



VRABE

REGIONAL ADULT BASED EDUCATION

STAFF HANDBOOK

2024-2025



www.vrabe.com

Melissa Iles, Regional Director

CANCELLATION PROCEDURES IN CASE OF INCLEMENT WEATHER

<u>SITE LOCATION</u>	ADULT EDUCATION CANCELLATION PROCEDURE
VERNON	School Closings will be listed on Channels 3 (WFSB-TV) & 30 (WVIT-TV) under “Vernon Regional Adult Education” for all sites located in Vernon/Rockville. For Delayed Openings follow listings under “Vernon Public Schools”: ESL Daytime classes will combine and start at 11:00 am. GED Daytime classes will start at 11:00 a.m.
COLCHESTER	William Johnston Middle School Adult Education site will follow the cancellations listed under “Colchester Public Schools”.
EAST WINDSOR	East Windsor High School Adult Education site will follow the cancellations listed under “East Windsor Public Schools”.
GLASTONBURY	St. Mark’s Lutheran Church will follow the cancellations listed under “Glastonbury Public Schools”.
GRISWOLD	Griswold High School Adult Education site will follow the cancellations listed under “Griswold Public Schools”.
MANSFIELD LIBRARY	Mansfield Library ESL site will follow the cancellations listed under “Regional School District 19”. <i>If there is a delayed opening in Region 19, the classes will begin at 10:00 a.m.</i>
STORRS	E.O. Smith Adult Education site will follow the cancellations listed under “Regional School District 19”.
WETHERSFIELD	Wethersfield High School Adult Education site will be listed under “Wethersfield Adult Education” and will follow the cancellations of Wethersfield Public Schools.
REMOTE CLASS POLICY	<u>Remote/Online classes</u> will be held as scheduled. If a cancellation is required, your teacher will text or email the class directly.

Cancellations refer to: Closed, Delayed Openings and Early Dismissals.

To check online visit www.wfsb.com or www.nbcconnecticut.com

If you are unsure of cancellation procedures at your site, please call 860-870-6060 option 3

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Equal Opportunity/ Affirmative Action Statement

Vernon Board of Education/VRABE Regional Adult Based Education (VRABE) is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Vernon Board of Education/VRABE does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding Vernon Board of Education/VRABE's nondiscrimination policies should be directed to Title XI and 504/ADA Coordinator, Director of Pupil Personnel Services, 860-870-6000, ext. 4666.

VRABE is in compliance with Connecticut General Statutes Sec. 10-73a and does not charge a fee for registration, textbooks or materials used in the mandated program areas.

General Accessibility and Accommodations

All activities offered by Vernon Board of Education/VRABE are held in accessible locations. Accommodations for Individuals with a disability are available upon request. Please contact the Cortney Gerlach at 860-870-6060 or email cortney.gerlach@vernonct.org.

General Educational Development (GED®) Test Accommodations

Accommodations for the GED test are available for qualified individuals with a disability. For more information, contact the Cortney Gerlach (cortney.gerlach@vernonct.org) or Lila Call-Matson (lila.callmatson@vernonct.org) at 860-870-6060. You may also contact Sabrina Mancini at the Connecticut State Department of Education at 860-807-2110.



Mission Statement

The mission of the Vernon Regional Adult Based Education Program is to offer dynamic, multi-cultural services in an atmosphere of respect, appreciation, and acceptance of all. It is the goal of the Region to empower students with the knowledge and tools necessary to succeed both personally and professionally in a technologically advanced society.

Board Members and Purpose

VRABE Regional Adult Based Education Staff

Melissa Iles
Regional Director

Regional Policy Board Members

Ms. Kristin Heckt	Bolton
Mr. Daniel Sullivan III	Colchester
Dr. David Petrone	Coventry
Dr. Patrick Tudryn	East Windsor
Dr. Scott Nicol	Ellington
Dr. Alan Bookman	Glastonbury
Mr. Sean McKenna	Griswold
Ms. Sharon Cournoyer	Region 19 (Mansfield, Ashford, Willington)
Dr. Kate M. Carter	South Windsor
Dr. Walter Willett	Tolland
Dr. Joseph Macary	Vernon
Mrs. Melissa Iles	VRABE
Mr. Michael Emmett	Wethersfield

Vernon Board of Education Members

Mr. Paul Grabowski, Chair
Mr. Anthony Bedlack
Dr. Patricia Buxton
Ms. Karen Colt
Mrs. Susan Jablonecki
Ms. Kriste Nucci
Ms. Simone Sewell
Mr. Mason Thrall
Mrs. Kristiana Wintress

REGIONAL POLICY BOARD

State law mandates that local education authorities provide certain adult education programs. A local board of education may choose to provide the mandated programs as a part of a region, or it may provide such programs on its own. If a town elects to join a region, then the formal Adult Education grant application to the Connecticut State Department of Education with the Superintendent's signature is the yearly contract of the region.

The Vernon Adult Education Region consists of the following towns and Regional Districts:

Town	Region	Town	Region	Town	Region	Town	Region
Ashford	19	East Windsor	NA	Mansfield	19	Wethersfield	NA
Bolton	NA	Ellington	NA	South Windsor	NA	Willington	19
Colchester	NA	Glastonbury	NA	Tolland	NA		
Coventry	NA	Griswold	NA	Vernon	NA		

These towns and districts have agreed to provide mandated Adult Education services collectively. The current mandated services are: ABE, English as a Second Language, one high school completion program (such as GED or the Credit Diploma Program), and Citizenship Education. A region may, but is not required to, provide additional programs.

The region is governed by a Regional Policy Board, composed of the Superintendents of the educational entities (local towns and regions) which are part of Vernon Regional Adult Based Education. A superintendent may designate another appropriate administrator to represent him/her on the Regional Policy Board.

Regional Policy Board Purpose

The purpose of the Regional Policy Board of VRABE Regional Adult Education is to insure the laws of the State of Connecticut pertaining to Adult Education are adhered to. Additionally, the Policy Board shall insure the provision of equal educational opportunities for all adult pupils, regardless of race, sex or handicapped condition (see page 4).

Membership of the Board

The Policy Board shall consist of representatives from each signatory to the Region's contract. The representative of a signatory will be either the superintendent or an appropriate designee representing a superintendent.

Policy Board Responsibilities

Instructional Program

The Policy Board shall establish a program of services to provide for the needs of all adult education students in the Region. The Policy Board is concerned with and responsible for:

1. the general philosophy of education
2. the scope of the educational program and curricula
3. the adoption of programs of study
4. the approval of evaluation and survey of programs
5. the establishment and financing of in-service programs
6. policies which assure the adequate supervision of instruction
7. meeting State requirements for mandated adult education programs

School Finances

The Policy Board shall concern itself with the financial needs of the Region by:

1. adopting the budget
2. working to secure financial support of the Region's programs

Other financial responsibilities are vested with the Vernon Board of Education as fiscal agent/provider for Vernon Regional Based Adult Education.

Meetings

Regular meetings of the Policy Board shall be held at least three times per year at a time and place determined by the Policy Board. Call 870-6060 for information.

Authority of Members

The Policy Board has authority only when acting as a body. Policy Board members have no authority except at Policy Board meetings or when fulfilling an assignment made by the Board.

Towns Served:

Ashford, Bolton, Colchester, Coventry, East Windsor, Ellington, Glastonbury, Griswold, Mansfield-Storrs, South Windsor, Tolland, Vernon, Wethersfield and Willington

Site Programs and Locations		
Site	Programs	Location
Colchester	CDP	William Johnston Middle School, 630 Norwich Ave, Colchester, CT 06415
	GED/ABE	William Johnston Middle School, 630 Norwich Ave, Colchester, CT 06415
East Windsor	GED/ABE	East Windsor High School, 76 South Main St., East Windsor, CT 06088
	ESL	East Windsor High School, 76 South Main St., East Windsor, CT 06088
Glastonbury	GED/ABE	Lutheran Church of St. Mark, 75 Griswold St., Glastonbury, CT 06033
	ESL	Lutheran Church of St. Mark, 75 Griswold St., Glastonbury, CT 06033
	ESL Day	Lutheran Church of St. Mark, 75 Griswold St., Glastonbury, CT 06033
	ESL/GED Family Learning—Days	Lutheran Church of St. Mark, 75 Griswold St., Glastonbury, CT 06033
Griswold	CDP	Griswold High School, 267 Slater Ave., Griswold, CT 06351
	GED/ABE	Griswold High School, 267 Slater Ave., Griswold, CT 06351
	ESL	Griswold High School, 267 Slater Ave., Griswold, CT 06351
Mansfield/Storrs	CDP	E.O. Smith High School, 1235 Storrs Rd, Storrs, CT 06268
	GED/ABE	E.O. Smith High School, 1235 Storrs Rd, Storrs, CT 06268
	ESL	E.O. Smith High School, 1235 Storrs Rd, Storrs, CT 06268
	ESL Day	Mansfield Public Library, 54 Warrenville Rd, Rt. 89, Mansfield, CT 06250
Vernon	CDP	Rockville High School, 70 Loveland Hill Rd, Vernon, CT 06066
	GED/ABE—Daytime & Evening	Rockville High School, 70 Loveland Hill Rd, Vernon, CT 06066
	ESL—Daytime & Evening	Rockville High School, 70 Loveland Hill Rd, Vernon, CT 06066
	NEDP	Rockville High School, 70 Loveland Hill Rd, Vernon, CT 06066
Wethersfield	GED/ABE	Wethersfield High School, 411 Wolcott Hill Rd, Wethersfield, CT 06109
	ESL	Wethersfield High School, 411 Wolcott Hill Rd, Wethersfield, CT 06109
	NEDP	Wethersfield High School, 411 Wolcott Hill Rd, Wethersfield, CT 06109
Citizenship	Citizenship (all sites)	Remote Classes (Day or Evening available)
NEDP	National External Diploma Program	Available at all sites (Day or Evening available)

Site Contacts

VRABE Regional Adult Based Education Office

Melissa Iles, Regional Director - miles@vernonct.org Ph: 860-870-6060
 Cortney Gerlach, Assistant Director—cgerlach@vernonct.org
 Lila Call-Matson, Regional Administrative Asst.—lila.call-matson@vernonct.org Ph: 860-896-4114
 Fax: 860-870-6455

William J. Johnston Middle School (Colchester)

Tom Curran, Administrator— thomas.curran@vernonct.org

E.O. Smith High School (Storrs)

Diane Hannon, Administrator (CDP)- diane.hannon@vernonct.org

East Windsor

David Polochanin, Administrator — david.polochanin@vernonct.org

Glastonbury—Lutheran Church of Saint Mark

Suzanne Markowski, Administrator- suzanne.markowski@vernonct.org
 Suzanne Markowski, Administrator- suzanne.markowski@vernonct.org

Griswold High School

Anne DiFranco, Administrator - anne.difranco@vernonct.org
 Svetlana Smith—GED Coordinator—svetlana.smith@vernonct.org

