Posted 5-22-18

Franklin Northwest Supervisory Union
Franklin, Highgate, Missisquoi Valley Union
Sheldon, Swanton Schools

Policies Related To School Finances & Accounting/Non Instructional and Instructional Policies

Policies: Posted 5-22-18 Section 504 Policy

Already posted on 5/7/18 /Procurement Card Use/
Title I Policy/
Proficiency Based Policy/
Wellness Policy 2nd draft reposted 5-22-18

Procedure 5/22/18 Posted
Records Retention/ Records Management Procedure

The Policies and a procedure referenced above will be read and if approved, adopted at the following meeting:

Adoption-Franklin Northwest SU School Brd Mtg.
Highgate School Library-June 6, 2018 @ 6:30pm

To Review the Policies, please go to the FNWSU Website under Warned Policies

Federal Child Nutrition Act - Wellness Policy

Warned: May 22, 2018
Adopted: June 6, 2018 (TBA)

Purpose
Franklin Northwest Supervisory Union (FNWSU) believes creating a culture of health and wellness is foundational to the health and academic success of our learners. Further, the boards recognize their role in ensuring our member schools strive to meet our students' nutritional and physical activity needs while in school.

Towards those ends, the intent of this Policy is to ensure compliance with Vermont State and Federal requirements pertaining to school health and wellness. In accordance with these requirements, this Policy has been developed in consultation with stakeholder representation through the FNWSU Wellness Policy Committee.

The underlying mission of the Policy Committee is to establish greater alignment, integration, and collaboration between health and education across the school settings to improve each child's cognitive, physical, social, and emotional development. The *ten domains* of the Policy include: health education, physical education and physical activity, nutrition environment and services, health services, counseling, psychological and social services, social and emotional climate, physical environment, employee wellness, family engagement and community involvement.

The FNWSU Policy Committee's responsibility is to support and enhance the implementation of an integrated health and academic framework that will engage students as active participants in their learning and wellness. To do this, partnerships are created with families, students, educators, and community organizations, representing each of the Policy's ten components.

Policy Statement
It is the policy of FNWSU to establish goals for nutrition promotion and education, nutrition guidelines, physical activity and other school based activities that are designed to promote student wellness. FNWSU will review and consider evidence-based strategies in determining these goals.

I. Goals for Nutrition Promotion and Education

A. Each school district shall provide nutrition promotion and education programs as required by state law and regulations of the VT Agency 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 Education Quality Standards.

B. Nutrition education and food promotion programs shall be overseen by appropriately licensed staff members.

C. FNWSU will limit future food and beverage marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.

II. Goals for Nutrition Services

A. FNWSU 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 the Richard B. Russell National School Lunch Act (see Appendix A) as those regulations and guidance apply to schools.

B. FNWSU shall provide adequate space for eating and serving school meals.

C. FNWSU shall provide a clean and safe meal environment for students.

D. FNWSU shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.

E. When food is provided for classroom celebrations, healthy options shall be available.

F. FNWSU shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness.

G. Schools participating in the National School Lunch and School Breakfast programs shall make free potable water available to children in the meal service areas.

III. Goals for Nutrition Guidelines

A. The National School Lunch and School Breakfast Programs will meet the requirements provided in 7 CFR 210 and 7 CFR 220 (National School Lunch Program Breakfast Guidelines).

B. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snack nutrition standards (see Appendix A).

C. School district fundraisers that occur during the school day will meet the USDA Smart Snacks nutrition standards (see Appendix A).

D. FNWSU is required to establish nutrition guidelines for all other foods provided, but not sold to students during the school day. The school shall inform parents, guardians, or other school volunteers to consider nutritional quality when selecting any food for donations, class parties, snacks, lunches, or other celebrations.

IV. Goals for Physical Education and Physical Activity

A. FNWSU shall provide physical education classes for all students as required by the Vermont Education Quality Standards (see Appendix A).

