permits, shall:
   - Evaluate the credibility of the threat;
   - Decide whether to direct a search of the building; and
   - If so, decide whether the search should be conducted while the building is occupied or after it has been evacuated. In so doing, the Principal shall
resolve all doubts in favor of finding the threat credible, a search necessary, and prior evacuation necessary.

4. **Activating the team.** After deciding which course of action to follow, the Principal shall activate the bomb threat response team.

5. **Evacuation**
   - To what extent. The principal, in consultation with the bomb threat response team, shall decide on the extent to which the building will be evacuated. The decision shall be either:
     - To assemble all building occupants in one location, such as the gymnasium;
     - To evacuate just a portion of the building;
     - To evacuate the entire building to a particular site or sites no less than 300' from the building; or
     - To dismiss students and/or staff for the balance of the day.
   - Signaling. If the principal decides the building should be evacuated, he/she shall inform the staff immediately.
     - Adjusting evacuation route. The principal shall direct personnel to adjust their usual evacuation route to avoid any suspected location of an explosive device.
     - Staff obligations. In the event of an evacuation, staff shall:
       - Visually scan their workplace and any other common areas they have been assigned for any thing or person out of the ordinary. If there is such an object, staff should not touch it but should report its presence to the principal.
       - Make sure upon leaving that windows and doors are open.
       - Make sure any students in their charge are guided to safety, making arrangements that students with disabilities are followed, and remain with students in their charge; and
       - Take an attendance book with them, taking attendance once the evacuation is accomplished and noting the absence of any students normally in their charge and report their names to the principal.
   - Student conduct. All students shall assist staff by obeying all directions and maintaining an orderly and quiet demeanor.
   - Utilities
     - Fuel. The principal shall direct appropriate personnel to turn off gas and other fuel lines at intake.
     - Electricity. The principal shall decide whether electric power to the building should be turned off.
     - Telephones. [Insert here standard response decided by school board – to leave service intact, to shut down service, or to decide during the threat.]
     - Transportation and traffic. The Principal shall make sure a safe and efficient traffic pattern is in place to enable students to depart without impeding access and parking for public safety vehicles.
6. **Search**

- To what extent. The principal, in consultation with the bomb threat response team, shall decide on the extent to which the building will be searched. The decision shall be either:
  - Not to conduct a search;
  - To search specific portions of the building; or
  - To search the entire building and grounds.
- Nature of search. The principal, in consultation with the bomb threat response team, shall decide whether a search will be conducted overtly, covertly, or by means of a special team.
- Method. A search shall be conducted in accordance with techniques and training provided by public safety personnel. Toward that end, the Principal shall arrange with public safety officials for the periodic training of search personnel.

**Participants**

- STAFF. Each staff member shall, upon request, conduct a visual scan of his/her workplace, noting any thing or person out of the ordinary, and shall report any findings to the principal.
- STUDENTS. Under no circumstances will a student be permitted to participate in a search.
- VOLUNTEERS. No school personnel may be required, beyond what is provided in this policy, to participate in a search for an explosive device. Any school personnel volunteering to participate in a search for an explosive device shall first be trained with respect to the dangers involved, precautions to observe, and the techniques to follow.
- Object found. If any suspicious object is actually discovered, no school personnel should touch it. Instead, the individual discovering the object should report it immediately to the principal, who shall immediately report it to the public safety official in charge.
- Explosion. If there is an explosion, the principal shall yield to the authority and protocols of public safety authorities.

**After a Bomb Threat**

1. **Investigation.** The principal, and all other school personnel, shall cooperate with law enforcement personnel involved in investigating a bomb threat. School personnel shall not conduct any investigation independently but rather in conjunction with law enforcement.

2. **Discipline.** Any student involved in the making of a bomb threat, in addition to any penalty imposed by law, shall be subject to disciplinary action by the school, up to and including expulsion subject to the school’s student discipline policy.

3. **Civil liability.** The Oxbow Union Unified School District reserves the right to bring suit against anyone responsible for a bomb threat and to seek restitution and other damages permitted by law.
4. **Lost time.** Any school time lost as a result of a bomb threat shall be made up on days and at times determined by the school board.

