

**Barnet School Board Meeting Minutes  
Tuesday, November 11, 2014  
Barnet School**

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**Members in Attendance:** Louis Bushey, Robert Farlice-Rubio, Shellie Samuels, Mary Skovsted, David Warden; Principal Shawn Gonyaw; Superintendent Mat Forest, Business Manager Pat Amsden; Dave Glentz Brush

6:03 p.m. The meeting was called to order by Chair Shellie Samuels.

**Approval of Minutes**

The name of Dave Glentz Brush was added as the member of the public in attendance. A motion was made by Louis Bushey and seconded by Robert Farlice-Rubio to approve the minutes of the October 14, 2014 meeting as amended. The motion passed unanimously with no further discussion.

**Approved**

**Administrative Reports**

- a. Business Manager Report. There was discussion on the allowable tuition and whether billing should be done; the Board instructed Pat to go ahead with that billing. There was discussion regarding the food service deficit. The \$10,000 to be paid towards the deficit from the fund balance has been paid; a \$23,000 deficit still remains in the food service. There was discussion on the payment of the bond and payoff of the boiler from the fund balance. There is \$36,000 left on the boiler; Pat will explore how to pay that down. The first draft of the FY2016 budget, expense summary only, was discussed. The CCSU budget is not done so those amounts are level funded. The \$45,000 for legal fees and the cost of the Tech Director need to be added. The new mandate for preschool (Act 166) is figured in as an increase in staffing by .5 FTE to make the program full time, and a one-time cost for furniture. This results in a \$38,000 increase but the furniture costs will not be included in future budgets. Parents can still choose to send their children to another preschool even if a full time program is offered at Barnet. In that case, Barnet is responsible for paying \$3,000 toward the cost of that. Having a full time program might also draw in students from outside Barnet. Health insurance is increasing. There was discussion regarding food service and whether additional help is needed with the change to full time preschool. There was discussion regarding an amount left over from the FY2013 fund balance that was supposed to go into the long term maintenance fund. Pat will research this. There was discussion on how the \$45,000 in CCSU legal fees would be split; Pat said it would probably be based on the assessment.
- b. Principal’s Report. There is a workshop by Nicole Bell on how to teach math based on common core. Principal Gonyaw mentioned that Mike could use some help on the roof project; Superintendent Forest will assist with this. There were no further questions on the Principal Report.
- c. Superintendent’s Report. There was a question regarding photo IDs for faculty and staff. This is a CCSU mandate for this year. Board members may get photo IDs if they wish to.
- d. Curriculum Report. There were no questions on this report.
- e. Special Services Report. There were no questions on this report.

**Public Input**

Mr. Glentz Brush suggested having extra help in the cafeteria and said that he would prefer not to have a student volunteer for this. He liked the suggestion of having community volunteers fill this need. He suggested that Barnet has a problem regarding volunteers. He has volunteered at

school and felt he was in the way. It is beneficial for the school to have community volunteers and someone should be in charge of volunteer management and volunteer opportunities could be posted in the newsletter. There was discussion regarding public input and if members of the public are allowed to ask questions during discussion of an agenda item or only during the public input portion of the meeting. Superintendent Forest reminded everyone that any public input should be addressed to the Board chair. Board Chair Shellie Samuels said members of the public are encouraged to speak at any time.

### **New Business**

- a. Salary schedule changes. Pat Amsden explained the language in the contract regarding salary increases does not match the salary table which was attached to the contract. This does not allow for teacher salary increases. A motion was made by David Warden and seconded by Robert Farlice-Rubio to allow the 3% increases as outlined in the contract. There was on further discussion and the motion passed unanimously. **Approved**
- b. First Read – Staff/Student Conduct and Boundaries Policy. There were no questions regarding this policy. The policy will go to the CCSU Board for a second read and for approval.
- c. Negotiation Committee. David Warden will remain on the committee. Robert Farlice-Rubio will be backup. Superintendent Forest discussed a proposal from Guy Pearce that language in the contract be negotiated by Superintendent Forest and Mr. Pearce before bringing the contract before the committee. The other three Boards have agreed to do this. Following this discussion, a motion was made by David Warden and seconded by Robert Farlice-Rubio to authorize Superintendent Forest to negotiate language in the proposed contract with Guy Pearce prior to the contract being reviewed by the negotiation committee for approval. There was further discussion regarding the length of the contract and the need to have health insurance benefits a separate piece and not negotiated for three years. Following this discussion, the motion passed unanimously with no further discussion. **Approved**

### **Old Business**

- a. Transportation. Superintendent Forest met with the owners of JPI to discuss some of the recent issues with bussing. Superintendent Forest and Principal Gonyaw are working on procedures for bus behavior and discipline, based on a PBiS approach.

