

Cabot School

Sep 25, 2023 Board Meeting

OUTSIDE ISSUES-We are waiting on several quotes, Roof repairs, Paving/sidewalks, and some siding replacement.

FIRE ALARM- The fire alarm contractor did a walkthrough to prepare a quote and had these items that would need to be answered before a comprehensive quote can be put together. I am reaching out to the fire Marshal to get some answers.

- **Is the state going to require voice evac in all the buildings**
- **If all the wiring is going to have to be brought up to code which means changing all wiring from class B to class A**
- **If all the buildings can report on one dialer**
- **If full protection will be needed in all buildings**

These are all code requirements that a new system would have to follow in this application. The state may or may not be lenient on some of these things. If we have to change all these things a very rough estimated cost on a new system would be in the \$150,000 range.

HOT WATER LOOP- Waiting on quote. This is going to be pricey and involves a lot of prep work. High guess would be in the 200K area.

BIOMASS- The BioMass combustor .controls, and delivery system project has started and should be completed by the end of Dec.

HVAC- Ventilation has been added to the CSPAC, and most of the controls part of the contract will be done during student vacations to limit interruptions.

ADA COMPLIANCE- I spoke with Rebecca yesterday and we will be revisiting the quote we obtained last year and moving forward with repairs.

EXTERIOR DOORS- Contractor will be looking at this issue and repairing when new Access is added.

CIRCULATOR PUMP- The main circulator pump for the heating loop has ceased to work on one side and needs to be replaced.

ROOF ISSUES- I have another contractor coming in on the 27th at 5PM to get a quote.



Pierce Electric
PO BOX 144
St Johnsbury, VT 05819

September 5, 2023

Cabot School Access and Aiphone

Scope Of Work:

- Furnish and install Kantech access control system to replace existing system (This is the same system as Danville)
- Furnish and install new door mags to replace existing
- Furnish and install access control composite cable from each door to headend
- Training for new software
- Furnish and install new non IP Aiphone intercom system consisting of master station and 2 door stations
- Furnish and install new cabling to each door station

TOTAL: \$21,265.00

Note: Price is good for 30 days after that time it will need to be reevaluated.

Batchelder Carpentry LLC

42 Power House Rd
Groton, VT 05046 US
+1 8027933071
BatchelderCarpentry@gmail.com

Estimate

ADDRESS
Shawn Macnamara
Twinfeild School
106 Nasmith Brook Rd
plainfield, vt 05667

SHIP TO
Shawn Macnamara
Twinfeild School
106 Nasmith Brook Rd
plainfield, vt 05667

ESTIMATE 1488
DATE 09/08/2023

SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
Materials		1	10,543.58	10,543.58
Labor		1	12,120.00	12,120.00
Trash Removal Fee	Trash Removal Fee	1	1,439.28	1,439.28
Tool Rental	Tool Rental-Lift	1	2,500.00	2,500.00

There will be a deposit of \$14,482.28 needed for materials, dumpster rental, and lift rental before work can start.

SUBTOTAL	26,602.86
TAX	0.00
TOTAL	\$26,602.86

Accepted By

Accepted Date



Date:	9/5/2023		
Submitted to:	Cabot School	Job/Project:	Replace Grundfos pump head

We hereby submit the following:

Grundfos

M# MAGNA3D 100-120 F 450

P# 98126865

S# 10000294

- 1- Shut down boiler and pumps, lock out tag out.
- 2- Drain down water at the pumps and remove seized assembly.
- 3- Install new pump head assembly and make all electrical connections.
- 4- Fill system and purge out air.
- 5- Program new pump, start and test.
- 6- Cleanup work area.

Materials \$4,050.00

Labor \$987.00

Total \$5,037.00

Notes:

Work to be performed during normal business hours.

Exclusions:

Replacement of any parts or services outside of the scope of this proposal is not included. If more parts or service is deemed necessary, an additional proposal will be submitted for approval.

Dollars **\$5,037.00**

Payment terms:

Net 30

All materials are guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from the above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents, or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workman's Compensation insurance.

Authorized Signature:

CL Brown

Chris Brown
PM Project Administrator

Note: This proposal may be withdrawn by us if not accepted within 30 days.

Acceptance of Proposal – The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified above. Payment will be made as outlined above. If Alliance Mechanical undertakes collection of delinquent accounts, the customer agrees to promptly pay the balance due plus all costs of collection, including court costs, interest, and reasonable attorney's fees.

Date of Acceptance _____ Authorized Signature: _____



Shawn McNamara <shawn.mcnamara@ccsuvt.net>

Cabot School Summer PM recommended repairs

1 message

Chris Brown <chrisb@agusa.com>

To: Shawn McNamara <shawn.mcnamara@ccsuvt.net>

Mon, Sep 25, 2023 at 10:35 AM

Shawn,

Attached is our proposal for the summer PM recommended repairs and the inspection reports.

The Airtherm fan coil units motors are made specific to these units and are expensive.

Please let me know if you have any questions.

Thank you

Chris Brown

PM Project Administrator



6 David Drive | Essex Jct., VT 05452

24 Hr. Service Line : 802-857-5000

Direct Line: 802-662-5489

Cell: 802-598-1317

www.agusa.com



Date:	9/25/2023		
Submitted to:	Cabot School	Job/Project:	Summer PM recommended repairs FCU 1-26 new motor, FCU 7-50 new motor and wood shop exhaust fan new motor.

We hereby submit the following:

- 1- Shut down Airtherm FCU 1-26 (Lunchroom) remove and replace defective blower motor.
- 2- Start and test operations.
- 3- Shut down Airtherm FCU 7-50 (BLDG 50 grades 5&6) remove and replace defective blower motor.
- 4- Start and test operations.
- 5- Shut down Dayton exhaust fan (Woodshop) remove and replace blower motor.
- 6- Start and test operations.
- 7- Cleanup work areas and remove old parts.

Materials \$2,016.00
 Labor \$987.00
Total \$3,003.00

Notes:

Work to be performed during normal business hours.
 Lead Time five to seven days plus transit from factory.
 Blower motors are made specifically for Airtherm fan coil units.

Exclusions:

Replacement of any parts or services outside of the scope of this proposal is not included.
 If more parts or service is deemed necessary, an additional proposal will be submitted for approval.

Dollars **\$3,003.00**

Payment terms:
Net 30

All materials are guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from the above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents, or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workman's Compensation insurance.

Authorized Signature:

CL Brown

Chris Brown
 PM Project Administrator

Note: This proposal may be withdrawn by us if not accepted within 30 days.

Acceptance of Proposal – The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified above. Payment will be made as outlined above. If Alliance Mechanical undertakes collection of delinquent accounts, the customer agrees to promptly pay the balance due plus all costs of collection, including court costs, interest, and reasonable attorney's fees.

Date of Acceptance _____ Authorized Signature: _____

PM Checklist

DATE 8/15/23

CUSTOMER CABOT SCHOOL EQUIPMENT LOCATION BLDG 26 LUNCH ROOM

CUSTOMER LOCATION 25 COMMON RD, CABOT, VT STYLE OUTDOOR TEMPERATURE HYDRONIC FAN COIL UNIT

FAN COIL UNIT ID# FCU-1-26

MAKE: AIRTHERM

MODEL: NOT AVAILABLE

SERIAL: NOT AVAILABLE

EXTERNAL CONDITION Good

TEST TEMPERATURE CONTROLS ✓

CHECK CONTACTORS/RELAYS ✓

CHECK ELECTRICAL CONDITIONS ✓

INSPECT/LUBRICATE BEARINGS ✓

INSPECT/LUBRICATE MOTORS ✓

CHECK/CLEAN BLOWER WHEEL ✓

CHECK BLOWER ROTATION ✓

CHECK/CLEAN CONDENSATE PAN/TRAP N/A

TEST ELECTRIC HEAT N/A

RECORD ELECTRIC HEAT AMPS L1 L2 L3 N/A

TEST AND ADJUST ECONOMIZER N/A

BELTS INSPECT/REPLACE N/A

BELT SIZE AND QTY N/A

CHANGE/WASH FILTERS: QTY AND SIZES

(1) 10X7X1 ✓

() X X () X X

CHECK/CLEAN ECONOMIZER FILTERS N/A

CHECK/CLEAN HUMIDIFIER N/A

BLOWER VOLTAGE L1 L2 L3 115V

BLOWER AMPS L1 L2 L3 ✓

CHECK STAT PROG/REPLACE BATTERIES BAS

REPAIR RECOMMENDATIONS:

Needs new blower motor



SPRING

SUMMER

FALL

WINTER

N/A

PM Checklist

DATE 8/15/23

EQUIPMENT LOCATION

BLDG 50 GRADES 5 & 6

SPRING
SUMMER
FALL
WINTER

CUSTOMER	CABOT SCHOOL		STYLE	OUTDOOR TEMPERATURE	TECHNICIAN	JH
CUSTOMER LOCATION	25 COMMON RD, CABOT, VT					
FAN COIL UNIT						
ID#	FCU-7-50					
MAKE:	AIRTHERM					
MODEL:	101-1L-CB					
SERIAL:	AUG, 1996					
EXTERNAL CONDITION			Fein			
TEST TEMPERATURE CONTROLS			✓			
CHECK CONTACTORS/RELAYS			✓			
CHECK ELECTRICAL CONDITIONS			✓			
INSPECT/LUBRICATE BEARINGS			✓			
INSPECT/LUBRICATE MOTORS			✓			
CHECK/CLEAN BLOWER WHEEL			✓			
CHECK BLOWER ROTATION			✓			
CHECK/CLEAN CONDENSATE PAN/TRAP			N/A			
TEST ELECTRIC HEAT			N/A			
RECORD ELECTRIC HEAT AMPS L1 L2 L3			N/A			
TEST AND ADJUST ECONOMIZER			N/A			
BELTS INSPECT/REPLACE			DD			
BELT SIZE AND QTY			DD			
CHANGE/WASH FILTERS: QTY AND SIZES						
(1) 10X77X1			✓			
() X X () X X			✓			
CHECK/CLEAN ECONOMIZER FILTERS			N/A			
CHECK/CLEAN HUMIDIFIER			N/A			
BLOWER VOLTAGE L1 L2 L3			✓			
BLOWER AMPS L1 L2 L3			✓			
CHECK TSTAT PROG/REPLACE BATTERIES	DDC					
REPAIR RECOMMENDATIONS:						

Needs new blower motor



PM Checklist

DATE 8/15/2023

CUSTOMER

EQUIPMENT LOCATION Wood shop

CUSTOMER LOCATION

STYLE EXHAUST FAN OUTDOOR TEMPERATURE

TECHNICIAN SH STG

AHU/EVAP/RTU

REFRIGERATION/AC/COND

OIL/GAS HEAT

SPRING
SUMMER
FALL
WINTER

ID#	MAKE:	MODEL:	SERIAL:	ID#	MAKE:	MODEL:	SERIAL:	ID#	MAKE:	MODEL:	SERIAL:
EXTERNAL CONDITION				REFRIGERANT				CHECK VENTING/ADD V SIGN IF BELOW 6"			
TEST TEMPERATURE CONTROLS				CHECK CONDENSER COIL				CO% IN EXHAUST VENT		PPM	
CHECK CONTACTORS/RELAYS				CLEAN COIL Y N				INSPECT HEAT EXCHANGER			
CHECK ELECTRICAL CONDITIONS				TEST CONDENSER FANS				CHECK/INSPECT CHIMNEY BASE			
INSPECT/LUBRICATE BEARINGS				CHECK EVAP COIL/DELTA				CHECK IGNITION COMPONENTS			
INSPECT/LUBRICATE MOTORS				RECORD SUPERHEAT				CHECK/CLEAN CONDENSATE TRAP			
CHECK/CLEAN BLOWER WHEEL				RECORD SUBCOOLING				INSPECT ELECTRICAL CONTROLS			
CHECK BLOWER ROTATION				SPACE/BOX TEMP				INSPECT NOZZLE		Replace/Clean	
CHECK/CLEAN CONDENSATE PAN/TRAP				REFRIGERANT PRESSURE-HI		LO		INSPECT SCREEN		Replace/Clean	
TEST ELECTRIC HEAT				CHECK OIL PRESSURE				INSPECT ELECTRODES		Replace/Clean	
RECORD ELECTRIC HEAT AMPS L1 L2 L3				CHECK COMPRESSOR OIL LEVEL				INSPECT OIL FILTER		Replace/Clean	
TEST AND ADJUST ECONOMIZER				CHECK CRANKCASE HEATER AMPS				CLEAN BURNER/HEAT EXCHANGER			
BELTS				INSPECT PRESSURE CONTROLS				INSPECT DRIVE COUPLING			
BELT SIZE AND QTY				SIGHT GLASS CONDITION				PERFORM COMBUSTION ANALYSIS			
CHANGE/WASH FILTERS:				CHECK DEFROST TIMER SETTINGS				SUFFICIENT COMBUSTION AIR?			
() X X () X X				CHECK DEFROST OPERATION				INSPECT/CLEAN PILOT ASSEMBLY			
() X X () X X				CHECK DRAIN LINE HEAT TRACE				TEST HIGH LIMIT			
CHECK/CLEAN ECONOMIZER FILTERS				TEST REVERSING VALVE				TEST LOW WATER SAFETY			
CHECK/CLEAN HUMIDIFIER				HP AIR SIDE DELTA				INSPECT THERMAL MELT SAFETY			
BLOWER VOLTAGE L1 L2 L3				HP WATER SIDE DELTA				OPERATOR SETPOINT			
BLOWER AMPS L1 L2 L3				CHECK ELECTRICAL CONTROLS				HIGH LIMIT SETPOINT			
CHECK TSTAT PROG/REPLACE BATTERIES				COMPRESSOR VOLTAGE L1 L2 L3				BURNER VOLTAGE			
REPAIR RECOMMENDATIONS:				COMPRESSOR AMPS L1 L2 L3				BURNER AMPS			

Needs new fan motor



Recommendations for the Resolutions Submitted by Member School Boards and the VSBA Resolutions Committee

The VSBA Resolutions Committee and VSBA Board reviewed all resolutions submitted by member school boards and the VSBA Resolutions Committee.

<u>Res #</u>	<u>Submitted By</u>	<u>Subject</u>	<u>Recommendation (Pass/Do Not Pass/Take No Action)</u>
1	Missisquoi Valley School Board	Elimination of the Requirement of Federal Grant Assessment for Vermont School Districts	<u>Comm:</u> Do Not Pass <u>Board:</u> Do Not Pass
2	North Country Supervisory Union Full School Board	Use of Surplus Education Funds	<u>Comm:</u> Do Not Pass <u>Board:</u> Do Not Pass
3	Addison Northwest School District	Collaboration to Benefit all Students	<u>Comm:</u> Do Not Pass <u>Board:</u> Do Not Pass
4	Norwich School District	Non-Residential Tax Rate Equal to Homestead Tax Rate	<u>Comm.</u> Take No Action <u>Board:</u> Do Not Pass
5	Winooski School District	Youth Mental Health	<u>Comm:</u> Pass as Regular Resolution <u>Board:</u> Pass as Regular Resolution
6	Resolutions Committee	Flavored Tobacco Products	<u>Comm:</u> Pass as Regular Resolution <u>Board:</u> Pass as Regular Resolution
7	Resolutions Committee	Separation of Church and State	<u>Comm:</u> Pass as Regular Resolution <u>Board:</u> Pass as Regular Resolution
8	Resolutions Committee	Restraint and Seclusion	<u>Comm:</u> Do Not Pass <u>Board:</u> Pass as Regular Resolution

9	Resolutions Committee	Remote School Board Meetings	<u>Comm:</u> Do Not Pass <u>Board:</u> Pass as Regular Resolution
<p><u>NOTE:</u> P.12 - Table of continuing resolutions considered by the committee with committee recommendation</p>			
<p>P.13 - Table of regular resolutions considered by the committee with committee recommendation</p>			

2023-2024 VSBA Resolutions Report to the Membership

According to the VSBA Bylaws, resolutions are "positions taken by the Association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch ... or other decision-making bodies." Resolutions are guidance for staff and the VSBA Board when they are working in the public policy arena or developing programs and services for our members. Resolutions are not legislation.

Each year, the VSBA Resolutions Committee considers all resolutions submitted by a member school district board, develops resolutions on issues of importance that are not otherwise addressed in existing or submitted resolutions, and reviews all continuing and regular resolutions.

