

Rumney Memorial School



Student and Family Handbook 2021-2022

RMS Family Handbook 2021-2022

Washington Central Unified Union School District Mission Statement:
WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

RUMNEY PRINCIPAL

Karoline May kmay@u32.org

CLASSROOM TEACHERS

Pre-Kindergarten	Deanna Murray	dmurray@u32.org
Kindergarten	Ben Weiss	bweiss@u32.org
Grades 1/2	Caitlin Morgan	camorgan@u32.org
Grades 1/2	Christine Babcock	cbabcock@u32.org
Grades 3/4	Diana Costello	dcostello@u32.org
Grades 3/4	Linda Emmons	lemmons@u32.org
Grade 5	Heather Bower	hbower@u32.org
Grade 6	Daniel Diddlemeyer	ddiddlemeyer@u32.org

ALLIED ARTS

Art	Jennifer Campbell	jcampbell@u32.org
Physical Education	Michael Sutherby	msutherby@u32.org
Spanish	Jennifer Donovan	jdonovan@u32.org
Music	Sam Mishkin & Michael Close	smishkin@u32.org mclose@u32.org
Librarian	Alyson Mahony	amahony@u32.org
Health	Patty Abraham	pabraham@u32.org

STUDENT SERVICES

Special Educator/Case Manager	Brigitte Kalat	bkalat@u32.org
Special Educator/Case Manager	Rachel Hernandez	rhernandez@u32.org
Speech/Language Pathologist	Maggie McGlynn	mmcglynn@u32.org
Reading Specialist	Jessica Kobb	jkobb@u32.org
Math Interventionist	Matt Pelkey	mpelkey@u32.org
School Counselor	Sharon Spector	sspector@u32.org

SCHOOL-WIDE SUPPORT

Administrative Assistant	Mary Monteith	mmonteith@u32.org
School Nurse	Bonne Dunham	bdunham@u32.org
Food Service Director	Sabrina Bador	sbador@u32.org
Food Service Assistant	April Davis	
Head Custodian	Will McMahan	wmcmahan@u32.org
Custodian	Connor Thompson	cthompson@u32.org

STUDENT SUPPORT

Behavioral Specialist	TBD	
Student Support	Honi Bean Barrett, Julie-Marie Bristol, Christa Danyew, Tamara Joslyn, Rosemary Leach	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

CENTRAL OFFICE STAFF:

Interim Superintendent	Jennifer Miller-Arsenault
Administrative Assistant to Superintendent	Melissa Tuller
District Operations Manager	Michelle Ksepka
Director of Curric/Instruct/Assessment	TBD
Director of Special Services	Kerra Holden
Administrative Assistant - Special Services	Renee Bates
Business Administrator	Susanne Gann
Senior Payroll/Cash Accountant	Virginia Breer
Accounts Payable/Financial Accountant	Penny Sanville
Financial Accountant	Matt Kittredge
Human Resources Coordinator	Carla Messier
Medicaid Clerk	Rebecca Wilbur

BOARD OF SCHOOL DIRECTORS

The WCUUSD School Board will be meeting on the third Wednesday of the month. Board contact information and meeting resources can be found at the district website at

<https://www.wcsu32.org/domain/36>

WCUUSD Board Members

- Chris McVeigh Representative from Middlesex
- Jill Olson Representative from Middlesex
- Ursula Stanley Representative from Middlesex
- Diane Nichols-Fleming Representative from Berlin
- Vera Frazier Representative from Berlin
- Jonathan Goddard Representative from Berlin
- Maggie Weiss Representative from Calais
- Scott Thompson Representative from Calais
- Kari Bradley Representative from Calais (Vice-Chair)
- Lindy Johnson Representative from East Montpelier
- Flor Diaz Smith Representative from East Montpelier (Board Chair)
- Stephen Looke Representative from East Montpelier
- Jonas Eno-Van Fleet Representative from Worcester
- McKalyn Leclerc Representative from Worcester
- *(Vacant Position)* Representative from Worcester

Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

August 23, 2021

Dear Washington Central Unified Union School District Community,

On behalf of the School Board, I welcome you to the start of the 2021-2022 school year. I would like to start by giving a warm welcome to our new and returning students as well as wishing all our teachers, staff, administrators and families a healthy and happy school year.

At the virtual gathering for our district opening on August 20th, I was inspired by how Jen Miller-Arsenault our Acting Superintendent acknowledged the hardships of the last school year through the global pandemic but concentrated on celebrating the resiliency of our students, staff and communities.

I want to acknowledge the hard work and effort of our dedicated staff to get us ready to start the new school year. Thanks so much for all the amazing things you did last year to keep our kids safe, engaged, and fed, and also to keep our communities safe and informed.

Even though we are still faced with the spread of COVID-19 and other variants we will continue to provide our staff and students with the necessary health and safety protocols. As outlined by our Covid Coordinator Maria Melekos in the letter to families: *"In accordance with guidance issued by the Vermont Chapter of the American Academy of Pediatrics and the Center for Disease Control, **we are requiring universal masking for all schools until further notice.** This includes U-32 Middle and High School. WCUUSD will be monitoring community transmission as well as State and Federal guidance and will adjust our practices accordingly."*

In exercising the duty of care, we as local school officials have the authority and responsibility to assess current conditions and consult the guidance of public health experts and doctors. We are in strong support of the guidance from our Covid Coordinator and Acting Superintendent, for the start of the new year.

As we start the new year, we have changed the student school day at U32 from 8:00 am to 2:35 pm to 8:00 am to 2:55 pm. This change falls within the current collective bargaining agreement for the teacher day and allows us the opportunity to add instructional time. The change also allows us to provide more opportunities for all kids and gives the administrators the ability to expand learning time to improve core academics or enrichment efforts. At the same time this is an equity issue - expanding the school day helps all students and can help us reduce the difference in opportunities and performance.

We acknowledge that we should have reached out sooner to our students and communities and we will do better in the future. We have a plan to engage you all on September 1st at 6:30pm in a virtual meeting. We will benefit from student and community input starting now as we will need students and community members committed to making the extended days a success.

Another exciting highlight as we start the new school year is that our Vermont Agency of Education Recovery Plan is intentionally instead labeled the Plan for Moving Forward. The Elementary and Secondary School Emergency Relief (ESSER) Fund will be spent over the next three years.

The Plan is based on understanding the strengths and resilience of our kids and meeting their educational needs where they are now. As we move forward, we recommit to our mission to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities. The initial Moving Forward Plan has been submitted by our Leadership team. We encourage you to read it and give us your feedback on the, district website, www.wcsu32.org

Last, the School Board aspires to collaborate with all our staff, students and communities to make our school district a place that creates inclusive educational opportunities that are relevant both historically and culturally, and also addresses the impacts of bias, prejudice and discrimination. Our commitment is to the development of cultural humility and personal growth that respects differences and provides a sense of belonging and inclusion.

As I brought my daughter, who is a PK-12 graduate of our school district, to college last week, I had to reflect on how many wonderful educators in our district supported and inspired her to become a learner and committed member of our society. I am grateful to live in a place and time where Vermont kids are born into peace and safety, while at the same time we see so many in the world who are not afforded that same privilege and opportunity of quality public education.

We as a Board will continue to build on our individual and collective strengths, as we work together through this global pandemic. We welcome and ask for your engagement and participation in our work as a Board – please call, email and attend Board meetings, so your voice is heard. We will continue to work in ways to best engage with all of our communities.

It is great to celebrate the start of a new school year at WCUUSD!

Respectfully submitted,

Flor Diaz Smith
School Board Chair

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Hours And Attendance

Kindergarten through Grade 6

Student Arrival: 8:45-9:00 A.M.
Breakfast: 8:45-9:05 A.M.
Instruction begins at 9:00 A.M.
Dismissal: 3:30 P.M., Wednesdays at 3:00 P.M.

Pre-Kindergarten Sessions

Monday/Tuesday 8:45 - 1:45
Wednesday/Thursday 8:45 - 1:4

Attendance

State statutes require that children must attend school between the ages of 6 and 16 or until they have completed the tenth grade. Children who are five years old by September 1st are eligible to attend kindergarten at Rumney. Children who are three years old by September 1st are eligible to attend pre-kindergarten, provided there is space available.

