

Brattleboro Town School District

Student / Parent Handbook

2011 ~ 2012

WSESU CALENDAR 2011-2012

Aug 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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28	●	30	31			

Sep 2011

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Oct 2011

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Nov 2011

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Dec 2011

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Jan 2012

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22	23	24	25	26	27	28
29	30	31				

AUGUST

25 Teacher In-Service Day
 26 Teacher In-Service Day
 29 Teacher In-Service Day
 30 Student School Year Starts

SEPTEMBER

05 Labor Day
 28 Teacher In-Service Day

OCTOBER

20/21 No School – Teachers Convention

NOVEMBER

10 Early Release
 11 Teacher In-Service Day
 23-25 Thanksgiving Recess

DECEMBER

23 Early Release
 26-30 December Recess

JANUARY

02 New Year's Holiday
 16 Martin Luther King Jr. Day
 17 Teacher In-Service Day

FEBRUARY

20-24 Winter Recess

MARCH

06 Vermont Town Meeting Day
 23 Early Release
 26 Teacher In-Service

APRIL

23-27 Spring Recess

MAY

16 Early Release
 28 Memorial Day

JUNE

15 Student School Year Ends
 18 Teacher In-Service Day
 19 Teacher In-Service Day

Feb 2012

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26	27	28	29			

Mar 2012

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Apr 2012

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22	■	■	■	■	■	28
29	30					

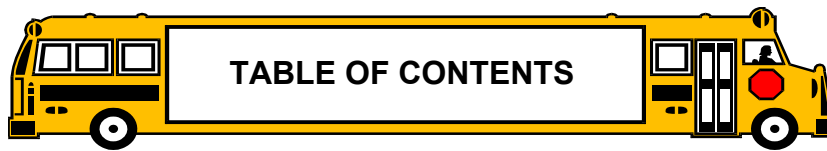
May 2012

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Jun 2012

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24	25	26	27	28	29	30

180 Student Days Scheduled (However, the school year will end after the 176th student attendance day.)



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September 2011

To All Parents, Students and Staff:

One of our ongoing goals is to see that the community continues to be informed about the happenings in the Brattleboro Town Schools.

The contents of this *Student/Parent Handbook* outline many of the important aspects concerning our schools. It is necessary that both parents and students take the time to read this handbook so that you have a better understanding of how our schools function. It would be especially helpful for both parents and students to review the contents of this handbook together.

We invite you and encourage you to become involved with our schools. We welcome you in to visit and to ask questions about your child's progress. Teachers will also be encouraged to contact parents on a regular basis to keep them informed about the happenings in the classroom.

We hope you have had an enjoyable summer and are ready for the new challenges offered by the 2011-2012 school year.

Andrew Paciulli, Principal
Academy School

John Reed, Principal
Green Street School

Jen Hemmingson, Ed.D., Principal
Oak Grove School

SCHOOL BOARD MEMBERS

Margaret Atkinson, Chair..... 254-4756
Lorie Cartwright..... 579-2676
David Schoales, Clerk..... 246-1220
Mark Truhan, Vice Chair 257-4385
Jill Stahl Tyler..... 257-2411

CENTRAL OFFICE ADMINISTRATION

53 Green Street
254-3730 (phone) · 254-3733 (fax)

Ron Stahley, Ed.D..... Superintendent
James Kane Business Administrator
Paul Smith, Ph.D. / Lyle Holiday Curriculum Co-Coordinators
Marisa Duncan-Holley Director of Special Education
Conrad Dumas Special Education Coordinator

ACADEMY SCHOOL

860 Western Avenue
254-3743 (phone) · 254-3756 (fax)
www.academyvt.com

Andrew Paciulli..... Principal
Jenn O'Neill..... Assistant Principal
Vicki Linn..... Administrative Assistant
Susan Durkin..... Clerk
Elizabeth Motta Part-Time School Counselor
Judith Palmeri School Counselor
Amy Majer School Nurse

GREEN STREET SCHOOL

164 Green Street
254-3737 (phone) · 254-3753 (fax)
www.greenstreetschool.com

John Reed..... Principal
Deborah Bailey..... Administrative Assistant
Melissa Johnson..... School Counselor
Julia Williams School Nurse

OAK GROVE SCHOOL

15 Moreland Avenue
254-3740 (phone) · 254-3633 (fax)
www.oakgrove.k12.vt.us

Jen Hemmingson, Ed.D. Principal
Susan Strong Administrative Assistant
Kathryn Mason School Counselor
Kim Rose..... School Nurse



ACADEMY SCHOOL HOME/SCHOOL COMPACT

A compact is an agreement made by partners who are working toward a common goal. Academy School staff, students, and families are all partners working toward the common goal of student growth and achievement. The Academy School Home-School Compact explains the role each of us needs to play for this important goal to be met. We look forward to being your partner!

(More information can be found in the Student/Parent Handbook-Parent Involvement)

School/Teacher

- ❖ Create a safe, healthy learning environment.
- ❖ Hold students to high standards for their school work and their behavior.
- ❖ Provide the instruction and support each child needs to be successful.
- ❖ Keep parents informed about student progress and assessment results throughout the year.
- ❖ Suggest ways for parents to support learning at home.
- ❖ Encourage parents to get involved in the school community.
- ❖ Ask parents to evaluate Academy School through questionnaires when provided throughout the year.

Student

- ❖ Make healthy, responsible choices.
- ❖ Give your best effort consistently.
- ❖ Practice good homework and study habits.
- ❖ Use strategies and resources to become more independent.
- ❖ Find ways to motivate yourself to do well.
- ❖ If you need support, let others know by asking questions, expressing concerns, or requesting help.
- ❖ Interact with others in a positive, respectful way.
- ❖ Set realistic goals for yourself, plan steps for meeting them, and check on your progress.

Parent Guardian

- ❖ Help your child develop healthy, responsible life skills and habits.
- ❖ Make sure your child is present, on time, and prepared for school each day.
- ❖ Help your child create and follow a regular homework routine.
- ❖ Check backpacks and/or folders for homework and school information.
- ❖ Communicate positively with your child by showing interest and noticing successes.
- ❖ Stay connected with your child's life at school by touching base with your child's teachers.
- ❖ Contact Academy School if your child is struggling or having problems.
- ❖ Teach your child to value education.
- ❖ Attend conferences.

Student Signature: _____ Date _____

Parent/Guardian Signature: _____ Date _____

Teacher Signature: _____ Date _____



Tips for Supporting Your Child's Learning – Academy School

When you and your child are together, **look for natural opportunities** for your child to share, explore, apply, and expand his/her knowledge, skills, interests, and goals.

Notice and say positive things about your **child** and about **school** so he/she will feel motivated, confident, and valued.

Read with your child. Find articles, poems, or books that you and your child might both enjoy. **Share** observations and reactions along the way as you read together.

Make sure your child eats **breakfast**. The free/reduced meal program covers both breakfast and lunch, so please consider applying for this plan. Contact Academy School Main Office if you would like to receive an application.

Help your child develop an **organizational routine** that includes the careful filing of work and backpack preparation in the evening (instead of the next morning).

Enforce a **bedtime** and, if necessary, remove electronics from the bedroom so your child will get enough sleep. (It is suggested that children ages 5-12 get **9-11 hours** each night!).

When **report cards and conferences** arrive, have a **conversation** with your child about his/her **successes first**. Then discuss the areas that need improvement and **set up a plan for success** in those areas.

Academy School holds conferences two times a year, however, **contact Academy School or your child's teacher** if you have any information, questions, concerns, or suggestions about your child or about our school so we can meet your needs and grow from your participation.

Establish a **homework routine** for your child to follow in a **distraction-free place**.

Ensure homework success by comparing your child's **homework assignment** with the actual work your child completes.

Stay informed through the following resources:

- Academy School website at www.academyvt.com
- Academy School Weekly Newsletter

GREEN STREET SCHOOL HOME/SCHOOL COMPACT

A compact is an agreement made by partners who are working toward a common goal. GSS staff, students, and families are all partners working toward the common goal of student growth and achievement. The GSS Home-School Compact explains the role each of us needs to play for this important goal to be met. We look forward to being your partner!

(More information can be found in the Student/Parent Handbook-Parent Involvement)

School/Teacher
<ul style="list-style-type: none">❖ Create a safe, healthy learning environment.❖ Hold students to high standards for their school work and their behavior.❖ Provide the instruction and support each child needs to be successful.❖ Keep parents informed about student progress and assessment results throughout the year.❖ Suggest ways for parents to support learning at home.❖ Encourage parents to get involved in the school community.❖ Ask parents to evaluate GSS through questionnaires when provided throughout the year.

Student
<ul style="list-style-type: none">❖ Make healthy, responsible choices.❖ Give your best effort consistently.❖ Practice good homework and study habits.❖ Use strategies and resources to become more independent.❖ Find ways to motivate yourself to do well.❖ If you need support, let others know by asking questions, expressing concerns, or requesting help.❖ Interact with others in a positive, respectful way.❖ Set realistic goals for yourself, plan steps for meeting them, and check on your progress.

Parent Guardian
<ul style="list-style-type: none">❖ Help your child develop healthy, responsible life skills and habits.❖ Make sure your child is present, on time, and prepared for school each day.❖ Help your child create and follow a regular homework routine.❖ Check backpacks and/or folders for homework and school information.❖ Communicate positively with your child by showing interest and noticing successes.❖ Stay connected with your child's life at school by touching base with your child's teachers.❖ Contact GSS if your child is struggling or having problems.❖ Teach your child to value education.❖ Attend conferences.

Student Signature: _____ Date _____

Parent/Guardian Signature: _____ Date _____

Teacher Signature: _____ Date _____



Tips for Supporting Your Child's Learning – Green Street School

When you and your child are together, **look for natural opportunities** for your child to share, explore, apply, and expand his/her knowledge, skills, interests, and goals.

Notice and say positive things about your **child** and about **school** so he/she will feel motivated, confident, and valued.

Read with your child. Find articles, poems, or books that you and your child might both enjoy. **Share** observations and reactions along the way as you read together.

