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Rivendell Interstate School District  
Board Policies

F. Students

1. Student Conduct and Discipline  
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2. Long Term Suspension or Expulsion of Students with a Disability or Students who are Handicapped in Special Education or who are handicapped according to Section 504 of the Rehabilitation Act  
Adopted: 06-15-00

3. Hazing  
Adopted: 03-06-02  Revised: 12-03-13

4. Search and Seizure  
Adopted: 06-15-00

5. Student Records; Family Privacy  
Adopted: 06-21-99  Revised: 04-02-13

6. Student Safety  
Adopted: 06-21-99

7. Reporting Suspected Child Abuse or Neglect  
Adopted: 03-06-02

8. Alcohol and Drug Abuse Prevention  
Adopted: 06-21-99

9. Student Medication  
Adopted: 09-04-02

10. AIDS or HIV  
Adopted: 12-09-99

11. Comprehensive Student Transportation Policy  
Adopted: 05-03-01

12. Student Fundraising Activities  
Adopted: 01-23-02

13. Life Threatening Allergies  
Adopted: 01-08-08  Revised: 10-07-08

Adopted: 02-01-05  Revised: 08-05-14

15. Pupil Privacy Rights  
Adopted: 12-03-13

16. Head Lice  
Adopted: 11-06-02  Revised: 11-02-10

17. Eighteen-Year Old Students  
Adopted: 09-04-02

18. Admission of Homeless Students  
Adopted: 01-08-08

19. Admission of Non-Resident Tuition Students  
Adopted: 02-01-05

20. Admission of International Exchange Students  
Adopted: 08-16-05  Revised: 09-13-11

Adopted: 07-18-06  Revised: 03-04-15

22. Age of Entrance  
Adopted: 12-29-02

23. Prevention of Harassment of Students  
Adopted: 12-09-99  Revised: 01-08-08

24. Weapons Policy  
Adopted: 06-29-00

25. Threats of Violence or Destruction  
Adopted: 06-15-00

26. Participation of Home Study Students in School Programs and Activities  
Adopted: 05-03-01  Revised: 01-06-15

27. Transition of Toddlers with Disabilities to Preschool  
Adopted: 05-03-01

28. Truancy: Orange County Policy  
Adopted: 10-05-10

29. Pupil Safety and Violence Prevention – “Bullying”  
Adopted: 01-04-11

30. Limited English Proficiency Students  
Adopted: 02-17-04  Revised: 01-08-13

31. Student Attendance  
Adopted: 02-17-04  Revised: 09-02-14

G. Instruction

1. Curriculum Development  
Adopted: 12-09-99  Revised: 10-07-14

2. Animals in the Classroom  
Adopted: 01-23-02

3. Field Trips  
Adopted: 06-21-99  Revised: 02-01-05

4. Class Size  
Adopted: 01-04-11

5. Selection of Materials  
Adopted: 11-07-01

6. Educational Support System  
Adopted: 06-21-99  Revised: 12-19-02

7. Local Action Plan (School Improvement)  
Adopted: 06-21-99  Revised: 09-02-03

8. Grade Advancement: Retention, Promotion & Acceleration of Students  
Adopted: 12-19-02

9. Animal Dissection  
Adopted: 10-07-08  Revised: 11-02-10

10. Responsible Computer, Network & Internet Use  
Adopted: 05-03-01  Revised: 02-03-15
## Rivendell Interstate School District
### Board Policies

### H. School-Community Relations

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Policy development is the Rivendell Interstate School District Board's most important responsibility. It is the intent of the Board to develop policies for the successful and efficient operation of the Rivendell schools, to promote Rivendell’s stability and continuity.

The Board accepts the definition of policy as set forth by the National School Boards Association:

"Policies are principles adopted by the school board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel."

These policies should serve to inform and guide all people interested in or connected with the Rivendell Interstate School District.

The policies of the District are to be interpreted consistently with Vermont law, the Vermont/New Hampshire Interstate Compact, and the regulations of the Vermont State Board of Education. These policies should also be interpreted consistently with those educational objectives, procedures, and practices which are generally accepted in the public education field.
POLICY ADOPTION

1. **Policy Initiation.** Any person residing in or employed by the Rivendell Interstate School District may suggest policies by providing a statement of need in writing to the Superintendent.

2. **Policy Development.** The Board, acting as a whole or through a policy committee, will seek appropriate public comment and administrative guidance as it considers proposals for policy development or revision.

Comment and information will be sought in the following areas:

   a. The effect of proposed policy on administrators, students, teaching staff and the community.

   b. The fiscal consequences of the proposed policy.

   c. The specific need for the policy.

   d. Samples of similar policies of other boards.

   e. Applicable provisions of state and federal law.

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

   g. The effect of the proposed policy on current policy.

   h. Any other area the Board feels appropriate.

3. **Warnings.** No policy will be adopted by the Board unless first warned in accordance with 16 V.S.A. §563 or other applicable state statutes.

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Date Warned: 03-25-99
Date Adopted: 05-06-99
Date Revised: 05-04-00
Date Revised: 01-08-13

Legal Reference(s): 16 V.S.A. §563 (1)
Cross Reference: Policy Development (A1)
                    Policy Dissemination, Administration & Review (A3)
POLICY DISSEMINATION, ADMINISTRATION & REVIEW

When policies are adopted, the Superintendent or Board will publish and make them available to the public, students and school personnel.

Policies will be administered through regulations and directives of the Superintendent or Board of schools and members of the management team.

A copy of the District policy manual will be available during the normal working day in the office. The District policy manual will also be available on the District’s website. The student handbook will include Board policies related to student conduct. The teacher handbook will include Board policies related to teachers’ responsibilities. It will be the responsibility of employees, Board members, and students to know and follow Board policy.

All policies will be reviewed periodically and, if necessary, revised or repealed.

Date Warned: 03-25-99
Date Adopted: 05-06-99
Date Revised: 12-04-12

Legal Reference(s): 16 V.S.A. §563
1 V.S.A. §316

Cross Reference: Policy Development (A1)
Policy Adoption (A2)
BOARD MEMBER CONFLICT OF INTEREST

Policy
It is the ethical and legal duty of all School Board members to avoid conflicts of interest as well as the appearance of conflicts of interest.

Definitions
“Conflict of interest” means a situation when a board member’s private interests, as distinguished from the board member’s interest as a member of the general public, would benefit from or be harmed by his or her actions as a member of the board.

Implementation
In order to comply with the obligations thus imposed, the Board and its members will adhere to the following recommended standards:

1. A Board member will not give the impression that he or she would represent special interests or partisan politics for personal gain.
2. A Board member will not give the impression that he or she has the authority to make decisions or take action on behalf of the Board or the school administration.
3. A Board member will not use his or her position on the Board to promote personal financial interests or the financial interests of family members, friends or supporters.
4. A Board member will not solicit or accept anything of value in return for taking particular positions on matters before the Board.
5. A Board member will not give the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.
6. Board members will be familiar with, and adhere to, those provisions of Vermont and New Hampshire education law which define School Board powers and govern Board member compensation and public bidding processes.
7. Board members will be familiar with the NSBA and VSBA Codes of Ethics and will observe their provisions.

Avoiding Conflicts
When a Board member becomes aware that he or she is in a position that creates a conflict of interest or the appearance of a conflict of interest as defined in state law or this policy, he or she will declare the nature and extent of the conflict or appearance of conflict for inclusion in the Board minutes, and will abstain from voting or participating in the discussion of the issue giving rise to the conflict.

Complaints of Conflict of Interest
When a conflict of interest claim against a Board member is brought to the Board in writing and is signed by another Board member or a member of the public, and the Board member against whom the claim is made does not concur that a conflict in fact exists, the following Board procedures will be followed.

1. Upon a majority vote of the remaining Board members, or upon order of the chair, the Board will hold an informal hearing on the conflict of interest claim, giving both the Board member and the person bringing the claim an opportunity to be heard.
2. At the conclusion of the informal hearing, the remaining Board members will determine by majority vote to take one of the following actions:
   a. Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed.
b. Issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the board deliberations or decision related to that issue, as required by Vermont statute.

c. Issue a public finding that the conflict of interest charge is supported by the evidence and, in addition to disqualifying him or herself from voting or otherwise participating in the board deliberations or decision, the board member should be formally censured or subjected to such other action as may be allowed by law.
Rivendell Interstate School District
Board Policies

CODE C3

PUBLIC PARTICIPATION AT BOARD MEETINGS

It is the intention of the Board to encourage public participation at its meetings. All meetings of the Board or its subcommittees will comply with the Vermont Open Meeting Law. When the pressure of Board business is severe, or when a large number of people wish to speak on matters before the Board, reasonable rules of participation may be used to insure that meetings are conducted in an orderly fashion and that the business at hand is completed in a timely manner.

Any member of the public that wishes to speak about a specific issue not on the agenda may have to wait until the next Board meeting. To be added to the Board agenda, members of the public need to contact the District Office to explore the issue; determine if the process has been followed with regard to their issue, prior to being added to the agenda. (Please refer to Policy Code C5 – Board Meetings for more information).

Date Warned: 04-03-00
Date Adopted: 05-04-00
Date Revised: 09-02-14

Legal Reference(s): 1 V.S.A. §312 et seq.
16 V.S.A. §554 (b)

Cross Reference: Board Meetings (C5)
RSA 91-3
NH Codes and Administrative Rules ED303
NHSBA Policy BEDH
BOARD MEETINGS

Regular meetings will be held according to a schedule fixed in advance of the school year. The meeting schedule will be posted internally and made available to the public by the Superintendent.

Special and emergency meetings will be called by the Chair on his/her own initiative or by the Chair when requested by a majority of the Board. Special and emergency meetings will be held only after compliance with the provisions of the Vermont Open Meeting Law.

An agenda for each meeting will be prepared by the Superintendent after consultation with the Board Chair and in compliance with Board policy on agenda preparation.

Executive sessions of the Board will convene in full compliance with the provisions of Vermont's Open Meeting Law.

Date Warned: 04-03-00
Date Adopted: 05-04-00
Date Revised: 12-04-12

Legal Reference(s): 1 V.S.A. §311, et seq.
BOARD COMMITMENT TO NON-DISCRIMINATION

**Policy**
The Board will not unlawfully discriminate against any person or group on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age or marital status.

**Notice of Non-Discrimination**
Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Rivendell Interstate School District are hereby notified that this District does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, or marital status in admission or access to, or treatment or employment in its programs and activities.

A person has been designated by the Rivendell Interstate School District to coordinate the District’s efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. The designated coordinator is identified with associated contact information and disseminated through publications such as employee and student handbooks, the District’s website and other public opportunities.

Any person having inquiries concerning the Rivendell Interstate School District’s compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator.

Date Warned: 05-19-99
Date Adopted: 06-03-99
Date Revised: 12-04-12

Legal Reference(s):
21 V.S.A. §495 et seq.
21 V.S.A. §1726
20 U.S.C. §§1400 et seq.
20 U.S.C. §§1681 et seq.
29 U.S.C. §206(d)
29 U.S.C. §§621 et seq.
29 U.S.C. §794
42 U.S.C. §§12101 et seq.

Cross Reference:
HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) COMPLIANCE

Policy
The Rivendell Interstate School District shall comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) with regard to any employee benefit or group health plan provided by the District that is subject to the requirements of the Act. The Superintendent or his/her designee shall develop and implement procedures necessary to ensure continuing compliance with the requirements of HIPAA.
Rivendell Interstate School District
Board Policies

CODE D2
(Mandatory)

PROFESSIONAL DEVELOPMENT

Policy
It is the policy of the Rivendell Interstate School District to support the important connection between educator professional development and improved student achievement and assure that professional and paraprofessional staff members acquire and maintain the knowledge and skills needed to contribute effectively to the achievement of the goals and strategies articulated by the school action plan.

Principles to Guide Professional Development
Professional development programs sponsored by the District will be directly linked to student performance goals identified in the annual Action Plan and Profile of the Graduate.

The Superintendent or his/her designee will oversee a professional development system that is characterized by the following:

- its primary focus is on improved student learning and achievement
- it is based on current, documented research findings
- it provides structure and substance that allow continuity
- it focuses on content and curricular needs as well as teaching methodology
- it includes the needs of all who contribute to the education system
- it is developed and directed by professional educators

Implementation
The Superintendent or his/her designee will base annual and multi-year professional development programs on an analysis of student performance data, best-practices research, state and local standards compliance and the District’s Action Plan priorities.

The Superintendent or his/her designee will report at least annually to the School Board on the District’s professional development program, with an emphasis on its relationship to student achievement goals.

Date Warned: 06-10-99
Date Adopted: 06-21-99
Date Revised: 10-02-12

Legal Reference(s):
1  VSA, § 3120 et seq. (Open Meeting Law)
16 VSA, § 165(a)(4) (Public School Quality Standards)
16 VSA, §§ 1981 et seq (Labor Relations – professional staff)
21 VSA, §§ 1721 et seq (Labor Relations)
16 VSA, § 261a(5) (Duties of supervisory union boards)
Vermont State Board of Education Rules §§2120.4, 2120.5

Cross Reference:
B1 (Board Member Education)
B2 (Board Goal-Setting and Self-Evaluation)
E3 (Fiscal Management & General Financial Accountability)
G8 (Local Action Plan – School Improvement)
SUBSTITUTE TEACHERS

Policy
It is the policy of the Rivendell Interstate School District to employ substitute educators who will meet the minimum qualifications outlined by State Board of Education Rules, as well as the additional requirements established by this policy.

Qualifications
No person will be placed on the qualified substitute list unless that person has graduated from high school and meets the following additional minimal requirements:

Unlicensed Persons
An unlicensed person may be employed as a substitute teacher for up to fifteen consecutive days (NH) or up to thirty consecutive days (VT) in the same assignment. In order to continue to employ the unlicensed person in this assignment beyond twenty days (NH) and thirty (30) days (VT), the NH substitute must hold certification in that area and in VT the Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for emergency or provisional license as provided in VSBPE Rule 5350 and 5360.

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

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

The Superintendent or his/her designee will conduct an orientation session for substitute teachers each year. Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the Principal.

Substitute teachers will be paid per diem wages as determined by the Superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to prepare lessons and assess and record student progress, on the length of service and on the credentials of the substitute teacher.
Rivendell Interstate School District
Board Policies

VOLUNTEERS AND WORK STUDY STUDENTS

The Rivendell Interstate School District Board recognizes the valuable contributions made to the schools by volunteers and work study students. It further recognizes that appropriate supervision of volunteers and work study students will enhance their contributions as well as fulfill the responsibility that the Rivendell District has for the education and safety of its students.

The building principal is authorized to solicit and approve volunteers to help in the school. It is the principal’s responsibility to be reasonably sure that the volunteer is a person of high moral character with the ability to make substantial contributions to the school. Placement of volunteers will be made by the principal.

Definitions
For purpose of this policy and administrative rules and procedures develop pursuant to this policy:

1. Volunteer means an individual not employed by the Rivendell Interstate School District who assists the staff on an occasional or regular basis in the school setting. A volunteer helps without compensation or economic benefits.

2. Work Study Student means a post secondary student who receives compensation for work performed at a school operated by the Rivendell Interstate School District as part of a work experience program sponsored or provided by the college or university at which he or she is enrolled. A student working toward a teaching credential who is placed as a student teacher at a Rivendell Interstate School District school is not a work study student.

Policy
The Superintendent shall develop administrative rules and procedures to ensure that volunteers and work study students who have extended unsupervised contact with students are appropriately screened prior to entering into service in the Rivendell Interstate School District and are approved by the Superintendent. The screening process utilized by the District shall include:

- Fingerprinting and a criminal background check
- Name and birth date check with:
  - the AHS Vermont Adult Abuse and Child Protection Registries
  - the Vermont Sex Offender Registry, and
  - the New Hampshire Registration of Criminal Offenders.

A person who is on any of the above registries or has been convicted of any of the crimes noted in Title 13 VSA 13 and/or NH RSA 189, or any crime outside of Vermont/New Hampshire which is similar to one of the crimes listed in Title 13 VSA section 13 and/or NH RSA 189 shall not be eligible to be a work study student or volunteer.

Volunteers who work with students will be under the immediate supervision of a Rivendell Interstate School District employee. Volunteers are expected to comply with school policies, rules and regulations.

Volunteers will be considered staff members for purposes of compliance with the Harassment in Education Act.

Date Warned: 06-10-99
Date Adopted: 06-21-99
Date Revised: 10-02-12
Legal Reference(s): 16 V.S.A. §260
Vermont Act 162, Harassment in Education Act (1994)
Vermont Act 1

Cross Reference:
Rivendell Interstate School District
Board Policies

ALCOHOL AND DRUG-FREE WORKPLACE

Policy
It is the policy of the Rivendell Interstate School District to maintain a workplace free of alcohol and drugs. No employee, volunteer, or work study student will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug on or in the workplace. Nor shall any employee, volunteer or work study student be in the workplace while under the influence of illegal drugs or alcohol. If there are reasonable grounds to believe that an employee, volunteer or work study student is under the influence of illegal drugs or alcohol while on or in the workplace, the person will be immediately removed from the performance of his or her duties.

Definitions
**Drug** means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal statute or regulation.

**Workplace** means the site for the performance of work for the school district, including any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the school district.

**Employee** means all persons directly or indirectly compensated by the School District for providing services to the District and all employees of independent contractors who provide services to the District.

**Volunteer** means an individual not employed by the School District who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits provided by the School District.

**Work Study Student** means a student who receives compensation for work performed at the school as part of a college work experience program. For purposes of this policy, an intern, working without pay, will be considered as a work study student. A student working toward a teaching credential who may be placed at a school as a student teacher is not a work study student.

**Employee Responsibilities**
As a condition of employment, each employee will notify the Superintendent in writing of his or her conviction of any criminal drug statute for a violation occurring on or in the workplace as defined above. The employee must notify the Superintendent no later than five days after such conviction. Entry of a *nolo contendere* plea shall constitute a conviction for purposes of this policy, as will any judicial finding of guilt or imposition of sentence. Within 10 days of notification from an employee, or receipt of actual notice of an alcohol or drug conviction, the Superintendent will notify any federal or state officers or agencies legally entitled to such notification.

An employee, volunteer or work study student who violates the terms of this policy may be asked to satisfactorily complete an alcohol or drug abuse assistance or rehabilitation program approved by the Superintendent. In addition, an employee who violates the terms of this policy will be subject to disciplinary action including but not limited to non-renewal, suspension or termination at the discretion of the Superintendent or, if required, the Board.
Rivendell Interstate School District
Board Policies

Code D8 (continued)
Alcohol and Drug-Free Workplace

Date Warned: 06-10-99
Date Adopted: 06-21-99
Date Revised: 10-02-12

Legal Reference(s):
Drug Free Workplace Act
Drug Free Schools and Communities Act of 1989 (P.L. 101-226)
Controlled Substances Act (21 U.S.C. 812)
41 U.S.C. § 702(a)(1)(D)
41 U.S.C. § 706(1)
21 U.S.C. § 511(3)
16 U.S.C. § 563(12)
21 C.F.R. 1308.11 through 1308.15

Cross Reference: NH RSA 193-B
RESIGNATIONS

Policy
It is the policy of the Rivendell Interstate School District to consider employee resignations in a manner that is timely and fair to both the employee and the School District. All resignations should be in written form.

Implementation
A resignation request by a licensed employee who is under contract to the School District 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 request by an unlicensed employee shall be submitted to the Superintendent and shall be effective upon acceptance by the Superintendent.

A resignation request by a licensed or unlicensed employee may not be withdrawn unilaterally by the employee once it has been submitted to the Superintendent.

Date Warned: 02-19-03
Date Adopted: 09-02-03
Date Revised: 10-02-12
Legal Reference(s):
Cross Reference:
Rivendell Interstate School District
Board Policies

PUBLIC COMPLAINTS ABOUT PERSONNEL

Resolution of complaints about school personnel shall first be referred to the school administration.

The District places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints. The complainant shall be encouraged by the school administrator to bring the complaint to the individual employee concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the school administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.

If the issue is not resolved by involvement of the school administrator, the complainant may refer the issue to the Superintendent for review and a decision.

If the above steps do not resolve the concern of the complainant, he/she may request a session of the Rivendell Board for the purpose of reviewing the Superintendent’s decision. All parties involved, including the school administration, shall be asked to attend such a meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The Board shall conduct such meetings in a fair and just manner. Such a meeting may take place in an executive session. The Board shall then render a decision. The Board's decision shall be final.

It is the intent of the Rivendell Interstate School District Board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

Date Warned: 04-03-00
Date Adopted: 05-04-00
Date Revised: 09-02-14

Legal Reference(s): 16 V.S.A. §1752
1 V.S.A. §312 et seq.

Cross Reference(s):
MANDATORY HIGH RISK/SAFETY SENSITIVE
DRUG & ALCOHOL SCREENING

Policy

Administrative Responsibilities
The Head of Schools (Superintendent) or his/her designee will implement procedures to conduct alcohol and drug tests for all high risk/safety sensitive as required by the Testing Act.

Specific Categories of Employees Subject to Screening
This policy applies to high risk and safety sensitive employees. Safety sensitive employees include those who hold commercial drivers’ licenses, who operate vehicles which may only be operated by holders of commercial drivers’ licenses, or those who perform safety sensitive functions as defined in federal regulations. High risk employees include, but are not limited to, Operations Manager and employees that maintain boilers and elevators, Facility Technicians, Nurses and others that administer medication, Regular Van Drivers, Kitchen Personnel and those with Security duties.