Absences, Tardiness, And Early Dismissal

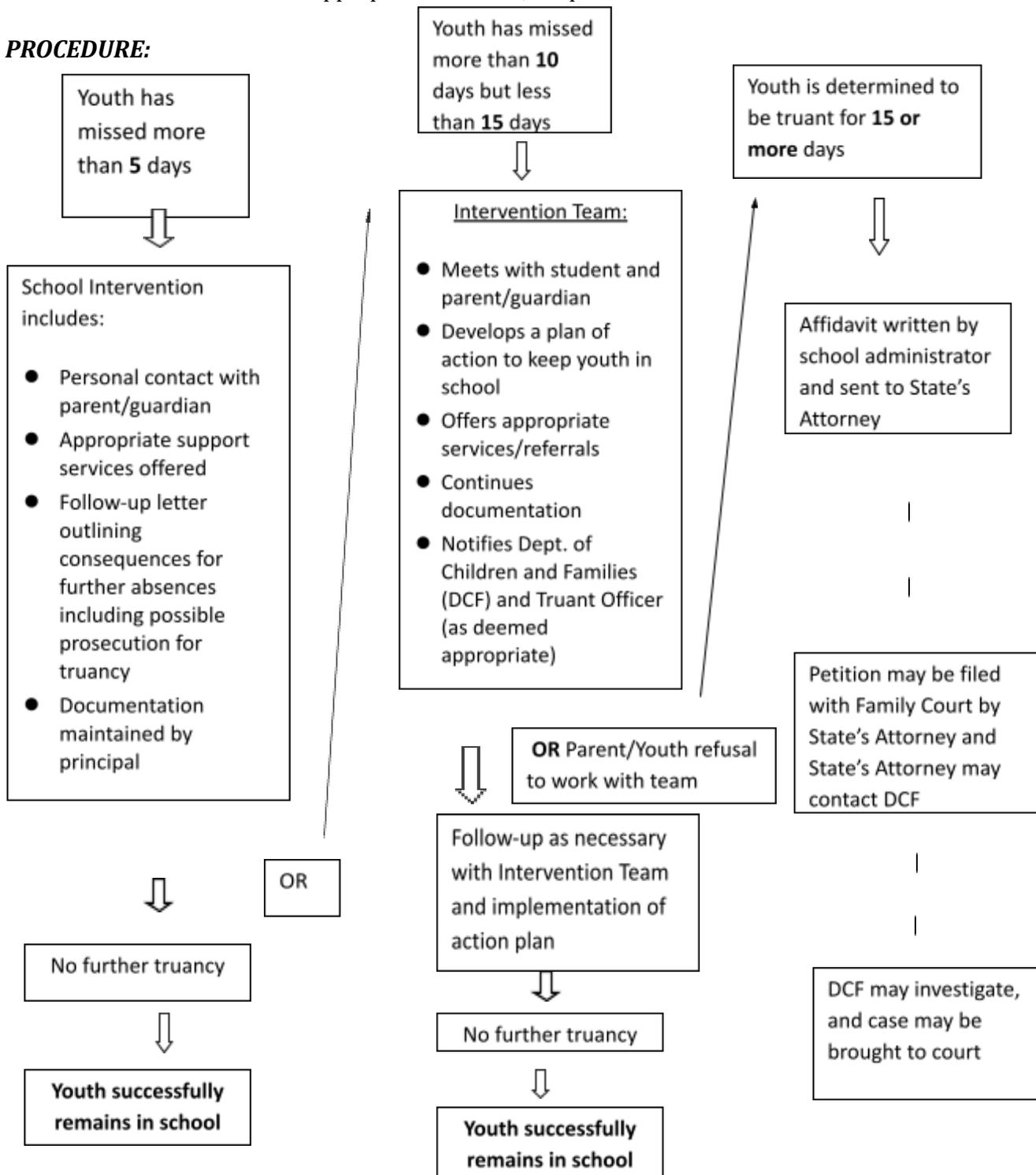
- Students are expected to be in their classrooms by 9:00am each morning when teachers take attendance. Students who arrive after 9:00am will be considered tardy and will need to check in with the main office so that attendance records and hot lunch count are correct.
- Unless notified prior to 2:30pm by PickUp Patrol, written notification, or phone call from a parent/guardian, a student's default transportation plan will apply each day.
- Please input into PickUp Patrol student absences, tardies, and early dismissals.
- *Please enter changes prior to 2:30 pm if your child's plan will be different from their default dismissal plan.*
- If your child is being picked up by someone other than a parent or guardian, it must be listed in PickUp Patrol for staff to release them at pickup.

Please view the Washington County truancy protocol on the next page.

Washington County Protocol: Washington County Superintendents, DCF, and Vermont State's Attorney

Staying in school is the first step to a good education. Students cannot learn if they are not in school. Absences from school for any reason (illness, vacation, religious holidays, family deaths and others) affect a student's ability to learn and succeed. Truancy is inappropriate absence from school, which is defined as unexcused or insufficient excuse for absence. After five inappropriate absences, the procedures will be followed:

PROCEDURE:



*Districts utilize their own interventions and contacts with students and families prior to beginning the process. This ensures that the students and families have been informed of the attendance policy. The onset of this process is left to the individual school's discretion.



Transportation

Rumney Memorial School utilizes PickUp Patrol regarding student dismissal in order to ensure safety of students and provide for a smooth dismissal. A welcome letter was sent out to all parent/guardian email addresses. This welcome letter will include the link and login information needed to sign up for PickUp Patrol. Please submit any after school changes, absences, tardies, early dismissals, etc. via PickUp Patrol online. You will automatically receive a confirmation email if any changes are made to your student's dismissal plans.

If you have questions or concerns regarding the terms and conditions please email your concerns at: support@pickuppatrol.net or go call them at 877-394-7774.

Unless you, parent/guardian, are picking up your student, all individuals who have parent/guardian permission to pick up your child(ren) **MUST BE** noted in PickUp Patrol.

To Change A Single Day's Plan

- Input student pick up changes into PickUp Patrol prior to 2:30 pm.

Emergency Closings

- School cancellations and/or delayed starts will be announced through our online notification system. During an emergency announcement, the first five (5) email contacts listed in Infinite Campus Parent Portal will be sent an email. An automated message will also be sent out only to the first five (5) contacts listed. They will also be announced on radio stations WDEV, WSKI, WORK, WNCS and televised on WCAX. Information is also available online at: <http://corp.sover.net/schoolclosings>.
- In the case of a delayed start, buses will pick up students 2 hours later than normally scheduled, unless announced otherwise.
- Please keep your contact information updated by submitting the update in writing to the main office or through Infinite Campus Parent Portal to ensure that we have the most up-to-date information in case of an emergency.



Student Transportation Procedure

First Student, Inc. provides transportation for our students. Cluster pick-up and drop-off points may be assigned to minimize the amount of time students spend on the bus or to avoid dangerous roadways or stops. Call First Student if you have questions about the bus schedule or route at 802-229-4404.

Please have your child at the bus stop 10 minutes prior to the scheduled pick up time depending on the weather. If the bus does not come to your child's stop, wait 10 minutes after the scheduled time before calling the school. Traffic or road conditions sometimes cause delays. Parents are responsible for getting students to the bus stop on time and for supervising students until they board the bus. Pre-K and Kindergarten students will not be dropped off unless an authorized adult (18 years or older) is present to greet them. Pre-K and Kindergarten students will be returned to the school if there is no adult present at the afternoon bus stop, and parents will be called to pick up the child(ren) at the school.

WCUUSD and First Student use an automated communication system to notify parents of significant bus delays. Should there be a delay of more than 15 minutes; parents will receive notification at the primary phone number provided by First Student.

Changes in after school transportation must be made as early in the school day as possible (or no later than 2:30 P.M.). Students cannot change transportation plans unless written (email or PickUp Patrol) or verbal parent/guardian permission has been received by the school office. Students are not allowed to call parents to change transportation plans for last-minute playdates.

WCUUSD requires that students riding the bus **wear seat belts at all times**. Parents are asked to reinforce and support the importance of students' use of seat belts and following all of the bus guidelines.

Pre-K students may ride the school bus. Pre-K students riding the bus must be comfortable getting on and off the bus themselves and buckling their own seatbelt. Pre-K families are responsible for providing transportation both ways if students are not able to ride the bus independently.

First Student, Inc. – Student Transportation Company

1234 U.S. Route 2 Berlin, VT 05602

Phone 229-4404 FAX 229-1817

Expectations for School Bus Safety

Daily bus transportation is a privilege afforded to each WCUUSD student. It is the responsibility of every person riding the bus to follow the rules. Bus riders will behave in a way that supports the physical and emotional safety and well-being of all passengers. All buses are equipped with cameras that can be viewed only by the principal or designee.

Riders shall:

- wait for the bus at a safe distance away from the road;
- stay well away from the bus until it stops, line up and take your turn boarding the bus;
- stay seated, facing forward with seat belts fastened while the bus is in motion;
- leave your seat only when the bus comes to a full stop at your destination;
- use a gentle voice with respectful language and actions;
- follow all reasonable requests of the school bus driver;
- have parent permission on file (in the office) if changing your after school destination;
- follow the bus evacuation procedures during practice drills and emergencies;
- avoid physical conflicts;
- keep arms, legs, head and/or other objects out of the aisles and inside windows;
- respect property; and
- not eat and drink on the bus.

Seat changes can only be made by contacting the Behavioral Specialist or Karoline May.

Students should report any misconduct immediately to the bus driver who will be actively working with school administration to find proactive solutions. Early intervention is key; please contact the school if things don't seem to be improving. We want to help all students to be successful in riding the bus safely.

Bus Discipline Procedures

School staff and bus drivers periodically review the "Expectations for School Bus Safety" with all students. Students receive specific, positive feedback on their safe bus behavior. If a student does not demonstrate appropriate bus behavior the following procedures will be used:

- **Initial verbal reminder:** The bus driver clearly states the bus behavior guidelines and the expectation that the student needs to follow in order to ride the bus.
- **1st referral:** After verbal reminder(s), the bus driver (at her/his discretion) completes a behavior report form and delivers it to the principal or principal designee. The principal/designee will meet with the student to review the expectations. A parent/guardian may be contacted. Bus referrals result in the loss of extra recess time.

- 2nd referral: The principal/designee will conference with the student and contact a parent/guardian; the student may be suspended from the bus for one day (*i.e. parent/guardian must provide transportation for one school day*).
- 3rd referral: The principal/designee will conference with the student and contact a parent/guardian. The student may be suspended for multiple days. Furthermore, the student may have a hearing with the School Board. The Board determines when/if the student may ride the bus again.

