

Parent/ Guardian/ Caregiver and Student Handbook 2022 - 2023 School Year

Hartland Elementary School

Hartland School District

K-8



School Handbook for Students and Families

**97 Martinsville Road
Hartland, Vermont 05048
Phone - 802-436-2255
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School Web Address: www.wsesu.net/hes-home

**Superintendent – Christine Bourne (christine.bourne@wsesu.net)
Interim Principal – Lyndsie Perkins (lyndsie.perkins@wsesu.net)
Interim Assistant Principal -Alena Martes (alena.martes@wsesu.net)
Athletic Director – Mason Thompson (mason.thompson@wsesu.net)
School Counselor - Alyssa McDermott (alyssa.mcdermott@wsesu.net)
School Counselor- Laura Whalen (laura.whalen@wsesu.net)
School Nurse - Annette Jeinnings (annette.jeinnings@wsesu.net)
School Board Chair - Nicole Buck (nicole.buck@wsesu.net)**

School begins at 8:00 a.m. and ends at 2:25 p.m.

Handbook Signature Page

The Parent/Guardian/Caregiver and Student Handbook is designed to establish understanding among students, parent/guardian/caregivers and school personnel regarding the essentials necessary to create and maintain a positive learning community. The rules, procedures and protocols are set to assure clarity in the goals of the school programs and to assure fairness and equity for all involved. This handbook should serve as a resource for students and their families.

We ask that students and parent/guardian/caregivers sign this form and return it to their classroom/homeroom teacher indicating that you have read and understand the goals, procedures and opportunities of our Supervisory Union. If there are any questions regarding the content of this handbook, please do not hesitate to contact the school administration.

By signing below, I acknowledge that I have read the School Parent and Student Handbook and I understand the policies and expectations set forth.

Student Name (Print): _____

Student Signature (required for grades 3-8): _____ Date: _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____ Date: _____

Table of Content

[Handbook Signature Page](#)

[WSESU Public Statement and FY23 WSESU STRATEGIC PLAN GOALS](#)

[SCHOOL DAY](#)

[Daily Schedule](#)

[Change of Address](#)

[Educational Placement Guidelines](#)

[II. SAFETY IN OUR SCHOOLS](#)

[Parent/Visitors / Building Expectations](#)

[III. PARENTAL/STUDENT RIGHTS](#)

[ACT 230 Mission Statement](#)

[Notice of Non-Discrimination](#)

[Civil Rights Act Provisions](#)

[Individuals with Disabilities Act](#)

[Annual FERPA & PPRA Notice](#)

[Chain of Command Protocol](#)

[Request for Qualifications](#)

[McKinney-Vento Homeless Assistance Act](#)

[Publication of Student Information and Directory Information](#)

[Notification of Rights Under the Protection of the Pupil Rights Amendment](#)

[Student Records: Family Privacy](#)

[Confidentiality Statement](#)

[School Policies and Practices](#)

[Searches and Seizure of Students by School Personnel](#)

[Search and Seizure of Student and Student Property](#)

[Interrogation of Students](#)

[Tobacco Prohibition Policy](#)

[Procedures: Tobacco Prohibition](#)

[Enforcement Procedures](#)

[State Board of Education: Rule 4500 - Use of Restraint & Seclusion in Schools](#)

[New American's](#)

[IV. ACADEMIC STANDARDS/GRADING INFORMATION](#)

[Grading System & Parent Conferences](#)

[Learning Expectations/ POG revision](#)

[V. Multi-Tiered System of Supports \(MTSS\)](#)

VI. Responding to Problem Behavior and Discipline

Bus Discipline

Minor Bus Behavior

SUSPENSION AND RIGHT TO APPEAL

VII. Weapons and Threats of Violence or Destruction

VIII. Prevention of Bullying, Harassment and Hazing

WAYS TO STOP BULLYING

IX. COUNSELING SERVICES

Roles and Duties of School Counselor

X. SCHOOL HEALTH SERVICES

Concussion Guidelines

Medication Guidelines

Medication Procedures

Prescription Medications

Non-Prescription Medications

XI. SCHOOL CLOSING PROCEDURE

XII. STUDENT ATTENDANCE

General Information

Late Arrival/Early Departure Procedure

Attendance Definitions

Student Attendance

Attendance and Truancy

Make-up Work

Vacation During School Days 16 V.S.A. 1123

XIII. LIBRARY / MEDIA CENTER

Library

XIV. TECHNOLOGY

General Procedures

Telephone/Cell Phones

Other Electronic Devices

Security Cameras

XV. FOOD SERVICES

XVI. ATHLETICS, EXTRACURRICULAR, AND CO-CURRICULAR ACTIVITIES

XVII. AFTER SCHOOL

After School Planning

XVIII. ATHLETIC EQUIPMENT, SKATEBOARDS

XIX. DANCES

XX. FIELD TRIPS

XXI. FUNDRAISING

XXII. MOVIES

XXIII. VOLUNTEERS

XXIV. DRESS CODE

Communication

IV. HOME/SCHOOL COMPACT

V. STAFF ROSTERS 2022-2023

“The Windsor Southeast Supervisory Union rejects all forms of racism. Racism in any form will not be tolerated here. All Districts within the Supervisory Union are committed to increasing cultural respect by cultivating a greater collective understanding of diversity, inclusion, equity, implicit bias, white privilege, white supremacy, and systemic racism.

FY23 WSESU STRATEGIC PLAN GOALS

The goals of our Strategic Plan are listed below:

WSESU Goal #1: Student Success and Engagement

WSESU will improve student’s learning experiences, because the personal, educational, vocational, and civic successes of our students are increasingly challenged in our rapidly changing world.

WSESU Goal #2: Culture and Student Wellness

WSESU will strengthen and broaden the connections between and among all staff and the core work of education in pursuit of greater staff engagement, well-being, innovation, inclusion and resolve.

WSESU Goal #3: Information and Communication

WSESU will improve the quality and effectiveness of its two-way communication, so that stakeholder trust, understanding, and support will continue to advance the education of and opportunities for its students.

I. SCHOOL DAY

Daily Schedule

7:50 - 8:00 am: Student drop off

7:45: *High School*

8:00 am: School begins.

2:25-2:35 pm: Student dismissal

Registration Procedures for New Students [\(click here for registration forms\)](#)

- Twenty-four hours notice is the minimum required before we are able to place a new student in a classroom.
- For information and forms needed to register a new student in any of the schools within the Windsor Southeast Supervisory Union, to include Act166 (Pre-School), please go to the following website:
<https://www.wsesu.net/resources/act-166pre-k> Verification of residency and student registration for all schools within the union is done through the WSESU central office located at 105 Main Street, Suite 200, Windsor, VT. For more information, please call 802-674-2144, ext *1107.
- Please allow a minimum of 24 hours to process paperwork and for your student’s new school to be notified. In some cases, more time may be required in order to meet accommodations (if needed).
- When registering a student, parent/guardian/caregivers must sign a "Cumulative Student Records Release Form" so that the sending school can legally release the school records to your student’s new school.
- When registering, parent/guardian/caregivers must provide the following:
 - Proof of residency, (including completion of Residency Affidavit),
 - Student's birth certificate,
 - Student's up to date immunization record,
 - Any court orders or custody documents pertaining to student
 - Copy of most recent 504 Plan, Behavioral Plan or IEP if applicable

- Parents will be given the following forms to complete at the school their child is registering with:
 - Field Trip Permission and Emergency Release Information
 - Free/reduced lunch
 - Opt out for photographing and videotaping of your child
- Any medical concerns or medication orders must be given to the school nurse.
- Any court documents restricting access to the student by other family members or any safety alerts must be given to school administration.

Change of Address

If your address, phone number or other contact information on your registration form changes during the school year, the **SCHOOL OFFICE MUST BE NOTIFIED.**

IN CASE OF EMERGENCY, IT IS VITAL THAT THE SCHOOL OFFICE HAS UP-TO-DATE INFORMATION, ESPECIALLY A DAYTIME CONTACT NUMBER, I.E., WORK, CELL AND HOME PHONE NUMBER.

Educational Placement Guidelines

Each year, the teaching staff, counselors, and the principal determine the coming year class lists. A tremendous effort is made to place each child in an educational setting that best serves the total needs of that child while creating a class which reflects a balance of student needs, abilities, gender, age, and background. If you have concerns, contact your building principal.

II. SAFETY IN OUR SCHOOLS

Parent/Visitors / Building Expectations

We pride ourselves in being a community school and we welcome our parent/guardian/caregivers and community members in our school and are committed to the safety of our students and staff.

- During School hours of 7:45-3:15 all visitors will be greeted at the school door and appropriate staff will be called to escort visitors to the meeting place.
- If you are dropping off something for your child we will have you leave it in the office and staff will deliver it to your child to minimize disruptions to the learning environment.
- Students wishing to bring a guest to school during a regular school day must get prior approval, at least 2 days prior, from the administration. A form identifying the guest, the reason for the visit, and requesting approval of classroom teachers is available in the main office.

Please do not park in the fire lanes.

The exterior doors of the school will be locked during school hours. Visitors will be buzzed in from the outside of the building by the office staff. Students and staff are told not to open the doors for anyone for safety reasons, so please wait patiently to be buzzed in by the office staff.

Dismissal

In the event the staff member on duty does not know or recognize the adult accompanying the child, the school reserves the right to ask for identification.

Safety Protocols

The WSESU has adopted the standard response protocols from the [“I Love You Guys”](#) Foundation and [Alice Training](#) Protocols. We approach teaching these protocols with a trauma informed lens. Below you will find these protocols. During an emergency situation, the school will put out details of the information as soon as we are able. Although we understand how stressful these situations can be, we ask that you not call or come to the school while the emergency is in progress. This could hinder the efforts of emergency personnel to keep everyone safe. In accordance with State laws, we will perform the expected drills related to the ALICE training. The intent is to empower all to react appropriately and to think on their feet when confronted with the unexpected. Our teachers work in a calm and nurturing way to train our students to remain safe.

The intent is not to frighten children, but to empower them to react appropriately and to think on their feet when confronted with the unexpected.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance



ALICE PROTOCOL!

**Only in a violent
critical incident.**

Alert
Enhanced Lockdown
Inform
Counter
Evacuate

<https://www.alicetraining.com/resources/documents/>



EVACUATE! To the announced location.