Why an Employee Will be Screened
Employees will be screened for five prohibited drugs: marijuana, cocaine, opiates, amphetamines, and phencyclidine. Tests will also be conducted for specific prohibited alcohol related conduct while performing in safety sensitive functions as required by federal regulations. Federal regulations presently prohibit the performance of safety sensitive functions while having an alcohol concentration of 0.04 or greater as indicated by an alcohol breath test, while using alcohol, or within four hours after using alcohol. The performance of driving functions is prohibited within 24 hours of a test showing alcohol concentrations between 0.02 and 0.04.

When an Employee Will be Screened
Employees will be screened as follows:
1. Pre-employment screening will be conducted before applicants are hired or after an offer to hire, but before actually performing safety-sensitive functions for the first time. Employees will also be tested when transferring from a non-safety sensitive position to a safety-sensitive position.
2. Post-accident screening will be conducted after accidents (as defined by federal regulation) on employees whose performance could have contributed to the accident.
3. Reasonable suspicion screenings will be conducted when a trained supervisor observes behavior or appearance that is characteristic of alcohol misuse or prohibited drug use.
4. Random screenings will be conducted on an unannounced basis just before, during or just after performance of safety sensitive functions.
5. Return to duty and follow-up screenings will be conducted when an individual who has violated prohibited alcohol or drug conduct standards returns to performing safety sensitive duties. Follow-up screenings will be unannounced and at least six screenings will be conducted in the first 12 months after an employee returns to duty. Follow-up screenings may be extended for up to 60 months following return to duty.

Refusal to Take Screenings
Refusal to submit to screening as required by this policy will constitute a verified drug or alcohol test result. An employee who refuses a required screening will be subject to the same sanctions as an employee who screens positively for drug or alcohol misuse.

Consequences of Alcohol Misuse
Employees who engage in prohibited alcohol conduct will, at a minimum, be immediately removed from safety sensitive functions. Employees who have engaged in alcohol misuse will not be returned to safety
Rivendell Interstate School District
Board Policies

Code D11 (continued)
Mandatory High Risk/Safety Sensitive Drug & Alcohol Screening

sensitive duties until they have been evaluated by a substance abuse professional designated by the District and have complied with any treatment recommendations to assist them with an alcohol problem. In addition, employees who engage in prohibited alcohol conduct may be subject to further disciplinary action, up to and including dismissal.

Consequences of Drug Use
Employees who screen positively for drug use will, at a minimum, be immediately removed from safety sensitive duty when a physician designated as the District’s Medical Review Officer has interviewed the employee and determined that the positive drug screening resulted from the unauthorized use of a controlled substance. If the positive test result is determined by the Medical Review Officer to be caused by the authorized use of a controlled substance, the employee will not be removed from the safety sensitive position. An employee will not be returned to safety sensitive duties until he/she has been evaluated by a substance abuse professional designated by the District or a Medical Review Officer, has complied with rehabilitation recommendations, and has a negative result on a return to duty screening. Follow-up screening will be conducted to monitor the returned employee’s continued abstinence from drug use. In addition, employees who engage in the unauthorized use of controlled substances may be subject to further disciplinary action, up to and including dismissal.

Employee Education Programs
The Superintendent or his/her designee will provide information and educational materials to safety sensitive employees and supervisors of safety sensitive employees on the consequences of drug and alcohol abuse and treatment resources in accord with the requirements of the Testing Act. At a minimum, supervisors of safety sensitive employees will annually be required to attend at least one hour of training on the signs and symptoms of drug use and an additional hour on the signs and symptoms of alcohol abuse.

Rehabilitation and Treatment Programs
Unless otherwise agreed through collective bargaining with employees, the District will not pay for the rehabilitation and treatment of any employee who has tested positive for drug or alcohol use, whether or not such rehabilitation and treatment is made a precondition of that employee’s continued employment or return to a safety sensitive position.

Cost of Screening
Unless otherwise agreed through collective bargaining with employees, the District will not pay for screening required by the Testing Act or this policy.

Dissemination of Policy Procedures
Each employee covered by this policy and a representative of a recognized local employee organization designated by an employee will be provided with written notice of the District’s anti-drug and anti-alcohol policies and procedures.

Date Warned: 10-07-03
Date Adopted: 02-17-04
Date Revised: 02-01-05

49 C.F.R. Parts 40, 382, 391, 392, 395 and 653

Cross Reference:
Rivendell Interstate School District
Board Policies

CODE D12
(Mandatory)

HARASSMENT OF EMPLOYEES

Policy
Harassment is a form of unlawful discrimination, as well as disrespectful behavior, which will not be tolerated. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting harassment as defined and otherwise prohibited by state and federal law violates this policy. Further, it shall be a violation of this policy to retaliate against any complainant raising good faith allegations of unlawful harassment or witness cooperating in an investigation by the District pursuant to this policy.

Definitions
1. Employee: For purposes of this policy, an employee includes any person who may be permitted, required or directed by the School District, in consideration of direct or indirect gain or profit, to perform services.
2. Unlawful Harassment: Unlawful harassment is a form of discrimination. It is verbal or physical conduct based on an employee’s race, religion, creed, color, national origin, marital status, sex, sexual orientation, gender identity, age, political affiliation, ancestry, place of birth or disability which has the purpose or effect of substantially interfering with an employee’s work or creating an intimidating, hostile or offensive environment.
3. Sexual Harassment: Is a form of sex discrimination and means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
   o Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment; or
   o Submission to or rejection of such conduct by an individual is used as a component of the basis for employment decisions affecting such individual; or
   o Such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment.
4. Retaliation: Retaliation is adverse action taken against a person for making a complaint of unlawful harassment or for participating in or cooperating with an investigation.

Examples
Unlawful harassment can include any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of an employee’s race, religion, creed, color, national origin, marital status, sex, sexual orientation, gender identity, age, ancestry place of birth or disability. Such conduct includes, but is not limited to, unsolicited derogatory remarks, jokes, demeaning comments, or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

1. Sexual Harassment: Sexual harassment may include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person’s alleged sexual activities.
2. Racial and Color Harassment: Racial or color harassment may include unwelcome verbal, written or physical conduct directed at the characteristics of a person’s race or color such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.
3. Creed and Religion Harassment: Creed and religion harassment includes unwelcome verbal, written or physical conduct directed at the characteristics of a person’s religion or creed such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs.
4. National Origin Harassment: Harassment on the basis of religion or creed includes unwelcome verbal, written or physical conduct directed at the characteristics of a person’s nation origin such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.
5. **Marital Status Harassment:** Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person’s marital status, such as comments regarding pregnancy or being an unwed mother or father.

6. **Sexual Orientation Harassment:** Harassment on the basis of sexual orientation unwelcome verbal, written or physical conduct directed at the characteristics of a person’s sexual orientation.

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

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

**Procedure**

1. **Duty to Investigate:** In the event the District receives a complaint of unlawful harassment of an employee, or otherwise has reason to believe that unlawful harassment is occurring, it will take all necessary steps to ensure that the matter is promptly investigated and addressed. The District is committed to take action if it learns of potential unlawful harassment, even if the aggrieved employee does not wish to file a formal complaint.

2. **Designated Persons:** Every employee is encouraged to report any complaint of or suspected acts of unlawful harassment. Unlawful harassment should be reported to the Principal (Non-Discrimination Coordinator) at the following address and telephone number.

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<td>Principal</td>
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<tr>
<td>Rivendell Academy</td>
<td>Samuel Morey Elementary School</td>
</tr>
<tr>
<td>2972 Route 25A</td>
<td>PO Box 66 – 214 School Street</td>
</tr>
<tr>
<td>Orford, NH 03777</td>
<td>Fairlee, VT 05033</td>
</tr>
<tr>
<td>603-353-4321</td>
<td>802-333-9755</td>
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<th>Principal</th>
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<tr>
<td>Westshire Elementary School</td>
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<tr>
<td>744 Route 113</td>
</tr>
<tr>
<td>West Fairlee, VT 05083</td>
</tr>
<tr>
<td>802-333-4668</td>
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3. **Investigation:** Allegations of unlawful harassment will be promptly investigated by a Principal (Non-Discrimination Coordinator) or his/her designee. At the outset of the investigation, the complainant shall be provided with a copy of this policy. If the allegations are found to have been substantiated by the investigator, the District will take appropriate disciplinary and/or corrective action. The Principal (Non-Discrimination Coordinator) or his/her designee will inform the complainant(s) and the accused(s) whether the allegations were substantiated. The accused(s) and the complainant(s) shall be warned against any retaliation. If, after investigation, the allegation is found not to have been substantiated, the complainant(s) shall be informed of the right to contact any of the state or federal agencies identified in this policy.

4. **Filing a Complaint:** Employees are encouraged to report the alleged unlawful harassment as soon as possible to the Principal. The complainant will be asked to provide copies of any relevant documents or notes of events and the names of people who witnessed or were told of the unlawful harassment and will be asked to provide a written description of the unlawful harassment.
5. **Alternate Complaint Processes:** Employees may file complaints with both the District and with state and federal agencies. If employees are dissatisfied with the results of an investigation, they may file a complaint with state and federal agencies. The agencies are:

   A. Vermont Attorney General’s Office, Civil Rights Unit, 109 State Street, Montpelier, VT 05602, telephone: (802) 828-3171. Complaints should be filed within 300 days of any unlawful harassment.

   B. Equal Employment Opportunity Commission, 1 Congress Street, Boston, MA 02114, telephone: (617)565-3200 (voice), (617)565-3204 (TDD). Complaints should be filed within 300 days of any unlawful harassment.
Tobacco Prohibition

Policy
It is the policy of the Rivendell Interstate School District to prohibit the use of tobacco on school grounds in accordance with state law. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are furthermore, prohibited from possessing tobacco products at all times while under the supervision of school staff or at school sponsored activities. The possession on school grounds of electronic cigarettes is also prohibited by this policy, unless they are in the possession of an individual who can demonstrate a medical need for their use. The Superintendent or his or her designee shall develop procedures, rules and regulations that are necessary to implement this policy and, at a minimum, will include provision ensuring that tobacco products are confiscated when found in the possession of students and that referrals to law enforcement are made when appropriate.

Violations of Policy
Students who violate this policy will be disciplined under the school's disciplinary policy and procedure, and tobacco products will be confiscated, with referrals to law enforcement agencies made when appropriate.

Employees who violate this policy will be subject to disciplinary action in accordance with applicable employee policies, employment contracts and requirements of state and federal law.

Others who use tobacco on school grounds will be informed of this policy and asked to comply and/or leave school grounds. A person who refuses to comply or to leave school grounds and violates this policy shall receive sanctions including fines as per requirement of state and federal law.

For purposes of this policy, "school grounds" means any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields and parking lots.

“School sponsored activity” means activities including but not limited to field trips, project graduation events, sporting events, work internships and dances.

“Tobacco product” has the same meaning as set forth in V.S.A. 1001(4), as amended from time to time.

This policy also pertains to vehicles owned and/or operated by the school and any vehicles used for school-sponsored activities, including contracted transportation services.
Rivendell Interstate School District
Board Policies

CODE E2

BUDGETING

Policy Statement
The budget is a policy document that reflects the goals of the Rivendell Interstate School District. It is the policy of the Rivendell Interstate 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 prepare a budget presentation format which may include information such as:
1. the accomplishments of the prior year with regard to student performance and budgetary effectiveness in addressing increased student performance;
2. budget priorities linked to student achievement;
3. cost-saving measures taken by the Board during the current budget period;
4. anticipated amounts and sources of revenue from sources other than local taxation;
5. comparison of costs and budget increases or decreases for specific programs over a period of time;
6. key budgetary factors as costs per pupil, student-teacher ratios, tax rate, and state aid computations;
7. allowing ample time for questions from voters;
8. explaining in a clear way the relationship between the budget and the amount of taxes to be raised;
9. explaining the relationship of the needed tax rate and the tax bills that individuals will receive using information developed by the VT Agency of Education and the NH Department of Education;
10. conforming to state regulations regarding reporting of such information.

Date Warned: 10-02-07
Date Adopted: 01-08-08
Date Revised: 09-02-14
Legal Reference(s): 16 V.S.A. §563 (Powers of school boards)
16 V.S.A. §165(a)(1) (Action plans)
FISCAL MANAGEMENT AND GENERAL FINANCIAL ACCOUNTABILITY

Policy
It is the policy of the Rivendell Interstate School District to manage its financial affairs in a fair and open manner using acceptable financial practices and providing appropriate accountability.

Administrative Responsibility
With the advice and consent of the Auditor of Accounts and the Secretary of Education, the Superintendent shall establish and maintain an accrual system of accounting for the proper control and reporting of school district finances and for stating the financial condition of the School District. The Superintendent may designate the Chief Financial officer for this purpose.

Guidelines
1. The approved budget will be the spending plan for the year. The Superintendent or his or her designee is authorized to make commitments in accordance with the budget appropriations.
2. The Superintendent shall have authority to transfer funds between two line items in the budget.
3. The Superintendent or designee shall arrange an annual audit of accounts by a certified public accountant.
4. Inventories of supplies, materials and instructional equipment will be maintained and reviewed on an annual basis in accordance with GATB.
5. The bidding requirements of 16 V.S.A. §559 will be followed by the Board and its designees.
6. At the school level, the Building Administrator (Principal and/or Head) will be responsible for overseeing all student accounts.

Date Warned: 10-02-07
Date Adopted: 01-08-08
Date Revised: 09-02-14

Legal Reference(s): 16 V.S.A. §563 (3), (Powers of school boards)
16 V.S.A. §569 (Public bidding)
24 V.S.A. §832 (Bonding requirements)
16 V.S.A. §1756 (Indemnity and insurance)
VT State Board of Education Manual of Rules & Practices §3250
Rivendell Interstate School District
Board Policies

STUDENT ACTIVITIES FUNDS MANAGEMENT

Policy Statement
It is the policy of the Rivendell Interstate School District to have all monies managed according to sound financial practices.

Guidelines
1. The Principal, or designee, is authorized to establish and maintain one checking account to be known as the “(name of the school) Activities Account”

2. This account shall be maintained in accordance with sound accounting procedures, bank statements shall be justified monthly, and the school district auditors shall audit the account annually. A system of sequentially numbered receipts and checks shall be maintained with sufficient information on stubs to permit a full review of all transactions. All funds carried in the “(name of the school) Activities Account” shall be used for the exclusive use of the activity for which it was originally intended. No funds in the activities account shall be used for general fund projects or other student activities unless specifically authorized by the Superintendent.

3. All funds earned or donated for specific or general purposes which are one-time transactions related to a particular school and its program and which do not exceed $300.00, shall be accounted for through the Activities Account unless specific exemption is granted by the Superintendent.

Date Warned: 10-03-01
Date Adopted: 01-23-02
Date Revised: 09-02-14

Legal Reference(s): None

Cross Reference: Student Fund-Raising Activities (F13)
SCHOOL PROPERTY DISPOSITION

At times it is necessary and reasonable to dispose of school property. In cases where items with a value of less than $500.00, such as textbooks, materials, furniture, or equipment are no longer needed due to reasons such as age, content, or function, efforts shall be made to recycle items. Prior to any out of school donation, an item list should be posted internally to ensure that no other school usage is requested. Donation of items to nonprofit organizations such as libraries, other schools, and social agencies of items is encouraged. In certain circumstances, at the discretion of the Superintendent, items may be given to individual students for home use. Prior to donation, identifiable information should be removed. The Superintendent and/or Director of Operations will maintain a list of items including donation date, destination, and recipient. The Superintendent shall have discretion to determine the value of all items.

In cases where items have a value of more than $500.00, the item shall be sold to the highest bidder. The sale process will include a minimum of a posting of the item(s) on the District’s website.

Upon approval of the Superintendent, items may be included in a student led fundraiser, such as a yard sale. Funds from each sale will be deposited in a District fund and be used to support school program needs.

Date Warned: 03-05-13
Date Adopted: 04-02-13

Legal Reference(s):
EMERGENCY CLOSINGS

The Superintendent may order the closing of any and all schools whose operation on a short-term basis would pose a serious threat to students or staff. Such emergencies may be caused by weather conditions, equipment breakdown, bomb threats, health problems or other unexpected urgent situations requiring immediate action. The Superintendent will also have the authority to delay school opening or dismiss early due to inclement weather or other emergencies. In all cases, notification will be given staff and the public according to a predetermined plan developed by the Superintendent. The Board Chair will be notified as soon as practicable by the Superintendent when school is closed for emergencies.

Date Warned: 04-03-00
Date Adopted: 05-04-00
Date Revised: 01-06-15

Legal Reference(s): VT State Board of Education Manual of Rules & Practices §2311.2

Cross Reference:
LABORATORY CHEMICAL MANAGEMENT POLICY

The Rivendell Academy is committed to minimizing hazardous chemical use and waste and to providing a healthy and safe environment for its students, faculty and staff. In order to achieve these goals, the school believes that proper chemical management and training are essential to make students and employees aware of potential hazards related to chemical use.

The School will restrict purchase of hazardous chemicals, and purchasing procedures will be followed by all faculty and staff to minimize large quantities of chemicals and/or extremely hazardous chemicals from entering the school.

The School will make every effort to eliminate hazardous chemical use and waste generation in the classroom. Where feasible, the School will limit chemical waste via green chemistry, demonstration labs, video instruction or other forms of non-hazardous or less-hazardous curricula.

The School will discontinue the purchase and use of mercury and mercury compounds where feasible.

Employees have the responsibility to know and follow the policies and procedures contained in the Laboratory Chemical Management Program, to participate actively in training programs, and to conduct their work activities in a manner which limits chemical waste generation.

The Rivendell Interstate School District will provide appropriate training for all employees to ensure safe and proper treatment and disposal of hazardous materials.

Date Warned: 03-26-02
Date Adopted: 09-04-02

Legal Reference(s):

Cross Reference:
STUDENT CONDUCT AND DISCIPLINE

Policy
It is the policy of the Rivendell Interstate School District to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school’s overall discipline plan developed pursuant to 16 V.S.A. §1161a.

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

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

Administrative Responsibilities
The Principal, in consultation with the educational staff, will develop an overall discipline plan pursuant to 16 V.S.A. §1161a.

The plan will include clear guidelines for student behavior. The guidelines may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school. The guidelines may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student’s equal access to educational programs.

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

Behavioral expectations and the consequences of misconduct will be stated in the student handbook and other publications distributed to students and parents/guardians.

Date Warned: 05-25-00
Date Adopted: 06-15-00
Date Revised: 04-02-13
Rivendell Interstate School District
Board Policies

Code F1 (continued)
Student Conduct and Discipline

Legal Reference(s): 16 V.S.A. §1161a
16 V.S.A. §1162
20 U.S.C. §§1400 et seq.
29 U.S.C. §794
VT State Board of Education Manual of Rules & Practices §4311, 4312, 4313;
2120.8.12

Cross Reference: Board Commitment to Non-Discrimination (C9)
Public Complaints About Personnel (D10)
Search and Seizure (F4)
Alcohol and Drug Abuse Prevention (F9)
Weapons Policy (F24)
Student Conduct Procedures
LONG TERM SUSPENSION OR EXPULSION OF STUDENTS WITH A DISABILITY OR STUDENTS WHO ARE HANDICAPPED IN SPECIAL EDUCATION OR WHO ARE HANDICAPPED ACCORDING TO SECTION 504 OF THE REHABILITATION ACT

The Rivendell Interstate School District follows the Vermont State Board of Education’s revised Special Education Rule 4312, (5-24-97), the New Hampshire Code of Administration Rules, Ed 1119.11 (10-30-96), and related federal law as follows:

4312 Long-term Suspension or Expulsion of Students With a Disability or Students Who Are Handicapped According to §504 of the Rehabilitation Act.

1. **Definitions.**
   For purposes of this rule the following definitions apply:
   (a) “Student” means an individual who has attained the age of five years on or before September 1 next following the beginning of the school year and who is enrolled in kindergarten or public elementary or secondary school.
   (b) “Suspension” means both out-of-school and in-school suspension, as defined by local policy in accordance with 16 V.S.A. §1161 (a).

2. **Major Discipline for Students Receiving Special Education Services.**
   (a) A student who is eligible for special education services pursuant to Rule 2362.1 shall not be expelled or suspended for more than 10 consecutive school days in a school year unless the following procedures have been completed:
      (i) a determination by the student’s IEP participant, pursuant to Rule 2364.2.1. that the misconduct at issue is not a manifestation of his or her disability (See paragraphs 4 and 5, below, for procedures);
      (ii) a Supplemental Evaluation, as defined in Rule 2362.2.8(2); and
      (iii) an interim IEP has been written for the period of suspension.
   (b) A student who is eligible for special education services pursuant to Rule 2362.1 shall not be suspended for more than 10 cumulative school days in a school year without the procedures set forth above in (2) (a) (i-iii) or this rule unless the IEP participants document justification as to why the cumulative days or suspension do not constitute a significant change or placement.
   (c) In addition to and consistent with the above provisions, if the expulsion proceedings involve a student with a disability who is determined to have brought a weapon (as defined by the federal Gun Free School Act) to school, then the student may be placed in an interim alternative education setting for not more than 45 calendar days. The 45 calendar days shall not include the number of days for which the student was suspended under Vermont State Board Rule §4311.1 or 4312 (2) (b).
      (i) The interim alternative educational setting described above shall be decided at the IEP meeting or meeting of the Section 504 team.
      (ii) If a parent or guardian of a student described in clause (c) requests a due process hearing, then the student shall remain in the alternative educational setting as per clause (c) (1) during the pendency of any proceedings pursuant to this section, unless the parents and the local educational agency agree otherwise.
      (iii) The provisions of the section shall be construed in a manner consistent with the requirements of the Gun-Free School Act of 1994 and any amendments to the Individuals with Disabilities Education Act relating thereto.
Rivendell Interstate School District
Board Policies

Code F2 (continued)
Long Term Suspension or Expulsion of Students with a Disability etc.

