

***“Let us put our heads together and see what life will make for our children.”
-Tatanka Iotank (Sitting Bull, Lakota)***

August 30, 2010

Dear Parents and Students:

On behalf of faculty and staff, I wish to welcome parents and students to the Cambridge Elementary School community. The Cambridge Elementary family is made up of students, teachers and parents working together on a common commitment. It is our belief that motivated students, caring teachers, and parent partners will result in a successful education for our students. A research study entitled A New Wave of Evidence suggests that students with involved parents are more likely to:

- Earn high grades and test scores
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Reduced high risk skills
- Increased commitment to education
- Graduate and go on to post secondary education.

Sources:

Southwest Educational Development Laboratory, **A New Wave of Evidence**, 2002 SEARCH Institute, Connecting Schools and Families, on line resource accessed 12/12/2005 <http://www.searchinstitute.org/archives/csf.htm>.

This parent handbook has been prepared for your benefit. In it you will find many of the answers to questions that may arise this school year. Please note that new guidelines have been added to the attendance sections, bullying and harassment, dress and appearance, criminal background check for volunteers, and grade advancement. If I have forgotten anything, please feel free to call me at school (644-8821 x101).

Sincerely,

Mary Anderson, Principal

TABLE OF CONTENTS

1. Calendar 2010/2011
2. Staff
3. Parent-School Compact
4. Complaint Resolution Procedure
5. Attendance – Absence - Truancy
6. Student Behavior and Discipline Philosophy
7. Social and Academic Learning Study on the *Responsive Classroom*® Approach
8. Harassment/Bullying Policy and Procedure
9. School Bus Safety Rules and Disciplinary Procedures
10. Weapons Policy
11. Toys/Electronics/ Cells Phones in School
12. Appearance and Dress
13. Student Due Process and Rights
14. Act 117/Educational Support Team Purpose
15. Special Education Eligibility Procedure
16. Section 504 Overview
17. Essential Early Education Program
18. Limited English Proficiency in Students Policy
19. Communicating With School
20. Participation of Home Study Students in School Programs and Activities
21. Purpose and Length of Homework
22. Field Trips/Fieldwork
23. CES Class Trip/Fieldwork Criteria
24. Volunteers and Work Study Students Policy

25. Volunteer/Chaperone Agreement
26. Criminal Background Check Policy
27. Length of Student Day
28. Grade Advancement: Retention, Promotion & Acceleration of Students Policy & Procedures
29. PTA
30. Student Recognition
31. Classroom Placement Procedure
32. Crisis Screening
33. Illness or Injury of Students
34. Student Medication
35. First Aid and Medical Treatment
36. Sick Kids Stays Home Criteria
37. Lost and Found
38. Library Borrowing Privileges for Students
39. Library Media Purpose and Selection Procedures
40. Cambridge Web Site
41. A Secure Learning Environment
42. Acceptable Use Policy for Computer Networks and Internet Access
43. Use Email Between Teachers and Parents
44. School Newsletter
45. Visitors Policy
46. Visiting Students
47. Students Leaving School
48. Student Records
49. Parental Rights In Regard to Student Records

50. Notification of Designation of Directory Information and Right of Refusal
51. Pupil Privacy Rights
52. Birth date for Admissions
53. Notice Needed for School-Wide Events
54. Community Use of Facilities (Summary)
55. Limited Entry to Building
56. Transportation Form and Note Required for Change in Transportation
57. School Delays/Cancellations/Early Closings
58. Security Procedures
59. Transportation
60. Wellness Policy
61. Abbey Group Student/Adult Account Policy
62. NCLB Public Disclosure Requirements for Title One Schools
63. Animal Dissection Policy
64. Party Invitations
65. Student Alcohol & Drug Abuse Policy

2. CES Staff

Principal

Mary Anderson

Classroom Teachers

Pre-K	Dianne Carlino-Desroches	Leslie Dumas	
Kindergarten	Catrina McKnight	Nancy Randall	Laura Edgerton
Grade 1	Pat Rogers	Emily Heath	Karen Tibbitts
Grade 2	Lynne O'Leary	Kasey McCuin	Cara Dekens
Grade 3	Audrey Cota	Jackie Longley	
Grade 4	Bridget Bellizia	Theresa Aiosa-Perrin	
Grade 5	Rebecca Cardone	Colleen Legris	
Grade 6	Mary Fiedler	Beth Hewlett	

Guidance

Kathy Ferguson, Guidance
Chris Kellogg, Behaviorist

Danielle DeLongis, School Social Worker
Judy Blaisdell, Planning Room/Instructional
Assistant