STUDENTS

Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until
the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance



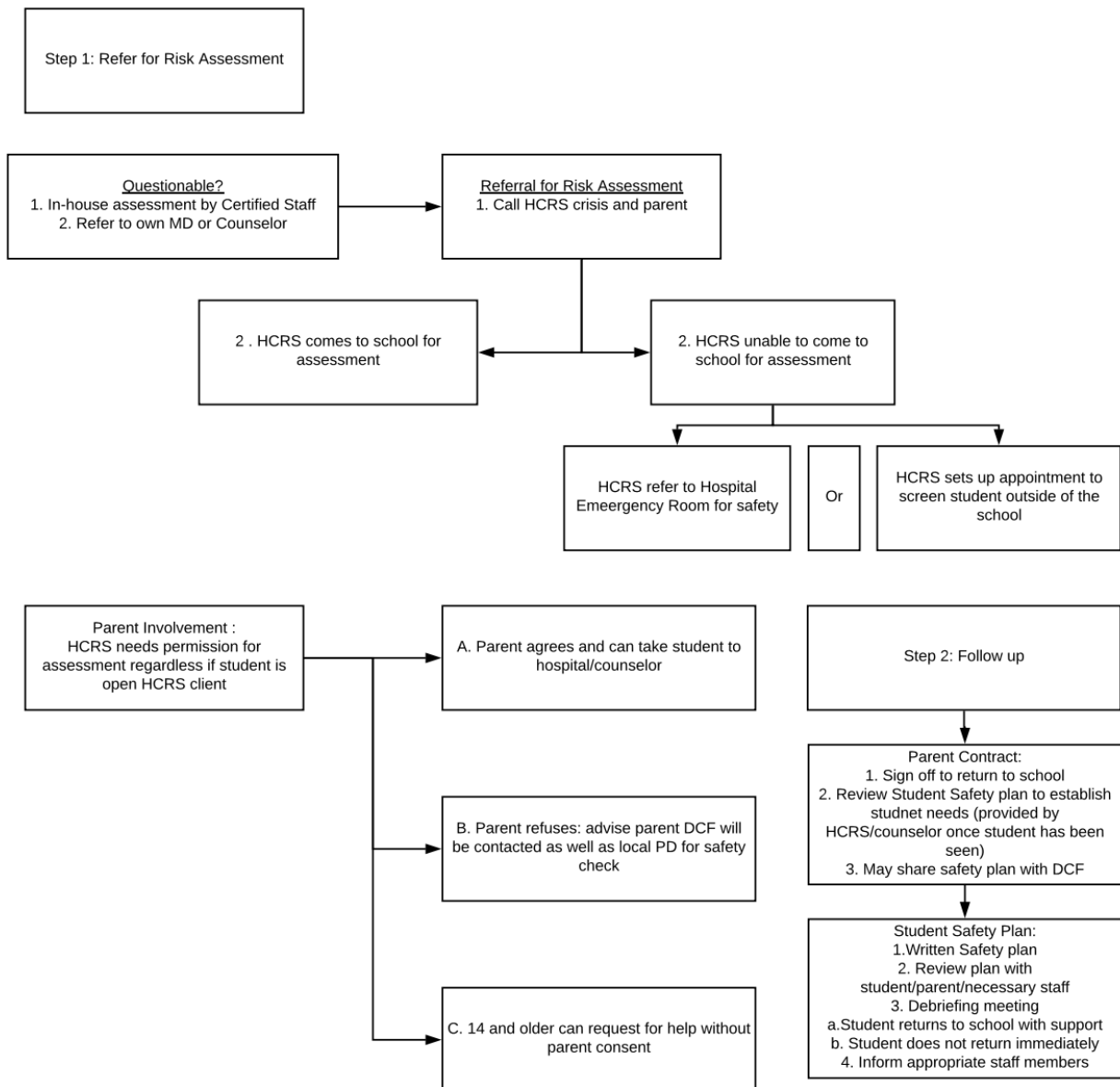
Crisis Protocol

If a student makes suicidal remarks or threats, threatens to harm another person, makes a substantiated reference to acquiring of weapons, or exhibits noticeable changes in behavior, or there is concern about targeted violence, the proceeding protocol below shall be followed:

1. Risk assessment is conducted;
2. In-house crisis team and supervisory union support team are notified;
3. Parents/guardians/ caregivers are notified

If there is imminent risk, and the student's parent/caregiver/guardian is unable to take the student to the emergency room or to HCRS to be screened, school staff will call the HCRS crisis hotline or arrange for an ambulance to bring the student to the emergency room for crisis screening.

Students identified under this protocol may return to school once a re-entry/safety meeting with the parent/guardian/caregiver/guardian/caregivers/guardians and school staff (principal, school counselor, teacher (if needed)) can be held to ensure the student's safety.



III. PARENTAL/STUDENT RIGHTS

Windsor Southeast Supervisory Union reviews and adopts policies throughout the year. When policies are updated or added in the handbook, the additions and/or changes will be noted in blue.

ACT 230 Mission Statement

Windsor Southeast Supervisory Union has the responsibility to ensure a positive educational experience for all of our students. Therefore, the Windsor Southeast Supervisory Union affirms its commitment to the Vermont Education Goals, enacted January 10, 1991, as a basis for providing educational services for our children. We willingly accept the charge inherent in these goals. Windsor Southeast Supervisory Union supports the mandates of Act 230. We welcome the challenge the law offers and the responsibility it entails. We believe both of the above have the potential to enhance the quality of education for all our students. We support:

- Inclusion of special needs children into the regular classroom setting;
- Collaborative approaches to teaching to assist in addressing the needs of diverse learners;
- Instructional support teams to facilitate support and assistance in cases brought to them by professional educators;
- Early intervention to provide services to all eligible children from age three;
- Identifying and providing appropriate services to children with disabilities in the early grades before additional problems develop;
- Utilizing a continuum of support services to provide assistance, and in-service training when necessary, to professional educators;
- Providing onsite consultation, technical assistance, and in-service training when necessary to professional educators; and
- The five standards of quality elaborated in Standards for Vermont Educators: A Vision for Schooling.

Notice of Non-Discrimination

The Windsor Southeast Supervisory Union will not lawfully discriminate in its programs and activities any person or group on any basis prohibited by federal or state law.

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

Applicants for admission and employment, students, parent/guardian/caregiver/guardian/caregivers, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the WSESU are hereby notified that the SU does not discriminate on the basis of race, color, national origin, sex, age, religion, sexual orientation, place of birth, age, political affiliation, marital status, handicap or disability in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth programs.

Any person having inquiries concerning the WSESU's compliance with the regulations implementing Title VI, IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact Angie Ladeau, Non-Discrimination Coordinator for WSESU.

The ‘Transgender and Gender Nonconforming Students’ model policy is under review at the Vermont School Board Association. In the interim, we are following the Agency of Education guidance on best practices. These guidelines align with and fit the expectation of the law. The guidance can be found at - <https://education.vermont.gov/sites/aoe/files/documents/edu-best-practices-transgender-and-gnc.pdf>

Anti-Racism Policy Link

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Civil Rights Act Provisions

This act requires “recipients” of federal funding to provide information to “beneficiaries” regarding the nondiscrimination requirements of the Civil Rights Act as applied to the recipient’s operations.

Individuals with Disabilities Act

The federal special education law, 20 U.S.C. §1400, *et seq.*, requires notice to parent/guardian/caregivers in a variety of ways, with the most prominent requirements found in 34 C.F.R. §300.111, 300.503 and 300.504. Section 34 C.F.R. §300.111 relates to "child find" activities, which includes notifying the public of the availability of special education services for children with disabilities aged 3-21. Provision §300.503 requires written notice to a parent/guardian/caregiver of a student with a disability within a reasonable period of time before the school proposes to initiate or change eligibility, evaluation or educational placement. Provision §300.504 provides notice of "procedural safeguards" whenever a child is initially referred for a special education evaluation, whenever an IEP meeting is called, whenever a re-evaluation is sought and whenever a due process complaint has been filed. For more information, please call Katie Ahern, WSESU Director of Student Support Services.

Annual FERPA & PPRA Notice

The Southeast Supervisory Union complies with the Family Educational Rights and Privacy Act (FERPA) concerning educational records. Parents have the right to:

- Inspect surveys and instructional materials in advance, with 24 hour notice;
- Inspect and review student’s educational records;
- Request the amendment of student’s educational records;
- Consent to disclosure of personally identifiable information contained in the records; and
- File a complaint concerning alleged failure to comply with this act.

The annual notice is just a summary. The District’s detailed policy is available upon request to the main office of each school or the Superintendent’s Office at 105 Main St, Suite 200, Windsor, VT 05089. The procedure for inspecting, reviewing, or requesting amendments to education records is initiated by contacting the school office for an appointment.

Chain of Command Protocol

Parents, students, community members, school employees and others should address concerns in the following order. If a resolution is not found at any level, the individual should take their concern to the next level (listed in order below)

1. The person in question first;
2. The principal;
3. Windsor Southeast Supervisory Union’s superintendent
4. The local School Board at a duly warned board meeting and only after they have asked to be placed on the agenda.

The intent of this protocol is to ensure that due process is followed and that all conflicts are addressed in a professional and expeditious manner.

Request for Qualifications

As a parent/guardian/caregiver of a student in our supervisory union, you have the right to know the professional qualifications of the classroom teachers who instruct your child(ren). Federal law allows you to ask for 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:

1. Whether the Vermont Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches;
2. Whether the Vermont Agency of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances;
3. The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
4. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call the school office.

McKinney-Vento Homeless Assistance Act

Eligibility for services for students in transition in accordance with the McKinney-Vento Homeless Assistance Act of 2001-Title IX, Part A of the Every Student Succeeds Act: If a family becomes homeless any time during the school year, please notify the school principal in order to receive services to help you during this transition. According to the McKinney-Vento Homeless Act the criteria for being homeless are:

1. Living with another family due to financial difficulties.
2. Living in a shelter.
3. Living in a campground or hotel.

Remember, the school district will assist families during this time, so please speak with the principal. Matters of this kind will continue to be confidential. Please contact Lyndsie Perkins with any questions.

Publication of Student Information and Directory Information

WSESU will follow the established procedure to celebrate the success of students through positive publications, such as school releases, honor roll information, weekly newsletters, and other forms of public acknowledgment. If a family does not wish to have their child's picture, name or school work recognized publicly, please put this request in writing to the principal and it will be honored.

Although federal law generally requires written parent/guardian/caregiver consent prior to disclosure of your child's school records, the district may release "directory information" to third parties unless a parent/guardian/caregiver objects in writing. The organizations to which such information would be released includes, but are not limited to, school publications, companies that manufacture class merchandise (rings, shirts, etc.) or publish yearbooks and school photos, newspapers, and television stations. Directory information consists of the students' name, address, telephone listing, e-mail address, photograph, date and place of birth, area of academic achievement, dates of attendance, grade level, participation in school activities and sports, and the name of the school. Oftentimes, directory information is shared with PTA and other school related organizations. **If a family does not wish to have directory information shared, please put this request in writing to the principal and it will be honored.**

Notification of Rights Under the Protection of the Pupil Rights Amendment

Student Records: Family Privacy

The keeping of accurate and appropriate education records on students is a necessary part of a sound educational program. The information contained in a student's education records belongs primarily to the student and/or his or her parent/guardian/caregiver(s) or guardian(s). The school, as trustee of this information, maintains these records for educational purposes to serve the best interest of its students, and subscribes to the following:

Confidentiality Statement

The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure and destruction of educational records. Education records entrust information to others and, as such, obligate those others to safeguard and to protect the confidentiality of any personally identifiable information. All adults who have a "need to know" will have access to educational records.

Student Privacy

WSESU will protect the rights of students' privacy with respect to surveys on sensitive matters. On occasion, WSESU students may be asked to participate in a survey conducted by school personnel, the state, or other organizations affiliated with the school. Parents and Guardians will be notified prior to the surveys being conducted, such as the Youth Risk Behavior Survey that our 6th through 8th grade students participate in every other year. Parents have the right to inspect all surveys before administering. Advance notification will be afforded to every parent two weeks prior to a survey. Parents have the right to "opt out" of any survey; such requests must be in writing to the principal.

School Policies and Practices

A complete book of WSESU policies is available online [here](#)

Access to Student Records.