3. **Major discipline for §504 Students.**
   (a) A student who is not eligible for special education but who is a qualified handicapped person, as defined by Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 and 34 C.F.R. 104 et seq., (hereinafter §504 and §504 student) shall not be expelled, or suspended for more than 10 school consecutive days in a school year unless the following procedures have been completed:
   (i) an evaluation, as defined by 34 CFR 104.35; and
   (ii) a determination by the student’s §504 Evaluation and Placement Team (hereinafter §504 Team) that the conduct is not a manifestation of his or her handicapping condition (see paragraphs 4 and 5, below, for procedures).
   (b) A §504 student shall not be suspended for more than 10 cumulative school days in a school year without the procedures set forth above in (2) (a) (i-ii) unless the students §504 Team documents justification as to why the cumulative days of suspension do not constitute a significant change of placement.
   (c) The provisions of Section 2 (c) above apply equally to a 504 student.

4. **A Significant Change of Placement Pending Evaluation Completion.**
   A significant change of placement for a student receiving special education services for a §504 student shall not be made pending completion of a Supplement Evaluation or a §504 Evaluation and the manifestation determination by the student’s IEP participants or §504 Team unless:
   (a) a supplemental Evaluation done for purposes of the interim period and interim IEP or interim §504 plan serve as the basis for the significant change of placement; or
   (b) the school obtains a court or Hearing Officer injunction upon a showing that maintaining the student in his or her current placement is substantially likely to result in injury either to himself or herself, or to others.

5. **Determination of Relationship Between Misbehavior and Disability.**
   In instances in which the IEP participants or the §504 Team determines that there is a relationship between the student’s misconduct and his or her disability or handicapping condition:
   (a) a change in program or placement may be addressed by the special education student’s IEP participants or by the §504 Team; and
   (b) the student’s IEP participants or the §504 Team can respond to the misconduct by designing or enforcing a plan of behavior management.

6. **Determination of No Relationship Between Misbehavior and Disability.**
   In instances in which it is determined that there is no relationship between the misconduct and the student’s disability or handicap:
   a) a student receiving special education services may be appropriately suspended or expelled, but, during the period of discipline the responsible agency shall continue to provide the student with a free and appropriate public education, as determined by the student’s IEP participants; or
   b) §504 student may be disciplined and during the period of discipline the responsible agency is under no obligation to provide the student with educational services.

7. **Misbehavior in the use of Possession of Illegal Drugs or Alcohol.**
   This policy shall not apply when the school district takes disciplinary action against a §504 student, who is not eligible for special education, if:
   (a) the misconduct for which the student is being disciplined pertains to the use or possession of illegal drugs or alcohol at school; and
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Code F2 (continued)
Long Term Suspension or Expulsion of Students with a Disability etc.

(b) the student is currently engaging in the use of alcohol or illegal drugs.
In this instance, the student determined to be handicapped pursuant to §504 shall be disciplined in accordance with Rule 4311.

8. Student With Suspected Disabilities.

If, at the time of imposition of major discipline, a student is suspected of being in need of special education or of being handicapped under Section 504, an appropriate evaluation shall be planned and completed prior to discipline being imposed. If the results of the evaluation indicate eligibility for special education or that the student is a qualified handicapped individual under Section 504, then the procedures outlined in this Policy, and applicable special education or 504 law shall be followed. If the student is determined to be ineligible for special education and not to be a qualified handicapped individual under Section 504, then the discipline procedures of School Board Policy and State Board of Education (“Suspension and Expulsion”) Rule 4311 shall be followed.

9. Regular Due Process For Student Discipline.

The disciplinary procedures set forth in State Board of Education Rule 4311 shall also be afforded to both special education students and §504 students.

Date Warned: 05-25-00
Date Adopted: 06-15-00
Legal Reference(s): 16 V.S.A. §1161a, et seq.
Education of the Handicapped Act (P.L. 94-142)
Section 504, Rehabilitation Act of 1973
VT State Board of Education Manual of Rules & Practices §4311, 4312
New Hampshire Code of Administrative Rules, Ed 1119.11
Cross Reference: Interrogations or Searches of Students by Law Enforcement Officers or Other Non-School Personnel (F5)
Search and Seizure (F4)
Alcohol and Drug Abuse (F9)
RSA 193:13
RSA 186-C
HAZING

Policy
It is the policy of the Rivendell Interstate School District (hereinafter “District”) that all its schools provide safe, orderly, civil and positive learning environments. Hazing has no place in the District’s schools and will not be tolerated. Accordingly, the District adopts the following policy and procedures to prohibit hazing and will ensure the enforcement thereof.

Definitions
“Hazing” means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the District; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. “Hazing” also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. “Hazing” may occur on or off school grounds.

Examples of hazing include:
1. Any type of physical brutality such as whipping, beating, striking, branding, electrical shocks, placing a harmful substance on or in the body, or other similar activity; or
2. Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, or other activity that creates or results in an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; or
3. Any activity involving consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects a student to an unreasonable risk of harm; or
4. Any activity that includes, causes, or requires a student to perform a duty or task, which involves the commission of a crime or an act of hazing.

Hazing shall not include any activity or conduct that furthers the legitimate curricular or extracurricular program goals provided that the goals are approved by the School Board of the District and provided that the activity or conduct furthers those goals in a manner that is appropriate, contemplated by the School Board, and normal and customary for similar public school programs. An example of this exception might be a reasonable athletic training exercise.

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

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

“School Administrator” means a superintendent, principal/head of school/director of a technical center or his/her designee.

“Staff Member” means any person employed directly by or retained through a contract with the District/School, an agent of the school, a school board member/member of the board of trustees, including a school administrator, coach or supervisor of a co- or extra-curricular team or activity, teacher, student teacher, school nurse, guidance counselor, intern or volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.

“Student” means any person who: (1) is registered in or in attendance at any school or program operated by the District/School; (2) has been accepted for admission into any school or program operated by the
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Code F3 (continued)

Hazing

District/School where the hazing incident occurs; or (3) intends to attend any school or program operated by the District/School during any of its regular sessions after an official academic break.

Notification of Hazing Policy

Annually, prior to commencement of curricular and co-curricular activities, the District/School shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members. Notice to students shall be in age-appropriate language and include examples of hazing. At a minimum, this notice shall appear in any publication of the District/School that sets forth the comprehensive rules, procedures and standards of conduct for the school. [e.g., the student handbook]

The District/School shall use its discretion in developing and initiating age-appropriate programs to effectively inform students about the substance of the policy and procedures in order to help prevent hazing. Each coach or supervisor of a co- or extra-curricular activity shall orally explain to participants the prohibition against hazing, the reasons for the prohibition, and the potential consequences to participants and, in case of a club or an athletic team, to the club or team itself.

Procedures for Reporting of Hazing and Filing Complaints

Annually, two or more individuals within each school or program operated by the District/School shall be designated to receive hazing complaints. The names, positions and availability of these individuals shall be publicized. [e.g., in the student handbook]

Students who believe that they have been subjected to an incident of hazing, or who have reason to believe that conduct that may constitute an incident of hazing might or did occur should report such belief to one of the individuals designated to receive such complaints, or to any staff member or school administrator. The initial report may be written or oral.

Staff members who have received such a report from a student or who otherwise have reason to believe that conduct that may constitute an incident of hazing and might or did occur shall take prompt and appropriate remedial action to stop or prevent the conduct and shall report such report or belief to one of the individuals designated to receive hazing complaints or to the school administrator.

If the report is made orally, the designated employee or the school administrator shall make a written record of the report. The designated individual(s) shall immediately inform the school administrator of any reports or complaints of hazing.

It shall be a violation of this policy for a person to retaliate against a student or other person for reporting a suspected incident of hazing or cooperating in any investigation or disciplinary proceeding regarding an incident of hazing.

It is possible that an incident of hazing might also fall within the definition of abuse, neglect, or exploitation of those terms are defined in 33 V.S.A. §4912(2) and 33 V.S.A. §6902(1), (6) and (7). To the extent a staff member is a mandatory reporter of suspected child abuse or neglect or abuse of disabled adults, reporting a suspected incident of hazing to the school administrator does not relieve the reporter of any obligations additionally to report such suspicions to the Commissioner of the Vermont Department for Children and Families as set forth in 33 V.S.A. §4913 and 4914 or to the Commissioner of the Vermont Department of Disabilities, Aging, and Independent Living as set forth in 33 V.S.A. § 6903 and 6904.

Because it is also possible that incidents of hazing, under certain circumstances, may also constitute acts of harassment, the District/School shall publicize the availability of the Vermont Human Rights Commission and the federal Department of Education’s Office of Civil Rights to receive complaints of harassment if the complainant reasonably believes that they have been subjected to, or are about to be subjected to, unlawful harassment based on the complainant’s membership in a protected class pursuant to 9 V.S.A. §4500 et. seq.
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Code F3 (continued)
Hazing

Procedures for Investigation of Reports of Hazing
The school administrator upon receipt of a report of hazing, promptly shall cause an investigation to commence. The investigation shall be timely and thorough and the findings and conclusions of the investigation shall be reduced to writing. Unless there are exceptional circumstances, the investigation shall be concluded within ten school days.

Disciplinary Action
It is not a defense in a disciplinary proceeding under this policy that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

1. If the investigation concludes a student committed an act of hazing or otherwise violated this policy, that student may be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from co- or extra-curricular activities or from school. Any disciplinary action against a student shall be subject to the procedures set forth in Policy (F1) of this Policy Manual.

2. If the investigation concludes that a staff person committed an act of hazing or otherwise violated this policy, that person shall be subject to appropriate disciplinary action in accordance with applicable law, District/School policy and the provisions of any applicable collective bargaining agreement or other contract.

3. If the investigation concludes that two or more students from the same athletic team or other co- or extra-curricular activity directed, engaged in, aided or otherwise participated in actively or passively an incident of hazing, disciplinary action may be imposed against the team or activity, including cancellation of one or more athletic contests or activities or the entire athletic or activity season.

4. If the investigation concludes that an athletic team or other co- or extra-curricular activity or organization knowingly permitted, authorized, or condoned hazing, disciplinary action may be imposed against the team, activity or organization, including cancellation of one or more athletic contests or the entire athletic season, or revocation or suspension of an organization’s permission to operate or exist within the District/School’s purview.

5. Acts of hazing may also be illegal and may be prosecuted under 16 V.S.A. §§ 140b-140d or other state law.

6. Nothing in this policy shall limit or preclude the District/School from disciplining a student or other person affiliated with the District/School under any other District/School policy as well as under the terms of this policy.

Training of Staff
The school administrator shall ensure that each staff member, with particular emphasis on staff members who are coaches or supervisors of co- or extra-curricular activities, receive training in preventing, recognizing and responding to hazing. At a minimum, the school administrator shall annually, prior to commencement or curricular and co-curricular activities, provide notice of this policy and procedures to staff members.

Reporting Incidents of Hazing to Law Enforcement Officials
All staff members are subject to the confidentiality requirements of the Family Education Rights and Privacy Act (20 U.S.C. §1232g and 34 C.F.R. Part 99). Accordingly, personally identifiable information derived from student records may not be disclosed without parental consent unless it meets one or more of the exceptions specified in 34 C.F.R Part 99. Certain of these exceptions, depending upon whether the
Code F3 (continued)

Hazing

circumstances meet the conditions set forth in those exceptions, may permit the reporting of hazing to law
enforcement officials. Those relevant exceptions are:

(1) Where there is a health or safety emergency;
(2) Where the information has been subpoenaed; or
(3) Where the records in question are created and maintained by a law enforcement unit established
by the school.

If the information is obtained through means other than student records, the restrictions of FERPA may
not apply. For example, reporting to law enforcement officials may be made pursuant to criminal statutes
or 16 V.S.A. §140a-d.

Date Warned: 11-07-01
Date Adopted: 03-06-02
Date Revised: 12-03-13

Legal Reference(s):
16 V.S.A. §11(a)(30) (Definition of Hazing)
16 V.S.A. §§40a-140d (Hazing)
16 V.S.A. §165(a)(1),(8) (School Quality Standards)
16 V.S.A. §166(e) (Approved & Recognized Independent Schools)
16 V.S.A. §565 (Powers of School Boards)
NH RSA 631:7
20 U.S.C. §1232g (FERPA)
34 C.F.R. Part 99 (FERPA rules)

Cross Reference: Reporting Suspected Child Abuse or Neglect (F8)
Harassment of Students (F20)
SEARCH AND SEIZURE

1. Desks, lockers, textbooks, email, files on computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened by school employees for cleaning, maintenance or emergencies. When prohibited items are found in the course of routine cleaning or maintenance, or in the case of emergency, they will be confiscated, and a report will be made to the school administrator who will determine whether further investigation is warranted.

2. School property may also be searched by school employees upon reasonable suspicion on the part of the school administrator or Head of School (Superintendent) that a law or school policy is being violated. Searches of school property in the possession of students will not extend to areas or items not reasonably calculated to aid in the enforcement of specific policies or laws.

3. Searches of students' persons or vehicles will be conducted if there is reasonable cause to believe that a breach of school policy or law is being committed. Search of a student's person will be conducted by a school employee of the same sex. The Head of School (Superintendent) and school administration will make every effort, when possible, to ensure the search is conducted in the presence of another school employee.

4. School employees are not law enforcement officials. Search and/or seizure by law enforcement officials on school property may occur when a warrant or other legal basis exists authorizing such search and/or seizure, and when the requirements of the Board's policy on interrogations by law enforcement officers has been complied with.

5. Copies of this policy will be distributed to students when they enroll in school, and will be included in the student handbook given to students at the beginning of each school year.

Date Warned: 05-06-00
Date Adopted: 06-15-00
Legal Reference(s):

Cross Reference: Interrogations or Searches of Students by Law Enforcement Officers or Other Non-School Personnel (F5)
Student Conduct and Discipline (F1)
Rivendell Interstate School District
Board Policies

CODE F6
(Mandatory)

EDUCATION RECORDS

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

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records. It is the policy of the District to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the District will inform parents, guardians, and students eighteen years and older of their right to inspect, review, and seek amendment of the student’s education records. The District will inform parents, guardians, and students eighteen years and older of items considered directory information through notices distributed at the beginning of each school year or when a student enrolls.

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

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

Date Warned: 06-10-99
Date Adopted: 06-21-99
Date Revised: 04-02-13

Legal Reference(s):
20 U.S.C. §§7908
16 V.S.A. §563(27)
34 C.F.R. Part 99
1 V.S.A. §317
15 V.S.A. §670
33 V.S.A. §5536a
VT State Board of Education Manual of Rules and Practices §2120.8.3.3

Cross Reference: NH Model Policy Manual, Section JRA
STUDENT SAFETY

The Head of School (Superintendent) shall develop procedures to insure the maintenance of school facilities, paying particular attention to the following:

a. Safe conditions in the buildings and on the grounds.
b. Safe supervision practices, especially in activities presenting potential hazards.
c. Offering safety education where appropriate.

The board and the school staff are not the guarantors of student safety, and the school does not owe students a duty of immediate supervision at all times and under all circumstances.

Date Warned: 06-10-99
Date Adopted: 06-21-99
Legal Reference(s): 16 V.S.A. §834
Cross Reference: Risk Management
REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

Policy
It is the policy of the Rivendell Interstate School District to ensure that all School District employees report suspected child abuse and/or neglect as outlined in 33 V.S.A. §4911 et. Seq.

Purpose
The purpose of this policy is to protect children whose health and welfare may be jeopardized by abuse or neglect. It is further the purpose of this policy to make clear to all School District employees and school officials that it is not their role to be investigator, judge and jury in cases of suspected abuse or neglect. Rather, it is the role of School District employees to be faithful and timely reporters of suspected abuse or neglect so that allegations can be brought to the attention of objective, trained and experienced investigators.

Definitions
1. **Immediately** means as soon as the abuse or neglect is suspected but in no case later than 24 hours after such abuse or neglect is suspected.
2. **Suspected** means the School District employee has reasonable cause to believe such abuse or neglect occurred. This does not mean that the employee must be convinced the abuse or neglect occurred. Doubts the employee may have shall be resolved in favor of reporting the suspicion. Further, the employee shall not refrain from making a report under this policy for the reason that there may be retaliation against the child because the employee has a confidential relationship with the child, or for any other reason no matter how well intentioned.
3. **Report** means an oral or written description of the suspected abuse or neglect. If the report is made orally, the reporter should note in writing the person to whom the report was made and when the report was made. A report made to SRS shall contain the following:
   A. the name and address of the reporter
   B. the name and address, if known, of the child and the child’s parents or other persons responsible for the child’s care
   C. the age of the child
   D. the nature and extent of the child’s injuries together with any evidence of previous abuse or neglect of the child or the child’s siblings
   E. any other information the reporter believes might be helpful.
4. **Abused or neglected child** means a child under the age of eighteen whose physical health, psychological growth and development or welfare is harmed or at substantial risk of harm by the acts or omissions of the child's parent or other individual who may be responsible for the child's welfare (e.g. guardian, foster parent, stepparent, teacher, etc.), or in the case of sexual abuse, of any individual. Harm can be caused by the actual infliction of harm, including physical injury or emotional maltreatment, by allowing such harm to occur, by failing to provide the child with adequate food, clothing, shelter or health care, or by abandonment of the child.
5. **Sexual abuse** means any act by a person involving sexual molestation or exploitation of a child including but not limited to incest, prostitution, rape, sodomy, or any lewd and lascivious conduct involving a child. Sexual abuse also includes the aiding, abetting, counseling, hiring, or procuring of a child to perform or participate in any photograph, motion picture, exhibition, show, representation, or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement or sadomasochistic abuse involving a child.
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Board Policies

Code F8 (continued)
Reporting Suspected Child Abuse or Neglect

NOTE: THE LAW PROVIDES THAT SEXUAL ABUSE MAY ALSO BE SEXUAL HARASSMENT. HOWEVER, FOLLOWING THIS SCHOOL DISTRICT’S POLICY ON SEXUAL HARASSMENT DOES NOT FULFILL A MANDATORY REPORTER’S LEGAL RESPONSIBILITIES UNDER THE SRS REPORTING LAW. SUSPECTED SEXUAL ABUSE MUST BE REPORTED TO SRS.

Implementation
Any school District employee or school official, regardless of whether he or she is a "mandated reporter," under Vermont law (33 V.S.A. §4913), shall report suspected child abuse or neglect to the building Principal or his or her designee. If the building Principal or designee is the person suspected of child abuse or the person who suspects the abuse or neglect, the report shall be made to the Head of Schools (Superintendent).

Upon receiving a report, the Principal, Principal's designee or the Superintendent, as the case may be, shall report the incident immediately to the Department of Social and Rehabilitation Services (SRS) at (802) 295-8840 or Division for Children, Youth and Families (603) 448-2918.

Training
All staff shall receive training once each school year in reporting suspected child abuse and neglect. Such training shall include assistance in recognizing the signs and symptoms of abuse and neglect.

Availability of Policy
This policy shall be provided each year to the parents of students in attendance and to each employee of the School District including substitute teachers. Further, this policy shall be posted in at least three prominent places within each school building.

Date Warned: 11-07-01
Date Adopted: 03-06-02
Legal Reference(s): 33 V.S.A. § 4911 et seq. (Reporting abuse of children)
                    RSA 169-C:1-C:40
Cross Reference: Unlawful Harassment (F23)
ALCOHOL AND DRUG ABUSE PREVENTION

**Philosophy**
All students have a right to receive an appropriate education in an alcohol and drug free environment. The board encourages educational programs that provide every student with an understanding of the physical, psychological, social and legal dangers associated with drug abuse.

Chemical abuse and dependency are treatable health problems that are primarily the responsibility of the home and the community. The school shares this responsibility in the areas of prevention (education) and intervention (identification and referral).

Community and schools share in this responsibility because chemical problems often interfere with behavior, learning, and the fullest possible development of each student.

**Policy**
It is the policy of this school district that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school. "Drug" means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.

Date Warned: 06-10-99
Date Adopted: 06-21-99

Legal Reference(s):
16 V.S.A. §909
16 V.S.A. §1165
18 V.S.A. §4226
Drug Free Schools and Communities Act of 1989 (P.L. 101-226)

Cross Reference:
Student Conduct and Discipline (F1)
Search and Seizure (F4)
Interrogations or Searches of Students by Law Enforcement
Officers or Other Non-School Personnel (F5)
Rivendell Interstate School District
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STUDENT MEDICATION

Policy
It is the policy of the Rivendell Interstate School District to have procedures in place to assure that medication required by students during the school day will be administered and maintained in a safe manner as directed by the student’s parent, guardian or health care provider.

Implementation
The Head of Schools (Superintendent) (or designee) will develop procedures that assure that the dispensing of prescribed medication to any student during the regular school day or during school sponsored activities comply with the following:

1. Medication may be given by the school nurse (or designee) 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 in a secure, locked storage place.

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.

Date Warned: 03-26-02
Date Adopted: 09-04-02
Legal Reference(s): VT State Board of Education Manual of Rules and Practices §§4220
Cross Reference:
AIDS OR HIV

1. Students
   We believe all children in Rivendell have a right to an education. As a general rule, a student with AIDS or infected with HIV should attend school in a regular classroom with the approval of the student's physician and should be considered eligible for all opportunities and services provided by law and local district policy.

   Reporting of AIDS or HIV infection to schools is not mandated. The student or student's parents may choose to report this information. These are the only acceptable sources of reporting regarding HIV infection.

   The Head of School (Superintendent) shall be responsible for the consistent procedural implementation of this policy. The procedures shall follow the "Recommended Guidelines for Providing Education to Students with AIDS/HIV Infection" provided jointly by the Vermont Departments of Health and Education.