Bus transportation is a privilege, not a right. Please support your child to make sure she/he can be successful getting to and from school.

Students' rights of access as stated in Federal Law (IDEA 504 and American Disabilities) will be adhered to.

Bus routes are approved in collaboration with the Board. Contact the school principal if you have questions/concerns.

You may request a PDF copy of the bus routes from the office by emailing Mary Monteith at mmonteith@u32.org.

Call First Student directly (229-4404) for morning bus changes and bus issues after 4:00 pm when the Rumney office is closed.



Communication Guidelines:

Positive communication patterns between home and school are foundational to a healthy learning community. If you have questions regarding your child's experience at Rumney Memorial School please contact your child's teacher. If the question extends beyond the classroom, then please email the principal at kmay@u32.org or set up an appointment to discuss. Direct communication when a

concern or celebration arises is always appreciated.

Communication On Student Progress

Students receive report cards at the end of the 2nd and 4th quarters. Teachers and parents meet to discuss student progress at the end of the 1st and 3rd quarters. The timeline is as follows:

- Parent conference on progress: November 11th
- 2nd Marking Period Ends January 14th
- Parent conference on progress: March 25th
- 4th Marking Period Ends June 16th

II. Health and Wellness



Food Service

The Wildcat Café has its own page on the Rumney website at <https://www.wcsu32.org/domain/410>. The menu is published monthly on the website. It includes all options for breakfast and lunch.

For the 2021/22 school year, all school breakfast and lunch meals are free to all students again this year! This only includes entire meals. If your student(s) request a milk or ala carte item, those items will have a charge. Click [HERE](#) for the Free and Reduced Lunch Application. Even though all students are free this year, the State of Vermont requests that you still fill out the application for statistical purposes.

The food service program is a pay in advance system. You may access your student's account through Parent Portal. You can do this by accessing our websites (www.wcsu32.org/RMS) and clicking on "IC Parent Portal" in the upper right hand corner. Payments for food services are made on a debit card system. This year, each child is charged for snacks and extra milk only. You will also be able to pay by sending a check to Rumney School Food Service (with your child's name in the memo line). If you would like to know information about your children's accounts or have general questions and concerns regarding food service, contact Sabrina Bador at either: sbador@u32.org or at 223-5429 ext 1311.

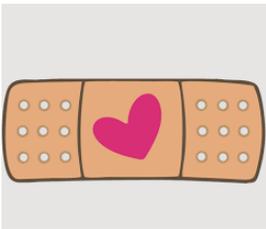
Information About Modified School Meals

Modifications to school meals: Your child qualifies if he or she has a disability which restricts his or her diet. Modifications will be made available through an IEP or Section 504 Plan.

Special Diets: Schools are encouraged but not required to modify meals for children with non-disabling medical conditions (such as mild food allergies and intolerances). Many times the choices and options that are available in the food service program can meet the needs of your child without special modifications. The following are the procedures for children to receive a modified school meal:

- 1.) Obtain a medical statement form from the school nurse. Assistance in completing the form is available from the school if necessary.
- 2.) Give the completed medical statement to the food service manager or school nurse.

Health Services



Bonne Dunham is our Licensed School Nurse who works at Rumney 5 days per week. The school nurse provides a variety of health and wellness related services to students, staff, and the Rumney community.

Responsibilities of the school nurse during the school day include:

- Providing nursing assessment and treatment of illnesses and injuries
- Administering medications
- Conducting annual hearing and vision screenings according to the VT Department of Health guidelines - as well as ongoing assessment and follow-up
- Developing individual health care plans for students with concerns that affect learning and participation in school activities
- Monitoring and managing communicable diseases and nuisance conditions
- Providing health related resources and referrals
- Promoting school-wide wellness through health education

Illnesses At School

If a student has an illness which results in a fever of 100.4 or above, vomiting, or diarrhea - *or if the teacher feels that the student is too ill to participate in class* - the nurse will send the child home. We will first try to contact the people listed as primary contacts and then, if necessary, the emergency contacts.

Additions due to COVID-19

A student is expected to be symptom-free of any illness when arriving at and attending school. These symptoms include: ***fever*** (100.4 or greater), ***cough, shortness of breath, sore throat, runny nose, loss of smell/taste, nausea, vomiting, diarrhea, fatigue, muscle aches and headache***. A student who is exhibiting any of these symptoms in school will be sent home.

Illness And Attendance

A student may return to school when they have been fever-free for at least 24 hours without the use of antipyretics (tylenol/ibuprofen) and when at least 24 hours after any other symptoms have resolved or markedly improved. So if a student is sent home with an illness, the expectation is that they will not be in school the following day, and will not return until 24 hours after illness has resolved. If a student has pre-existing conditions that cause any of the above symptoms, such as allergies, students may be permitted to attend school if a doctor's note is presented describing the diagnosis/symptoms.

When students come to school it is expected that they are healthy enough to participate in all school activities (including physical education and recess) unless they have a health care provider note explaining the activity restriction. The school nurse is available to answer any questions and to help parents with the decision about whether to keep students home and when it is safe to return to school.

Rumney Life-threatening Nut Allergy Plan

Due to lunch and snacks being eaten in classrooms, nut products will not be allowed to be eaten in classrooms. (Once the cafeteria is available during lunchtime, we may have a "nut table" in the cafeteria but since the cafeteria cannot be used at the beginning of the year, nut products are not allowed in classrooms this year.)

- Foods containing nuts may not be served or eaten at any event held on school grounds.

**Nut products include: Almonds, Brazil Nuts, Cashews, Hazelnuts, Macadamia, Peanuts, Pecans, Pesto, Pine Nuts, Pistachio, and Walnuts.*

Foods labeled "Contains nut products" are not allowed.

Foods labeled "May contain nut products" are allowed.

Medication

In order to ensure the safety of our students, all medication must be dispensed by the school nurse (or nurse delegate). Students may not keep over-the-counter or prescription medication in their classrooms or backpacks - with the exception of inhalers and Epipens for life threatening conditions (this plan must be discussed with the school nurse). The health office has children's Acetaminophen (Tylenol) and Ibuprofen (Advil) for students who may need these during the school day and whose families have given permission on the Annual Student Health Update.

Medication from home that needs to be given during the school day must be brought to the health office by an adult; students may not bring it on the bus. The medication needs to be in the original container and the nurse must have written, specific directions as to medication, dosage, time and reason for administering. The school

nurse and the Rumney website have the Medication Permission Forms. It is highly recommended that families use these forms whenever possible. For prescription medication the nurse must be given - or be able to receive - the health care provider's signature on an order before administering the medication. Each year, a new 'Permission for Administration of Prescription Medication' form must be turned in to the nurses office before any medication can be given. This form must have a parent signature as well as a primary care physician signature.

Act 1

Vermont is now among the many states that include definitions of sexual violence prevention in their health education statutes. Act 1 of 2009 amended the definition of "health education" in Vermont education law, 16 V.S.A. to include the study of: "how to recognize and prevent sexual abuse and sexual violence, including developmentally appropriate instruction about promoting healthy and respectful relationships, developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources." In an effort to comply with Act 1, all Rumney Memorial School personnel will be trained in recognizing the signs of sexual abuse as well as the legal mandates for reporting to the Department of Children and Families. WCUUSD Guidance and Health Curricula will also include activities that promote healthy and respectful relationships. If you have any questions about Act 1 and how we are implementing it, please feel free to contact the principal.

III. Rumney Memorial Educational Program

Multi-Tiered Systems Of Support (MTSS)

Schools in Washington Central Unified Union School District utilize Multi-Tiered Systems of Support for students. In this way, we ensure that we are responding to student needs and utilizing our school resources equitably. By regular analysis of all student results and assessment data, we ensure that students are getting the support they need to be successful in achieving grade level goals.

Tier 1: Classroom Instruction

Tier 1 is quality first instruction in the classroom. The WCUUSD Implementation Plan has three goals that help to focus our work in improving Tier 1 instruction. Use of clear learning targets, use of multiple methods of assessment, and high quality instruction and interventions through our MTSS system are the identified goals in the Implementation Plan. Our focus at Rumney will be to support a robust MTSS system to support learning that is informed by formative data. This will benefit all students.

Strong Tier 1 instruction includes engaging direct instruction, guided practice, questioning and discussion, small group instruction, independent practice, and assessment to inform next steps for teaching. There are many elements to quality first instruction. Some of the core practices are the use of Reader's Workshop that supports direct instruction as well as small group support, math menu to promote student voice and choice, interactive read alouds that build vocabulary, and manipulatives to help students progress in knowledge from concrete to abstract. Through strong first instruction, approximately 80 percent of student needs should be met.

Tier 2: Short Term Interventions To Support Students in Achieving Grade Level Expectations

Tier 2 supports are available for students who are in need of extra support to achieve grade level standards. Teachers will select students for intervention based on a variety of formative data. When a student is struggling, initial Tier 2 supports are delivered in small groups during the dedicated Tier 2 time during each



core subject. Support may be delivered by classroom teachers, paraprofessionals, or a Targeted Tier 2 Interventionist. The focus of this time is on identified lagging skills that students need in order to achieve grade level standards. Interventions typically last from six to nine weeks and the effect of the support on student achievement will be monitored. If students do not appear to be progressing with this initial support, an EST meeting may be convened.