1. In order to serve the needs of individual students, extensive records of their school performance, progress in testing, and scheduling requests are maintained. However, the school respects students' and parent/guardian/caregivers' rights to know and follow these guidelines, consistent with federal, state, and local laws and recommendations.
2. Parents and eligible students wishing to inspect student records should contact their school counselor. Such inspection shall take place during regular school hours.
3. Single copies of appropriate records will be made available to parent/guardian/caregivers.
4. Records are maintained for each student in the following categories: directory information, academic records, standardized and individual education plans and pupil placement team recommendations, attendance and enrollment data, and health records.
5. Information of any kind, other than directory information, will not be disclosed without prior written consent of the parent/guardian/caregiver or eligible student, except as permitted by law.
6. The school shall make a written record of the disclosure of all student information, except directory information, and such record will be kept in the student's file. This record of disclosure is also available for inspection by the parent/guardian/caregiver or eligible student. A record of inspections will also be kept.
7. Amendment of Records - The parent/guardian/caregiver or eligible student may request that the records be amended in respect to information alleged to be inaccurate, misleading or in violation of the privacy rights of the student. Such requests shall be in writing, dated, and addressed to the principal or school counselor.

Searches and Seizure of Students by School Personnel

Searches of School Property

The Windsor Southeast Supervisory Union school districts retain the right to examine its property at any time. Desks, lockers, textbooks, computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time.

Search and Seizure of Student and Student Property

Searches of students' persons, personal effects and vehicles may be conducted where there are reasonable grounds for suspecting, at the time of initiating the search, that the search will reveal evidence of a violation of law or of school rules. The superintendent or his or her designee may consult with legal counsel when considering whether or how to conduct a search of a student's person, personal effects or vehicle.

Interrogation of Students

It is the practice of WSESU that school district employees may detain students to question them regarding violations of law or school rules if reasonable in light of the possible infraction and the degree of suspicion. School officials may act on information related to violations received from outside law enforcement personnel. School officials are not required to notify a parent/guardian/caregiver of interrogations of students.

Tobacco Prohibition Policy

In accordance with state law, it is the policy of the WSESU to prohibit the use of tobacco or tobacco substitutes on supervisory union or school grounds or at school sponsored functions. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products, tobacco substitutes or tobacco paraphernalia at all times while under the supervision of school staff or at school sponsored activities. The superintendent or his or her designee shall develop procedures, rules and regulations that are necessary to implement this policy and, at a minimum, will include provisions ensuring that tobacco products, tobacco substitutes or tobacco paraphernalia are confiscated when found in the possession of students and that referrals to law enforcement agencies are made when appropriate.

Procedures: Tobacco Prohibition

Building principals will provide notice of this policy as follows:

- a. Students will be informed of this policy at the beginning of each school year by placement of the policy in the Student Handbook and by such other means as the principal of each district school deems necessary and appropriate.
- b. Employees will be informed of this policy through notices posted in school offices and the placement of the policy in the Employee Handbook. Employees will be given a copy of this policy upon request.
- c. The general public will be notified of this policy by posting notices of the policy in the entryways to school buildings and in hallways outside of the library, gymnasium and auditorium. Notice of this policy will also be placed in bulletins, programs and announcements of school.

Enforcement Procedures

The following actions will be taken to enforce this policy:

- a. Student violations: Students who violate this policy will be disciplined under the school's disciplinary policy and procedures.
 1. Any employee who observes a student in possession of a tobacco product shall confiscate the product and report the violation to the principal within 48 hours.
 2. The principal shall store any confiscated tobacco product in a secure place until it is no longer needed for any disciplinary action or other legal proceeding. Thereafter, the tobacco product shall be destroyed.
 3. The principal shall expeditiously investigate any report of student violations of this policy, shall determine whether the report is supported by the evidence and, if so, whether referral to law enforcement agencies is appropriate.
- b. Employee violations: Employees who violate this policy will be subject to disciplinary action in accord with applicable employee policies, employment contracts and requirements of law.
- c. Violations by Other Individuals: Others who use tobacco on school grounds will be informed of this policy and asked to comply. A person failing to comply will be asked to leave school grounds. A person who refuses to comply or to leave school grounds when requested to do so under this policy may be referred for prosecution as a trespasser.

Student Alcohol and Drugs ([see full policy on the district website](#))

It is the policy of the Windsor Southeast Supervisory Union that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school. It is further the policy of the district to make appropriate referrals in cases of substance abuse.

State Board of Education: Rule 4500 - Use of Restraint & Seclusion in Schools

The Use of Restraint and Seclusion in Vermont Schools, went into effect on August 15, 2011. Schools. The purposes of Rule 4500 is to:

- Create and maintain a positive and safe learning environment in schools
- Promote positive behavioral interventions and supports in schools
- Ensure that students are not subjected to inappropriate use of restraint or seclusion

New American's

Under state law, all Vermont children, including undocumented children, are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcome.

IV. ACADEMIC STANDARDS/GRADING INFORMATION

Grading System & Parent Conferences

- Conferences are scheduled for November 11th and March 31st for the 2022-2023 school year.
- Additional conferences may be scheduled, if needed, at the teacher's or parent/guardian/caregivers' request.
- A mid-term progress report may be sent indicating areas of concern or commendation for a student's progress.
- Parents are encouraged to check PowerSchool regularly to see how their child(ren) is progressing and learning.
- A username and password for PowerSchool will be provided for each student as they enter into grade K before the first parent/guardian/caregiver teacher conferences. All teachers are available through email and voicemail. PowerSchool can be found at <https://wssu.powerschool.com/>
- If you do not remember your parent/guardian/caregiver username and password, please Email parent/guardian/caregiveraccess@wsesu.net and WSESU IT Services will help you. Students will login with their WSESU Google login.
- If you have any questions about your child's progress, please contact your child's teacher immediately.

Students in grades K-12 will use standards-based report cards. The report card will be electronic for teachers, and they will be using PowerSchool to record their grades.

Kindergarten to Grade 12

Academic Indicator

- 4 = Exceeds expectations and extends learning
- 3 = Meets expectations consistently and independently
- 2 = Making progress toward expectations
- 1 = Does not meet expectations

Report Cards

With standards based grading, students have an opportunity to meet the standards throughout the year. Parents can check their child's progress towards meeting the standards at any time and teachers will report on their progress at parent/guardian/caregiver teacher conferences. Report cards are not printed by the school. Feedback regarding your student's progress can be found on PowerSchool - <https://wssu.powerschool.com>.

POG/Learning Expectations

In 2019, Windsor Southeast Supervisory Union worked with a core group of stakeholders to identify five Portrait of a Graduate Core Competencies. We believe these competencies are the most important skills that our students need to master before leaving our system.

Prior to our competency work, WSESU staff identified Learning Expectations. At this time, we are reporting on our Learning Expectations. One of our goals is to adjust our reporting system to reflect the Portrait of a Graduate Core Competencies.





V. Multi-Tiered System of Supports (MTSS)

The supervisory union uses the MTSS protocols and is committed to providing quality instruction to our students based on their needs. MTSS is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized academic and behavior planning. Using the most current best practices, strategic teams are trained to positively impact academics and behavior at three key tiers. Three tiers describe the level and intensity of the instruction/intervention provided across the curriculum. The tiers are not used to describe students, timelines, or specific programs (i.e. “a student in need of Tier 2 or Targeted Intervention”). Each tier is interdependent of each other and students can move in and out of tiered supports as needed.

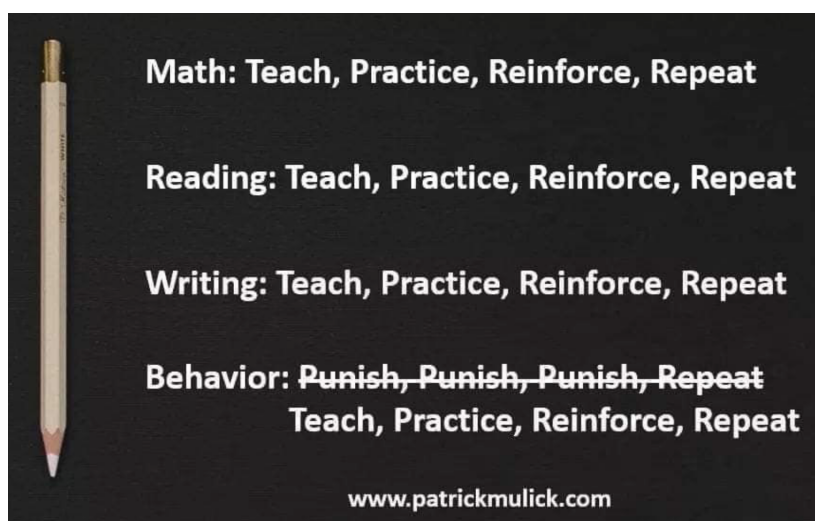
Throughout the continuum of instruction and intervention, planning/problem solving is used to match instructional resources to educational needs. Teams continue to engage in instructional planning and problem solving to ensure that student success is achieved and maintained.

At the Tier 1/Universal Level, students receive high quality instruction in the classroom and can access a variety of universal interventions including differentiated instruction and best practice teaching strategies. Also at this level, teachers may bring a student to “Kid Talk” at which time the pod teachers will work together to develop a plan to support the student using additional interventions such as graphic organizers, breaks, social skills instruction, extra time, alternative seating, support during the universal intervention block, etc.

While a majority of students respond to Universal Interventions, some students may need additional support through our **Tier 2/Student Success** process. Teachers may refer a student to the Student Success Team at which time a Student Success plan will be developed to support the student. These plans are implemented for 6-9 weeks (or longer depending on student need and what the team thinks is best) and the team uses data to determine the level of success of the plan. These plans may include support from the pod paraprofessional, additional direct instruction from an interventionist, check-in/check-out, support from our lodge program, etc. These plans are reviewed and students are faded off the plan when they have made adequate progress or adjusted to better meet the needs of the students over time.

Tier 3/Intensive Plans are for students who need additional support. Students at this level may need alternative teaching structure, direct instruction from a special educator, accommodations not offered at the other two tiers, intensive counseling services, etc. Plans at this level may include 504 plans, IEPs, etc.

VI. Responding to Problem Behavior and Discipline



TRAUMA TRANSFORMED SCHOOLS EXPECTATIONS

Students in the supervisory union have the opportunity to learn a variety of ways to respond to everyday personal interactions, problems, and stressful situations they may face. *Each teacher in his/her classroom provides clear and understandable guidelines in a variety of ways.* School staff clearly communicate their expectations with students and model appropriate behavior at all times.

There are times, however, when a student exhibits misbehavior or stress behavior that may be unsafe. Our schools believe that within the school setting, school staff should have flexibility to respond to behaviors, while some student behaviors should be brought to the principal's attention and consequences discussed. Faculty and staff will use the teachable moment to redirect or discuss a potential problem. Oftentimes, the problem is resolved on the spot.

If school personnel feel the infraction is significant, unsafe, or indicates a repeated pattern, they may choose to fill out an Incident Report, even after the behavior is addressed by them. The designated staff receives the Incident Report and meets with the student in a timely fashion to tease out the issue and assign a logical consequence, if appropriate.

The faculty and staff are currently receiving professional development on how to be a trauma transformed school. All professional staff are learning about how to use Collaborative Problem Solving (CPS) when addressing challenging

behavior. This approach is child-centered and very collaborative. During the Collaborative Problem Solving process, either with the involved staff member or the designated staff member, a Plan B form may be filled out.