Rockville High School

Hannah Ruede, Administrator—hannah.ruede@vernonct.org Ph: 860-870-6060
 Cortney Gerlach, Assistant Director & ESL—cortney.gerlach@vernonct.org Ph: 860-870-6060
 Cindy Magaldi—NEDP Coordinator—cynthia.magaldi@vernonct.org Ph: 860-870-6060
 Svetlana Smith—GED Coordinator—svetlana.smith@vernonct.org Ph: 860-870-6060
 William Perkins, Administrative Assistant—william.perkins@vernonct.org Ph: 860-870-6060
 Fax: 860-870-6455

Vernon Continuing Education

Lila Call-Matson, Administrative Assistant—lila.callmatson@vernonct.org Ph: 860-870-6060
 Fax: 860-870-6455

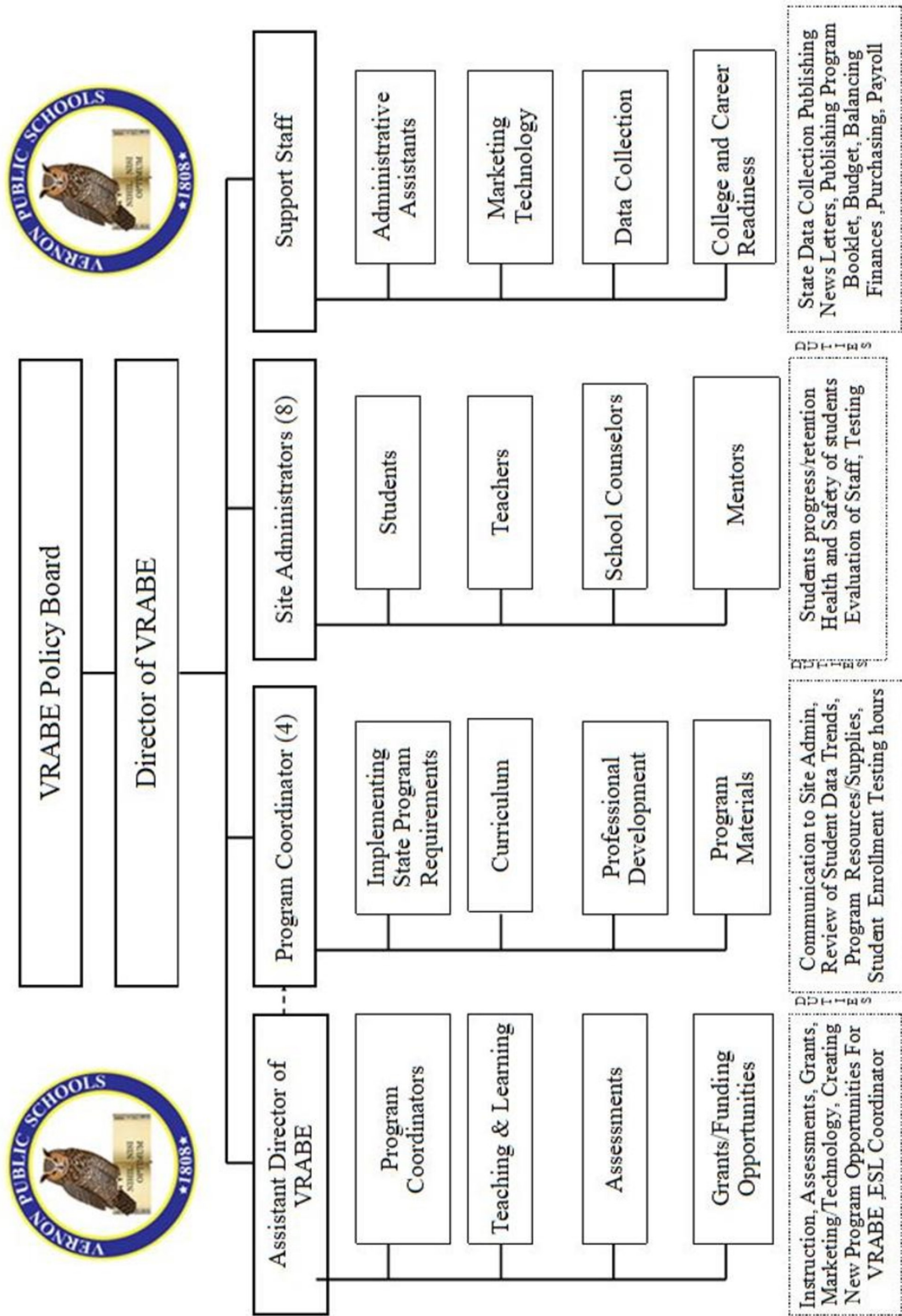
Wethersfield High School

Deb Karsmarski, Site Coordinator- deborah.karsmarski@vernonct.org Ph: 860-571-8288
 Fax: 860-571-8212

Please email your site or contact the Administrative Office at
 Rockville High School Adult Education Office (860-870-6060)

www.vrabe.com

Vernon Regional Adult Based Education: Organizational Chart



Teacher Policies

This Staff Handbook provides a general guide to policy and practices of Vernon Regional Adult Based Education for staff members. No document of this nature can encompass every possible occurrence.

In certain instances, because of the relationship of the Adult Education Region to the Vernon Board of Education, Vernon policies are governing. In other instances, policies of the Local Education Agency (LEA) host at the instructional site are governing.

This document will, of necessity, be modified periodically. Staff members will receive notification of changes. Up-to-date copies of this policy manual will be available at principle program sites. If you have a question about material covered and/or not covered in this manual, you should contact your local site administrator/coordinator.

Terms of Employment

Certification of Instructional Staff

All teachers in the Vernon Regional Adult Based Education Program must be certified by the State Department of Education in the appropriate area of instruction plus an additional adult education certification as required. Certification is the responsibility of the individual, not the Board of Education or school administration.

Class Size

The Policy Board desires to provide class sizes which are reasonable and permit effective classroom instruction of students. In an effort to clarify this position, the following policy guidelines have been established.

ABE, ESL, Citizenship: The student-teacher ratio is to be 20-1 on average.

Adult High School Credit Diploma Classes: The student-teacher ratio is to be 25-1.

Terms of Employment (cont.)

Attire

It is crucial that we, as a staff, present a professional image to our students and the public. Research shows that the way we dress impacts how we see ourselves, our performance, and our language use. For this reason, business casual attire is expected of all staff. Jeans, sweatshirts/sweatpants, crop tops (exposed midriff) and low-cut necklines are unacceptable.

Professional Development and Required Meetings

Staff must attend all faculty meetings, in-service training, and regional meetings. If there are extenuating conflicts, staff must meet with their direct supervisor.

Fingerprinting

Vernon Public Schools requires that any person (teacher, administrator, special service staff member, teacher's aide, custodian, cafeteria employee, etc.) who is hired by a local or regional board of education submit to a state and national criminal history record check within 10 calendar days of the date of employment. The process includes the checking of fingerprints by the State Police Department and Federal Bureau of Identification as well as a check by the Department of Children and Families. The results of the criminal history record checks are reported to the employing school district. If the district receives notice of a conviction of a crime by a person holding a certificate, authorization, or permit issued by the State Board of Education, the district shall notify the Bureau of Educator Standards and Certification.

Expenses

The Vernon Regional Policy Board states that instructional staff shall not incur any expenses in the name of the school or in the name of the VRABE Regional Adult Education unless given prior authorization by the Regional Director.

Instructional Staff Duties and Responsibilities

General Duties

The instructional staff shall follow the mandated adult education curriculum of the Region, and shall work cooperatively to facilitate the maximum educational development of each student.

Reporting Structure

The instructional staff shall be directly responsible to the Site Administrator/Coordinator in whose building or buildings they are scheduled to carry out their duties. They shall also be responsible to the Regional Director, the Vernon Regional Policy Board and the Vernon Board of Education, and shall act in accordance with the policies, rules, and regulations as set forth by them.

Lesson Planning

The instructional staff shall be responsible for effective lesson planning, and for submitting plans using VRABE lesson plan format (see pages 17-18) as prescribed by their Site Principal/Coordinator. Collection of lesson plans once each trimester.

Data Collection/Record Keeping

Each Site Administrator is responsible for maintaining accurate records of student attendance. Each Teacher is responsible for maintaining accurate records of assignments and grades. Data required by the State Department of Education must be submitted to the Site Principal/Coordinator by the **designated due date** (see page 19). Confidential information (i.e. student social security numbers, DOB) must be kept in a secure (locked) location.

Textbooks and Equipment

The teacher is responsible for all textbooks and/or other books issued and is to keep a careful record of each book's condition when issued. In addition, the teacher should conduct a periodic check of pupil damage to, or loss of the books. Charges will be made for any lost or damaged textbooks and/or other books. This is also true of all other equipment and materials belonging to the school that have been placed in the teacher's classroom.

Instructional Staff Duties and Responsibilities (cont.)

Resignations

A teacher resignation must be submitted by written notice (signed) to the Regional Director at least two weeks prior to leaving. In addition, the site administrator at your location must be notified at that time.

Class Start Time

Teachers are required to be in their classroom at least 5 minutes prior to the start of class and remain there with the students for the entire class. Students are **not** to be dismissed early. They are earning credit for time spent in class, and are to remain in class the entire time.

Sale of Books or Other Instructional Resources by Teachers

Under no circumstances should a teacher sell students textbooks or workbooks that are required for a given subject area. Such resources, if required in the curriculum, are to be purchased through the Adult Education budget.

Discipline

The teacher is responsible for the proper conduct of all pupils. Those pupils who do not respond or who are persistent behavior problems should be referred to the Site Administrator/Coordinator. Good judgment should be employed in maintaining efficient classroom management in order to insure the health and safety of the students and staff. **Students will not be left unattended at any time.**

In order to establish an appropriately structured learning environment, expectations, philosophy, and standards must be clearly communicated to students. Teachers will convey classroom and attendance expectations to students and will review the rules of behavior at the beginning of each course. Classroom behavior and attendance will be included in teachers' written course requirements and grading rationale. In an effort to maintain consistency in dealing with classroom behavior and attendance problems, the following guidelines will be followed:

Step 1: An in-class warning will be given to the student by the teacher.

Step 2: A conference will be held after class with the student and the teacher.

Step 3: Teacher recommends to the Site Administrator/Coordinator student removal from class with loss of credit.

Step 4: Any disciplinary action should be document in writing with a copy sent to the Regional Director

Also, see Behavior Rules listed on pages 25-35.

Teacher Absences

The teacher must notify their Site Administrator/Coordinator of all absences as early as possible before the start of class. The reason for the absence must be given, together with an estimate of the duration of the absence. **Adequate emergency plans must be left for the substitute with the Site Administrator/Coordinator.**



LESSON PLAN TEMPLATE

GRADE LEVEL:

COURSE:

Lesson Description: (This section will highlight skills, content to be covered)

Content Area Standards - (What skills are you building? Include the CCR standard you are applying to the learning)

Learning Activities (what specific activities would we see if we joined your classroom)

Evidence of Learning - Assessments
(should be as specific as possible - links welcomed)

What will students do to demonstrate learning and mastery of the standards listed above?
How will you measure their learning? (Include rubrics, checklists and any other measures here).