2. Employees
   A school employee shall not be restricted from the performance of his/her regular work assignments and activities in the Rivendell Interstate School District solely based on a diagnosis of HIV infection. Reporting of AIDS or HIV infection to the school is not mandated. The employee may choose to report this information and he/she is the sole acceptable source of reporting regarding HIV infection.

   The Head of School (Superintendent) shall be responsible for the consistent procedural implementation of this policy. The procedures shall follow the "Recommended Guidelines for AIDS/HIV Infection in School Employees" provided jointly by the Vermont Departments of Health and Education.

3. Clean Up
   All school personnel shall be provided with information about proper procedures for clean-up of body fluids emanating from any person.

   Standard procedures shall be used to clean up after any person has an accident or injury at school. Blood or other body fluids emanating from any person shall be treated cautiously. Gloves shall be worn when cleaning blood or body fluid spills. The spills shall be disinfected, blood or body fluid soaked items shall be placed in leak-proof bags for washing or disposition. Standard procedure requires disinfecting equipment and handwashing following contact with any body fluid of another person.

   The Head of School (Superintendent) shall be responsible for the consistent procedural implementation of this policy.

   The procedures shall follow the "Recommended Guidelines for Providing Education to Students with AIDS/HIV Infection" provided jointly by the Vermont Departments of Health and Education.

Date Warned: 06-21-99
Date Adopted: 12-09-99

Legal Reference(s): 21 V.S.A. §495
Cross Reference: AIDS or HIV
                NHSBA Policy JLCCA
                RSA 193:1; RSA 186-C:2,1; RSA 189:1-a; RSA 193
COMPREHENSIVE STUDENT TRANSPORTATION POLICY

Eligibility to Ride on Rivendell School Buses

Those resident students legally enrolled in grades K-12 or those eligible for transportation under IDEA-B (Special Education) and federal Section 504 laws in the Rivendell Interstate School District are eligible to ride on school buses during regular trips to and from school stopping only within the town limits of the four district towns. If the District places a student in a program outside the District, Rivendell will ensure that adequate transportation to and from the program is provided.

Although school staff members may not ride the school bus on a regular basis, the Director of Operations may authorize persons other than students to ride the school buses. Authorized school personnel who are assigned bus related responsibilities may ride on the bus. On school sponsored trips, only those students, teachers, and chaperones recognized and appointed by the principal of the school from which the trip originates or by the Director of Operations are eligible to ride on the school bus. The school administration is responsible for presenting the bus driver with a list of who is eligible to ride on a field trip.

Establishment of Routes

The contractor’s Transportation Supervisor and the District’s Director of Operations shall judge when a road is safe to operate a school bus. The Director of Operations shall be responsible for establishing bus routes in accordance with the provisions of this policy. He will work in close cooperation with the bus drivers who know the roads and are aware of any hazards or problems that may exist.

Bus drivers shall have accurate, clearly written routes prior to the start of school, including direction of travel, stop locations, and approximate times. The District reserves the right to make changes to any bus route in order to meet current needs. Such changes, however, require clear notification to the parents/guardians of affected students. Every effort will be made to notify at least three days before any change takes effect. (Appendix A includes the guidelines followed by our current contractor in establishing bus routes.)

Cancellation of School Due to Inclement Weather

The School Board has empowered the Head of School (Superintendent), or his/her designee, to close school when weather conditions make the operation of school buses dangerous. The decision to close school will be announced to the public over local radio and television stations.

Student Conduct

Bus transportation is regarded as a privilege in the Rivendell Interstate School District. The necessity of providing safe transportation requires students to exhibit self-control and proper behavior while riding on a public transportation system.

At the beginning of each school year, bus drivers are responsible for communicating consistent rules/expectations for student behavior while riding on the bus. These rules will be reviewed periodically by all transportation and school personnel. Bus drivers also assume responsibility for ensuring that these rules are posted on all buses and observed. Appendix B lists the District’s current procedures for managing student behavior on buses. Violation of these rules may result in the student’s loss of transportation privileges.
Comprehensive Student Transportation Policy

Use of Private Vehicles

The transportation of students for school activities in privately owned vehicles is discouraged. School activities include: field trips, class outings, athletic events, club meetings, community service projects, and any other school sponsored functions for which the school district routinely assumes the responsibility to provide transportation to students. In limited circumstances, however, when District owned or contracted vehicles are unavailable or impractical, the individual school principal and Director of Operations may approve such transportation arrangements. Whenever such approval is granted, the following conditions must be met prior to the trip:

1. The operator of the vehicle certifies that:
   a. He/she is at least eighteen (18) years of age and has a valid driver’s license.
   b. He/she has comprehensive automobile liability insurance. Minimum insurance coverage is: $100,000 per person, $300,000 per occurrence, and $50,000 for property if the vehicle has a seating capacity of nine passengers or less and $300,000 per person $500,000 per occurrence, and $50,000 for property if the vehicle has a seating capacity in excess of nine passengers.
2. Written consent from the owner of the vehicle including a statement indicating the capacity of the vehicle
3. The parent or guardian of each student who may be transported in a private vehicle has been notified of the use of private vehicles and has signed a written permission form authorizing the transportation of their son or daughter in a private vehicle. The permission form shall specifically indicate that the School District does not investigate or make any representations regarding the suitability or driving records of any operator of a private vehicle.
4. Mileage reimbursement may be paid to the owner of the vehicle at the standard rate approved by the district. However, no other compensation or remuneration may be paid. This provision shall not apply to employees of the District who, in the scope of their employment, transport students.

Except as specifically authorized by the express provisions of this policy, the Rivendell Interstate School District assumes no responsibility or liability for any claim or damages arising from the transportation of students in private vehicles.

Date Warned: 01-04-00
Date Adopted: 05-03-01
Legal References: 16 V.S.A. §1221 (4)
                   16 V.S.A. §1551
Cross Reference: See Code F12, Appendix A, Establishment of Bus Routes
                  See Code F12, Appendix B, Procedures for Managing Student Behavior on Buses
Establishment of Bus Routes

- When establishing bus routes, the following factors will be considered: age of students; condition of roads to be traveled; school schedule; distance between home and school; safety of walking routes between home and bus stops; number and size of buses available; number of students to be served; and areas needing bus service. Every attempt will be made to run bus routes close enough to students’ homes so that students in grades 6-12 will not walk over 1 mile to a bus stop and students in grades K-5 will not walk more than .5 mile to a bus stop.

- Every effort shall be made so that students are not riding to the outer points of the District and then returning over the same route to be dropped off or picked up at home.

- Door to door stops, where possible, will be established for picking up and dropping off on certain school bus routes. Each kindergarten driver will receive adult acknowledgment before dropping off the student.

- Capacity Guidelines shall be in compliance with state regulations governing safe riding conditions.

- Published bus routes shall be available in the District to families on or about two (2) weeks before the start of the school year.

- Although every effort will be made to ensure that students are not spending more than forty-five (45) minutes riding to school or home from school, we cannot guarantee these limits. Also, our guidelines define that every effort will be made to ensure that students arrive no earlier than twenty (20) minutes between school bus drop off and the start of the school day or school bus pick up at the end of the school day.
Procedures for Managing Student Behavior on Buses

Discipline procedures will be initiated by the bus driver by issuing a bus conduct report and carried out by the proper building principal according to school discipline policies. If the behavior continues up to three (3) occurrences, and in the opinion of the bus driver, proper disciplinary action has not taken place to ensure the safety of the other passengers, the driver will report the behavior to the Head of School (Superintendent). If any transportation issue is not resolved following this chain of command, the School Board will make a final decision.

Every effort will be made to limit the number of students to the bus’ capacity guidelines in order to decrease potential discipline and safety issues related to crowding. Bus aides, student bus patrols, intercom/radio systems, video recorders, or other techniques may be used to assist in the safe transportation of students.

Parents of students who have lost bus privileges are required to see that students attend school, providing the student has not also been suspended from school. If a child has been kept after school for detention, it is the parent’s responsibility to provide transportation. While the school district is NOT responsible for transporting these students, school administrators may, on a case-by-case basis, allow a student to ride a late bus.

Use of buses for field trips, sporting events, or other school functions is subject to the same rules and regulations as daily bus trips. Adult chaperones involved in these activities are responsible for enforcing the bus rules. If discipline is not maintained, the bus driver has the authority to report the incident to the Director of Operations, Principal, or Athletic Director. The group will receive an initial warning. Continued occurrences may result in the loss of bus privileges for the particular group.

Specific discipline steps will be dictated by each school’s discipline policy. Generally, these steps involve:

1. Written warning to both students and parents.
2. Suspension of bus privileges.
3. Total loss of bus privileges for the remainder of the semester/year if the behavior continues.

Whenever individual or group discipline problems can be managed while the bus is in motion, bus drivers will do so. If, however, any discipline problem cannot be managed safely while moving, the bus will be stopped. The driver will then determine whether the bus can proceed safely. The driver may return students to school, leave the bus stopped, and/or radio for assistance.
Rivendell Interstate School District
Board Policies

STUDENT FUNDRAISING ACTIVITIES

Policy Statement
The Rivendell Interstate School District School Board recognizes that students may wish to engage in fundraising activities. The Board supports student fundraising activities that confirm the school mission while not detracting from or significantly impacting on the educational day. Groups are encouraged to keep fundraising to a minimum.

The Board believes that student fund-raising activities must function as positive endeavors which not only foster a sense of responsibility and commitment, but also a sense of pride in the school, club, or activity.

Guidelines
Student fund raising activities must meet the guidelines that follow:

1. Students in grades K-5 are prohibited from participating in door-to-door fundraising activities for school or parent group-sponsored activities.

2. Middle & High School students who participate in door-to-door fundraising must do so in pairs and have adequate teacher/adult supervision. A plan for door-to-door fundraising must be approved by the Principal.

3. All fundraising activities will be based on the needs of each student organization or club. Student organizations and clubs shall have an annual budget approved in advance by the Principal.

4. All student fundraising requests must have the approval of the Principal prior to submission to the Head of Schools (Superintendent) for final approval. The school administration should work with all student groups to ensure:
   - Adequate planning time
   - Request based on approved student activity budget
   - Activity supports the school mission

5. Class instructional time will not be used to distribute information or collect funds related to a fundraising activity. Any exception must be approved.

6. All fundraising money must be deposited in the school activities fund. The Student Activities Fund shall be maintained according to standards and procedures outlined in policy E4 – Student Activities Funds Management

Date Warned: 11-07-01
Date Adopted: 01-23-02
Legal Reference(s): None
Cross Reference: School Board Policy E4 Student Activities Funds Management
LIFE THREATENING ALLERGIES

**Policy**
The Rivendell Interstate School District believes that all children have a right to an education. It is the policy of the Rivendell Interstate School District that a student with life threatening food allergies should attend school in a regular classroom with the approval of the student's physician and should be considered eligible for all opportunities and services provided by law and local district policy.

The Board’s primary goal is to provide a safe environment for all children. However, because some allergens are so tenacious and pervasive, it is unrealistic to guarantee an allergen-free environment. Rather, this policy aims to minimize the risk by implementing procedures which will reduce the amount of life-threatening food allergens in the schools. Additionally, the Board seeks to increase community awareness and education for food allergies.

This policy does not attempt to address all types of food allergies. Only those allergies which are life-threatening are considered in this policy.

Because research supports the active participation of the allergic person in managing the allergy, this policy outlines safety measures that are the student’s responsibility. However, because the Rivendell Interstate School District have children that are of the youngest ages, a greater share of the responsibility must be assumed by the child’s parents and school staff, working cooperatively.

**School Board Responsibility**
The Rivendell School Board shall annually assign an employee to:

- Annually inform parents of students with life-threatening allergies and chronic illnesses of applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations, and state rules;
- Inform appropriate staff of their responsibilities;
- Provide necessary training to carry out these responsibilities.

**Student Responsibility**
- To wear a medic alert bracelet at all times;
- To eat only food/snacks brought from home (i.e., no trading or sharing with others);
- To avoid food items with unknown ingredients or known allergens;
- To notify school staff immediately if symptoms of a reaction present;
- To be proactive in the care and management of their food allergy and reaction based on their developmental level.

**Family Responsibility**
- To notify the school of the child’s allergies and to work with school staff to develop a plan that accommodates the child’s needs throughout the school day;
- To provide school staff with updated and complete written medical documentation, instructions, and medication, both periodically and upon request;
- To work with the core team (see below) to establish a Food Allergy Action Plan;
- To provide complete and updated emergency contact information;
- To provide properly-labeled medications and to replace medications after use or upon expiration for both the classroom and nurse’s office, if necessary;
- To volunteer as a chaperone for field trips or during activities that are outside of the scope of a normal school day (special events);
- To assist the school in developing safe product lists for distribution in the nut-free classrooms;
- To educate the child in the self-management of their food allergy, including but not limited to:
Safe and unsafe foods, strategies for avoiding exposure to unsafe foods, symptoms of allergic reactions, how to communicate an allergy-related problem, and not to accept food from other students. As age-appropriate, the child should also be taught how to administer the Epi-Pen and how to read food labels.

**School Responsibility**

- To be informed of and to follow all applicable federal laws, including ADA, IDEA, Section 504 and FERPA, as well as any applicable state laws and/or district policies.
- To create a core team to work with parents and student (as age-appropriate) to establish a Food Allergy Action Plan specific to that child. Team members should include, but not be limited to, the principal, the school nurse, the child’s teacher, the child’s physician, the guidance counselor, and the food services manager.
- To identify and train (if needed) school personnel to administer medications in accordance with State Nursing and Good Samaritan Laws governing the administration of emergency medications.
- To practice the Food Allergy Action Plan as a drill to assure the efficiency/effectiveness of the plan. Emergency protocols shall be updated as needed with team participation.
- To review the Food Allergy Action Plan with core team members and physician as soon as possible following a reaction.
- To create a minimum of one allergen-free classroom per grade whenever allergic students are enrolled in said grade.
- To work with the bus company to enforce a strict no-eating policy on buses (even during field trips), to ensure that all buses have communication devices in case of emergency, and to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- To notify allergic students’ parents of teacher placement for the following school year by July 1st so that parents will have adequate time to contact or meet with their child’s future teacher to discuss the child’s situation and needs, should either the teacher or the parents desire such a meeting.
- To follow federal/state/district laws and regulations regarding sharing medical information about the student (i.e., confidentiality).
- To educate all staff interacting with allergic students so that they understand the severity of the food allergy, can recognize symptoms and can take emergency action.
- To inform and update all families in the child’s class about known life-threatening food allergens in order to minimize risk of exposure. Extra-curricular groups using the school facilities should also be notified and should be excluded from using any area designated “allergen-free” (i.e., CSO, VISIONS, SummerScapes, etc.).
- To take threats or harassment against an allergic child seriously and to follow the bullying policy.

This policy was modeled after the document “School Guidelines for Managing Students with Food Allergies,” which was developed by the following organizations:

- American School Food Service Association
- National Association of School Nurses
- National School Boards Association
- The Food Allergy & Anaphylaxis Network
- National Association of Elementary School Principals

Date Warned: 10-16-07
Date Adopted: 01-08-08
Revision Adopted: 10-07-08

Legal Reference(s): VT Act 158
Cross Reference:
INTERSCHOLASTIC SPORTS/
EXTRA-CURRICULAR ACTIVITIES

Policy
It is the policy of the Rivendell Interstate School District Board to provide an interscholastic sports program and extra-curricular activities for boys and girls to complement and supplement their educational programs. All school sponsored activities at grades 7-12 will be under the ultimate control of the District and will comply with all policies and procedures of the school.

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

The Board will make determinations related to individual activities to be included in the interscholastic sports/extra-curricular activities of the District based on the following considerations:
- the level of student interest in participating in an activity,
- the level of community interest in an activity,
- the impact of adding or eliminating an activity on the balance of opportunities for girls and boys to participate in the total athletic program,
- the potential of the activity to remain competitive with other participating schools, and
- the availability of qualified personnel to coach and supervise the activity.

The following criteria for eligibility for participation in interscholastic sports/extra-curricular activities are intended to set standards for academic eligibility. These rules are outlined in the student handbook and include, but are not limited to, the following:
1. A student may fail only one course per year and still be able to participate in an interscholastic sport/extra-curricular activity.
2. A student with two or more failing grades in a school year will not be permitted to participate in an interscholastic sport/extra-curricular activity for the remainder of that year. The student will not be permitted to participate in an interscholastic sport/extra-curricular activity the following school year until one of the two following conditions are met:
   a. Student completes an outside summer school program or an approved Rivendell program to clear all failed classes, or;
   b. Student passes all courses in a trimester while maintaining the conditions set forth in “1” above.
3. If a student has one or more failing trimester grades in a multiple-trimester class, but passes the course for the year, the failing trimester grades do not count against his or her eligibility for the following year, if an overall passing grade is achieved.
4. Student who cuts class or has an unexcused absence the day of an activity may be denied participation in that activity that day/evening.
5. Students will also meet the criteria set forth in the guidelines of the Vermont Principals’ Association.
Code F15 (continued)
Interscholastic Sports/Extra-Curricular Activities

Date Warned: 01-11-05
Date Adopted: 02-01-05
Date Revised: 08-05-14

Legal Reference(s): 16 V.S.A. §§ 1073 et seq. (Legal pupils)
16 V.S.A. §§ 563(24) (Participation of home study students)

Cross Reference: Admission of Non-Resident Tuition Students (F20)
Participation of Home Study Students in School Programs and Activities (F26)
PUPIL PRIVACY RIGHTS

Policy
It is the intent of the Rivendell Interstate School District Board to comply with the provisions of the federal Pupil privacy Rights Amendment (PPRA) and State Board of Education Rules governing the administration of certain student surveys, analyses or evaluations.

Administrative Responsibilities
The Superintendent or his or her designee shall develop administrative procedures to ensure school district compliance with applicable federal and state laws related to pupil privacy. The administrative procedures shall include provisions related to the following legal requirements.

1. The right of parents or eligible students to inspect surveys created by third parties before distribution of such surveys to students;
2. Procedures for granting request by a parent for access to such survey within reasonable time after a request is received;
3. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal Pupil Privacy Rights Amendment;
4. The right of a parent to inspect any instructional material used as part of the educational curriculum for the parent’s child and for granting access to such material within a reasonable time after the request is received;
5. The administration of physical examinations or screenings that the school district may administer to a student;
6. Prohibiting the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, including arrangements to protect student privacy in the event of such collection, disclosure or use;
7. The right of a parent of a student to inspect any instrument used in the collection of personal information under subparagraph (6) above and procedures for granting a request for such inspection within a reasonable time after receiving the request;
8. Provisions to ensure that parents are notified of the school district policies and procedures adopted to comply with federal and state laws and regulations governing pupil privacy, including, but not limited to notification of activities involving the collection of personal information from students, the administration of surveys containing items specifically listed in the pupil Privacy Rights Amendment.

Date Warned: 11-05-13
Date Adopted: 12-03-13
Legal Reference(s): 20 U.S.C. §1232h
VT State Board of Education Manual of Rules & Practices, Rule 2120.8.12(f)
Cross Reference: Student Records; Family Privacy (F6)
Rivendell Interstate School District  
Board Policies  

CODE F17  

HEAD LICE  

Policy  
The psychological, social and economic impact of head lice infestations can create a problem in the community. Recognizing that a sizeable number of cases exist from time to time, the Rivendell Interstate School District will take the necessary measures to reduce the loss of instructional time for students. This policy is based on current recommendations by the Vermont Department of health and other public health organizations.

Prevention strategies are an important part of controlling the spread of head lice. The Superintendent (Principal), using health resources when necessary, will develop a plan detailing a system-wide approach to preventing and controlling the spread of head lice infestation. The plan will include the following:

1. Identify partners who will need to collaborate such as parents and children, school nurses and other school personnel, child care providers, local physicians, town health officers, public health staff, community health clinic staff, community volunteers and other community and business members (e.g. dry cleaners, laundromats, pharmacies).

2. Provide in-service education for all staff with emphasis on diagnosis, mode of transmission, treatment, and control plans.

3. Prepare educational materials which will be distributed at least annually at the beginning of each school year to parents and students as well as immediately following any outbreak at school.

4. Institute school and classroom practices that include:
   - Assign individual hooks for student belongings.
   - Have students keep their hats inside their coat sleeves.
   - Permanently assign resting mats, towels or pillows and keep separate while in use or in storage.
   - Discourage sharing of combs, brushes, or hair ornaments.
   - Limit the transporting of personal toys such as stuffed animals from home to school.

Managing Head Lice Cases  

9. Any staff member who suspects head lice will report this immediately to the school nurse or principal.

10. Any student identified by the school nurse (or qualified designee) as having lice and untreated nits shall be discouraged from close contact with others and be sent home at the end of the school day.

11. Verbal and written instructions for treatment will be given to the family of each identified student. The instructions shall include a suggestion that the parent or guardian of the student contact the child’s physician or other pediatric health care provider. Instructions shall also include recommendations for treatment that are consistent with Vermont Departments of Health and Education guidelines and that the student may return to school after proper treatment. The school nurse or other trained personnel will examine all children in the same classroom with an identified active case (untreated nits or actual lice) and handle appropriately.

12. Students will be readmitted to school after the first treatment with a written or verbal confirmation from the parent or guardian that the initial treatment has been completed. In accord with Department of Health recommendations, students will not be excluded from school on the sole grounds that nits may be present despite appropriate treatment.
13. Each re-entering student will be examined by trained personnel to look for evidence that the treatment was performed. Re-treatment recommendations will be consistent with Vermont Department of Health and Department of Education guidelines. Parents will be notified of any re-infestation, and referred to the child’s physician or pediatric health care provider for consideration of prescription medication.