Make sure your child eats **breakfast**. The free/reduced meal program covers both breakfast and lunch, so please consider applying for this plan. Contact Green Street School Main Office if you would like to receive an application.

Help your child develop an **organizational routine** that includes the careful filing of work and backpack preparation in the evening (instead of the next morning).

Enforce a **bedtime** and, if necessary, remove electronics from the bedroom so your child will get enough sleep. (It is suggested that children ages 5-12 get **9-11 hours** each night!).

When **report cards and conferences** arrive, have a **conversation** with your child about his/her **successes first**. Then discuss the areas that need improvement and **set up a plan for success** in those areas.

Green Street School holds conferences three times a year, however, **contact GSS or your child's teacher** if you have any information, questions, concerns, or suggestions about your child or about our school so we can meet your needs and grow from your participation.

Establish a **homework routine** for your child to follow in a **distraction-free place**.

Ensure homework success by comparing your child's **homework assignment** with the actual work your child completes.

Stay informed through the following resources:

- GSS website at www.greenstreetschool.com
- GSS Weekly Newsletter

OAK GROVE SCHOOL HOME/SCHOOL COMPACT

For students to do well in school, it is important for families and their school to work together to support students' education, social environment and healthy development.

Compacts are voluntary agreements between students, parents, teachers, and principals that help support students' academic success and social emotional well-being

As the Student,

I agree to:

- Get to school on time every day
- Share my school day with my family
- Do my best at school and homework
- Be respectful of others
- Learn and practice the Habits of Heart and Mind
- Ask questions when I don't understand

As the Teacher,

I agree to:

- Create a safe and supportive learning environment
- Teach creative lessons for different learning styles
- Communicate regularly with parents regarding students' progress
- Be available to answer questions from parents
- Provide opportunities for parents to be involved

As the Principal,

I agree to:

- Create a welcoming and safe learning environment for everyone
- Foster a high standard of academic achievement
- Work with teachers and staff to intentionally guide students' education
- Promote school and home communications
- Be available to discuss student and community issues

As the Parent,

I agree to:

- Get my child to school on time every day
- Discuss school with my child daily
- Check backpack every day and complete necessary paperwork
- Provide homework support
- Talk to teachers often and keep school informed of changes in the family
- Attend school functions and conferences

<hr style="width: 80%; margin: 0 auto;"/> Student Signature	<hr style="width: 80%; margin: 0 auto;"/> Parent Signature	<hr style="width: 80%; margin: 0 auto;"/> Teacher Signature	<hr style="width: 80%; margin: 0 auto;"/> Principal Signature
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To all parents of students in Title I schools:

As a parent of a student in the Brattleboro Town School District, you have a right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner, if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Vermont Department of Education has licensed or designated as highly qualified, the teacher for the grades and subjects he or she teaches.
- Whether the Vermont Department of Education has decided that the teacher can teach in a classroom without being licensed or highly qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees, and if so, the subject of the degrees.
- Whether any paraeducators provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call your school office at the number listed on page ii of this handbook.



Academy School	Grades K-6	8:25-2:50 walkers /3:00 bus
Oak Grove School	Grades K-6	8:15-2:45
Green Street School	Grades K-6	8:15-2:45



Students are to be playing constructively in their designated areas of the schoolyard from the time they arrive until the bell rings.* Except for those students participating in the breakfast program, no student is to enter the building prior to the bell*, without permission of the staff member on duty, and only if there is an emergency. In the case of inclement weather, students will be permitted into the building prior to the bell.* Students should not arrive before 7:45 a.m. at Green Street and Oak Grove, and not before 8:00 a.m. at Academy. Adult supervision of students is not available until this time.

* The time may be different in each school depending on their schedule.



Revised May 7, 2010

Purpose To assure that the students and their families in WSESU Pre-K-12 schools have support in ensuring attendance at school. The intent is to ensure that students are in school and learning. Daily school attendance is critical to successful school performance. Being present on time is a life skill to be cultivated. The long term goal is for all students to gain an education and all that it makes possible. Measurable outcomes include an increase in attendance rates, a reduction of the drop-out rate and the number of juveniles on the Department of Children and Families (DCF) caseload.

Process School District expectations of families regarding tardiness and truancy:

TRUANCY

It is our shared responsibility to be sure that every child is safe and accounted for on every school day. If your child is absent from school, it is essential that you notify the school **within 30 minutes of your school's start time.**

The school will contact the parent/guardian at home or at work, but please note the following: if a child is not in school on a given day and we have not received notification from the parent/guardian, nor are able to verify the child's whereabouts, we are required to report each unverified absence to the appropriate police agency as early in the day as possible. To ensure the child's safety and to prevent truancy, the police agency will confirm the child's whereabouts.

TARDINESS

Students are expected to arrive at school no later than the stated start time for your school. Students arriving after this time are considered late and will be marked tardy. A pattern of tardiness puts a child at a disadvantage in school. Coming in late, the child regularly misses the opportunity to be greeted by everyone, settle into the day, learn the schedule for the day and generally get off to a positive start. We ask that parents work with the school to ensure that students arrive on time.

PROTOCOL APPROACH

This school attendance protocol utilizes a team approach, if necessary, to explore with the student and family what obstacles are hindering school attendance. An individualized plan will be developed to increase school attendance. Follow-up steps are set to assess if the plan is working for the student and the family. Records are kept in school files of all contacts related to this protocol made with the family of the student.

Team Membership The protocol initially relies on school staff to insure attendance. If needed at a later stage, staff from state and community agencies, as well as parent liaison supports, will assist.

Tardiness Tardiness is a disruption to the educational process. It sets a tone that de-values education. It disrupts the child's schedule for the school day.

After five tardy days Teacher contacts family in person or by phone.
Letter to go out to family from principal.

After seven tardy days Letter to go out to family from principal.
Parent meeting scheduled with counselor and teacher.

After ten tardy days Letter to go out to family from principal.
Parent meeting scheduled with principal, counselor and teacher.

At the meeting, a release of information is signed by the family to allow discussion between the school and outside agencies if necessary.

Absences – both excused and unexcused

After five absent days Phone call or letter to go out to family.

After seven absent days Letter to go out to family, including, if appropriate a request for a doctor's note for any future absences.

Parent meeting may be scheduled with Educational Support Team (EST) or school personnel.

At the meeting, a release of information is signed by the family to allow discussion between the school and outside agencies if necessary. Law enforcement may assist in getting release signed.

*** Copies of correspondence should be sent to DCF at seven absent days**

After ten absent days Letter to go out to family.

Parent meeting scheduled if appropriate with school personnel and representatives from outside agencies and programs. These could include the Youth Services, HCRS, DCF, and other community agency supports including law enforcement.

After fifteen absent days Letter goes out to family.
Referral may be made to family physician.
Report will be made to DCF.

Dependent on the DCF assessment

Affidavit goes to Windham County State's Attorney and law enforcement

Dependent on the State's Attorney's assessment

The State's Attorney makes the decision whether the case should go to Windham County Family Court or District Court.

End of School Year Accumulation of Absences If a student misses more than 15 days of school by the end of the school year, the administrator will take these absences into account at the start of the next school year. If the pattern of absences once again occurs, a report will be made to DCF.

Missed Conference Meetings If a parent misses a conference regarding tardiness or absences, a follow-up letter will be sent:

After 7 days

After 10 days If a conference regarding absences is missed, DCF may be contacted.



Children should come to school appropriately dressed to allow participation in all school activities. Students will not be allowed to wear clothing that presents a health or safety problem or clothing that is revealing or suggestive. Students are not to wear clothing that reveals undergarments, nor are they to wear clothing that reveals parts of the body intended to be covered. This includes a ban on halter tops, strapless garments, tube tops, one-shoulder top, midriff shirts, belly shirts, spaghetti strap tank tops, and backless tops. Spiked clothing is also prohibited. In addition, a student's skirt or shorts should be long enough so that when the student stands up straight, this garment is at least as long as his/her longest finger. Pants must be worn at the waist. Flip-flops will not be allowed.

Clothing which is intended for the outdoors should be removed for the school day and placed in the classroom cubbies/closet.

Clothing that promotes violent or obscene behavior or the use of tobacco, drugs and alcohol will not be allowed. Parents will be contacted to bring other clothing for their child. In the event that parents are unable to do so, children will be asked to turn shirts inside-out or will be given other clothing to wear.



The school district cannot be responsible for damage done to your child's bicycle/scooter when the bicycle/scooter is brought to school. Bicycles/scooters must have a lock. Children must wear a helmet if they ride their bicycle/scooter to school.



WSESU has adopted AlertNow as its communication system. AlertNow is a rapid communication service, designed specifically for the K-12 community that addresses the needs of schools to communicate quickly and efficiently with members of the school and broader community. AlertNow's technology delivers voice, e-mail, and emergency messages to parents and staff in the event of an emergency situation, school closings

or delays, or to announce upcoming events or important reminders. It is most important that parents provide the school with updated contact information so that you will receive these messages.

In addition, school cancellations due to weather are announced on local radio stations WTSA 96.7 FM/WKVT 92.7 FM/WKNE 103.7 FM. We make every effort to announce school closings by 6:00 a.m.

The 2011-2012 school calendar includes 4 snow days. If we use more than the 4 days allotted for snow cancellations, then the scheduled closing day of the school year will be moved accordingly. Example: If we have 5 snow days, then the last day of school will be Monday, June 18, instead of Friday, June 15. Similarly, if only 3 snow days are used, then the last scheduled day of school will be on Thursday, June 14. Parents are encouraged not to schedule vacations or their children's summer activities within a day or two of the proposed closing date.



In the event of a school evacuation due to weather, safety violations or other emergency, the school district will make every attempt to inform the parents and general public about the early dismissal through AlertNow, organized phone calls, radio announcements (WTSA 96.7 FM/WKVT 92.7 FM) and other methods available to the community.

In the event of an emergency evacuation, students will be transported to a designated location. This will be announced on the radio and attempts will be made to contact parents by telephone and through AlertNow.