B. The district shall strive to offer opportunities for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum, but does not replace physical education classes

V. Goals for Other School Based Activities that Promote Student Wellness

A. FNWSU shall develop a multi-tiered system of social and emotional supports for their students.

VI. Policy Assessment

A. FNWSU will conduct an assessment of the Wellness Policy every 3 years. This assessment will determine: compliance with the Wellness Policy, how the Wellness Policy compares to model wellness policies, and progress made in attaining the goals of the Wellness Policy.

VII. Policy Implementation

A. Each district will 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, monitoring, and periodic review and update of this policy.

B. The superintendent or 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.

C. The FNWSU shall annually inform and update the public about the content and implementation of this policy, including the extent to which the member schools are in compliance with this policy, the extent to which this policy compares with the model local school wellness policies and a description of the progress made in attaining the goals of the policy.

D. The superintendent or designee shall report at least annually to the board on the SU's compliance with the 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 the district guidelines for reimbursable meals are not less restrictive than the regulations and guidelines issued for schools in accordance with federal law.

Appendix A

16 VSA 131

16 VSA 906(b)(3)

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger Free Kids Act of 2010, Section 204 of Public Law 111-296.

Code of Federal Regulations, 7 CFR Part 210 and Part 220.

Vermont Education Quality Standards 2120.5

Vermont School Wellness Policy Guidelines, Joint Guidance from Vermont Agency of Agriculture, Food and Markets, the Vermont Agency of Education and Vermont Department of Health. 2016.

Summary, Nutrition Standards for All Foods Sold in School:
https://www.fns.usda.gov/sites/default/files/cn/allfoods-summarychart.pdf

A useful summary of the Smart Snacks Standards can be found at:
https://www.fns.usda.gov/sites/default/file/cn/allfoods-summarycart.pdf

Franklin Northwest Supervisory Union

(Franklin, Highgate, Missisquoi Valley Union, Sheldon and Swanton Schools)

E.28 Procurement Card Use

PROCEDURE:

As not all businesses will accept a purchase order for transactions, the use of a procurement card (P-Card) is an acceptable alternative to employee utilization of personal finances.

The Franklin Northwest Supervisory Union Board permits the use of procurement cards (P-Cards) by duly authorized school officials to pay for budgeted expenses incurred in the performance of work-related duties for the district/SU

Procurement (P-Card) transactions will be monitored and reconciled using the same financial accountability system as purchase orders.

Revenue generated by procurement card (P-Card) transactions will be treated as revenue, similar to accrued bank interest.

Cross references:	*Fiscal Management*
Warned:	*May 7, 2018*
To Be Adopted	*Second Reading and Possible Adoption at June 6, 2018*

Franklin Northwest Supervisory Union

(Franklin, Highgate, Missisquoi Valley Union, Sheldon and Swanton Schools)

PROFICIENCY BASED LEARNING AND GRADUATION REQUIREMENTS Policy

POLICY CODE:

First Reading: May 2, 2018
Second Reading: June 6, 2018
Posting: May 7, 2018

Adopted:

Definitions

Proficiency-based learning (PBL) refers to systems of instruction, assessment, grading and academic reporting that are based on students demonstrating mastery of the knowledge and skills they are expected to learn.

Proficiency-based Graduation Requirements (PBGR) are the set of proficiencies that the supervisory union determines a student will demonstrate before earning a high school diploma. For the purposes of this policy, these terms are synonymous with other related terms such as standards-based learning (SBL), standards-based reporting (SBR), competency based assessment (CBA) and mastery learning.

Curriculum

In accordance with VT State Board of Education, Education Quality Standards Rule 2000 (as adopted in 2014), beginning with the class of 2020, a student will graduate from the Missisquoi Valley Union School District upon demonstrating evidence of proficiency of Vermont State Standards and in the curriculum outlined in *Vermont Education Quality Standards 2120.5. Curriculum Content.*

Flexible Pathways

Students may demonstrate that they have met the graduation requirements in a number of ways. Students must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects.