14. If the number of cases is considered to constitute an outbreak, administrative personnel will institute the outbreak procedures that accompany this policy. An outbreak is considered to have occurred when head lice infestation occurs in 2-3 students in the same classroom or when 10% of the individuals in a classroom, school, or child care facility have evidence of infestation.

15. The school nurse will provide additional in-service education as needed for staff with emphasis on diagnosis, treatment and control plans.

16. The school nurse will initiate educational programs for students as necessary.

Date Warned: 09-04-02
Date Adopted: 11-06-02
Revision Adopted: 11-02-10

Legal Reference(s): VT State Board of Education Manual of Rules & Practices, §2120.8.1.3.3

Cross Reference:
Rivendell Interstate School District  
Board Policies  

EIGHTEEN-YEAR OLD STUDENTS

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 Head of Schools (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 Head of Schools (Superintendent), that all communications from the school be made to them and not to their parents. These requests will be granted by the Head of Schools (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 Head of Schools (Superintendent) or his or her designee shall develop procedures where necessary to implement this policy.

Date Warned: 03-26-02  
Date Adopted: 09-04-02  
34 C.F.R. §670 (Access to Records by Divorced Parents)  
Cross Reference: Student Records (F6)
Rivendell Interstate School District
Board Policies

ADMISSION OF HOMELESS STUDENTS

**Policy**

It is the policy of the Rivendell Interstate School District that homeless children or youth are not segregated or stigmatized, are provided transportation as necessary, and that all educational decisions are based on the best interests of the child.

**Definition of Homeless**

Homeless students are defined as (per NCLB definitions) lacking a fixed, regular and adequate nighttime housing using information developed by the State Department of Education.

- Sharing the housing of other persons due to loss of housing or economic hardship;
- Living in motels, hotels, campers or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Are abandoned in hospitals;
- Awaiting foster care placement;
- Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- Are migratory children living in conditions described in previous examples.

**Liaison**

The Head of Schools (Superintendent) shall designate a person to be the District’s liaison for homeless students and their families. The District’s liaison shall coordinate with local social services agencies that provide services to homeless children and youths and their families, other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The District’s liaison will also review and recommend to the District any policies that may act as barriers to the enrollment of homeless students.

**Enrollment**

To the extent feasible, homeless students will continue to be enrolled in their school or origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school or origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the students is actually living or other schools. No student shall be admitted without the approval of the Head of Schools (Superintendent).

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the District’s decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the students, pursuant to District policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the District liaison is directed to assist. District policies in regards to records from the student’s previous school and emergency contact information being required at the time of enrollment will be consistent with District policies.
Rivendell Interstate School District  
Board Policies  

Code F19 (continued)  
Admission of Homeless Students

**Transportation**  
Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school or origin in this District, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.

Date Warned: 10-02-07  
Date Adopted: 01-08-08

Legal Reference(s):  
McKinney-Vento Homeless Assistance Act  
42 U.S.C. Sections 11431-11433  
No Child Left Behind Act, 2002  
NH RSA 193:12

Cross Reference:  
Comprehensive Student Transportation (F12)  
Eighteen-Year Old Students (F18)  
Age of Entrance (F22)
Rivendell Interstate School District  
Board Policies  

ADMISSION OF NON-RESIDENT TUITION STUDENTS  

Policy  
It is the policy of the Rivendell Interstate School District to assure that non-resident students are admitted to the schools of this District, when space is available, in compliance with federal and state laws and regulations governing tuition payment and non-discrimination.

Implementation  
1. Tuition: By February 1st of each year, the Board shall establish non-resident tuition rates for the next school year. Separate tuition rates may be established for elementary and secondary students, and for students who are eligible to participate in Special Education programs. Tuition rates will be established in accord with Chapter 21 of Title 16 of the Vermont Statutes Annotated, and regulations of the State Board of Education.

2. Criteria for Admission: No non-resident will be denied admission as a tuition student if the reason for denial is that the student is disabled as defined in Section 504 of the Rehabilitation Act of 1973 as amended or that the student is in need of Special Education services. Nor will any child be denied admission on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, or marital status.

Subject to the non-discrimination requirements above, a non-resident who applies for admission as a tuition student shall be admitted if space is available and, if the student has previously attended school, the student is in good standing at the school or schools most recently attended. Good standing shall be demonstrated when the applicant shows that:

- the student has not been legally dismissed or suspended for more than ten days during the preceding twelve months for disciplinary reasons, and
- the student is making satisfactory progress toward the completion of an approved school or home study program, and
- the students’ school attendance record presents a reasonable likelihood that any existing attendance requirements of this School District will be met.

A non-resident who is unable to provide evidence of good standing may be admitted as a non-resident tuition student if it is the determination of the Superintendent, based on information presented by the non-resident, that there is a reasonable likelihood that the applicant will benefit from and succeed in the programs offered by the schools in this District.

Appeal  
A non-resident applicant for admission as a tuition student may appeal the Superintendent’s denial of his or her application by submitting a written request to appeal to the Board within ten days of the denial. The Board will provide an opportunity for the applicant and/or his or her parent or guardian to discuss the application denial. The Board will render a decision within 30 days of the request to appeal.

Payment of Tuition  
Tuition for non-resident students shall be payable at any time prior to enrollment. When a student enrolls after the beginning of a semester, tuition for the student will be prorated accordingly and will be payable immediately.

Admission of Non-Resident Students for Extra Curricular Activities  
It is the policy of the Rivendell Interstate School District to allow non resident students to participate, when space is available. A lottery system will be used to determine who these students will be when there are more students than there is space for. Students selected will be allowed to play provided they meet the following criteria:  
- their school does not offer the activity they want to participate in at Rivendell  
- the student is in good academic standing at their school  
- the student is in good disciplinary standing
Code F20 (continued)
Admission of Non-Resident Tuition Students

- the student will have a signed document by the Principal of their school stating the above three criteria
- the student has paid a participation fee of $50 per activity

For Team Sports:
- the student will meet the criteria set forth in the guidelines of the Vermont Principals’ Association
- the student and their parent(s)/legal guardian(s) will agree to the Rivendell training rules and sign such agreement between them and Rivendell
- the parent(s)/legal guardian(s) will provide proof of medical insurance for the student

Date Warned: 01-11-05
Date Adopted: 02-01-05

Legal Reference(s):
Cross Reference: Interscholastic Sports (F15)
Rivendell Interstate School District
Board Policies

CODE F20A

ADMISSION OF INTERNATIONAL EXCHANGE STUDENTS

Purpose
In order to promote cultural awareness and understanding and to provide diverse experiences to District students, the Board shall admit international exchange students into the schools of the District.

Authority
The Board may accept foreign exchange students who meet the established guidelines for admission to District schools.

The Board may accept exchange students on a J-1 Visa who reside within the District as participants in group-sponsored exchange programs approved by the Board. The Board may waive tuition for these exchange student(s).

The Board shall accept privately sponsored exchange students on a F-1 Visa for attendance in secondary schools upon payment of tuition at the established District rate; tuition payments may not be waived. The period of attendance shall not exceed twelve (12) months.

The Board will limit the number of group sponsored foreign exchange students admitted to the school to four (4). For privately sponsored students enrollment will be determined on a case by case basis.

Delegation of Responsibility
The Superintendent or designee shall be responsible for determining the Visa status and eligibility of foreign exchange students applying for admission to District schools.

Foreign exchange students shall comply with all immunization requirements for students. Once admitted, all exchange students shall be subject to all District policies and regulations governing students.

Academic Requirements
No student will be admitted who has already graduated from the equivalent of twelfth grade or who will reach the age of twenty (20) years on or before September 15 of that school year.

The student must have average or above-average grades in school at home and must not require Special Education services in order to function in the regular academic program.

The student must have sufficient knowledge of the English language to enable effective oral and written communication and to function in a regular educational setting without special assistance. If a student’s English proficiency is found to be insufficient to function in the regular instructional program without special assistance, the exchange program or private sponsor must provide a tutor or make other educational arrangements for the student at their expense. If the program or sponsor fails to do so, the student will be withdrawn and INS will be notified.

The District will not provide foreign students with admission to Special Education programs, English as a Second Language programs, post secondary options or other special programs.

Students are expected to take five classes per trimester including one language arts or English class and one American history or government class and are expected to maintain passing grades in all classes.

General Requirements
Foreign students will be treated as regular students. They are responsible for complying with all District policies and regulations.

Host families must reside in one of the four (4) Rivendell towns (Fairlee, VT; Orford, NH; Vershire, VT or West Fairlee, VT).
Admission of International Exchange Students

Foreign students are expected to pay for all lunches, books, athletic and student activity fees and other fees, yearbook costs, and all other expenses normally borne by students in the District. Foreign students are not entitled to free or reduced prices for lunch.

Each exchange student will be required to present to the student body a presentation of their country and experience of being an exchange student.

The eligibility requirement of the Vermont Principals’ Association will be followed.

The sponsor, host family, and local program representative must maintain personal contact with the school, must be available and willing to meet with school personnel when problems or circumstances require, and must assume full and final responsibility for resolving problems including the early returns of the student if personal, family or school difficulties cannot be resolved.

If a student’s grades, conduct or discipline are deemed unsatisfactory by the school, the student will be withdrawn.

Admissions Process
Approvals for admission must be obtained from the District between April 15th and July 31st for the following school year, except under unusual circumstances.

All applications will be screened by the Principal where admission is being requested (or his/her designee) before they are forwarded for review and approval of the Superintendent. The District reserves the right to conduct a phone interview.

Upon the student’s arrival in the District, the adult sponsor (host family and/or local representative of the exchange program) and student must come to the school to complete the enrollment process. Students must arrive in sufficient time for attendance on the first day of school.

Students requesting admission must submit:
1. Birth certificate or other proof of age.
2. Recent official transcript with English translation reflecting courses taken and grades earned.
3. Records showing any required immunizations.
4. Evidence of medical insurance that will cover the student while residing in the District.
5. A letter of application written in English by the student that provides pertinent information about the student, including student’s name, age, birth date, home address and phone number, level of education, reasons for wanting to attend school in the District, and the projected duration of enrollment.
6. The names, addresses, and phone numbers of the exchange student’s own parents/guardians, the host family, and local exchange program representative.
7. Proof of English proficiency, including evidence that the student has successfully completed a minimum of three years of instruction in English and a letter of recommendation from the English language teacher documenting the level of proficiency or evidence that the student has passed a test of English language proficiency, such as the SLEP, TOEFL, or FSI.
8. A notarized temporary custody agreement between the student’s parents and the host family and/or exchange program.
Admission of International Exchange Students

9. Private sponsors must submit:
   a. Proof of residence; or
   b. Affidavit of support, including the following supporting evidence:
      • A statement from an officer of a bank or other financial institution in which
        deposits are recorded giving details regarding the date the accounts were set up.
      • A statement from the employer on letterhead stationery showing the date and
        nature of employment, the salary paid and whether the position is temporary or
        permanent.
      • If self-employed, a copy of the last income tax return filed.

Only programs designated by the United States Information Agency will be considered for placement of
international exchange students on J-1 Visas.

The program must have a local representative residing in or near the District who will meet with the
student, host family, and school personnel on a regular basis.

Orientation, both pre-departure and upon arrival in the United States, must be provided to help foreign
students adjust to a new culture. Ongoing contact and support from the local representative of the
exchange program must also be provided.

Orientation must be provided to the host family in advance of the foreign student’s arrival. The family
should be acquainted with the needs and requirements of housing a visitor for a long period of time,
advised of potential problems in hosting a foreign student and provided with suggestions for coping with
these problems. Ongoing contact and support from the local representative of the exchange program must
also be provided.

Date Warned: 01-11-2005
Date Adopted: 08-16-2005
Date Revised: 09-13-2011

Legal Reference(s): Admission of Non-Resident Tuition Students (F20)
FEDERAL CHILD NUTRITION ACT WELLNESS POLICY

Purpose. The intent of this Policy is to ensure compliance with the local policy requirements of the federal Child Nutrition and WIC Reauthorization Act of 2004. In accord with those requirements, this Policy has been developed in consultation with parents, students, representatives of the school food services authority, school administrators and the public.

Policy Statement. It is the policy of the Rivendell Interstate School District to establish goals for nutrition education, physical activity and other school based activities that are designed to promote student wellness. With the objective of promoting student health and reducing childhood obesity, the District will also establish nutrition guidelines for all foods available at school during the school day.

I. Goals for Nutrition Education
   A. The School District shall provide nutrition education programs as required by state law and regulations of the State Board of Education. In particular, the District shall provide a nutrition component in its Comprehensive Health Education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Framework of Standards and Learning Opportunities.
   B. Nutrition education programs shall be conducted by appropriately licensed staff members.
   C. To the extent practicable, nutrition education shall be integrated into core curricula in areas such as science and family and consumer science courses.

II. Goals for Physical Activity
   A. The District shall provide physical education classes for all students as required by Vermont School Quality Standards and New Hampshire Minimum Standards.
   B. The District shall provide other physical activity opportunities for students through recess periods in appropriate grades and, as appropriate, before or after school activities such as interscholastic athletics and physical activity clubs or intramural sports.

III. Goals for Other School Based Activities
   A. The District shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.
   B. The District shall provide adequate space for eating and serving school meals.
   C. The District shall provide a clean and safe meal environment for students.
   D. The District shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
   E. Food shall not be used in District schools as a reward or punishment.
   D. The District shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness.
IV. Nutrition Guidelines

A. No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B and 7 CFR 220, Appendix B shall be sold in food service areas during breakfast and lunch periods.

B. The sale of foods during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organizations sponsoring the sale.

C. To the extent practicable, the District shall ensure that foods offered at school other than through the National School Lunch or School Breakfast programs, including foods sold through vending machines, shall comply with the A la Carte and Vending Guidelines established by the Vermont Departments of Health and Education.

V. Policy Implementation

A. The Superintendent or his or her designee shall periodically monitor District programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy. The District shall periodically inform and update the public about the content and implementation of this policy, including the extent to which District schools are in compliance with this policy, the extent to which this policy compares to model local school wellness policies and a description of the progress made in attaining the goals of this policy.

B. The District shall permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the School Board, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy.

The Superintendent or his or her designee shall report at least annually to the Board and to the public on the District’s compliance with law and policies related to student wellness. The report shall include information as to the content and implementation of this policy and an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

Date Warned:
Date Adopted: 07-18-06 (original Code E10)
Dates Revised: 03-04-15
Legal Reference(s): 16 V.S.A. §§131 & 906(b)(3)
NH Department of Education Minimum Standards, Section 306-11
Healthy, Hunger Free Kids Act of 2010, Section 204 of Public Law 111-296

Cross Reference: Policy Development (A1)
Policy Dissemination, Administration & Review (A3)
Rivendell Interstate School District
Board Policies

AGE OF ENTRANCE

A pupil may enter kindergarten if his/her chronological age will be five on or before August 31st of the year of entering school.

A birth certificate must be presented upon registration as proof of the date of birth.

In-coming transfer students in grades 2-8, inclusive, will be initially placed in accordance with the data forwarded by the sending district. Such placement is tentative and subject to reassignment by the Head of Schools (Superintendent).

In-coming transfer students in grade 1 will only be initially admitted to grade 1 if their chronological age will be six before December 31st of the year of entering school or if previously enrolled in grade 1 in another community and attending local schools only on a temporary basis (10 months or less). Such placement is tentative and subject to reassignment by the Head of Schools (Superintendent).

Date Warned: 11-06-02
Date Adopted: 12-29-02
Legal Reference(s): 16 V.S.A. § 1073
Cross Reference:
PREVENTION OF HARASSMENT OF STUDENTS

Policy
The Rivendell Interstate School District is committed to providing all students with a safe and supportive school environment in which all members of the school community are treated with respect. Harassment is a form of unlawful discrimination which will not be tolerated.

General Information
It is the intent of the District to apply and enforce this policy in a manner that is consistent with and protects students’ rights to free expression under the First Amendment of the U.S. Constitution. The District respects and promotes the rights of students and others to speak freely and to express their ideas, including ideas that may offend the sensibilities of others. The purpose of this harassment policy is to prevent conduct or communication that is directed at a person’s particular characteristics as defined and that is likely to substantially disrupt the educational environment or interfere with the rights of others.

Nothing in this policy shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment as defined here, otherwise violates one or more of the Board’s disciplinary policies or the District’s code of conduct.

Definitions
1. Adverse Action: Includes any form of intimidation, reprisal or harassment such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action in the case of students and includes any form of intimidation, reprisal or harassment such as suspension, termination, change in working conditions, loss of privileges or benefits, or other disciplinary action in the case of employees.
2. Employee: For purposes of this policy, an employee includes any person employed directly or through a contract with another company by the school district, agents of the school board members and any student teacher, intern or school volunteer.
3. Harassment: Under Vermont law, harassment is defined as verbal, written or physical conduct based on a student’s race, religion (creed), color, national origin, marital status, sex, sexual orientation, gender identity, or disability which has the purpose or effect of substantially interfering with a student’s educational performance or creating an intimidating, hostile or offensive learning environment.
4. School Community: Includes but is not limited to all students, school employees, contractors, unpaid volunteers, work study students, interns, student teachers, and visitors.
5. Sexual Harassment: A form of unlawful harassment which means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature made by a school employee to a student or by a student to another student when: Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status or progress, or
   - Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student; or
   - The conduct has the purpose or effect of substantially interfering with a student’s educational performance or creating an intimidating, hostile or offensive educational environment.

Reporting
1. Voluntary: It is the express policy of the Rivendell Interstate School District to encourage student targets of harassment and students who have first-hand knowledge of such harassment to report such claims. Students should report incident(s) to any teacher, guidance counselor or school administrator. Students may choose to report to a person of a student’s same sex.
Rivendell Interstate School District
Board Policies

Code F23 (continued)
Harassment of Students

2. Mandatory: Any adult school employees who witness, overhear, or receive a report, formal or informal, written or oral, of harassment shall take action to stop the conduct and to prevent its recurrence and report it in accordance with procedures developed under this policy.

Under certain circumstances, alleged harassment may constitute child abuse under Vermont law. The statutory obligation to report suspected abuse, therefore, may be applicable.

3. Privacy: Complaints will be kept confidential to the extent possible given the need to investigate and act on investigative results.

4. Retaliation: There will be no adverse action taken against a person for reporting a complaint of harassment when the complainant honestly believes harassment has occurred or is occurring or for participating in or cooperating with an investigation. Any individual who retaliates against any employee or student who reports, testifies, assists or participates in an investigation or hearing relating to a harassment complaint will be subject to appropriate action and/or discipline by the School District.

Administrative Responsibility and Action

1. Administrative Reporting: A staff member who receives a complaint of harassment shall promptly inform the Principal (or designee) or another administrator who is not the subject of the complaint.

2. Investigation: The School District is responsible for acting on any information regarding harassment of which it is aware. The Superintendent shall provide for a thorough, prompt investigation of the incident and the investigation and a written report shall be completed in a timely fashion in accordance with school procedures after a report or complaint, formal or informal, written or oral, has been received. No person who is the subject of a complaint shall conduct such an investigation.

In determining whether conduct constitutes a violation of this policy, the investigating official shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

3. Final Action on Complaint: The District shall take disciplinary or remedial action as appropriate in order to ensure that further harassment does not occur. Such action may include, but is not limited to, education, training and counseling, transfer, suspension and/or termination of an employee.

4. False Complaint: Any person who knowingly makes a false accusation regarding harassment will be subject to disciplinary action up to and including suspension and expulsion with regard to students or discharge with regard to employees.

5. Appeal: A person judged to be in violation of this policy and subjected to action under it may appeal the determination and/or action taken in accordance with procedures adopted under this policy. The procedures shall be consistent with the provisions of any applicable collective bargaining agreement.

6. Dissemination: The Superintendent shall use all reasonable means to inform students, staff members, and the community that the District will not tolerate harassment. A copy of this policy and its implementation procedures shall be provided to students, staff and parents each year and shall be included in the appropriate materials that are disseminated to the school and community.
Harassment of Students

7. Training: The Superintendent will develop age-appropriate methods of discussing the meaning and substance of this policy with students and staff in order to help prevent harassment. Training may be implemented within the context of professional development and the school curriculum to develop broad awareness and understanding among all members of the school community. Staff training will enable staff to recognize, prevent and respond to harassment.

8. The Superintendent is responsible for developing procedures that will guide the implementation of this policy.

Alternative Complaint Process
In addition to, or as an alternative to filing an harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
133 State Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480

Director, Compliance Division Area II
Office for Civil Rights
U.S. Department of Education, Region I
John W. McCormack Post Office & Courthouse, Rm 222
Post Office Square
Boston, MA 02109
(617) 223-9667

EXAMPLES OF SPECIFIC TYPES OF PROHIBITED HARASSMENT

Sexual Harassment
Examples of sexual harassment include, but are not limited to, unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity whether written, verbal or through physical gestures, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person’s alleged sexual activities. Demeaning comments about a student’s ability to excel in a class historically considered a “boy’s” or a “girl’s” subject may constitute sexual harassment.

Racial and Color Harassment
Racial or color harassment can include unwelcome verbal, written or physical conduct directed at the characteristics of a person’s actual or perceived race or color such as nicknames emphasizing stereotypes, racial slurs, comments, insults or taunts on manner of speaking, and negative references to racial customs.

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

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

Marital Status Harassment
Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person’s marital status, such as comments, insults or taunts regarding pregnancy or being an unwed mother or father.
Sexual Orientation Harassment
Harassment on the basis of sexual orientation is unwelcome verbal, written or physical conduct directed at the characteristics of a person’s sexual orientation, such as ridicule, taunts, slurs, negative name calling or imitating stereotypical or other mannerisms.