### **Future Agenda Items**

Budget

CCSU Policies Review

ELOP coordinator presentation (Donna)

### **Adjournment**

A motion was made by Louis Bushey and seconded by Robert Farlice-Rubio to adjourn the meeting. The motion passed unanimously and the meeting was adjourned at 8:05 p.m.

**Approved**

Respectfully Submitted,

Ellen Hinman, Recording Secretary

## BARNET – DANVILLE – PEACHAM – WALDEN

Caledonia Central Supervisory Union

To: Barnet School Board  
From: Pat Ameden, Business Manager  
Date: November 5, 2014  
Subject: Financial Report

### ALLOWABLE TUITION FY14

They published the Allowable Tuition Rates for FY14. Barnet's announced tuition rate for secondary school was \$10,741; the allowable rate is \$11,350. This is a 5% difference. The amount over 3% is \$268.50. It appears by the amount collected last year that there were 4 students. The board has the option to bill for the additional 2%. Do you want us to do that?

### CURRENT FISCAL YEAR

- Last meeting you asked about the vote to pay off 1) the food service deficit and, 2) long-term debt.
  1. The vote was amended and passed to pay off only \$10,000 of the food service deficit. I have made that transfer.
  2. The final bond payment budgeted for \$102,613 principal and interest was paid this month less a discount as budgeted of \$9,553 (reported as revenue). There is a penalty for early pay off with the Bond Bank.
- Tuition students have been almost 100% verified. The current listing shows 78 students in regular high school programs at an estimated cost of \$1,198,000. A listing is attached as well as an updated Budget vs. Actual Summary.
- The boiler loan payments are a year ahead. As a result, we were billed for interest only this July. I am scheduling a principal only payment for next month to save on interest and it will be paid off one year earlier than scheduled. See attached chart.
- Mary Collins move to CCSU office is scheduled for November 25.

### STATE REPORTING AND COMPLIANCE

Quarterly grant reports have been submitted. The first SEER (Special Ed. Expenditure Reports) are due mid-November as well as the Vocational Transportation report.

### FEDERAL GRANTS

Three of us went to a workshop Thursday on new federal guidelines. We will need to develop and change some internal purchasing and time and effort documentation procedures to be in compliance. The School Board doesn't need to approve these procedures, but I just want you to know we are aware and will be working on this.

They did want audits will be looking for all record keeping in one software and costs being encumbered so we may have a finding this year, but will respond that we are converting software.

### NEGOTIATIONS/CENTRALIZATION

We've compiled one spreadsheet of all teachers on current step and new steps and years of experience. Vanessa is ready to issue new contracts at the new step once approved. I am starting to work on trying to place all teachers on one schedule in between other projects.

### BUDGET

First draft of the budget will be provided for your meeting as requested. Mat, Shawn and I met today and I will begin compiling it tomorrow. Estimated expenses will be provided, but revenues are not yet available.

YSBIT is estimating about a 5% health insurance increase; actual rates will be published by the end of November. They are warning this may be the last year we can be grandfathered with Blue Cross/Blue Shield. The State legislation's priority is to come up with a good State plan and mandate that we all move to it.

AS OF 11-4

**BARNET SCHOOL DISTRICT  
FINANCIAL SUMMARY**

AS OF 11-4-14

**MAJOR VARIANCES**

| EXPENSES   | Budget              | Projected     | Difference    |
|--|---------------------|---------------|---------------|
| Salaries   | 1,745,072           | 1,687,303     | 57,769        |
|  |                     | payroll taxes | 4,418         |
| Subtotal Salaries & taxes savings                  |                     |               | 4,419         |
| Health Insurance                                   | 389,576             | 343,650       | 25,926        |
| <b>Estimated savings on payroll &amp; benefits</b> |                     |               | <b>30,345</b> |
| <u>Other areas</u>                                 |                     |               |               |
| Tuition- regular programs                          | 1,241,114           | 1,196,149     | 44,965        |
|  | see attached filing |               |               |
| <b>ESTIMATED SAVINGS IN THESE AREAS</b>            |                     |               | <b>75,310</b> |