Educational Support Team (EST)

EST teams in the WCUUSD schools are one component of the MTSS and are ways that we support students in achieving grade level proficiency. EST teams within WCCUSD serve two primary purposes: monitoring of student progress and collaborating with educators to ensure the right supports are in place to close the gap. The goal is always to help children perform on grade level and succeed in the regular classroom.

After six to nine weeks of monitoring the outcomes from the initial strategies, our EST Team checks in to see if the strategies are working and should be continued, if an EST plan is no longer needed because the gap has been closed, or if an EST Planning Meeting is needed to reevaluate the plan. The methods used for extra support should result in greater learning for those students most in need.

Targeted Tier 2 Reading And Math Intervention (Boost)

Rumney Memorial School offers extra support in reading and mathematics based on assessment data that is analyzed monthly by teachers.

The reading support program is led by Reading Specialist Jessica Kobb. This program consists of consultation with classroom teachers, "push in" support for students, but the majority of this program is small group instruction using Leveled Literacy Intervention which usually is done in a separate setting. Students are recommended for this program based on results from school assessment data. Parents will be notified when students are picked up for a formal boost group and will be communicated with during the intervention. If you have questions on ways you can support the work, please contact Ms. Kobb at jkobb@u32.org.

Rumney also has a Math Specialist, Matt Pelkey. Matt runs a math boost program, with students being identified within our Data Team and EST Team process. Working on specific goals for six to nine weeks with progress monitoring gives important support to students and helps them achieve grade level standards. Parents will be notified when students are picked up for a formal boost group and will be communicated with during the intervention. If you have questions on ways you can support the work, please contact Matt at mpelkey@u32.org.

Tier 3: Individual or small group supports generally available through the Special Education Program

Special Education at Rumney meets the needs of students who have an identified disability(ies), whose disability adversely affects their education, and who require specially designed instruction that cannot be supported through the school's standard instruction. A student who is eligible for special education may have an identified disability in one or more of the following areas (in addition to other qualifying requirements for special education eligibility):

- intellectual disability
- specific learning disabilities
- speech or language impairment
- visual impairments
- health impairments
- emotional disturbance
- orthopedic impairments
- traumatic brain injury
- hearing impairment
- autism spectrum disorder

If the student is eligible for special education services, an individual education program (IEP) is developed to address the individual needs of the learner. This is based on information gathered in the evaluation and classroom. Parent input is an important part of this process. Parents are asked to provide information about their child as a learner in both home and school environments and to address any other areas of concern.

When an evaluation process begins, an evaluation plan is developed by the WCUUSD Evaluation Planning Team, which includes a special educator, classroom teacher, parents, and other specialists who work directly with the child. A comprehensive report documents student needs and learning styles. The Evaluation Planning Team determines if the student meets special education criteria and is in need of specialized instruction following the VT Rules and Regulations.

The IEP is reviewed and developed annually. Every three years, a re-evaluation documents and updates a student's eligibility status and educational needs. Parental rights are honored throughout this process. Progress reports on IEP goals are included with each report card.

Special Education staff and teachers at Rumney are committed to the growth and needs of students in the mainstream setting whenever possible. In many classes, we are moving toward a co-teaching model with one certified classroom teacher and one certified special educator. These teachers jointly plan, instruct, and assess student progress.

For a copy of Parental Rights in Special Education, contact the Special Services personnel (Rachel Hernandez and Brigitte Kalat) at Rumney, or the WCUUSD Director of Support Services (Kerra Holden 229-0553).

Speech And Language Services: Children who are eligible for speech and/or language services are seen by the speech and language pathologist, Maggie McGlynn (SLP). Services can be carried out in the classroom or in a small group setting.

Homework

Homework teaches students how to manage time and materials, and students need your support in this area. Please provide a consistent time and place for homework. Please help your children to keep track of their assignments and materials.

Homework should be a productive and meaningful learning time at home. If doing homework becomes too stressful for your student, or becomes a power struggle, we encourage you to end the session and reach out to the classroom teacher to help problem-solve. We believe in differentiated instruction; homework assignments may be adjusted to meet student needs.

Rumney's Homework Expectations

- First and Second Graders are expected to read, or be read to, every day.
- Third and Fourth Graders are expected to read 5 times per week for 20-30 minutes.
- Fifth and Sixth Graders are expected to read each night for 20 minutes. Twice monthly (approximately) there is a Current Event assignment that is completed at home. Additionally, any incomplete work from the school day is expected to be completed at home.

IV. Washington Central Unified Union School District

Comprehensive Discipline Plan

Introduction:

WCUUSD exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities. Our schools' Student Discipline Plan has been created with this mission in mind. Learning how to be part of our school community is an integral part of achieving proficiency in our WCUUSD Student Learning Outcomes, particularly in the area of Transferable Skills. The Comprehensive Discipline Plan includes all students, is intended to teach expected behaviors, and help students learn the skills necessary to make a positive contribution to our school community.

Philosophy:

We believe in a positive and safe environment where the values of belonging, respect, and trust are encouraged and practiced. Parents, students, school personnel, the school board, and community members are valued

partners in fostering this environment. We believe that every person in the school community is responsible for his or her actions and the consequences for both positive and negative behaviors.

Given that the word ‘discipline’ comes from the Latin word ‘*discere*’ “to learn”; we believe that discipline is a process that all students can learn to use independently. The goal of school discipline is to support the development of essential internal values and controls that help learners succeed in all aspects of their lives.

Training for Teachers and Staff:

Training in the use and application of this Comprehensive Discipline Plan will be provided at the beginning of each school year to assure that all staff are aware of their responsibilities when encountering student misconduct. Training in Responsive Classroom strategies is offered annually and all professional staff must be trained in this approach within their first two years of employment in WCUUSD.

Responsive Classroom (RC):

Responsive Classroom is a research-based approach to teaching that offers schools practical strategies for bringing social and academic learning together throughout the school day. The premise of RC is that continual teaching, modeling, and reinforcement of positive behavior will support children's positive behaviors, reduce discipline problems, and promote a climate of greater productivity, safety, and learning. The seven principles of RC are the following:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: process and content go hand in hand
- The greatest cognitive growth occurs through social interaction
- There is a set of social skills children need in order to be academically and socially successful: cooperation, assertion, responsibility, empathy, and self-control. Knowing the children we teach - individually, culturally, and developmentally – is as important as the content we teach
- Knowing the families of the children we teach and working with them as partners is essential to children's educations
- How the adults at school work together is as important as individual competence
- Lasting change begins with the adult community.

These principles are manifested through key teaching strategies including morning meeting, rules and logical consequences, guided discovery, academic choice, classroom organization, and family communication to develop true partnerships. The guidance program provides small group and classroom instruction to develop social skills for problem solving and conflict resolution. RC strategies reinforce these skills through their emphasis on students "using their words" and developing assertiveness rather than aggression to express feelings and needs.

Positive Behavior Intervention and Supports (PBIS):

Rumney Memorial School does not identify as a PBIS school.

PBIS is implemented as a framework across all other elementary schools in WCUUSD and serves as a resource in supporting students. Not all components of PBIS are implemented at Rumney, particularly a feedback system.

The purpose of PBIS in schools is to create a positive school climate by explicitly teaching, modeling and promoting school-wide behavioral expectations. In addition, by providing specific, actionable feedback along with the use of data, we are able to make decisions about resources and supports that will enhance student learning.

The PBIS Leadership Team supports this purpose by developing structures for teaching expected behaviors, creating student behavioral support systems, and applying data-based decision making to discipline, academics and social/emotional learning. Our Team promotes staff, family and community involvement at all levels of implementation.

The Rumney Memorial School Expectations- “Thoughtful Three”:

Prior to the first student day this school year, teachers spent time finding ways to make this a successful year. We had unanimous support of implementing a shift to our acceptable behaviors. The process was completed through an open-ended discussion that led us to an amazing result.

Thoughtful Three:

1. Take care of yourself
2. Take care of others
3. Take care of our space

This will be the communication around all acceptable behaviors at Rumney. Each class will then be able to use this framework to discuss expectations and build community in the classroom and throughout our school.

Targeted/Secondary Prevention Components of PBIS:

Also called “Tier 2” supports, these program components are designed for students who need additional, somewhat individualized strategies to meet behavioral expectations, and are provided based on data around student need to ensure equity. Typically, 10-15% of students will require this level of support to be successful in meeting expectations. Often, Tier 2 supports appear to be amplified Tier 1 strategies like setting a daily goal for an individual student. Below is a sample of some Tier 2 supports:

<i>Support Name</i>	<i>Description</i>
Check-In/Check-Out (CICO)	Students are paired with a “point person” – a trusted adult other than their classroom teacher – with whom they set goals each morning and reflect on successes and challenges each afternoon.
Social Cognition Groups	Students work individually or in small groups with teachers trained in Social Cognition to support the development of skills needed to have positive and successful peer interactions.
Academic Supports – small group and individual tutoring with reading specialist, classroom teachers, and paraeducators	Students will continue to receive the academic supports they need to meet academic standards through general and special education programming. Individual and small group work on academics is considered a behavioral support in cases where academic struggles lead to problem behaviors.
Simple Behavior Plans	Simple, classroom teacher-managed behavior plans may be developed for students who need a little extra support, but for whom CICO is not a good fit. These will most typically be developed through the EST (Educational Support Team) process.

Restorative Practice (RP):

Restorative Practice (RP) is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. Restorative Practices can be applied to a variety of settings including schools.