Children will only be released to parents or other designated adults. No child will be sent directly home without permission from a parent. In an effort to work as a team to insure full communication, students should be instructed by their parent(s) that if they are returned home early due to a school evacuation or early dismissal, they should contact their parents or other adult designated by their parent to inform them that they have been returned home.



Discipline rules in our schools have been designed to be fair to both the students and teachers. We count on each child's behavior to help create a school environment that supports learning and ensures personal safety and well being.

We value and respect each member of the school community. As members of the school community, children are expected to treat others and the building with care and respect. Children are responsible for their actions. Appropriate and logical consequences will be imposed when necessary.

When problems of a serious nature occur or persist, parents will be asked to accompany their child to school for a meeting with the principal and other adults involved. We feel the learning opportunity for all students can be best assured with such cooperation between home and school.



(Brattleboro Town School District Policy F1)

Policy

It is the policy of the Brattleboro School District to maintain a safe, orderly, civil and positive learning environment. In order to ensure that the school is free from hazing, harassment, bullying and other disruptive misconduct, a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures, will be utilized. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

Definitions

- A. **"Suspension"** refers to removal from the student's usual educational setting, to an in-school or out of school setting.
- B. **"Short term suspension"** refers to a suspension of 10 consecutive school days or fewer; **"long term suspension"** refers to a suspension of more than 10 consecutive school days.
- C. **"Expulsion"** refers to a long-term removal, usually until the end of a school year, or for a calendar year, as provided by State law.
- D. **"Informal Hearing"** refers to a meeting with the principal or designee prior to the suspension. The student and his or her parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his or her side of the story, and a decision in writing to the parent or guardian.

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow

students and adults. This includes complying with all policies and rules of conduct of the School District and individual classrooms.

Administrative Responsibilities

The Principal, in consultation with the educational staff will develop an overall discipline plan pursuant to 16 V.S.A. §1161a. The plan will include clear guidelines for student behavior. Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications distributed to students and parents/guardians.

The rules of conduct will be distributed to, and discussed with, all students at the beginning of each school year in accord with procedures stated in the school discipline plan. Students will be instructed to share the student handbook with their parents. Copies of the handbook will be provided to parents or guardians in a manner determined by the Principal. The Principal may ask that parents sign a form indicating that they have reviewed the rules of conduct with their children. When new students enroll during the school year, they and their parents will be given copies of the rules of conduct as part of the pre-enrollment process.

The Principal or his or her designee shall be responsible for carrying out discipline procedures conforming with the following guidelines.

1. A student, parent or guardian may request a meeting with the Principal or his or her designee to review any disciplinary action, other than a suspension or expulsion, affecting the student. If requested, the Principal or designee shall hold an informal meeting to review the incident and to hear the views of the student and any other persons who may have information that the Principal or designee believes to be relevant in the circumstances. The Principal or designee shall issue a prompt decision to the student, which may be oral or written. Except as otherwise provided in this policy, the decision of the Principal will be final.
2. Suspension or expulsion of students shall be imposed in accordance with state and federal law and regulations, due process requirements, and the following rules and procedures:
 - a. The Principal or his or her designee may assign a student to in-school detention for up to 10 consecutive school days for any infraction of school rules. As provided in the school's overall discipline plan, students assigned to in-school detention will be provided with reasonable opportunities to complete academic assignments and to benefit from counseling or other activities designed to bring about improvements in their behavior.
 - b. A student who poses an immediate danger to persons or property or a significant threat of disrupting the academic process of the school shall be removed from the school or to a place within the school determined by the Principal, Superintendent, or their designee to be sufficiently secure to ensure the safety of students and school personnel and the continuation of the academic process. The Superintendent or Principal or their designee shall notify a parent or

guardian of a student who is removed from school without undue delay. If the parent, guardian or other responsible person designated as an emergency contact by the parent or guardian cannot be notified, the student will be detained at school or at another safe and secure setting for the remainder of the school day.

- c. No student will be removed from school for more than the remainder of a school day unless the student and his or her parents are given an opportunity for an informal hearing pursuant to paragraph ~~6~~ of this policy. When immediate removal of a student is necessary prior to a hearing, the hearing shall be held as soon as possible following the removal.
 - d. The Superintendent or Principal may suspend a student from school for a period of 10 days or less for misconduct occurring on or off school grounds. Except as provided in paragraph ~~6~~ above, prior to such a suspension, the student and his or her parent or guardian shall be given an opportunity for an informal hearing with the Principal or his or her designee. The student and his or her parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his or her side of the story, and a decision in writing to the parent or guardian.
 - e. The Superintendent or Principal may, with the approval of the Board and in accordance with 16 V.S.A. §1162(a), impose a long-term suspension or expulsion of a student (for longer than ten days and up to 90 school days or the remainder of the school year, whichever is longer) for misconduct on school property, on a school bus or at a school-sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school.
 - f. In accord with the overall discipline plan developed under 16 V.S.A. § 1161a, short-term (ten days or less) or long-term suspension or expulsion may be imposed for misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated.
 - g. Long-term suspension or expulsion must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the School Board. The Superintendent shall notify the student and his or her parents in writing of the nature of the charges, the date, time and place of the hearing, the right to legal representation, and the disciplinary action to be recommended to the board. This notice shall be provided in sufficient time to allow the student and his or her parents to prepare for the hearing. At the hearing, the student and parent/guardian shall be given an opportunity to present evidence and to cross-examine witnesses. The Board shall issue a written decision within ten (10) days of the conclusion of the hearing.
3. Notwithstanding the above provisions, a legal pupil who has a disability or is suspected of having a disability, and is eligible for special education services or

Section 504 services may be removed from his or her current educational placement for disciplinary reasons for more than 10 consecutive days, or for more than 10 cumulative days in a school year only in accordance with Vermont State Board of Education Rules 4313 or 4312. The school Principal, with the agreement of a special education administrator, may impose short-term disciplinary sanctions on special education students as provided in Vermont State Board of Education Rule 4313. The Superintendent and coordinator of special education will develop additional procedures as needed to govern the discipline of students with disabilities.

4. In the event a student brings a weapon to school, the procedures set forth in the District's Weapons policy (F24) shall apply.



The Windham Southeast Supervisory Union school districts wish to remind parents who do not want children's names published for any reason(s) that they should indicate that desire in a letter to the Superintendent of Schools not later than the second Friday of the new school year.

Public Law 93-380 includes an amendment popularly referred to as the "Buckley Amendment" which requires school systems to refrain from publicizing any information at all about children when the parents do not wish such publicity to occur. Examples of the schools' publication of a list of names would certainly include athletic events, honor roll lists, musical or dramatic performances and other student activity functions such as Future Farmers of America, Future Homemakers of America, etc.

Unless the Superintendent of Schools receives written notification from the parents, it will be assumed that publication is agreeable.



Each Brattleboro Town School has an Educational Support System (ESS). The role of the ESS is described below. To access your school's ESS simply call the school principal.

What is the Educational Support System?

The Educational Support System (ESS) is a school-based system designed to help all students improve their school performance and help them grow academically, socially, emotionally and physically. The ESS provides a way for school staff to address students' varying needs in school. Each school is required, by law, to develop an Educational Support System (ESS) and Educational Support Team (EST).

What is the Educational Support Team?

The Educational Support Team is a group of school staff who meet to review individual student referrals to recommend needed changes in the student's program. Teams usually have classroom teachers, a school counselor, the school nurse, special education teachers, and others as members. Parents are often invited to be members of their child's team. Schools have many different names for these teams such as Teacher Assistance Teams, Instructional Support Teams, etc.

Why would I need to know about the Educational Support Team?

You may need to know about the Educational Support Team because it can help your child if s/he is having difficulty in school. Information may be included in your school's handbook. Parents may want to refer their child to the Team or the child may be referred to the Team by school staff. If you have concerns, you may refer your child to the EST by contacting your school principal.

What will the Educational Support Team do for my child?

The EST will develop a plan to assist your child. In order to do this effectively, parents are considered active partners with the school. Your child's teacher may invite you to attend an EST meeting to discuss the concerns you or the school may have. At the meeting, the EST will discuss services or accommodations that might assist your child in the school setting. Examples include extended time to complete tasks, an after school homework group, a behavior plan, tutoring, a peer buddy, and/or the services of an aide, the school nurse or community service provider. Assistance may also be useful from the special educator. If you or the EST feel it would be helpful, a referral may be made for a comprehensive evaluation which is part of the special education process.

Will others know about the concerns the school or I have?

Others may need to know about the concerns the school or you have. In order to contact community agencies and services, you would need to give your permission by signing a "Release of Information" form. The school is required by law to keep personally identifiable information about your child confidential.

Will any community agencies be involved with my child?

The EST may provide you with information about community agencies that may be helpful to you or your child. Community services might include assistance with health care, counseling, housing, financial assistance, parenting issues, childcare, etc.



All parents **MUST** provide the school with two telephone numbers for emergency purposes. The school will then be assured that they can contact the parents or another appropriate adult at all times.



The school health program is an integral part of the total school program. The health services emphasize health education, health promotion, disease prevention, identification of health problems and classroom adaptations to meet the needs of all students.

The health staff consists of three full-time nurses and a school physician who serves as a consultant.

Vermont State Statute 16 VSA § 1422 requires schools annually to test the hearing of students in the first, second, third, fifth, seventh, and ninth grades. In accordance with federal No Child Left Behind [NCLB] regulations, parents are permitted to opt their children out of such tests. This request should be made in writing and sent to your child's school nurse.

The health staff works toward a healthful, safe environment for students, which encourages them to make positive decisions about the care of their bodies. A child's health is an important part of who he/she is in school as well as at home, and we encourage parents to communicate to the school staff health issues that affect their child.



Any student who is required to take prescribed medication during the regular school day or during school-sponsored activities must comply with the following regulations:

1. Medication may be given by the school nurse or designee upon written orders from a physician and upon written request of a student's parent or guardian.

The physician's orders must detail the name of the drug, dosage, time interval the medication is to be taken, diagnosis and reason for giving.