Formative assessments:

Checking for understanding during the learning at significant junctures: checklists for discussion, draft feedback, response journal, prototypes, quiz, entry/exit tickets.

Strategies to address ALL learners in this unit (Differentiation, Intervention)

What strategies, tools, resources will help all students access learning at a high level in this unit?
How are you supporting students from being dependent to being independent learners?
How will you promote choice?
What strategies/resources do you have in place to support students who are struggling?
How will you address learning preferences? (Mix of individual, small/large group work)

Strategies for Differentiation Resource



2024 -2025 Specific Measurable Achievable Results-focused (Time-bound)

Educator Name:	Assignment 2024 - 2025
<p>PROGRAM GOAL: VRABE will ensure all students leave with increased sufficient digital literacy skills to enable them to function in today's digital world based on pre and post digital literacy surveys. Student digital literacy will increase 75% overall.</p>	
<p>RATIONALE:</p> <ul style="list-style-type: none"> • • • 	
<p>STRATEGIES/ACTIONS TO ACHIEVE THE GOAL</p> <ul style="list-style-type: none"> • • • 	
<p>PROFESSIONAL LEARNING GROWTH/SUPPORT: What are some professional learning experiences that can help advance my skills to the next level? What are some resources that I could use to help improve my instructional skills?</p>	
<p>Signatures (to be completed after discussion of professional practice goal)</p> <p>Teacher: _____ Date: _____</p>	
<p>Advisor: _____ Date: _____</p>	

Staff Data Collection Responsibilities School Year 2024-25

The Connecticut State Department of Education requires that we collect the information below and input it into the LACES database **in a timely fashion**. Please refer to the detailed process/procedures outlined below, and discuss these procedures with your Site Administrator. Contact Dianne Woods (Data Coordinator) with additional questions (dianne.woods@vernonct.org,) work phone 860-870-6060, fax 860-870-6455.

STUDENT INFORMATION FORM (WALK-IN STUDENTS)

- Submit a **NEW Student Information Form** (also called the SIF) for **all new and returning students**. This is done online at the beginning of the school year, or whenever a student enters a class.
- Student must submit a **copy of their Connecticut I.D.**
- Check each form to ensure the student's name matches a valid government-issued ID and that the form is complete. A student's name is the primary detail we use for enrollment and locating them in the system later.
- All student's original files are stored at the VRABE-Rockville High School site.

OFFICIAL TRANSCRIPT—CDP Site Administrators/School Counselors: Send Lila Call-Matson the original Official Transcript (signed and with school seal) for student file. Also send Lisa Riendeau (lisa.riendeau@vernonct.org) a copy of the official student transcript to enter credits for all CDP students. We also need the transcript for any student that goes from GED to CDP. The **original "Official Transcript" (with original signature/school seal/stamp)** is kept in the student's file at VRABE-Rockville High School.

LIST OF COURSES—CDP Site Administrators: At the beginning of each trimester, please send Dianne Woods (dianne.woods@vernonct.org) the courses offered at your site on the **"Course List By Site"** form.

ATTENDANCE

Follow guidelines as set per your Site Administrator and LACES Data Coordinator.

GREEN OUTCOME FORMS

FOR CDP: Submit an outcome form even if the student is a **no show, fail or an incomplete**.

FOR CITIZENSHIP & PEP Grant Students: Submit an outcome form even if the student just attended once and didn't complete any CASAS tests.

NOTE: All outcomes must be submitted within seven (7) days after the class ends.

If you have any questions, please contact Dianne or Lisa at: **Work: 860-870-6060; Fax: 860-870-6455; dianne.woods@vernonct.org; lisa.riendeau@vernonct.org.**

Staff Data Collection Responsibilities (continued)

ADMINISTERING CASAS TESTS

CASAS **Appraisal** testing is required for **all** students. **Pre and Post** testing is required for **ESL, GED, and ABE** students. Teachers should discuss this with your Site Administrator. If no Site Administrator, teachers are expected to administer eTests as needed following the initial testing session. Contact Cortney Gerlach cortney.gerlach@vernonct.org or Svetlana Smith svetlana.smith@vernonct.org with additional questions

- Refer to the **Testing Schedule** dates which the Assessment Coordinator will e-mail you at the beginning of each trimester/semester.
- Record CASAS appraisal score on the shared Student Roster (shared Google Sheets) and upload to LACES.
- The Assessment Coordinator will administer the initial pre-and post-testing sessions.

STUDENT FILES

- All original student files are located at VRABE-Rockville High School. If a Site Administrator or School Counselor collects original paperwork, it should be mailed or hand-delivered to VRABE-Rockville High School, Attn Lila Call-Matson to be included in student's permanent file.
- All CDP **graduate files must be reviewed, with complete information on file, within one week** of graduation ceremony.
- All CDP files are permanent and are stored in locked files at VRABE-Rockville High School.

Vernon Board of Education

Sexual Harassment Policies

Regarding Personnel

Policies for Certified (#4118.112) and Non-Certified Personnel (#4218.112) are the same

Policy Statement: The Board of Education believes that each employee should be able to work in an atmosphere free of harassment. The Board therefore prohibits all discriminatory intimidation on the basis of sex or on the basis of any other status protected by law, including but not limited to race, color, age, religion, gender, gender identity or expression, sexual orientation, national origin, marital status, disability, or veteran status. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as supervisors, students, or others within the school environment. Therefore, this policy seeks to promote a workplace that is free of sexual harassment. Sexual harassment of employees occurring in the

Definitions:

Employee: all teaching, administrative and support personnel.

Immediate supervisor: the person to whom the employee is directly responsible (e.g., department head, principal).

Sexual harassment: any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitutes sexual harassment *when:*

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- b. Submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual; or
- c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Examples of sexual harassment include:

1. Offering employment benefits or giving preferential treatment in exchange for sexual favors;
2. Retaliation against or getting someone back who turns down sexual advances;
3. Visual Conduct: leering, making sexual gestures, displaying sexually suggestive objects, pictures, cartoons, calendars, magazines, or posters;
4. Verbal Conduct: whistling and catcalls making or using derogatory or sexual comments, epithets, slurs, or jokes. Referring to another person as "doll," "babe," "honey," or a name of this type;
5. Verbal sexual advances or propositions, including repeated and unwanted requests for a date;
6. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual;

Sexual Harassment (Personnel)-continued

7. Obscene or sexually orientated computer or phone mail messages, suggestive or obscene letters, notes or invitations;
8. Physical conduct such as touching, as unwanted neck and shoulder message, assault, impeding or blocking movements, and
9. Repeated and unwelcome comments about one's physical appearance or attire.

Procedures: Employees who believe they have been subjected to sexual harassment are to report the incident to the building principal. Should this individual be the alleged harasser, sexual harassment may be reported to the district's Title IX coordinator:

Mr. Robert Testa
Assistant Superintendent
30 Park Street, Vernon, CT 06066
860-870-6000 Ext. 4666

Incidents of sexual harassment may be reported informally or through the filing of a formal complaint.

Consistent with federal and state law, and all applicable provisions in the district's collective bargaining agreements, the following procedures shall be employed in handling any report, investigation or remedial action concerning allegations of sexual harassment:

Informal Complaints:

Employees who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves and the appropriate supervisor. The purpose of such a meeting will be to discuss the allegations and remedial steps available.

Should the complainant be dissatisfied with the resolution, he/she may file a formal written complaint.

The supervisor will file a report with the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of it should accompany the supervisor's report with a recommendation for further action.

Formal Complaints:

Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the supervisor originally consulted, who will then forward it to the next appropriate level of management, or the Superintendent for appropriate action. Formal complaints shall include as much detail about the alleged incident of sexual harassment as possible, including but not limited to the date and place of incident, description of the harassing conduct, the names of all witnesses, and any other relevant information, such as any discussions or action taken in an attempt to resolve the matter.

Complaint Investigations:

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial

Sexual Harassment (Personnel)-continued

investigation of the allegations must follow. The investigation of any report of sexual harassment will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and subject to all applicable laws and any relevant provisions in the district's collective bargaining agreements.

Remedial Action:

If it is determined that inappropriate conduct has been committed, the Board will take such action as is appropriate under the circumstances to eliminate the offending conduct and, where appropriate, impose discipline. Such action may include discipline up to and including dismissal from employment, as deemed appropriate under the circumstances consistent with applicable law and collective bargaining agreements.

When the harasser is a student, such action may include discipline up to and including expulsion and/or referral to the police or other appropriate agency.

Any employee who reports unlawful harassment or cooperates in the investigation of a complaint will be protected from retaliatory action.

Complaint Records:

The results of the investigation, including a good faith determination of whether or not harassment occurred as well as any disciplinary action to be taken, shall be maintained by the school district in a final report. The Complainant and the alleged harasser will be informed in writing of whether harassment has been found.

Investigation in the Absence of a Complaint:

Upon learning of, or having reason to suspect, the occurrence of any sexual harassment, the board will, in the absence of a victim's complaint, ensure that an investigation is commenced by the appropriate individuals.

Training:

Each year, or more frequently if the Board deems it appropriate, supervisory personnel will receive training regarding sexual harassment and related matters. Such training may include a review of this policy and regulation, discussion, films or other activities.

Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C.2000-e2 (a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 C.F.R. § 106.

Meritor Savings Bank FSB v. Finson, 477 U.S. 57 (1986)

29 C.F.R. ¶ 1604.11 (Equal Employment Opportunity Commission regulations)

Connecticut General Statutes §§ 46a-54, 46a-60

Constitution of the State of Connecticut, Article I, § 20

Policy Revised: July 24, 2017

Revised: February 13, 2012

Revised: January 26, 2010

Vernon Board of Education Sexual Harassment Policies (cont.)

Regarding Students

Policy # 5145.51

General: Sexual harassment will not be tolerated among students or staff of the school district. Any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools. Students shall exhibit conduct which is respectful and courteous to employees, to fellow students, and to the public. In addition, the Board prohibits all discriminatory intimidation on the basis of any other status protected by law, including but not limited to race, color, age, gender, gender identity or expression, religion, sexual orientation, national origin, marital status, disability, or veteran status.

Definition: Sexual harassment is any unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to:

insulting or degrading sexual remarks or conduct;

threats or suggestions that a student's submission to, or rejection of, unwelcome conduct will in any way influence a decision regarding that student;

conduct of a sexual nature which substantially interferes with the student's learning or creates an intimidating, hostile, or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

Complaints Procedures: The board of education encourages victims of sexual harassment to report such claims promptly by making a written or oral complaint to the building principal. Should this individual be the alleged harasser, sexual harassment may be reported to the district's Title IX coordinator:

Mr. Robert Testa
Assistant Superintendent
30 Park Street, Vernon, CT 06066
860-870-6000 Ext. 4666

Complaints shall be investigated promptly and thoroughly and corrective action shall be taken when allegations are verified. Confidentiality shall be maintained to the extent practicable under the circumstances and no reprisals or retaliation shall occur as a result of good faith charges of sexual harassment or cooperation in the investigation of a complaint. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.