The basic tenets of Restorative Practices include:

- Restoration - the primary aim of Restorative Practice is to address and repair harm.
- Neutrality - restorative processes are fair and unbiased toward participants.

- Safety - processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.
- Accessibility - restorative processes are non-discriminatory and available to all those affected by conflict and harm.
- Respect - restorative processes are respectful of the dignity of all participants and those affected by the harm caused.

Restorative Practice is used with fidelity at U-32 and is a practice we are beginning to explore in greater depth at the elementary level as it aligns nicely with Responsive Classroom. In order to positively grow this practice, teachers are provided opportunities to receive this training annually.

Trauma Informed Practices:

WCUUSD has been working to transform our system to include a “trauma-informed” approach. Some students have been exposed to toxic stressors and some to trauma (which may include family crisis, illness, neglect, abuse, grief, disability, poverty, etc.) and it is important for us to reframe our thinking about trauma in education - describing developmental trauma as chronic, early exposure, often perpetrated by people in caretaking roles. The concept of trauma, in a broader sense, can be categorized in a number of ways: abuse (physical, sexual, emotional); neglect and deprivation; domestic violence in the home; and preoccupied parents (mental illness, substance abuse, internet addiction). The positive note to remember is the brain is regenerative and resilience is something that can be developed when our approach with children is trauma-informed or trauma-transformed. We are learning that trauma can impact the way the brain functions and when children are impacted by trauma early in life or over long periods, this toxic stress can challenge the way children learn and relate to their world. When we look at the demographics of our student population, it is clear that the number of risk factors that our students are experiencing is greater than they have been in decades, and these numbers are only expected to rise. In response to this need, our staff is engaging in professional development to differentiate our approach to challenging behaviors to be more trauma-informed. This is similar to how we differentiate in math and literacy to be more responsive to our students’ academic needs, and requires a lot of work around reframing how we see challenging behaviors while responding to students’ social and emotional needs.

When challenging behaviors occur at school that interrupts the learning for individuals or peers, they need to be addressed in a way that stops the interruption from learning and repairs any damage. Our traditional model of pairing a problem behavior with a consequence can be effective for many issues; however, it is more challenging when there is an underlying factor of toxic stress or trauma causing the behavior. Oftentimes, it can be unclear if a child has been impacted by trauma or chronic stress. Part of the professional development we have been engaging in focuses on identifying the difference between *misbehavior* versus *stress behavior*.

MISBEHAVIOR VERSUS STRESS BEHAVIOR

Misbehavior	Stress Behavior
Explainable by the youth...	Lack of reasonable explanation...
...in a reasonably linear fashion	...which is not linear and clear, and...
...once they are calmed down to baseline	...the story often sounds implausible and abounds with self-protection in the form of...
...in a way that generally makes sense.	...circularity, time traveling, primitive defenses.

The youth can usually state his/her motivation and has some awareness of stressor	The youth often cannot state clear motivation and often cannot identify accurate stressor
The behavior typically responds to traditional discipline: FBA, Incentives, Threats (often stated as if-then statements)	The youth is typically non-responsive to traditional discipline
Actions are motivated by fear, anger, desire, connection seeking	Actions and behaviors are motivated by survival

Adopting a trauma-informed approach does not mean we are throwing out traditional discipline. It means we are learning to be goal oriented and responsive in our practice. If the traditional response to a challenging behavior works, use it. You can tell it is working if the behavior is not repeated. For example, if a child runs down the hallway to be the first in line at lunch and is asked to walk back, and they follow the direction and do not repeat the behavior. However, what if this child is lacking food security and is running down the hall because he is hungry? Directing him to walk back will not address the underlying stressor and he will likely keep running down the hall.

Some key understandings for identifying and responding appropriately to misbehavior versus stress behavior:

- Traditional discipline was never designed for youth who are at-risk
- Punishment and the threat of punishment activates the **stress response system**—the very system that likely causes the acting out
- Traditional discipline creates an “us versus them” feel and increases stress
- Traditional discipline focuses on the negative attributes of the child, again increasing stress and alienation
- Responsive, trauma-informed practices:
 - Focuses on the importance of co-regulation, connections, and calming strategies
 - Focuses on intentional use of language, and what certain words mean to the youth exposed to trauma
 - Tries to work with instead of in opposition to the youth
 - Prioritizes the preservation of the relationship
 - Examines deficits in skill and unmet needs, not lack of will or negative intention

Response to Behaviors:

All WCUUSD schools classify problem behavior into three tiers or levels. In general, Level 1 behaviors will be addressed by the teacher or other supervising adult. Level 2 behaviors will lead to an office discipline referral and may be handled by a behavior specialist or administrator. Level 3 behaviors are dictated by school board policies. Please note that repeated incidents of Level 1 behaviors can, and often should, be treated as Level 2 incidents.

Behavior and Consequence Rubric:

Please use the following chart as a menu of possible outcomes. It is not meant to be an exhaustive listing of all the possible behaviors or consequences, nor should it be read as a prescriptive set of responses.

Level One Behaviors: Primary Responsibility - Teacher or Supervising Adult

<p>Student Behaviors</p> <ul style="list-style-type: none"> ● Off-task behaviors ● Minor to moderate disruption in class, hallways, cafeteria, etc. ● Inappropriate verbal and non-verbal interactions (minor) ● Non-responsive to initial teacher/staff direction ● Inattention to classroom work ● Unprepared for class ● Minor violation of school-wide behavior expectations ● Improper use of school and/or others' property including minor property damage ● Minor prohibited physical contact 	<p>Teacher/Staff Response (calm voice, calm body)</p> <ul style="list-style-type: none"> ● Reminder - direct, concise directions in as few words as possible: "Who can remind me how...What does it look like to...Can you show me..." ● Redirection - non-verbal cues (i.e., eye contact, proximity, shoulders touch, etc.), supportive guidance back to task ● Ignore behavior ● Reflective/empathic listening ● Modeling, problem-solving, practicing behaviors, offer limited choices ● Access in-class self-regulation activity (by choice or teacher reminder) 	<p>Repair and Restore</p> <ul style="list-style-type: none"> ● Access the option of in-class self-regulation break ● Work accountability ● Restitution/Apology of Action <p>Logical Consequences for Inappropriate Actions</p> <ul style="list-style-type: none"> ● Related to the misbehavior ● Respectful of the child ● Reasonable response ● Revealed ahead of time <p>Potential Adult Next Steps</p> <ul style="list-style-type: none"> ● Parent notification and involvement by the teacher ● Positive reinforcement for following school-wide expectations
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Level Two Behaviors: Primary Responsibility - Teacher, Staff and Student Response Team (i.e., Behavior Support, Guidance, Other Teachers, Principal)

<p>Student Behaviors</p> <ul style="list-style-type: none"> ● Includes all Level 1 behaviors in which student's behavior remains <ul style="list-style-type: none"> ○ Non-compliant ○ Uncooperative ○ Disruptive to their learning or other students' learning ● Threats against persons or property ● Physically/verbally aggressive ● Prohibited physical contact ● Major violations of school-wide expectations 	<p>Teacher/Staff Response</p> <ul style="list-style-type: none"> ● Direct student to classroom self-regulation intervention ● Set clear limits consistent with school-wide behavior expectations ● Document behavior with Office Discipline Referral <p><i>*If two attempts at self-regulation are unsuccessful a member of the Student Response Team will be called to help co-regulate the student's behavior.</i></p> <p><i>*Office Discipline Referrals are filled out when the Student Response Team is called.</i></p>	<p>Repair and Restore</p> <ul style="list-style-type: none"> ● Work accountability ● Restorative Circles/Processing <p>Logical Consequences for Inappropriate Actions</p> <ul style="list-style-type: none"> ● Related to the misbehavior ● Respectful of the child ● Reasonable response ● When possible, revealed ahead of time <p>Potential Adult Next Steps</p> <ul style="list-style-type: none"> ● Call response team for co-regulation support ● Development of individual plan with student (proactive steps) ● Develop informal behavior plan (check in, check out, scheduled in-class
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		self-regulation breaks) ● Parental notification and involvement
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Level Three Behaviors: Primary Responsibility - School Administration

<p>Student Behaviors</p> <ul style="list-style-type: none"> ● Includes all Level 1 and 2 behaviors in which the student remains non-compliant, uncooperative and/or disruptive to their learning responsibilities ● Weapons possession, threat, or actual use ● Possession or use of alcohol, tobacco, or other drugs ● Harassment ● Serious verbal aggression or threat ● Serious damage to property ● Serious physical altercations ● Chronic violation of school or class rules ● Potential bullying ● Leaving school grounds ● Flagrant insolence ● Unlawful activities 	<p>Teacher/Staff Response</p> <ul style="list-style-type: none"> ● Referral to Administrator ● Seek help of EST and other school-wide supports ● Participation in parent conferences and re-entry meetings ● Provide work for in-school or out-of-school suspension ● Provide documentation of student behaviors to Administration, Educational Support Team, Special Education, and/or others as needed ● Participate in formulation of Functional Behavioral Assessment and Behavioral Intervention Plan 	<p>Repair and Restore</p> <ul style="list-style-type: none"> ● Due process hearing ● Restorative Circles/Processing <p>Logical Consequences for Inappropriate Actions</p> <ul style="list-style-type: none"> ● In-school suspension (ISS), suspension, or reassignment ● Assignment of school improvement tasks or restitution ● Consideration for placement in alternative program <p>Potential Adult Next Steps</p> <ul style="list-style-type: none"> ● Parental notification and involvement ● Referral for behavioral evaluation ● Interagency referral and planning ● Recommendation to School Board for long-term suspension or expulsion ● Home-school coordination and support ● Denial of annual advancement or grade-level based on attendance requirements
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In the case of immediate threat to person or property, the Crisis Team will be convened to create a response plan appropriate to the situation.

