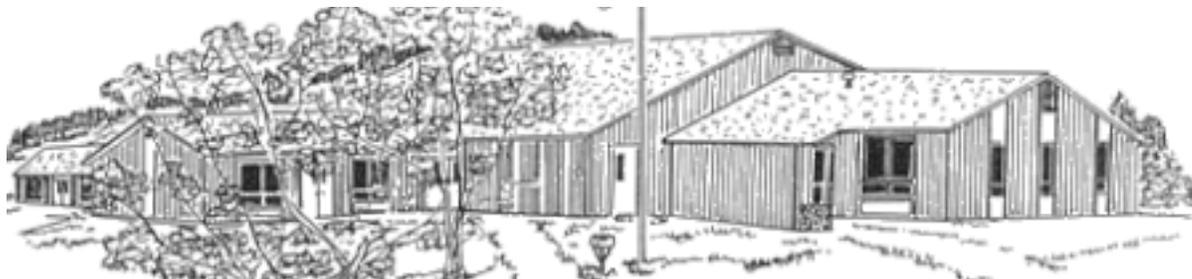


Calais Elementary School

2022 - 23 Family/Student Handbook



**321 Lightening Ridge Rd
Calais, VT
Plainfield Zip Code 05667**

(802) 454 -7777

FAX: (802) 454-1580

www.calaisschool.org

email: calaisschool@u32.org

**Calais Elementary School (CES) is one of six schools in the
Washington Central Unified Union School District (WCUUSD).**

Family Handbook 2022-2023

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.

Calais Elementary School Phone Directory 2022-23

<u>Department</u>	<u>Name</u>	<u>Schedule</u>	<u>Extension</u>
Principal	Cat Fair	M-F	101
Front Office	Sandy Savard	M-F	100
Nurse	Maria Melekos	M-F	116
Staff Room			103
Classroom Teachers & Para's			
Preschool Teacher	Callie Weller	M, Tu, W, Th	102
Preschool Assistant	Lucretia Guajardo	M, Tu, W, Th	102
Preschool Para	Amber Sherman	M-F (F for 2/1)	102
Kindergarten	Lauralea Curavoo	M-F	115
Kindergarten Assistant	Taylor Treadwell	M-F	115
1st 1:1 (shared)	Tami Deblois	M-F	
1st / 2nd Grade	Blakely Gilmore	M-F	114
2nd 1:1 (shared)	Brandi Roberts	M-F (F in 5/6)	
3rd / 4th Grade	Samantha Jackson	M-F	112
3/4 Para	Lily Fair	M-F	
5th / 6th Grade	Jimmy Warden	M-F	110
5/6 Para (shared)	Teegan Dykeman-Brown	M-Th (F-AS)	
5th / 6th Grade	Cheryl Ecklund	M-F	109
Specialists & Staff			
Counseling	Pamela Mallett	M-F	105
Special Education	Jamie Bohn Julie Bristol	M-F F	106
Art	Erica Rose	Mo, Tu	108

PE / Health	Andrew McCarthy	W, Th, F	119
Library / Tech	Stacey Rupp	M-F	118 (office) and 117
Music	David Kirk	Mo, Tu	122
Math Interventionist Literacy Interventionist	Mary Carpenter Jenna Howard	M-F M-F	106 111
SLP	Heidi Schmidt	Tu, W (pm), Th (am) , F	
Student Support Specialist	Uriah Proctor-Mattingly	M-F	107 "Chill Zone"
Community Connections	Faith Covey Josie Bolduc	M, Tu, Th W	113
Maintenance Evening Custodian	Chris Tuller Randy Edmunds Richie Rowell	Su - Th Evenings Su - Th Evenings	120 120
Chef / Kitchen	Dena Cox	M-F	121

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT CENTRAL OFFICE STAFF

Superintendent	Meagan Roy
Administrative Assistant to Superintendent	Melissa Tuller
District Operations Manager	Michelle Ksepka
Director of Curric/Instruct/Assessment	Jennifer Miller-Arsenault
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	TBD
Human Resources Coordinator	Carla Messier
Medicaid Clerk	Rebecca Bicknell

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

Board Chair:	Flor Diaz Smith	Representative from East Montpelier
Vice Chair:	Kari Bradley	Representative from Calais
	Eric Anderson	Representative from East Montpelier
	Natasha Eckart Baning	Representative from Worcester
	Jonas Eno-Van Fleet	Representative from Worcester
	Vera Frazier	Representative from Berlin
	Jonathan Goddard	Representative from Berlin
	Dennis Hill	Representative from Middlesex
	Lindy Johnson	Representative from East Montpelier
	Daniel Keeney	Representative from Calais
	McKalyn Leclerc	Representative from Worcester
	Chris McVeigh	Representative from Middlesex
	Diane Nichols-Fleming	Representative from Berlin
	Ursula Stanley	Representative from Middlesex
	Maggie Weiss	Representative from Calais



Welcome from Principal Cat!

Dear families,

Welcome to the 2022-23 school year! I know this year will be a great year full of learning and enriching opportunities for all students.

This handbook aims to provide all the basic information parents and students need to know about CES. Please keep this book handy, as it will provide answers to many questions about our policies and procedures. The staff and I also ask that families review the information in this book with their child(ren) so that we will all have a common understanding of the nuts and bolts we use to create a great school.

Thank you for taking the time to read this material along with your child(ren). Please let us know if you have any questions or concerns.

Please also be on the lookout for updates throughout the year. We regularly publish a school newsletter which is available in paper and is posted on our website, www.colaisschool.org. The website is also home to our most up-to-date event calendar. I encourage you to use the site as a link to events, activities and day-to-day life here in our school.

Thank you for your continued support of our students and our school. Please feel free to contact me with any questions throughout the year.