5. **Counseling.** The principal, in consultation with appropriate guidance and other personnel, shall assess the effect of the bomb threat on students as a whole and on any individual students who come to his/her attention, to determine if and what type of counseling would be appropriate.

6. **Evaluation.** Within one week following the conclusion of the school’s response to a bomb threat, the principal shall convene the bomb threat response team to evaluate how well the school responded, how consistent its response was with policy, how consistent its response was with its implementation procedures, and whether any changes to the provisions of this policy or implementation procedures are recommended as a result.

**Communicating with the Public**

1. **About the policy.** All school handbooks, those for faculty, staff, parents and students, shall contain the following provision:

   The Oxbow Unified Union School District has adopted a comprehensive policy on what to do in the event of a bomb threat. You may obtain a copy of the complete policy by requesting one from the principal’s office.

   While we intend to respect the legitimate privacy interests of all persons, it is lawful for school authorities within constitutional boundaries to conduct reasonable examination of personal property on school grounds, including but not limited to lockers, desks, backpacks, book bags, and automobiles. In the event of a bomb threat, we may have to search such items in order to assure the safety and protection of people and property.

   We also want all members of the school community to know that any academic time lost as a result of a bomb threat will be rescheduled, either on a weekend, vacation day or following what would otherwise be the end of the school year. In addition, under state law, the making of a bomb threat is a very serious criminal offense, punishable for even a first offense by as much as 2 years in prison and a $5,000 fine. The making of such a threat may also lead to civil liability.

2. **About a bomb threat.**
   - **Parents.** In the event of a bomb threat, the principal shall make sure that notice is provided all parents of students within [ ] (hours/days). If school is dismissed as a result of a bomb threat, the Principal shall implement general school procedures for notification of parents.
   - **Media.** Any school personnel approached about a bomb threat by a representative of the media shall refer that representative to the Superintendent, Principal or their designee. That official shall provide the representative with a formal statement regarding the status of the threat. If approached during the threat, the official shall ask the representative to
wait for a time when circumstances legitimately permit the official to take a few moments to speak with him/her. Any statement given shall be calm and informative without divulging personally identifiable information about students and shall emphasize the efforts made or under way to protect the safety of students and staff.

- Community generally. Depending upon the circumstances the district may want to communicate with the general community either in writing or by convening a meeting.
Oxbow Unified Union School District

CODE F33 HIV: PreK - 12
(Policy to Consider)

Date Warned: 11-20-19
Date Adopted:
Date Revised:
Date Reviewed:

Preamble
The evidence is clear that the risk of transmitting Human Immunodeficiency Virus (HIV) is extremely low in school settings when proper guidelines are followed. The presence of a person living with HIV infection or diagnosed with acquired immunodeficiency syndrome (AIDS) poses no significant risk to others in school, daycare, or school athletic settings. HIV is not transmitted through casual contact and, therefore, is not reason in itself to treat individuals having or perceived as having HIV differently from other members of the school community. HIV is a bloodborne pathogen and is treated as such in the same manner as any other bloodborne pathogen.

Oxbow Unified Union School District shall strive to protect the safety and health of children and youth in its care, and its employees, recognizing:

- the rights of students and employees with HIV;
- the importance of maintaining confidentiality regarding the medical condition of any individual;
- the importance of an educational environment free of significant risks to health; and
- the necessity for HIV education and training for the school community and the community-at-large.

Rights of Faculty/Staff

I. Equal Employment

Oxbow Unified Union School District does not discriminate on the basis of an employee’s HIV infection or association with another person with HIV infection. No applicant shall be denied employment and no employee shall be prevented from continued employment on the basis of having or being perceived as having HIV. In accordance with the Americans with Disabilities Act of 1990, an employee with HIV infection is welcome to continue working as long as he or she is able to perform the essential functions of the position, with reasonable accommodations if necessary.

Rights of Students
II. School Attendance
   A. A student with HIV infection has the same right to attend school and receive services as any other student and will be subject to the same rules and policies as any student without HIV. Except as deemed appropriate to accommodate students with disabilities, HIV infection shall not factor into decisions concerning class assignments, privileges, or participation in any school-sponsored activity.
   