Plagiarism:

Plagiarism is not permitted at our school. Plagiarism is defined as copying the thoughts, writings, inventions, etc., of another person without acknowledgement in order to claim credit for those ideas or creations as one's own original work. Elementary students who plagiarize will receive a consequence determined by the classroom teacher and the principal.

Department of Education Rule 4500 - Use of Restraint and Seclusion in Schools:

The VT Department of Education adopted a rule that became effective August 15, 2011, regarding the use of seclusion and physical restraint in all Vermont Schools. By seclusion, the rule is referring to the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he/she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult

supervision. By physical restraint the rule is referring to the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Restraint and seclusion will only be used as a last resort, in situations in which a student is at risk of harming themselves or others. This rule requires schools to have a crisis team that is trained in state-approved physical intervention techniques and inform parents' in the event that seclusion or physical restraint is required, and develop proactive and de-escalating interventions.

Our school maintains a "Handle With Care" team of personnel trained to respond to situations involving highly agitated students. These staff members receive regular training in both verbal de-escalation strategies and the safe and appropriate use of restrictive interventions. In keeping with Rule 4500 and best practice, this team uses seclusion and restraint extremely infrequently and only when there is no other way to protect the physical safety of a child in crisis and/or those around him or her. **For more information, please contact the Principal.**

Off Campus Behavior:

Students may be disciplined for misconduct that does not occur on school property, on a school bus, or at a school sponsored activity where direct harm to the welfare of the school can be shown. For purposes of this plan, such misconduct is referred to as "off-campus misconduct." Discipline that follows this plan may be imposed when off-campus behavior has the effect of interfering with another student's ability to learn or teacher's ability to teach. Discipline for off-campus misconduct may be necessary to protect the safety and well-being of other students, teachers, school property, or the student's own physical or emotional safety, or when the misconduct has a direct and immediate tendency to subvert the authority of the school by encouraging disorder or insubordination. When such impact in school is found, discipline consistent with Student Misconduct Procedures may be imposed.

Examples of off-campus misconduct that impacts the school may result in disciplinary action include but are not limited to:

- Bullying, including cyber-bullying that impacts students in the school
- Harassment
- Hazing
- Criminal conduct
- Possession, consumption, or sale of illegal substances
- Violation of rules governing eligibility to participate in school sponsored activities

Participation in School Sponsored Activities:

Participants in school sponsored activities, members of athletic teams or clubs, and students planning to attend field trips may be barred or suspended from those activities or otherwise disciplined by school authorities for on or off-campus misconduct that violates the rules governing participation in those activities.

A student who is barred or suspended from participation in school sponsored activities due to misconduct, but is not suspended from school, may appeal the action to the principal. The principal, or if the principal is not available, his/her designee, will discuss the circumstances of the action and the allegations of misconduct with the student and with the student's parents or guardian if requested. The principal may ask others who have relevant information to be present for the discussion. The suspension will remain in effect until the principal has discussed the incident with the student and has explained his/her decision to the student and/or the parent/guardian. The decision of the principal will be final.

Due Process for Disciplinary Action:

Our school follows the rules and procedures as set forth in the Vermont Department of Education Regulation 4300 Disciplinary Action, Section 4311 Procedures when dealing with suspensions and expulsions of a student as well as School Board Policy F1, Student Conduct Discipline Policy. The school follows 4312 for students who are or may be qualified individuals with disabilities under Section 504 as well as all federal requirements. The school follows section 4313 for procedures for students eligible for special education as well as all relevant federal requirements.

V. Other Learning Community Guidelines

Weapons Prohibited:

For the safety of our learning community, all weapons are prohibited on school property. This includes: knives, other edged weapons, and firearms, and hunting equipment in your vehicle. Law enforcement officers are exempt from this.

Alcohol, Tobacco, And Drugs On School Property Prohibited:

Alcohol and other drugs are prohibited on school property. Tobacco may not be consumed on school property. Do not attend school events when under the influence of alcohol. Persons noticeable under the influence of alcohol may be asked to leave school property, may be asked not to drive themselves or students home, may be reported to the state police, and if transportation of a child is involved, DCF is required to be contacted.

Attire:

Dress should be weather appropriate for school activities. For active play outdoors and indoors, please be sure your child wears appropriate and safe footwear. Flip-flops and open-toed sandals are not safe for our playground or for P.E. class. On days when your child has P.E., he/she must wear sneakers.

Clothing that displays negative messages that involve alcohol, tobacco, drugs, violence, obscenity, racism, sexism, threats, or otherwise offensive language should not be worn to school.

Electronic Devices:

Personal electronic devices (cell phones, portable electronic games, iPods, etc.) are not permitted during school hours unless they are specifically approved for educational purposes. If students bring recreational electronics to school, they are to remain in their backpacks the entire school day.

Students are permitted to use electronic devices on the buses. Electronic devices are the sole responsibility of the student who brings them on the bus—they are fragile and valuable, so be advised that the school does not take responsibility for them. There have been instances in past years where electronic devices were involved in cases of bullying and cyberbullying. Please review with your child what he or she will do with his or her device, under what circumstances it will be shared with other students, and the school-wide expectation that this device not be used during the school day except for specifically approved educational purposes. If students are observed using an electronic device/phone without permission, his/her teacher may take the device away from the student and request parents to pick it up at school.

Personal Property:

The risk of losing and/or damaging personal property is significant at school. Loss or damage to personal items (sporting equipment, clothing, jewelry, etc.,) is the responsibility of the student and family, not the school. All such items are brought to school at the student's own risk. Please do not send sporting equipment that requires protective safety gear to use.

VI. Community Participation and Rumney Memorial School

Parent/Teacher/Neighbor Organization (PTNO):

The Rumney PNTNO is a non-profit volunteer organization whose mission is to support and enhance the educational programs at Rumney while helping to facilitate and fund enrichment programming ,and to be a

resource for parents and teachers.

Please contact us to find out how YOU can make a difference! Suggestions, concerns and ideas are invited from all. Please watch the school calendar for upcoming meeting dates and times, don't forget to read the weekly newsletter, or check in at the Rumney website for updates. Your comments and questions may be addressed to RumneyPTO@u32.org.

VII. After School Opportunities

There are many enriching opportunities for students after school. If your child is participating in an after school opportunity, such as Community Connections, please submit the change in PickUp Patrol and notify Kim Bolduc. For seasonal activities (soccer, basketball, baseball, theater) submit the changes into PickUp Patrol.

After-care Community Connections: All attendance at Community Connections programs must be scheduled and paid for in advance. Sign-up packets will go home three times per year. Please see the Community Connection Parent Handbook for more detailed sign-up information.

- **Morning Program:** Runs from 7:30-8:45 am every day that school is in session. **We require that all children be signed in with a parent/guardian signature.** Please note that if school is delayed, Community Connections is cancelled for that day. At this time, we are not offering the morning program for the 2021/22 school year.
- **After School Program:** Runs from 3:30-5:30 every day except for half-days. **All children must be signed out with a parent/guardian signature.** Please register in advance for these programs with our Site Coordinator Kim Bolduc, who can be reached at kbolduc@u32.org.

Sports:

Rumney offers soccer and basketball for all students. This is a great introduction for students into these team sports. Grades K-2 have a co-educational, non-competitive, skills building program that often meets on Saturday Mornings. At the 3-6 level, a typical year has boys and girls teams at the 3-4 and 5-6 level, that is 3-4 girls soccer, 3-4 boys soccer, 5-6 girls soccer, and 5-6 boy soccer, and the same again with basketball. When there are very few participants, we will create co-ed teams at any grade level. When there are larger numbers of participants, we may have two teams at a particular level/gender. Often other schools will have mixed gender teams at a grade level.

We generally compete against the other WCUUSD Schools: Doty (Worcester), Calais, East Montpelier, and Berlin. We also have a limited amount of out of district play with other nearby towns, or occasionally join a tournament. Generally, teams meet twice a week for practice or play, with the occasional weekend practice, game or tournament. Our athletic program is fully inclusive, centered on skills and sportsmanship and all players are guaranteed a place on the team and regular playing time (with exceptions to student absences, disciplinary infractions, or coaches' decisions based on sportsmanship and team spirit). Students who compete in private, more competitive leagues should not expect the same level of competition or commitment.

The Athletic Director for Rumney, Doty, Calais, and Berlin is Lori Shepard. Ms. Shepard also recruits and selects coaches for each grade level. Parent Volunteer Coaches and referees are essential to the success of this program. Please contact the Athletic Coordinator if you are interested in coaching or refereeing. You are encouraged to try coaching, even if you have never coached before. Information will be sent home at the beginning of each season. Soccer typically begins in September and basketball in November. During seasonal play, if you have questions about your child's practices or games, please contact their coach.

VIII. Required Policies for Inclusion in School Handbooks

WCUUSD provides policies to ensure clear expectations for fair and equitable opportunities for all members of the learning community. Many of these policies speak directly to the rights and responsibilities of students and parents. We believe that these policies can assist parents and the school in effectively meeting the needs of our

learners. This is not a comprehensive list of all WCUUSD School Board Policies.