Gender Identity
Harassment on the basis of gender identity is unwelcome verbal, written or physical conduct directed at the characteristics of a person’s gender identity, such as ridicule, taunts, slurs, negative name calling or imitating stereotypical or other mannerisms.

Disability Harassment
Harassment on the basis of a person’s disabling mental or physical condition includes unwelcome verbal, written or physical conduct directed at the characteristics of a person’s disabling condition, such as imitating manner, speech, movement, ridicule or insults based on manner of speech or movement or interference with necessary equipment.
Rivendell Interstate School District
Board Policies

WEAPONS POLICY

It is the intent of the Rivendell Interstate School District to comply with the federal Gun Free Schools Act of 1994, and Act No. 35 of the 1995 session of the Vermont General Assembly requiring school districts to provide for the possible expulsion of students who bring weapons to school. It is further the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

For the purpose of this policy, the terms “weapon” and “to school”, and “expelled” shall have the following meanings:

A. The following are considered weapons:

   • any device which will, or which may be readily converted to expel, a projectile by the action of chemical, kinetic or mechanical energy;
   • any firearm muffler or firearm silencer;
   • any explosive, incendiary, or poison gas:
     1. bomb
     2. grenade
     3. rocket having a propellant charge
     4. missile having an explosive or incendiary charge
     5. mine, or
     6. similar device
   • any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which such a destructive device may be readily assembled.

B. In addition, for the purpose of this policy, weapon shall also mean anything that, in the opinion of the Rivendell Interstate School District Administration or School Board, could be or is used to harm another person. These “weapons” include but are not limited to:

   1. razor blades, straight razors, or knives
   2. those devices commonly known as: “brass knuckles”, and “billy clubs”, and other devices used to strike someone
   3. crossbows, bow and arrow, and live ammunition
   4. according to the policy any antique firearm as well as other rifles and weapons used solely for sporting, recreational or cultural purposes are also considered weapons and are not allowed on school property (see exemptions below)
   5. chemicals, gases, and other substances

C. “To school” means any setting which is under the control and supervision of the school district. It includes school grounds, facilities, and vehicles used to transport students to and from school or school activities, and locations other than school property where school activities are taking place.

D. “Expelled” means the termination for at least a calendar year of educational services to a student. At the discretion of the Board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.
Rivendell Interstate School District
Board Policies

Code F24 (continued)
Weapons Policy

Policy Statement

Any student who brings a weapon to school shall be brought by the Head of School (Superintendent) to the School Board for an expulsion hearing.

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

a. the student was unaware that he or she had brought a weapon to school.
b. the student did not intend to use the weapon or threaten or endanger others.
c. the pupil is disabled and the misconduct is related to the disability.

An expulsion hearing conducted under this policy shall afford due process as required by law.

In addition, any student who brings a weapon to school shall be referred to a law enforcement agency.

As required by state law, the Head of School (Superintendent) shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled, and the type of weapons involved.

There may be circumstances under which an otherwise prohibited item may be permissibly possessed and appropriately used on school grounds. Examples might, among others, include possession and use in the chemistry lab of appropriately handled chemicals during a chemistry class, and appropriate use and storage of a fake sword as a prop in a school play. A student shall limit his/her use and/or possession of such items to the purpose and circumstances for which use/possession is authorized.

Where a legitimate purpose exists for a student to bring such an item onto school property, the student should secure prior written authorization from the Head of School (Superintendent) or designee. The authorization should describe the item, the allowable purpose of bringing the item onto school property, the identity(ies) of the person(s) authorized to possess and use the item while on school property, and the authorized means and location of storage while on school property. Possession, storage, or use of the item contrary to the items of the authorization may result in discipline pursuant to the terms of this policy.

Date Warned: 05-06-00
Date Adopted: 06-29-00

Legal Reference(s):
Gun Free Schools Act of 1994
Act no. 35 of the 1995 Session of the Vermont General Assembly
Individuals With Disabilities Education Act (PL 94-142)
Section 504 of the Rehabilitation Act of 1973

Cross Reference(s):
Interrogations or Searches of Students (F5)
Search and Seizure (F4)
Student Conduct and Discipline (F1)
RSA 159:1 Definition of Pistol or Revolver
NH Code of Administrative Rules Ed 317.03(d)
RSA 193:13 Suspension and Expulsion of Pupils
Rivendell Interstate School District
Board Policies

CODE F25

THREATS OF VIOLENCE OR DESTRUCTION

Rivendell Interstate School District policy prohibits students from making oral, written, or electronically transmitted threats and/or threatening actions directed (1) at school personnel (including all school staff, contracted service providers, and drivers of school buses), other students, and/or other people using facilities, or (2) at buildings, grounds, or other facilities. Violation of this policy shall result in discipline, up to and including long term suspension and expulsion. In addition, restitution may be sought where the threat results in expense to the school, school personnel, or other students.

In order to maintain a safe environment for its students, employees, and others who use school buildings, grounds and facilities, and in order to maintain all school buildings, grounds and other facilities in a safe and usable condition, the Rivendell Interstate School District will treat any oral or written threat or threatening action by a student directed against school personnel and/or against other student(s), and/or against the school property, and/or people using school property, as a serious offense.

In addition to verbal threats of violence spoken or written by a student to another student(s), school personnel, or school property, the following are examples of actions which also are prohibited by this policy:

1. The bringing onto school property, or the possession on school property, of a dangerous instrument, substance or other device capable of injuring people, or of doing damage to property. Prohibited items would include, for example, poisons, unauthorized chemical substance, or an explosive device. (Note: Where the item fits the definition of “weapon” in the school weapons policy, that policy shall also apply to the offense.)
2. The phoning in or other communication of a bomb threat, or other threat to destroy school property.
3. Attempted or threatened physical assault directed by a student or staff member, at a student, staff member, or other people using buildings, facilities, or grounds.
4. The pulling of a “false fire alarm.”

There may be circumstances under which an otherwise prohibited item may be permissibly possessed and appropriately used on school grounds. Examples might include possession and use in the chemistry lab of appropriately handled chemicals during a chemistry class, and appropriate use and storage of a fake sword as a prop in a school play. A student shall limit his/her use and/or possession of such items to the purpose and circumstances for which use/possession is authorized.

Where a legitimate purpose exists for a student to bring such an item onto school property, the student should secure prior written authorization from the Head of School (Superintendent) or designee. The authorization should describe the item, the allowable purpose of bringing the item onto school property, the identity(ies) of the person(s) authorized to possess and use the item while on school property, and the authorized means and location of storage while on school property. Possession, storage or use of the item contrary to the items of the authorization may result in discipline pursuant to the terms of this policy.

Date Warned: 05-06-00
Date Adopted: 06-15-00
Legal Reference(s): Act No. 35 Vt. General Assembly
RSA 159:3
Cross References: Weapons Policy
PARTICIPATION OF HOME STUDY STUDENTS IN SCHOOL PROGRAMS AND ACTIVITIES

Background
The Rivendell Interstate School District recognizes that some families believe home schooling is the best educational format for their children. The Rivendell Interstate School District believes that home study and fully enrolled students can benefit from participating together in school activities and programs and strives to provide educational services in ways which are consistent with the needs of both fully enrolled students and home study students.

Policy
In accordance with Act 119 of the 1998 Vermont legislative session, home study students may participate in courses, programs, activities, and services and use school educational materials and equipment. Close communications between home study students and their local public schools are encouraged to promote the benefits of joint participation. Additionally, Rivendell will follow applicable guidelines and regulations of Vermont or New Hampshire depending on the state residence of the home study student.

General Guidelines for Home Study Student Participation

**Special Services:** Special education services are available to all students found eligible under criteria set forth in state and federal regulations.

**Compliance with Procedures:** All students will comply with the application and enrollment deadlines as well as all legal and policy requirements such as immunization and the provision of student information including health records, emergency contacts and other necessary background information outlined in the administrative procedures.

All students must abide by rules of conduct and other conditions set forth in the student handbook, school policies and procedures.

**Supervision of Students:** School personnel are responsible for supervising students during their approved participation in school-sponsored activities. Parents of home study students must provide supervision for their children when they are at school but not participating formally in school activities.

**Transportation:** Home study students may participate in the regular school transportation arrangements to attend school programs in which they are enrolled. The school will not supply special transportation except as provided for in law.

Participation of Home Study Students in Programs and Activities Shall be Subject to the Following Conditions:

1. All students are subject to the same age, performance, and pre-requisite standards for admission to courses and co-curricular activities.
2. Home study students seeking admission to courses requiring prerequisites will be asked to demonstrate academic achievement comparable to that required of fully enrolled students meeting prerequisite standards. Final determination of a student's qualifications to enroll in a course requiring prerequisites will be made by the site administrator.
3. Participation in athletic and other extra-curricular programs and activities will be in compliance with the school's eligibility requirements as well as with the 1999 guidelines adopted by the Vermont Principals Association.
4. The parents of home study students may be asked to provide supervision for some activities on the same basis as the parents of fully enrolled students.
5. In coordination with the school, home study students may participate in the school’s standardized assessment program.
Rivendell Interstate School District  
Board Policies  

Code F26 (continued)  
Participation of Home Study Students in School Programs and Activities  

School Administration  
1. The school will include home study students on the school register and count them for the purpose of state aid for the portion of the school day in which students are enrolled in academic courses.  
2. For each co-curricular activity in which a non-enrolled home study student participates, the school shall count 0.03 FTE as allowed under rule 9200.3.1.  
3. In cases where applications for enrollment exceed capacity, first priority for enrollment in curricular and co-curricular activities will be determined considering the following for all students:  
   a. Is the course or activity needed as a pre-requisite to another course or activity?  
   b. Is graduation of the student dependent upon completion of the course?  
   c. In the absence of other prevailing factors, enrollment will be determined by (choose appropriate option or options):  
      i. Lottery  
      ii. First-come, first-served  
      iii. Performance based criteria  
      iv. First priority given to fully enrolled students (in co-curricular activities only; this option may not be applied to admissions to academic programs)  
      v. Other  
4. Home study students may participate in graduation, if they have met the academic requirements of Rivendell Academy.  
5. The site administrator (or designee) is responsible for administering this policy and for all decisions made under the direction of this policy. The site administrator will act on all requests within 10 working days of receiving the request.  
6. Appeals Process: Should a parent disagree or have concerns with the Principal's decision, an appeal may be made to the Superintendent. Within ten working days of receiving an appeal, the Superintendent shall meet with the parent(s) and make a decision on the appeal in a prompt fashion. A final appeal from the Superintendent decision may be made to the Rivendell Interstate School District Board which will schedule a timely hearing and render a final decision within ten working days of the hearing date.  

Date Warned: 01-04-00  
Date Adopted: 05-03-01  
Date Revised: 01-06-15  

Legal Reference(s):  
16 V.S.A. 563 (24)  
VT State Board of Education Manual of Rules & Practices §§ 4400, 9200.3.1, 2367  
20 U.S.C. §§ 1400 et seq., IDEA  
34 C.F.R. §§ 300.450-2, 76.650-662  
NH RSA 193A
TRANSPORTION OF TODDLERS WITH DISABILITIES TO PRESCHOOL

Policy Statement
Preschool children who are eligible for additional supports and services under part B-IDEA 97 are entitled to special education and related services beginning at age three. Services shall be available to children from the Rivendell Interstate School District.

Rationale
The Rivendell Interstate School District will provide appropriate supports and services to students with disabilities ages three and up as agreed upon by the Individual Education Plan (IEP) Team.

Procedures
1. The initial comprehensive evaluation under Part B will occur when the initial evaluation for early intervention expires after three years.
2. The Rivendell Interstate School District supports families to be included in all components of the transition process including planning, site visits, and the development of the transition plan.
3. The Rivendell Interstate School District will participate in transition planning conferences arranged by the Individual Family Service Plan (IFSP) Service Coordinator beginning at least 90 days and up to six months prior to the child’s third birthday, regardless of time of year (i.e. summer months). A written transition plan will be developed.
4. For children receiving special education instruction on an IFSP, eligibility for Essential Early Education (EEE) was established with their eligibility for early intervention services, and re-evaluation to determine eligibility for EEE when the child is turning three is not required.
5. A child who has been eligible for early intervention services based on a diagnosed physical or mental condition may be eligible for EEE services if the Evaluation and Planning Team determines that the child has a medical condition which may result in significant delays by the time the child enrolls in elementary school. The child’s IEP Planning team will determine the date when services under the IEP begin.
6. By the third birthday of a child participating in Family Infant and Toddler Project assisted under Part C of IDEA 1997 who will transition to EEE, an IEP will be developed and will be implemented for the child.
7. Families will be asked to consent to EEE placement for the period of time between age three and the date the initial evaluation under Part B is due (three years from the initial evaluation under Part C).
8. The Rivendell Interstate School District will participate in the regional early intervention core team and will be aware of all children who may be in transition to EEE services.
TRUANCY: ORANGE COUNTY POLICY

Policy
It is the policy of the school district to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning.

In accordance with 16 V.S.A. § 1121, Act 44, Section 46 (Truancy), and Vermont Department of Education guidelines (March 23rd, 2010 Memorandum), Truancy is defined as a student who is subject to compulsory attendance and who is absent without valid cause or excuse for ten days.

Valid causes for absences include illness, observance of religious holiday, death in the family, family emergency, situations beyond the student’s control as determined by the superintendent (or designee), or other circumstances which cause reasonable concern to the parent or guardian for the health or safety of the student and are confirmed in writing or verbally by the parent or guardian to the student.

The school districts of Orange County shall follow the attached procedures upon implementation of this policy. The Principal is responsible for maintaining accurate and up-to-date records of student attendance. The Principal is also responsible for assuring the school has the appropriate family information that allows the school to contact parent(s) or guardian(s) of all students whenever necessary.
Staying in school is the first step to a good education. Students cannot learn if they are not in school. Absences from school for any reason (illness, vacation, religious holidays, family deaths and others) affect a student’s ability to learn and succeed. Truancy is inappropriate absence from school, which is defined as unexcused or insufficient excuse for absence. After five inappropriate absences, the procedures will be followed:

**PROCEDURE:**

- **Youth has missed more than 5 days**
  - School Intervention includes:
    - Personal contact with Parent/Guardian
    - Appropriate Support Services offered
    - Follow-up letter outlining consequences for further absences and possible prosecution for truancy
    - Documentation maintained by principal

- **Youth has missed more than 10 days**
  - Intervention Team:
    - Meets with student and parent/guardian
    - Develops a plan of action to keep youth in school
    - Offers appropriate services/referrals
    - Continues documentation
    - Notifies Dept. of Children and Families (DCF) and Truant Officer
  - OR Parent/Youth refusal to work with team
    - Follow-up as necessary with Intervention Team and implementation of action plan
    - No further truancy
    - Youth successfully remains in school

- **Youth is determined to be truant for 10 or more days**
  - Letter of notification sent to family, with copies to (DCF) and Truant Officer
  - Affidavit written by school administrator and sent to State’s Attorney
  - OR Petition filed with Family Court by State’s Attorney
  - DCF investigates and case is brought to court

*Districts utilize their own interventions and contacts with students and families prior to beginning the process. This ensures that the students and families have been informed of the attendance policy. The onset of this process is left to the individual school’s discretion.*
PUPIL SAFETY AND VIOLENCE PREVENTION – “BULLYING”

The Rivendell Interstate School District is committed to providing all students with a safe, secure, and peaceful school environment. Rivendell Interstate School District further recognizes the need of schools to be mindful of real or perceived differences among students and that all members of the school community are treated with respect.

Bullying in schools has historically included actions shown to be motivated by a pupil’s actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, other distinguishing physical or personal characteristics, or based on association with any person identified in any of the above categories.

It is the intent of this policy to protect students from physical, emotional and psychological harm by addressing bullying and cyberbullying of any kind in our District and schools, and to prevent the creation of a hostile educational environment. All pupils are protected under this policy, regardless of their legal status.

This policy applies to all students, District employees, regular school volunteers, coaches, and persons who have contact with pupils in connection with school classes, activities and programs. Bullying and cyberbullying outside of school activities or off school premises is subject to this policy as set forth herein.

This policy is intended to comply with NH RSA 193-F:4 and implemented in conjunction with VSA 11(a)(26)565(b). Bullying will not be tolerated and will be prohibited.

Bullying, Cyberbullying and Retaliation Prohibited

It shall be a violation of this policy to engage in, or cause others to engage in, the bullying or cyberbullying of a pupil.

It shall be a violation of this policy to engage in retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying.

There shall be disciplinary consequences or interventions, or both, for a person who commits an act of bullying or cyberbullying, falsely accuses another of the same as a means of retaliation or reprisal, or otherwise violates this policy.

Definitions

1. “Bullying” means a single significant incident, or a pattern of incidents, involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
   a) Physically harms a pupil or damages the pupil’s property;
   b) Causes emotional distress to a pupil;
   c) Interferes with a pupil’s educational opportunities;
   d) Creates a hostile educational environment; or
   e) Substantially disrupts the orderly operation of the school.

2. “Cyberbullying” means conduct defined under “Bullying” above of this section, undertaken through the use of electronic devices.

3. “Electronic devices” include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. “Perpetrator” means a pupil who engages in bullying or cyberbullying.
5. “School property” means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
6. “Victim” means a pupil against whom bullying or cyberbullying has been perpetrated.

Actionable Incidents of Bullying or Cyberbullying
“Bullying” or “cyberbullying” shall occur when an action or communication as defined in the above Definitions section:
- Occurs on, or is delivered to, school property or a school-sponsored activity or event, on or off school property; or
- Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

Reporting
1. A pupil may report bullying or cyberbullying to any District employee or agent.
2. Any school employee or agent who receives a complaint of bullying or cyberbullying, or is otherwise aware of such conduct, must immediately report it to the Principal.
3. The Principal or a designee must report the incident to the parents or guardians of both the alleged victim and perpetrator within 48 hours of the report, and in a manner that protects the pupil’s privacy rights, unless the Superintendent grants the Principal or designee a parental notification waiver in writing after determining that a waiver is in the best interests of either the alleged victim or perpetrator.
4. The Principal or designee must promptly report all substantiated incidents of bullying or cyberbullying to the Superintendent or designee.
5. Within ten (10) school days of completion of an investigation of alleged bullying or cyberbullying, the Principal or designee shall provide a written communication to the parents or guardians of the victim and perpetrator regarding the school’s remedies and assistance, within the boundaries of applicable law.
6. If required by state law, the School District shall annually report substantiated incidents of bullying or cyberbullying to the Department of Education using the Department’s standard form. Such reports shall not contain any personally identifiable information pertaining to the pupil.

Investigation
1. The Principal or designee must initiate an investigation within five (5) school days of the reported incident of bullying or cyberbullying identifying either the Principal or designee as the person responsible for the investigation, the time period and manner in which results of the investigation shall be documented.
2. The Superintendent or designee may grant in writing an extension of the time period for the investigation and documentation of reports for up to an additional seven (7) school days, if necessary. The Superintendent or designee shall notify in writing all parties involved of the granting of an extension.

Remediation and Discipline
The Principal or designee shall develop a response to remediate any substantiated incident of bullying or cyberbullying, including but not limited to imposing discipline, if appropriate, to reduce the risk of future incidents and to offer assistance to the victim or perpetrator, if appropriate. When indicated, the principal or designee shall recommend a strategy for protecting all pupils from retaliation.
Publication of Policy
This policy shall be provided to school employees, regular school volunteers, pupils, parents, legal guardians, or employees of a company under contract annually through paper copy, handbook, website and/or newsletter.

Implementation
The following school officials, listed by job title, are responsible for ensuring that this policy is implemented: Principal – Rivendell Academy, Principal - Samuel Morey Elementary School, and Principal - Westshire Elementary School.

Training
The District shall provide training for school employees, regular school volunteers, or employees of a company under contract to a RISD school or the District who have significant contact with pupils for the purpose of preventing, identifying, responding to and reporting incidents of bullying or cyberbullying. The District shall provide education programs for pupils and parents in preventing, identifying, responding to and reporting incidents of bullying or cyberbullying. Programs for pupils shall be written and presented in age appropriate language.

Discrimination, Harassment and Other Conduct Policies
The School District has established separate discrimination, harassment and/or other conduct policies that include categories of pupils, and nothing in this policy shall prevent the remediation of any misconduct covered by such policies.

School Bus Audio/Video Recordings
The owner or operator of a school bus may make an audio recording in conjunction with a video recording of the interior of the school bus while students are being transported to and from school or school activities, provided that the School Board authorizes audio recording, the School District provides notification of such recording to the parents and students as part of the District’s pupil safety and violence prevention policy, and there is a sign informing the occupants of such recording prominently displayed on the school bus.

Date Warned: 12-07-10
Date Adopted: 01-04-11

Legal Reference(s): 16 V.S.A. §§11(a) (26), 565 (harassment)
21 V.S.A. § 495 (retaliation)
NH RSA 193-F:4

Cross Reference: Prevention of Harassment of Students (F23)
Student Acceptable Use of Electronic Resources and the Internet (F27)
LIMITED ENGLISH PROFICIENCY STUDENTS

Policy
It is the policy of the Rivendell Interstate School District to ensure that students whose primary or dominant language is not English, and who therefore have limited-English proficiency (LEP) have equitable access to school programs as required by law.