Parents are not notified every time an Incident Report or Plan B form is filled out or processed with the student because we see this as the teachable moment. However, if the behavior is serious or repeated, the teacher, principal, or designated staff member are likely to notify the family. Many staff members in our school have received Tier 1 and Tier 2 Collaborative Problem Solving Training and are practicing using a Plan B approach with students. This is certainly a new approach in working with students with more challenging behaviors. For more information on Collaborative Problem Solving and trauma transformed schools, please contact the principal or classroom teacher.

UNDERSTANDING TRAUMA

What is trauma? Trauma is a sudden, unpredictable, physiological experience that overwhelms a person's ability to cope. Trauma can involve a single experience, or enduring repeated events that completely overwhelm the child's ability to cope or integrate the ideas and emotions involved in an experience.

Misbehavior versus Stress Behavior	
Misbehavior	Stress Behavior
1. Explainable by the youth...	1. Lack of reasonable explanation...
2. ...In a reasonably linear fashion	2. ...which is not linear and clear, and...
3. Once they are calmed down to baseline	3. The youth's story often sounds implausible and abounds with self-protection in the form of...
4. In a way that generally makes sense	4. Circularity, time traveling, primitive defenses
5. The youth can usually state his/her motivation	5. The youth often cannot state clear motivation
6. The behavior typically responds to traditional discipline	6. The youth is typically non-responsive to traditional discipline
7. Behavioral Plans, FBA, Incentives, Threats often work	7. Actions and behaviors are motivated by survival
	8. The youth is reactive/non-responsive to behavioral plans, FBA, etc.

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Universal Tools for Responding to Stress Behavior

The 4 R's:

- Realizing the universality of trauma (It's an *US*-problem not a *them*-problem.)
- Recognize the signs and symptoms
- Respond in ways that work and do not induce further anxiety to prevent retraumatization
- Repair: avoid blame, use a repair model

Responding to Minor Misbehavior and Stress Behavior

Minor misbehavior and stress behavior should be addressed by the adult with the closest proximity to the situation. Consequences for minor misbehavior and stress behavior may include a range of logical consequences that fall into one of three primary categories: loss of privilege, break it/fix it, and time out, depending on the need of the student. Multiple,

repeated minor misbehavior and stress behavior will be addressed using Collaborative Problem Solving with the adults most proximal to the situation and supported by staff trained in Collaborative Problem Solving.

Responding to Major Misbehavior and Stress Behavior

Major misbehaviors and stress behaviors are behaviors that put the student or others in imminent risk of physical, emotional, psychological, and/or social harm. If a student exhibits behaviors that result in the student or others being put at risk, all staff will respond through a trauma-informed lens to:

1. Keep all students safe;
2. Regulate all students;
3. Call for staff who are trained in Nonviolent Crisis Intervention;
4. Collaborate with students and staff to repair relationships and environments;
5. Utilize [Collaborative Problem Solving](#) to address the needs of the student and their community.

Staff may evacuate students who are capable from an area if they feel students' physical, emotional, psychological, and/or social well-being is in jeopardy. If there is no safer alternative, and the risks of not intervening are greater than the risks of physical intervention, staff trained in Nonviolent Crisis Intervention may escort, seclude, or physically restrain the student in crisis. "It is essential that physical intervention is used only as a last resort to manage risk behavior when all other reasonable, nonphysical approaches have been exhausted and failed to prevent the situation from escalating" (Nonviolent Crisis Intervention 2015, 41).

In extreme cases, in-school suspension or out-of-school suspension may be necessary to maintain safety while a plan is developed in collaboration with staff and parent/guardian/caregivers/guardians.

Bus Discipline

Riding the school bus is a privilege. It is the bus driver's responsibility to maintain order on the bus to ensure the safety of all students. If a student is found to be in violation of the bus expectations, they may lose the privilege to ride the bus per the school administrators discretion. Consideration will be given to the student's age, grade and behavioral history. Bus discipline will be addressed progressively.

Minor Bus Behavior

If a student demonstrates a minor behavior on the bus, the bus driver may choose to take a preliminary step to discourage the behavior such as assigned seating, verbal warning, etc.

If the behavior continues or if the bus driver feels it is warranted, they may choose to report the behavior to the school administrators for further disciplinary action. A report will be made in writing. If a report is made, the administrators will meet with the student and the parent/guardian/caregivers will be notified. We will work collaboratively with the student and family to help support the student in developing the skills needed to ride the bus in a safe and appropriate way. A consequence will be issued based on the severity and frequency of the bus behaviors. Per the administration's discretion, a bus suspension may be issued for a period of time.

Major Bus Behaviors

A major behavior may include but is not limited to: vandalism, hitting or kicking others, repeated unsafe behavior, climbing over the seats, vulgarity, chronic minor behaviors, etc. If a student is suspended from the bus, they are suspended from all buses including their morning and afternoon bus, field trip buses, etc.

School Conduct and Discipline Policy

It is the policy of Windsor Southeast Supervisory Union school districts to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the expectations 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. (Listed above)

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.

SUSPENSION AND RIGHT TO APPEAL

Students may be subject to suspensions, or expulsion in appropriate cases, for serious or repeated violations of school policy or disciplinary rules. Except in cases where a student's behavior mandates the student's immediate removal from the school premises, the parent/guardian/caregiver/ will be given notice of the reasons for suspension. There is no right of appeal of a suspension for three days or less.

VII. Weapons and Threats of Violence or Destruction

It is law in Vermont ([13 V.S.A. 4004](#)) and the intent of the WSESU Administration to prohibit weapons from being brought to school by any person, with the exception of law enforcement officers. Any student who brings a weapon to school shall have the weapon confiscated and disciplinary action will be taken given the level of offense and intent of the offender. Disciplinary action may include suspension for a period of time or may be brought by the Superintendent to the school board for an expulsion hearing. A student found by the board after a hearing to have brought a weapon to school shall be expelled for at least a calendar year. However, the board may modify the expulsion on a case by case basis.

WSESU procedures also prohibits students from making threats and/or threatening actions, or assaults directed (1) at school personnel (including all school staff, contracted service providers, and drivers of school buses), other students, and/or other people using school facilities, or (2) at building, grounds, or other school facilities, including false alarms. Violation of this procedure may result in discipline, up to and including long term suspension and expulsion. In addition, restitution may be sought where the threat results in expense to the school, school personnel, or other students.

In order to maintain a safe environment for its students, employees, and others who use school buildings, grounds, and facilities, and in order to maintain all school buildings, grounds and other facilities in a safe and usable condition, the school will treat any oral or written threat or threatening action by a student directed against school personnel and/or against other student(s), and/or against the school property and/or people using school property, as a serious offense.

See our complete policy on [Firearms](#) here.

VIII. Prevention of Bullying, Harassment and Hazing

[See full policy](#)

Designated Employees to Receive Complaints:

Lyndsie Perkins - Interim Principal

Alena Martes - Interim Assistant Principal
Alyssa McDermott - School Counselor
Laura Whalen - School Counselor

WAYS TO STOP BULLYING

Practice using the “**Stop-Walk-Talk**” method. First tell the person bullying to **Stop** what they are doing. If the bullying continues, **Walk Away** to a safe location. If the bullying continues, find **Adult and Talk** to them about what is happening.

***Never blame yourself for being bullied...it’s not your fault!**

The Windsor Southeast Supervisory Union has adopted a comprehensive Bullying Prevention Policy that provides further details related to student rights, procedures, safety and protection. A copy of this policy is available in our school office and will be reviewed with students as part of their class advisory. Complaints regarding suspected bullying should be directed to a designated employee or any other school employee.

IX. COUNSELING SERVICES

School counselors are available to support students in their academic, personal and social development. The counselors work closely with parent/guardian/caregivers, teachers, and administrators to understand the needs of all students, and provide resources and services that meet student needs and help make school a successful experience.

HES School Counselors:

Laura Whalen

Alyssa McDermott

Please feel free to contact the Counselors’ Office any time you have questions or concerns about your child or to share significant family changes or other difficulties that may be affecting your child. Working together, we want to help provide the best environment at school for children to grow academically, socially, and emotionally.

Roles and Duties of School Counselor

Individual and Group Counseling: School counselors schedule meetings with small groups of students to address specific needs, as well as meetings with individual students to address needs which cannot be addressed in a group setting. Objectives will include assisting students to manage unacceptable classroom behaviors, defined as those which deprive the whole classroom of teaching time; working with students who display aggression and/or anger that affect other students or staff, social skills deficits such as difficulty making friends, teasing others, bullying, shyness, etc., a need to learn organizational skills, test-taking skills, effective methods for planning and completing classwork, homework, and studying, etc.; helping students with common needs such as dealing with divorce, loss, personal or family illness, family issues, etc.

SEL Classes: Students will attend Social Emotional Learning classes as part of their educational programming. During these classes the focus will be on standards set by the American School Counselor Association. Topics will include: Academic Development, Career Development & Personal & Social Development. Essentially students will be learning skills that will help them to manage and regulate emotions, think about their futures, problem solve, make positive choices to keep themselves and others safe, and to be good, productive members of society.

X. SCHOOL HEALTH SERVICES

A full time Registered Nurse is on duty in the Health/Nurse's Office during the school day. The nurse provides a variety of services including: first aid, dispensing medications, health screenings, assessment/care of acute and chronic illnesses, and development/maintenance of health records and health care plans. Health and safety programs are also organized for health promotion.

School nurse: Annette Jennings

Medical Concerns/General:

Parents are encouraged to call the Health Office nurse to discuss health concerns and the impact those concerns are having on their student's school and home life. Contact the health office with information regarding the diagnosis of contagious conditions such as chicken pox, strep throat, head lice, conjunctivitis, impetigo, Fifth Disease, etc. The school nurse asks families to do the following:

- **Complete and return the annual Health Form.**
- **Notify of any updated immunizations.**
- **Notify the health office if your child has any contagious illness.**
- **Keep your child home if fever, vomiting, or severe diarrhea occurs.**

Any student with a life threatening allergy or chronic illness may be provided with protection under section 504 of the Rehabilitation Act of 1973. Parents/guardians must notify school nurse if there is a life threatening allergy or chronic illness. Students should have an emergency care plan for allergies.

Dental Health:

'Upper Valley Smiles' or 802 Smiles is available for students in need of dental care that is not covered by insurance (fluoride and/or dental sealant applications) or to those who do not have access to dental care.

Concussion Guidelines

Sections 39-41 of Act 58 (S.100) of 2011, which is codified in 16 V.S.A. § 1431, direct the Vermont Agency of Education (AOE) to develop guidelines to assist schools in taking reasonable steps to prevent, and to minimize the effects of, school athletic team-related concussions. In the creation of these guidelines, the AOE has consulted with the Vermont Department of Health (VDH), and with the Vermont Principals' Association (VPA), and gratefully acknowledges their help. If more information is needed, please go to the following web links or copies are available:

<https://education.vermont.gov/documents/healthy-safe-schools-concussion-guidelines>

The WSESU Athletic Directors assure that all coaches are certified in concussion recognition according to state requirements.

Immunizations

Immunizations must be up to date. Vermont State law requires students to be excluded from

school if they do not have the proper immunizations unless the student is exempt for medical or religious reasons. Please contact the school nurse if you have any questions or require forms. Please refer to <https://www.healthvermont.gov/immunizations-infectious-disease/immunization/child-care-school-providers#1>

Well Child Check Exams

The American Academy of Pediatrics Bright Futures recommends an annual well child exam to address the physical, social, and emotional needs of students. This promotes attendance and

improves academic outcome.