AS OF 11-4-14

**BARNET TUITION STUDENTS**

| Count | HS               | Rate   | Cost      |
|-------|------------------|--------|-----------|
| 11    | BMU              | 14,300 | 157,300   |
| 3     | Daryville        | 13,338 | 40,014    |
| 3     | Lyndon Institute | 15,993 | 47,979    |
| 1     | Spaulding        | 13,450 | 13,450    |
| 55    | St. J Academy    | 15,750 | 866,250   |
| 2     | Out of State     | 14,950 | 29,900    |
| 3     | PRIVATE          | 13,752 | 41,256    |
| 78    | TOTALS           |        | 1,196,149 |

**BARNET BOILER LOAN PAYMENT SCHEDULE**

| Due Date      | Principal        | payment date          | Interest        | payment date  |
|---------------|------------------|-----------------------|-----------------|---------------|
| 7/23/2013     | 12,000.00        | pd. 6/28/13           | 726.07          | pd. 7/22/13   |
| 7/23/2014     | 12,000.00        | pd. 7/22/13           | 726.07          | pd. 7/19/2014 |
| 7/23/2015     | 12,000.00        | scheduling for Dec. # | 726.07          |               |
| 7/23/2016     | 12,000.00        | 7/23/2015             | 726.07          |               |
| 7/23/2017     | 12,000.00        | 7/23/2016             | 726.07          |               |
| <b>TOTALS</b> | <b>60,000.00</b> |                       | <b>3,630.35</b> |               |

\* This principal only payment will lower interest in final payment.



**BARNET SCHOOL** *A VT Rural Partnership School Community*  
163 Kid Row  
Barnet, VT 05821

Shawn Gonyaw, *Principal*  
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**Barnet School Mission Statement**

*Barnet School strives to be a supportive community of learners in which every member meets the highest standards.*

**PRINCIPAL'S REPORT  
To The School Board  
November 3, 2014**

• **Preschool Expansion**

Due to a new mandate about preschool education, Ingrid Reade, Mike Bigelow, and I have begun to look at how we can expand our current model. In the coming school year and beyond, we will be responsible for paying \$3,000 toward the cost of any preschool age child whose family wishes to have his/her child attend another preschool/daycare. Because we are only offering limited day programs at this time, we could have a serious negative financial impact.

I will share with you at the board meeting the plan we have devised and the cost to the budget. This is a great time to think about this as we are in the budget development stage.

• **Teacher Supervision and Evaluation**

There are 25 professional teaching staff and 10 support staff at the Barnet School to evaluate twice each year. I have been spending time in all classrooms giving feedback to staff members. By November break I will have completed the first round of observations for all teaching staff.

• **High School Fair**

Through the *Shopping for a High School* elective at the 7<sup>th</sup> and 8<sup>th</sup> grade level, students have had many of the neighboring high schools visit to talk about their program. The High School Fair is scheduled for December 10<sup>th</sup>. This is an opportunity for our 8<sup>th</sup> grade families to learn about what each high school has to offer and ask questions. This year the White Mountain School seems to be attracting much interest from students. Students will also shadow for a day at their top choices.

• **Roof Update**

We have not heard any further information about the roof repair. So far we know that some of the roof pans have holes and are rusting. Ryerson Steel is motivated to get the issue resolved, Palmieri Roofing will need to do the repairs, and the proposal is to replace the rusting pans, sandblast the entire roof and repaint.

• **Budget Development**

At this point we are not looking at making many changes to the academic programming for the coming school year. The only exceptions are expanding/redesigning preschool and looking at the delivery model in the 7<sup>th</sup> and 8<sup>th</sup> grade classroom to accommodate the large class sizes.

• **Winter Wellness**

The Essential Arts team have organized our 6 weeks of winter wellness activities. This year we are adding gymnastics from Kingdom Gymnastics. In addition we will offer skiing, skating, bowling, snowboarding, swimming, and sledding/snowshoeing. Our program will be on Thursday afternoons this year.