   B. The special education coordinator, Section 504 coordinator or other designated school authorities will follow established policies and procedures for students with chronic health problems or students with disabilities to determine on a case-by-case basis the educational placement of a student known to be infected with HIV. Respecting students' and families' privacy rights school authorities may consult with the student's parent or guardian, seek waiver from parent/guardian to consult with the student's physician, and reassess the placement if there is a change in the student's need for accommodations or services.

Rights for Students and Staff

III. Nondiscrimination
   A. Oxbow Unified Union School District is committed to providing a learning environment and workplace free of discrimination. School staff members will strive to maintain a respectful school climate and not allow physical or verbal harassment against a student or staff member based on their HIV positive status. This includes conduct directed against a person living with HIV infection, a person perceived as having HIV infection or a student or employee's family member's actual or perceived status as HIV positive.
   
   B. This school district shall not discriminate against an applicant, prospective or current student on the basis of a person's having a positive test result from an HIV-related diagnostic test.

IV. Confidentiality of HIV-related Information and Testing
   A. Oxbow Unified Union School District will protect the student's and family's privacy rights consistent with state and federal law pursuant to the Oxbow Unified Union School District Student Records Policy and Employment Records Policy.
   
   B. No school official shall require HIV-related testing of any employee applicant, current employee or prospective or current student for any purpose.
   
   C. Students, students' parents/guardians, or applicants/employees are not required to disclose HIV status to any school personnel.
   
   D. Service providers, including those dispensing medication, will maintain student confidentiality. Unless for the limited purpose of an exception of state law, federal law, the Student Records policy, or the Employee Records policy that applies, school personnel shall not disclose any HIV-related information about a prospective or current school personnel or students to anyone except in
accordance with the terms of a written consent. The superintendent shall develop a written consent form (see Appendix A) which provides for a description of information to be disclosed, to whom it may be disclosed, its specified time limitation, and the specific purpose for the disclosure. The school district shall not discriminate against any individual who does not provide written consent.

E. All health records, notes, and other documents that reference a person’s HIV status will be kept confidential. Access to these confidential records is limited to those named in written permission from the person or parent/guardian and to emergency medical personnel.

Health Protections and Universal Precautions

V. Infection Control
HIV is a bloodborne pathogen. Therefore, infection control for HIV is to be addressed in the same manner as any other blood borne pathogen.

A. Oxbow Unified Union School District shall comply with applicable Vermont Occupational Safety and Health Administration (VOSHA) rules in order to protect employees who are reasonably anticipated to be exposed to blood borne pathogens as part of their regular job duties.

B. The superintendent or his/her designee shall determine those employees (by job class and possibly by task or procedure) who are reasonably anticipated to have occupational exposure to blood or other potentially infectious materials as part of their duties. These employees will be protected in strict accordance with the provisions of the Bloodborne Pathogens Standards.

C. A written Exposure Control Plan concerning bloodborne pathogens, which includes the use of universal precautions, shall be developed, maintained and followed.

Curriculum, Instruction and Extra-Curricular Activities

VI. HIV/AIDS Prevention Education
The school district shall provide systematic and extensive elementary and secondary comprehensive health education including education on HIV infection, other sexually transmitted diseases as well as other communicable diseases, and the prevention of disease.

VII. Athletics
A. Participation in physical education classes, athletic programs, competitive sports, and recess is not conditioned on a person’s HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.
Recommended Best Practice Additions for HIV Policy

Privacy and Confidentiality:

1. The superintendent shall develop procedures which ensure confidentiality in the maintenance and, where authorized, dissemination of all medically-related documents (see Appendix A).

2. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent.

Health Protections:

1. All employees shall consistently follow universal precautions guidelines on school property at all times, including at school-sponsored events, on school playgrounds and on school buses (see Appendix C).

2. Students and staff not covered by the Bloodborne Pathogens Standard shall be instructed to avoid contact with potentially infectious materials and blood and shall immediately contact a member or the staff who is covered by and trained in the exposure control plan. When this is not possible, any person providing assistance shall follow universal precautions (see Appendix C).