The VSBA Resolutions Committee and the VSBA Board make a recommendation to "Pass", "Do Not Pass" or "Take No Position" on any resolution submitted by a member school district board. All resolutions submitted by member boards will be submitted to the membership at our Annual Meeting, regardless of the recommendation of the Resolutions Committee or the VSBA Board.

After careful consideration of the resolutions submitted by member boards and the VSBA Resolutions Committee, and a review of all continuing and regular VSBA Resolutions, the VSBA Resolutions Committee and VSBA Board submit the following Resolutions Report.

Respectfully Submitted,

Flor Diaz Smith, Chair of the Resolutions Committee

Gaston Bathalon

Suzanne Buck

Martine Gulick

Michael Inners

Mark Kaufman

Colleen MacKinnon

Adrienne Raymond

Nancy Russell

Jim Salsgiver

Marc Schauber

**Resolution Proposal#1:
Missisquoi Valley School District
Section II, SubSection V
Elimination of the Requirement of Federal Grant Assessment
for Vermont School Districts**

WHEREAS, school districts in Vermont currently face a requirement to pay a federal grant assessment to the Vermont State Teachers Retirement System (VSTRS) for all teachers funded by federal grants; and

WHEREAS, this assessment hampers the ability of school districts to fully utilize the federal grant funds they receive, thereby reducing the resources available for the education and well-being of their students; and

WHEREAS, the current requirement creates an inaccurate representation of the school district's expenditure, potentially misleading the public and stakeholders regarding the actual financial commitment to meet the needs of their schools; and

WHEREAS, the assessment is set at an excessively high rate of over 20%, and its continual growth further exacerbates the burden on school districts year after year; and

BE IT RESOLVED: The requirement for school districts in Vermont to pay a federal grant assessment to the Vermont State Teachers Retirement System for teachers funded by federal grants shall be eliminated.

We, the undersigned, hereby express our support for this resolution and call upon the Vermont State Legislature to take swift action to rectify this unjust burden on school districts and ensure the optimal utilization of federal grant funds for the benefit of Vermont students.

**VSBA RESOLUTIONS COMMITTEE RECOMMENDATION: DO NOT PASS
VSBA BOARD RECOMMENDATION: DO NOT PASS**

**Resolution Proposal #2:
North Country Union Full School Board
Section II, Subsection W
Use of Surplus Education Funds**

WHEREAS: The State of Vermont education fund has a projected \$63 million in surplus funds for year 2022 and educational spending is expected to increase by at least 8%,

AND WHEREAS: The State of Vermont is facing a severe staffing shortage as well as decreases in funds for student programming for the arts and enrichment curriculums and activities – which are an integral part of a comprehensive and inclusive education that empowers, enriches, motivates, and inspires students to expand their creativity, critical thinking and problem-solving skills, therefore

BE IT RESOLVED: All surplus monies in the Vermont State education fund be used to: a) help school districts defray the costs of unemployment insurance so that support staff professionals can obtain unemployment benefits during times of school breaks and vacations, thereby helping to assure said professionals have a living wage and are therefore motivated to fill employment vacancies and keep our schools fully staffed. b) Provide individual schools funds to support the arts and enrichment programs for the students of Vermont.

**VSBA RESOLUTIONS COMMITTEE RECOMMENDATION: DO NOT PASS
VSBA BOARD RECOMMENDATION: DO NOT PASS**

**Resolution Proposal #3:
Addison Northwest School District
Section I, Subsection Q
Collaboration to Benefit all Students**

WHEREAS: Vermont's students, teachers, staff, and administrators have emerged from a world-wide pandemic as well as deal with daily concerns including school shootings and violence, inequity and inequality, and hate speech and actions taken against marginalized persons:

AND WHEREAS: the 2022-23 Vermont statewide student assessments results show an overall reduction in students meeting educational standards in math and language arts;

AND WHEREAS: the State Board of Education and the Agency of Education have facilitated many comprehensive system changes including the statewide Efinance, the Statewide Longitudinal Data System, Vermont's comprehensive student assessment system, changes to block grant funding for Special Education (Act 173), and revised school quality standards;

AND WHEREAS: the Efinance software implementation was a statewide failure and resulted in abandoning the software after spending a significant amount of money from the Education Fund;

AND WHEREAS: the Statewide Longitudinal Data System project was established in 2005 and received \$4.9 million in funding, but useful information from that System is not yet available to local school districts;

AND WHEREAS: the Vermont comprehensive assessment software rollout in the spring of 2023 (which replaced SBAC with Cognia) failed to provide usable or historically comparable results due to system-wide software failures resulting in more hardship for school communities and a further lack of assessment results, therefore

BE IT RESOLVED: The VSBA enlist the support of the Vermont Superintendents Association, Vermont Council of Special Education Administrators, Vermont Business Managers Association and work with legislators by January 2025 to provide recommendations for changes to the Governor and their appointed State Board of Education and Secretary of Agency of Education so that Vermont students receive the benefits of all the VSBA current on-going resolutions (I.F,I.L, II.B(4), II.S, III.B, III.C, and V.B).

VSBA RESOLUTIONS COMMITTEE RECOMMENDATION: DO NOT PASS
VSBA BOARD RECOMMENDATION: DO NOT PASS

**Resolution Proposal #4:
Norwich School District
Section II, Subsection X
Non-Residential Tax Rate Equal to Homestead Tax Rate**

WHEREAS: in 2022 there were 88 towns where the Homestead Education Property Tax Rate was higher than the Non-Residential Education Property Tax Rate;

AND WHEREAS: this property tax rate disparity can incentivize non-residential homeownership in these towns;

AND WHEREAS: this property tax rate disparity places an increased burden on homestead property owners;

AND WHEREAS: many Vermont towns are already facing high property costs and an acute shortage of housing; therefore

BE IT RESOLVED: The VSBA calls upon the General Assembly to examine the impact and feasibility of raising the Non-Residential Tax Rate to the same rate as the Homestead Tax Rate in every town where the Non-Residential Tax Rate is lower than the Homestead Tax Rate.

VSBA RESOLUTIONS COMMITTEE RECOMMENDATION: TAKE NO ACTION

VSBA BOARD RECOMMENDATION: DO NOT PASS

**Resolution Proposal #5:
Winooski School District
Section V, Subsection F
Youth Mental Health**

WHEREAS: In 2021 U.S. Surgeon General Vivek Murthy released a national advisory, Protecting Youth Mental Health, citing increased rates of psychological distress among youth, increased number of emergency department visits for suspected suicide attempts, and recognition that it was more difficult to recognize signs of mental illness during the pandemic;

AND WHEREAS: In 2023 Dr. Murthy stated that the increase in youth mental health needs is “the defining crisis of our time;”

AND WHEREAS: Results from the 2021 Youth Risk Behavior Survey of Vermont’s middle and high school students report that 35% experience poor mental health “most of the time” or “always,” with higher percentages among girls (49%) and LGBTQ+ students (59%);

AND WHEREAS: According to the survey, students of color were almost twice as likely to have attempted suicide as compared to white students, and LGBTQ+ students were more than three times as likely as compared to heterosexual/cisgender students, in the 12 months prior to the survey;

AND WHEREAS: Vermont Department of Health published data and analysis on suicidality in 2022, stating that “suicide-related risk factors in youth are increasing,” suicide is the second-leading cause of death among youth, and hospital visits for intentional self-harm are statistically significantly higher for 15- to 24-year old youth as compared to other age groups;

AND WHEREAS: In 2023, Superintendent Lynn Cota testified to the House Education Committee of a “growing complexity and severity of student behaviors” including violent outbursts, vandalism, sexualized behaviors, and threats of harm to self or others among schools;

AND WHEREAS: Superintendent Cota described the “unintended consequences” that come from schools hiring mental health professionals without coordinating efforts with social service partners, including the exacerbation of staffing shortages in the Designated Agencies and the Department for Children and Families; therefore

BE IT RESOLVED: The VSBA urges the General Assembly and Congress to champion the health and well-being of Vermont's youth by enacting legislation that supports our youth's mental health and protects them against intentional self-harm, and ensures adequate funding for any programs or requirements that are mandated by enacted legislation. Further, the VSBA calls upon the Governor to develop a comprehensive plan to support and protect youth mental health through meaningful collaboration among the Administration, schools, Designated Agencies, and other community partners.