Medication Guidelines

Many children and adolescents are able to attend public school due to the effective use of medication in the treatment of both chronic and acute medical conditions. Although it is preferred that medication be administered to children in their home, we realize that it is sometimes necessary for students to take one or more doses of medication during school hours. To ensure that medication administration is conducted safely and in accordance with Vermont Standards of School Health Guidelines, the following procedures will be followed by the School Nurse or the School Nurse's designee.

Medication Procedures

Prescription Medications

- The first dose of any prescription medication shall be administered at home.
- Written orders from a physician detailing the name of the drug, dosage, time interval the medication is to be taken, and diagnosis and/or reason for giving the medication.
- Written permission from the parent/guardian/caregiver or guardian requesting the school comply with the physician's order (may sign the same form as the provider).
- Medication must be brought to the Nurse's Office in a container appropriately labeled by the pharmacy or physician. Meds in baggies or tupperware containers will not be acceptable.
- Delivery of all medications to elementary schools is the responsibility of the parent/guardian/caregiver/guardian or any other designated adult. Medications should not be transported to and from school grounds by students.
- A locked cabinet in the Nurse's Office is available for storage of medications. An exception to this would be to allow inhalers, and /or other pertinent medications, to be accessible to students when/where designated by the School Nurse.
- Opportunities for communication with the pupil, parent/guardian/caregiver, and physician regarding the efficacy of the medication administered during the school hours will be available.
- The school retains the discretion to reject requests for administration of medicine.
- Administration of medication shall be recorded in a written log or in the SNAP computer program. This will indicate the child's name, medication name/dosage/time and who administered the medication.
- Parents/Guardians or other designated adults responsible for these student medications, need to pick up unused medication within three days following the termination date of administration. The school reserves the right to discard unused medication following this three day period.
- Students will not be allowed to have any form of medication in their possession at school. The only exception to this would be an asthma inhaler or an Epi-Pen for allergies. This may be permitted with written permission from the student's parent/guardian/caregivers and physician. The student must demonstrate a clear understanding of the proper use of the medication, potential side effects, and when to seek assistance from the School Nurse. This is a safety issue for several reasons: meds may get lost or forgotten, a nursing assessment may be needed, and others may take a medication not intended for their use.

Non-Prescription Medications

- Written permission from parent/guardian/caregiver or guardian detailing the name of the medication, dosage, time to be administered, and the reason for giving the medication.
- No non-prescription medication will be given at school until the school receives the “Parent Permission Form.”
- The first dose of any medication will be administered at home.
- The medication should be transported in its original container.
- Regulations for prescription meds will also apply for non-prescriptions.

XI. SCHOOL CLOSING PROCEDURE

WSESU subscribes to SchoolMessenger, an electronic call system that reports emergencies and/or school closings to parent/guardian/caregivers and staff. Should there be a need for either a delayed opening (up to 2 hours), school closing due to inclement weather, or early release, notification of the decision is made via SchoolMessenger, radio stations, television stations, and the school website. In the event of a 2-hour delay, there is still the possibility that school can be canceled for the entire day. WSESU school offices maintain a student information sheet for each student in the school which is collected electronically in our online registration system. We make every possible attempt to contact families in the event of an unscheduled early release. If a parent/guardian/caregiver/guardian cannot be reached, the school will follow the instructions on the Emergency Release Form. In the event of a school closing, all school events are canceled unless special arrangements are approved by the superintendent. Please check TV and radio stations after 6:00 AM for closing information. **We also announce closings on our school website: www.wsesu.net** In the event of a school closing, instruction will be delivered remotely.

XII. STUDENT ATTENDANCE

General Information

- The official school day begins at 7:50 A.M. and ends at 2:25
 - students arriving after 8:00 are required to check in at the office for a late slip
 - late students will immediately be admitted to class
- Students may not arrive prior to 7:50 am. (except High school students at Windsor)
 - students are expected to leave campus promptly after school unless participating in an After School Program. (See after school supervision)

Late Arrival/Early Departure Procedure

- Parents are required to physically come to the office to sign a student in/out when a student is arriving late or leaving early.
- When arriving after 8:00 am parents/guardians/caregivers are asked to drop their child off at the office, so as not to disrupt the learning environment. An office staff member will walk your child to class if necessary.
- When picking up a child before 2:25, parents/guardians/caregivers are asked to wait outside the office, so as not to disrupt the learning environment. Office staff will notify the classroom teacher to send your child to the office.
- Students may not sign themselves in or out of school.

Attendance Definitions

1. **Present:** a student who is physically located in the Advisory or homeroom by 8:00 a.m. to begin the school day; a student who is present at the beginning of each class period prior to the bell.

2. **Tardy:** A student who does not meet the criteria as “Present,” but does arrive to school and checks in at the attendance office
3. **Absent:** A student who is not deemed “Present” or “Tardy” as outlined above
4. **Excused:** A student who has a qualifying or acceptable reason for being deemed “Tardy” or “Absent.” The following includes, but is not limited to, examples of acceptable causes for not being “Present” at the start of the school day. Administration reserves the right to request third-party documentation to label “Tardies” or “Absences” as “Excused.”
 - a. Personal illness
 - b. Professional appointments that cannot be scheduled during non-school hours (medical; dental; optical; chiropractic; physical, mental or emotional counseling/therapy; etc.)
 - c. School’s curricular/co-curricular activities held during the school day or requiring early dismissal
 - d. Court appearance
 - e. Death in the immediate family: parent/guardian/caregiver, grandparent/guardian/caregiver, sibling, aunt, uncle, cousin (maximum five days)
 - f. Vermont state-approved religious holidays
 - g. Quarantines or un-coverable and/or weeping skin lesions
 - h. Suspension from school
 - i. Serious personal or family problems, upon approval from administration
 - j. Approved vacationing or extended leave (two-week prior approval in writing from the superintendent is mandatory)
 - k. An absence for a reason not listed above, but approved by administration
5. **Unexcused:** A student who doesn’t have a qualifying or acceptable reason for being deemed “Tardy” or “Absent.”
6. **Excessive:** A student who has exhibited five or more occurrences.
 *Note: 10 “Unexcused Tardies” is equal to 1 “Unexcused Absence”
7. **Truant:** A student who has met the threshold by accumulating “Excessive Unexcused Absences.”

Student Attendance

1. Vermont statute and local regulations require that all students attend school each day.
2. Parents should call the school prior to 8:00 a.m. whenever their child will be absent. If no call is received, the school will call home.
3. A student who is habitually absent may be considered truant. The school will contact the student’s family when a student has five unexcused or five excused absences or days tardy.
4. If a student has been absent five or more consecutive days due to illness, a note from a doctor will be required, or the absence will be considered unexcused.
5. In order to avoid being considered tardy, students must be in their homerooms by 8:00 am or immediately following arrival. All students are expected to be in class at all times.
6. If a student leaves school early or is out sick more than half the day, he or she may not participate in any after school events or activities that day. A student who is absent the last school day prior to a weekend event likewise may not participate in the event. Exceptions may be made at the discretion of the administration.
7. If parent/guardian/caregivers elect that their students miss school for religious reasons, parent/guardian/caregivers must notify the school in writing at least one (1) day in advance. If parents/guardians/caregivers elect for religious reasons that their student remain in school but not participate in a particular activity, they must inform the school administration in writing at least one (1) day in advance, and the school will provide an alternate educational experience for that student.

Attendance and Truancy

In accordance with Title 16, Sec. 1121 of the General Laws of Vermont, we set high expectations for consistent student attendance in order to facilitate and enhance student learning. Students are required to attend school for the full number of days that school is held, unless they are excused from attendance as provided by state law and school policy.

Windsor County Truancy Guidelines

PURPOSE: Staying in school and being present in class is essential to every young person's education. Frequent absence from school disrupts academic progress and can negatively impact a student's ability to learn and to succeed in school. The Windsor County Truancy Protocol is designed to reduce chronic absence and reduce the dropout rate in our county schools by identifying students at risk of truancy early and intervening to re-engage students and their families in school.

LEVEL 1: Notification

Student has **5 unexcused absences in a semester**.

- **Letter #1:** School Administrator/Designee, Truancy Officer, or School Resource Officer (as defined by law) (Administrator) **shall** give written notice via certified mail AND email to parent / guardian explaining absences and communicating concerns.
- Administrator to follow up **Letter # 1** by phone and/or text.
- Referrals to support services (see below) may be offered to student and family.

LEVEL 2: Engagement and Education

Same student **now** has **10 unexcused absences**

- **Letter #2:** Administrator shall send written notice via certified mail AND email to parents/guardians outlining consequences for further absences including loss of credits.
- Administrator shall follow up **Letter # 2** by phone and/or text.
- Referrals to appropriate support services (see below) **shall** be offered to student/family.
- A school engagement meeting, or a Coordinated Service Plan Meeting (if child meets criteria) **shall** be called by the Administrator (includes DCF)

LEVEL 3: Intervention

Same student **now** has **15 unexcused absences** AND previous of intervention have not worked.

- **Letter #3:** Administrator shall send written notice via certified mail AND email to parents/guardians outlining consequences for further absences including possible court involvement.
- Additional referrals to appropriate support services **shall** be made for student/family.
- If no school engagement meeting or CSP was held at Level 2, such a meeting **shall** be called by the Administrator (includes DCF) and a written plan of action shall be developed.

LEVEL 4: Court Involvement

Same student **now** has **more than 20 unexcused absences**, AND previous interventions have not worked.

- **CHILDREN 6th GRADE AND BELOW:** Administrator *shall* make a report to the local DCF office and include copies of **Letters 1-3**, the written CSP plan, and any other relevant documentation.
 - DCF *shall* assess educational neglect issues if student meets criteria for acceptance based on sufficiency of provided information.
- **STUDENTS 7th GRADE AND ABOVE:** Administrator *shall* complete Windsor County Truancy Affidavit and submit to State's Attorney with copies of **Letters 1-3**, and written CSP or other educational support plan.
 - State's Attorney *shall* file the appropriate CHINS petition with family court.

Make-up Work

Students who are absent due to illness or family emergencies may have up to five days, based on their teacher's discretion, in which to make up any missing work, including any classroom-based assessments.

Vacation During School Days 16 V.S.A. 1123

Families who choose to schedule vacations when school is in session must request permission in writing from the superintendent of schools in advance of the trip, specifying the exact dates that their student will not be in attendance. If the absence is approved, the student is expected to obtain the schoolwork he or she will be missing before beginning the absence. In the case of extended pre-arranged absences, it is the student's responsibility to have completed all assigned school work prior to returning to school. Requests must be submitted in written form to, Christine Bourne, Interim Superintendent, 105 Main Street, Suite 200, Windsor, VT 05089.