When a school assigns credits to courses, the credits must specify the proficiencies demonstrated in order to attain credit and must not be based on time spent in learning. Further, students may receive credit for learning that takes place outside of the school, the school day, or the classroom. Any credits earned in these settings must occur under the supervision of an appropriately licensed educator. Students who are unable to demonstrate proficiency required for graduation will be provided with access to supports in order to have the opportunity to demonstrate proficiency.

For students eligible for special education services under IDEA or protected by Section 504 of the Federal Rehabilitation Act, the student shall meet the same graduation requirements as nondisabled peers in an accommodated and/or modified manner. These modifications will be documented in each student's Plan. The Individual Education Program (IEP) team or 504 team is responsible for ensuring that information regarding the student's individual skills, aptitudes and present levels of performance are incorporated into the student's Plan. This shall ensure that the proficiency levels to meet graduation requirements are linked to local graduation requirements, individually accommodated and/or modified for students with disabilities and shall ensure that any student identified as a student with a disability will receive a regular high school diploma after meeting his/her individual graduation requirements as outlined by his/her Plan.

Responsibilities of the Superintendent

The superintendent shall develop procedures to ensure that:

- The PBGRs described in this policy reflect the learning standards adopted by the State Board of Education.
- Information regarding PBGR implementation and assessment is provided to students and parents at least annually.
- Students are being assessed as proficient against the comprehensive set of supervisory union proficiencies set forth in policy and procedure prior to their receipt of a high school diploma.
- Course credits, if used, will specify the proficiencies demonstrated to attain that credit, and those proficiencies will align with SU policy and procedures.
- Student learning outcomes attained through Flexible Pathways opportunities (including career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college) are linked clearly to expectations of proficiency identified in SU policy and procedures.

- All students will demonstrate the proficiencies set forth in policy and procedures, with accommodations or modifications being provided for students who require them under an IEP or 504 plan. Learning opportunities identified in students' Plans are aligned with expectations of proficiency identified in SU policy and procedure.

FRANKLIN NORTHWEST SUPERVISORY UNION

Franklin, Highgate, Sheldon, Swanton & Missisquoi Valley Union Middle/High Schools

Policy: **Section 504 Policy** **Code: F___**

I. Policy

It is the policy of the School District to provide a free appropriate public education (FAPE) to all students with a disability within its jurisdiction, regardless of the nature or severity of the disability. A student does not need to be eligible for special education services to qualify for Section 504 services and a student eligible for special education services may not be eligible for Section 504 services. Both programs are separate entitlement programs for qualified students.

A student is considered a student with a disability if he/she is documented as fulfilling the definitions set forth in Section 504 of the Rehabilitation Act of 1973. Once identified, the student will be evaluated, and provided with appropriate educational accommodations and/or services.

To ensure compliance with federal regulations, procedures implementing this Section 504 policy will require that the school district identify and evaluate students with disabilities within its jurisdiction who need or are believed to need, related aids and services, because of a disability that impacts a major life activity, in order to receive the same access to a free appropriate public education (FAPE) as is provide to students without disabilities.

Due process rights of the students with a disability and their parents under Section 504 will be enforced.

II. Overview

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) are major federal legislative acts that are designed to protect the civil right of individuals with disabilities. Both of these two federal laws prohibit any form of discrimination for persons with disabilities. Section 504 applies to all entities that receive federal funds, while the ADA applies to virtually every entity except churches and private clubs. Included in the U.S. Department of Education regulations for Section 504 is the requirement that students with a disability be provided with a free appropriate public education (FAPE). These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States.

School districts have an obligation to avoid discrimination in policies and practices regarding its students under Section 504. No discrimination of any student with a disability will knowingly be permitted in any of the programs and practices of the district. School districts have specific responsibilities under the act, which include identification, evaluation, and if the child is determined eligible under Section 504, to afford access to appropriate educational services.

III. Definitions

A. Student with a Disability:

In order for a student to be eligible under Section 504, three criteria must be met:

1. The student must have a physical or mental impairment,
2. Have a record of such impairment or be regarded as having such impairment, and
3. That impairment must substantially limit one or more major life activities.