Art, PE, Music and Special Programs

Ellen Koier, Enrichment	Donna Rooney, Mentoring	Marie Dunbar-Cloutier, Music/Band
Sheila White, K-3 Reading Recovery and Writing Support	Amanda Thomas, Phys. Ed	Charlie Guyette, Art
Rachel Rose, After School & Summer Program Coordinator	Maryann Paris, 4-6 Reading & Math Support	
Noreen Jessiman, K-3 Reading and Math Support		

Special Education

Paulette Desell-Lund, K-6 SLP	Michelle Piche, Case Manager	Jacqueline Brosseau, Case Manager	Shasta McCorry, Special Education Teacher
Dianne Carlino- Desroches, EEE Case Manager	Raymond Mascolino, 4-6 Reading & Math Support		

Library/Media

Morgan Baumann

Robin Bryce, Assistant

Special Education and Preschool Instructional Assistants/Behavior Interventionists

Tnika Blaisdell	Marcia Coolum	Rhonda Griswold	
Santha Dahlin	Don Mayer	Stacey Moulton	Suzanne Williamson
Carrie Lafountain	Kelly Hart-Allen	Deborah Coccoli	
Lisa Glover	Rosaire Fournier	Alexis Web	

Administration

Lisa Tatro, Admin. Assistant/Bookkeeper/Bus
Coordinator

Susan Reed, Nurse

Keith Myers, Technology Coordinator

Beth Brown, Secretary 8/10-12/10
Laura Miller, Secretary returning 12/10
Lori Touchette, After Hours Receptionist

Bus Drivers

Donna Ciarcia
Judy Blaisdell
Bruce McCuin

Barb Guyette
Dave Brown
Bruce Miller

Sandra Wichman

Kit Slayton

Maintenance

Al Young, Dir. Maintenance
Jim Kinney

Jackie Cushing
Steve Duffy

Patti Nieckarz
Patty Wyman

School Board

Jan Sander, Chairperson
Kristy Wrigley

Nanci Lepsic, Clerk
Jeff Coslett, Vice Chair

Suzan Juskiewicz

3. PARENT-SCHOOL COMPACT

It is important that families and schools work together to help students achieve high academic standards. Through ongoing discussions that include teachers, families, students, the school board, and other interested community members, the following are roles and responsibilities that we, as partners in the education of the children of Cambridge, agree to carry out to support student success in school and in life.

Staff Pledge:

The staff of the Cambridge Elementary School agree to carry out the following responsibilities to the best of our abilities:

- ◆ Teach classes through interesting and challenging lessons that promote student achievement.
- ◆ Endeavor to motivate our students to learn.
- ◆ Have high expectations, and help every child to develop a love of learning.
- ◆ Communicate regularly with families about student progress.
- ◆ Provide an inviting, safe, and caring learning environment.
- ◆ Provide meaningful, daily homework assignments to reinforce and extend learning
- ◆ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- ◆ Actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place for families and that help each student achieve the school's high academic standards.
- ◆ Respect the school, students, staff, and families.

Student Pledge:

The students of the Cambridge Elementary School agree to carry out the following responsibilities to the best of their abilities:

- ◆ Come to school ready to learn and work hard.
- ◆ Bring necessary materials, completed assignments, and homework.
- ◆ Know and follow school and class rules.
- ◆ Communicate regularly with our parents and teachers about school experiences so that they can help us to be successful in school.
- ◆ Limit TV watching and study or read every day after school.
- ◆ Respect the school, our classmates, the school's staff, and families.

Family/Parent Pledge:

The parents/families of Cambridge Elementary School students agree to carry out the following responsibilities to the best of their abilities:

- ◆ Provide a quiet time and place for homework, and monitor TV viewing.
- ◆ Read to our children or encourage them child to read independently every day.
- ◆ Ensure that our children attend school every day, get adequate sleep, regular medical attention, and proper nutrition.
- ◆ Regularly monitor our children's progress in school.

- ◆ Participate at school in activities such as the PTA, volunteering, chaperoning field trips and special events, attending parent-teacher conferences, and attending school board meetings.
- ◆ Communicate the importance of education and learning to our children.
- ◆ Respect the school, staff, students, and families.

4. COMPLAINT RESOLUTION PROCEDURE

This complaint resolution procedure applies to all programs administered by the U.S. Department of Elementary and Secondary Education under the No Child Left Behind Act (NCLBA) as well as all other programs related to Cambridge Elementary School.