**BARNET – DANVILLE – PEACHAM – WALDEN**

Caledonia Central Supervisory Union  
PO Box 216 - Danville, VT 05828 (802)684-3801 - Fax (802) 684-1190

**SuperIntendents Report  
November**

**504 Policy-** I met with Tom Lovitt, Headmaster at St. Johnsbury Academy on 10/15/14, regarding our mutual interests, our discussion revolved around Section 504 policies and the role of the private school and the Academy Tech Center. The meeting was productive and beneficial. Tom and I will be meeting again in the near future to collaborate on 504 protocols between our two systems. I'm also working with the regional superIntendents to streamline the 504 procedures throughout the local supervisory unions to assist in this matter.

**Conference-** I will be attending a conference on Friday October 31, 2014, the topic are "The future of collective bargaining" and "Facing the Health care challenge in education."

**Curriculum Development-** All teachers met on October 24, 2014 to continue their work on developing our curriculum and adopting the Common Core State Standards. Our teachers are working diligently and making productive progress in developing a uniformed curriculum.

**MTSS-** Each school has developed an MTSS model (Multi-tiered System of Support). We are making progress on using data to create targeted interventions for students. Each school is at a different place with this initiative. We will continue to move forward in perfecting this practice.

**Transportation:** I met at length on Tuesday evening (10/21/14) with the owners of our transportation company JPI, to discuss several matters. The meeting was productive, I am hopeful we can move forward in a collaborative fashion.

**School Photos-** All faculty and staff will be required to where a photo ID this year. The ID's are free of charge to use through Life Touch, any board member who wishes to have a photo ID may have their picture taken at any one of the school location at the below date and times.

Danville 11/4/14, starting at 7:30AM-all day. Peacham 11/6/14, 8:30AM-9:30AM. Walden 11/3/14, 7:45AM-12:20PM.

Respectfully Submitted By:  
Dr. Mathew G. Forest

Superintendent of Schools  
Caledonia Central Supervisory Union

November Board Report  
Curriculum, Instruction, and Assessment Coordinator  
October 28, 2014

**Curriculum Development**

- Units of Study
  - 40 plus teachers from across the SU met in Barnet, on Friday, October 24, 2014 to continue working towards our SU-wide goal of developing grade level/grade cluster Units of Study.
  - Teachers began the day by reviewing and revising the Enduring Understandings, Essential Questions, Learning Outcomes, and Common Assessments for unit 2. Professionals were enthusiastic when sharing the similarities and differences in their instructional plans and eager to make revisions that would ensure consistent rigorous teaching and learning.

Below is a sampling of two units of study, one in English Language Arts, and the other in Mathematics:

| Unit #2: Grades 3 / 4 - Elements of Story   |   | Time Frame: (32 Days) -October 1st - November 17th   |                      |
|---|---|--|----------------------|
| <p><b>Learning Objectives/Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Reading involves making meaning of the text.</li> <li>• Authors convey their ideas indirectly and the reader must <i>infer</i> their meanings.</li> <li>• Fiction Texts follow a structure.</li> <li>• Individuals, events, and ideas develop and interact throughout a text.</li> </ul> |   | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do the details of the story convey the central message, lesson, moral or theme?</li> <li>• How did the setting and events influence the plot and characters' decisions?</li> <li>• How did the characters' motivations, feelings or actions affect the sequence of events?</li> </ul>   |                      |
| <p>RL.3.3,3.3.4<br/>RL.4.1, 4.2,4.4<br/>Comprehending a text p.27</p> <p>Text Structure p.32</p> <p>Thinking about the Text p.34</p>  | <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and make logical inferences from it.</li> <li>• Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• Summarize the key supporting details and ideas.</li> <li>• Determine central ideas or themes of a text and analyze their development.</li> <li>• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• Recognize and comment on aspects of narrative structure within plot, setting, and characters.</li> <li>• Hypothesize the influence of setting and events on characters' decisions.</li> </ul> | <p><b>Pre-assessment</b><br/>Students read <u>The Big Hike</u> from Readworks.org and answer the questions. For students who are significantly below grade level in reading, this text could be read aloud to them individually or in small group first before they answer the questions.</p> <p><b>Post-assessment</b><br/>Students read <u>How to Have an Adventure</u> from Readworks.org and answer the questions. For students who are significantly below grade level in reading, this text could be read aloud to them individually or in small group first before they answer the questions.</p> | <p>ReadWorks.org</p> |