Sincerely,

Cat Fair, Principal

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 1, 2022

Dear Washington Central Unified Union School District Community,

On behalf of the School Board, I welcome you to the start of the 2022-2023 school year! We are grateful to be starting the new year together. I am especially pleased to give a warm welcome to our new Superintendent, Dr. Meagan Roy. We are so excited to be working with her! She is bright, thoughtful, collaborative and, really, the perfect match for the amazing talent we have here in our district. I would also like to extend a warm welcome to our new and returning students, as well as to our teachers, staff, administrators and families. We are all looking forward to a healthy and happy school year.

It takes a lot of work to prepare for a new school year, and I want to acknowledge the effort our dedicated staff - especially our year-round staff - puts in to get us ready for the start of school. Thank you, so much, for all the amazing things you do year after year to keep our kids safe, engaged, and fed; our communities safe and informed; and our buildings and facilities in such wonderful shape. We are profoundly grateful for your service.

As we begin the new school year, I would like to reflect on the responsibility and honor it is to serve you. The start of a new year is always a special time filled with hope and excitement, and it is important to all of us that our students and families share that hope and excitement. That said, we are mindful that not everyone looks forward to the start of school and that for some, it is a time of anxiety and uncertainty. And that reminds us that we still have work to do to ensure that everyone - students, families, community members, faculty, and staff - feel welcome and accepted, regardless of which school they attend.

One of the most important things we can offer our students, staff, and one another, is an inclusive learning environment. A place where everyone feels welcome regardless of their color, gender, orientation, size, culture...maybe I should just say regardless of their differences. A place where we intentionally strive to understand and alleviate the impacts of bias, prejudice, and discrimination. A place where everyone feels safe. If we can create this environment, and I have every confidence that we can, our students will have every opportunity to grow and become the best they can be. To that end, I invite all of our students to continue to be themselves; to share their gifts and kindnesses with their peers, parents, teachers, and community; to look for ways to support one another; and to be patient with and accepting of those who may look, think, act, or express themselves differently. If we could send a single message to every student it would be this: You ALL are the reason we are here, and we see you and care about you.

As the year progresses, we will continue to focus on meeting the needs of the whole child and on placing students at the center of our work. We will also continue to apply an "equity lens" to every decision we make. Public education is the pillar of our democracy and we are so lucky to have a supportive community that understands the importance of public education. As a Board, we will continue to build on our individual and collective strengths as we work together through this new school year. 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. Be assured, we are committed to working in ways that will help us best engage with all of our constituencies and communities.

Please join us in celebrating the beginning of a new school year at WCUUSD!

On behalf of the School Board,

Flor Diaz Smith, School Board Chair

TABLE OF CONTENTS

Family-School Compact and Title 1 Assurances	
Student Learning Outcomes and Transferable Skills	10
Getting Started	11
Attendance	12
Transportation	13
Hazing, Harassment, Bullying, and Title IX	15
Due process	15
Multi-Level Systems Of Support (MLSS)	16
Developmentally Appropriate Behavior Interventions and Supports	17
Technology Procedures and Expectations	20
Communication On Student Progress	21
Family Involvement	21
Supports for and Rights of Students Experiencing Homelessness	22
School Health Information	22
Food Service	26
Board Policies and Disclosures	27
Act 1	27
1. Responsible Computer, Internet & Network Use (Policy D3)	28
2. Notice of Non-Discrimination (Policy A22)	30
3. Rehabilitation & Americans with Disabilities Act 34 C.F.R SS 300.125, 300.503 & 300.504	30
4. Prevention of Hazing, Harassment and Bullying (HHB) of Students	30
5. School Board of Directors' Policy: Harassment, Hazing, and Bullying (Policy C10)	31
6. Procedures for Addressing Reports of Hazing, Harassment or Bullying	34
7. Dissemination of Information, Training, and Data Reporting	35

8. Reporting to Other Agencies:	36
9. Transgender and Gender Non-conforming Students	36
10. Mandated Reporting	36
11. New Americans	36
12. Wellness Programs (See full WCUUSD policy, C9)	37
13. Periodic Release Time Courses	37
14. Periodic Hearing and Vision Screening	37
15. Concussions and Other Head Injuries	37
16. FERPA (Family Educational Rights and Privacy)	37
17. Department of Education Rule 4500 - Use of Restraint and Seclusion in Schools	38
18. Asbestos Management Plan	39
19. Tobacco Prohibition (See full WCUUSD policy, B7)	39
20. Drug Free and Alcohol Free Workplace (See full WCUUSD policy, B3)	39
21. Alcohol and Drug Abuse (See full WCUUSD policy, C2)	39
22. Weapons/Firearms (See full WCUUSD policy, C5)	39
23. Free Public Education	40
24. Access to Information (See Student Education Records WCUUSD policy, C1)	40
25. Equal Opportunity (1964 Civil Rights Act) 34 C.F.R. § 100.6(d)	40
26. Title IX 34 C.E.R. §§ 106.8 (b) & 106.8 (a) (1)	40

Calais Elementary School Family School Compact

Adopted Fall 2013

The Calais Elementary School staff and families of students attending Calais Elementary School agree that this compact outlines how the families, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve high standards.

- Calais Elementary School staff will:
- Provide high quality curricula and instruction in a supportive and effective learning environment that enables children to meet the state's student academic achievement standards;
- Promote the social and emotional development of all students;
- Hold parent-teacher conferences during which this compact will be discussed as it relates to individual student achievement;
- Provide families with frequent reports on their children's progress;
- Provide families with reasonable access to staff;
- Provide families with opportunities to volunteer and participate in their child's class and observe classroom activities.