School Board

- A. Shall appoint a truant officer annually and record the appointment with the clerk of the school district by July 3 of each year. 16 VSA 1125
- B. Notify DCF, the State's Attorney, and local law enforcement of the appointment

Teacher/School Counselor/Principal/School

- A. Identify students of concern ages 6 to 16 with excessive unexcused absences;
- B. Students of concern shall also include students older than 16 who have enrolled in school;
- C. Excessive unexcused absences shall be defined by the school but shall not be defined to allow for more than 5 days of unexcused absences. Unexcused absences shall also be interpreted to mean a pattern of concerning tardiness or early school departures or failure to attend classes as defined by the school;
- D. The school shall make personal contact with the parent/guardian/caregivers or guardian of any student identified as having excessive unexcused absences to express the school's concern. This personal contact may be followed with a letter from the school to the student's parent/guardian/caregivers or guardians;
- E. Notify superintendent or school directors about the student of concern 16 VSA 1126;
- F. Notify truant officer about the student of concern 16 VSA 1126;
- G. After 10 days of unexcused absences, the school shall arrange a Coordinated Services Plan (CSP) meeting (Act 264);
- H. If the CSP is not successful and more formal state intervention is deemed necessary, make a formal referral to DCF Central Intake. 16 VSA 1127(c).

Truant Officer

- A. Investigate issue of excessive unexcused absences;
- B. If a student is absent without cause, provide written notice to the parent/guardian/caregiver of the concern about non-attendance and provide notice of the need for the child to attend school. 16 VSA 1127 (a). Copies of the written notice to the parent/guardian/caregiver shall be provided to DCF, the Hartford or Springfield Justice Center, and the State's Attorney;
- C. If a parent/guardian/caregiver alleges a medical/mental health reason for the student's non-attendance, superintendent (or truant officer as designee) shall contact outside medical/mental health providers to verify/refute allegation of a medical/mental health reason for the absences 16 VSA 1124;
- D. After 7 days of unexcused absences, explore in collaboration with the justice center, the student of concern, and the family, community based restorative strategies for rectifying the problem;
- E. Maintain an on-going record of unexcused absences.

Department of Children and Families

- A. DCF Centralized Intake reviews report and refers matter if appropriate to local DCF office for assessment;

- B. Review case and prepare affidavit in support of filing court case if appropriate;
- C. Provide all documentation for the State's Attorney review.

State's Attorney

- A. Review all materials;
- B. Initiate court process to include one or more of the following:
 - i. Criminal prosecution in the Criminal Division under 16 VSA 1127
 - ii. CHINS B alleging educational neglect in the Family Division under Title 33
 - iii. CHINS D alleging habitual and unjustified truancy in the Family Division under Title 33
- C. Notify the Truant Officer of the decision as allowed by law.

Truancy Response Protocol Contact Numbers

DCF – Springfield	802-885-8900
DCF – Central intake	800-649-5285
Windsor County State's Attorney	802-295-8870
Hartford Area Justice Center	802-478-1900
Springfield Area Justice Center	802-885-8707
Health Care and Rehabilitation Services (HCRS)	802-886-4500

XIII. LIBRARY / MEDIA CENTER

Library

Students are encouraged to use the library to find reading materials, collaborate on group projects, study, and research. The goals of the library are to help students develop a love of reading, approach the world from an inquiry stance, demonstrate empathy and equity, evaluate information critically, cultivate curiosity and persistence, and demonstrate integrity in their use of information and ideas. (Source: American Association of School Librarians, 2018)

Selection of Library Materials

Practice

It is the practice of WSESU to provide students access to a wide variety of library materials to support student learning. For the purpose of this practice: "Library materials" includes all materials considered part of the library collection in the school library.

Position on Intellectual Freedom

The WSESU subscribes in principle to the statements of policy on library philosophy as expressed in the [Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights](#) (see website below), [The Freedom to Read Statement](#) (see website below), and [Access for Children and Young Adults to Nonprint Materials: An Interpretation of the Library Bill of Rights](#) (see website below) adopted by the American Library Association (ALA). In the event that educational materials from the library or classroom are questioned, the principles of intellectual freedom shall be defended.

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>

<http://www.ala.org/advocacy/intfreedom/freedomreadstatement>

<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=31870>

Position on Confidentiality of Library Records

The WSESU respects the right to privacy of library users by adhering to the tenet that library circulation records shall be kept confidential, except as required by law. WSESU recognizes the Vermont Patron Confidentiality Law (S. 220), “An Act Relating to the Confidentiality of Library Patron Records”, which took effect July 1, 2008 (See website below) as well as the ALA Position Statement on the Confidentiality of Library Records (See website below). WSSU adheres to this and other related legal documents such as the U.S. Patriot Act and FERPA.

<http://www.ala.org/advocacy/privacy/statelaws>

<http://www.ala.org/aasl/advocacy/resources/statements/library-records>

XIV. TECHNOLOGY

Student Use Laptop Guidelines

The following conditions apply to all student laptop users:

- The Acceptable Use Policy (AUP) will be in full force when a student is using the laptop, at home or in school.
- From the AUP: “I accept full responsibility for supervision if and when my child's electronic resources use is not in the school setting.”
- Also from the AUP: “Ultimately, parents/guardians/caregivers/guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic resources.”
- Laptop computers may be used for legitimate school-related purposes only.
- A student may use only his/her laptop. Students may not share laptops.
- Laptops will be stored in their teacher’s classroom while students are in classes/school and it is not appropriate or convenient for students to have laptops with them. Otherwise, they should never be out of the students’ immediate possession.
- Labeling: All laptops and power supplies will be labeled with the student's name and should not be removed. Additionally, the serial number of each laptop will be recorded and associated with the student/teacher to whom the laptops were issued.
- Lost or damaged charger/Lost or damaged Laptop:
 - *First Offense*: Student will meet with IT Services for investigation and guidance;
 - *Second Offense*: Student will meet with building administration to determine restorative justice and/or consequences;
 - Multiple offenses may result in loss of student laptop privileges.
- A software program will be placed on Chromebook that will allow the IT Dept to view individual laptops. Tampering or turning off this software will be dealt with through corrective procedures as covered by the AUP.
- Inappropriate use of Chromebooks will be dealt with through standard disciplinary practices. Removal of a student’s laptop privileges will only occur in the case of abuse or damage to the unit itself.
- Students **cannot** customize their SU-purchased Chromebooks with stickers or other markings.

General Procedures

Students in the WSESU have access to the school’s electronic resources for the purpose of enhancing learning. 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 (this may include but is not limited to email, use of web tools, online video and audio communication and school related pictures), as designated by

instructional practices. The school's electronic resources shall not be used for commercial or entertainment purposes, as a public access service or a public forum, without express written permission from the Superintendent. 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. The WSESU believes the benefits to students from access to electronic resources and the Internet for informational gathering, research and to provide opportunities for collaboration, exceed the potential disadvantages. Ultimately, parent/guardian/caregivers/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:

- 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;
- Not distribute personally identifiable information about themselves or others (this may be modified at the discretion of a teacher if the class is engaged in corresponding with electronic-pen pals from another classroom);
- 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;
- 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;
- Not purposefully access or send materials, information or communication, which include pictures, videos or audio files, that are rude, disrespectful, abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, illegal, or in violation of school policies;
- Purge electronic mail in accordance with established school email retention guidelines;
- 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;
- 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);
- Not sure electronic mail, or other personal online 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;
- Not waste school resources related to the electronic communication system or damage, or attempt to damage, WSESU hardware or software;
- Not abuse the school's electronic communication system by downloading large files or sending annoying or unnecessary messages to a large number of people;
- Not gain or attempt to gain unauthorized access to the school's electronic resources, network or restricted information;
- Not upload, download or redistribute public domain programs to the system for their own use without advanced permission;
- 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 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 the discovery of violations of SU 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 principal or assistant principal shall be notified and will determine appropriate consequences.

Electronic Devices Cell phones, Cameras, iPods, etc.;

Students are not permitted to be on their personal electronic devices during school. A teacher may give permission to students to use their cellphones during class time for educational purposes only. Personal electronic devices should be on silent/vibrate mode while students are in school.

The misuse of an electronic device will result in:

First offense: Verbal warning.

Second offense: Teacher will issue a restorative lunch for the student to be served with a proctoring teacher. Cell phones are not permitted during this time. Administration will follow up with the student's parents.

Third offense: Creation of a cell phone plan for the student.

Security Cameras

Security cameras have been placed throughout the building and on school buses as a precaution against vandalism, theft, and other issues of security.

XV. FOOD SERVICES

We will be continuing our independently managed food program this year. Our program will focus on educating each student in the importance of choosing the best foods to get a well balanced, fresh, and nutritious meal. There will be many changes taking place throughout the year in the dining hall.

- Hot lunch, breakfast and snack drinks are available for all children in grades K-8;
- School meals are free for students including breakfast and lunch;
- Parents should notify the school immediately if their child has a food allergy;
- Soda and highly caffeinated beverages are discouraged.

FOOD SERVICE PRICES 2022/23

Adult Breakfast \$3.00

Adult Lunch \$5.00

Student lunches: Free for all

XVI. ATHLETICS, EXTRACURRICULAR, AND CO-CURRICULAR ACTIVITIES

Philosophy

The goal of athletics is to provide all students enrolled in athletics with a healthy, positive, instructive, and fun activity. Athletic programs are designed to maximize opportunities to participate. While winning is a goal, the more important aim of the department is education, enjoyment, and growth in areas such as intellectual, social, and physical development.

Athletics provide an opportunity for students to gain knowledge outside of the classroom.

Athletic Eligibility

WSESU Athletic Eligibility Grades 9-12

Effective for the 2022-23 school year:

- A. *All students are eligible to participate at the beginning of each school year.*
- B. *To be considered eligible, students must be passing **ALL** courses with a 2.25 or better at the eligibility period dates.*
 - a. *There will be five eligibility periods.*
 - 1. *Friday, September 30, 2022*
 - 2. *Wednesday, November 30, 2022*
 - 3. *Friday, January 27, 2023*
 - 4. *Friday, March 24, 2023*
 - 5. *Friday, May 5, 2023*
 - b. *The administrative team or designee will identify all students who are currently failing or who have failed a course up to the time of the designated date.*
 - c. *The athletic directors will contact the coaches to notify them of the status of their players by 2:00pm on the Monday following the deadline date. Ineligibility status will be imposed for two weeks, effective immediately upon this notification.*
 - d. *Ineligible students have a two-week period to raise the grade(s) to a 2.25 or better. The athletic directors will review student progress after these two weeks to make the determination regarding eligibility status and possible reinstatement.*
 - e. *During a period of ineligibility, the student will not be permitted to dress for or participate in contests/competitions; however, the student will be permitted to practice and travel with the team.*
 - f. *In addition to the grading process, the school and athletic administration reserves the right to consider student athletic eligibility when looking at school attendance or significant behavioral incidents.*

Grades 5-8

WSESU has high expectations for our student athletes and wish to support students in understanding the importance of a “school comes first” attitude. As such, the following will be used to determine academic policy:

- 1. **Behavior:** Student athletes are expected to demonstrate expected behaviors during the school day, therefore if a student is suspended out of school, they will not be eligible to play in the game that evening. If a student receives

an in-school suspension, they will continue to be eligible to play. If a pattern of unacceptable behavior continues to be demonstrated, a meeting will be called with the athletic director, administration, the student's parent/guardian/caregivers/guardian and the student to discuss next steps.