3. The superintendent or his/her designee shall provide annual training to all staff and students about the hazards of bloodborne pathogens, the recommended operating procedures of universal precautions, the existence of the VOSHA required exposure control plan, individuals or job classes to be notified in order to safely handle or clean up blood or other body fluid spill safely, and the location and use of appropriate protective equipment and first aid devices.

4. The superintendent or his/her designee shall provide training on the recommended operating procedures of universal precautions to teaching substitutes and school volunteers.

Student Health Services:

1. All students will have access to voluntary, confidential, age and developmentally-appropriate counseling about matters related to HIV infection.

2. School administrators will maintain referral information to facilitate confidential and voluntary student access to HIV counseling, and testing, and other HIV-related services.
3. Public information about resources in the community will be kept available for voluntary student use.
HIV/AIDS Prevention Curriculum and Instruction:

1. The comprehensive health education program will:
   • be provided in accordance with the Vermont Department of Education Guidelines for the Development of an HIV/AIDS Education Program in Vermont Schools;
   • be taught at every level, kindergarten through grade 12;
   • be consistent with community standards;
   • include current HIV epidemiology, methods of transmission and prevention, universal precautions, and psycho-social aspects of HIV;
   • be appropriate to students’ developmental levels, behaviors, and cultural backgrounds;
   • build knowledge and skills from year to year;
   • stress the benefits of abstinence from sexual activity, alcohol, and other drug use;
   • include accurate information on reducing risk of HIV infection;
   • address students’ own concerns;
   • include means for evaluation;
   • be an integral part of a part of a skills-based comprehensive health education program;
   • be taught by well-prepared instructors; and
   • involve parents and families as partners in education.

2. The superintendent shall designate a coordinator to oversee the district’s HIV education plans and programs.

3. The school board shall establish a comprehensive health education community advisory council to assist the school board in developing and implementing comprehensive health education including HIV education. The school board shall provide public notice to the community to allow all interested parties to apply for appointment. The school board shall endeavor to appoint members who represent various points of view within the community regarding comprehensive health education.

4. The superintendent or his/her designee shall create a plan to ensure that all school employees, including newly hired staff, receive training regarding current HIV epidemiology, methods of transmission and prevention, universal precautions, psycho-social aspects of HIV, related school policies and procedures, and where appropriate, teaching strategies. The superintendent shall report annually to the school board regarding implementation of this plan.

5. The school district shall provide for parents, families, students and the community, opportunities for education, discussion, and the development of recommendations about a comprehensive HIV prevention education plan (including the promotion of abstinence, condom availability, and non-discrimination of people living with the disease). Educators, administrators, and health professionals shall be involved in such activities.
Athletics:

1. All employees shall consistently adhere to infection control guidelines in locker rooms and all play and athletic settings. Rule books will reflect these guidelines. First-aid kits will be on hand at every athletic event.

2. All physical education teachers and athletic program staff will complete an approved first-aid and injury prevention course that includes implementation of infection control guidelines.

3. Student orientation about safety on the playing field will include guidelines for avoiding HIV infection.

Staff Development:

1. All school staff members will participate in a planned HIV education program that conveys factual and current information; provides guidance on infection control procedures; informs about current law and state, district, and school policies concerning HIV; assists staff to maintain productive parent and community relations; and includes annual review sessions.

2. As necessary to meet their responsibilities, employees will also receive additional specialized training.

Policy Dissemination:

1. On an annual basis, school administrators will notify students, their family members, and school personnel about current policies concerning HIV infection, and provide convenient opportunities to discuss them.
Appendices

Appendix A
   Procedures for Maintaining Confidentiality and Sample Written Consent Form

Appendix B
   Sample Authorization for Release of Medical Information

Appendix C
   Universal Precautions for School Staff

Appendix D
   Annotated Legal References

Appendix E
   Resources for HIV/AIDS Assistance Information
Appendix A
Recommended Best Practice Procedures for Maintaining Confidentiality

To maintain an atmosphere of trust with staff members, students, families, and the community, a policy that encourages confidentiality is essential. It is important that people who have the Human Immunodeficiency Virus (HIV) and their families feel certain that their names will not be released against their wishes to others without a need to know. A policy on confidentiality that is strictly enforced will also provide protection to the school district from potentially adverse reactions that might result, including legal action.