B. Physical or mental impairment:

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular, reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or

Any mental or psychological disorder, such as cognitive impairment, organic brain syndrome, emotional or mental illness and specific learning disabilities.

C. Regarded as having such an impairment:

Established if a student has been subjected to an action which is prohibited under state or federal law or regulations because of an actual or perceived physical or mental impairment (with an actual or expected duration of 6 months or more), whether or not this impairment limits or is perceived to limit a major life activity. While a student who "is regarded as having an impairment" is protected from discrimination, if the student does not have an actual impairment, he/she is not entitled to FAPE under Section 504.

D. Substantially limits:

Whether an impairment substantially limits a major life activity is measured by comparing the student's ability to that of other students in his/her age or grade generally, not merely to other students in the same classroom, or even in the same school. The determination of whether a disability substantially limits a major life activity must be made without regard to mitigating measures (with the exception of ordinary glasses or contact lenses) such as: medication, medical devices, equipment, prosthetics, hearing aids, reasonable accommodations or auxiliary aids or services.

E. Major life activities:

Includes, but is not limited to, activities such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. In addition, a major life activity includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

F. Student's 504 Team:

Group of persons knowledgeable about the student who will make collective decisions about the services and related aids to be provided to a student who needs or is believed to need such services to access their his/her right to a free appropriate public education (FAPE). The team is not required to include parents or guardians; however, their participation is to be encouraged and they shall be invited to participate in the meeting.

IV. Procedural Guidelines

The Superintendent of Schools or his/her designee shall develop procedures consistent with state and federal law and regulations, this policy as stated above and consistent with the "Section 504 of the Rehabilitation Act of 1973 and Vermont Schools: A Manual for Parents, Families and Schools (5th Edition 2015). In addition, procedures will be consistent with the following guidelines:

A. Notice to Parents and Other Communications

1. The school district will provide a Notice of Parent/Student Rights Under 504 to all parents and/or legal guardians at least once a year.
2. The school district will have a link on its website to the Notice of Parent/Student Rights Under Section 504.
3. Any time a parent or legal guardian refers their child for a Section 504 evaluation he/she will be provided a copy of the Notice of Parent/Student Rights Under 504.
4. The Notice will include the following information indicating that a Parent/Legal Guardian has a right to:

    i. Have their student participate in and receive benefits from the school district's educational programs without discrimination based on disability and receive a Free Appropriate Public Education FAPE);
    ii. Have the school district advise them of their rights under the law;
    iii. Receive notice with respect to the identification, evaluation and placement of the student;
    iv. Have their student educated in facilities and received services comparable to those provided to nondisabled students;
    v. Have eligibility and placement decisions based upon a variety of information sources and by individuals who are knowledgeable about the student and placement options;
    vi. Have their student receive an equal opportunity to participate in non-academic and extracurricular activities through the provision of reasonable accommodations;
    vii. Examine all relevant records relating to decisions regarding the student's identification, eligibility accommodations and placement;
    viii. Obtain copies of education records at a reasonable cost, unless the fee would effectively deny access to the records;
    ix. Received a response from the school district to all reasonable requests for explanation and interpretations of the student's records;

x. Request an impartial hearing from the Vermont Agency of Education for resolution of issues related to the student's identification, eligibility or placement;

xi. File a formal complaint with the regional Office for Civil Rights, located at:

Boston Office
Office for Civil Rights
US Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921

Telephone: 617-289-0111
Fax: 617-289-0150
TDD: 800-877:8339
Email: OCR.Boston@ed.gov

B. Referrals

1. A parent, guardian, teacher, school administrator, counselor may make referrals for a Section 504 evaluation or related services provide.
2. If a student is referred for a Section 504 evaluation, it will be performed promptly. Normally, evaluations will be performed no more than 45 days after the parent has signed the evaluation consent form, unless there are extenuating circumstances.