Calais Elementary School families will support our children's learning in the following ways:

- Encourage our children to put a high priority on education and work with them on a daily basis to make the most of the educational opportunities the school provides;
- Be sure our children come to school each day prepared, rested, and ready to learn;
- Become familiar with our children's school activities and with academic programs;
- Attend scheduled conferences and request additional conferences as needed;
- Volunteer, when appropriate, in our schools;
- Participate, as appropriate, in decisions relating to our children's education;
- Promote positive use of our children's extracurricular time.

Calais Elementary School students will:

- Be safe
- Be Kind
- Work Hard

Title I Assurances Notification for FY22

Our school is a Title I eligible school. The purpose of Title I is to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close achievement gaps” *

As a recipient of federal funds, we are required to adhere to some annual assurances, including notifying families about a few things each year.

First, parents of students in Title I schools have the right to request information regarding any State or local educational agency policy regarding student participation in any Federal, State, or locally required assessments.

Second, we are required to let parents know if a student has been assigned or been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification for the assignment.

Third, parents have the right to request information regarding the professional qualifications of their child’s classroom teacher, including State licensing criteria and college major. Also, if a student is being supported by a paraeducator, parents in Title I schools have the right to request information about the qualifications of the paraeducator.

We are also required to provide information and get input about how we use our Title I funds. During our open house this fall, parents will have the opportunity to meet the teachers who provide Title I services. Please plan to visit these teachers to learn more about the services they provide and to share your thoughts with us.

If you have any questions or concerns about these assurances, please contact the principal.

*<https://education.vermont.gov/student-support/federal-programs/consolidated-federal-programs/title-1a>

Student Learning Outcomes and Transferable Skills

WCUUSD exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities. More specifically, WCUUSD students will meet or exceed rigorous standards for:

Core knowledge of essential academic subjects, including:

- Literacy
- Mathematical Content and Practices
- Scientific Inquiry and Content Knowledge
- Global Citizenship
- Physical Education and Health
- Artistic Expression
- Financial Literacy

Transferable skills and behaviors that prepare them for lifelong learning and success, including:

- Creative and Practical Problem Solving
- Effective and Expressive Communication
- Engaged Citizenship
- Working Independently and Collaboratively
- Informed, Integrated and Critical Thinking
- Self-Awareness and Self-Direction

WCUUSD Humanity and Justice Coalition Vision Statement

The Washington Central Unified Union School District is dedicated to taking concrete actions that provide a safer and more supportive learning environment that is free of barriers; one that affirms the identity of each of us and acknowledges and celebrates differences to create a sense of belonging for each person connected to our schools. The school district is committed to creating inclusive educational opportunities that are relevant both historically and culturally, addressing the impacts of bias, prejudice, and discrimination while building more opportunity for us to thrive rather than merely survive. This statement represents a commitment within our school district to acknowledge and end oppression and oppressive systems, to center our full humanity of all in our community, and to keep broadening our perspectives. These identities — including and not limited to race, color, religion, creed, national origin, ethnicity, marital status, family composition, sex, sexual orientation, gender identity, varying physical and mental abilities, and socioeconomic status — carry socially constructed meaning and value. Our commitment is to the development of cultural humility and personal growth that is best supported in a climate that respects differences and provides a sense of belonging and inclusion.

Getting Started

Registration

To register your child, please go to the WCUUSD website (<https://www.wcsu32.org/WCUUSD>) then click on the "Online Registration" icon on the upper right-hand side of the screen. You can also use this link:

<https://wcsu32vt.infinitecampus.org/campus/OLRLogin/washington>

School Hours

Pre-Kindergarten Sessions

Monday - Thursday

AM session: 8:45-11:15

PM session: 12:50-3:30 (M, Tu, Th) and 12:50-3:00 (W)

Kindergarten through Grade 6

Student Arrival: 8:45-9:00 pm

Breakfast: 8:45-9:05 pm

Dismissal: 3:30 pm; Wednesdays at 3:00 pm

Community Connections after care program

Please register in advance for the [Community Connections](#) program with our Site Coordinator Kim Bolduc, who can be reached at kbolduc@u32.org.

Educational Placement Guidelines

Children who are five years old by September 1st are eligible to attend kindergarten. Children who are three years old by September 1st are eligible to attend pre-kindergarten, provided there is space available.

Much thought and team collaboration is given to placing students. Our goal is to create equitable and balanced class lists that could be assigned to any of our skilled teachers. Many hours of examination and discussion between a variety of teachers and staff goes into creating thoughtful lists that are good for all children. Class placements for the following year happen each spring and students and parents are notified on the June report card.

Considerations that enter into placement are:

- Academic Level in both Math and Reading
- Social and Emotional Supports
- Social connections
- Identified Academic Supports (504, IEP, etc)

Should you have specific concerns, please contact the principal.

School Calendar

The [School Calendar](#) is available on our school website. It can also be found at the end of the family handbook.

Attendance

Regular attendance is one of the most important factors in student success, both socially and academically. We will partner with our families when attendance is a challenge. Please reach out to us if you are having a hard time getting your student to school.

ABSENCES, REPORTING & PROCEDURES

Please call the school if your child will be late or absent, at 454-7777, ext 0. If you know in advance that your child will be absent, please send a note to school. If we receive no notice from you, we will contact you to ensure that your child is in your care. If the information has not been communicated previously, please send a note stating the reason for an absence, when your child returns to school.

TARDY PROCEDURES

If your child comes to school late, he/she must check in with Sandy Savard at the front office. Students should then check in with Dena Cox in the kitchen if they need to sign up for lunch. Students will not be considered tardy if they arrive late due to hazardous road conditions.

TAKING CHILDREN OUT OF SCHOOL EARLY

If a parent/guardian needs to take a child out of school early, he/she must notify the office in writing or by phone and come to the office to sign out the student. The office must have parent notification in order to release a student to another adult. In order to preserve as much learning time as possible, please try to make appointments outside of school hours; many school activities are not easy to make up.

State statute requires that children must attend school between the ages of 6 and 16 or until they have completed the tenth grade.