2. Medication must be brought to school in a container labeled by the pharmacy or physician and stored in a secure, locked storage place.

Non-prescription medication must be accompanied by a written request from the parents or guardian of a student bringing such medication to school. The request must contain assurances that the student has suffered no previous ill effects from the use of medication. Medication must be left in the custody of the school nurse or his/her designee.

WINDHAM SOUTHEAST SUPERVISORY UNION
53 Green Street, Brattleboro, Vermont 05301

PRESCRIPTION MEDICATION ORDER AND PERMISSION

(To be returned to School Nurse)

- New
- Change
- Discontinued

Name of Student: _____

Medication: _____ Dosage: _____

Directions: _____ D/C Date: _____

Special Instructions: _____

Reason for Giving: _____

Signature of Licensed Prescriber: _____

Phone # of Licensed Prescriber: _____ Date: _____

Other Medications Being Taken by Student: _____

I hereby give my permission for _____
(name of student)

in the _____ grade at _____ School to take the above prescription at school as ordered. I also give permission for the school nurse to consult with the above prescriber as needed concerning this medication. I am responsible for notifying my child's health care providers of all medications/treatments he/she is taking.

Signature of Parent/Guardian: _____ Date: _____

Medication will not be given at school until the school receives this completed form with the prescribed medication in a container appropriately labeled by the pharmacy or licensed prescriber.

All medicine brought into school must be kept in a locked storage area.

Signature of School Nurse: _____ Date Received: _____



The Brattleboro Town Schools are committed to local, state and national history, and social sciences standards designed to provide students with the tools to meet the responsibilities and challenges of life in the 21st century. According to the Vermont Field of Knowledge Content Standard for History and Social Sciences:

The main goal of these content standards for history and the social sciences is to educate learners to understand human society and to understand their places in that society. Students learn to make thoughtful choices in a diverse and connected world, and they gain insight into the human story.

Because of this commitment to excellence in education, classes will be studying a variety of national, ethnic and cultural histories, perspectives and traditions. These studies are essential elements in meeting the standards for social studies, social responsibility, history, and personal development in a meaningful and academically challenging curriculum.



If a book is lost by a student or a parent, a bill for the replacement cost of the book will be sent to the parents, along with a note explaining that our libraries are small and cannot afford to replace all the books that are lost.

The unaccounted bill carries over during the entire time the student is in Brattleboro Town Schools. This will affect the number of books a student may check out. If the total amount allowed out at a time is three books and they have lost two, then they can only take out one. If three books are lost, they may not take home any books, but may only use them in school.

Students who still have outstanding bills after graduation to the middle school will have their names submitted to the middle school librarian.

If a book is paid for and then is found at the end of the summer or during the next school year, the amount of money that was paid will be returned. The money collected is to buy books from local book stores.



We want lunch to be a time and place for students to enjoy their meal and the opportunity to be with friends. While we do not ask that students keep from talking, we do expect that they will observe the same common courtesies that would be asked of them in their home. Students may talk quietly with the person sitting beside you or across from you.

We have scheduled enough time for students to eat lunch. It is, therefore, unnecessary as well as unhealthy for students to rush through their meal. If students are taking hot lunch, we ask that they be willing to try a little bit of each food served. If you do not like it, it is up to them to leave it on their plate. For those students who bring cold lunches, please plan to eat the lunch brought to school.

The charges for school lunch and breakfast are as follows:

Breakfast	1.25
Reduced Breakfast	Provided With State Funds
Lunch	2.00
Reduced Lunch	.40
Milk	.65
Adult Breakfast	2.25
Adult Lunch	3.50

If lunchroom charges exceed the amount of \$15, the student will no longer be entitled to charge privileges and will only have access to a cheese sandwich for lunch. Check with your school for options to pre-pay for lunches.

Please call your child's school or Café Services (257-3322) if you have any questions regarding the meal program.

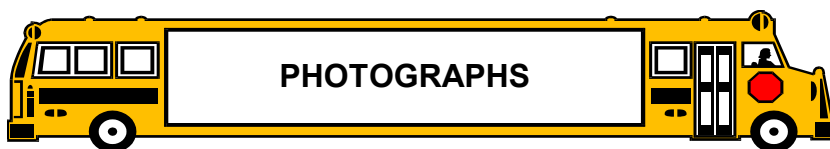
All of the Brattleboro Town Schools offer a healthy snack program to encourage students to eat healthy fruits and vegetables.



The academic and social success of students is largely determined by a positive, supportive relationship among staff, administration, parents and community members. New educational initiatives mandate and encourage the strengthening of the parent/school/community relationship. The Board believes that district schools should encourage and support parental participation and provide opportunities for helping parents to participate effectively.

The Superintendent shall develop and implement programs and procedures to accomplish the following objectives:

1. Parents should be informed about the significant changes in their children's educational programs, instructional methods and objectives.
2. Parents should be provided with information and opportunities intended to improve their abilities to work with their children at home and in school, and to build partnerships between home and school.
3. Professional and non-professional staff members, administrators, school board members, and school community partners should be provided with training opportunities intended to improve their abilities to build more effective relationships with parents.
4. Parents should be provided with opportunities to become informed about program design, operation and evaluation, and to communicate with educators on these subjects.
5. Parents should be encouraged to observe instructional activities, attend program meetings, discuss concerns with educators, participate in program evaluation and improvement efforts, and to give recommendations to school staff, administration, and board members.
6. Administrators should develop and implement plans to coordinate parental involvement strategies and practices district-wide and within individual schools, including such efforts under Title I, the Head Start program, the Education Support Team process, and Act 264 process, and the WSESU School Improvement Plan.
7. Annually, the district should evaluate parent involvement efforts to identify barriers, if any, to greater participation by parents, including parents with disabilities, who are disadvantaged, have limited English proficiency or limited literacy, or belong to racial or ethnic minorities. Based on evaluation results, the District shall design and implement strategies for improvement.
8. Each school providing Title I services, and parents of students receiving the services, shall develop a parent/school (or family/school) compact. The compact shall outline how parents, the entire school staff, and students will share the responsibility for improved student achievement. It should describe the means by which the school and parents will build and develop a partnership to help children meet high standards. The compact shall include methods of increasing and strengthening parental and community involvement.
9. Each school shall strive to provide full opportunities for participation of parents with limited English proficiency and/or with disabilities, including using effective communication methods to provide information about the school in an understandable form.



Brattleboro Town School Policy H5 regarding photographing, filming, videotaping, and the recording of students, staff, or school activities states the following: These visits are arranged only after consultation with the principal or his/her designee. At the discretion of the administration, parents may be asked to sign general or specific permission slips to authorize interviewing, photographing, filming or videotaping of their children while at school or while participating in school activities. Photographing, filming, or recording of special education students will be allowed only after specific parental permission is obtained in writing.

(The full text of Policy H5 %visits to School by Parents, Community Members or Media; Interviewing, Filming, Videotaping or Recording+can be found in the policy manual located at each of the Brattleboro Town Elementary Schools and in the WSESU Central Office.)



The Brattleboro Town Schools believe that ongoing communication with parents is essential. Each Thursday a newsletter is sent home with students to inform parents of upcoming events, ideas and issues of interest to them. Teachers regularly communicate with parents through classroom newsletters and phone calls to individual parents. Open House is held early in the fall to introduce teachers and programs to parents.

Progress reports are sent home with students twice each year. Formal conferences are scheduled twice a year. Teachers or parents may request conferences at other times throughout the year. Student-run portfolio presentations are held at all levels in the spring.

Assessment plays an important role in assuring that every learner achieves the goals established for graduates in WSESU. Assessment occurs in an ongoing manner within the context of the classroom curriculum. In addition, students participate in local, state and national assessments.



It is the policy of the Brattleboro Town School District that teachers and administrators will work with parents in determining the issue of promotion and retention. The specific criteria, process and timelines for this purpose will be set by the administration. The

Brattleboro Town School District recognizes the importance of a collaborative decision in this process. The final decision will rest with the building administrator.

(For retention procedures, see WSESU Policy F19 "Grade Advancement: Retention, Promotion and Acceleration of Students" in the policy manual located at each of the Brattleboro Town Elementary Schools, in the WSESU Central Office, and on the supervisory union's website www.wssu.k12.vt.us.)



1. The school bus driver is in complete charge of the school bus and the pupils and shall have the same authority in maintaining discipline as a teacher in the classroom. Pupils shall observe classroom conduct and obey the driver promptly and respectfully.
2. Pupils must arrive on time (5 minutes before pick-up time) at the designated bus stops. When the school bus is operating on an established schedule, it cannot wait for children who are not within sight of the stop when the bus arrives. Pupils are prohibited from leaving or boarding the bus at locations other than their assigned bus stop. Parents must provide advance written permission (co-signed by a school official) for pupils to be let off at any stop other than their usual destination.
3. Pupils shall wait in a safe place, clear of traffic and at least 10 feet away from the bus until it stops, and should walk quickly to, from, and in front of the bus.
4. Students must walk 10 paces in front of the bus before crossing and stop and cross at the driver's signal (thumb up).
5. Pupils shall wait in an orderly line and avoid horseplay at the bus stop.
6. Any unnecessary talking with the school bus operator is prohibited.
7. While ordinary conversation between pupils is permitted, loud, profane, or inappropriate conversation is not allowed.
8. Fighting, rough play, and throwing objects are not allowed.
9. Pupils shall respect the rights and safety of others (keeping hands to self and no name calling).
10. Pupils are prohibited from using or carrying tobacco products, alcohol, drugs, any controlled substance, weapons (guns, knives, explosives, etc.), objects that shoot any type of projectile, and items that could cause a fire on the bus (matches, lighters, etc.) Offenses relative to this item shall result with the pupil's immediate removal from the bus and/or indefinite suspension.