C. Evaluation

1. Upon receipt of a referral, the school district shall determine whether an evaluation is required.
2. If the school district refuses to evaluate a student referred by a parent, the school district will notify the parent in writing and will provide the parent with a notice of his/her procedural rights under Section 504.
3. The 504 team will ensure the following occurs as part of its evaluation procedures:

   i. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
   ii. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and,
   iii. Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

D. Placement, Aids and Services

1. An evaluation shall be conducted before taking any action with respect to the initial placement of the student and prior to any subsequent significant change in placement.
2. In interpreting evaluation data and in making placement decisions, the team shall:

    i. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
    ii. Establish procedures to ensure that information obtained from all such sources is documented and carefully considered;
    iii. Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and,
    iv. Ensure that the placement decision is made in conformity with state and federal law and regulations regarding educational settings.

3. Aids and services specified by a Section 504 plan must be provided to students, unless modifications to the plan are deemed appropriate by the 504 team prior to any changes being made.

E. Re-Evaluation

1. The school district shall periodically re-evaluate a student no less than every three years. The 504 team on an annual basis will review plans.
2. Procedures for Section 504 re-evaluation shall be consistent with those used for students on IEPs.

F. Changes to Student Plans, Services and/or Access to Aids

1. School district employees will not modify the services or terminate services required as a part of a student's existing Section 504 plan or change the student's placement without first convening a team meeting to review the proposed changes. The 504 team will make a collective decision about any changes.
2. School district employees will not modify the aids required as a part of a student's existing Section 504 plan without first convening a team meeting to determine whether to approve the modifications.
3. If the 504 team makes a determination to change the student's placement to a more restrictive environment (such as home tutoring), the decision must be made at a duly convened 504 team meeting. The 504 team will determine whether the student is unable to remain in the regular educational environment, even with the use of supplementary aids and services.
4. No less than once a year, school district employees responsible for implementing a student or students 504 plan(s) will receive written notification that a 504 team meeting must be held before any modifications to a student's Section 504 plan

occurs, or before a student's services are changed or discontinued or the before the student is placed in a more restrictive setting.

Date Warned:	*5-21-18*
Date Adopted:	
Legal Reference(s):	*9 V.S.A. § 4502 (Public accommodations)* *29 U.S.C. § 794 (Section 504, Rehabilitation Act of 1973)* *34 C.F.R. § 104.34 Educational Setting* *34 C.F.R. § 104.35 Evaluation and Placement* *34 C.F.R. § 104.36 Procedural Safeguards* *Vermont State Board of Education Rules 1250-1253* *Vermont State Board of Education Rule 2362.2.6* *Vermont Agency of Education "Section 504 Of the Rehabilitation Act of 1973 and Vermont Schools – A Manual for Parents, Families and Schools" Fifth Edition 2015* *U.S. Department of Education "Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools" December 2016*
Cross Reference:	*Policy A3 Board Commitment to Non-Discrimination*

Second Reading and Possible Adoption: June 6, 2018
at Franklin Northwest Supervisory Union Board meeting
(Franklin, Highgate, Missisquoi Valley Union, Sheldon and Swanton Schools)
Warned: May 7, 2018

Title I, Part A Parental Involvement Policy[1]

The Franklin Northwest Supervisory Union maintains programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in supervisory union and school level compacts. [3]

Definition:
Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).[4]

School District Parental Involvement Compact:[5]
The superintendent or his or her designee shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A requirements. The LEA Compact shall include: (1) the school district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions required by law. The superintendent or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I Part A.

School Level Parental Involvement Compact:[6]
Each building principal or designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement Compact shall include: (1) a process for continually involving parents in its development and implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and parents build and develop a partnership to help students achieve the State's standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

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[1] This policy is mandatory for LEAs and schools that receive Title I, Part A funds. 20 U.S.C. §6318(a)(2).

[2] 16 V.S.A. § 144b(c) makes school districts LEAs for purposes of complying with the sections of federal law that apply to this policy.

[3] *See* footnotes 4 and 5 below for an explanation of the use of the term "compact" in this model policy.

[4] *Source:* 20 USC §7801(31). ESEA definition of "parent."