Absences, Tardiness, And Early Dismissal

- Please use PickUp Patrol for student absences, tardies, and early dismissals.
- Students are expected to be in their classrooms by 9:00am.
- Please use PickUp Patrol prior to 2:30 for changes in your child's dismissal plans.
- Only a child's legal guardian may pick them up unless it is listed in PickUp Patrol or listed as an emergency contact in Infinite Campus.

Truancy Protocol

Number of missed school days	Follow-up by school administration
More than 5	<ul style="list-style-type: none">● Attendance letter is mailed to family● A meeting with the school team is offered● School support is offered
More than 10 days	<ul style="list-style-type: none">● Attendance letter is mailed to family outlining potential consequences for further absences● A meeting with the school team is encouraged● School support is offered
More than 15 days	<ul style="list-style-type: none">● Attendance letter is mailed to family outlining

	<p>potential consequences for further absences</p> <ul style="list-style-type: none"> ● A meeting with the school team is required ● Plan of action may be created ● CSP meeting is initiated ● DCF report could be made
More than 20 days	<ul style="list-style-type: none"> ● Attendance letter is mailed to family outlining potential consequences for further absences ● A meeting with the school team is required ● Plan of action must be created ● DCF report must be made

Transportation

Student Transportation Procedure

- Cluster pick-up and drop-off points may be assigned.
- Children should be at the bus stop 10 minutes prior.
- Pre-K and Kindergarten students will not be dropped off unless an authorized adult (18 years or older) is present to greet them.
- Should there be a delay of more than 15 minutes, families will receive notification.
- WCUUSD requires that students riding the bus wear seat belts at all times.
- 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.
- Students can change transportation plans only when it is in PickUp Patrol.

EXPECTATIONS FOR SCHOOL BUS SAFETY

Daily 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;
- not eat and drink on the bus.
- Stay in your assigned seat.

Bus Discipline Procedures

School staff and bus drivers periodically review the "Expectations for School Bus Safety" with all students. 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. Families may be contacted.
- 2nd referral: The principal/designee will contact families.
- 3rd referral: The principal/designee will contact families. The student may be suspended from the bus for up to 3 days
- Multiple referrals could result in loss of riding privileges.

First Student, Inc. – Student Transportation Company

1234 U.S. Route 2 Berlin, VT 05602

Phone 229-4404 FAX 229-1817

Call First Student directly at 229-4404 for bus issues after 4:00 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 and televised on WCAX.
- For a 2 hour delay, buses will pick up students 2 hours later than normally scheduled.
- 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.
- The decision to close or delay school is usually made by 6:30 am. **The decision to cancel school means that all evening activities will also be canceled.**
-
- If we can reasonably anticipate that inclement will occur in advance, the superintendent of schools will let families know before noon the day before and will send students home with electronic devices and food for the next day when appropriate to allow for working remotely without the loss of a student day.
- School cancellation and delayed start will also be announced on TV station WCAX as well as radio stations WDEV- FM 96.1, 96.5, 98.3, AM 550; WSKI- AM 1240; WNCS- FM 104.7, 100.3; WRFK- FM 107.1
- Our school will be listed as a member of the Washington Central Unified Union School District.
- A delayed start means that school will start at 11:00am, 2 hours later than usual. Buses will pick up children 2 hours after their usual pick-up time. School will start at 11:00 am and will be dismissed at the regular time.
- **There is no MORNING PreK session with Mrs. Weller**
- **There is no K-6 Before-school Community Connections care**
- **There is no breakfast served on a delayed start day**
- **There will be Community Connections before care program for Preschoolers, beginning at 11:00.**
- **Early Dismissal**
- All families of our students are asked to have a plan in place in case of an early dismissal. If we need to close school early, we will follow these dismissal plans. Families will be contacted by the automated system in the case of an early dismissal.

Hazing, Harassment, Bullying, and Title IX

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. Every member of the school community has the right to be treated respectfully and the right to a safe and healthy learning environment. Bullying and cyberbullying may significantly impact the environment at school and the ability of students to learn. If you have concerns that a child you know has experienced bullying, please reach out to the designated employee, listed below, for the child's school.

Title IX is a federal law that prohibits sex discrimination, including sexual harassment and violence, in all educational institutions that receive federal funds. Under Title IX, a school must promptly investigate and address any teacher-student or student-student harassment of which it is aware and can be legally responsible for failing to do so. Sexual harassment is unwanted or unwelcome behavior of a sexual nature that interferes unreasonably with a student's ability to learn, study, work, achieve, or participate in school activities. Sexual harassment need not occur on school property—it can happen off school grounds in any school-related program or activity or through electronic means.

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 or Title IX. As with any type of student misconduct, early interventions and support are key. 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. Please be aware that this area is heavily prescribed and procedures and 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 school principal and we would be happy to explain it in plain terms. Below are the Policies as well as the Procedures for HHB and Title IX.

Due process

In resolving disciplinary problems, school personnel take care to provide each student his or her due process rights. Due process means that the school provides a student with the guarantees of:

- Presentation: The student is informed of the charges being brought against him or her.
- The student is notified of the rights to be deprived (i.e., the right to attend school and participate in school events).
- Hearing: The student is given an opportunity to present his or her side of the story.
- Fairness: The student is treated in a fair manner in the determination of fault and the assignment of consequences.

Note: *There are situations in which prior notice and hearing cannot be provided. A student whose continuing presence poses an immediate threat to his or her personal safety or welfare, or to the safety and welfare of others, to the preservation of property, or whose continuing presence at school disrupts school routine or the program of instruction may be removed from school immediately. In such cases, the required notice and hearing requirements must follow as soon as practical.*

Determinations as to whether or not a student's presence poses such threats is made by the school administrator in charge on a case-by-case basis and, if challenged, must be supported by evidence that would lead a rational person to conclude that such threats were clearly present.