To protect the confidentiality of student and/or employee medical records, the school district/ supervisory union will comply with federal and state law and follow its Student Records Policy or Employment Records Policy. In addition to compliance with the applicable laws and policies, the following procedures are suggested:

1. All medical information in any way relating to the HIV status of any member of the school community, including written documentation of discussions, telephone conversations, proceedings, and meetings shall be kept in a locked file. Unless an exception applies under federal law, state law, the Student Records Policy or the Employment Records Policy, access to this file shall be granted only to those persons identified in writing by the student or student's parent/guardian. Filing and photocopying of related documents may be performed only by persons named in the written consent.

2. Because of the potential for breach of confidentiality, no medical information shall ever be faxed or e-mailed.

3. Medically-related documents that are to be mailed shall be marked "Confidential." Names of persons mailing documents and those receiving the documents shall be identified on the written consent form by the student or student's parent/guardian, or the applicant/employee.

4. A written consent form shall be completed prior to each disclosure and release of HIV-related information (sample attached).

5. Each disclosure made shall be noted in the student or employee's personal file. The list of such disclosures shall be made available to the student, parent/guardian, or employee upon request.

6. Schools shall comply with Vermont Occupational Safety and Health Administration (VOSHA) rule §1910.20 which concerns maintenance of and access to employee medical records. [Note: §1910.20 is incorporated by reference into §1910.1030 (h).]
Appendix A pg. 2

Sample Written Consent Form for Each Release of Confidential HIV-Related Information

Confidential HIV-Related Information is any information that a person had an HIV-related test, has HIV infection, HIV-related illness or AIDS*, or has been potentially exposed to HIV. If you sign this form, HIV-related information can be given to the people listed and for the reasons listed below.

<p>| Name and address of person whose HIV-related information can be released: |
| Name and address of person signing this form (if other than above): |
| Relationship to person whose HIV-related information may be released: |
| Name, title or role, and the address of each person who may be given HIV-related information (include names of persons responsible for photocopying and filing confidential information): |
| 1. |
| 2. |
| 3. |
| 4. |
| Additional names and addresses can be attached or listed on back.) |
| Information to be provided: (Check as many as apply.) |
| _____ HIV antibody test result |
| _____ AIDS diagnosis |
| _____ summarized medical record |
| _____ details of symptoms, signs, and/or diagnostic results |
| (specify: |
| _____ psychiatric, other mental health, and/or developmental evaluation records |
| (specify: |
| _____ names of medical care and/or support service providers |
| (specify: |
| _____ infection status of other family members [Requires written consent] |
| _____ student's instructional program |
| _____ other |</p>
<table>
<thead>
<tr>
<th>Specific purpose(s) for release of HIV-related information</th>
</tr>
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</table>

Time during which release of information is authorized: (A specific time must be noted for each single incidence of release of HIV-related information. Use a new form for each incident.)

| From: | To: |

Any disclosure of information not meeting the conditions listed above is expressly prohibited. Disclosure to any other persons than those listed above requires my informed, written consent.

Signature ___________________________ Date ___________________________

*Human Immunodeficiency Virus (HIV) that causes Acquired Immune Deficiency Syndrome (AIDS)*
Appendix B

Sample Authorization for Release of Medical Information

Date: ________________

To: Primary Care Provider

(name & address)

From: Parent/Guardian

Please send information about my child ____________________________ whose date of birth is ____________________________ to:

Health Services Office
Anywhere Elementary School
123 School Street
Anywhere, US 12345

Please send all pertinent information regarding ____________________________

__________________________
__________________________
__________________________

Signature of
Universal Precautions
for School Staff and Independent Contractors

Bloodborne Pathogens • Significant Contagious Disease

Bloodborne Pathogens

Research shows that the risk of getting a significant contagious disease in a school setting is extremely small. However, school staff and contracted personnel in the school need to decrease the possibility of exposure to bloodborne pathogens.

Significant contagious disease (SCD) includes cytomegalovirus (CMV), hepatitis B virus (HBV) and human immunodeficiency virus (HIV) infections. The local board of health or the state health officer may determine that other diseases are significant contagious diseases.