VSBA RESOLUTIONS COMMITTEE RECOMMENDATION: PASS AS A REGULAR RESOLUTION

VSBA BOARD RECOMMENDATION: PASS AS A REGULAR RESOLUTION

Resolution Proposal #6
Resolutions Committee
Section V, Subsection G
Flavored Tobacco Products

WHEREAS: Flavors in tobacco products increase the appeal of tobacco to young people, with the highest prevalence of flavored tobacco use seen in U.S. teens aged 12-17, followed by young adults aged 18-24;

AND WHEREAS: First use of a flavored tobacco product is also associated with continued use and progression to regular tobacco use;

AND WHEREAS: Of the 873 Vermont teens and young adults who completed surveys conducted by PACE Vermont in Fall or Winter 2020 addressing nicotine and tobacco product use (electronic vapor product (EVP), cigarette, and cigar), use of flavored tobacco products, and beliefs about flavored tobacco products, nearly 1 in 5 (18%) of participants used an EVP in the past 30 days; of those, 83% used flavored EVPs. More than a third (37%) of past 30-day cigarette smokers used menthol or flavored cigarettes and 44% of past 30-day cigar, cigarillo, or little cigar smokers used flavored cigars;

AND WHEREAS: In that same survey, of those participants aged 12-20, 55% believed that flavored tobacco products were “easier to use” than non-flavored tobacco products (44% “about the same” and 2% “harder to use”);

AND WHEREAS: Also in that survey, nearly three-quarters (72%) believed that the harms of using flavored tobacco products were “no different” than non-flavored tobacco products (26% “more harmful” and 2% “less harmful”);

AND WHEREAS: The Executive Director of the Vermont Principals Association testified during the 2023 legislative session that “[v]aping in schools is reaching a crisis level not only in high schools but also in middle schools in the state. School administrators are spending an inordinate amount of time checking bathrooms and other spots in schools and on school grounds during school hours tracking down students who are seeking to feed their addiction. School districts are spending a great deal of money setting up vape sensors in bathrooms and other places within the school. Schools are catching students vaping and providing them with educational training as a part of their plan for addressing these issues - these education modules dealing with vaping are not free and schools are paying for this programming.”;

AND WHEREAS: The VSBA Board of Directors approved a motion on Feb. 12, 2020 supporting the ban on the sale of flavored cigarettes, flavored e cigarettes and flavored substances that contain nicotine or are otherwise intended for use in an e-cigarette; therefore

BE IT RESOLVED: The VSBA supports a ban on the sale of flavored cigarettes, flavored e cigarettes and flavored substances that contain nicotine or are otherwise intended for use in an e-cigarette.

VSBA RESOLUTIONS COMMITTEE RECOMMENDATION: PASS AS A REGULAR RESOLUTION

VSBA BOARD RECOMMENDATION: PASS AS A REGULAR RESOLUTION

Resolution Proposal #7
Resolutions Committee
Section II, Subsection Y
Separation of Church and State

WHEREAS: The Compelled Support Clause in Chapter I, Article 3 of the Vermont Constitution states “that no person ought to, or of right can be compelled to attend any religious worship, or erect or support any place of worship, or maintain any minister, contrary to the dictates of conscience”;

AND WHEREAS: The Supreme Court in *Carson v. Makin* made it clear that if Vermont (and other states) provides taxpayer-funded vouchers for private schools, it must expand to send public money to all private schools, including religious ones;

AND WHEREAS: The Vermont Agency of Education, in response to *Carson v. Makin*, issued guidance advising school districts that religious schools could not be excluded from public tuition payments based on Vermont Constitution’s Compelled Support Clause, Vermont Constitution Chapter I, Article 3.;

AND WHEREAS: The Agency of Education’s guidance is inconsistent with the Vermont Supreme Court’s interpretation of the Compelled Support Clause in the *Chittenden* case, which held that school districts violate the Vermont Constitution's Compelled Support Clause when they "reimburse tuition for a sectarian school .. in the absence of adequate safeguards against the use of such funds for religious worship.”;

AND WHEREAS: By sending public tax dollars to religious schools, Vermont is supporting religious indoctrination and training for future religious leaders and adherents, which is contrary to the Compelled Support Clause;

AND WHEREAS: If the General Assembly does not act, Vermont tax dollars will continue to flow to religious schools; therefore

BE IT RESOLVED: The General Assembly must act to bring Vermont tuition reimbursement policy and practice into compliance with the U.S. Supreme Court’s ruling in the *Carson v. Makin* without violating the Compelled Support Clause in Article III of Chapter I of the Vermont Constitution.

VSBA RESOLUTIONS COMMITTEE RECOMMENDATION: PASS AS A REGULAR RESOLUTION

VSBA BOARD RECOMMENDATION: PASS AS A REGULAR RESOLUTION

Resolution Proposal #8
VSBA Staff
Section V, Subsection H
Restraint and Seclusion

WHEREAS: 16 V.S.A § 1161a states that “each public and each approved independent school shall adopt and implement a comprehensive plan for responding to student misbehavior. To the extent appropriate, the plan shall promote the positive development of youths;”

AND WHEREAS: in 2012, the US Department of Education (USDE) identified 15 principles for states, local school districts, preschool, elementary, and secondary schools, parents, and other stakeholders to consider as the framework for when states, localities, and districts develop and implement policies and procedures... related to restraint and seclusion to ensure that any use of restraint or seclusion in schools does not occur except when there is a threat of imminent danger or serious physical harm to the student or others, and occurs in a manner that protects the safety of all children and adults at school;

AND WHEREAS: On July 31, 2009, USDE Secretary Duncan sent a [letter](#) to states and territories urging them to develop or review and, if appropriate, revise their state policies and guidelines to ensure that every student in every school under its jurisdiction is safe and protected from being unnecessarily or inappropriately restrained or secluded;

AND WHEREAS: The State of Vermont does not have any policies or guidelines on the use of restraints or seclusion in schools;

AND WHEREAS: The use of restraints and seclusion in schools is governed only by the Vermont State Board of Education Rule Series 4500;

AND WHEREAS: Data reporting is only required when there is death, injury requiring outside medical treatment or hospitalization to staff or student as a result of a restraint or seclusion; or when physical restraint or seclusion has been used for more than thirty (30) minutes; or when physical restraint or seclusion has been used in violation of the 4500 Rules, including the use of any prohibited restraint or seclusion;

AND WHEREAS: The 2023 General Assembly heard testimony regarding the ongoing and potential overuse of restraint and seclusion, inadequate training on de-escalation techniques, limited data reporting, and lack of monitoring of the use of restraint and seclusion practices and compliance with Rule 4500; therefore

BE IT RESOLVED: The VSBA calls on the General Assembly to prohibit the use of restraint and seclusion in any learning environment that receives public funds from the State of Vermont, except when there is a threat of imminent

danger of serious physical harm to the student or others, and when it occurs in a manner that protects the safety of all children. Further, the VSBA calls for thorough data reporting requirements that would provide student demographic information, and the development and implementation of statewide technical assistance to promote positive development of youth through evidence-based, developmentally-appropriate programs. Technical assistance should address consistent and accurate reporting, to include demographic information.

**VSBA RESOLUTIONS COMMITTEE RECOMMENDATION: DO NOT PASS
VSBA BOARD RECOMMENDATION: PASS AS A REGULAR RESOLUTION**

Resolution Proposal #9
Resolutions Committee
Section I, Subsection Q
Remote School Board Meetings

WHEREAS: Vermont Open Meeting Law, 1 V.S.A. §312(a), requires that if a quorum or more of the members of a public body attend a meeting without being physically present at a designated meeting location, (1) the agenda shall designate at least one physical location where a member of the public can attend and participate in the meeting, and, (2) at least one member of the public body, or at least one staff or designee of the public body, shall be physically present at each designated meeting location;

AND WHEREAS: the General Assembly passed Act 1 (2023), which suspends the designated physical location requirements and permits a quorum or more of the members of a public body to attend a regular, special or emergency meeting by electronic or other means without being physically present at a designated meeting location, without designating a physical location, and without requiring staff to be physically present at that location until July 1, 2024;

AND WHEREAS: the temporary suspension of designated meeting location requirements have increased community participation, equity of access, transparency and accountability, therefore

BE IT RESOLVED: The General Assembly should amend Vermont’s Open Meeting Law to make fully remote meetings a permanent, voluntary option.