If it is determined that inappropriate conduct has been committed, the Board will take such action as is appropriate under the circumstance to eliminate the offending conduct and, where appropriate, impose discipline. When the harasser is a Board employee, such action may include discipline up to and including dismissal from employment, as deemed appropriate under the circumstances consistent with applicable law and collective bargaining agreements.

Sexual Harassment (Student)-continued

When the harasser is a student, such action may include discipline up to and including expulsion and/or referral to the police or other appropriate agency.

The results of the investigation, including a good faith determination of whether or not harassment occurred as well as any disciplinary action to be taken, shall be maintained by the school district in a final report. The Complainant and the alleged harasser will be informed in writing of whether harassment has been found.

The district shall provide staff development for district administrators and other staff and annually shall distribute this policy to staff and students.

Legal Reference:

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR § 106.

Revised Sexual Harassment Guidance, Harassment of Students by School Employees, Other Students, or Third Parties, Title IX (U.S. Department of Education, Office for Civil Rights, Jan. 19, 2001)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

29 C.F.R. ¶ 1604.11 (Equal Employment Opportunity Commission regulations)

Conn. Gen. Stat. §§ 46a-54, 46a-60

Constitution of the State of Connecticut, Article I, Section 20.

Policy Reviewed: October 23rd., 2023

Revised: September 12, 2011

Revised: January 26, 2010

Policies Regarding Student Records

Right to Privacy and the Collection of Data

Individuals have a right to privacy. Therefore, the student records maintained by the school system will be those required by law, or by policies adopted to promote the educational welfare of the student, or necessary for operation of the school system. A student record is defined as anything concerning a student which is maintained in writing or on film, disk or tape for others to see or hear. Private "working" notes are not part of a student record until they are made available to another person. At such time, they automatically become a student record and are subject to the regulations governing such records. The following school student records will be maintained, however, they are not public records and access to them is restricted:

1. Student's Academic and Test record - Permanent Record
2. Psychological/Psychiatric Report
3. Social Work Case Record
4. Health Record
5. Planning and Placement Team Record

Access to Student Records

Professional school staff has limited rights to access records related to their responsibility in regard to a given student. The disclosure of information contained in student personnel and student development records would constitute an invasion of privacy if such disclosure is made without the informed consent of the adult student. The following individuals have access to student records:

Record	Custodian of the Record
Permanent Record	VRABE-Rockville High School
School Psychological	VRABE-Rockville High School
Social Work Reports and Clinical Studies	VRABE-Rockville High School
Health Record	VRABE-Rockville High School

The custodian of the record (VRABE-Rockville High School) keeps the record in a locked file and determines the appropriate personnel with whom the record can be shared. **Graduate files for CDP students are filed at VRABE-Rockville High School Adult Education Office within one week of graduation ceremony.**

Student Behavioral Policies

Discipline Policy Overview

This is an adult education program. Each student is held personally responsible for his/her conduct. Students unable to conduct themselves properly may be asked to leave the premises. This will be treated as an absence.

Depending on the severity of the inappropriate behavior, the student may be asked to leave the program.

Included on the following pages are some specific examples of various behavioral issues and the discipline or consequences associated with them. Other issues will be dealt with on a case-by-case basis as they arise.

The Infraction Table that follows lays out VRABE Regional Adult Education's administrative guidelines for dealing with discipline issues. The table is divided into categories of infractions (behavior that is not appropriate for Adult Education participants), and the consequences for each of those behaviors after the first offense, the second offense, and the third offense are listed.

Discipline Practices: Infraction Table

Infraction	First Offense	Second Offense	Third Offense
Assault	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion		
Causing a False Alarm	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion		
Creating a dangerous situation for self or others	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	
Defiance of a building administrator	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	
Defiance of a staff member	Removal from that class with loss of seat time	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Destruction of property: school or personal	One day suspension or Suspension from current trimester with loss of credit Restitution	Suspension from current trimester with loss of credit Recommendation to Regional Director for Restitution	
Fighting	Two day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	
Not in a location designated for Adult Education.	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion

Discipline Practices: Infraction Table Continued

Infraction	First Offense	Second Offense	Third Offense
Insolence/Disruptive behavior	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Insubordination to a staff member	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Instigation	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Leaving class without permission	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Leaving school grounds without permission	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Lying to a building administrator	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Lying to a staff member	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Plagiarism/Cheating	Written warning Zero on assignment	One day suspension Zero on assignment	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion

Discipline Practices: Infraction Table Continued

Infraction	First Offense	Second Offense	Third Offense
Physical altercation	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	
Physically assaulting a staff member	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion		Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Using a beeper, pager, laser pointer, or cell phone	Written warning	One day suspension	
Possession of/ consumption of/ under the influence of/ alcohol, contraband drugs, or drug paraphernalia, including any substance deemed injurious by the Regional Director	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion		
Possession and/or use of a deadly weapon/ dangerous instrument/martial arts weapon/ firearm and other items and/or circumstances outlined by Connecticut Statutes	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion		
Possession of tobacco products including chew or lighting agents	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Profanity/Obscene gesture directed toward other student/s	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Profanity/Obscene gesture directed to a staff member	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	

Discipline Practices: Infraction Table Continued

Infraction	First Offense	Second Offense	Third Offense
Refusing to identify oneself	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	
Smoking	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	
Suspicion of Smoking	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Theft of school or personal property or possession of stolen property	One day suspension or Suspension from current trimester with loss of credit Restitution	Suspension from current trimester with loss of credit Recommendation to Regional Director for Restitution	
Transfer of/ sale of/ distribution of/ alcohol and/or contraband drugs including any substance deemed to be injurious by the Regional Director	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion		
Threatening/ Harassment	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	
Threatening a staff member	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion		
Tardiness (at the start of class and/or after any designated break)	Loss of seat-time Cannot enter until next class or after the next designated break Consequences repeatable/ may lead to loss of credit		

Discipline Practices: Infraction Table Continued

Infraction	First Offense	Second Offense	Third Offense
Use of discriminatory language, acts or implications regarding one's sex, sexual orientation, religion, race, creed, color, and/or national origin	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Use of a cell phone during class time	Written warning	One day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion
Use of and/or possession of a facsimile of a weapon or possession of any other materials deemed inappropriate for school by a building administrator	One or two day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	
Use of and/or possession of stink bombs/ smoke bombs	Two day suspension	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion	
Vandalism	One day suspension or Suspension from current trimester with loss of credit Restitution	Suspension from current trimester with loss of credit Recommendation to Regional Director for expulsion Restitution	

Drug & Alcohol Policy

Policy Statement:

The administration and staff of VRABE Regional Adult Based Education will work to educate, prevent, and intervene in the abusive use of all drugs, alcohol, and mood-altering substances by any member of the student population in accordance with state law. This will be accomplished through curriculum, classroom activities, community support and resources, a strong and consistent administrative and faculty effort, and rehabilitative and disciplinary procedures.

As an extension of this policy, all school district personnel will use the following rules, regulations, and guidelines when responding to any and all drug, mood-altering substances, and/or alcohol-related situations.

Rules and Regulations:

All drugs and substances, restricted or controlled as defined by state law, and alcohol, are forbidden on school grounds and at school-sponsored activities. A student on school grounds prior to, during, or after the school session, or at a school sponsored activity:

- who is affected by alcohol, any narcotic substance, any restricted or controlled drug or any mood-altering substance
- or who possesses, uses, dispenses, sells, or aids in the procurement of alcohol, any narcotic substance, or any substance purported to be a restricted or controlled drug or substance

shall be subject to discipline and arrest whenever warranted, pursuant to the provisions and procedures outlined below. Violations are cumulative over time (i.e., a violation in one year is carried forward to another year).

Any student who is required to take medication prescribed by a physician should inform the Site Administrator/Coordinator and note the condition on the emergency card.

Drug & Alcohol Policy (Continued)

Procedures for Reporting Drug and/or Alcohol Behavioral Problems

1. Any teacher or other school personnel who believes that a student is not functioning properly will contact the Principal/Site Coordinator or security guard. The staff is not being asked to evaluate whether or not this is chemical in nature. They are not being asked to label or diagnose, but they are to report behavioral/physical observations that might signal the need for further assessment.
2. The Site Administrator/Coordinator will determine whether the student is in need of urgent medical attention.
3. If it is determined that the student's inability to function properly is due to drug or alcohol abuse, the following consequences shall apply:

The penalties listed here are minimum penalties with provisions for more severe penalties, not in conflict with the Connecticut General Statutes, where circumstances warrant.

First Violation: Any student found to be in violation of this policy for the first time during his/her tenure in the VRABE Regional Adult Based Education will be dismissed from the program.

Gang Type Behavior

To insure a safe, secure learning environment and to help foster an attitude of respect for the rights of others, the administration of VRABE Regional Adult Based Education enforces a **ZERO TOLERANCE POLICY** toward gang-type behavior. Any violation of this policy will lead to expulsion.

Gang Type Behavior (continued)

Vernon Regional Adult Based Education has identified gang activity and/or involvement as:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti, or other items that are evidence of membership in or affiliation with a gang.
2. Committing any act or using any speech (either verbal or nonverbal such as gestures, hand-shakes, etc.), that shows membership in or affiliation with a gang.
3. Using any speech or committing any act to further the interest of any gang or gang activity, including but not limited to:
 - A. Soliciting and/or initiating others for membership in a gang.
 - B. Requesting any person to pay for protection or otherwise intimidating or threatening any person.
 - C. Committing any illegal act or violation of school district policies.
 - D. Inciting other students to act with physical violence upon any other person.
 - E. Engaging in concert with others in intimidating, fighting, assaulting, or threatening to assault others.

Smoke-Free and Vape-Free Policy

The State Department of Education has established all schools and all school grounds as smoke-free areas. Therefore, smoking in the buildings and/or on school grounds is strictly forbidden at all sites and programs of VRABE. Violation of this policy may result in the expulsion of a student.

Plagiarism/Cheating

All incidents of plagiarism/cheating must be reported immediately to the office and will remain the responsibility of the classroom teacher. The recommended punishment is a grade of zero without an opportunity to retest or make up any work.

Use of Cell Phones and/or Electronic Devices

Cell phones and/or electronic devices (i.e., beeper, pager, etc.) should only be used during breaks and with discretion. If they are used inappropriately:

1. The first violation will result in a warning.
 2. The second violation will result in removal from class; this will be treated as an absence.
-

Outside Visitors

Students are not to bring visitors to school. Any person not enrolled in Vernon Regional Adult Education must report to the Site Administrator/Coordinator's office.

Distribution of Non-School Related Material

Any written material that may cause disruption of the proper and orderly operation of the school or school activities will not be allowed to be distributed at Vernon Regional Adult Based Education. The distribution of all posters, brochures, newspapers, and other printed materials must receive written approval from the administration.