2<sup>nd</sup> Grade -- Unit 2 -- Operations and Algebraic Thinking

|  |                    |
|--|--------------------|
| <b>Unit Title:</b> Operations and Algebraic Thinking | <b>Time Frame:</b> |
|--|--------------------|

| Essential Information  | Essential Questions  |
|--|--|
| <p>Computation involves taking apart and combining numbers using a variety of approaches.<br/>Flexible methods of computation involve grouping numbers in strategic ways. Patterns can grow and repeat.<br/>Mathematical expressions represent relationship between numbers.</p> | <p>How can I add using an "array"?<br/>How can I recognize whether groups have odd or even numbers?<br/>How does finding patterns help in counting or computation?<br/>What strategies can be used to continue a sequence in patterns?<br/>How do I know what operation to use when solving word problems?</p> |

| Standard                            | Student Learning Objectives  | Priority Summative Assessments   | Resources/Materials             |
|-------------------------------------|--|--|---------------------------------|
| <p>2.OA.A<br/>2.OA.B<br/>2.OA.C</p> | <p>Students will...</p> <ul style="list-style-type: none"> <li>Use addition and subtraction within 100 to solve 1 and 2 step word problems</li> <li>Understand the concept of odd and even</li> <li>Understand and build arrays (up to 5x5)</li> <li>Express arrays as a sum of equal addends (repeated addition)</li> </ul> | <p>PNOA (sections)<br/>Groupings and Place Value</p> <ul style="list-style-type: none"> <li>20 and 100 Partners</li> <li>Subitizing/Unitizing Operations</li> <li>Automaticity of Basic Fact</li> <li>Equality</li> <li>Properties of Number - Odd/Even</li> </ul> <p>Unit 2 -- Pre-Assessment</p> | <p>Illustrative Mathematics</p> |

- Unit 2 foci, by grade level/cluster and subject area(October-mid November):

|     | ELA  | Mathematics   | Science                                  |
|-----|--|---|--|
| K   | Fiction:                                       | Counting & Cardinality                                | Life Cycles/Habitats Animals             |
| 1/2 | Story Elements/Plot Line and Narrative Writing | Operations & Algebraic Thinking                       | Relationships in Ecosystems and Habitats |
| 3/4 |  | Operations & Algebraic Thinking                       | Interdependence of Organisms             |
| 5/6 | Theme: Change                                  | Matter & Energy in Organisms & Ecosystems (STEM Unit) |  |
| 7/8 | Fiction- Story Elements and Narrative Writing  | Cells, Survival & Heredity(STEM Unit)                 |  |

**Assessment**

- Common Formative Assessments
  - As part of our unit development, teachers are creating common formative pre and post assessments for each unit of study.
  - Assessments are common for all students within grade level/cluster.
  - Assessments are developed using grade appropriate standards and expectations. Teacher teams determine assessment procedures and possible accommodations to ensure all student have access to the assessment.
  - Pre assessments are a diagnostic tool used by teachers to determine lesson sequencing and to focus instruction to meet student's needs.

Respectfully Submitted,

Jodie Elliott  
Curriculum, Instruction, Assessment Coordinator

## CCSU Special Services November Board Report

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- **Annual Service Plan Report to the AOE**
  - The Services Plans have been completed and submitted to the AOE. I would welcome the opportunity to share these estimates with the Boards and answer any questions
  - This Plan is an estimation of the total amount of services and costs we are projecting for the 2016 school year – includes personnel costs, tuition costs, contracted services costs, etc.
  
- **Assistive Technology project**
  - The AT Team from UVM has been actively working with the 8 students and their IEP teams to identify barriers to their learning and both low and high tech solutions
  - Several devices and software programs have been loaned to students for trials
  
- **Professional Development**
  - On October 24<sup>th</sup>, the special educators and speech/language pathologists attended training provided by our district on the new version of the Woodcock-Johnson Tests of Achievement – IV
  - This is the primary test battery used in making decisions about student's eligibility for special education under the disability category of Specific Learning Disability
  
- **Section 504**
  - Dr. Forest and I are continuing to work with building principals to strengthen our process and case management for students who are eligible for accommodations under Section 504 of the Rehabilitation Act
  
- **Paraeducator Evaluation Process**
  - The building principals and I are reviewing our existing evaluation rubrics and evaluation process as well as tools and process from Chittenden South Supervisory Union to help us redesign our forms and process