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:

Designated Employees in WCUUSD:

- District: Jen Miller-Arsenault
- Berlin: Aaron Boynton and Jessica Heinz
- Calais: Cat Fair, Pamela Mallett, and Uriah Proctor-Mattingly
- Doty: Gillian Fuqua and Maureen McDermet
- East Montpelier: Alicia Lyford, Mary Beth Langevin, and Michael Sherwin
- Rumney: Karoline May, Sharon Spector and Maryellen Munday
- U-32: Amy Molina and Jes Wills

Multi-Level Systems Of Support (MLSS)

Schools in WCUUSD utilize Multi-Level Systems of Support for students. In this way, we ensure that we are responding to student needs and utilizing our school resources equitably.

Level 1: Classroom Instruction

Level 1 is quality instruction in the classroom that uses clear learning targets, multiple methods of assessment, and high quality instruction and interventions.

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

Level 2 supports are available for students who are in need of extra support. When a student is struggling, initial level 2 supports are delivered in small groups. Support may be delivered by classroom teachers, paraprofessionals, or a content Interventionist. Interventions typically last six 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 Educational Support Team meeting will be convened in order to continue intervention services.

Educational Support Team (EST)

ESTs within WCCUSD serve two primary purposes: monitoring of student progress and collaborating with educators to ensure the right supports are in place. The goal is always to help children perform on grade level and succeed in the regular classroom. We offer extra support in reading, mathematics, and behavior based on assessment data.

Level 3: Individual or Small Group Supports

A student who is eligible for special education may have an identified disability in one or more areas.

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.

For a copy of Parental Rights in Special Education, contact the schools Special Educators -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, Contact Heidi Schmidt, SLP at hschmidt@u32.org with any questions.

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.

Homework Expectations

- Calais Elementary School faculty believe that kids should have time to play and be with their families after school so we do not, generally, assign homework.
- However, educational research tells us that additional practice, especially in the area of reading, helps students. The general recommendation is that students complete 10 minutes of homework per grade level, accumulating to 60 minutes in 6th grade. Students are also asked to make reading a regular part of their home routine, building this into their day by reading before they go to bed, as a family evening activity, or reading with a sibling.
- We encourage reading to be a lifelong habit. Teachers may send home items for practice but please know that there are no consequences for lack of homework completion.

Developmentally Appropriate Behavior Interventions and Supports

Responsive Classroom (RC)

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

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.



4. There is a set of social skills children need in order to be academically and socially successful: cooperation, assertion, responsibility, empathy, and self-control.
 5. Knowing the families of the children we teach and working with them as partners is essential.
- These principles are manifested through key teaching strategies including morning meeting, rules and logical consequences, guided discovery, academic choice, classroom organization, and family communication. RC strategies reinforce skills through emphasis on "using your words" and developing assertiveness rather than aggression.

School-Wide Expectations:

Our school-wide expectations will be clearly posted in the classrooms and common spaces (**see matrix below** for what this looks like in different settings). These expectations will be shared with families annually through the newsletter and handbook.

Rule/ Expectation	Routine/Setting					
	Classroom	Hallways	Cafeteria	Playground	Bus	Bathroom
Be Safe	Hands and body to self Walk Use tools appropriately	Walking Hands and body to self	Walking feet Hands and body to self	Hands and body to self Use equipment appropriately	Stay seated and buckled Hands and body to self Listen to driver	Keep it clean Wash hands
Be Kind	Quiet voices Friendly words Take Turns	Quiet voices Use kind words	Use manners Quiet voices	Include others in play Take turns Care for equipment	Quiet voices Use friendly, school words	Flush your toilet Respect privacy
Work Hard	Do your best work Let others do their best work Persevere	Keep the Hallway tidy	Eat your own food Nice conversation	Be active show good sportsmanship	Keep track of your belongings	Stay on task

Feedback System:

It is widely accepted that it takes about seven to ten positive comments to achieve the same salience as (or, "outweigh") one critical comment. Accordingly, PBIS includes specific procedures and strategies for making positive feedback frequent and highly visible.

For us, this positive feedback system tracks meeting expectations for classroom and whole-school celebrations. All staff members are trained to highlight examples of meeting and exceeding behavioral expectations. Students work together to earn classroom celebrations as well as All School celebrations.

Violations of School-Wide Expectations

Violations of schoolwide expectations will result in use of the following guidelines. Please note that these are a menu of potential violations rather than an all inclusive list of behaviors and responses.



Level One Behaviors

- Off-task behaviors
- Inappropriate verbal and non-verbal interactions (minor)
- Inattention to classroom work
- Unprepared for class
- Minor physical contact
- Minor to moderate disruption
- Non-responsive to adult direction
- Minor violation of school-wide behavior expectations
- Improper use of school and/or others' property including minor property damage

Adult Next Steps (calm voice, calm body)

- Ignore behavior
- Give a reminder
- Redirect to an expected behavior
- In-class self-regulation activity (by choice or teacher reminder)

Level Two Behaviors

- Includes all Level 1 behaviors in which student's behavior remains non-compliant
- Threats against persons or property
- Physically/verbally aggressive
- Physical contact
- Major violations of school-wide expectations

Adult Next Steps

- Call response team for co-regulation support
- Development of behavior plan
- Check-in/check-out
- Scheduled in or out of class self-regulation breaks
- Parental notification and involvement

Level Three Behaviors

- Includes all Level 1 and 2 behaviors in which the student remains non-compliant
- Leaving school grounds
- Substantiated bullying or harassment
- Physical altercations
- Damage to property
- Verbal aggression or threat
- Possession or use of alcohol, tobacco, or other drugs
- Weapons possession, threat, or actual use

Adult Next Steps and Logical Consequences for Inappropriate Actions

- In-school suspension (ISS)
- Suspension
- Referral for behavioral evaluation
- Interagency referral and planning
- Consideration for placement in alternative program
- Parental notification and involvement
- Recommendation to School Board for long-term suspension or expulsion

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.