[5] *See,* 20 USC §63 1 8(a)(2) requiring each LEA receiving Title I Part A funds to "develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy." This requirement is accomplished in this model policy by requiring the superintendent or his or her designee to develop an LEA compact in accord with Title I policy requirements. A compact, as such, is not required of LEA's under Title I, although a compact is required of title I schools. The use of a compact by LEAs is suggested here in order to minimize the extent to which procedures must be made part of board policies. A sample LEA Parental Involvement Compact is provided in Appendix A attached to this model policy.

[6] *See,* 20 USC §63 18(b) requiring each school served under Title I, Part A to "develop jointly with, and distribute to, parents of

participating children a written parent involvement policy, agreed on by such parents that shall describe the means for carrying out the requirements of subsections (c) through (f)." In addition Section 6318(cl) requires Title I schools to develop, "as a component of the school-level policy," a school-parent compact. The compact must be jointly developed with parents of children served under Title I, Part A, and must include certain components. A sample School Level Parental Involvement Compact with the required components is provided in Appendix B attached to this policy.

Appendix A

Title I, Part A Parental Involvement Policy

Sample School District Parental Involvement Compact.7

This school district compact outlines the joint responsibility of the School District. and parents. The following opportunities for parental involvement are provided by the Franklin Northwest Supervisory Union:

1. The school district involves parents in the joint development of its plan to help low-achieving students meet challenging achievement and academic standards (ESSA §1112), and the process of school review and improvement (ESSA §1116) by:

   A. Establishing a school district committee with parents and representatives of other impacted programs, including Head Start.
   B. Establishing communication between the school district staff and parents.
   C. Developing a school district process, through newsletters, electronic communications of other means, to communicate with parents about the plan and to seek their input and participation.
   D. Training personnel on effective collaboration strategies for parents with diverse backgrounds that may impede participation, such as language difficulty.

2. The school district provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance by:

   A. Providing workshops to assist schools in planning and implementing strategies.
   B. Establishing training programs for school personnel and parents responsible for communication strategies at the school level.
   C. Providing information to parents about the assessment tools and instruments that will be developed to monitor progress.
   D. Seeking input from parents in developing workshops and other activities.

3. The school district builds the capacity of schools and parents for strong parental involvement by:

   A. Providing ongoing communication about the school district committee through newsletters or other written or electronic means.
   B. Utilizing the schools' parent-teacher organizations to assist in identifying effective communication strategies.

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[7] Each of the numbered components of this sample is required by Title I, Part A (the Every Student Succeeds Act). The numbered paragraphs correspond to requirements in 20 USC §6318(a)(2)(A)-(F). The sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

C. Providing a master calendar of school district meetings to discuss pertinent topics.

4. The school district coordinates and integrates parental involvement strategies under this Compact with parental involvement strategies under other programs by:
   A. Sharing data from school and other programs to assist in developing new initiatives to improve student achievement and school improvement.

5. The school district conducts, with involvement of parents, and annual evaluation of the content and effectiveness of its parental involvement policy in improving the academic quality of schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities authorized by Title I, Part A or the parental involvement policy and compact of the district. (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies by:

   A. Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal meetings with staff, parents and teachers.
   B. Identifying potential policy and compact changes to improve and revise programs.

6. The school district involves parents in the activities of the schools served under Title I, Part Aby:

   A. Providing communication and calendar information to parents of planned meetings, discussions or other events and encouraging participation.
   B. Providing school and parent-teacher organization coordination of events.

Appendix B

Title I, Part A Parental Involvement Policy

School Level Parental Involvement Compact[8]

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

1. Convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, inform parents/guardians of their school's participation under Title I, Part A and to explain the requirements of Title I, Part A and the right of the parents to be involved.[9] The principal or his or her designee shall:
   a. Invite all parents of participating children to the annual meeting at school.
   b. Explain the rights of parents to be involved in establishing this compact.
   c. Introduce and involve the building representatives on the S.U.-level committee.
   d. Provide an overview of Title I and give parents an opportunity to express questions and concerns.
   e. Indicate mechanisms by which the committee work will be communicated to parents.
   f. Seek the involvement and input of parents.
   g. Provide child care so that all parents who would otherwise be unable to attend may attend.