"Universal Precautions" means protecting oneself from exposure to blood or body fluids through the use of latex gloves, masks or eye goggles; cleaning blood and body fluid spills with soap and bleach solution and water; and disinfecting and incinerating or decontaminating infected waste before disposing in a sanitary landfill.

None of these are Modes of Transmission of Bloodborne Pathogens

Sharing Restrooms
Bathroom Fixtures
Drinking Fountains
Hugging
Eating with Carriers
Mosquitoes
Working & Studying with Carriers
Playing with Carriers
Swimming Pools
Shaking Hands
Eating Food Prepared by Carriers

Modes of Transmission

"The two common methods of spreading HIV are having sex with an infected individual and using contaminated needles to inject drugs."

(Surgeon General's Report to the American Public on HIV Infection and AIDS)

1 North Dakota Administrative Rules,
Universal Precautions in the School Setting

Reduce the risk of exposure to bloodborne pathogens by using universal precautions to prevent contact with blood and body fluids.*

BEGIN BY ATTENDING TO THE INJURED PERSON:

- Whenever blood and body fluids are present, a barrier (latex rubber gloves**, thick layer of paper towels, or cloth) should be used to minimize exposure of the attending person while the injury is cleansed and/or dressed.
- Soiled clothes of the injured person must be bagged to be sent home.

CLEAN AND DISINFECT ENVIRONMENTAL SURFACES:

- Whenever cleaning and disinfecting environmental surfaces in which blood and body fluids are present, a barrier (rubber utility gloves durable enough to withstand environmental cleaning and disinfecting, thick layer of paper towels, or cloth) should be placed between the blood and attending person.
- Use disposable paper towels or other disposable materials to remove blood and body fluids.
- Disinfect the affected area(s) and cleaning tools with a commercial tuberculocidal disinfectant (mixed according to manufacturer's specifications) or bleach solution (approximately 1/4 cup common household bleach per gallon of tap water, mixed fresh daily). The affected surface being disinfected should remain wet for several minutes.
- Secure all waste in plastic bag for disposal.

CLEAN UP FOR ATTENDING PERSON:

- Remove gloves and dispose and secure in a plastic bag.
- Immediately apply soap. Thoroughly wash hands with soap by rubbing hands together (avoiding scrubbing hands). Pay particular attention to finger tips, nails and jewelry. Rinse with fingers pointing downward.
- If running water and soap are not immediately available, a waterless antiseptic cleaner or moist towelette may be used until hands can be thoroughly washed (use of antiseptic cleaner or towelette is NOT a substitute for hand washing.) WASH HANDS AS SOON AS POSSIBLE.
* Body fluids that contain blood.
** Non-latex gloves should be available for any staff member who has a known latex allergy.

Appendix D
Annotated Legal References

1. 1 V.S.A §317 (7) and (11) - Subsections (7) and (11) are two exceptions to the Vermont law requiring disclosure of public records. Subsection (7) deals with medical records of employees and subsection (11) deals with student records at public schools.

2. Section 504 of the Rehabilitation Act (29 U.S.C. §794) - This federal law (popularly known as "Section 504") prohibits discrimination against persons with disabilities by entities receiving federal funds.

3. 18 V.S.A. §112 (7) - This Vermont public health law prohibits school districts from requiring HIV testing of any applicant, or prospective or current students and prohibits discrimination against an applicant, or prospective or current student on the ground that the person has tested HIV positive.

4. 21 V.S.A. §495(a)(6) and (7) - These provisions prohibit employers, employment agencies, labor organizations and persons seeking employees from discriminating against persons who have a positive test result on an HIV-related blood test and from requiring employees or prospective employees to take an HIV-related blood test as a condition of employment, membership, classification, placement or referral.

5. Individuals with Disabilities Education Act (20 U.S.C. §1400, et seq.) - This federal law (popularly known as "IDEA" or "P.L. 94-142") requires states and school districts to provide special education and related services to eligible students with disabilities.