Implementation
The Superintendent or his/her designee shall be responsible for implementing procedures to comply with federal and state laws which define standards for serving LEP students. Procedures will be established to:

1. Identify and assess all students whose primary language is not English, and who, therefore, have or may have difficulty performing ordinary class work in English and who cannot learn as well or achieve on parity with pupils whose primary language is English.
2. Design or adopt LEP instructional programs recognized as sound by experts in the field, or considered legitimate experimental strategies. Instructional programs should be aimed at helping LEP students develop English language skills of comprehension, speaking, reading and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English.
3. Maintain adequate records of the educational level and progress of each child identified as in need of LEP program and make those records available to appropriate staff members and parents or legal guardians.
4. Objectively assess the progress of LEP students in order to determine when reclassification or transfer to fully English proficient programs is appropriate. Standards for exit from LEP programs should be objectively based and should be designed to determine whether LEP students are able to read, write and comprehend English well enough to participate meaningfully in the School District’s programs.
5. Monitor reclassified students’ academic achievement to determine whether reclassified students are able to succeed all-English programs based on their English language proficiency. Monitoring of newly reclassified students should take place periodically to insure that the ongoing needs of non-English language background students are addressed.
6. Evaluate LEP programs periodically and make modifications when necessary.
7. Assure staff has appropriate training to implement LEP programs.

Date Warned: 10-07-03
Date Adopted: 02-17-04
Date Revised: 01-08-13

Legal References:
42 U.S.C. §2000 d et seq. (Title VI of the Civil Rights Act of 1964)
20 U.S.C. §6801 et seq. (English Language Acquisition, Enhancement & Academic Achievement Act)
34 C.F.R. Part 100
9 V.S.A. § 4502 (Discrimination, Public Accommodations)

Cross Reference:
STUDENT ATTENDANCE

Policy
It is the policy of the Rivendell Interstate School District to set high expectations for consistent student school attendance in accordance with the Vermont and New Hampshire law in order to facilitate and enhance student learning.

Background
Vermont and New Hampshire law requires school attendance for students between the ages of 6 and 16 (Vermont) and between the ages of 6 and 18 (New Hampshire) in order for a student to complete a course of study that will facilitate the transition to the responsibilities of adulthood. The Rivendell Interstate School District believes consistent attendance is a prerequisite for assuring the academic, social and emotional growth of students. In addition, regular and punctual attendance is important to the development of responsible and effective work/study habits as well as a demonstration that students are assuming responsibility for their own behavior. Encouraging students to take full advantage of their education is a shared responsibility of students, families, schools and communities.

Definitions
1. A truant student is one who is subject to compulsory school attendance (16 V.S.A. § 1121) and who is absent without valid cause or excuse.
2. Valid causes for absences include illness, observance of a religious holiday, death in the family, family emergency, situations beyond the student’s control as determined by the School Board or other circumstances which cause reasonable concern to the parent or guardian for the health or safety of the student and are confirmed in writing or verbally by the parent or guardian of the student.

Administrative Responsibilities
1. The Superintendent is responsible for developing procedures to guide the implementation of this policy. The procedures will address the following issues and may include others as well:
   - written excuses;
   - tardiness;
   - notification of parents/guardian;
   - signing out of school;
   - excessive absenteeism;
   - homebound and hospitalized students;
   - early dismissals; homework assignments;
   - making up work
2. The Principal is responsible for maintaining accurate and up-to-date records of student attendance.
3. The Principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

Date Warned: 10-07-03
Date Adopted: 02-17-04
Date Revised: 09-02-14

Legal References:
16 V.S.A. §§ 1121 et seq. (Attendance required)
VT State Board of Education Manual of Rules & Practices: § 2120.8.3.3
NH 193:1

Cross Reference:
Admission of Homeless Students, Code F19
Admission of Non-Resident Tuition Students, Code F20
Admission of International Exchange Students, Code F20A
CURRICULUM DEVELOPMENT

The School Board recognizes its responsibility for the improvement and growth of the educational program of the school. For the purposes of this policy, the curriculum is defined as all planned learning activities within the School District's jurisdiction.

The School Board delegates the direct responsibility for developing and evaluating the curriculum to the Head of Schools who shall establish procedures to ensure effective participation of all professional staff members, students as appropriate to their level of maturity, parents, and others who have a direct interest in the school. The Head of Schools shall insure that the curriculum is consistent with the written goals and objectives of the instructional program standards established by the Vermont State Board of Education and other relevant written standards.

The Head of Schools shall conduct periodic and systematic evaluations of all programs within the curriculum and periodically report the results to the board.

The Head of Schools will also insure that equity, consistency, and coordination is considered and implemented in a manner that supports the preK-12 continuum and goal of meeting and/or exceeding expectations.

It is the policy of the District to be in compliance with the requirement of P.L. 107-110 Title I, Part A § 1120A (c) Comparability of Services, by ensuring equivalence among schools in the provisions of teachers, administrators, auxiliary personnel, curriculum materials and instructional supplies.
ANIMALS IN THE CLASSROOM

The Rivendell Interstate School District Board recognizes that under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, guidelines and responsibilities have been adopted for use in all Rivendell Schools.

Guidelines:
1. The only animals allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
2. All animals must be in good physical condition and vaccinated against transmittable diseases. Dogs, cats and ferrets will require proof of original and booster rabies vaccination.
3. Special consideration should be given to the effect of furred and feathered animals on allergic children before bringing the animals into the classroom.
4. No animals are to be allowed to run freely in the classrooms, food areas, or activity areas.
5. All fecal material must be cleaned from the cage of any mammal or rodent on an as needed basis, and appropriate sanitizer used. Reptiles, fish and insects must be cared for in a manner to minimize odor and maintain health. Persons cleaning cages must wear gloves, masks and glasses or goggles.
6. Teachers must be contacted prior to having animals in their classroom. No animal shall be at school unless the teacher involved is familiar with the appropriate care, feeding and handling of that animal and of any potential dangers caused by that animal.

Responsibilities:
1. The teacher will be responsible for the proper control of animals brought to school for instructional purposes. This will include keeping the animal in an appropriate cage or container and handling fecal material in a sanitary manner.
2. Many different diseases and afflictions may be transmitted by animal hair, dander, bites and fecal material. It shall be the responsibility of the teacher to become familiar with each animal as it relates to the well-being of the individual students in that particular classroom.
3. It will be the responsibility of the teacher to provide for a plan of care for classroom-housed animals on weekends, during vacations and in the event of an emergency school closing.
4. The Principal shall be advised by the teacher of any animals to be housed in the classroom. At the Principal’s discretion, permission to keep the animal may be denied based on these considerations:
   - The purpose for the animal’s presence,
   - The ability of the teacher to control the animal,
   - The health of children in the classroom.
FIELD TRIPS

The Board endorses the use of field trips as extensions of classroom experiences. Teachers shall organize and carry out field trips according to the following guidelines.

1. Teachers should submit to the principal (or person of equal authority) a written request for a field trip which includes a statement of learning outcomes and associated costs.

2. At the conclusion of the trip, the teacher responsible should submit a brief report to the principal (or person of equal authority) indicating the extent to which the objectives of the trip were met.

3. Teachers organizing field trips will be responsible for obtaining permission slips from parents, scheduling transportation, and overseeing arrangements with the site of the field trip.

4. Overnight field trips must be submitted to the Principal (or person of equal authority) for recommendation to the Head of Schools (Superintendent). The Head of Schools will take the request to the School Board for review and approval or denial.

5. When the field trip is part of the regular class curriculum and fund raising is required, no student may be excluded due to a financial hardship or an inability to participate in the fundraising activities.

Date Warned: 06-10-99
Date Adopted: 06-21-99
Date Revised: 02-01-05

Legal Reference(s):
Cross Reference: Curriculum Development (G1)
CLASS SIZE

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

Implementation

1. The Superintendent or designee shall, in consultation with building principals, develop supervisory union-wide class minimum and optimum average class size guidelines that take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
2. Class size guidelines in the supervisory union may vary as necessary to reflect differences among schools in the Rivendell Interstate School District due to geography and other factors, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements.
4. The Superintendent shall report to the School Board at least annually on the implementation of this policy and shall include in the report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the supervisory union.
5. The Vermont Department of Education’s Class Size Policy Guidelines shall be considered in developing class size guidelines.
6. This policy shall be posted on the Rivendell Interstate School District’s web site and forwarded to the Vermont Commissioner of Education by January 15, 2011.

Date Warned: 12-07-10
Date Adopted: 01-04-11

Legal Reference(s): Vermont Act 153 of 2010, §15 & 16
16 V.S.A. § 242(5)

Cross Reference: Appendix A – Class Size Policy Guidelines
Rivendell Interstate School District  
Board Policies  

Code G4 (continued)  
Class Size  

APPENDIX A  
School District-Specific Class Size Policy Guidelines  

In order to provide quality instruction and consistency across all grade levels, the following standards will be considered in developing class size guidelines.  

Technical Education Class Size Differentials  
Career and Technical Education (CTE) class size is primarily driven by factors related to course expectations, safety considerations, and space constraints. These factors, which drive maximum class size, may also impact minimum class size decisions, and must be evaluated in the context of guidelines specific to the course and equipment under consideration.  

Grade-Specific Considerations  
Research indicates that best practices regarding minimum and optimal class sizes vary to some degree by grade level. See the attached chart for recommendations.  

Course-Specific Considerations  
The following are space-related factors that should be considered when fashioning class size policies:  

1. Laboratory space requires adequate room for both group work and individual work, and must support the prescribed program of studies;  
2. Kindergarten classrooms usually include discrete areas for gross-motor physical activity and for activity with learning materials. Research indicates that a minimum of 50 square feet per student is desirable;  
3. Art classrooms also require somewhat greater than normal per-student space, and also have to accommodate adequate ventilation. Research indicates that a minimum of 50 square feet per student is desirable; and  
4. Science laboratories require learning stations outfitted with gas, water and electricity, and must afford students significant space for movement, and for proper safety precautions, during laboratory investigations. Research again indicates that a minimum of 50 square feet per student is desirable.  

Multi-Grade Classrooms  
Multi-grade classes are covered by these policies in the same manner as single grade classrooms.  

Special Education  
Federal law requires that each special education student receive a free and appropriate public education (FAPE). For this reason, *self-contained* special education classes should be excluded from the average minimum and optimal class size calculations.  

Physical Education  
Physical education class sizes must be designed with the unique pedagogical, equipment-related and space-related needs of that discipline in mind. This approach is indispensable to the effective delivery of the learning standards of this content area, and to the effective assessment of the degree of success of their delivery. Adaptive physical education classes are excluded from the average minimum and optimal class size calculations.  

English Language Learners (ELL)  
Incorporation of ELL students into minimum and optimal average class sizes is inherently difficult. As with students on IEPs and 504 Plans, this is partly because of the small numbers of such students, and the inherently individualized nature of their educational programs. Strategies designed to immerse ELL students with their English-speaking peers, and the emerging emphasis on co-teaching practices, lend
themselves to achieving desirable minimum and optimal average class sizes. Because of the unique characteristics of English language learners, they should generally be excluded from the average minimum and optimal calls size calculations if they are in a self-contained classroom.

**Distance Learning Classes**
The 2010 legislative session expanded the availability of distance learning for Vermont students, and it is expected that this trend will continue in legislative sessions to come. Distance learning affords students access to courses that would otherwise be unavailable, either due to the lack of locally qualified teachers, or due to the cost of teaching. It is recommended that for purposes of calculating minimum and optimal average class sizes, the total number of students and teachers at all sites be considered in the calculation.

**Existing State Board Rules Regarding Maximum Class Sizes**
Relevant to the issue of minimum and optimal class sizes is the manner in which the Vermont State Board of Education constrains maximum class sizes. Portions of SBE Rule 2120.8.2 are as follows:

**2120.8.2 Staff**
(b) At the elementary level, classes in grades K-3, when taken together, shall average fewer than 20 students per teacher. In grades 4-8, when taken together, classes shall average fewer than 25 students per teacher.

(c) At the secondary level, the total class rolls of an English language arts teacher shall not exceed 100 students. In other disciplines, class rolls shall not average more than 150 students per teacher, except where the specific nature of the teacher’s assignment, such as in certain art, music, or physical education programs, is plainly adaptable to the teaching of greater numbers of students while meeting the educational goals of the program.

(e) Each school shall employ sufficient and qualified special education staff as area needed to identify students eligible for special education services and to implement each eligible student’s Individual Education Plan and Section 504 Plan.

**Chart illustrating School District-Specific Class Size Policy Guidelines**
This chart is adapted from an existing set of policies in place in a particular Vermont supervisory union.

<table>
<thead>
<tr>
<th>Grade Cluster</th>
<th>Instructional Area</th>
<th>Minimum Average per Grade Cluster</th>
<th>Optimal Average Range per Grade Cluster</th>
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<td>K-2</td>
<td>All</td>
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<td>14-18</td>
</tr>
<tr>
<td>3-4</td>
<td>All</td>
<td>14</td>
<td>14-18</td>
</tr>
<tr>
<td>5-6</td>
<td>All</td>
<td>14</td>
<td>14-20</td>
</tr>
<tr>
<td>7-8</td>
<td>All (expect PE)</td>
<td>14</td>
<td>14-22</td>
</tr>
<tr>
<td>7-8</td>
<td>PE</td>
<td>14</td>
<td>14-22</td>
</tr>
<tr>
<td>Grade Cluster</td>
<td>Instructional Area</td>
<td>Minimum Average per Grade Cluster</td>
<td>Optimal Average Range per Grade Cluster</td>
</tr>
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<td>18</td>
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</tr>
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<td>14²</td>
<td>14-22</td>
</tr>
</tbody>
</table>
Rivendell Interstate School District  
Board Policies

CODE G5

SELECTION OF MATERIALS

Part I. SELECTION OF MATERIALS

A. Statement of Policy
The policy of the Rivendell Interstate School District Board is to provide a wide range of learning resources with varying levels of difficulty, diversity of appeal, and differing points of view in order to meet the needs of students and staff.

B. Selection Objectives
Materials are selected which:
1. enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. promote literacy and the enjoyment of reading, viewing, and listening for children and young people at all ages and stages of development.
4. present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
5. support various styles of teaching and learning and which help students to analyze, synthesize, evaluate, and use information effectively.

C. Responsibility for Selection
1. The Rivendell Interstate School District Board is legally responsible for all matters relating to the operation of their district schools.
2. The responsibility for the selection of instructional materials is delegated to the professionally trained and certified staff employed by the Rivendell Interstate School District.
3. Library media generalists will choose media center materials that are keyed to the curricular and personal interests and needs of the students and staff. Library media generalists may be aided by initial purchase suggestions from administrators, staff, students, parents and community. The individual library media generalist is responsible for final evaluation and selection of materials.
4. For the purpose of this policy the term “instructional materials” includes print, audiovisual, and electronic materials, (but not equipment), whether considered text materials or media center materials.

D. Policy on Controversial Materials
The Rivendell Interstate School District Board supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States as expressed in official statements of professional associations. Copies of the following documents are appended. (Supporting Reference Materials) and form a part of this policy:

American Library Association
Library Bill of Right
Access to Resources and Services in the School Library Media Program
Freedom to Read Statement

Association for Educational Communications and Technology
Statement on Intellectual Freedom

American Film and Video Association
Freedom to View
Rivendell Interstate School District  
Board Policies

Code G5 (continued)  
Selection of Material

E. Selection Criteria

In selecting materials, first consideration is given to the needs of the individual school based on knowledge of teachers’ and students’ needs, the curriculum, and the existing collection.

2. Materials should:
   a. contribute to the objectives of the instructional program.
   b. be consistent with and support the general educational goals of the school, district and state.
   c. meet quality standards in terms of content, format, and presentation.
   d. be appropriate for the age, ability level, learning style, and social and emotional development of the intended user.
   e. meet the personal and recreation needs of students.
   f. be selected for their strengths rather than rejected for their weaknesses.
   g. make a contribution to the Media Center’s collection in terms of diverse viewpoints on controversial issues.
   h. reflect the problems, aspirations, attitudes, and ideals of our pluralistic society.
   i. motivate students to examine their own attitudes, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

Part II. IMPLEMENTATION OF POLICY

A. Procedures for Policy Implementation

1. The responsibility for the selection and coordination of classroom instructional materials shall rest with certified personnel in each curriculum area.

3. The responsibility for the selection and coordination of materials for the media center involves many people including administrators, staff, students, parents, and community members. However, because of their knowledge of the overall curriculum, collection, budget, and other considerations, final decisions on media center purchases shall rest with the professional media personnel as authorized by the administration.

4. Aids to Selection

Aids to selection may include, but are not limited to, the following:
   a) Bibliographic tools (such as Children's Catalog)
   b) Library/media and educational professional journals
   c) Previews and personal examination

B. Gifts

Gifts will be accepted when they meet the same standards for selection as original purchases, require no special conditions, and may be disposed of when warranted.

C. Weeding

Materials will be removed from the collection when appearance and condition limit their usefulness, or when they contain out-of-date, inaccurate, or false information.

Part III. EVALUATION AND REVIEW

A. Policy Statements

1. The right of any individual to free access to materials is basic to a democratic society and to the educational growth of its members.

2. Objections may be raised about instructional materials used in the system’s educational program even though the individuals selecting such materials were duly qualified to make the selection, followed proper procedure, and observed the criteria for selecting such material.
Rivendell Interstate School District
Board Policies

Code G5 (continued)

Selection of Material

3. Students and/or parents/guardians have the right to reject the use of materials which seem incompatible with their values and beliefs. However, no individual has the right to reject materials for students other than his/her own children.

B. Procedures for Dealing with Challenges

1. Any resident or employee of the school district may challenge, on the basis of appropriateness or acceptability, instructional materials used in the district’s educational program. When materials are challenged on these grounds, the First Amendment rights of the Constitution of the United States of America are of primary importance.

2. Attempts should be made to resolve the challenge informally. When a challenge is first received, appropriate personnel should meet informally with the individual raising the challenge to hear the specific objections being raised, to explain the philosophy and goals of the instructional and/or media center program, and to explain how and why the challenged material was selected.

3. If at the end of this informal discussion, the complainant still wishes to challenge the material in question, he or she should be sent a letter (Appendix B) and a packet containing:
   (a) the District’s instructional goals and objectives
   (b) Policies and Procedures For Selection of Materials (Policy G5), including Appendices.
   (c) The Statement of Concern About Instructional Materials form (Appendix A) This form must be completed and returned before formal consideration, i.e., Review, will be given to the concern.

4. Upon receipt by certified personnel, the Statement of Concern shall be returned to the appropriate building principal, within five (5) days.

5. If the formal Statement of Concern has not been returned within two weeks, it shall be considered closed.

6. No challenged materials shall be removed from the school until a final decision has been reached by the Review Committee. Pending the outcome of the Review, however, access to challenged materials can be denied to the child (or children) of the parent(s) or guardian(s) making the complaint, if so requested by parent/guardian.

7. Even if the staff member who met with the complaint believes that a selection mistake has been made, the Review procedures must be followed.

C. Review Committee – The following four steps of this procedure will be handled in a timely fashion.

1. If the Statement of Concern is returned within two weeks, the Principal will call together a Review Committee to consider the complaint. This committee shall consist of the principal, the librarian, two certified staff members, a community representative and, at Rivendell Academy, a student representative. If the principal brings the complaint, an administrator from another school in the District will be asked to appoint the members and serve on the committee.

2. The committee shall meet to discuss the material, following the guidelines set forth in Instructions to the Review Committee (Section D) and shall prepare a Report on the material containing their recommendation on disposition of the matter.

3. The Principal shall send a formal Report (Appendix C) of the Review Committee’s decision to the complainant and the Head of Schools (Superintendent). In answering the complainant, the Principal shall explain the Policy and Procedures For Selection of Materials and the Selection Objectives and Selection Criteria. If the committee decides to keep the material which caused the challenge, the complainant shall be given an explanation of the committee’s decision. If the committee decides the challenge is valid, the principal will acknowledge it and direct the certified staff member and/or media generalist to make recommended changes.
Rivendell Interstate School District
Board Policies

Code G5 (continued)
Selection of Material

5. If the complainant is still not satisfied, he/she may appeal to the Head of Schools (Superintendent) and the Rivendell Interstate School District Board. The School Board may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, etc., in making its determination.

D. Instructions to the Review Committee
   In reviewing the material, committee members need to:
   1. read Policy G5 and be familiar with it.
   2. bear in mind the principles of the freedom to learn and read and base their decision on these broad principles rather than on the defense of individual materials. Freedom on inquiry is vital to education in a democracy.
   3. study thoroughly all additional materials referred to them and read available reviews. The general acceptance of materials should be checked by consulting standard evaluation aids and collections in other area schools.
   4. remember that passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.

The report, representing both majority and minority opinions will be presented, in writing, by the principal to the complainant and to the Head of Schools (Superintendent) at the conclusion of the Review Committee’s discussion of the material being reviewed.

Date Warned: 10-03-01
Date Adopted: 11-07-01
Legal Reference(s): 16 V.S.A. §563 (14)
Cross Reference:
Rivendell Interstate School District  
Board Policies

Code G5 (continued)  
Selection of Materials

APPENDIX A

STATEMENT OF CONCERN ABOUT INSTRUCTIONAL MATERIALS

Date ____________________

Name _____________________________________________________________________

Address ___________________________________________________________________

City ______________________________      State ____________      Zip __________

Telephone # ____________________________________

1. Resource on which you are commenting:

   _____ Book       _____ Audiovisual Resource (video, CD, Etc)
   _____ Magazine   _____ Computer Program and/or CD-ROM
   _____ Newspaper  _____ Other

   Author/Producer: __________________________________________________________

   Title: __________________________________________________________________

2. What brought this title to your attention?

3. Please comment on this resource as a whole as well as being specific on those matters which concern you. (Use other side if needed.)
   Comment:

   Optional:

4. What resource(s) do you suggest to provide additional information on this topic?

   Please return to:
   (Individual School)
Dear:

We appreciate your concern about the use of __________________________________________ in the Rivendell Interstate School District. The district has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the District’s:

1. Instructional Goals and Objectives
2. Policies and Procedures for Selection of Materials
3. Statement of Concern About Instructional Materials

If you are still concerned after you review this material, please complete the statement of Concern form and return it to me. You may be assured of prompt attention to your request. If we have not heard from you within two weeks, we will assume you no longer wish to register a formal concern.