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.

Technology Procedures and Expectations

Personal electronic devices (cell phones, portable electronic games, iPods, etc.) are not permitted during school hours. 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. The school does not take responsibility for personal items. Please review with your child what he or she will do with his or her device. Taking images with a personal device is prohibited and could result in loss of the privilege to bring the electronic device on the bus.

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.

- Conferences: November 11th
- 2nd Marking Period Ends January 13th
- Conferences: March 31th
- 4th Marking Period Ends: June 13th

Family Involvement

Volunteers

We encourage all family members to complete a [Volunteer Level 1 form](#). This allows families to chaperone field trips and other school sponsored activities. We also have [Volunteer Level 2 form](#) available.

Before & After School Programs: Community Connections

Calais Community Connections was created to support Calais families, create social and educational connections within the community, increase healthy options and wellness, and, most importantly, to provide a safe and enriching place for local children to be outside of the school day.

In 2022-23, Calais will continue to partner with Community Connections in the Before-School program as well as holding an morning session for PreK families, but there will no longer be an After-School program at CES.

BEFORE SCHOOL PROGRAM: 7:30-8:45am in the gym. Please register your student if you plan to use the program on a regular basis. If you wish to use the program intermittently, please contact Community Connections before sending your child(ren) so we can ensure proper staffing.

AFTER SCHOOL PROGRAM: The After-School option offered by Community Connections for Calais students means to ride Bus U15 to East Montpelier Elementary School, and join the CC program there. CC is open at EMES until 5:30 each day. Due to these changes in the afternoon format, CC is not able to accept unregistered drop-ins. Contact CC Director Kim Bolduc with questions: kbolduc@u32.org 223- 3456.

Information about other program offerings (special enrichment opportunities) is sent home with children. See Community Connections program flyers for fee details. Financial aid is available for all programs. For more information about programming, or to volunteer for programs, please contact CC Director Kim Bolduc.

Sports and Recreation

The Athletic Director for Rumney, Doty, Calais, and Berlin is Lori Shepard. Lori also recruits and selects coaches for each grade level. Parent Volunteer Coaches and referees are essential. Please contact Lori Shepard at lshepard@u32.org for more information.

Supports for and Rights of Students Experiencing Homelessness

The McKinney-Vento Act provides specific supports for students experiencing homelessness and protects WCUUSD students from educational disruptions due to housing challenges. In the 2018-2019 school year, over 1,000 Vermont students experienced homelessness; Current rates of homelessness are expected to be higher given the housing crisis in Vermont.

Homelessness is defined as a lack of fixed, regular, and adequate nighttime residence and can include shared housing, living in a motel or campground or a transitional/emergency shelter, among other circumstances. Students who experience homelessness have a right to remain in their home school, access their education, participate in their school community, and to receive necessary learning interventions and supports. WCUUSD has a legal obligation to ensure these educational rights to our students.

For more information about the McKinney-Vento Act and to learn about the protections afforded to WCUUSD students, please contact WCUUSD's Homeless Liaison, Kerra Holden, at (802)229-0553 ext 1308 or kholden@u32.org.

School Health Information

The school nurse provides health services for Calais Elementary School. Our School Nurse, Maria Melekos, is available from 8:30 A.M. to 3:30 P.M. Monday – Friday. Please contact them with any questions or concerns that may arise during the year (mmelekos@u32.org) or 802-454-7777 x 116. Our nurse collaborates with school staff to maximize learning and wellness and to promote a healthy and safe school environment for every student. Please help us keep our schools safe and healthy by encouraging proper hand washing techniques and basic infection control, such as coughing/sneezing into the upper arm or tissue.

Responsibilities of the School Nurse include:

- Maintaining School Health Records, collecting updated emergency and health information annually on students, evaluating student immunization records, and facilitating compliance with state requirements.
- Preparing, implementing, and evaluating individual student health care plans as needed.
- Providing health services for illness and injuries, reporting communicable diseases as required, and administration of medications in accordance with the Vermont School Health Services Standards of Practice (see details below).
- Reporting suspected child abuse and /or neglect.
- Communicating with families regarding health related issues.
- Performing vision and hearing screenings as mandated by state laws.
- Providing health education information to students and staff.
- Collaborating with administration in support of a healthy school environment and participating as a member of school teams to improve student health outcomes.

COVID-19

COVID-19 is a disease, caused by a virus not previously seen in humans. COVID-19 is spread mostly by respiratory droplets released when people talk, cough, or sneeze. Important practices that help reduce the risk of spreading the virus and reduce the risk of infection, include getting the COVID-19 vaccine and boosters, staying home when sick, and handwashing. Certain age groups and/or people with specific health conditions may be at more risk for complications from the illness. We encourage you to discuss any concerns you have with your personal medical provider to determine what is best for you.