2. Offering a flexible number of meetings, such as meetings in the morning or evenings, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.[10] The principal or his or her designee shall:
   a. Provide parents with opportunities to ask questions and discuss informally student academic achievement and school performance.
   b. Engage school-based parent organizations to assist with communication and implementation needs.
   c. Develop and use outreach programs to involve community groups and organizations.

3. Involving parents in an organized, ongoing, and timely way, in the planning, review, and involvement of programs under Title I, Part A, including the planning, review, and improvements of the school parental involvement compact and the joint development of the school wide program plan under ESSA[11], except that if the school has in place a process

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[8] Each of the components in the numbered paragraphs of this sample is required by Title I, Part A (the Every Student Succeeds Act). The bulleted sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. The numbered paragraphs correspond to requirements in 20 USC §631S(b)-(f). Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

[9] 20 USC §6318(c)(I).

[10] 20 use §6318(c)(2).

[11] 20 USC §63 I 4(b)(2).

for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.[12] The principal or his or her designee shall:

a. Identify and establish a process by which an adequate representation of parents of participating children can occur.
b. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the S.U. parent involvement policy.

4. The principal or his or her designee shall:[13]
   a. Provide parents of participating children timely information about programs.
   b. Communicate updates through the use of school newsletters, the school web site, email and telephone contact, and home visits if needed.
   c. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
   d. Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
   e. Develop means for parents to ask questions and receive answers.
   f. If the school plan developed under Section 1114(b)(2) of the NCLBA is not satisfactory to parents of participating children, submit any comments from parents to the S.U. board when the plan is made available to the S.U. board, and provide a process consistent with board policies and procedures on complaints, for parents to express their concerns to the school district board of directors.

5. Shared Responsibilities for High Student Academic Achievement.[14]
   a. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards. Each parent of a participating child is responsible for supporting their children's learning by:
      I. Monitoring attendance, homework, and television viewing.
      II. Volunteering in their child's classroom and participating as appropriate in decisions relating to their children's education and extracurricular activities.

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

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[12] 20 USC §6318(c)(3).

[13] 20 use §6318(c)(4) & (5).

[14] 20 USC §6318(d).

6. Building Capacity for Involvement.[15]
   A. To ensure effective involvement of parents and to support a partnership among the school's involved, each school shall:
      I. Provide assistance to parents of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.
      II. Provide materials and training to help parents work with their children.
      III. Educate teachers and other staff in the value and utility of contributions of parents and how to effectively communicate with and work with parents as equal partners, implement and coordinate parent programs that will build ties between them.
      IV. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instructions Programs for Preschool Youngsters, the Parents and Teachers Program and public preschool and other programs and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
      V. Ensure that information is sent to the parents of participating children in a format and language that can understand.
   B. To ensure effective involvement of parents and to support a partnership among the school's involved, each school may:
      I. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
      II. Provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training.
      III. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions.
      IV. Train parents to enhance the involvement of other parents.
      V. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
      VI. Adopt and implement model approaches to improving parental involvement.
      VII. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I supported programs.
      VIII. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
      IX. Provide other reasonable support for parental involvement activities under this section as parents may request.

[15] 20 USCA §6318(e). Numbered Sections Al-AV are required by this section of Title I, Part A (the ESSA), numbered sections Bl-BIX are enumerated in this section of the law but are not required.

7. In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.[16]

[16] 20 USCA §6318(!).

FRANKLIN NORTHWEST SUPERVISORY UNION

Franklin, Highgate, Sheldon, Swanton and Missisquoi Valley Union Schools

RECORDS MANAGEMENT PROCEDURE & RETENTION PLAN

I. PURPOSE

All Vermont public agencies are responsible for creating, managing and disposing of records in accordance with State and Federal laws and regulations. This procedure is to ensure that all employees conform with and are aware of those mandates.