2. Preparedness: Student athletes must complete the assignments in a thoughtful and timely manner, arrive to class on time with materials ready to learn, and communicate when issues arise.
3. Student athletes must achieve a score of 2 or higher in their core classes.
4. *There will be five eligibility periods.*
 1. *Friday, September 30, 2022*
 2. *Wednesday, November 30, 2022*
 3. *Friday, January 27, 2023*
 4. *Friday, March 24, 2023*
 5. *Friday, May 5, 2023*
- b. *Administration will identify all students who are currently failing or who have failed a course up to the time of the designated date.*
- c. *The athletic directors will contact the coaches to notify them of the status of their players by 2:00 p.m. on the Monday following the deadline date. Ineligibility status will be imposed for two weeks, effective immediately upon this notification.*
- d. *Ineligible students have a two-week period to raise the grade(s) to a 2 or better. The athletic directors will review student progress after these two weeks to make the determination regarding eligibility status and possible reinstatement.*
- e. During a period of ineligibility, the student will not be permitted to dress for or participate in contests/competitions; however, the student will be permitted to practice and travel with the team.
- f. In addition to the grading process, the school and athletic administration reserves the right to consider student athletic eligibility when looking at school attendance or significant behavioral incidents.

If there are concerns about the student coming prepared (as described above), the following will occur:

1. Teacher will speak with the student and family.
2. If needed, there will be a meeting with the student, family and administration to come up with a plan for supporting the student.
3. Students will sit out one game.

Last edit: 7/30/21

XVII. AFTER SCHOOL

- *Unless participating in a supervised activity, students must leave campus promptly after the buses depart (2:25).*
- *Younger siblings may NOT remain at school while older siblings attend after school functions (games/practices) without parent/guardian/caregiver supervision.*

After School Planning

Communicating and coordinating after school plans and after school plan changes is extremely important. We ask that you pay close attention to the following guidelines:

- After school plans should be made before school starts so students can arrive at school with knowledge of where they are going after school. Parents/guardians of students in grades K-4 with after school plans different from their normal routine must send a signed note to the teacher upon arrival. The teacher will share the information with the office. The note will be logged and signed and sent to the child's teacher with the student.
- K-4 teachers will note transportation for the day as students arrive in the classroom.
- Students in grades 5-8 are expected to know, understand, and follow their after school plans as determined by

their parents/guardians/caregivers. In an emergency, parents/guardians/caregivers can contact the office staff and we will communicate a change in plans to those students. Notes to teachers/advisors are optional if you feel your child needs additional reminders or support at the end of the day to get where they need to go.

- We understand things can change during the day and there are times parents/guardians/caregivers must call the school to alter after school plans. We ask that you keep these at a minimum and make sure you CALL THE OFFICE as soon as possible to update after school plans. DO NOT CALL OR EMAIL THE CLASSROOM TEACHER as there are no guarantees they will get the message before the end of the day.
- Office staff will notify the teacher of the updated after school plans and the teacher will notify the student when appropriate.
- If you arrive at school during dismissal time and wish to change plans then, please go to the office or see a staff member near the buses before boarding a bus and removing your child.
- These guidelines are in place for the sole purpose of child safety and we appreciate your strict adherence to them throughout the year.

Animals in School

The WSESU believes that the health and safety of all students and staff are a top priority. Therefore, due to health issues, all animals, including but not limited to dogs, cats, birds, fish, and rodents, are not permitted in school or on school grounds including athletic fields. Dogs are not permitted on school property, with the exception of service animals and certified therapy dogs. Requests for exceptions must be presented in writing to the principal. The principal's decision is final.

XVIII. ATHLETIC EQUIPMENT, SKATEBOARDS

Skateboards, bats, athletic equipment not meant for recess, and other questionable playthings will be kept in the office or in the advisor's classroom with permission from the advisor during the school day and returned to students at dismissal. Toys from home are not allowed in school. If a student brings a toy from home, they will be asked to keep it in their backpack or locker. If the student continues to bring the toy out during the school day, it will be confiscated by the teacher and the parent/guardian/caregiver will be contacted. If the student brings a toy, the school is not responsible if it is lost or broken.

Students in grades 6-8 are allowed to bring sporting equipment to use during their break outside on the playground/field. Students are to follow all safety rules regarding this equipment while in use. Other than during the break, students are to keep this sporting equipment in their locker or in their Advisor's classroom.

XIX. DANCES

A school dance is an extension of the school day, and all school rules apply. It should be a time for students to socialize and enjoy each other's company. If rules are broken, consequences can be expected, both during the dance and afterward during the regular school day. These consequences could affect participation in future school events, depending on the circumstance. The purpose of establishing rules for a school dance is to ensure a safe and respectful environment. The administrative team has sole discretion regarding the dance protocol.

XX. FIELD TRIPS

A field trip is an exciting educational experience that enriches learning. In order to participate, students must have parent/guardian/caregiver permission. Permission slips will be sent home at the beginning of the school year, need to be signed, returned, and will be on file in the office or classroom. No student will leave the school without a signed

permission slip on file.

- Parents will be notified, in advance, of trips to be taken and may be asked for additional permission, if necessary. Students will be transported by bus unless otherwise notified.
- Parent chaperones may be requested to accompany field trips. Teachers will apprise volunteers of their role as a chaperone. Questions regarding field trips should be directed to your child's classroom teacher. All chaperones must undergo a criminal records check and sign an agreement to abide by school rules 48 hours prior to the field trip.
- It should be understood that all chaperones are expected to refrain from using tobacco, alcohol or illegal drugs while on field trips. They should also model appropriate behavior and dress. Chaperones on overnight field trips will be expected to sign a contract agreeing to the above. All chaperones must undergo a criminal records check.
- Classrooms are allocated a yearly budget for field trips. In order to take advantage of learning opportunities in the community, teachers may ask parents/guardians/caregivers to voluntarily contribute towards transportation expenses.

XXI. FUNDRAISING

All fundraising activities must be approved in advance by the school board.

XXII. MOVIES

Only G-rated movies at the K-5 level and PG at the 6-8 level will be shown at school. Teachers wishing to show a movie with a different rating must seek the principal's approval first, and then must notify parent/guardian/caregivers in advance of showing that film, with 48 hours notice. Parents have the right to opt out of any movie. Requests to opt out must be provided in writing to the teacher. An alternate educational opportunity in place of the movie will be provided for those students.

XXIII. VOLUNTEERS

WSESU welcomes parent/guardian/caregiver and community volunteers as an integral part of educating our students. All volunteers must fill out a volunteer form and are subject to an online criminal records check. (Brook Bennett Law). All visitors must sign in at the office and receive a visitor's pass. A new volunteer form must be filled out each school year. Parents visiting the school, volunteers, and other visitors may not interfere with the activities of students during the school day and must follow all rules included in the visitors' guide.

XXIV. DRESS CODE

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance. • Reasons for conflict and inconsistent discipline should be minimized whenever possible.

The dress code is designed to allow for student comfort while maintaining an environment appropriate for the educational setting.

Students Must Wear:*

- Shirt/top covering.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings • Shoes; activity-specific shoes requirements are permitted (for example for sports)

* High-school and outdoor courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress,

The following clothing items will **not** be worn in school:

1. Any article or apparel which displays obscene or discriminatory words, pictures, or designs; any article that conveys a sexually suggestive remark, weapons, hate speech, an alcohol, tobacco and/or drug related message, images or language that creates a hostile or intimidating environment based on any protected class.
2. Underwear worn as outer garments.
3. Apparel that excessively exposes the midsection, or tops cut to expose the torso.
4. Pants, shorts or skirts that expose the private parts or buttock.

Note - Commenting about a student's clothing in a sexual manner is considered sexual harassment and will be addressed by the administration. Disrespectful comments about clothing will also be addressed.

Exceptions will be made by administration for medical reasons, religious reasons, or other reasons.

In addition to these general guidelines, individual classes may have specific requirements, typically due to safety concerns, which should be spelled out in each course overview.

The teacher or staff member who observes a student without appropriate clothing, as outlined above, will remind the student about the dress code between classes and instruct the student to refrain from wearing the article of clothing to school in the future. In the event of an extreme dress code violation, administration will be contacted immediately and will address the issue with the student. If a student repeatedly violates the dress code, a parent/guardian/caregiver will be contacted to meet with the child and an administrator.

WINDSOR SOUTHEAST SUPERVISORY UNION

Hartland • Weathersfield • Mount Ascutney School Districts

105 Main Street, Suite 200 • Windsor, Vermont 05089
Phone (802) 674-2144 • Fax (802) 674-6357



2022-2023 School Year Calendar

August (1)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
Aug 24: New Teacher Orientation (no students) Aug 25: Teacher Prep (no students) Aug 26, 29 & 30: Teacher Inservice (no students) Aug 31: First Student Day of Classes				

September (21)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Sept 5: Labor Day, No School				

October (20)				
M	T	W	Th	F
3	4	5	6	(7)
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
Oct 7: Early Release Day/Students (Teacher Inservice) Oct 10: Indigenous People's Day, No School				

November (18)				
M	T	W	Th	F
	1	2	3	*4
7	8	9	(10)	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Nov 4: Last Day of Quarter 1 Nov 10: Early Release Day (P/T Conf in pm) Nov 11: Parent/Teacher Conf (no students) Nov 23-25: Thanksgiving Break, No School				

December (15)				
M	T	W	Th	F
			1	2
(5)	6	7	8	9
12	13	14	15	16
19	20	(21)	22	23
26	27	28	29	30
Dec 5: Early Release Day/Students (Teacher Inservice) Dec 21: Early Release Day (staff & students) Dec 22 - 30: Holiday Break, No School				

January (19)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	*27
30	31			
Jan 2: Holiday Break, No School Jan 3: Teacher Inservice (no students) Jan 16: Martin Luther King Jr Day, No School *Jan 27: Last Day of Quarter 2/Semester 1				

February (15)				
M	T	W	Th	F
		1	2	3
6	(7)	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			
Feb 7: Early Release Day/Students (Teacher Inservice) Feb 20-24: Winter Recess, No School				

March (21)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	(30)	31
Mar 17: Teacher Inservice (no students) March 30: Early Release Day (P/T Conf p.m.) Mar 31: Parent/Teacher Conf (no students)				

April (15)				
M	T	W	Th	F
3	4	5	6	*7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
*Apr 7: Last Day of Quarter 3 Apr 10-14: Spring Recess, No School				

May (22)				
M	T	W	Th	F
1	2	3	4	(5)
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
May 5: Early Release Day/Students (Teacher Inservice) May 29: Memorial Day, No School				

June (8)				
M	T	W	Th	F
			1	2
5	6	7	8	9
*(12)	13	14	15	16
19	20	21	22	23
26	27	28	29	30
June 2: WHS Class of 2023 Graduation June 12: *Last Day of School Gr K-11 early release June 13: Teacher Prep (no students)				

	First/Last Student Days
	New Staff Orientation (no students)
	Teacher In-Service Days (no students)
	Parent-Teacher Conf (no students)
	Holidays and Breaks (No school)
	WHS Graduation Class of 2023
	Early Release Days for students
* Last student day subject to change depending on # of weather-related school closure days.	

Last edit: 4/26/22

175 Student days; 184 Teacher days

Communication

School to home and home to school communication is a critical aspect of a successful year for your child. This section is designed to share how we intend to communicate with you and how we would prefer that you communicate with us.