WCUUSD will implement the health and safety guidance from the Vermont Department of Health and the Vermont Agency of Education which will reflect the current impact that the virus is having on our community. You can find more information about Vermont's guidance [here](#). Specifically, the health and safety guidance includes:

- **Stay up to date on vaccinations:** Vaccines are the best tool we have to protect ourselves against COVID-19, especially from severe illness, hospitalization, and death. Vermonters ages 6 months and older can get vaccinated. The Vermont DOH strongly encourages you to protect yourself by getting vaccinated as soon as possible, and get your booster shot for full protection when eligible.
- **Stay home when sick:** Whether you have symptoms of COVID-19, the flu, or another contagious illness, please stay home if you are sick and call your healthcare provider if needed. This helps keep germs from spreading, protects those who may be at risk of serious illness, and gives you a chance to get well.
- **Testing:** Students & staff exhibiting COVID19 [symptoms](#) (Fever (100.4 °F or higher), cough, shortness of breath or difficulty breathing, chills, fatigue, muscle or body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea or vomiting, or diarrhea) are encouraged to test. More information can be found [here](#) about testing in Vermont, or contact the nurse if you would like a test.
- **If your child tests [positive](#) for COVID-19,** they should stay home and isolate for at least 5 days from the date of their positive test or the start of their symptoms, whichever is earlier. They can end isolation and return to school after day 5 if their symptoms have improved AND they have had no fever for at least 24 hours without the use of medicine that reduces fevers. Testing is not required to return to school.
 - **If your child becomes symptomatic at school:** If students present with symptoms of illness at school, we will continue to screen for possible COVID-19 infection. The following protocol is in place across our schools:
 - School nurses may use LAMP or antigen tests to test symptomatic individuals in school (consent for testing was included in our back-to-school health forms). The school nurse will contact the parents or caregivers to notify them of testing.
Students who do not have permission to be tested will be sent home.
 - If the LAMP or antigen test is positive for COVID-19, the student will be sent home. The student will be isolated from others and wear a mask until they are picked up by a parent or caretaker.
 - If the LAMP or antigen test is negative, the nurse will assess whether or not the symptoms are indicative of another potential illness and whether the student is not well enough to learn or participate. Decisions about whether students are sent home are made by the school nurse based on clinical assessment.
- **Masks:** While masks are not required by our current health guidance, masking can be part of a comprehensive mitigation strategy to minimize the risk of spreading illness. Individuals may still choose to wear masks based on their individual situation. Our school continues to be a

mask-friendly environment. Should the VT Department of Health Guidance change and begin requiring universal masking, WCUUSD will follow those guidelines.

Head Lice

A note about head lice: The experience of head lice is not a major health hazard, however, it is a nuisance which can often result in hardship for those involved. It is strongly recommended that parents do weekly head checks as part of their child's hygiene routine. If a child is found to have lice at school, the parents will be notified so that treatment can begin. The school nurse may check students in a classroom where a student with lice has been identified.

Health Screening

Vision and Hearing screenings are conducted yearly as mandated by Vermont law. (16 V.S.A §1422). Parents are notified of any unusual findings.

Health Education

The school nurse, health educator, and school counselor act as resources to teachers in wellness promotion and disease prevention. Topics include nutrition, dental health, hygiene, communicable diseases, puberty, making healthy choices, and anti-tobacco education. Health topics are also incorporated by classroom teachers in science and social studies classes.

Immunization Compliance

Vermont Law states that in order to enter school, children must meet certain immunization requirements by the CDC and the State of Vermont. The school must be provided with an immunization record from a school, health department, or physician showing that your child has received the appropriate vaccines:

The recommended schedule includes the following::

- 5 doses of DPT (diphtheria, tetanus, and pertussis) vaccine
- 4 doses of Polio vaccine
- 2 doses of MMR (Measles, mumps, and rubella) vaccine
- 2 doses of Varicella (chickenpox) vaccine

Students entering the seventh grade must provide documentation of all of the immunizations listed above and:

- One dose of Tdap (tetanus, diphtheria, and pertussis) vaccine

Please note that the above are MINIMAL requirements for immunization. Students who do not meet requirements must either be admitted provisionally or have a signed exemption on file in order to attend school. Additional information about immunizations can be found [here](#).

Medications

Whenever possible, children's medications should be scheduled to be taken at home. When a child must take medication at school, please keep the following in mind:

- **ALL medications must be kept in the nurse's office.** The only exceptions are for emergency medications such as Epi-Pens and asthma inhalers and only when written medical authorization and written parent permission are on file in the nurse's office.
- Prescription Medications: Written medical authorization (in addition to the prescription label on the medicine container) and written parent permission must be on file in the nurse's office before prescription medication will be given at school.
- Non-Prescription (Over-The-Counter) Medications: Written parent permission must be given to the

school nurse before non-prescription medication will be given at school. A doctor's order is not required.

- Medications must be brought to school in their original properly-labeled containers.
- Medicine that cannot be identified will not be given at school. If medicine comes to school unlabeled (in a baggie or a rolled up tissue) we will not allow a student to take it.
- **Medication must be brought to school by a parent, guardian, or other responsible adult.** For safety reasons, students may not carry their medications. (Medically necessary exceptions will be made with a written doctor's order.)
- Medication orders must be renewed each school year. We cannot use last year's paperwork.
- Doctor's orders and parent permission may be faxed to school at 802-454-1580.
- Medication forms are available on the school's website and in the nurse's office.
- Unused medication may be picked up at school by a parent, guardian, or other designated adult.

Health Office Recommendations For Health Absences

Below are some guidelines for when a child should be kept home from school due to illness and school policy:

- **Fever (greater than 100°):** Your child's temperature should be back to normal (less than 99°) for at least 24 hours before returning to school without the aid of medication.
- **Coughing (excessive):** Your child's cough should be "dry" sounding and easily controlled by a drink of water or cough drop before returning to school.
- **Vomiting or Diarrhea:** Your child should be able to eat food and drink liquids without vomiting or diarrhea for at least 24 hours before returning to school.
- **Red or Draining Eyes:** Please keep your child at home and check with a physician to ensure your child does not have conjunctivitis. If being treated for an infection please follow the Infection recommendation below.
- **Excessive Nasal Drainage:** Please keep your child at home and check with a physician to ensure your child does not have an infection. If being treated for an infection please follow the Infection recommendation below.
- **Unusual Rash:** Please keep your child at home and check with a physician to ensure that the rash is not contagious. If being treated for an infection please follow the Infection recommendation below.
- **Infection:** If your child has been tested or treated for any contagious infection, please have them stay at home until test results are available. If positive for infection, they should have had their medication for at least 24 hours before returning to school. This is to best ensure the infection has not spread and your child does not have a medication reaction/allergic response in school. If medication is to be given at school, please contact Nurse Maria prior to your child returning to school to make arrangements. Parents/Guardians must personally give the medicine to the Health Office with the medication permission form. Forms can be found on the website or requested from the school.