VSBA RESOLUTIONS COMMITTEE RECOMMENDATION: DO NOT PASS
VSBA BOARD RECOMMENDATION: PASS AS A REGULAR RESOLUTION

Recommendations For Continuing Resolutions

The VSBA Resolutions Committee and VSBA Board also reviewed the continuing resolutions and made the following recommendations. As a reminder, continuing resolutions are in effect until amended or deleted.

<u>Res #</u>	<u>Resolution Name</u>	<u>Committee and Board Recommendation</u> (Delete, Adopt for 1 year, Amend, Take No Action)
I.C.	Supervisory Unions	Delete
I.J.	Appointments to Unified Boards	Delete
II.N.1.	Cost Containment - Statewide health insurance benefit	Amend (see below)
III.D.	School Choice	Amend (see below)
III.E.	Early Education	Amend (see below)

VSBA Resolutions Committee and VSBA Board (Recommended) Amendments:

II.N.1. - Cost Containment - Statewide health insurance benefit for school employees:

The Resolutions Committee and VSBA Board recommend the following amendment:
~~*In order to ensure equity and sustainability in the health care benefits available to all school employees, the General Assembly should adopt a process for the negotiation of health care benefits at the state level by a council of school board members to apply to contracts that expire in 2019.*~~ Any legislative approach for addressing health care for school employees must demonstrate that it will reduce costs to school districts over the near and long term and should reflect the health insurance plan norms for the majority of Vermonters.

III.D. - School Choice -

The Resolutions Committee and the VSBA Board recommend the following amendment:
~~*Vermont needs to recognize the long history of school choice in many towns and to leave in place that status quo.*~~ VSBA is concerned that expanded school choice for all other towns could have significant unintended consequences. If this option is to be seriously considered it requires extensive study with substantial involvement by VSBA.

III.E. - Early Education -

The Resolutions Committee and the VSBA Board recommend the following amendment:
~~**E. EARLY EDUCATION** – The VSBA encourages the General Assembly to create~~

~~universal access to pre-kindergarten education, through a system that emphasizes equity, quality, and simplicity. School districts should play a central role in assuring quality and accountability in publicly funded early education programs.~~

E. PRE-KINDERGARTEN - The VSBA encourages the General Assembly to support fully-funded, full-day pre-kindergarten education through a system that emphasizes equity, high-quality and simplicity. School districts must ensure equitable access, quality and accountability in publicly funded pre-kindergarten education.

Recommendations For Regular Resolutions

The VSBA Resolutions Committee and VSBA Board also reviewed the regular resolutions and made the following recommendations. As a reminder, regular resolutions are in effect until the next annual meeting when they may be deleted, continued for one year, or amended.

<u>Res #</u>	<u>Resolution Name</u>	<u>Committee and Board Recommendation</u> (Delete, Continue, Amend)
I.L.	Timely and Reliable Information & Implementation	Amend (see below)
I.M.	Monitor Outcomes From Act 46 Goals	Continue
I.O.	Governance of Career & Technical Education Schools	Continue
I.P.	Governance Standards	Continue
II.E.	Common Level of Appraisal	Continue
II.F.	Reform the Education Tax System	Continue
II.O.	Broadband Access for Education	Continue
II.S.	Shared School District Financial Software System	Delete
II.T.	Education Finance	Continue
III.J.	School Stabilization: Student Mobility and Resilience	Continue
V.E.	Universal Meals	Continue

VSBA Resolutions Committee and VSBA Board (Recommended) Amendment:

I.L. Timely and Reliable Information & Implementation -

The Resolutions Committee and the VSBA Board recommend amending the existing language as follows: *The VSBA will prioritize and use its influence to support Vermont School Boards in ensuring that Business Managers, Superintendents, and School Boards receive required, useful and timely information from the Agency of Education*

and that the implementation of the statewide Chart of Accounts and Accounting System will not become a burden for its member school districts.



Caledonia Central Supervisory Union
Cabot School, Twinfield School,
Danville School District, Peacham School District
Caledonia Cooperative School District (Barnet, Walden & Waterford Schools)

PO Box 216, Danville, VT 05828 (802)684-3801x206 - Fax (802)684-1190
Mark Tucker, Superintendent of Schools
mark.tucker@ccsuvt.net

August 25, 2023

To: CCSU Board

From: Mark Tucker, Superintendent

Subj: Continued employment

As you know, my current contract with CCSU expires on June 30, 2024. As I have been signaling for the past several months, I intend to retire. I have put this on the agenda for the September 18th meeting as a discussion/action item, and ask that you accept my decision at that time. I am including here some initial thoughts on the transition for you to consider:

As I look ahead to FY25, when CCSU will be under new leadership, I have been thinking a lot about two obvious needs for this SU beyond June 30, 2024. One of them has to do with the challenges of being a Superintendent in a five district, six Board SU. The other has to do with what increasingly looks like significant facility improvement opportunities in light of the State's effort to address an overwhelming need to provide financial support to public schools' facility needs. Following a series of conversations with persons at AOE involved in the school construction projects there, I finally have some clarity on first and following steps for you to consider as you plan ahead for our seven schools.

Hire an Assistant Superintendent - When I came onboard in 2019, CCSU had a line item in its budget for an Assistant Superintendent. At the time, I told the Board not to fill that position, a recommendation that was accepted at a time of some financial uncertainty tangentially related to the merger of CCSU and WNESU, the former home of Cabot and Twinfield schools. That was my recommendation at the time, and I own it, but if any of you think this has been an easy task in light of all the challenges we have faced – think Covid-19 and PCB testing for just two examples, plus the looming issues related to school renovation/construction – you are wrong. It is clear to me in hindsight that my recommendation would have been different if I had a crystal ball in 2019.

It is my strong belief that you will be challenged to find a qualified candidate to fill my position when I retire, not because I am some special force, but because everyone I know professionally thinks I am crazy for having done this for five years by myself. So while my decision to accept this position in 2019 was not influenced in any way by the opportunity to hire an assistant Superintendent, I don't think you should rely on someone else coming along who will look at all of the current challenges in public education and be inclined to take this role on by themselves.

“It is the mission of the Caledonia Central Supervisory Union and its seven member schools to create a learning community in which each individual can achieve the highest standards of excellence in intellectual growth and citizenship.”

My recommendation is as follows:

- Plan and budget for an Assistant Superintendent position in FY25
- Work with a consultant on the hiring process for my replacement (VSA/VSBA can connect you with qualified former Superintendents who know how to lead a search committee) and task them with leading a search for both positions
- I am happy to help with defining prospective roles and responsibilities in a two-leader model, if the Board wants my input.

Start planning for an SU-Level Facility Director

If you read my responses to the Superintendent Evaluation survey, you will recall that I hinted at the need to hire an SU-level Facility Director – I said then that I would be putting this in the draft budget for FY25. This need is driven by two pieces of legislation – [Act 72](#) and Act 127, which essentially authorized the Agency of Education to conduct rulemaking related to the creation of District Quality Standards (DQS) in addition to Education Quality Standards (EQS). A simple way to think about the two is DQS is aimed at rules for how we operate our schools and districts, and EQS is aimed at what we are supposed to teach our students.

Act 127 says that SUs/SDs must have an SU/SD-level Facility Director but there was no mechanism for determining the guidelines for how this worked, thus the need for Act 127. DQS is a work in progress, and I'm told that work is expected to take up to three years to complete. But embedded within DQS will be guidelines related to facility management, and it is through the DQS guidelines that you will actually see the implementation of the Act 127 requirement for an SU-level Facility Director. (Sorry, I know this is convoluted, but I have learned that this is how the Legislature makes its sausage.)