For purposes of this policy, a complaint is a formal allegation that a specific federal or state law or regulation pertaining to such programs has been violated, misapplied, or misinterpreted by school district personnel or by Vermont Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program or project operated under the general supervision of the Department of Elementary and Secondary Education pursuant to NCLBA may file a complaint,. Such a complaint:

- must be in writing and signed;
- must provide specific details of the situation; and
- must indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written, signed complaint must be filed and the resolution pursued in accordance with local school district policy, which normally requires that the complaint first be submitted to the Principal. If the party submitting the complaint is not satisfied with the Principal's response, then the complaint may be referred to the Superintendent, and if not satisfactorily resolved by the Superintendent, it may be referred to the School Board. If still not satisfied, then the complainant may file a complaint with the Vermont Department of Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department of Education may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this policy or complaint procedure may contact the Principal, Superintendent, or Vermont Department of Education. Inquiries to the latter may be directed to:

Commissioner of Education
Vermont Department of Education
120 State Street
Montpelier, VT 05620

This policy language has been uniformly adopted by all school districts within the LNSU to which it applies.

5. ATTENDANCE-ABSENCE-TRUANCY

ATTENDANCE

It is the policy of Lamoille North Supervisory Union to set high expectations for consistent student school attendance in accordance with Vermont law (V.S.A. Title 16, Chapter 25) in order to facilitate and enhance student learning.

Introduction:

Vermont law (Title 16, Section 1121) requires children between the ages of 6 and 16 to attend a public school. In addition to the legal responsibility, regular school attendance is important for a number of other reasons. First, it is critical to the academic and social/emotional growth of all children. Second, regular and punctual attendance fosters the development of responsible and effective work/study habits. Clear expectations regarding student attendance support this shared responsibility (exceptions to this statute as per Title 16, Sections 1121 & 1123). Finally, education is a responsibility shared by individual students, families, schools and communities.

RESPONSIBILITIES

Parents/Guardians

Vermont law states that it is the responsibility of a child's parent or guardian to cause their children to attend and participate in school on a regular basis. It is also their responsibility to provide written notification of a child's absence.

School and District

Vermont law states that the Principal or designee will make reasonable effort to contact and work with parents/guardians to implement necessary supports to have children attend school on a regular basis. The principal or designee will document all student absences and will determine the thresholds for interventions. The Superintendent shall seek corroboration of mental or physical unfitness to attend school when appropriate.

ATTENDANCE PROCEDURES

Student attendance will be recorded daily; for the purposes of communication, parents will receive an "AlertNow" notification each day a student is not present by 7:50. Any student who arrives after 7:50 will be required to sign in with the attendance secretary upon arrival. Parents/guardians of students who do not sign in will receive an "AlertNow" notification each day a student is determined to be absent from their first class.

5 Days Absent	10 Days Absent	15 Days Absent	Beyond 15 Days Absent (but not more than 20 days)
Notification mailed to parent/guardian	Notification mailed to parent/guardian	Notification mailed to parent/guardian	Determination Letter to parent/guardian via certified mail
	Notification includes support	Notification includes support services	Determination letter includes support

	services offered	offered	services offered
	Notification w/potential consequences	Notification includes potential truancy consequences	Determination Letter w/ specific consequences
	Notification copied to (LCTP) and Supt	Notification copied to LCTP and Superintendent	Determination Letter copied to LCTP and Superintendent
		Notification requests a meeting between family, school, and LCTP	Determination Letter provides evidence of areas not met in Attendance Plan
		Attendance Plan is developed and implemented	Determination Letter is forwarded to Division of Child and Family Services and Vermont State Attorney Office

Excused Absences

In certain instances a student's absence from school cannot be avoided. A student may be excused for absences related to:

- Illness - absences that exceed 10 days per year must be documented by a medical professional including CES Nurse, Case Manager or School counselor. Undocumented absences beyond 10 days per year will be considered unexcused.
- Family emergency or death in immediate family
- Religious observance
- Appointments with professional health care providers - including mental health providers which cannot be scheduled during non-school hours - if a student has a medical appointment they should bring in a note from the health care office when they return to school or the absence will be considered unexcused
- Pre-planned family commitments and activities which have obtained prior approval from the school Principal
- Other school or educationally related activities which have been approved by the Principal. There may be times when students are present at school but absent from class because they are involved in an activity which has been approved by the school administration.