Student Academic Policies

Mandatory Student Orientation For High School Completion Programs

All students contemplating a high school diploma must attend a VRABE Two-Part Orientation Session before beginning classes. The Orientation Session is structured to administrator the Pre-Test Assessment and inform the students of the three options they have to get a diploma:

- CDP (Credit Diploma Program)
- NEDP (National External Diploma Program)
- GED (General Educational Development) or ABE (Adult Basic Education)

At the Orientation, the programs are described and CASAS appraisal testing is administered (Part 1); and the programs are discussed and student recommendation is made for program placement/site (Part 2).

Students must schedule a date to attend the orientation session by registering online at www.vrabe.com. To register by phone, call 860-870-6060.

High School Completion Program Graduation and Transcripts

Students may complete credit requirements for graduation at any time during the year, but **diplomas are awarded only once a year at graduation by VRABE Regional Adult Based Education and conferred by the Vernon Board of Education.**

If a student needs verification of the completion of the diploma program for college, military service, or an employer, an official transcript and an accompanying verification letter will be sent to attest that the student has fulfilled graduation requirements.

Please note that official final transcripts are available only to those students who have fulfilled all obligations. To request a transcript, the student must complete, sign, and submit a transcript release form (see next page) **at least two weeks in advance** of date needed.

Each student's academic record is contained in his/her transcripts. The transcript includes:

1. Student's name
2. Date of Birth
3. Gender
4. Address
5. Phone Number
6. Date entering program
7. Date of graduation
8. A listing of all courses taken, level of course, final grade and credit

Credit Diploma Program (CDP) Graduation Requirements

The Vernon Board of Education grants the Vernon Regional Adult Education Diploma on behalf of the Vernon Regional Adult Education Policy Board to students who complete the following requirements:

	Required
English	4.0
Math	4.0
Social Studies (of which 1.0 U.S. History & 0.5 Civics are required)	3.0
Science (1 Biology, 1 Physical, plus 1 Other Science)	3.0
Health	0.5
Vocational/Art/Music/Tech	2.0
Senior/Grad Project	1.0
Financial Literacy (A & B) Note: Part C can only count as an elective	1.0
College Transition	0.5
Workforce Preparation	0.5
Electives	5.5
TOTAL CREDITS	25.0

Students who have successfully completed 1.0 credit of Consumer Math prior to enrolling in our program, need not take Financial Literacy A & B. However, 25 credits, are still required.

(Revised August 2023)

CDP Graduation Requirements (continued)

A minimum of 25 credits is required for graduation.

Students must earn a minimum of two credits in VRABE's Credit Diploma Program (CDP) including one credit for Senior Project. In addition to granting credit for classroom courses, students may be awarded credits for distance learning and directed independent study as well as a variety of life experiences including work, volunteer service, and/or military service.

VRABE Regional Adult Based Education will accept credits from accredited high schools and colleges. An official transcript is required to verify these credits.

Name _____

Date: _____

Credit Tracker (FY24)

English (4.0)		
Math (4.0)		
Financial Literacy (1.0)		
Civics (.5)		
US History (1.0)		
Other SSTU (1.5)		
Health (.5)		
Physical Science (1.0)		
Biology (1.0)		
Other SCI (1.0)		
Voc/Art/Music/Tech (2.0)		

Student Awards

Each year, beginning with the Class of 1987, Vernon Regional Adult Based Education awards the following honors:

Award/Scholarship	Description
Academic Excellence	To the student with the highest grade point average who has earned a minimum of 3 academic credits in the Vernon Regional Adult Based Education CDP program, and to the student who has excelled in the NEDP program.
Exemplification of the Spirit of Adult Education	To those students who, through perseverance and academic achievement, represent the spirit and goals of adult education.
Principal/Site Coordinator's Award	To the student demonstrating integrity, character, and ability to overcome obstacles in order to achieve his/her personal goals.
Vernon Continuing Education Scholastic Awards	The Vernon Continuing Education Scholastic Award will be presented to one student. Credit Diploma and NEDP students who plan to further their education and demonstrate a commitment to academic achievement may apply. Recipients of this award will receive a "netbook or similar computer" at graduation. For more information and applications, please contact your guidance counselor.
Sandra Callahan Technology Award	The Sandra Callahan Technology Award will be presented to one student for outstanding interest, growth, and commitment to technology. The recipient will be awarded a plaque at graduation.
Patricia Caruso Award	The Patricia Caruso Award will be presented to one student for outstanding effort and achievement in the National External Diploma Program. The recipient will be awarded a plaque at graduation.

Grading System

The grading policy for the Vernon Regional Adult Based Education Credit Diploma Program is as follows:

A+	97-100	B+	87-89	C+	77-79
A	94-96	B	84-86	C	74-76
A-	90-93	B-	80-83	C-	70-73

Inc.	Incomplete (not a final grade)
W	Withdrew
P	Pass – 70 and Above
F	69 and Below

Report cards will be issued three times per year at the conclusion of each trimester. Students who receive an incomplete in a course are given a two-week grace period to make up work, subject to the approval of the instructor. If an incomplete is not made up within this two-week period, it will be recorded as an **F** in the student's record.

All courses must be completed by the end of the third trimester. In some cases, particularly with graduating seniors, it may not be possible to allow a two-week grace period to make up an incomplete in the last trimester.

Credits

To Receive:	A Student Must:
.50 credit	Receive a minimum grade of 70 Attend class a minimum of 30 hours
1.00 credit	Receive a minimum grade of 70 Attend class a minimum of 60 hours

Attendance/Tardy Policy

The attendance/tardy policy for the VRABE Regional Adult Based Education Credit Diploma Program is as follows:

1. All students are expected to attend class. If a student is absent, he/she must inform their teacher and/or present documentation for the absence.
2. All students are expected to be on time for classes. No student will be allowed in class once instruction has begun without a pass. **Students who miss more hours than can be made up will be dropped from the course.** There are **NO EXCUSED ABSENCES.**
3. **Three tardies to any one class will be treated as one absence.** This means that the student must make-up the time of one class session. As with class attendance, a student may reach a point where it is impossible for him/her to make-up the time. **Consequently, the student will be dropped from the course.**
4. Students leaving the classroom, abusing lavatory privileges, or loitering in the halls will be treated as if they were tardy, and these actions will result in the same consequences as being tardy (see above).

*Staff Job
Descriptions*

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.

JOB DESCRIPTION



Position:	Director of Adult Education
Reports to:	Superintendent
Employment Status:	Regular/Full-time
FLSA Status:	Exempt
Description:	Offer high quality programs to fourteen towns as part of the Vernon Regional Adult Based Education program. Ensure programs offer a variety of opportunities to enhance the education of adults seventeen years of age and older across a wide variety of communities
NOTE:	The below lists are not ranked in order of importance

Essential Functions:

- Maintain the strictest confidence concerning personnel, students and operational concerns of the district
- Promote good public relations by personal appearance, attitude, and conversation
- Report all cases of suspected child abuse to appropriate school personnel and proper government authority
- Formulate or assist in the formulation of policies and plans for consideration and action by the Policy Board
- Provide professional leadership in the community
- Enforce the rules and regulations of the board and report to the board any violations which, in his/her judgment are of a serious nature
- Submit goals and objectives annually to the Policy Board for review
- Direct and supervise the work and function of all the schools, offices, and employees of the Policy Board in such a manner as might be necessary to achieve the educational objectives of the Vernon Regional Adult Education
- Make continuous study of the development and needs of the Vernon Region and report his/her finds to the Policy Board
- Prepare for Policy Board approval, the annual calendars in compliance with the State requirements
- Prepare guidelines necessary to implement Policy Board policy and provide copies to the Policy Board
- Make rules and provide instructions to school employees as may be necessary to make policies of the Policy Board effective. The work day and duties of all employees shall be prescribed by the Regional Director in accordance with Policy Board direction. All individuals now employed by the Policy Board are responsible to the Regional Director, as are all individuals to be employed by the Policy Board
- Act as the official representative of the Policy Board and accept request and complaints submitted by employees, parents, or citizens for official presentations to the Policy Board
- Have authority/responsibility of cancelling and/or dismissing school because of inclement weather or other emergency
- Work collaboratively with Ashford, Bolton, Colchester, Coventry, East Windsor, Ellington, Glastonbury, Griswold, Mansfield, South Windsor, Tolland, Vernon, Wethersfield and Willington Superintendents and Boards of Education as necessary to the Regional Policy Board on a regular basis to determine needs and share programming
- Make or approve assignments and transfers of all personnel to best serve the interests of the educational program
- Responsible to maintain pool of available substitutes and tutors
- Recommend, administer and manage with fiscal responsibility the annual budget
- Develop, schedules, and supervises projects programs and courses for all disciplines and subjects
- Direct and initiates efforts to expand programs into new areas
- Supervise the administration of all programs
- Supervise personnel assigned to all instructional programs
- Prepare and manages budgets including grants and other funding sources
- Oversee the distribution of all marketing material for the program
- Oversee, coordinates, and maintains the scheduling of all programs

- Direct, develops and maintains the files, documentation, and required reports

Other Duties and Responsibilities:

- Serve as a role model for students and staff
- Assist in handling inquiries from district personnel and vendors as needed
- Other duties as assigned by the Superintendent
- Respond to routine questions and requests with tact and diplomacy in an appropriate and timely manner
- Establish and maintain cooperative professional relationships
- Maintain a level of approachability by administration and staff

Qualifications/Certificates:

- Active Connecticut State Department of Education Intermediate Administration or Supervision Certification
- Master’s degree in Education or Adult Education preferred
- 3 years successful Regional Adult Education experience preferred
- 3 years successful supervisory experience preferred
- Such alternatives to the above qualifications as the Superintendent and/or Vernon Board of Education may find appropriate

Required Knowledge, Skills, and Abilities:

- Ability to work effectively with others
- Good communication skills
- Effective, active listening skills
- Ability to multi-task
- Good organizational and problem-solving skills
- Ability to meet deadlines

Additional Working Conditions:

- Interaction among children
- Repetitive hand motion, e.g., computer keyboard, typing, calculator, writing
- Regular requirement to sit, stand, walk, read, hear, see, speak, reach, stretch with hands and arms
- Frequent interruption of duties by staff, students, visitors and/or telephone
- Occasional requirement to travel
- Occasional need to work overtime, evenings and/or weekends
- Occasional requirement to lift, carry, push and/or pulling various supplies and/or equipment up to a maximum of 20 pounds
- Requirement to assist in the restraint, movement or other emergency weight bearing assistance of students
- In case of an emergency which is not covered by Board Policy, and in which immediate action is necessary, the Regional Director shall exercise the full power and authority of the Board. He must then report his action to the Policy Board as soon as is physically possible and by no means later than the next meeting.
- Since Vernon Public Schools is the fiscal agent for Vernon Regional Adult Education, the program of financial account, including bidding procedures developed by Vernon Public School, shall also apply to Vernon Regional Adult Education

Equipment Operated:

Computer/Laptop Printer Scanner

Required Testing

Continuing Educ./Training

Clearances

Fingerprint/Background

Evaluation:

Performance will be evaluated annually in accordance with the provisions set by the Vernon Board of Education

My signature below represents that I have reviewed the contents of my job description and that I understand the requirements of my position.