In Vermont, local School Boards are responsible for enacting policies in many areas which affect students' education. In addition, the superintendent is responsible for seeing that schools comply with both federal and state laws and policies. We are required to restate certain laws and policies, which are included in this handbook. All policies are warned and discussed by the Board and interested citizens before they are adopted. The complete Policy Handbook is available on the [district website](#).

1. Responsible Computer, Internet & Network Use (Policy D3, 7/1/19)
2. Notice of Non-Discrimination (Policy A22, 2/15/20)
3. Rehabilitation & Americans with Disabilities Act
4. Prevention of Hazing, Harassment or Bullying of Students
5. (Policy) Prevention of Harassment, Hazing, and Bullying (Policy C10, 6/13/20)
6. Procedures for addressing reports of Hazing, Harassment or Bullying (C10-P, 6/3/20)
7. Dissemination of Information, Training, and Data Reporting
8. Reporting to Other Agencies
9. Transgender and Gender Nonconforming Students
10. Mandated Reporting
11. New Americans
12. Wellness Programs (Nutrition and Wellness, Policy C9, 7/1/19)
13. Periodic Release Time Courses
14. Periodic Hearing and Vision Screening
15. Concussions and Other Head Injuries
16. FERPA
17. Asbestos Management Plan
18. Tobacco Prohibition (Policy B7, 3/15/20)
19. Drug Free and Alcohol Free Workplace (Policy B3, 5/13/20)
20. Alcohol and Drug Abuse (Policy C2, 6/13/20)
21. Free Public Education
22. Access to Information (See Student Education Records WCUUSD policy, C1, 5/20/20)
23. Equal Opportunity
24. Title IX

1. Responsible Computer, Internet & Network Use (Policy D3)

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

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

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

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files and electronic communications.

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

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:

Respects One's Self. Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.

Respects Others. Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.

Protects One's Self and Others. Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.

Respects Intellectual Property. Users suitably cite any and all use of websites, books, media, etc.

Protects Intellectual Property. Users request to use the software and media others produce.

4. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

5. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.

6. Methods to address the following:

- Control of access by minors to sites on the Internet that include inappropriate content, such as content that is: Lewd, vulgar, or profane; Threatening; Harassing or discriminatory; Bullying Terroristic; Obscene or pornographic.
- The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
- Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
- Unauthorized disclosure, use, dissemination of personal information regarding minors.
- Restriction of minors' access to materials harmful to them.

7. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

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

Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of

information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

Enforcement

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the school district will handle the allegation consistent with the student disciplinary policy. Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

2. Notice of Non-Discrimination (Policy A22)

The board will not unlawfully discriminate in its programs and activities against any person or group on any basis prohibited by federal or state law, and will provide equal access to the Boy Scouts and other designated youth groups.

The district shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the district can demonstrate that the accommodation would impose an undue hardship on the operation of its program or activity.

The superintendent or their designee shall prepare for board review and approval guidance to applicants and employees regarding requests for reasonable accommodations, including provisions for undue hardship.

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Washington Central Unified Union School District are hereby notified that this district does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, political affiliation or marital status in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

A person has been designated by the WCUUSD to coordinate the district's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. The designated coordinator is identified in the procedure accompanying this policy along with information on how that person may be contacted.

Any person having inquiries concerning the WCUUSD's compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator described above.

3. Rehabilitation & Americans with Disabilities Act 34 C.F.R SS 300.125, 300.503 & 300.504

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act are civil rights statutes that were enacted to eliminate discrimination on the basis of disabilities in any program or activity receiving federal financial assistance or otherwise offered by a public school. The school district is bound by civil and professional ethics to protect its students, employees, parents and members of the public from discrimination on the basis of disability. An individual with disabilities is one who has a physical or mental impairment that substantially limits one or more major life activities. A 504 coordinator has been appointed in each school, along with procedures for supporting students and guaranteeing a free and appropriate education.

Parent/student rights, along with a grievance process for disagreeing with any decisions, are available through the school office. 34C.FR § 104.7 & 104.8

4. Prevention of Hazing, Harassment and Bullying (HHB) of Students

Bullying, Hazing, Harassment, and Retaliation are behaviors that our school is obligated to take steps to prevent and legally bound to respond to if they occur. Procedures relating to these behaviors are strongly guided by state statute, school board policy, and procedures recommended by the State Agency of Education. Because of this, only those trained to identify and investigate inappropriate conduct are qualified to determine what is or is not ultimately HHB. As with any type of student misconduct, early interventions and supports are

key. **If there is a problem between students, please talk to teachers, the Behavioral Specialist, Karoline May, or Sharon Spector early as delaying deprives students of the opportunity to learn before it builds to something significant or “repeated.”**

Because we have a legal obligation to follow through in very specific ways you may find the explanations and letters related to this area of discipline very formal, and as such, not as approachable as our typical school communication- especially for elementary aged children. I want to make you aware that this area is heavily prescribed and procedures/communications are crafted to uphold the law and ensure a safe environment for all to learn in. While the policies and procedures are formal, we strive to make them as developmentally appropriate as possible, while still following the letter of the law in the documentation. If you have questions about this area, please reach out to the Behavior Specialist or Karoline May and we would be happy to explain it in plain terms. Below are the Policies as well as the Procedures for HHB.

5. School Board of Directors’ Policy: Harassment, Hazing, and Bullying (Policy C10)

The Washington Central Unified Union School District 1 (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's code of conduct.

The procedures are expressly incorporated by reference as though fully included within this policy. The procedures are separated from the policy for ease of use as may be required.

Implementation:

The superintendent or his/her designee shall

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Washington Central Unified Union School District Procedures on the Prevention of Harassment, Hazing and Bullying of Students.)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of

responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

Constitutionally Protected Speech:

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

Definitions:

For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. **"Bullying"** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - a. Is repeated over time;
 - b. is intended to ridicule, humiliate, or intimidate the student; and
 - c. (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
(ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.
- B. **"Complaint"** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
- C. **"Complainant"** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. **"Designated employee"** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. **"Employee"** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.
- F. **"Equity Coordinator"** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District's Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.
- G. **"Harassment"** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family

member's actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

(1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:

- (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
- (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

(2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

(3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

H. **“Hazing”** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

- (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, **“Student”** means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic

break.

I. **"Notice"** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

J. **"Organization"** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members are students at an educational institution, and which is affiliated with the educational institution.

K. **"Pledging"** means any action or activity related to becoming a member of an organization.

L. **"Retaliation"** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

M. **"School administrator"** means a superintendent, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District's Equity Coordinator.

N. **"Student Conduct Form"** is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

Designated Employees

The following employees of the Washington Central Unified Union School District have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A § 570a(a)(7) and 16 V.S.A § 570c(7) and under Federal anti-discrimination laws:

Name: Karoline May

Title: Principal

Contact Information: kmay@u32.org 802-223-5429

Name: TBD

Title: Behavioral Specialist

6. Procedures for Addressing Reports of Hazing, Harassment or Bullying (Refer to WCUUSD, C10-P for full procedures)

All reports of student to student misconduct are summarized in writing and submitted to the school main

office. Each report is reviewed by the Behavioral Specialist and Karoline May (Principal). The nature of the allegation is brought to the attention of the principal, and an initial determination is made as to whether the allegation may constitute bullying, hazing or harassment. This determination is made by considering the nature of the offense, and any past history of similar events, or history of conflict between the students. If it does meet the criteria to be investigated as HHB, the incident is followed up with according to the WCUUSD Comprehensive Discipline Plan. If the incident might constitute bullying, hazing, or harassment, then the Behavioral Specialist and Principal Karoline May will investigate the allegation as a team, making use of the principal designate when necessary. Once an investigation has begun, an attempt will be made to notify the parent/guardian of the alleged target(s) and the alleged perpetrator(s). If this contact is not made during the school day it will be made that evening or the following day, with letters sent within 24 hours. Students being investigated will have the opportunity to hear the allegation, express their side of the story, and suggest possible witnesses to the incident. In addition, school administration will interview relevant students, witnesses and bystanders. During this process all students and parents are advised that retaliation is not acceptable and can result in another infraction of the school code of conduct. At this point administration also looks at relevant evidence.

If a safety plan is required to keep students safe, school administration can institute the safety plan at any point in this process, which may include the use of increased supervision and zones at recess . A safety plan does NOT mean a determination of Bullying, Hazing or Harassment has been substantiated. It means that it is determined by the principal or the principal designee at the time that it is necessary in order to prevent further student to student misconduct. A parent request for a safety plan will be seriously considered, but not automatically honored. Within 5 school days from the assignment of an investigation, the investigation will be concluded and parents/guardians and students will be notified of the determination. The nature of consequences and other disciplinary actions is confidential and cannot be shared with other students/families. The school will take actions and assign consequences reasonably calculated to stop the bullying, hazing or harassment.

Immediately following we look forward to working with families to begin the process of restoration with students so they may learn and grow from this incident in authentic ways.

For information on the appeal process, regarding HHB determination, please see the AOE model procedures at <http://education.vermont.gov/documents/healthy-safe-schools-hhb-model-procedures>

7. Dissemination of Information, Training, and Data Reporting:

A. Notice to parents and employees: Annually, prior to the commencement of curricular and cocurricular activities, the School District shall provide notice to custodial parents or guardians, staff members, and contracted employees of its prohibition against bullying, the procedures concerning reporting and investigating bullying and the possible disciplinary consequences for bullying,

B. Notice to students: The superintendent shall develop and initiate age appropriate programs to annually inform students about the substance of the policy and procedures in order to help prevent bullying. Notice to students shall be in age appropriate language and will include examples of bullying. Such notice shall inform students and parents that bullying that does not occur during the school day, on school property, on a school bus, or at a school sponsored event still may be subject to disciplinary action, pursuant to 16 V.S.A. SS 11(a) (32) and 31 1162(a)(3), if the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs. Notice to parents and students shall state that any student who knowingly makes false accusations regarding bullying may be subject to disciplinary action.