Tardiness

It is essential that students walking or being driven to school arrive in their classrooms no later than 7:50. The school day officially starts at 7:50, and most classrooms begin their Morning Meeting with their class at this time. This community time is important for children to feel part of their class, feel connected to their teacher and peers. It is also a time where students receive important information about their day. Teachers often incorporate important instructional components (literacy, shared reading and writing, math activities) into their Morning Meeting. Students who are habitually late miss this important time and often also miss literacy or math instruction, which are usually taught first thing in the morning. We understand that occasional things come up with families and children, but if a teacher feels that a student's habitual tardiness is affecting their learning, they may bring it to the principal's attention. The principal may request a parent conference to try to resolve the matter.

6. STUDENT BEHAVIOR AND DISCIPLINE PHILOSOPHY
STUDENT CONDUCT AND DISCIPLINE

LAMOILLE NORTH SUPERVISORY UNION POLICY:

The Building Administrator (or his/her designee) shall be responsible for the administration of discipline procedures. Suspension or expulsion of students shall follow due process requirements.

Internal Detention: The Building Administrator or designee may assign a student to an in-school detention. In-school detention is defined as removal from the regular education classroom setting for part or all of the school day. The educational program of a student assigned to in-school detention shall be continued to an extent determined to be feasible and appropriate by the Principal. Students assigned to in-school detention should be provided with a reasonable opportunity to complete academic assignments and to benefit from counseling or related activities designed to bring about an improvement in their behavior. In-school detention is not considered a suspension.

Removal of Disruptive Students: A student who poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process of the school shall be immediately removed from the school or to a place within the school determined by the Building Administrator to be sufficiently secure to permit the academic process of the school to continue. The Building Administrator will notify the parent or guardian of a student who is to be removed from school.

If the parent or guardian cannot be located, the student will be detained at school for the remainder of the school day. If the continued presence of the student in the school poses an imminent physical threat or danger to himself/herself or others, the Building Administrator may request social services or the police to assume custody of the student.

No student will be removed from school for more than the remainder of the school day unless the student and his/her parents are given an opportunity for an informal hearing as outlined in the suspension section below. When immediate removal of a student is necessary prior to a hearing, the hearing shall be held as soon as possible following the removal.

Suspension: The Building administrator may suspend a student from school for a period of ten days or less for violations of school rules or policies. Prior to such a suspension, the student and his/her guardian shall be given an opportunity for an informal hearing with the Building Administrator. The student and his/her parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity to tell his/her side of the story, and a decision in writing to the parent or guardian. In unusual circumstances where the Building Administrator deems that the safety and welfare of the school is affected, the informal hearing may be delayed twenty-four hours. In this event, a post-suspension hearing will be held as soon as possible.

Long Term Suspension: The School Board may suspend a student for more than ten days but for a fixed period of time when conduct makes the continued presence of the student harmful to the welfare of the school.

Due Process Hearing: Long-term suspension must be preceded by notice and formal due process procedure, including the opportunity for a hearing before the Board. The student and his/her parents must be notified in writing of the date, time, and place of the hearing. They will be given an opportunity to present evidence, to cross-examine witnesses, to be represented by counsel, and to receive a written decision. The notice shall also include a statement of the rule infraction(s) alleged, the potential consequences of the hearing, and a summary of the evidence to be introduced at the hearing.

Unbiased Decision-Maker: In a proceeding seeking a long-term suspension of a student, the decision-maker shall be the Building Administrator. In the event the Building Administrator cannot serve as an unbiased decision-maker, the Superintendent or the Board will assume this role. A majority vote of the Board present and hearing the matter constitutes as a decision of the Board. The Building Administrator or Superintendent is presumed to be an unbiased decision-maker unless he/she has actively investigated or assisted in the investigation, or is a witness to, the violation that constitutes the basis of the proposed suspension.

Expulsion: The Superintendent or Building administrator may recommend for the expulsion any student whose conduct makes the continued presence of the student harmful to the welfare of the school. A student may be expelled only after a majority vote of the Board supporting the recommendation of the Superintendent or Building Administrator, preceded by notice and a due process hearing conforming to the requirements set forth above.

Discipline Policy for Students with Disabilities: A student who has a disability or is suspected of having a disability, and is eligible or may be eligible for special education services or eligible for protection under Section 504, may be suspended and/or expelled for more than 10 consecutive days, or for more than 10 cumulative days in a school year only after compliance with the procedures outlined in the Individuals with Disabilities Education Act ("IDEA") and its implementing regulations and applicable Rules of the Vermont State Board of Education.

The Superintendent and/or his/her designee shall develop, implement and update as necessary, procedures to implement this policy.