11. Backpacks must be worn or carried in front of pupils while entering or exiting the bus.
12. Smoking and chewing tobacco are not permitted on the school bus. Littering (either on the bus or out the windows) is not allowed. Eating or drinking on the bus is also prohibited.
13. Pupils shall go to the first available seat or to his/her assigned seat when entering the bus.
14. The rear door shall be used only in the case of an emergency.
15. All pupils must be seated while the bus is in motion. Students must keep their heads and limbs inside the bus.
16. The aisle of the bus must be kept clear. Pupils may bring items on the bus only if the items can be carried on the pupils' laps. Skis, animals, weapons, and other dangerous objects are prohibited on the buses. Skates may be carried only if adequate blade guards are in place.
17. Pupils are prohibited from hitching rides via the rear bumper or other parts of the bus.
18. Students are not allowed to cross behind the bus or walk along the sides of the bus. Students must wait for the bus to drive away before attempting to retrieve objects that fall underneath the bus.
19. Any violation of the above regulations will be reported to the appropriate building principal and disciplinary action will be taken.

PROCEDURES:

1. Students in grades K-2 will not be dropped off at a stop without a parent, adult, or older sibling, unless by prior authorization.
2. Disciplinary (Please note - the building principal will work with the bus company to determine final consequences for student behavior.)
 - The first refusal to comply with these regulations will result in a written warning with a copy sent home to the parents.
 - The second offense may result in a 3-day suspension from riding the bus.
 - The third offense may result in indefinite suspension from riding the bus.
3. Changing assigned bus stop:
 - A parent must sign a note for a student to ride another bus. The note is then sent to the principal who will write a school bus pass for the bus driver. This procedure is also used if a student will be leaving the bus at a different stop than

his/her assigned stop. Note: If the student does not have a school bus pass, he/she will be left at their regular bus stop.

When a pupil has been suspended from the bus, the district will not be responsible for providing transportation. Before a student is reinstated, a conversation between the parent, student and school administrator must take place.

There may be circumstances that could result in immediate suspension from the bus. Such disciplinary action is to be at the discretion of the appropriate school administrator.

Students and other passengers traveling on the buses under contract by First Student to the WSESU should be aware that as of January 21, 1997, the buses have been equipped with video devices (cameras) so all riders should have no expectation of privacy. The district and First Student will use the tapes for required business purposes only (student discipline matters, etc.)



A complete compilation of all Windham Southeast Supervisory Union and Brattleboro Town School District policies are available at each of the Brattleboro Town schools, at the WSESU Central Office, and on the supervisory union website www.wssu.k12.vt.us. This handbook is derived from those policies, but does not necessarily cite complete policies.



Desks, textbooks and other materials or supplies loaned by the school to students remain the property of the school, and may be opened by school employees for cleaning, maintenance or emergencies. Students should not expect the contents to be private. When prohibited items are found in the course of routine cleaning or maintenance, or in the case of emergency, they will be confiscated and a report will be made to the principal who will determine whether further investigation is warranted.

Searches of students' persons, personal effects (e.g. purse, book bag, etc.) may be conducted if there is reasonable cause to believe that such a search will produce evidence of a breach of school policy or law. Search of a student's person will be conducted by a school employee of the same sex, and in the presence of another school employee.



Smoking and/or the use of tobacco products in any form is prohibited within all school buildings in the district, on all district grounds and in all district facilities. (See Windham Southeast Supervisory Union Policy E8 "Tobacco Prohibition".)

This ban extends to all employees, students and patrons attending school-sponsored events and meetings. The ban extends to school-owned and operated vehicles and facilities.



The student services program consists of three school counselors, one located in each building. The counselors deliver comprehensive social services to children, teachers and families. Their responsibilities include identifying students in need of services, assessing the needs and planning the appropriate interventions in coordination with other school personnel and parents. The major goal of the student service program is to improve situations in a child's life that are negatively affecting the child's adjustment in school and his/her learning experience.

The counselors talk through minor adjustment problems with parents, children and school personnel and assist parents in finding the community resources they need to help with a particular problem. It is recognized that the best education for any child occurs when the child is rewarded for learning both at school and at home. Therefore, the counselors act as liaisons between home and school.

Problem situations most appropriate for the counselors are those related to pupils' learning opportunities, academic achievement, social functioning and the need for change in the child's life at school, in the community and at home. In essence, they are advocates for the troubled school child.



School telephones are for school business. Students should not use them unless it is for school business.

If students choose to bring electronic items to school (such as cell phones, beepers, pagers, music players, or electronic game devices) these must be turned off and stored in a backpack during the school day.



Please respect parking signs, adhering to marked parking spaces when dropping off or picking up your child.



It is the intent of the Brattleboro Town School Board to balance the need of the public and media to be informed about school programs and activities with the privacy interests of students and the responsibility of the school to operate with a minimum of disruption. Accordingly, the principal or his/her designees may regulate visits to the school by parents, community members or news media subject to the guidelines outlined in the supervisory union policy H5.

When you are visiting the school to volunteer, bring something to your child, or take your child home, please report to the office so that we know you are in the building.



Each of the elementary schools has an active volunteer program. We welcome and encourage parents and community members to participate in the education of the children in our schools.

If you are interested in learning more about this program and how you can contribute to it, please contact your local school.



Under Vermont law, school personnel are obligated to report to police any student who brings a weapon to school. Such weapons must also be turned over to police. This would include, but is not limited to, pocket knives, pen knives, etc. Please share this information with your child so that he/she fully understands his/her responsibility.

A detailed explanation of the School Board's Policy (F24) is located in each school office and at the WSESU Central Office.



The Brattleboro Town School Board, in accordance with Vermont State Law, Section I, VSA Title 16 § 1165, Alcohol and Drug Abuse, has adopted Policy F9 "Alcohol and Drug Abuse" for the Brattleboro Town School District.

The above captioned policy is available for your review in any of the Brattleboro Town Elementary School offices and is also available at the WSESU Central Office.

Further, in compliance with Section 5145 of the Drug-Free Schools and Communities Act, it is the policy of this 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. "Drug" means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.

Student compliance with these standards of conduct is mandatory.

Parents and students are further informed that:

- Age-appropriate, developmentally based drug and alcohol education and prevention programs are provided for all children.
- The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.
- The unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises is strictly prohibited.
- The district may impose disciplinary sanctions, up to and including expulsion, prosecution and rehabilitation.
- It is imperative that you familiarize yourself with the "Procedures for Dealing with Substance Abuse Incidents" in policy F9.
- Copies of the policies and counseling re-entry programs are made available by request through the building administrators.



The Board recognizes its obligation to respect the legal rights of all students, parents, employees, applicants for admission or employment, sources of referral of applicants for admission and employment and all unions or professional organizations holding collective bargaining or professional agreement with the school district. The board will seek to comply with all applicable federal and state non-discrimination laws. The Board will not discriminate against any person or group on the basis of race, color, religion, national origin, sex, handicapping condition or age.

The following Notice of Non-Discrimination will be given to appropriate recipients as required by law.

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 Windham Southeast Supervisory Union 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, or marital status in admission or access to, or treatment or employment in, its programs and activities.

Any person having inquiries concerning the Windham Southeast Supervisory Union's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act, or Section 504 is directed to contact Ingrid Chrisco, Principal at Brattleboro Area Middle School (451-3500).

Definitions

A ***grievance*** is a claim made by a student, teacher or employee of the Supervisory Union or other person that he or she has been subjected to discrimination because of specific actions of the School Board or its employees.

A ***grievant*** shall be a student(s) and/or parent(s), employee, or other person making the claim.

Intent

Nothing contained within this grievance procedure shall be construed as limiting the right of an aggrieved person or persons to informally discuss a problem with the school administration or staff. Should such an informal process fail to resolve the situation then a formal filing of a grievance may be made in accordance with the following procedure:

Procedures (all days are calendar days)

1. Within 15 days of an alleged violation of this policy, the aggrieved shall submit in writing to the Superintendent or designee the nature of the grievance and the remedy sought. The Superintendent should arrange for a meeting within 15 days of receipt of the grievance. The Superintendent shall provide a written answer on the grievance within 5 days of the meeting.
2. If the grievance is not resolved at Step I, then the aggrieved may, within 10 days of the denial, request in writing that the School Board or a committee of the School Board hear the grievance. The chair of the School Board or designee shall schedule a meeting before the Board or a committee of the Board within 15 days of receipt of the request. Such a meeting will be in a public or in an executive session depending upon the circumstances. The Board or its committee shall provide a written answer on the grievance within 5 days of the Board's next regularly scheduled meeting. The decision of the Board or its committee shall be final and binding to the extent of the jurisdictional limits and authority of the School Board.



Bullying is taken very seriously in all of our schools, and is handled on an individual basis by the school staff, nurses, counselors and principals.

Bullying is:

Any overt act or combination of acts directed against a student by another student or groups of students and which:

- (A) is repeated over time
- (B) is intended to ridicule, humiliate, or intimidate the student; and
- (C) 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.

Harassment is:

An incident or incidents of verbal, written, visual, electronic, or physical conduct 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, sex, sexual orientation, or disability 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.

Please refer to Windham Southeast Supervisory Union Policy F23 %Policy on Prohibiting Harassment+and Brattleboro Town School District Policy F1 %Student Conduct and Discipline.+



Policy

It is the policy of the Windham Southeast Supervisory Union (hereinafter "District") that all its schools provide safe, orderly, civil and positive learning environments. Hazing in connection with any school sponsored activity or program is prohibited. The Superintendent shall develop administrative rules and procedures as needed to enforce this policy and to comply with the state law.

Definitions

A. **Hazing** means any act committed on or off school grounds by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the District; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts.

Hazing shall not include any activity or conduct that furthers the legitimate curricular, extracurricular, or military training program goals provided that the goals are approved by the Principal and provided that the activity or conduct furthers those goals in a manner that is appropriate, contemplated by the school district, and normal and customary for similar public school programs.

B. **Organization** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students of the District, and which is affiliated with the District.

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

D. **Principal** means the Principal of a school or any person designated by the Principal to carry out a particular function.

E. **Student** means any person who: (1) is enrolled in any school or program operated by the district, (2) has been accepted for admission into any school or program operated by the district, or (3) intends to enroll in any school or program operated by the district during any of its regular sessions after an official academic break.