General Asthma Emergency Plan

Taken from [American Lung Association Guidance](#)

For non nursing staff:

Should a child with symptoms of asthma (ie: excessive coughing, wheezing, shortness of breath, or chest tightness) present to the health office, the following steps will be followed:

1. Help to an upright position; speak calmly and reassuringly
Follow individualized action/emergency plan for use of quick-relief inhaler

2. If a quick -relief inhaler or action/emergency plan is not available, call the nurse or send the student to the health office accompanied by a staff member.
3. Get emergency help from school nurse or designee if student has any of these:
 - a. Inhaler not helping
 - b. Breathing hard and fast
 - c. Nostrils open wide
 - d. Can't walk or talk well
4. Call 911 if not breathing, unconscious, lips are blue, struggling to breathe (hunched over or ribs show), or other signs of distress are present.
5. Notify parent or guardian

For parents/students:

Should a child with symptoms of asthma (ie: excessive coughing, wheezing, shortness of breath, or chest tightness) present to the health office, the following steps will be followed:

1. Follow individualized action/emergency plan for use of quick-relief inhaler
2. If a quick -relief inhaler or action/emergency plan is not available, the nurse will assess the student, and call parent/guardian or emergency services as needed.
3. 911 will be called if not breathing, unconscious, lips are blue, struggling to breathe (hunched over or ribs show), or other signs of distress are present.
4. Notify parent/guardian.

FOOD SERVICE

Students need healthy meals to learn. Washington Central Unified Union School District offers healthy meals every school day. In School Year 2022-2023, all students will receive free breakfast and lunch at school. The State of Vermont has provided money to do this for one year through the Universal School Meals Act. We need your help to keep providing free meals to all students in future years. Please fill out the application for free and reduced price school meals on the website or ask for a copy from your school. If many families fill out and return this form, we will get more money from the federal government for free school meals now and in the future. We will also get more money for other school programs. You may also fill out the form online in the Infinite Campus Parent Portal at <https://wcsu32vt.infinitecampus.org/campus/portal/washington.jsp>

PERSONAL PROPERTY, MONEY AND ELECTRONIC DEVICES

The risk of losing and/or damaging personal property at school is significant. Students are strongly encouraged to leave personal electronic devices, money and special items at home. Additionally, the USE OF personal electronic devices during school hours are not permitted. Occasional exceptions may be granted when both the classroom teacher AND principal agree that the device in question will be a useful tool in completing a school project. Devices that are brought on the school bus must remain in the student's backpack during the entire school day. The use of such devices on a school field trip bus will be at the discretion of the teacher. CES will not be responsible for the loss or theft of personal electronic devices.

SEASONAL EVENTS, PARTIES, and NUTRITIONAL PRACTICES AND POLICY

Seasonal events are often held in classrooms during the year. Please contact your child's classroom teacher if you would like to help. Please do not distribute private party invitations at school unless all students in the class are invited. It is also important to note that our regular school bus does not have the capacity to hold and supervise the addition of an entire classroom of students. Transportation to parties should be arranged by families separate from the school and/or bus.

Please contact your child's teacher regarding birthday "treats" and other special events. The CES Nutrition Policy promotes healthy eating behaviors. Celebrations are encouraged; however they should be accompanied by healthy food choices or be food free. Teachers are prepared to celebrate in ways that do not use food as rewards so please check with your child's classroom teacher before bringing in any treats. All food brought into school for lunch, snacks and/or celebrations should promote healthy food choices. Please do not send soda or candy to school with your child.

Use of School Building

Community groups and individuals are encouraged to make use of our building facilities. The facilities are available according to our Building and Grounds Use Policy. Building use request forms are available at the school office and through the school website. Please note that the policy has changed to include a fee and a deposit in some cases. See Sandy Savard or Cat Fair with any questions.

Board Policies and Disclosures

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.

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. The complete Policy Handbook is available on the [district website](#).

Board policies listed:

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. Use of Restraint and Seclusion (C34)
18. Asbestos Management Plan
19. Tobacco Prohibition (Policy B7, 3/15/20)
20. Drug Free and Alcohol Free Workplace (Policy B3, 5/13/20)
21. Alcohol and Drug Abuse (Policy C2, 6/13/20)
22. Weapons/Firearms (C5)
23. Free Public Education
24. Access to Information (See Student Education Records WCUUSD policy, C1, 5/20/20)
25. Equal Opportunity
26. 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. 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. Please be aware that this area is heavily prescribed and procedures and 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 school principal 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 in WCUUSD:

- District: Jen Miller-Arsenault
- Berlin: Aaron Boynton and Jessica Heinz
- Calais: Cat Fair, Pamela Mallett, and Uriah Proctor-Mattingly
- Doty: Gillian Fuqua and Maureen McDermet
- East Montpelier: Alicia Lyford, Mary Beth Langevin, and Michael Sherwin
- Rumney: Karoline May, Sharon Spector and Maryellen Munday
- U-32: Amy Molina and Jes Wills

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. Gender Identity

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

The Vermont 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.**

18. 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.

19. 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.

20. 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)

21. 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)

22. Weapons/Firearms (See full WCUUSD policy, C5)

It is the intent of the board to comply with the federal Gun Free Schools Act of 1994, and the Vermont state laws (16 V.S.A. §1166 & §1162) requiring school districts to provide for the possible expulsion of students who bring or possess dangerous weapons or firearms at school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education

rules.

23. 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.

24. 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.

25. 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.

26. 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.