Because the DQS rulemaking will take time, the requirement to have an SU-level Facility Director does not actually come true until July 1, 2025. But even then, if an SU-level Facility Director is *not* in place, all that happens is that this will trigger the availability of resources from AOE to help with the implementation of the position. The vision for this position is driven by the expected complexity of the school renovation/replacement challenge that will eventually arise from the work of the School Construction Task Force (just formed and barely underway) that is tasked with recommending to the Legislature how to deal with the anticipated recommendations of the school construction study that is due out later this year. By all accounts, that work is expected to identify the need to replace or renovate more than 75% of the public school infrastructure in the State of Vermont, at a cost that is unnamed today but expected to be in the billions of dollars. Most of these projects will be on a scale ranging up to the complexity of the Burlington High School project, where they are currently leveling the old building and starting over with a new one. The management of a project of this scale is complex and requires professional credentials that exceed those of any of our current Facility Directors, to say nothing of the credentials of a typical Superintendent.

I will leave it to your imagination just what the needs in CCSU might be, but start with Danville School, first built in 1939, at a projected cost of \$75M to build a new school, and then consider Cabot, which was built in stages with the main building constructed in 1909 . . . and go from there. One of the challenges of moving forward will include resolving the pros and cons of regionalizing some of our existing schools in order to access State money – no one thinks the outcome of the school construction study will be a recommendation to simply rebuild what already exists – and it should be apparent that this work will require a highly professional skill set. Part of what is supposed to come from the DQS work on facilities are recommendations for what that skillset is, and access to training to achieve it.

“It is the mission of the Caledonia Central Supervisory Union and its seven member schools to create a learning community in which each individual can achieve the highest standards of excellence in intellectual growth and citizenship.”

My recommendation is as follows:

- Hold off for now on creating an SU-Level Facility Director position. You may not have to, or want to, wait until July 2025, but I anticipate there will be more clarity coming before that date to help you decide.
- In the interim, retain the existing Facility Management model, with a Director for Cabot/Danville/TUS, Directors at Waterford and Barnet, a Head Custodian at Walden and facility-level support for Peacham from another Director (currently the Barnet Facility Director, as needed). I can explain the current model in more detail at a later date.

There are, of course, potential contingencies that may lead this Board to act sooner, or later, on the creation of an SU-level Director. To the extent that any of these are known before I depart, I will certainly be advising the Board as they come up.

I am grateful for the opportunity to serve CCSU during my tenure, and I believe I am leaving the Supervisory Union in better shape than when I arrived in 2019. There is a strong administrative team in place at the central office, and I would hold up our school leaders across the seven school against any other Superintendent's team in the State. I am also grateful for the strong support I received from all of the boards over the years and continuing until 2024, as we have navigated some challenging times together, always keeping the needs of our students at the forefront of our thinking and actions.

I will continue to serve this SU and its Districts with my fullest attention until June 30, 2024.

Thank you,

Mark

“It is the mission of the Caledonia Central Supervisory Union and its seven member schools to create a learning community in which each individual can achieve the highest standards of excellence in intellectual growth and citizenship.”



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

Title: Assistant Superintendent

Department: Central Office Administration

Reports to: Superintendent

Classification: Licensed Administrator

Terms of Employment: 12-24 month contract; Salary commensurate with experience

FLSA Status: Exempt

Qualifications: Appropriate licensure, successful experience as an educator, and demonstration of leadership

Position Summary

In collaboration with the Superintendent, the Assistant Superintendent ensures the effective operation of all initiatives related to improving the academic performance of all students across all school buildings. He/she is expected to create a shared vision and clear goals and maintain a positive climate, employing effective decision making skills, managing and allocating resources to support critical work priorities, developing the effectiveness of staff, and engaging in two-way communication with staff, parents, and community.

Performance Responsibilities

Vision, Continuous Improvement & Focus of Work

- Supports, along with the Superintendent, the development of a shared vision for the Supervisory Union (SU)
- Models and supports the effective use of data.
- Communicates the SU's vision, goals, and focused plan with staff, parents, and community stakeholders.
- Acts in the absence of the Superintendent.

Communication, Collaboration, & Supervision

- Communicates effectively with all staff and demonstrates a willingness to collaborate with personnel to improve the learning of all students.
- Provides direct supervision, evaluation, organization, and operation of all programs, schools, and services within the Supervisory Union (SU).
- Communicates and shares information regarding student performance with the staff, parents, community, and School Board to support higher levels of achievement for all students.
- Provides the leadership necessary to challenge and support experienced and highly professional staff.
- Collaborates with district administrators, teachers, and related personnel to improve teaching and learning conditions for all students.

Policies & Governance

Creating learning communities... where students are engaged and successful

- At the direction of the Superintendent, reviews, develops, recommends policies for the SU and its member Districts.
- Continually assesses SU & District policies and practices to ensure that they reflect educational trends and legislative changes (state & federal) and align with the SU vision.
- Advocates for children and families.
- Models and expects professional conduct.

Operations

- Oversees the overall health and safety of the buildings, staff, and students of the SU in conjunction with building administrators, facilities directors, food service directors, Human Resources, and the Superintendent.
- Provides oversight to food service operations, assisting in the monitoring of federal and state food service-related grants.
- Coordinates with the Business Office, Student Services Department, and Superintendent to negotiate transportation contracts as appropriate. Ensures compliance with the enforcement of contract provisions with the selected transportation vendor.
- Works with the SU Facilities Directors to ensure the smooth operation of the maintenance of buildings and grounds at all school buildings. Oversees capital projects in conjunction with school administration and school facilities staff.
- In conjunction with the Director of Technology, assists in implementing and installing any technology solutions necessary for the smooth operation of the SU.

Instruction

- In collaboration with the Director of Curriculum, Instruction, & Assessment:
 - Establishes priorities, goals, and strategies for the development and delivery of instructional programs and services throughout the SU.
 - Integrates the use of technology into all curriculum and instruction areas.
 - Supports and monitors SU efforts to differentiate instruction for students.
 - Supports and monitors, as appropriate, the effective operation of the Professional Standards Board; ensures compliance with the legal and district requirements of the licensing process.

Resources & Relationships

- Works with the union(s) to solve grievances and build a strong working relationship.
- Represents the SU at School Board meetings, stakeholder groups, and other meetings as needed.
- Promotes community/business support for schools.
- Develops and implements appropriate Board development programs.
- Visits schools and classrooms routinely.
- Participates in professional organizations to ensure continued awareness and understanding of current research and the "best practices" literature.

Evaluation

Evaluation shall be performed annually by the Superintendent.

Supervision

This position shall supervise all positions under the direction of the Superintendent's office.

Position Expectations

1. Ability to communicate clearly both orally and in writing.
2. Ability to utilize and promote the use of participatory management techniques.
3. Possesses physical and mental stamina commensurate with responsibilities of the position.
4. Possesses personal characteristics including, but not limited to, poise, perspective, integrity, flexibility, sound judgment, professionalism, and personal appearance for success as an administrator in the Orange East Supervisory Union.
5. Ability to work collaboratively and cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
6. Understands and is sensitive to the needs of various culture and ethnic groups of the school and community, and the needs of students with limiting conditions.
7. Possesses a high degree of conflict management skill and ability to utilize effective problem solving strategies.

Position Requirements

Education & Training

- An earned Master's degree from an accredited college or university.

Licenses & Certifications

- Must possess or be able to obtain a Vermont Educators license with the Superintendent endorsement.
- Valid Driver's License

Experience

1. Have previously demonstrated at least five (5) years of successful licensed teaching experience.
2. Have previously demonstrated at least two (2) years of experience as a contract administrator at an accredited K-12 public or private school or at least two (2) years of experience as a contracted administrator in a related position.
3. Successful experience as an elementary and/or secondary principal.
4. Demonstrated experience providing leadership in an academic environment.
5. Successful performance in the position held at the time of application.
6. Equivalent experience shall be considered.

Tools/Technology

- Computer literacy required.
- General office equipment, such as a phone, computer, adding machine, copier/scanner/printer/fax
- Computer software, such as e-mail, calendar/scheduling, MS Office, and database user interface and query software

Mental & Physical Demands

1. Prolonged periods of sitting
2. Physical mobility to visit multiple building locations
3. Talking/Hearing
4. Occasional reaching with hands and arms
5. Close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus

6. Comprehension of the English language
7. Reasoning and decision making
8. Presence at the workplace
9. Presence at Board meetings in evenings

Remote Working Conditions

- This position may qualify for consideration under the OESU Remote Working Agreement.

Working Conditions

- Work is normally performed in climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases.
- Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.).
- No known environmental hazards are encountered in normal performance of job duties.

Background check required upon acceptance of offer of employment.