Signature

Date

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.

JOB DESCRIPTION



Position:	Assistant Director of Adult Education
Reports to:	Director of Adult Education
Employment Status:	Regular/Full-time
FLSA Status:	Exempt
Description:	To assist the Director of Adult Education to ensure that high quality programs are offered to fourteen towns as part of the Vernon Regional Adult Based Education Program (VRABE). To assist with the with the implementation of a variety of opportunities that enhance the education of adults seventeen years of age and older across a wide variety of communities.
NOTE:	The below lists are not ranked in order of importance

Essential Functions:

- Serves as a Site Administrator/Coordinator as the administrative and supervisory agent at the particular assigned site
- Serves as the Regional Assessment Facilitator (separate job duties)
- Oversees the following programs:
 - ❖ ESL Regional Coordinator (separate job duties)
 - ❖ English Literacy and Civics Education Program Coordinator (separate job duties)
- Provide educational leadership for all Adult Education programs offered at the site; administer and supervise in accordance with the policies, rules, and regulations set forth by the Policy Board and the Regional Director
- Maintains accurate and complete files of all original paperwork, submits all required reports according to State Department of Education timelines
- Participate in the selection and supervision of all site personnel
- Assist with directing and initiates efforts to expand programs into new areas
- Performs other related duties as required.
- Assist with implementation of teacher-evaluation program in accordance with the guidelines established by the Regional Policy Board
- Assists with the distribution of all marketing materials for the program
- Assure that teachers are familiar with CASAS testing and compliance with record keeping and attendance procedures.
- Contact Testing Facilitator or Data Entry Specialist with questions, as needed
- Assist with collecting data to ensure programs are meeting the needs of VRABE learners
- Assist with supervision of VRABE programs

Qualifications/Certificates

Degree(s): BS/MS in Education, 6th year in Administration preferred

Experience: A minimum of 5 years in the field of Education

Certification: Connecticut Teaching Certification, and Intermediate Administrator preferred

Other Duties and Responsibilities:

- Serve as a role model for students and staff
- Assist in handling inquiries from district personnel and vendors as needed
- Other duties as assigned by the Director of VRABE
- Respond to routine questions and requests with tact and diplomacy in an appropriate and timely manner
- Establish and maintain cooperative professional relationships

- Maintain a level of approachability by administration and staff

Required Knowledge, Skills, and Abilities:

- Ability to work effectively with others
- Good communication skills
- Effective, active listening skills
- Ability to multi-task
- Good organizational and problem-solving skills
- Ability to meet deadlines

Additional Working Conditions:

- Interaction among teens and adults
- Repetitive hand motion, e.g., computer keyboard, typing, calculator, writing
- Regular requirement to sit, stand, walk, read, hear, see, speak, reach, stretch with hands and arms
- Frequent interruption of duties by staff, students, visitors and/or telephone
- Occasional requirement to travel
- Occasional need to work overtime, evenings and/or weekends
- Occasional requirement to lift, carry, push and/or pulling various supplies and/or equipment up to a maximum of 20 pounds
- Requirement to assist in the restraint, movement or other emergency weight bearing assistance of students

Equipment Operated:

Computer/Laptop	Printer	Scanner
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Required Testing

Continuing Educ./Training

Clearances

First Aid
CPR/AED

Fingerprint/Background

Evaluation:

Performance will be evaluated annually in accordance with the provisions set by the Vernon Board of Education

My signature below represents that I have reviewed the contents of my job description and that I understand the requirements of my position.

Signature

Date



VRABE

REGIONAL ADULT BASED EDUCATION

Child Care Worker

Reports to: Site Administrator

Evaluated by: Site Administrator

Experience: Childcare experience preferred

Certification: First Aid and CPR Certified

General Description: A Child Care Worker is responsible for maintaining a safe and fun learning environment for young children.

Duties/Responsibilities: **Knowledge**

1. **Child Development:** Understanding the stages of physical, cognitive, social, and emotional development in young children.
2. **Curriculum Design:** Familiarity with age-appropriate curricula and educational standards.
3. **Learning Theories:** Knowledge of various educational philosophies and how they apply to early childhood education.
4. **Health and Safety Regulations:** Awareness of safety protocols and health guidelines specific to preschool environments.

Planning

1. **Activity Planning:** Designing daily schedules that include structured activities and free play.
2. **Goal Setting:** Establishing developmental goals for individual children and the group as a whole.
3. **Resource Management:** Selecting and preparing materials and resources that enhance learning experiences.
4. **Adapting Plans:** Being flexible and adjusting plans based on children's needs and interests.

70 Loveland Hill Road, Vernon, CT 06066 860-870-6060 www.vrabe.org

Serving the Adult Education needs of

Ashford
Griswold

Bolton
Mansfield

Colchester
South Windsor

Coventry
Tolland

East Windsor
Vernon

Ellington
Wethersfield

Glastonbury
Willington

Instruction

1. **Engaging Teaching Methods:** Using interactive and play-based approaches to teach concepts and skills.
2. **Differentiated Instruction:** Tailoring lessons to accommodate diverse learning styles and developmental levels.
3. **Language Development:** Encouraging language skills through storytelling, songs, and conversations.
4. **Assessing Understanding:** Observing and assessing children's engagement and comprehension during activities.

Classroom Management

1. **Creating a Positive Environment:** Establishing a welcoming and inclusive atmosphere that promotes learning and exploration.
2. **Behavior Management Strategies:** Implementing techniques to guide behavior and address challenges effectively.
3. **Routine Establishment:** Setting consistent routines to help children feel secure and understand expectations.
4. **Conflict Resolution:** Guiding children in resolving conflicts and developing social skills.

These components work together to foster a supportive learning environment that nurtures children's growth and development.

Title: Site Administrator/Coordinator

Reports To:	Regional Director
Evaluated By:	Regional Director
Degree(s):	BS/MS in Education and 6 th Year in Administration preferred
Experience:	A minimum of 5 years in the field of education
Certification:	CT Teaching Certification and administrator's Certificate preferred

General Description: The Site Administrator/Coordinator is the administrative and supervisory agent at the particular assigned site.

The Site Administrator/Coordinator has supervisory responsibilities for all Adult Education staff and students.

The Site Administrator/Coordinator is the official custodian of Adult High School student records. All official records must be housed at the main Adult High School office in Vernon.

- Duties/Responsibilities:**
1. provide educational leadership for all Adult Education programs offered at the site; administer and supervise in accordance with the policies, rules and regulations set forth by the Policy Board and the Regional Director
 2. participate in the selection and supervision of all site personnel
 3. assume responsibility for all official school correspondence
 4. establish an efficiently operating schedule of classes and special assignments
 5. Participates in site registrations to insure that all procedures are followed according to state policies
 6. Checks all forms for completeness, legibility, and accuracy and makes corrections as needed
 7. provide for the safety and health of all students at the site
 8. be responsible for the proper conduct of students at the site
 9. serve as hearing officer in disciplinary procedures
 10. take the lead role in the supervision of all teachers and staff members at the site, including lesson planning.
 11. implement a teacher-evaluation program in accordance with the guidelines established by the Regional Policy Board
 12. Assure that teachers are familiar with CASAS testing and compliance with record keeping and attendance procedures. Contact Testing Facilitator or Data Entry Specialist if questions.

Title: Data Management/LACES Coordinator**Reports To:** Regional Director**Evaluated By:** Regional Director**Degree(s):** College Degree**Experience:** Experience with data collection and various software programs**Certification:** N/A**General Description:** Data Management/LACES Facilitator is responsible for gathering, inputting, managing, controlling, and accessing digital student information for approved purposes (those in alignment with State regulations, Board policy, and privacy laws), and training VRABE staff in proper use of the system.**Duties/Responsibilities:**

1. Input all salient data for the VRABE Regional Adult Based Education program (i.e. students, classes, transcripts, attendance, outcomes etc.);
2. Monitor the timely and accurate receipt of all pertinent data;
3. Create/maintain system user database;
4. Create/maintain course database;
5. Coordinate the development/maintenance of all data input forms;
6. Conduct staff system training as necessary;
7. LACES Data Entry Contact Liaison between VRABE and State of Connecticut.

Title: Part-time Secretary (Evenings)

Reports To:	Regional Director
Evaluated By:	Regional Director or Designee
Degree(s):	Minimum High School Graduate
Experience:	One (1) year employment in Secretarial or Clerical work
Certification:	N/A
General Description:	The successful candidate must be a high school graduate and possess the following skills:

- Ability to perform administrative support functions requiring independent judgement, decision making, prioritizing, and problem solving
- Excellent interpersonal skills with a diverse constituency – with the essential role of greeting the public and creating a warm and welcoming environment
- Advanced technology and computer skills, including MS Office (Word, Excel, PowerPoint), and other appropriate software
- Ability to multi-task, organize, and prioritize workflow and meet deadlines
- Strong oral and written communication skills, including grammar, spelling and punctuation

Duties/Responsibilities:	<ol style="list-style-type: none"> 1. Perform a variety of office management, secretarial and clerical duties in support of school operations. 2. Serve as secretary to the Adult Education Night School Principal or designee. Perform secretarial duties for Adult Education staff as appropriate and required. 3. Contact with the public resulting in giving information regarding established policies and procedures. 4. Operate a variety of office equipment including personal computers, calculators and all photocopy equipment. 5. Prepare and maintain class lists and student attendance. 6. Answer telephones, provide information and assistance to callers, take messages, and route calls. 7. Maintain student files and enter data on CARS data base as assigned. 8. Actively assist in preparation for annual graduation ceremony including preparing graduation lists, ordering caps and gowns, and various other duties as required.
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Title: Building and Grounds Security Monitor

Reports To:	School Administrator
Evaluated By	School Administrator
Degree(s):	Minimum High School Diploma
Experience:	Prior experience working with teenagers and/or security work
Certification:	N/A
General Description:	The Security Monitor will develop a rapport with students, faculty, and the public. He/She will show ability to handle large crowd situations. He/She will show ability to organize and lead.

Duties/Responsibilities	<ol style="list-style-type: none">1. Enforces school policies and regulations2. Prohibits smoking in and around buildings3. Prevents vandalism4. Monitors parking violations of all vehicles on school grounds5. Investigates and acts upon any illegal activities either outside or inside the buildings6. Communicates with responsible authorities
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Title: School Counselor**Reports To:** Site Administrator or Designee**Evaluated By:** Site Administrator or other Program Administrator**Degree(s):** BS in Counseling**Experience:** Practicum in Counseling**Certification:** Connecticut Counseling Certification

General Description: The goal of the School Counselor is to assist students with their educational, occupational, and life plans. In addition, the Counselor is responsible for aiding students to overcome problems that impede learning and to maintain effective communication with students, teachers, and parents.