Reporting of Hazing

- A. Students who have reason to believe that an incident of hazing might or did occur may report such belief to any coach of an extracurricular team, teacher, school nurse, guidance counselor, or school administrator. Staff members who have received such a report from a student, or who otherwise have reason to believe that an incident of hazing might or did occur, shall report the incident to the Principal of the school, or, in the event of the unavailability of the Principal, to another person designated by the Principal to receive reports of hazing. The report may be written or oral. If the report is made orally, the receiver shall make a written record of the report.
- B. It is possible that an incident of hazing might also fall within the definition of abuse, neglect, or exploitation as those terms are defined in 33 V.S.A. §§4912(2) and 33 V.S.A. §§6902(1), (7) and (9). Reporting a suspected incident of hazing to the Principal does not relieve the reporter of any obligations additionally to report such suspicions to the Commissioner of the Vermont Department of Social and Rehabilitation Services as set forth in 33 V.S.A. §4914 or to the Commissioner of the Department of Aging and Disabilities as set forth in 33 V.S.A. §6904.
- C. Incidents of hazing that the Principal determines may constitute violations of criminal laws shall be reported by the Principal to appropriate law enforcement agencies.

Date Warned: April 8, 2010

Date Adopted: May 25, 2010

Legal References: 16 V.S.A. §11(a) (30) (Definition of hazing)
16 V.S.A. §140a-140d (Hazing)
16 V.S.A. §165(a) (1), (8) (School Quality Standards)
16 V.S.A. §565 (Powers of School Boards)
20 U.S.C. §1232g (FERPA)
34 C.F.R. U.S.C. Part 99 (FERPA rules)

Cross Reference: Reporting Suspected Child Abuse or Neglect (F10)
Policy on Prevention of Harassment of Students (F23)

PROCEDURES: Hazing

Notification of Hazing Policy

Annually, the student handbook, which shall be presented to students prior to the commencement of any academic courses, shall contain: (1) a description of this hazing policy in age-appropriate language, (2) examples of hazing, and (3) the names and contact information of at least two persons whom the school board has designated to receive reports of hazing.

Academy School: Andy Paciulli, Principal
Judith Palmeri, School Counselor

Green Street School: John Reed, Principal
Melissa Johnson, School Counselor

Oak Grove School: Jen Hemmingson, Ed.D., Principal
Kathryn Mason, School Counselor

The schools of the district also shall effectively inform students about the substance of this hazing policy and its procedures by the 10th day of academic courses.

Examples of hazing that may be published in notice to students include:

- Any type of physical brutality such as whipping, beating, striking, branding, electrical shock, placing a harmful substance on or in the body, or other similar activity; or
- Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, or other activity that creates or results in an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; or
- Any activity involving consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects a student to an unreasonable risk of harm; or
- Activity that induces, causes, or requires a student to perform a duty or task, which involves the commission of a crime or an act of hazing.

Each student who participates in a co- or extra-curricular activity that begins prior to the commencement of any academic courses shall be provided by the coach or supervisor of the co- or extra-curricular activity a copy of the excerpt from the student handbook regarding the hazing policy prior to the first practice session. Each coach or supervisor of a co- or extra-curricular activity shall orally explain to participants the prohibition against hazing, the reasons for the prohibition, and the potential consequences to participants and, in the case of a club or an athletic team, to the club or team itself.

Annually, custodial parents and guardians of students shall be informed of this hazing policy prior to the commencement of co- or extra-curricular activities through publication in the student handbook or other publication that sets forth the comprehensive rules, procedures and standards of conduct for the school.

Annually, staff members shall be informed of this hazing policy prior to the opening of school through publication in the student handbook or other publication that sets forth the comprehensive rules, procedures and standards of conduct for the school. Coaches or supervisors of co- or extra-curricular activities shall be provided a copy of this hazing policy upon employment by the district.

Investigation of Reports of Hazing

The Principal, or designee, upon receipt of a report of hazing, promptly shall cause an investigation to commence within one school day of receipt of the report. The investigation shall be timely and thorough and the findings and conclusions of the

investigation shall be written. Unless there are exceptional circumstances, the investigation shall be concluded within ten school days.

It shall be a violation of the school board policy prohibiting hazing for a person to retaliate against a student or other person for reporting a suspected incident of hazing or cooperating in any investigation or disciplinary proceeding regarding an incident of hazing.

Disciplinary Action

It is not a defense in a disciplinary proceeding under this policy that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

- a. If the investigation concludes that student committed an act of hazing or otherwise violated this policy, the student shall be subject to disciplinary action, including but not limited to suspension or expulsion from co- or extra-curricular activities or from school. Any disciplinary action against a student shall be subject to the due process procedures set forth in the school discipline policy.
- b. If the investigation concludes that a staff person committed an act of hazing or otherwise violated this policy, that person shall be subject to appropriate disciplinary action in accordance with applicable law and the provisions of any applicable collective bargaining agreement or other contract.
- c. If the investigation concludes that an athletic team or other co- or extra-curricular activity or organization knowingly permitted, authorized, or condoned hazing, disciplinary action may be imposed against the team, activity or organization, including cancellation of one or more athletic contests or the entire athletic season, or revocation or suspension of an organization's permission to operate or exist within the District's purview.
- d. Acts of hazing may also be illegal and may be prosecuted under 16 V.S.A. §§140b-140d or other state law.
- e. Nothing in this policy shall limit or preclude the District from disciplining a student or other person affiliated with the District under any other District policy as well as under the terms of this policy.

Training of Staff

The Principal shall ensure that each staff member, with particular emphasis on staff members who are coaches or supervisors of co- or extra-curricular activities, receive training in preventing, recognizing and responding to hazing at least annually.

Reporting Incidents of Hazing to Law Enforcement Officials

All staff members are subject to the confidentiality requirements of the Family Education Rights and Privacy Act (20 U.S.C. §1232g and 34 C.F.R. Part 99). Accordingly, personally identifiable information derived from student records may not be disclosed

without prior written parental consent unless it meets one or more of the exceptions specified in 34 C.F.R. Part 99. Certain of these exceptions, depending upon whether the circumstances meet the conditions set forth in those exceptions, may permit the reporting of hazing to law enforcement officials. Those relevant exceptions are:

1. Where there is a health or safety emergency;
2. Where the information has been subpoenaed; or
3. Where the records in question are created and maintained by a law enforcement unit established by the school.

Availability of Human Rights Commission and Office of Civil Rights

At least annually, parent and students shall be notified of the availability of the Vermont Human Rights Commission, the Vermont Department of Education, and the U.S. Office of Civil Rights to investigate allegations of violations of the school's hazing policy. Notice of availability, including contact information for each agency, will be published in student and parent handbooks, and will be posted in school offices and, as determined by the Principal of each school, in other places in the school building or on school property.



The Windham Southeast Supervisory Union's Policy on the Prevention of Harassment of Students . F23+ was readopted in August 2009. Below is the text of the policy.

I. Purposes

The Windham Southeast Supervisory Union (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. This policy addresses incident(s) and/or conduct that occur on school property, on a school bus or at a school-sponsored activity, or incident(s) and/or conduct that does not occur on school property, on a school bus or at a school-sponsored activity but where direct harm to the welfare of the school can be demonstrated.

Harassment is a form of unlawful discrimination that will not be tolerated. It is the policy of the District to prohibit the unlawful harassment of students based on race, creed, color, national origin, marital status, disability, sex, sexual orientation, and gender identity, to the extent required by law. In addition, retaliation is a form of unlawful discrimination that will not be tolerated. Consistent with these purposes, annually, each school shall select two or more designated employees to receive complaints and shall publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.

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 harassment policy is to prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that is likely to substantially disrupt the educational learning process and/or access to educational resources, or create a hostile learning environment.

The District shall promptly and effectively address all complaints of harassment in accordance with the procedures established by this policy. In cases where harassment is substantiated, the school shall take prompt and appropriate remedial action reasonably calculated to stop the harassment. Such action may include a wide range of responses from education to serious discipline. Such serious discipline may include termination for employees and, for students, expulsion or removal from school property. Nothing herein shall be construed to prohibit punishment of a person for conduct which, although it does not rise to the level of harassment as defined herein, otherwise violates one or more of the school's other disciplinary policies or codes of conduct.

II. Definitions

A. **"Harassment"** means an incident or incidents of verbal, written, visual, or physical conduct 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 conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature 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
- (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.

- B. **“Complaint”** means an oral or written report 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 harassment.
- C. **“Complainant”** means a student who has filed an oral or written complaint with a School employee or a student who is the target of alleged harassment in a report made by another person.
- D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of harassment pursuant to subdivision 16 V.S.A. §565(c)(1).
- 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/member of the board of trustees, a student teacher, an intern or a school volunteer. For purposes of this policy, ~~an~~ agent of the school+includes supervisory union staff.
- F. **“Notice”** means a written complaint or oral information that harassment may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the harassment, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred.
- G. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment 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.
- H. **“School administrator”** means a superintendent, principal/head of school/technical center director or his/her designee.

III. Reporting Student Harassment

Designated Employees for Reporting Harassment

Academy School: Andy Paciulli, Principal
 Judith Palmeri, School Counselor

Green Street School: John Reed, Principal
Melissa Johnson, School Counselor

Oak Grove School: Jen Hemmingson, Ed.D., Principal
Kathryn Mason, School Counselor

- A. Student reporting: Any student who believes that s/he has been harassed under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute harassment, should promptly report the conduct to a designated employee or any other school employee.
- B. School employee reporting: Any school employee who witnesses conduct that s/he reasonably believes might constitute harassment shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee. Any school employee who overhears or directly receives information about conduct that might constitute harassment shall immediately report the information to a designated employee. If one of the designated employees is the person alleged to be engaged in the conduct complained of, the complaint shall be immediately filed with the other designated employee or the school administrator.
- C. Other reporting: Any other person who witnesses conduct that s/he reasonably believes might constitute student harassment under this policy should promptly report the conduct to a designated employee.
- D. Documentation of the report: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a harassment complaint form, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator, and any witnesses.
- E. False Complaint: Any person who knowingly makes a false accusation regarding harassment may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of harassment when the person has a good faith belief that harassment occurred or is occurring.