How we communicate:

- Our website www.wsesu.net - handbooks, staffing, policies, etc.
- Facebook Windsor Schools- upcoming events, student life at WS, etc. This is a great resource for the most current information.
- Classroom or POD newsletters are sent home regularly either electronically or in Friday Folders - they contain information about upcoming events, menus, schedules, assemblies, contact information, and school news and updates.
- A weekly School newsletter will be sent out every Friday from the administration.
- Letters in the mail pertaining to your child- These letters may be required by law and serve to document important aspects of your child's school experience.
- K- 4 Friday Folders- These may contain documents to sign, student work, etc. Please check them every Friday.
- Phone call- We prefer not to bother you at work but will do so if we feel the need is pressing. The reasons for a phone call include, but are not limited to: medical emergencies, discipline issues, or other similar emergent situations.

If you need to speak with a teacher please schedule a time with the teacher (either directly or through the office). The time right before school is an important time for teachers to finish preparing for the day and is not a good time for unplanned conferences, even quick ones. If you have critical information to share with your child's teacher please stop by the office and the office staff will make sure it gets to them immediately.

IV. HOME/SCHOOL COMPACT

As a component of our Parent Involvement Policy, a School and Home Compact has been written to serve as an important guide to improve the partnership between parent/guardian/caregivers and teachers in an effort to improve student achievement. The compact outlines the responsibilities of each- What is the school's job? What is the family's job? What is the student's job?

We ask parent/guardian/caregivers to discuss the compact with your child(ren), if you feel they are old enough to understand it, and use it to guide your relationship with the school, as it is used by us.

Topic	Parent	School/Teacher	Student
Quality	Expect a quality education appropriate for your child	Provide a quality education appropriate for each student.	Set high goals for yourself and strive to reach those goals.
The Basics	Send your child to school every day, ready to learn, rested, suitably dressed, nourished, and mentally prepared, and on time.	Provide a clean, healthy environment and offer nutritious meals.	Take care of your body by getting enough sleep, dressing appropriately, and eating the good food provided. Be on time.

Time Management	Help your child organize time effectively	Teach organizational and time management skills.	Plan your time effectively.
Homework	Show interest in your child's schoolwork; check assignments for completion and quality.	Help students and parent/guardian/caregivers be clear about homework.	Do your homework: take assignments and materials home; return them on time, completed.
Reading	Read at home with your child.	Encourage reading and provide books as needed.	Read!
Academic & Behavioral Expectations	Read and discuss with your child what the school expects regarding school-wide policies, academic and behavioral expectations, and attendance.	Send home student handbooks that include information regarding school-wide policies, academic and behavioral expectations, and attendance.	Be responsible for knowing and working towards academic and behavioral expectations, and good school attendance.
Progress in School	Read and discuss with your child what school has to say about his or her academic and behavioral progress.	Communicate information about each student's academic and behavioral progress regularly.	Take responsibility for your academic and behavioral progress; know how you are doing.
Communication	<p>Ask questions and communicate ideas to the school</p> <p>Listen and respond to your child and to the school respectfully.</p> <p>Provide the school with information about your child's individual needs and medical history.</p> <p>Attend relevant school events and meetings and encourage your child to do so.</p> <p>Read the weekly newsletter and other information provided by the school.</p>	<p>Be open and receptive to parent/guardian/caregivers' and students' questions and ideas.</p> <p>Listen and respond to students and parent/guardian/caregivers respectfully.</p> <p>Respect family's values and culture relating to their child's education.</p> <p>Consider parent/guardian/caregiver's needs when scheduling events and meetings. Attend relevant school events.</p> <p>Send home regular newsletters about issues and events at the school.</p>	<p>Carry and deliver notes to and from school responsibly. Ask questions and communicate ideas respectfully.</p> <p>Listen and respond to your teachers, your parent/guardian/caregivers, and your peers respectfully.</p> <p>Share your interests and skills and respect those of others.</p> <p>Attend relevant school events. Encourage parent/guardian/caregivers to come to school events and meetings.</p> <p>Read and deliver newsletters and notices.</p>

Homework

When considering homework our teachers use the following guidelines:

- K-2: 0-15 minutes per night
- 3-5: 0-30 minutes per night
- 6-8: 0-45 minutes per night

Students in advanced courses (e.g. Algebra, Honors classes) may experience increased homework load.

V. STAFF ROSTERS 2022-2023

School Board
Nicole Buck, Chair Sarah Stewart Taylor, Vice Chair Heather Vonada, Clerk Beth Roy Colleen Spence

ADMINISTRATION

Christine Bourne, Interim Superintendent

Angela Ladeau, Director of Curriculum

Katie Ahern, Director of Special Education

Sabrina Brown, Assistant Director of Special Education

Larry Dougher, Director of Building and Operations and Finance

Lyndsie Perkins, Interim Principal

Alena Martes, Interim Assistant Principal

FACULTY AND STAFF

K-1 Team		2-3 Team	
Fuguet, Emily	K	O'Brien, Megan	2nd Grade
Skilling, Lauren	K	Pogue, Heather	2nd Grade
Graves, Tyler	K	McCarthy, Megan	3rd Grade
Smith, Dana	Transitional Kindergarten (TK)	Vitali, Heather	3th Grade
Cramer, Shannon	1st Grade	Welch, Wanda	2-3 (Support Staff Member)
Brooks, Annah	1st Grade	Thomas, Reigan	2-4 Interventionist
Bailey Olmstead	K (Support Staff Member)		
Brown, Sue	K (Support Staff Member)		
Westenfeld, Melanie	1st (Support Staff Member)		
Haley, Logan	TK (Support Staff Member)		
Knight, Jenni	K-1 Interventionist		

4-5 Team		6-8 Team	
McClure, Betsy	4th Grade Science/Math	Ziegler, Beth	6th Grade Core Teacher
Driscoll, Jennifer	4th Grade ELA/SS	Wilkinson, McKenna	6th Grade Core Teacher
DeTurk, Ann	Core Teacher	Martin, JD	7-8 Science
Summarsell, Michele	Core Teacher	Kieffer, Jessica	7-8 Spanish
Duranceau, Jenny	4-6 Interventionist	Fusco, Abbey	7-8 SS
		Abbott, Stacey	7-8 ELA
		Butts, Micheal	7-8 Math
		Barrett, Rae	5-8 ELA Support Staff
		Hatch, Donna	7-8 Interventionist
Student Services		Related Arts	
Brown, Corinna	Social Emotional Interventionist	Stiebing, Ann	K-8 Art
Marden, Alisha	Social Emotional Interventionist	Sturgeon, Chad	PE/Health
		Stever, Lacey	PE/Health
		Bernstein, Jaimie	Music (Instrumental)
		Towne, Becca	Music (Choral)
		Meyer, Jeanine	K-4 Spanish
		Skehan, Tina	Library Media/STEAM
Special Education		Student Supports	
Abei, Zana	Case Manager	Lamb, David	Technology
Bullis, Sara	Special Educator	Paquette, Emily	Food Service
Murray, Stephanie	Special Educator	Rasco, Mary	Food Service
Carle, Karen	Special Educator	Davis, Karen	Food Service
Mozkowitz, Minda	Special Educator	Locarno, Craig	Director of Food Services
Westabee, Jennifer	Special Ed Interventionist	Putnam, Joe	Maintenance Supervisor
Trajanovikj, Elizabeth	BCABA	Sammel, Jon	Day Custodian
Lemieux, Tricia	SLPA	Picknell, Darrell	Night Custodian
Barr, Mary	SLP (part time)	Sykes, Sherry	Night Custodian
Hamner, Carole	Paraprofessional	Thompson, Mason	Athletic Director
Meacham, Kelly	Paraprofessional	O'Connor, Heidi	School Secretary
Wheeler, Ashleigh	Paraprofessional	Johnston, Linda	Administrative Secretary
Hood, Carlin	Paraprofessional		
Wilson, Michael	Paraprofessional		
Driver, David	Paraprofessional		
Eastman, Kelsey	Paraprofessional		
Salo, Melody	Paraprofessional		
Hull, Jim	Paraprofessional		
Hamblin, Jen	Paraprofessional		
Shambo, Brooke	Paraprofessional		
White, Heather	Paraprofessional		
Jaycox, Amy	Paraprofessional		
Zito, Kieran	SU Home School Coordinator		

Counseling and Health Services	BUS DRIVERS (4)
McDermott, Alyssa K-8 School Counselor Whalen, Laura K-8 School Counselor Jeinnings, Annette School Nurse	Gaudette, Mike- Student Transportation of Vermont Hub Manager, Route Coordinator Busch, Fred - Driver Sammel, John - Driver Driver, David - Driver Sylvia, Johnathan - Driver
WSESU CENTRAL OFFICE STAFF	
Bourne, Christine- Interim Superintendent Ladeau, Angie- Director of Curriculum Ahern, Katie - Director of Student Support Services Kathleen Mack - Case Manager Out of District Special Education students Morse, Gene School Psychologist Dougher, Larry - Chief Information Officer (CIO) Connors, Ed- Business Manager Sprague, Jennifer- Director, Act 166 Programs Howard, Betsy- Special Education Admin. Assistant McCoy, Gail- Accounts Payable Brown, Laurie - Secretary to Superintendent/Receptionist Crowell, Deana- Assistant Business Manager Canfield, Teena - Human Resources	

K-12 BUILDINGS AND GROUNDS

James Taft, Building and Grounds





Critical Thinking

- Understand the “bigger picture” and propose solutions that are mindful to the impact they may have on oneself, the group, the community, society, and the world.
- Consistently improve the quality of one’s own understanding by skillfully analyzing, assessing, and reconstructing information.
- Applies disciplined thinking that is clear, rational, open-minded, and informed by evidence.
- Apply the concepts of creativity during the process of refining one’s own understanding and during the process of problem solving – two major pursuits of critical thinking.



Empathy

- Demonstrate awareness, sensitivity, concern, and respect to connect with others’ feelings, opinions, experiences, and culture, using the principles of emotional intelligence.
- Imagine what others are thinking, feeling, or experiencing.
- To the extent others are different and/or distanced from you (by either time or space), empathic concern is all the more needed.



Integrity

- Actively evaluate and develop a set of core values that are evident in choices and behaviors.
- Earn and value others’ trust and respect through honest, principled behaviors.
- Alignment between thoughts, decisions, and actions
- Develop personal, civic, social, local, and global responsibility through ethical and empathetic behaviors.



Communication

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher and understand meaning, including knowledge, values, attitudes, and intentions.
- Use communication for a range of purposes and audiences (e.g. to inform, instruct, motivate, and persuade).
- Use digital media at the right times, in the right way, to convey and receive information
- The quality of collaboration is often a function of the quality of communication within and among teammates.



Perseverance

- Exhibit steadfastness, mental fortitude, and courage in achieving success despite difficulty, opposition, and/or failure.
- Embrace the idea that failure is a part of success and thoughtfully adjust to keep moving forward.
- Risk-taking is part of most any progress, so forward movement may involve stepping into uncertain realms.
- Realize that there is often more than one goal to satisfy an interest AND that there is often more than one way to achieve a goal.

The 7 Habits® Tree

AND REMEMBER TO
TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW®
Balance Feels Best

THEN PLAY WELL
WITH OTHERS

Habit 6

SYNERGIZE®
Together Is Better

Habit 5

SEEK FIRST TO UNDERSTAND,
THEN TO BE UNDERSTOOD®
Listen Before You Talk

Habit 4

THINK WIN-WIN®
Everyone Can Win

START WITH YOU

Habit 3

PUT FIRST THINGS FIRST®
Work First, Then Play

Habit 2

BEGIN WITH
THE END IN MIND®
Have a Plan

Habit 1

BE PROACTIVE®
You're in Charge