C. Training: The superintendent shall implement training for school staff within the context of an annual professional development program. Such training shall be designed to enable staff to prevent, recognize, and respond to bullying.

D. Data reporting: WCUUSD delegates the responsibility of data collection to the principal. They shall collect data on the number of reported incidents of bullying and the number of incidents that have been verified and shall make such data available to the Vermont Agency of Education.

8. Reporting to Other Agencies:

A. Reports to Department of Children and Families: When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.

B. Reports to law enforcement: Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed to local law enforcement without prior parent approval except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.

1. Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first hand that may be considered to be a criminal act to law enforcement officials. Such conduct includes but is not limited to: physical attacks resulting in bodily harm, sexual assault, and simple assault.

C. Continuing Policy to Investigate: Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute bullying.

9. Transgender and Gender Non-conforming Students

All students need a safe and supportive school environment to progress academically and developmentally. Our school is committed to the following core principles:

1. All students have a gender identity which is self-determined.
2. All persons, including students attending school, have privacy rights.
3. All students have a right to feel safe at school.
4. All students have a right to a school environment free from discrimination.

10. Mandated Reporting

As educators and mandated reporters it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of time information regarding the suspected abuse or neglect was first received or observed.

11. New Americans

We have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents (*Plyler vs. Doe*, 457 U.S. 202 (1982.)). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcomed.

Public schools may not:

1. Deny or terminate a student's enrollment on the basis of actual or perceived immigration status.
2. Treat a student differently to verify legal residency in the United States.
3. Engage in any practices that have the effect of discouraging students from enrolling or attending school based on their immigration status.
4. Require students or their parents to disclose their immigration status or inquire of students or parents in ways that may expose their undocumented status.
5. Deny or terminate a student's enrollment due to the student's or parent's failure to provide a social security number.

12. Wellness Programs (See full WCUUSD policy, C9)

16 V.S.A. §216 requires the Secretary of Education to prepare and update a list of school and community programs which have the potential to improve childhood wellness and the list is to be made available to all school districts and community organizations that request it. Current information about Vermont wellness programs is available online. Resources can be found here

<http://education.vermont.gov/student-support/healthy-and-safe-schools/health-services>

13. Periodic Release Time Courses

16 V.S.A. §1053 requires schools, at the request of a religious group, to publish "periodic release time religious education courses" to be "included in public school catalogs and listings of course offerings." It is not clear whether such a provision would be constitutional under current First Amendment analysis.

14. Periodic Hearing and Vision Screening

16 V.S.A. §1422 requires schools to test the hearing and vision of students pursuant to research-based guidelines.

15. Concussions and Other Head Injuries

Under 16 V.S.A. § 1431 the principal or headmaster of each public and approved independent school must ensure that statewide concussion and other head injury guidelines are provided annually to each youth athlete and the athlete's parents or guardians and that each youth athlete and a parent or guardian annually signs a form acknowledging receipt of the concussion and other head injury guidelines. There are training requirements for all coaches and referees of a contest on how to recognize the symptoms of a concussion or other head injury.

16. FERPA (Family Educational Rights and Privacy):

The Family Educational Rights and Privacy Act (FERPA) protects an individual from having others share information that is unique to that person, and personally identifiable. Such information is considered personal property. FERPA requires that school personnel at no time share personally identifiable information with individuals outside of the school system unless the parent/guardian has granted expressed, written permission to do so. School personnel include School Board members and anyone employed by the district to carry out the educational functions of the district. Parents have a right to:

- 1) inspect and review educational records,
- 2) request amendments to these records,
- 3) provide or withhold consent for sharing of these records,
- 4) file complaints with the United States Department of Education regarding failure to comply with the Act; and
- 5) review protocols and policy related to student records. Directory information, which includes name, address,

date of birth, parent/guardian names and address, grade level, participation in school activities, and awards and honors received will be released unless a parent/guardian informs the Principal, in writing, that any or all of the information designated should not be released without prior consent.

Confidentiality, Directory Information and FERPA

*It is the policy of the WCUUSD to release Directory Information **without prior written consent unless a parent or guardian informs the Principal in writing** that any or all of the information designated below should not be released without prior consent:*

- *Student's name, town of residence and dates of enrollment;*
- *Student's grade (classroom grade level, not academic grades);*
- *Student's participation in school activities and sports;*
- *Weight and height if member of athletic teams;*
- *Student's diplomas, certificates, awards and honors received.*

As your Principal, it is my obligation to notify you of your rights under the Family Educational Rights and Privacy Act (FERPA) of 1974: You have the right to limit or deny the disclosure of any or all of the above, except when the school is obligated to provide information to a person or agency with a legitimate educational or safety interest; You have the right to inspect and review your child's records; You have the right to request an amendment to your child's records; You have a right to consent to the disclosure of your child's records, except to the extent that FERPA authorizes disclosure without consent; You have a right to file a complaint with the US Department of Education concerning alleged FERPA violations; You have a right to obtain the policy regarding the maintenance and release of student records and information.

The school may also release information, without consent, to officials of another school in which a child seeks or intends to enroll, or under court order or subpoena. Non-custodial parents or guardians shall have access to their child's records and information, except when prevented by a court order. It is the intent of the school to display, within and outside the school, photographs and/or video of our students engaged in learning, along with identifying information, samples of student work, and other relevant information, for the purposes of informing the larger community about our programs. We will do this without consent unless a request is made, in writing to the Principal, that we request consent prior to the release of such materials.

Your child's and family's confidentiality is important to us. Our staff received training on confidentiality and our obligations to FERPA.

17. Asbestos Management Plan:

The Asbestos Hazard Emergency Response Act (Title 40 CFR Part 763.93 [g][4]) requires written notification to families that the RMS has a management plan for the safe control and management of asbestos-containing materials. The plan is available at the school or by calling Washington Central Unified Union School District at 229-0553. There is an approved Asbestos Management Plan in the office of the Principal that is open for public inspection. The school has non-friable asbestos in the floor tiles. This receives the lowest priority for removal.

18. Tobacco Prohibition (See full WCUUSD policy, B7):

In accordance with state law, it is the policy of the Washington Central Unified Union School District to prohibit the use of tobacco or tobacco substitutes on district or school grounds or at school sponsored functions. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products, tobacco substitutes or tobacco paraphernalia at all times while under the supervision of school staff or at school-sponsored activities.

19. Drug Free and Alcohol Free Workplace (See full WCUUSD policy, B3):

It is the policy of the Washington Central Unified Union School District to maintain a workplace free of alcohol and drugs. No employee, volunteer or work study student [4] will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug on or in the workplace. Nor shall any employee, volunteer or work study student be in the workplace while under the influence of drugs or alcohol. If there are reasonable grounds to believe that an employee, volunteer or work study student is under the influence of drugs or alcohol while on or in the workplace, the person will be immediately removed from the performance of their duties. (See full policy)

20. Alcohol and Drug Abuse (See full WCUUSD policy, C2):

It is the policy of the Washington Central Unified Union School District that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school. It is further the policy of the district to make appropriate referrals in cases of substance abuse. (See full policy)

21. Free Public Education:

All school age children have a right to receive an education. If there are school age children in any home in the Washington Central Unified Union School District who are not registered or attending school, please contact the Office of the Superintendent of Schools so that services may be provided.

The Washington Central Unified Union School District provides a free, appropriate public education at the elementary and secondary levels for each qualified handicapped person including extra-curricular services and activities. If you know special needs persons aged 3 through 21 who need services, please contact the Superintendent's Office at 229-0553.

22. Access to Information (See Student Education Records WCUUSD policy, C1)

As an eligible student or parent enrolled in the Washington Central Unified Union School District, you have certain rights concerning the education records which the school district maintains. These rights are afforded by the Family Education Rights and Privacy Act (FERPA), the Education of the Handicapped Act (P6L.94-142) and policies and procedures of the individual school districts within the Washington Central Unified Union School District.

Parents and legal guardians have full and free access to information regarding their children collected by personnel in this district. The school district will assume that either parent of the student under the age of 18 has the right to inspect, review, and release the student's education records unless it is provided with evidence that there is a legally binding instrument which provides to the contrary.

In the Washington Central Unified Union School District, directory information which may be released without parent or student permission is defined as student name, degrees and awards received, officially recognized activities and sports, weight and height of the members of athletic teams, and dates of separation from the school system.

23. Equal Opportunity (1964 Civil Rights Act) 34 C.F.R. § 100.6(d)

The Washington Central Unified Union School District and its constituent districts of Berlin, Calais, East Montpelier, Middlesex, Worcester, and U-32 Middle & High School ensure equal employment and educational opportunities regardless of race, color, creed, special needs, age, national origin, or sex, in compliance with state and federal laws.

24. Title IX 34 C.E.R. SS 106.8 (b) & 106.8 (a) (1)

Title IX of the Education Amendments of 1972 prohibits discrimination, on the basis of sex, for any person

involved in any education program or activity receiving federal financial assistance.