6. Title VI, Civil Rights Act of 1964 as amended by the Equal Employment Act of 1972 (42 U.S.C. §§2000d and 2000e) - These federal provisions authorize enforcement of Section 504 through the federal courts by clarifying that 11th Amendment immunity is unavailable in such cases and makes available administrative remedies to aggrieved parties. Further, these provisions provide the enforcement mechanisms for violations of the Americans with Disabilities Act.

7. Americans with Disabilities Act (42 U.S.C. §12101, et seq.) - This federal law (popularly known as the "ADA") prohibits discrimination in, among other areas, employment and education on the basis of a disability.

8. 16 V.S.A. §131, et seq. and 16 V.S.A. §906 - These Vermont laws require each public and independent school to provide students with a minimum course of study in "comprehensive health education," including education on "HIV infection, other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease." Additionally, these laws permit the appointment of a community advisory council to assist school boards in developing and implementing comprehensive health education programs.
9. Occupational Safety and Health Act of 1970 - This federal law (popularly known nationally as "OSHA" and in Vermont as "VOSHA") requires safe working conditions in places of employment. In particular, 29 U.S.C. §§653, 655, and 657 form the basis for the issuance of OSHA regulations on dealing with bloodborne pathogens in the workplace.

10. Occupational Exposure to Bloodborne Pathogens Standard (29 C.F.R. §1910.1030) - This federal regulation requires employers to develop and maintain a written Exposure Control Plan concerning bloodborne pathogens and requires the taking of "universal precautions."

11. 21 V.S.A. §§201 and 224 - These state statutes make Vermont law on Occupational Safety and Health consistent with the federal Occupational Safety and Health Act of 1970 (see paragraph #9 above).

Appendix E
Resources for HIV/AIDS Assistance and Information

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<tr>
<th>State Resources</th>
<th>State Resources</th>
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<tbody>
<tr>
<td>Vermont Department of Education (802) 828-5151</td>
<td>Vermont Department of Health (Hotline) 800-882-AIDS</td>
</tr>
<tr>
<td>For local assistance, contact the Health Education Resource Center nearest you:</td>
<td>The Hotline provides information and referral about all HIV-related issues.</td>
</tr>
<tr>
<td>Brattleboro - (802) 254-4511</td>
<td>Vermont Occupational Safety and Health Administration (VOSHA) 800-640-0601</td>
</tr>
<tr>
<td>South Burlington - (802) 864-4789</td>
<td></td>
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<tr>
<td>St. Johnsbury - (802) 748-8912</td>
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American Red Cross Vermont Chapters

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<tr>
<th>Rutland - (802) 775-4314</th>
<th>A division of the Vermont Department of Health that supports and regulates workplace safety.</th>
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</thead>
<tbody>
<tr>
<td>Serves all groups with a wide variety of informational resources available at low or no cost, including videos, curricula, and public health materials. Speakers and trainings on the following subjects are also available. Subjects covered include: HIV transmission and prevention, AIDS in the workplace, confidentiality, universal precautions, bloodborne pathogens and exposure control planning, and first aid.</td>
<td></td>
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<tr>
<td>- Green Mountain – 800-288-3554 (serving Southern Vermont)</td>
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<tr>
<td>- Northern Vermont - 800-660-9130</td>
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AIDS Service Organizations

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<tr>
<th>Central Vermont - (802) 773-9159</th>
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<tr>
<td>These organizations may provide some of the following services: educational programs and training, speaker’s bureaus, support and services for people affected by HIV/AIDS; and/or community advocacy. Contact the organization closest to you.</td>
</tr>
</tbody>
</table>

A Community Resource Network (ACORN) serving Windsor and Orange Counties (603) 448-8887 or 800-816-2220

Comprehensive Care Clinic Northeast Vermont Regional Medical Center serving Caledonia, Essex and Orleans Counties (802) 751-7603 (St. Johnsbury)

Bennington Area AIDS Project serving Bennington County 800-845-AIDS (2437)

AIDS Project of Southern Vermont serving Windham and Southern Counties (802) 254-4444


Vermont People With AIDS (PWA) Coalition
800-698-8792 or (802) 229-5754

The Coalition is a statewide organization of and for people living with HIV. The Coalition frequently provides HIV+ speakers for schools.