II. SCOPE

All school records are public records defined by 1 V.S.A. § 317 as: "any written or recorded information, regardless of physical form or characteristics, which is produced or acquired in the course of public agency business."

III. PROCEDURE

It is the procedure for all schools in the Franklin Northwest SU (FNWSU) and the FNWSU to comply with 1 V.S.A. Chapter 5, Subchapter 3 (referred to as "Vermont's Public Records Laws".) All written or recorded information, regardless of physical form or characteristics, which is produced or acquired in the normal course of school business, shall be managed in accordance with the Record Retention Schedule below.

IV. UNIFORM LAWS, STANDARDS, AND PROCEDURES

a. 1 V.S.A §§315-320: Access to Public Records, including V.S.A. § 317A: Disposition of Public Records
b. https://www.sec.state.vt.us/media/27740/PublicRecordsLaw.pdf
c. 3 V.S.A. § 117: Vermont State Archives and Records Administration
d. http://legislature.vermont.gov/statutes/section/03/005/00117
e. 3 V.S.A. § 218: Agency/Department Records Management Program http://law.justia.com/codes/vermont/2012/title03/chapter9/section218
f. Archives and Records Management Handbook https://www.sec.state.vt.us/archives-records/records-management/handbook.aspx

V. GENERAL RECORD SCHEDULES and DISPOSITION ORDERS

Vermont State Archives & Records Administration's (hereafter referred to as VSARA) General Record Schedules (GRS) shall govern the management of records, specifically access, retention, and disposition. In limited circumstances Disposition Orders (DO) may continue to be used until superseded by GRS.

In a few instances VSARA has yet to issue a GRS to define the retention period. These documents will be retained until a ruling has been made.

VI. RECORDS MANAGEMENT GUIDELINE

On an annual basis, the FNWSU and schools within the FNWSU will review and dispose of any records that have been completed, closed, expired, or superseded as specified in the Record Retention Schedule (below) provided that:

1. The record has been authorized for destruction through a GRS or DO; and
2. The minimum retention requirement for the record, as stated in the applicable GRS or DO, has been fully met.
3. Any additional retention requirement adopted by the FNWSU and included in this procedure has been fully met.

Records not yet covered by a GRS or DO will not be destroyed, and will be retained by the FNWSU or schools within the FNWSU.

VSARA has defined the term "permanent retention" as meaning until the State of Vermont no longer exists.

The term "audit" is defined as an examination by a public accounting firm.

Documents may be scanned for ease of access, but this is not considered permanent retention unless provision is made by the FNWU or school(s) within the FNWSU to transfer files to future file formats.

To bring the FNWSU or school(s) within the FNWSU into compliance with this procedure, an internal review and subsequent destruction of records as authorized by this procedure will take place beginning in May, 2018.

This Procedure supplants any Record Retention Procedure or practices in existence prior to its effective date. All earlier revisions of this document are superseded by this revision.

VII. REFERENCES

The following references are used for determining the record retention schedule: Disposition Order (DO), State of Vermont Agency of Administration, Public Record Division, State of Vermont General Record Schedule (GRS) and VSARA, and the Environmental Protection Agency.

(*list appropriate GRS & Dos by names/numbers*)

Example:

- GRS-1000.1002 Accounting Records
  https://www.sec.state.vt.us/media/66914/GRS-10001002_Accounting.pdf

VIII. RECORDS RETENTION PLAN

The following table reflects the types of records maintained by the (*name of town*), their location, GRS or DO retention references, retention required by the reference, and the town/city additional retention requirements. This procedure authorizes town/city employees to properly dispose of records that have reached the end of their retention period.

Type of Records	Location	Applicable GRS or DO (see references in sec. VII)	Retention Requirements	Town/City Additional Retention Requirements
Example: paid A/P invoices	Lower vault	GRS 1000.1002.101 vouchers	Audit complete, plus 0	Keep an additional 3 years following completion of audit