Respectfully submitted,

Andrea Wasson

Special Services Coordinator

**STAFF/ STUDENT CONDUCT AND BOUNDARIES**  
**Caledonia Central Supervisory Union**

The Board expects all staff members, including teachers, coaches, counselors, administrators, contract service providers, school volunteers, and student teacher/interns, to maintain the highest professional, moral and ethical standards in their conduct with students. In formulating this policy, the Board understands that there are circumstances when staff members and/or their children have personal relationships with the families of students outside of school. The intent of this policy is not to prohibit all social contact between staff members and families outside of school. However, because of the trust placed in school staff by the community and our schools' responsibility to protect the well-being of students, staff members are expected to be sensitive to the appearance of impropriety in their conduct with students at all times. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Each student is urged to regard staff members as people with specific knowledge and capabilities which can be well utilized to advance the student's own knowledge and development.

Students shall be expected to regard staff members as individuals, employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choices for themselves, they shall be required to respect the right of staff members (and other students as well) and interference with those rights shall not be condoned. No student shall have the right to interfere with the efforts of instructional staff to coordinate, assist, disseminate information, or to otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn, or the learning activities and efforts of other students.

The intent of this policy is to ensure that interactions and relationships between staff members and students in all curricular and extracurricular activities, both on and off school property, are:

- Built on mutual respect and trust.
- Based on appropriate boundaries between adults and students.
- Governed by conduct that is consistent with the educational mission of the schools.
- In compliance with the requirements of relevant policies and legislation.

**A. Required Safeguards**

At a minimum, all staff members must do the following:

1. Maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
2. Pursuant to law and board policy, immediately report any suspected child abuse or neglect;

**B. Prohibited Conduct**

Examples of unacceptable and prohibited conduct by staff members include but are not limited to the following:

1. Any type of sexual or inappropriate physical relationship with students or any other conduct that might be considered harassment under Board Policy, including but not limited to engaging in sexual banter, allusions, jokes or innuendos with students or conduct which may constitute professional misconduct and/or is a violation of criminal or civil statutes, professional codes of ethics or board policies;
2. Dating or singling out students for personal attention and friendship beyond the normal teacher-student relationship. Staff may not use their status to adversely influence a student. Staff may not date, make sexual advances toward or engage in any sexual relationship with a District student, regardless of the student's age, the perceived consensual nature of the relationship, where the advances are made, or whether the staff member directly supervises the student. Further, staff may not discuss or plan a future romantic or sexual relationship with a student;
3. Counseling, assessing, diagnosing or treating a student's personal problems relating for instance to sexual behavior, substance abuse, mental or physical health and/or family relationships rather than referring the student to the appropriate individual or agency for assistance.

4. Asking a student to keep a secret;
5. Associating with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or illegal drugs. (This prohibition does not preclude a staff member or his/her child from visiting a student's home at the parent's invitation for a social or other event. Nor does this prohibition extend to community activities where there may be incidental social contact with students);
6. Using demeaning or debasing language or sarcasm to a student as a method of forcing compliance with requirements or expectations;
7. Disclosing information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background;

**C. Cautioned Conduct**

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Examples of cautioned conduct by staff members include but are not limited to the following:

1. Being alone with individual students;
2. Driving students home or to other locations;
3. Inviting or allowing students to visit the staff member's home;
4. Visiting a student at home or in another location without parental knowledge;
5. Communicating with students on non-school matters via computer, text message, phone calls, letters, notes or any other means without parental knowledge; and
6. Exchanging personal gifts beyond the customary student - teacher gifts.

**D. Reporting Violations**

Students and/or their parents/guardians are strongly encouraged to notify the Principal or other appropriate administrator if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to promptly notify the Principal or Superintendent if they become aware of a situation that may constitute a violation of this policy.

**E. Disciplinary Action**

Staff violations of Section B of this policy shall result in disciplinary action up to and including dismissal. Staff violations of Section C of this policy may also result in disciplinary action. Violations involving sexual or physical abuse or other illegal conduct will also result in referral to the Department of Health and Human Services, the County Attorney and/or law enforcement. (With the exception of the Cautionary Conduct listed above.)

**F. Policy to be Included in Handbooks**

This policy shall be included in all staff and student handbooks.