Sincerely,

(Principal)
APPENDIX C

REPORT OF REVIEW COMMITTEE

Author/Producer ________________________________  Type of Resource _____________

Title __________________________________________________________________________

This decision was made on the __________ day of __________________ 20_____

Minority report if attached _____ yes  _____ no

FINDINGS OF FACT:

DECISION:

The following committee members are in agreement with the above decision:

The following committee members are not in agreement with the above decision:
Rivendell Interstate School District
Board Policies

Code G5 (continued)
Selection of Materials

SUPPORTING REFERENCE MATERIALS

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

THE FREEDOM TO READ STATEMENT

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label “controversial” views, to distribute lists of “objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to reading and as librarians and publisher responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be “protected” against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.
We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox or unpopular with the majority.

   Creative thoughts is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

   No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writer to achieve artistic expression.

   To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any expression the prejudgment of a label characterizing it or its author as subversive or dangerous.

   The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.
6. It is the responsibility of publishers and librarians, as guardians of the people’s freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

   It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a “bad” book is a good one, the answer to a “bad” idea is a good one.

   The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader’s purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.


Statement by: American Library Association and Association of American Publishers

Subsequently Endorsed by:

- American Association of University Professors
- American Booksellers Foundation for Free Expression
- American Society of Journalists and Authors
- American Society of Newspaper Editors
- Anti-Defamation League of B’nai B’rith
- Association of American University Presses
- Center for Democracy & Technology
- The Children’s Book Council
- The Electronic Frontier Foundation
Code G5 (continued)
Selection of Materials
Supporting Reference Materials (continued)

- Feminists for Free Expression
- Freedom to Read Foundation
- International Reading Association
- The Media Institute
- National Coalition Against Censorship
- National PTA
- Parents, Families and Friends of Lesbians and Gays
- People for the American Way
- Student Press Law Center
- The Thomas Jefferson Center for the Protection of Free Expression
ACCESS FOR CHILDREN AND YOUNG PEOPLE TO VIDEOTAPES
AND OTHER NONPRINT FORMATS

Library collections of videotapes, motion pictures, and other nonprint formats raise a number of intellectual freedom issues, especially regarding minors.

The interests of young people, like those of adults, are not limited by subject, theme, or level of sophistication. Librarians have a responsibility to ensure young people have access to materials and services that reflect diversity sufficient to meet their needs.

To guide librarians and others in resolving these issues, the American Library Association provides the following guidelines.

Article V of the Library Bill of Rights says, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.”

ALA’s Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights states:

The “right to use a library” includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, education level, or legal emancipation of users violates Article V.

…(P)arents-and only parents- have the right and the responsibility to restrict the access of the children – and only their children – to library resources. Parents or legal guardians who do not want their children to have access to certain library services, materials or facilities, should so advise their children. Librarians and governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies have a public and professional obligation to provide equal access to all library resources for all library users.

Policies which set minimum age limits for access to videotapes and/or other audiovisual materials and equipments, with or without parental permission, abridge library use for minors. Further, age limits based on the cost of the materials are unacceptable. Unless directly and specifically prohibited by law from circulating certain motion pictures and video productions to minors, librarians should apply the same standards to circulation of these materials as are applied to books and other materials.

Recognizing that libraries cannot act in loco parentis, ALA acknowledges and supports the exercise by parents of their responsibility to guide their own children’s reading and viewing. Published reviews of films and videotapes and/or reference works which provide information about the content, subject matter, and recommended audiences can be made available in conjunction with nonprint collections to assist parents in guiding their children without implicating the library in censorship. This material may include information provided by video producers and distributors, promotional material on videotape packaging, and Motion Picture Association of American (MPAA) ratings if they are included on the tape or in the packaging by the original publisher and/or if they appear in review sources or reference works included in the library’s collection. Marking out or removing ratings information from videotape packages constitutes expurgation or censorship.
Selection of Materials
Supporting Reference Materials (continued)

MPAA and other rating services are private advisory codes and have no legal standing*. For the library to add such ratings to the materials if they are not already there, to post a list of such ratings with a collection, or to attempt to enforce such ratings through circulation policies or other procedures constitutes labeling, “an attempt to prejudice attitudes” about the material, and is unacceptable. The application of locally generated ratings schemes intended to provide content warnings to library users is also inconsistent with the Library Bill of Rights.

*for information on case law, please contact the ALA Office for Intellectual Freedom

Adopted June 28, 1989, by the ALA Council; the quotation from Free Access to Libraries for Minors was changed after Council adopted the July 3, 1991 revision of that Interpretation
EDUCATIONAL SUPPORT SYSTEM

Policy

It is the policy of the Rivendell Interstate School District to provide a continuum of educational services through a comprehensive Educational Support System to increase the ability of the school to meet the needs of all students in the general education environment.

This policy will comply with the requirements of 16 V.S.A. §§ 2901, 2902 and 2904, and Rule 2194 and 2120.8.1.3.1 of the Vermont State Board of Education.

Definitions

- **General education environment** means school and non-school environments used for educational purposes by students with and without disabilities such as regular classrooms, school libraries, learning centers and community job sites.
- **Accommodations** means those evaluation procedures, curricula, materials or programmatic adaptations, behavior management interventions and supplemental aids and services that are necessary for a student to benefit from his or her education or to participate in co-curricular activities.
- **Supplementary aids and services** means special assistance, materials, equipment and other supports that are provided in regular education classes or other education related settings to enable students to be educated in the general education environment.

Implementation

Each school in the District shall develop a comprehensive system of education services to create an Educational Support System (ESS), designed and implemented in consultation with parents, to assist teachers in accommodating children in the regular classroom. The system shall consist of an Educational Support Team composed of staff from a variety of teaching and support service positions and shall incorporate a range of referral, support and remedial services as well as the means to determine the effectiveness of accommodations or services recommended by the Educational Support Team (EST).

1. The ESS shall:
   - Be integrated to the extent appropriate with the general education curriculum;
   - Provide a range of support and remedial services, including instructional and behavioral interventions and accommodations;
   - Be designed to provide students with needed accommodations and supplementary aids and services regardless of their eligibility for categorical programs;
   - Assist all students in working toward attainment of the Vermont Framework or comparable standards.
   - Provide clear procedures and methods for handling a student who disrupts a class, including provision of educational options, support services and consultation or training for staff where appropriate;
   - Ensure collaboration with families, community supports and the system of health and human services;
   - Collaborate, to the extent appropriate, with families and community health and human service agencies to assist educators in meeting the academic needs of all students.
Rivendell Interstate School District
Board Policies

Code G7 (continued)
Educational Support System

2. The EST shall:
   - Provide a procedure for timely referral for evaluation for special education or other
categorical program eligibility when warranted;
   - Be composed of staff from a variety of teaching and support services positions;
   - Screen referrals of individual students to determine what classroom accommodations
and supplementary aids and services have been tried;
   - Determine whether any additional accommodations, supplementary aids and services,
or referral to other public or private agencies may appropriately meet a referred
student's educational needs;
   - Assist teachers in planning and providing supplementary aids and services and other
accommodations to students in need of classroom supports or enrichment activities;
   - Collaborate, to the extent appropriate, with families and community health and
human services agencies to assist educators in meeting the academic needs of all
students;
   - Develop a means to determine the effectiveness of accommodations and
supplementary aids and services provided through the ESS; and
   - Maintain a written record of its actions.

3. The Head of Schools or Principal or his or her designee shall:
   - Appoint the members of each school's Educational Support Team;
   - Provide professional development and other resources needed to enable the Educational
Support Team and other School District personnel to implement the Educational Support
System;
   - On an annual basis provide information regarding the existence, purpose and function of
the Educational Support System to parents;
   - Develop and maintain written administrative procedures in accordance with state Board
regulations to implement this policy;
   - Complete and submit reports required by the Commissioner of Education to comply with
Vermont statutes and regulations;
   - Provide to the school board (s) in the District or supervisory union including the SU
board (indicate when) an annual report on the status of the ESS including the report to the
Commissioner, information on the services and supports provided, the funding sources of
the ESS, how the capacity of each ESS to meet its obligations has been addressed in
school action plans, and the effectiveness of accommodations, supplementary aids and
services provided through the ESS.

Date Warned: 06-10-99 (Code G7, Instructional Support System)
Date Adopted: 06-21-99
Date Revised: 12-19-02

Legal Reference(s):
Act 230 of the 1990 Vermont Legislature
Act 157 of the 1996 Vermont Legislature
Act 117 of the 2000 Vermont Legislature
16 V.S.A. §§ 2901, 2902, 2904 (General policy, ESS and EST)
16 V.S.A. §§ 2961 et seq. (Special education funding)

Cross Reference:
Local Action Plan, Code G8
Professional Development, Code D2
LOCAL ACTION PLAN (SCHOOL IMPROVEMENT)

Policy
In accordance with state law, it is the policy of the Rivendell Interstate 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 Head of Schools and the Principals, 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 (School Improvement Team) from recommendations made by the Head of Schools, Principals, 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 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:
   (a) specific goals and objectives for improved student learning;
   (b) educational activities specifically designed to achieve these goals, including professional development for administrative and instructional staff as well as leadership development for School Board members;
   (c) assessments of and efforts to maintain a safe, orderly, civil and positive learning environment free from harassment, hazing, and bullying;
   (d) timelines for expected results;
   (e) recommendations for the financial support required to achieve the goals and objectives; and
   (f) links to the multi-year goals and objectives of the school’s strategic plan.

4. The Principals are responsible for implementing the action plan and will work collaboratively with the Head of Schools to provide reports to the School Board on a trimester basis;

5. At least annually, the School Board will meet with 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 Principals, in collaboration with the Head of Schools, will prepare a plan for Board approval to ensure that the community is informed annually in the Annual Report of the Rivendell Interstate School District about the District's progress toward meeting the goals of the plan.
Code G8 (continued)
Local Action Plan

The Head of Schools’ report 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.
GRADE ADVANCEMENT: RETENTION, PROMOTION & ACCELERATION OF STUDENTS

Policy
It is the policy of the Rivendell Interstate School District to assure all students are progressing in their educational program and have reached a standard of achievement necessary for satisfactory progress in the next grade.

Special education students who are working under an Individual Education Plan are excluded from this policy and will be promoted or retained in accordance with their IEP.

Background
The Board believes that the primary goal of the education system is to educate all students. Since each child develops physically, mentally, emotionally, and socially at an individual rate, every student will not complete twelve grade levels of work at the same time. Some students will need more than twelve years, while others may need less.

The Vermont Framework of Standards and Learning opportunities defines what students should know and be able to do at various stages of their school careers. Schools are responsible for adopting curricula that provide students with opportunities to master the standards. Promotion from grade to grade as well as retention and acceleration should be based on a student's ability to meet the standards over time.

Definitions
1. **Acceleration** is the advancement of a student by more than one grade beyond the current grade level.
2. **Promotion** is the single grade step most students take from year to year.
3. **Retention** allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Implementation
Classroom educators are responsible for assessing student progress and recommending the promotion of students each year. Educators will assess academic readiness to advance to the next grade using a thorough evaluation process that will include but not be limited to standardized testing - those offered by the State as well as others chosen by the District - classroom-based testing, portfolios and teacher observation. The evaluation will also take into account social, emotional, physical and mental growth, past academic performance and behavior, motivation, attendance, and other pertinent circumstances.

The Principals in consultation with Admin Team will develop rules to implement this policy that will specify a process for the consideration of retention or acceleration that will include the following characteristics:

1. Will seek the involvement of parents/guardians in a highly collaborative working relationship.
2. Focus the use of retention in the early primary grades at which time research indicates it is most effective.
3. Acceleration should be considered in rare cases after all enrichment opportunities have been thoroughly explored.
4. Students will be retained or accelerated if it is expected that the action will be beneficial to the student socially, emotionally, academically and when there are not other ways to meet student's needs.
Code G9 (continued)
Grade Advancement: Retention, Promotion &
Acceleration of Students

When considering retention, such actions as remediation in class or out, tutoring in class or after
school, mentoring, cooperative efforts with families, or summer school should be evaluated.

Before considering acceleration, actions such as inclusion in a full or part-time gifted program,
enrichment in the classroom, or other advanced courses through correspondence, distance
learning, or through another institutions should be examined.

5. Will outline steps and timeframes that provide for a great deal of interaction with
parents/guardians.
6. The final decision will be made by the Principal after consultation with parents/guardians,
classroom teacher and other professional staff.

Parents may appeal a decision of the Principal to the Head of Schools (superintendent).
ANIMAL DISSECTION

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

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

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

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

Procedures
The Superintendent or designee shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008. The procedures shall include provisions for the timely notification to each student enrolled in the course and to the student’s parent or guardian of the student’s right to be excused from participating in or observing the lesson and the process by which a student may exercise this right.
RESPONSIBLE COMPUTER, NETWORK & INTERNET USE

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

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

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

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the District’s harassment and bullying policies. The District’s computer and network resources are the property of the District. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the District’s computers or network resources, including personal files and electronic communications.

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

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
   - **Respects One’s Self.** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.
   - **Respects Others.** Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the District’s policies on bullying and harassment. Users will also refrain from using another person’s system account or password or from presenting themselves as another person.
   - **Protects One’s Self and Others.** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.
   - **Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.
   - **Protects Intellectual Property.** Users request to use the software and media others produce.
2. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.
3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.
Code G11 (continued)
Responsible Computer, Network & Internet Use

4. Methods to address the following:
   • Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
     Lewd, vulgar, or profane
     Threatening
     Harassing or discriminatory
     Bullying
     Terroristic
     Obscene or pornographic
   • Prevention of unauthorized online access by minors, including “hacking” and other unlawful activities.
   • Unauthorized disclosure, use, dissemination of personal information regarding minors.
   • Restriction of minors’ access to materials harmful to them.

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

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

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

Enforcement
The District reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, a student will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary policy. Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

Date Warned: 01-04-00 (originally D13-Staff Acceptable Use of Electronic Resources & the Internet)
01-04-00 (originally F27-Student Acceptable Use of Electronic Resources & the Internet)
Date Adopted: 05-03-01 (D13 & F27)
Date Revised: 02-03-15 (new G11 – replacing D13 & F27)

Legal Reference(s): 17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended)
20 U.S.C. §6777 et seq. (Enhancing Education Through Technology Act)
47 U.S.C. §254 (Children’s Internet Protection Act)
47 CFR §54.520 (CIPA Certifications)
13 V.S.A. §§2802 et seq. (Obscenity, minors)
13 V.S.A. §1027 (Disturbing Peace by Use of …Electronic Means)
13 V.S.A. §2605 (Voyeurism)

Cross Reference: Student Conduct and Discipline (F1)
Selection of Materials (G5)
SCHOOL-COMMUNITY RELATIONS

An effective community relations program is a necessary component of a school system's organization and operation. Therefore, the board will provide the means necessary for its organization, maintenance, and operation.

The school system's community relations program should:

1. encourage a better understanding of the objectives, accomplishments and needs of the school system;
2. be a planned, systematic, two-way process between the board and the school community;
3. use a variety of media which may include but are not limited to meetings, letters, circulars, seminars, publications and personal contacts;
4. provide the channels necessary for resolving grievances and eliminating misunderstandings;
5. inform concerned persons as to their rights, privileges and responsibilities.

The board delegates to the community liaison the responsibility for developing a community relations program which conforms with the above principles.

Date Warned: 06-10-99
Date Adopted: 06-21-99
Legal Reference(s):
Cross Reference:
PARENTAL INVOLVEMENT

The Rivendell Interstate School District recognizes that the academic and social success of students is supported and enhanced by a positive, supportive relationship between staff, administration, parents and community members. New educational initiatives, particularly as related to Title I, Part A, of the Elementary and Secondary Education Act, mandate or encourage the strengthening of the parent/school/community relationship. The Board believes it is important that parents are involved in their child's education at home, in school, and within the larger community. The Head of Schools, as the Superintendent’s designee, shall develop and implement programs to the extent possible based upon written procedures to accomplish the following objectives.

1. Parents should be informed about significant changes in their children's educational programs, instructional methods or objectives.
2. 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.
3. 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.
4. Parents should be provided with opportunities to become informed about program design, operation and evaluation, and to communicate with educators on these subjects.
5. 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.
6. The Head of Schools, as the Superintendent’s designee, shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A, requirements. The LEA Compact shall include: (1) the school district’s expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions required by law. The Head of Schools, as the Superintendent’s designee, shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I, part A.
7. Each building Principal or his or her designee shall develop a School-Level Parental Involvement Compact in accordance with Title I, Part A, requirements. The School-Level Parental Involvement Compact shall include: (1) a process for continually involving parents in its development and implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and parents build and develop a partnership to help students achieve the State’s standards, and (4) other provisions as required by law. Each Principal or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

Date Warned: 06-10-99
Date Adopted: 06-21-99
Date Revised: 01-08-13
Legal Reference(s): Title I, Part A, of the Elementary and Secondary Education Act, 20 USC 6318
16 V.S.A. §144b
Cross Reference:
COMMUNITY USE OF FACILITIES

Policy
While the primary purpose of the school facilities is to educate students, the Rivendell Interstate School District recognizes that the facilities are valuable community resources. The District encourages the use of the school facilities by the community for educational, recreational, civic and cultural activities, in ways that complement regular school activities.

Implementation
This policy will be implemented without discrimination and without interfering with or disrupting regular school activities.

1. School activities take precedence over all other uses of facilities. Approval of the building use may be cancelled if it is found to conflict with a school event, regardless of which was scheduled first.
2. Use of the facilities must be requested by submitting the specified application to the building Principal at least five (5) working days prior to the intended use.
3. Authorization to use school facilities does not imply endorsement or approval of any group or activity.
4. The Superintendent shall be responsible for establishing guidelines for the use of school facilities by community members. Whenever community members use school facilities pursuant to this policy they shall comply with the usage procedures and school rules and regulations.
5. Authorization will be given within the fiscal year (July 1 – June 30) and will be granted for no more than one year.

Date Warned: 11-07-01
Date Adopted: 12-19-02
Date Revised: 11-05-13

Legal Reference(s): 16 V.S.A. 140
16 V.S.A. 1165

Cross Reference: School Board Policy F24 Weapons Policy
School Board Policy F9 Alcohol and Drug Abuse Prevention
School Board Policy E1 Tobacco Prohibition
GIFTS TO THE SCHOOL

The School Board welcomes appropriate acts of generosity including fundraising, foundation efforts, or gifts by individuals or groups. The following guidelines are established regarding the receipt of gifts.

Definitions:

1. Unrestricted gifts – Unrestricted gifts refer to grants of money that are given to the school to use at the District’s discretion.
2. Restricted gifts – Restricted gifts refer to grants of money from non-governmental sources that must be used for a particular purpose. Restricted gifts also refer to the contribution of equipment or other material that by its physical nature is for restricted purposes.

Guidelines:

A. Upon request, the administration may compile a list of needs for the school system – items that the system needs but cannot afford to purchase. Individuals or groups may donate funds or property to meet such needs.
B. No member of the staff may solicit gifts exceeding $50 for any purpose without first receiving administrative authorization. In authorizing these solicitations the administration will place high value on the following:
   - Specificity: a clear understanding of how the gift will be used
   - Safety: fundraising activities that do not put students at risk
   - Service: washing cars, say, over peddling light bulbs
   - Commonwealth: rewards for the group rather than for individual fundraisers
   - Dignity: asking family friends for their help, say, rather than cold-calling strangers
C. Individuals or groups that want to make an unrestricted gift to the school district may do so at any time. If an individual or group intends to solicit funds on behalf of the school district, such individual or group should consult with school administration regarding the suitability of such solicitations.
D. If an individual or group intends to make a restricted gift, such individual or group should consult with school administration regarding the suitability of such a gift.
E. A Rivendell Interstate School District Administrator may accept an unrestricted gift. The Board will be informed by Administration of all unrestricted gifts that have been accepted by the school at the next Board meeting after the receipt of the gift.
F. The School District shall decide whether to accept restricted gifts. A Principal or his or her designee may decide whether to accept a restricted gift of under $1,000. The School Board shall decide whether to accept a restricted gift of $1,000 or more. In deciding whether to accept a restricted gift, a Principal or the School Board shall consider whether the District should bear the costs for installation, maintenance, or other continuing commitment of District funds that would be required if the gift were accepted. Any such financial obligation associated with accepting a restricted gift must be fully disclosed to the appropriate approving official(s) at the time the gift is being considered for acceptance. The Administration should acknowledge offers of gifts, whether or not a gift is accepted.
Code H8 (continued)
Gifts to the School

G. Gifts offered to the school or individual staff member may be accepted by a staff member if they are judged to be valued at less that $50. Examples would be donation of books or food or a party.

H. Any gift contributed to the school becomes the property of the District and is subject to the same controls and regulations that govern the use of other school owned property.
PUBLIC SOLICITATIONS/ADVERTISING IN SCHOOLS

Policy
It is the policy of the Rivendell Interstate School District to discourage and restrict solicitation of students and staff on school premises for commercial or political purposes.

Implementation
1. Permission to post bulletins announcing services to students or staff will be obtained from the Principal.
2. Permission to distribute commercial or political materials will be obtained from the Principal.
3. Fund-raising activities will require approval of the Principal.
4. Sales or solicitation on the school premises require the approval of the Principal.
5. Distribution of any informational materials not related directly to the instructional program of the school will require the Principal’s approval.
6. The Head of Schools (Superintendent) or his/her designee will develop procedures that will guide the decision making process.