IV. Procedures Following a Report

- A. Notification: Upon receipt of a complaint of harassment the designated employee shall immediately inform the school administrator of the complaint. In addition, the designated employee shall immediately provide a copy of this harassment policy to the complainant and accused individual. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be: 1.) promptly notified that a complaint of harassment has been filed and provided with a copy of this policy; 2.) notified if an alternative dispute resolution method will be offered and, if it occurs, of the outcome of any such attempt; and 3.) notified in writing of the results of the complaint investigation. All notification letters shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. A school administrator may seek waiver of

confidentiality rights of the accused in order to inform the complainant of any disciplinary action taken in cases where the school determined that harassment or other misconduct occurred.

- B. Investigation: Unless special circumstances are present and documented, such as reports to the Department for Children and Families (DCFS) or the police, the school administrator shall, no later than one school day after the filing of a complaint with a designated employee, initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes harassment. When the initial determination concludes that an accused student has engaged in harassment, the school administrator shall use his or her discretion to decide the appropriate disciplinary and/or remedial action. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies.

All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after the review is requested.

- C. Action on a substantiated complaint: If, after investigation, the school finds that the alleged conduct occurred and that it constitutes harassment, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment and prevent any recurrence of harassment. Such action may include warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee.
- D. Alternative dispute resolution: At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. The following should be considered before pursuing alternative dispute resolution methods: (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual. If an alternative dispute resolution is either not appropriate or is unsuccessful, the school administrator shall

initiate or cause to be initiated an investigation of the allegations in accordance with the timelines established in this policy.

- E. Appeal: A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the District's discipline policy, applicable statutes, or collective bargaining agreements.
- F. Independent Review: A complainant may request an independent review if s/he: 1.) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the incident because the school believed the alleged conduct did not constitute possible harassment, 2.) is dissatisfied with the final determination following an investigation as to whether harassment occurred, or 3.) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem. The complainant shall make such a request in writing to the superintendent of schools/head of school. Upon such request, the superintendent/head of school shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 565(f), and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation. Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: 1.) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and 2.) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Commissioner. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.
- G. Retaliation: It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

V. Confidentiality and Record Keeping

- A. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

- B. The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. All investigation records, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept for at least six years after the investigation is completed.

VI. Reporting to Other Agencies

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.

If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under the State Board of Education Rules for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under the State Board of Education rules for licensing action, the head of school is encouraged to report the alleged conduct to the Commissioner.

Nothing in this policy shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

VII. Dissemination of Information, Training, and Data Reporting

- A. Dissemination of Information. Annually, prior to the commencement of curricular and cocurricular activities, the District shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.
- B. Training. The school administrator shall use her/his discretion in developing age appropriate methods of discussing the meaning and substance of this policy with students to help prevent harassment. The school administrator shall implement training for school staff within the context of professional development to enable staff to recognize, prevent and respond to harassment.
- C. Data Gathering. Public school districts shall provide the Vermont Department of Education with data requested by the Commissioner.

VIII. Alternative Complaint Process

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty)
(802) 828-2481 (fax)
Email: human.rights@state.vt.us
Web: <http://hrc.vermont.gov>

Office for Civil Rights, Boston Office
U.S. Department of Education
5 Post Office Square
8th Floor . Suite 900
Boston, MA 02110-1491
(617) 289-0111 (voice)
(877) 521-2172 (tdd)
(617) 289-0150 (fax)
Email: OCR.Boston@ed.gov
Web: <http://www.ed.gov/about/offices/list/ocr/index.html>

Date Warned: August 17, 2009

Date Adopted: September 2, 2009

Legal References:

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.;
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d;
Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§1681 et seq.;
Family Education Rights Privacy Act; 20 U.S.C. 1232g;
Public Accommodations, 9 V.S.A. §§4500 et seq.;
Education, Classifications and Definitions, 16 V.S.A. §11a (26);
Education, Harassment, Notice and Response, 16 V.S.A. §14;
Education, 16 V.S.A. §140(a)(1);
Education, 16 V.S.A. §166(e);
Education, Harassment and Hazing Prevention Policy, 16 V.S.A. §565;
Education, Discipline, 16 V.S.A. §1161a;
Education, Suspension or Expulsion of Pupils, 16 V.S.A. §1162;
Education, Professional Educators, 16 V.S.A. §§1698 . 1709;
Child Abuse, 33 V.S.A. §§4911 et seq.;
Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.
Washington v. Pierce, 179 VT 318 (2005)



Policy

It is the policy of the Windham Southeast Supervisory Union to use electronic resources including the Internet to support and enrich the curriculum. The Board believes that the benefit to students from access to electronic information resources and opportunities for collaboration far exceed the disadvantages.

General Information

The Board supports access to rich information resources by students and staff as well as the development of staff instructional skills to analyze, evaluate and incorporate electronic resources within the curriculum. This policy complies with the statutory requirements of the Children's Internet Protection Act (CIPA) and promotes the safe, ethical, responsible, and legal use of District electronic resources including the Internet to support the effective use of these resources for educational purposes. CIPA requires the installation and use of filtering software or services on all computers with access to the Internet to prevent access to visual depictions of obscenity, child pornography or other materials harmful to minors.

Access to District electronic resources including the Internet will be available to students and staff who agree to act in a considerate and responsible manner and abide by the requirements of this policy.

Violation of this policy and the procedures developed in accordance with this policy may result in disciplinary action or referral to local, state or federal law enforcement officials.

Administrative Responsibilities

The Superintendent or designee will coordinate and oversee the use of District electronic resources including the Internet. The Principal or designee will serve as the building-level coordinator for use of the electronic resources including the Internet and will develop building-level procedures necessary to implement this policy. The procedures will include provision for educators to receive proper training, guidelines for the supervision of students using the system, monitoring the use of the system, and overseeing management of the acceptable use procedures+agreement process.

The District will stipulate in any agreement or contract that Internet service providers will not collect, analyze, and/or sell individual or anonymous student use data for the purpose of commercial advertising and marketing research activities. The collection and analysis of student use data strictly for the purpose of educational evaluation is acceptable, provided that student confidentiality standards are maintained.

The Principal or designee will conduct an annual analysis of the effectiveness of the selected filtering product or service and make recommendations to the Superintendent and Board regarding current and future use of the product or service.

Staff Responsibilities

School staff members are responsible for assuring that students are instructed and supervised in a manner that is appropriate to the age of the students and circumstances regarding the safe, ethical, legal, and responsible use of electronic resources including the Internet. The Principal or designee will develop and disseminate staff supervision guidelines for their respective schools.

Student electronic records are confidential and should be treated like all other student records.

User Responsibilities

During school hours, users may access electronic resources, including the Internet, for education purposes only. The term "educational purpose" includes use of the system for classroom activities, which may involve e-mail communication, career development, and curriculum driven research.

The District may provide e-mail access for students and staff. Students and staff may use real-time electronic communication, such as chat or instant messaging only for specifically organized educational activities.

Students will not post personal contact information about themselves or other people and agree to follow communication safety requirements outlined in administrative procedures when using electronic communications including the Internet.

Users will respect the rights of copyright owners and will not plagiarize works they find on the District electronic network including the Internet by presenting them as their own.

Users should not expect that any files and records of their online activity created on the District's system are private. Users will be fully and regularly informed about the District's supervision and monitoring activities and the limitations on their privacy.

Students and staff may not access materials for any purpose that the District deems to be potentially harmful, inappropriate, illegal, and non-educational. This includes materials that are obscene or child pornography.

Parental Notification and Responsibility

Each school will provide written notice annually to parents/guardians about student use of District electronic resources, including the Internet, the policies and procedures governing their use, and the limitation of liability of the District. Parents/guardians must sign an agreement to allow their child(ren) (all students 18 years of age or older must sign their own agreement) to access District electronic resources including the Internet and return this agreement to the school before access will be granted.

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.

Due Process

In the event there is an allegation that a user has violated this policy, a student will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary policy. Staff member infractions will be dealt with in accordance with contractual agreements.

Notice of violations of this policy shall be forwarded to the Principal to evaluate compliance with this policy and the appropriate implementation procedures.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to illegal activities conducted through the use of the District's electronic resources including the Internet.

Date Warned:	June 1, 2010
Date Adopted:	September 2010
Legal Reference(s):	15 U.S.C. §6501 (Children's Online Privacy Protection Act) 17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended) 18 U.S.C. §2510 (Electronic Communications Privacy Act) 18 U.S.C. §2251 (Federal Child Pornography Law) 47 U.S.C. §230 (Computer Decency Act) 13 V.S.A. §§2802 et seq. (Obscenity, minors)
Cross Reference:	Student Conduct and Discipline (F1) Discipline Policy for Students With Disabilities (F1A) Copyrights (G2) Selection of Instructional Materials (G5) Complaints About Instructional Materials (G6)

**- S A M P L E F O R M -
Student Acceptable Use Procedures Agreement**

General Procedures

Students in the Windham Southeast Supervisory Union schools have access to school electronic resources for the purpose of enhancing learning. To gain access to these resources, all students under the age of 18 must obtain parental permission and must sign and return this form to the person designated. Students 18 and over may sign their own forms.

Students may access the school's electronic resources for educational purposes only. Acceptable use includes classroom activities, career development, curriculum driven research and may involve electronic communication, as designated by the school. The school's electronic resources shall not be used for commercial or entertainment purposes, as a public access service or a public forum, unless permission is allowed by the school. Students are expected to follow the rules of personal conduct outlined in the student handbook, as well as abide by state and federal laws in the use of the school's electronic resources.

Parents/guardians are warned that some material accessible via the Internet, through the school's electronic resources, may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While it is the school's intent to provide appropriate electronic resources to enhance the curriculum, students may find ways to access other materials as well. The District believes the benefits to students from access to electronic resources and the Internet for information gathering, research and to provide opportunities for collaboration, exceed the potential disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic resources. To that end, we support and respect each family's right to decide whether or not to apply for access.