***Disclaimer:** The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed.*

An Affirmative Action/Equal Opportunity Employer

This employer does not knowingly discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, age, disability or national origin.

Barre Unified Union School District

Position Description

POSITION: Assistant Superintendent of Instruction

FLSA: Exempt/Salary

REPORTS TO: Superintendent

POSITION GOAL: The Assistant Superintendent for Instruction will provide leadership and work with the Superintendent in the coordination, organization, assessment and development of curriculum, improvement of instruction, and improvement and development of programs in the Barre Unified Union School District. To support this work, the Assistant Superintendent is responsible for administering grants, including the Consolidated Federal Programs grant. This position also includes oversight of the collection and analysis of data.

PROFESSIONAL STANDARDS:

The Assistant Superintendent of Instruction will meet or exceed the Professional Standards as adopted by the Vermont Standards Board for Professional Educators.

Professional Standards for Educational Leaders

CORE/PRIMARY RESPONSIBILITIES include the following. Other duties may be assigned.

1. In coordination with the Superintendent, direct the coordination, development, and assessment of PreK through adult curriculum and instructional services.
2. Develop and implement, in coordination with building and central office administration and curriculum office staff, an effective program of inservice education and staff development for instructional staff.
3. Provide overall coordination of CFP and other grants, including preparing, filing, and administration of these grants with input from building and central office administrative teams
4. Assure compliance with all laws and regulations related to programs, curriculum, instruction, assessment and the use of grant funds. This includes overseeing plans to meet standards in all areas related to curriculum.
5. Direct the implementation of all local, state, and federal assessment and coordinate the compilation, use, and interpretation of assessment results.
6. Oversee the district and school Continuous Improvement Plans.
7. Work with the Superintendent to oversee all staff committees related to curriculum, instruction, assessment and professional development.
8. Serve with the Superintendent as district liaison for all school board committees and functions related to curriculum, instruction, assessment and professional development.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

1. Vermont endorsement 3-93 (Director of Curriculum) and Vermont endorsement 3-90 (Superintendent).
2. Master's Degree in Education or Administration and a concentration in educational administration, experience teaching at the high school level and experience serving as a School

Principal or other leadership capacity within a PreK-12 school or a combination of education and experience from which comparable knowledge and skills are acquired.

3. Knowledge of contemporary instructional theory and practice; commitment to standards-based curriculum and instruction, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance; plus competence in the following areas:
4. Fundamentals of educational administration/leadership, School law, School finance or school business management Staff evaluation/development.
5. Curriculum management (e.g. development, supervision, an evaluation).
6. Excellent school and community relations

SUPERVISORY RESPONSIBILITIES: The Assistant Superintendent shall supervise the curriculum team,. administrative assistant and administrators as assigned.

PROFESSIONAL RESPONSIBILITIES:

Remains active in professional organizations and associations for both CIA and Superintendent

TOOLS/TECHNOLOGY REQUIREMENTS: Proficiency in Google Suite and experience and knowledge of computerized database systems.

PHYSICAL EFFORTS AND STRESS: In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, public scrutiny, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary..

WORK ENVIRONMENT: Work is typically performed in a climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). No known environmental hazards are encountered in normal performance of job duties.

Work may also be performed in the school/classroom environment. The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day and location.

TERMS OF EMPLOYMENT: Full Year- 261 Days- Administrator Contract

EVALUATION: The Assistant Superintendent of Instruction will be evaluated annually by the Superintendent.

Disclaimer: The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. This job description is subject to revision at any time by the employer.

Updated February 5, 2021

MAPLE RUN UNIFIED SCHOOL DISTRICT
Job Description

Job Title: Assistant Superintendent for Administrative Services
Location: Superintendent's Office
Job Group: Administrator
Reports To: Superintendent

Summary: The *Assistant Superintendent for Administrative Services* shall provide leadership in the areas of personnel and human resources and will provide functional management to the district's non-instructional administrative operations, such as operations and transportation. He/she will assist district with strategic planning initiatives, curriculum and will fulfill the duties of the Superintendent in his absence.

Essential Duties and Responsibilities:

Human Resources

- Coordinate the personnel and human resources needs of the school district.
- Take the lead in all employee contract negotiations for district unionized personnel and related contract administration including grievances, hearings, arbitration, etc.
- Coordinate and supervise the year-round recruitment of quality staff.
- Ensure that district hiring processes are in compliance with Board policies and applicable statutes.
- Facilitate the interview process for all administrative openings.
- Oversee issuance of work agreements and contracts.
- Review and process transfer requests for employees, in compliance with applicable contractual provisions.
- Oversee the evaluation process for all district employees.
- Coordinate "on-boarding" processes as appropriate for all employees.
- Oversee record-keeping for required professional development, certification and licensing of staff. Approve professional development course requests. Ensure that instructional staff and administrators have the proper qualifications per state and federal law.

- When necessary, conduct investigations into employee conduct and/or issue appropriate disciplinary action.
- When necessary, develop performance improvement plans for employees and/or assist other administrators in this task.
- Oversee administration of employee benefits, Workers' Compensation, FMLA and other leaves. When appropriate, approve leaves in compliance with contractual provisions.
- Oversee the following for payroll: employee attendance reports, mentor pay and column movements.
- Develop job description for new staff positions and coordinate the periodic review and revision of existing job description.
- Research employment laws and regulations to implement procedures to maintain compliance with current legal requirements.
- Oversee maintenance of various employment files and records, compilation pertinent employee information to ensure accuracy of employee's compensation, maintain eligibility for position and compliance with all federal/state and district regulations.

Curriculum and Instruction

- Provide guidance and direction to advance curriculum and instruction throughout the district.

Transportation Services

- Oversee student transportation and contract management and act as liaison to the transportation contractor.

Operations

- Oversee district planning and supervision of construction, renovation, and maintenance of school facilities.
- Work with district facility directors and principals to project student enrollments, building and facility's needs, energy consumption, capital equipment needs and other cost items for district improvement.

Title IX Coordinator

- In compliance with Federal law, OCR guidelines, and district policies, oversee all issues related to Title IX.

- Ensure that annual training is provided to all district staff regarding Title IX and sex-based harassment.
- Review and/or conduct investigations into alleged situations of sex-based harassment and ensure that the appropriate documentation is maintained.

Other Administrative Services

- Serve as district liaison with district legal counsel.
- Ensure that board policies and administrative guidelines are in compliance with legal requirements as well as meeting the needs of the district and that those directly affected by personnel policies have knowledge of relevant policies and procedures.
- Recommend and implement changes in policy and procedure.
- Attend all principal/administrator meetings and share important information.
- Attend all board of education meetings.
- Meet monthly, along with the Superintendent, with Maple Run Unified Education Association (MRUEA) leadership to jointly and proactively address concerns.
- Assist in representing Central Office at district events such as curriculum nights, academic awards, concerts, honors programs and graduation.
- Provide guidance and resources to school administrators to assist and maintain an effective educational environment.
- Serve in the absence of the superintendent as the person responsible for administration of the school district.
- Performs other duties and responsibilities as assigned by the Superintendent.

Qualification Requirements: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Education and/or Experience: Master's degree in Educational Administration or other appropriate area. Minimum of five (5) years teaching experience and a minimum of three (3) years of experience as an educational administrator.

Certificates, Licenses, Registrations: A valid Vermont Superintendent License is preferred or working towards the Superintendent license.

Math Skills: An ability to work with basic and advanced mathematical concepts such as calculations, fractions, percentages, ratios, proportions, probability, statistical inference, and to apply to practical situations.

Reasoning Skills: A demonstrated ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of instructions in written, mathematical, or diagram form and deal with several abstract and concrete variables is essential.

Other Skills and Abilities:

- Excellent interpersonal and oral and written communications skills.
- Demonstrated success working with and through people to establish and meet objectives and action plans consistent with district goals.
- Demonstrated success working within established organizational guidelines to establish and meet objectives and action plans consistent with district goals.
- Demonstrated success problem-solving within organizational constraints, to establish and meet objectives and action plans consistent with district goals.
- Ability to cultivate and maintain positive and collaborative relationships with private and public agencies.
- Demonstrated ability to work effectively with stakeholders.

***Physical Demands:** The physical demands described here are typical of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations as defined by the School District may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to sit, walk, stand, talk, or hear. The incumbent must use hands and fingers to write or type. Specific vision abilities required by this job include close vision, distance vision. Some driving to various locations is required.

Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints, interacting with the public and other workers. Occasionally the position requires the employee to work irregular or extended hours, direct responsibility for the safety, wellbeing, or work output of other people and meet multiple demands from several people. Some travel is required. The employee must occasionally lift and/or move up to 50 pounds.

***Work Environment:** The work environment characteristics described here are typical of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate.

Terms of Employment: 12 Months

Evaluation: Annual Performance will be conducted by the Superintendent.

Date: February 12, 2019

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

Per Mark Tucker's recommendation for an Assistant Superintendent: Here is what the potential cost implication:

Assist. Superintendent position was modeled at 85% of the Superintendent position. Salary - \$121K.
Fully loaded with Benefits - \$161K

We would follow the same Assessment % as we did for FY24 – 50% FTE Staff and 50% Students allocation which would breakdown as follows

CCSD – 35% - or \$56,785

DSD – 24.5% or \$39,436

PSD – 5.8% or \$9,355

Cabot – 11.9% or \$19,182

TUS – 22.5% or \$36,242

WASHINGTON NORTHEAST SUPERVISORY UNION

CABOT SCHOOL – TWINFIELD UNION SCHOOL

POLICY D8

ALCOHOL AND DRUG-FREE WORKPLACE

Policy

It is the policy of the Washington Northeast Supervisory Union and the Cabot and Twinfield Union School Districts 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.

Legal Reference(s): 49 U.S.C. §§ 5331, 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Parts 40, 382, 391, 392, 395 and 653
21 V.S.A. 511 et seq.

	<u>WNESU</u>	<u>Cabot</u>	<u>Twinfield</u>
Warned:	November 20, 2014	November 17, 2014	November 11, 2014
Adopted:	May 18, 2015	December 1, 2014	November 25, 2014
Reviewed:			

WASHINGTON NORTHEAST SUPERVISORY UNION

CABOT SCHOOL – TWINFIELD UNION SCHOOL

POLICY F7

STUDENT ALCOHOL AND DRUGS

It is the policy of the Washington Northeast Supervisory Union and Cabot and Twinfield Union School Districts 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. It is further the policy of the district to make appropriate referrals in cases of substance abuse.

Definitions

Substance Abuse is the ingestion of drugs and or alcohol in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.

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

Educational Program. The Principal shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program. The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan. If the school district is a recipient of federal Safe and Drug-Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug abuse educational program.

Support and Referral System. In each school the principal or his or her designee shall develop a support and referral system for screening students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The support and referral system will include processes to determine the need for further screening, education, counseling or referral for treatment in each referred case. In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse.

Cooperative Agreements. The Principal shall annually designate an individual to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The Washington Northeast Supervisory Union and the Cabot and Twinfield Union School Districts, have entered into a cooperative agreement with Central Vermont Substance Abuse Services (Agency). The Agency will provide substance abuse treatment to students who are referred through the school's support and referral system, or who refer themselves for treatment.

Staff Training. The Principal will work with appropriate staff to provide training for teachers and health and guidance personnel who teach or provide other services in the school's alcohol and drug abuse prevention education program. The training provided will meet the requirements of State Board Rules related to staff training.

Community Involvement. The Principal will work with school staff and community members to implement a program to inform the community about substance abuse issues in accord with State Board of Education rules.

Annual Report. In a standard format provided by the Vermont Department of Education, the Principal will submit an annual report to the Commissioner of Education describing substance abuse education programs and their effectiveness.

Notification. The Principal shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.

Legal Reference(s): 20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)
16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)
16 V.S.A. 131(9) (Comprehensive Health Education)
16 V.S.A. §1045(b)(Driver Training Course)
16 V.S.A. §1165 (Alcohol and drug abuse)
18 V.S.A. §4226 (Drugs: minors, treatment, consent)
Vt. State Board of Education Manual of Rules and Practices §§4200 -4215)

	<u>WNESU</u>	<u>Cabot</u>	<u>Twinfield</u>
Warned:		February 12, 2015	February 5, 2015
Adopted:		March 16, 2015	March 10, 2015
Reviewed:			

CALEDONIA CENTRAL SUPERVISORY UNION

CABOT SCHOOL

ADDENDUM TO POLICY C18

STUDENT SELF-EXPRESSION - FLAGS

Purpose

This addendum establishes the procedure and protocol for student expression through use of flags or other symbols displayed on Cabot School property.

Procedure

The flying of flags, or installation/display of expressive material, is subject to the following conditions:

1. Students have a right to express themselves on school property through speech or expressive actions, including the flying of flags, provided that such expression does not materially or substantially interfere with the orderly operation of the school and the rights of others. The underlying policy, and this addendum, prohibit student self-expression that:

- A. Is obscene, vulgar, or profane, or harms the reputation of others;
- B. Violates federal, state or local laws;
- C. Advocates the use or availability of tobacco, alcohol or illegal drugs;
- D. Incites violence; or
- E. Interferes with or advocates interference with the orderly operation of the schools.

2. Student expression outside of normal classroom activities, including flying of flags, or installation/display of expressive materials on the school campus, must rationally and substantially relate to educational goals developed through the following means:

- A. An independent course of study, approved and supervised by Cabot School faculty or staff; or
- B. A student lead, faculty or staff facilitated, effort to advance the goals of the Cabot School District's diversity, equity, and inclusion policy or continuous improvement plan.

3. A student, student group, or administration official acting on behalf of a student or student group may petition the School Board to approve the flying of a flag on the school flagpole or placement of a temporary installation/display on campus. The School Board may approve in whole or in part such requests, may delegate decision making to

the administration in whole or in part, or may deny requests consistent with law, this policy, and other Supervisory Union or District policies in effect at the time of the petition.

Date Warned: 5/27/2020 - Cabot

Date Adopted: 6/22/2020- Cabot

*Cross References: C18: Student Self-Expression
A__: Diversity, Equity and Inclusion*

WASHINGTON NORTHEAST SUPERVISORY UNION

CABOT SCHOOL – TWINFIELD UNION SCHOOL

POLICY G13

ANIMAL DISSECTION

Policy

It is the intent of the Washington Northeast Supervisory Union and Cabot and Twinfield Union School Districts 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 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.

Legal Reference: Act 154 of 2007-2008 Adjourned Session
16 V.S.A. §912

	<u>WNESU</u>	<u>Cabot</u>	<u>Twinfield</u>
Warned:		April 6, 2015	March 24, 2015
Adopted:		May 4, 2015	April 28, 2015
Reviewed:			

WASHINGTON NORTHEAST SUPERVISORY UNION

CABOT SCHOOL – TWINFIELD UNION SCHOOL

POLICY B3 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 education law which define School Board powers and govern Board member compensation and public bidding processes.

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 whether to:
 - 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; and/or
- c. Issue a public finding that the conflict of interest charge is supported by the evidence and the Board member should be formally censured or subjected to such other action as may be allowed by law.

Legal Reference(s): 16 V.S.A. § 262(d) (Election of officers)
 16 V.S.A. §557 (Gratuity/compensation prohibited)
 16 V.S.A. §558 (Eligibility for election to school board)
 16 V.S.A. §559 (Public bids)
 16 V.S.A. §563(20) (Powers of school boards)

	<u>W NESU</u>	<u>C abot</u>	<u>T winfield</u>
Date warned:	November 20, 2014	November 17, 2014	November 11, 2014
Date adopted:	May 18, 2015	December 1, 2014	November 25, 2014
Reviewed:			

CB001 – Community Service Policy

Community is the heart of the town of Cabot, and likewise, its school. Requiring high schoolers to do work in service of their community not only strengthens that bond between town and school, but also offers students unique opportunities to develop vital life skills while providing help to people in need.

Therefore, it is the policy of the school board to require all students to engage in a minimum community service requirement. The amount of community service shall be set in consultation with the administration and student representatives and reviewed as needed.

Paid work and internships can satisfy this requirement at the discretion of the administration. Students who far exceed the required hours will be recognized on the student's transcript, as well as acknowledged at their high school graduation ceremony.

The Administration shall develop and maintain a system for supporting students in attaining community service hours as well as specifying the number of hours required for graduation.

Date Warned: 06/28/2021

Date Adopted: 06/28/2021