Duties/**Responsibilities:****Knowledge:**

1. Demonstrates facility in the skills of reading, writing, and mathematics
2. Demonstrates knowledge and application of subject matter in area of specialization
3. Demonstrates a knowledge of the American public school system
4. Demonstrates knowledge of human growth and development

Management:

1. Registers students new to school, explains school procedures and programs, and helps students with their adjustment
2. Monitors students' records and protects their confidentiality
3. Provides student information to colleges, potential employers and other educational institutions, according to provisions of the Board's policy on student records
4. Obtains and disseminates occupational information to students

Assessment:

1. Helps to identify and assist students at risk
2. Participates in student selection for remediation and/or summer school
3. Develops clear and specific documentation of assessment results
4. Demonstrates knowledge of and ability to use current and/or appropriate assessment instruments and practices

Title: Classroom Teachers – CDP

Reports To:	Site Administrator
Evaluated By:	Site Administrator
Degree(s):	BS Degree in specific, secondary subject area
Experience:	Classroom teaching – student teaching, substituting, or teaching under contract
Certification:	Connecticut Certification in specific subject area or related area, plus adult education 106 endorsement
General Description:	The goal of the classroom teacher is to provide appropriate instruction for all assigned students within district guidelines and written curriculum.

**Duties/
Responsibilities:****Knowledge:**

1. Demonstrates facility in the skills of reading, writing, and mathematics
2. Demonstrates knowledge and application of subject matter in area of specialization
3. Demonstrates knowledge of the American public school system including Adult Education
4. Demonstrates knowledge of human growth and development

Planning:

1. Plans instruction to achieve objectives
2. Develops and monitors objectives and procedures to meet learners' needs
3. Develops weekly lesson plans

Instruction:

1. Implements instructional materials, activities, and techniques to meet objectives
2. Varies instructional materials, activities, and techniques as appropriate
3. Meets the needs of all students

Classroom Management:

1. Organizes time, space, materials, and equipment for effective instruction
2. Develops and/or implements appropriate behavior management strategies

Title: Classroom Teachers – ABE/GED**Reports To:** Site Administrator**Evaluated By:** Site Administrator**Degree(s):** (Minimum) BS Degree in Education or related area**Experience:** Classroom teaching – student teaching, substituting, or teaching under contract**Certification:** Holds a Connecticut Teacher Certification; related area, adult education and special education considered, plus adult education 107 endorsement**General Description:** The goal of the teacher is to provide appropriate instruction for all assigned students within district guidelines and written curriculum.**Duties/****Responsibilities:****Knowledge:**

1. Demonstrates facility in the skills of reading, writing, and mathematics
2. Demonstrates knowledge and application of subject matter in area of specialization
3. Demonstrates a knowledge of the American public school system including Adult Education
4. Demonstrates knowledge of human growth and development

Planning:

1. Plans instruction to achieve objectives
2. Develops and monitors objectives and procedures to meet learners' needs
3. Develops weekly lesson plans

Instruction:

1. Implements instructional materials, activities, and techniques to meet objectives
2. Varies instructional materials, activities, and techniques as appropriate
3. Meets the needs of all students

Classroom Management:

1. Organizes time, space, materials, and equipment for effective instruction
2. Develops and/or implements appropriate behavior management strategies

Title: Classroom Teachers – ESL

Reports To:	Site Administrator
Evaluated By:	Site Administrator
Degree(s):	BS Degree in Education or related area
Experience:	Classroom teaching – student teaching, substituting, or teaching under contract
Certification:	Holds a Connecticut ESL Teacher Certification (111) or adult education 088 endorsement
General Description:	The goal of the teacher is to provide appropriate instruction for all assigned students within district guidelines and written curriculum.
Duties/ Responsibilities:	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Demonstrates facility in the skills of reading, writing, and mathematics 2. Demonstrates knowledge and application of subject matter in area of specialization 3. Demonstrates a knowledge of the American public school system including Adult Education 4. Demonstrates knowledge of human growth and development <p>Planning:</p> <ol style="list-style-type: none"> 1. Plans instruction to achieve objectives 2. Develops and monitors objectives and procedures to meet learners' needs 3. Develops weekly lesson plans <p>Instruction:</p> <ol style="list-style-type: none"> 1. Implements instructional materials, activities, and techniques to meet objectives 2. Varies instructional materials, activities, and techniques as appropriate 3. Meets the needs of all students <p>Classroom Management:</p> <ol style="list-style-type: none"> 1. Organizes time, space, materials, and equipment for effective instruction 2. Develops and/or implements appropriate behavior management strategies

Title: Regional Assessment Testing Coordinator**Reports To:** Site Administrator or Designee**Evaluated By:** Site Administrator or Designee**Degree(s):** (Minimum) BS Degree in Education**Experience:** Classroom teaching - student teaching, substituting, or teaching under contract**Certification:** Holds CT Teacher Certification**General Description:** The Regional Assessment Facilitator will work with the Site Administrators/Coordinators to implement accurate and correct procedures for registration, testing, and course completion. He/She will work to insure that all information is being processed and submitted on schedule to the Regional Coordinator.**Duties/ Responsibilities:**

1. Maintains accurate and complete files of all original paperwork
2. Submits all forms according to State Dept. of Education timeline
3. Prepares class profiles for ABE and ESL students; makes copies for teachers, site administrator(s), and Regional Coordinator
4. Acts as a resource to teachers to determine needs of students using student profiles
5. Administers pre- and post- testing to all ABE and ESL students according to schedule; schedules multiple dates in order to test absentees
6. Inventories, maintains, and secures all testing materials, including CASAS and GED materials
7. Performs other related duties as required

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.

JOB DESCRIPTION



Position:	Technical and Marketing Coordinator for VRABE
Reports to:	Director of VRABE
Employment Status:	Regular/Full-time/30hours a week/10month position
FLSA Status:	Exempt
Description:	The Technology and Marketing Coordinator is responsible for technology and marketing support for VRABE Regional Adult Based Education, a regional provider of adult education to 14 towns.
NOTE:	The below lists are not ranked in order of importance

Essential Functions:

- Maintain comprehensive database of all VRABE technology assets
- Review class management, instructional and educational software and make recommendations as appropriate to VRABE staff
- Assist VRABE staff and students in technology-related needs, including but not limited to system access, use of email, time-tracking and other systems, password resets, Chromebook and other hardware set-up and operational support
- Act as technology liaison with VPS, Town of Vernon IT department, and all VRABE's cooperating district's IT departments providing input as necessary on VRABE staff and student requirements
- Investigate and make recommendations concerning current and future VRABE technology needs
- Prepare appropriate requisition forms as required for VRABE technology requirements
- Provide operational support and initial repair services to VRABE staff & students
- Keep inventory of all VRABE technology related materials
- Provide initial and on-going training to VRABE staff & students in the use of VRABE technology and software
- Manage the VRABE student Chromebook loan program
- Maintain all social media promotions and highlights (Facebook, Instagram, Twitter, YouTube)
- Publish, maintain, and distribute the publication of the monthly VRABE Voice Newsletter
- Organize, plan and implement monthly marketing meetings
- Research new marketing strategies, and investigate best practices for all VRABE marketing
- Represent VRABE at marketing events and opportunities

Other Duties and Responsibilities:

- Serve as role model for students and staff
- Respond to routine questions and requests with tact and diplomacy in a timely manner
- Interact in a positive manner with staff, and students
- Act as the public relations agent for VRABE

- Perform other duties as assigned by the Director/ Assistant Director of VRABE
- Establish and maintain professional relationships
- Participate in professional learning by attending seminars and workshops

Qualifications/Certificates:

- Such alternatives to the above qualifications as the Superintendent and/or Vernon Board of Education may find appropriate

Required Knowledge, Skills, and Abilities:

- Ability to communicate ideas and directives clearly and effectively, both orally and in writing
- Effective, active listening skills
- Ability to work effectively with others
- Organizational and problem-solving skills
- Excellent public relations skills
- Ability to foster and facilitate learning, team and/or individual play philosophies

Additional Working Conditions:

- Interaction among students
- Repetitive hand motion, e.g., computer keyboard, typing, calculator, writing
- Regular requirement to sit, stand, walk, read, hear, see, speak, reach, stretch with hands and arms, crouch, kneel, climb and stoop
- Frequent interruption of duties by staff, students, visitors and/or telephone
- Occasional requirement to lift, carry, push and/or pulling various supplies and/or equipment up to a maximum of 20 pounds

Equipment Operated:

Computer/Laptop Printer Interactive White Board Scanner

Required Testing

None

Continuing Educ./Training

Professional Learning

Clearances

Fingerprint/Background

Evaluation:

Performance will be evaluated annually in accordance with the provisions set by the Vernon Board of Education

My signature below represents that I have reviewed the contents of my job description and that I understand the requirements of my position.

Signature

Date

Title: College Transition and Workforce Preparation

Reports To:	Regional Director
Evaluated By:	Regional Director
Degree(s):	BA or BS
Experience:	Minimum 2 years in adult education; grant writing experience
Certification:	Adult Ed Certification
General Description:	This employment position is dynamic and responsibilities may be re-defined to meet the needs of the organization.
Duties/ Responsibilities:	<ol style="list-style-type: none">1. Manage special projects2. Effectively communicate with individuals at all levels of the organization3. Prepare functional specifications and proposals for State Department of Education grants4. Demonstrate excellent writing skills5. Display proficiency in Windows and MS office6. Use web-based search engines effectively7. Identify adult student needs8. Develop and maintain relationships with local and state agencies, community non-profit organizations, and the business community9. Represent VRABE at various educational and non-educational functions10. Assist the Regional Director in other tasks as needed

Title: Regional Administrative Assistant**Reports To:** Regional Director of Adult Education**Evaluated By:** Regional Director of Adult Education or Designee**Degree(s):** Minimum High School Graduate**Experience:** Two (2) years employment in secretarial or clerical work**Certification:** N/A

General Description: The Administrative Assistant will have knowledge of contemporary office procedures, practices and equipment, including excellent computer skills. He/she will be able to type at least 40 words per minute, with deductions for errors. He/she will exhibit excellent interpersonal and organizational skills. He/she must possess excellent proofreading skills. He/she must be able to maintain and balance a budget.

Duties/responsibilities: Under general supervision, function independently in conformance with established policies and procedures. Refer questions on situation beyond scope of authorization to the Regional Supervisor of Adult Based Education.

Under the general supervision of the Regional Director, perform a variety of secretarial duties such as: typing a variety of letter, memos, grants, and reports.