Individual User Responsibilities

System users shall:

1. understand that electronic mail transmissions and other use of the electronic communication system is not confidential and may be monitored at any time by designated staff to ensure appropriate use;
2. not distribute personally identifiable information about themselves or others by means of the school's electronic communication system;

3. be responsible at all times for the proper use of their account by taking all reasonable precautions to prevent others from gaining access to their system account and password;
4. not use another person's system account or password, or present themselves as another person, without written permission from the system administrator or school coordinator;
5. not purposefully access or send materials, which include pictures, video or audio files, that are rude, disrespectful, abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal;
6. purge electronic mail in accordance with established school e-mail retention guidelines;
7. not use the school's electronic resources and Internet connection for commercial or illegal purposes, or for any other activity prohibited by school policy; not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, school policy, and administrative regulations;
8. not plagiarize work using the school's electronic resources (plagiarism is taking the ideas or writings of others and presenting them as one's own);
9. not use the school's electronic mail, or other personal email accounts, in any way that causes recipients or other readers to assume the email message represents the opinion of educators or other school officials, or anyone else without their explicit permission;
10. not waste school resources related to the electronic communication system, or damage or attempt to damage computers, computer systems, computer networks or software;
11. not abuse the school's electronic communication system by downloading large files or sending annoying or unnecessary messages to a large number of people;
12. not gain or attempt to gain unauthorized access to the school's electronic resources, network or restricted information;
13. not upload, download or redistribute public domain programs to the system for their own use without advance permission;
14. be responsible for determining whether a program is in the public domain and follow the school virus protection procedures in downloading software.

Disciplinary Actions

The school's electronic resources system is a limited forum, similar to the school newspaper, and therefore the school may restrict individual user's speech for valid educational reasons. The District school will not restrict speech on the basis of disagreement with the opinions expressed. Users should not expect privacy in the contents of their personal files or record of web research activities. Routine maintenance and monitoring of system resources may lead to discovery of violations of District policy, disciplinary code, or state and federal law. An individual search may also be conducted by the system administrator if there is reasonable suspicion that a user has violated this Acceptable Use Procedures agreement. If there is evidence that a violation has occurred the school Principal shall be notified and will determine appropriate consequences.

Due Process

If any of the conditions of this Acceptable Use Procedures agreement are breached, parents/guardians will be notified (if student is under 18 years of age) and may be given an opportunity to review the contents of their child's electronic files. The school will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the school's electronic system or the Internet. In the event there is a claim that an individual user has violated school policy, procedures or disciplinary code, the user will be provided with written notice and the opportunity to be heard in the manner set forth by the school disciplinary policy.

Limitation of Liability

The school makes no guarantee that the functions or the services provided by or through the school's electronic system will be error-free or without defect. The school will not be responsible for any damage individual users may suffer, including but not limited to, loss of data or interruptions of service. Other than for student records, the school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school will not be responsible for financial obligations arising through the unauthorized student use of the system. Parents/guardians of the individual user may be held financially responsible for any harm to the system as a result of carelessness or intentional misuse.

Parent/Guardian Permission

As the parent/guardian of this student, I have read the Student Acceptable Use Procedures Agreement. I understand that school access is designed for educational purposes only. The school has taken precautions in an attempt to eliminate student access to controversial materials. However, I also recognize it is impossible for the school to restrict access to all controversial materials. Thus, I will not hold teachers, staff, administrators or the school board responsible for materials acquired on the school system. Further, I accept full responsibility for supervision if and when my child's

electronic resources use is not in the school setting. I hereby give permission for the school to issue an account for my child and certify that I have read the Student Acceptable Use Procedures agreement and have signed below giving my son/daughter permission to access the school's electronic resources.

Student Name (please print): _____

Parent/Guardian Name (please print): _____

Address: _____

Phone #: _____ E-mail Address: _____

Parent/Guardian Signature: _____ Date: _____

Student Permission

I have read, understand and agree to abide by the Student Acceptable Use Procedures Agreement. I further understand that any violation of the Procedures may enact school disciplinary action or constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary actions may be taken, and/or appropriate legal action may be initiated.

Student's Name (please print):

Student Signature: _____ Date: _____



Policy

It is the policy of the Windham Southeast Supervisory Union to see that complaints about school personnel are considered in a timely manner that is fair to all parties. The District places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints.

Resolving Complaints

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of facts as he/she sees them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the Principal for his or her review and decision. In the event the Principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the Superintendent for review and decision.

In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy C9.

Appeal to the Board

If the above steps do not resolve the concern of the complainant, he/she may request a session of the Board for the purpose of reviewing the Superintendent's decision. If the School Board decides to hear the request of the complainant, it shall invite all parties involved, including the school and supervisory union administrators to attend the meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The Board shall conduct such meetings in a fair and just manner and shall render a decision.

It is the intent of the Board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

Date Warned: December 14, 2009

Date Adopted: April 5, 2010

Legal Reference(s): 16 VSA § 1752 (Suspension, Dismissal)

1 VSA § 31 et seq. (Open Meetings)

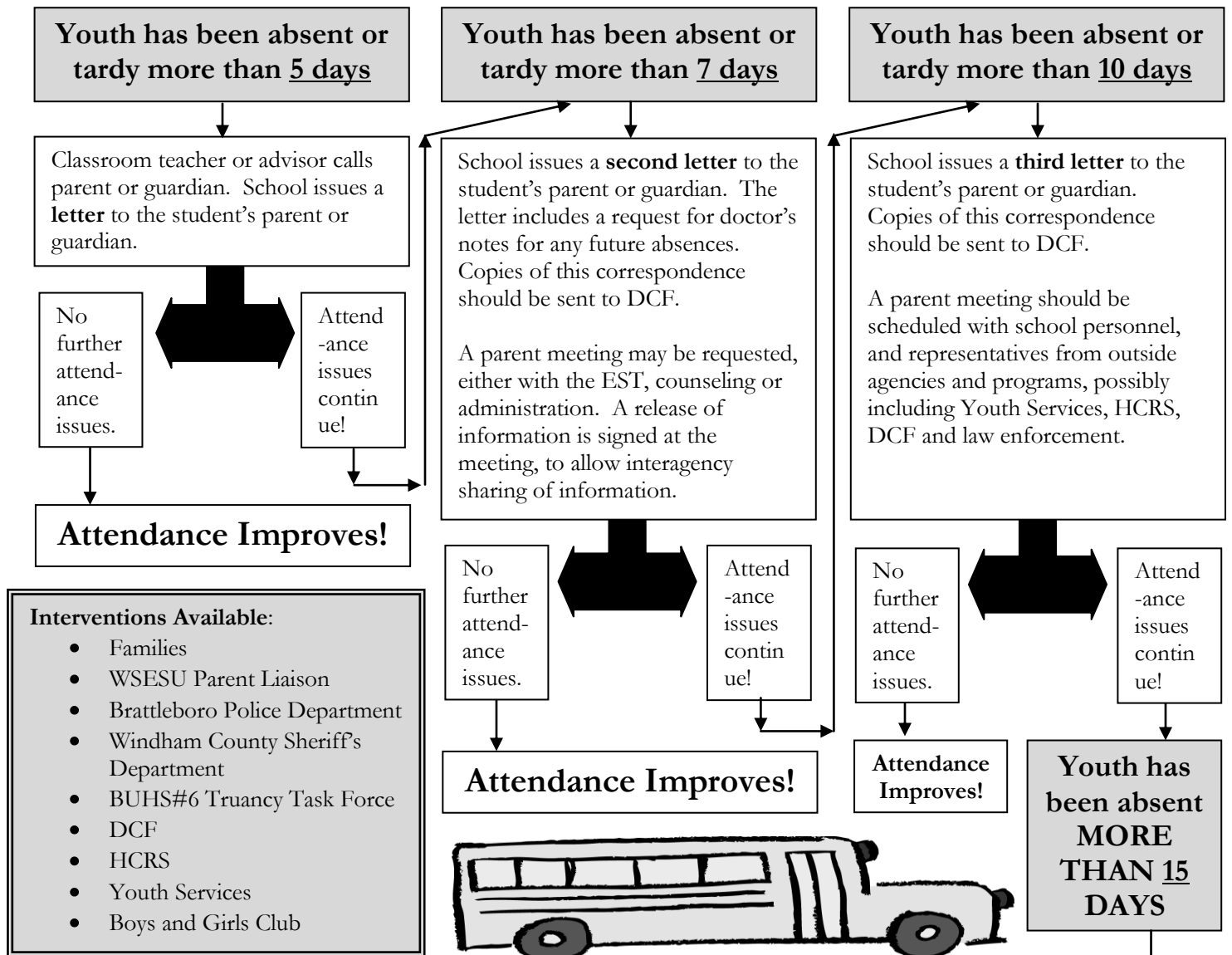
Cross Reference: Board Commitment to Non-Discrimination (C6)



WSESU K-12 School Attendance Protocol

Purpose: To assure that the students and their families in WSESU Pre-K-12 schools have support in ensuring attendance at school. The intent is to ensure that students are in school and learning. Daily school attendance is critical to successful school performance. Being present on time is a life skill to be cultivated. The long term goal is for all students to gain an education and all that it makes possible. Measurable outcomes include an increase in attendance rates, a reduction of the drop-out rate and the number of juveniles on the Department of Children and Families (DCF) caseload.

Protocol Approach: This school attendance protocol utilizes a team approach, if necessary, to explore with the student and family what obstacles are hindering school attendance. An individualized plan will be developed to increase school attendance. Follow-up steps are set to assess if the plan is working for the student and the family. Records are kept of all contacts related to this protocol made with the family of the student.



End of School Year Accumulation of Absences - If a student misses more than 15 days of school by the end of the school year, the administrator will take these absences into account at the start of the next school year. If the pattern of absences once again occur, a report will be made to DCF.

School issues a **fourth letter** to the student's parent or guardian. A report is made to DCF at their central intake number.