1. Responsible for maintenance of records and reports. Coordinates with all CDP, GED and ESL sites to prepare program calendars that are consistent in all of our regional 14 towns and submit building use requests to the sites when required.
2. Prepare individual calendars by program with specific days of classes and send this information to our web master for posting on VRABE website.
3. Work with regional administrators and counselors to select orientation dates and prepare a master schedule of dates.
4. Register students who call and cannot register on-line for orientation.
5. Provide information and assistance to students and general public regarding registration, test schedules and other related policies, procedures and operations.
6. Attends LACES data meetings to learn how to analyze data from the state LACES system. These reports are prepared for various Board of Education meetings, regional superintendents and reports are developed to analyze retention, state goals, etc.
7. Work closely with Human Resources Department to gather appropriate personnel paperwork from new hires, and answer questions related to personnel and /or payroll on a continual basis.
8. Assist in final preparation of Adult Education (ABE) Grants, and all other Adult Education grants (PEPS, Federal and State grants) with emphasis on budget.
9. Works with coordinators and administrators to create a working budget within the guidelines of the CT State Department of Education (CSDE) "Budget Buddy" and eGMS (State of CT Electronic Grants Management System).
10. Meets regularly with each of the VRABE coordinators responsible for their specific grant to verify spending is on track and modify if necessary.
11. Works with coordinators to prepare all final reports related to the grants. (Submission, mid-year, and end of year).
12. Meets with Finance Staff and Regional Director to prepare memos to Finance Office when revision and/or budget transfers are required.
13. Prepare all purchase orders, assigning correct grant account numbers. Responsible for typing all purchase orders and sending them for payment when both merchandise and invoice has been received.
14. Responsible for ordering all textbooks.
15. Prepare all timecards for processing, assigning correct grant and account numbers.
16. Prepare promotional materials for advertising.
17. Assist in planning mid-year ceremony and graduation for VRABE's CDP, NEDP and GED students. This may include occasional work in the evening.
18. Assists in planning guidance counselor breakfast meeting within regional adult education district.
19. Records the minutes of site administrator's and coordinator's monthly meetings.

Title:	GED Testing Manager
Reports To:	Regional Supervisor of Adult Education
Evaluated By:	Regional Supervisor of Adult Education or Designee
Degree(s):	Minimum High School Graduate, Associates Degree preferred
Experience:	Two (2) years employment as GED Testing Facilitator
Certification:	Pearson Vue Certified Test Administrator

General Description: The GED Testing Manager will have an in depth understanding of all the rules and regulations for GED registration and testing. As of January 1, 2014, Vernon Regional Adult Education was required to provide the new computer based GED testing program. The State has contracted with Pearson Vue and in order to continue as a testing site, the process requires important management.

Duties/responsibilities:

1. Responsible for maintenance of records and reports.
2. Communicates with sites regarding any new information for GED registration and testing.
3. Responsible for reviewing, processing and approving GED candidate applications.
4. Attends CSDE meetings for GED in-service and train appropriate VRABE staff as required.
5. Responsible for sharing GED information or changes in policy with Regional Director and sites.
6. Responsible for training all testing proctors.
7. Responsible for GED Test registration and providing counseling sessions for testing candidates.
8. GED Administrator for the Pearson Vue Testing at Rockville High School site.
9. Proctor monthly GED Testing sessions at RHS as lead proctor/administrator.
10. Responsible for scheduling GED testing dates for Pearson Vue Testing at RLC.

Emergency Procedures

Vernon Public Schools All-Hazards Emergency Operations Plan**HANDOUT #3****Lockdown****(Threat inside the building)**

A lockdown is used to handle a threat emanating from inside of the school. During a lockdown, all interior and exterior doors are closed and locked. This procedure is used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been deemed safe. This allows the school to secure the students and staff in place and remove any innocent bystanders from immediate danger. Once the doors have been locked, only authorized officials will be allowed to enter the school. If a lockdown is announced, do the following:

- Lockdown signal is given by any school building official.
- Check hallways – allow individuals determined not to be a threat into the nearest room.
- No one will be allowed to remain in the hallways or unprotected areas.
- Secure doors, turn out lights, cover windows that face into the school, and move students out of line of sight of doors and windows.
- Take attendance and record students that are in the room, missing, as well as extra students from the hall and await further instructions.
- Only First Responders and school officials will be allowed to enter your room and will have keys to unlock classroom doors. Do not open doors for ANYONE under ANY circumstances.
- All activities cease. If outside of building evacuate to a predetermined, off-campus location. This includes bus runs and field trips.
- Disregard any activated fire alarm unless you see/smell smoke or fire. If smoke or fire is present, use best judgement to evacuate to a safe location.

Secure School**(Threat outside the building)**

Secure School will be utilized to counteract a threat coming from outside of the school. During a secure school event all exterior and classroom doors are closed and locked. No one will be allowed to remain outside of the school. Any parents or guardians present outside of school that have been determined not to be a threat can enter the building before the doors are locked, or they are required to leave the school grounds immediately. Once the doors have been locked, only authorized officials will be allowed to enter the school. Students and staff are expected to move to their scheduled classroom. If Secure School is announced do the following:

- Secure School is given by any school building administrator.
- Have students who are outside immediately return to the school building.
- Lock and secure all exterior and classroom doors and entrances in your classroom/shop.
- Students and staff are expected to move to their scheduled classroom.
- Continue normal classroom/shop activities.
- Monitor main entrance and allow only authorized personnel into building.
- Consider using "barricades" to close off the school driveways and parking lots.
- Consider modified release of students for end of school day.

Vernon Public Schools All-Hazards Emergency Operations Plan**Evacuation****(Go outside)**

An Evacuation of a school will be performed for a variety of reasons including but not limited to fire, explosive threat, weather conditions and health concerns. An evacuation will begin with the use of the fire alarm notification system. Once activated, all staff, students and visitors are required to leave the school and assemble at a predetermined location. Once outside the school attendance will be taken and further instructions may be given. No one will be allowed to leave the assembly location without permission from school administration. If an Evacuation is announced do the following:

- Close classroom windows/doors, turn off lights, and turn off gas.
- After alarm, evacuate to pre-designated area.
- Take grade book and classroom sign out sheets.
- Help individuals who may require additional assistance.
- Check lavatories on the way out of the building for students who may not have heard the alarm.
- Reassemble students in safe area away from building and out of the way of emergency vehicles.
- Always evacuate crosswind and/or upwind.
- Take attendance and relay it to the designated area.
- Remain with the students until the "all clear" is given or until receipt of further instruction.
- Accompany students to alternate site, if needed.
- Accompany students back to the classroom and take attendance.

Shelter-in-Place**(Dangerous Weather)**

Shelter-in-Place is used during an imminent, severe weather emergency or other natural or man-made threat such as an earthquake or hazardous materials release. This is a precaution aimed to keep you safe while remaining indoors. Shelter-in Place means selecting a small, interior room, with no or few windows, and taking refuge there. If you are told to shelter-in-place, do the following:

- Move all students to designated shelter area.
- Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- Close all windows and exterior doors.
- If directed, turn off room heating, cooling, or ventilation systems.
- If there appears to be air contamination within the shelter, place a wet paper towel over nose and mouth for temporary respiratory protection and inform Main Office. Relocate to another part of the building.
- Continue to follow instructions given over the public address system/intercom.
- Do not allow anyone to leave shelter until the "all clear" is given.
- If there are visitors in the building, provide for their safety by asking them to stay, not leave.
- If there is danger of explosion, close window shades, blinds or curtains.
- If instructed, seal all cracks around the door(s) and any vents into the room.

Vernon Public Schools All-Hazards Emergency Operations Plan

- Take attendance and report to office over the phone.

Stay Put **(Privacy in Hallway)**

Stay Put will be utilized during a non-violent, contained situation or event in which bystanders need to be kept away from a common area, hallway or specific location within a building (i.e. medical emergency). During Stay Put mode, all classroom doors are closed and locked. Students outside of the building should continue with normal activity unless specifically directed to stay away from an area. Students and staff should “stay put” during the duration of the event unless specifically directed to move. If Stay Put is announced do the following:

- Stay Put mode is given by any school building administrator.
- Close all classroom doors and entrances in your classroom/shop.
- Students and staff are expected to “stay put” for the duration of the event.
- Continue normal classroom/shop activities.
- Have a staff member assigned to the main entrance to direct incoming first responders to the location of the event, if applicable.

Operational Guidance

(1) Initial Response

School personnel are usually first on the scene of an incident in a school setting. VPS staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

However, at no time will school officials transfer responsibility for student care.

The Principal or designee will be responsible for activating the school emergency operations plan and the initial response, which may include the following. Wherever possible, try to use this standard terminology:

- i. **Evacuation – “Go outside”**
- ii. **Lock down – “Immediate threat in building.”**
- iii. **Secure School – “Stay inside.”**
- iv. **Shelter-in-Place – “Potential severe weather or immediate environmental hazard”**

Vernon Public Schools All-Hazards Emergency Operations Plan

v. Stay Put – “Stay where you are.”

(2) Notification Procedures

In case of an emergency at any Vernon School district facility, the flow of information after calling 9-1-1 shall be from the school Principal (or designee) to the district central office. Information should include the nature of the incident and the potential impact on the students, staff, and facility.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, law enforcement operations, evacuation, shelter and mass care, light search and rescue, psychological, as well as other associated functions.

1.) Consideration will be given to the following IN THE ORDER SHOWN:

- Safety of the students.
- Safety of the staff and other building occupants.
- Protection of the building, contents and grounds.
- Minimize the disruption to the education process.

2.) When an emergency occurs the steps to be taken are:

- Size-up and learn quickly all you can about the situation.
- Protect students, staff and other building occupants.
- Attempt to minimize the situation and damage.
- Make the needed notifications.

Connecticut General Statutes P.A. 75-599; P.A. 77-232: Sec. 7-313e.

Authority of fire officer during emergency. Notwithstanding any provision in the general statutes or a municipal ordinance to the contrary, the fire chief of the municipality, or any member serving in the capacity of fire officer-in-charge, shall, when any fire department or company is responding to or operating at a fire, service call, or other emergency, within such municipality, have the authority to: (a) Control and direct emergency activities at such scene; (b) order any person to leave any building or place in the vicinity of such fire for the purpose of protecting such person from injury; (c) blockade any public highway, street, or private right-of-way temporarily while at such scene; (d) at any time of the day or night, enter any building, including a private dwelling, or upon any premises where a fire is in progress or near the scene of any fire, or where there is reasonable cause to believe a fire is in progress, for the purpose of extinguishing the fire or preventing its spread.



VERNON PUBLIC SCHOOLS

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EMERGENCY RESPONSE PROCEDURES

Lockdown:

(Inside threat)



- Close classroom doors
- Cover door windows
- Hide and quiet
- If outside, stay away
- Ignore PA announcements
- Ignore fire alarm unless in danger



Evacuation:

(Fire, other inside concerns)



- Close windows/doors
- Evacuate building
- Go to designated area



Secure School:

(Outside threat)



- Close classroom doors
- Continue as normal
- If outside, come in

Shelter-in-place:

(Dangerous weather)



- away from windows
- no cafeteria/gym

Stay put:

(Privacy in hall)



- Close classroom doors
- Continue as normal

All Emergencies:

- Take attendance
- Call 911 to report anything pertinent