Student information is confidential unless otherwise permitted by this policy or FERPA.

I. DEFINITIONS

- A. **“Student With a Disability”** means a student who has been found eligible for Services under the Individuals with Disabilities Education Act (“IDEA”) or is determined to be an individual with a disability who is protected by Section 504 of Rehabilitation Act of 1973. With respect to some disciplinary protections, the term may also include students who have been referred for evaluation under the IDEA and/or Section 504. If, upon completion of the evaluation, the child is found to be covered by either law, the protections of that law and this policy continue to apply. If the child is found not eligible or not protected by Section 504, (s)he may then be disciplined pursuant to the same procedural safeguards provided to a child without a disability.
- B. **“Behavior Intervention Plan”** means an individualized plan to develop behavior and social skills necessary for student success in the school setting that is based on an individual student’s current abilities and areas for skill growth.

- C. **“Suspension”** refers to removal from the student’s usual educational setting, to an out of school setting. Depending on the type of suspension, services may or may not be terminated during such removal, as provided by law and the procedures below.
- D. **“Short Term Suspension”** refers to a suspension of 10 consecutive school days or fewer.
- E. **“Long Term Suspension”** refers to a suspension of more than 10 consecutive school days.
- F. **“Expulsion”** refers to a long-term removal, usually until the end of the school year, or for a calendar year, as provided by State law.
- G. **“Manifestation Determination”** means the process used to determine if a student with a disability who commits an infraction of school rules should be disciplined as any other student without a disability or if their disability prevented them from following a school rule due to a direct or substantial relationship their disability had to their behavior.
- H. **“Change of Placement”** A “change of placement” occurs as a result of disciplinary removals if:
1. child’s removal from school is for more than 10 consecutive school days, or
 2. if the child is subjected to a series of removals that add up to more than 10 days in a school year, and constitute a pattern based upon such factors as:
 - The length of each removal, and the total amount of time the child is removed.
 - The proximity of the removals to one another, and
 - The reasons for the removals
 - Whether reasons for removal are for similar or disparate behavior
- I. **“Interim Alternative Education Setting” (IAES)** is a 45 day placement outside of the main stream setting that may be made due to events that involved weapons, controlled substances, illegal drugs or serious bodily injury.
- J. **“Weapon”** means an instrument, object or device designed, readily capable of, or used for, or with the intent to cause personal injury or death. In addition, a Weapon includes, but is not limited to, a knife with a blade greater than 2 ½ inches in length, a switchblade knife, bayonet, sword or similar device. Swiss army knives, razors, box cutters and similar cutting implements will be treated as Weapons under this policy if, in the determination of the Administration, the implement is used in any manner to threaten or hurt another person or to threaten damage or do actual damage to school property or property belonging to a member of the school community.
- K. **“Controlled Substance”** means a drug or other substance identified under schedule I, II, III, IV, or V in section 202 (c) of the Federal Controlled Substances, Act (21 USC section 812 (c)).

Date Adopted: August 22, 2001

Legal Reference(s): 16 VSA § 1161a, 1162 et seq.
Education of the Handicapped Act (P.L. 94-142)
Section 504, Rehabilitation Act of 1973
VT State Board of Education Manual of Rules & Practices
§ 4311, 4312

CAMBRIDGE ELEMENTARY SCHOOL DISCIPLINE PROCEDURE:

Cambridge Elementary School is committed to establishing an environment that will enhance the development of our students, school personnel and parents. It is our belief that the discipline process should be a learning experience, including problem solving and personal growth. This process will emphasize student responsibility and ownership, instruction, consistency, respect and dignity, fairness and safety. At Cambridge Elementary School:

- Discipline will preserve the dignity of all individuals
- Appropriate behavior will be modeled by all staff
- Everyone will take responsibility for their actions
- Discipline fosters internal controls for student responsibilities
- Parents play a primary role in making the system work
- Rules will be clearly stated and consequence applied fairly and consistently
- Staff must consistently employ appropriate methods of classroom management
- Establishing, maintaining and restoring relationship is an essential part of the discipline process

PARENTS WILL BE NOTIFIED OF THE DISCIPLINE POLICY AND PROCEDURES VIA THE STUDENT HANDBOOK, WHICH IS DISTRIBUTED AT THE BEGINNING OF EACH SCHOOL YEAR. PARENTS ARE ENCOURAGED TO READ AND DISCUSS THE SCHOOL RULES WITH THEIR CHILD.

SCHOOL RULES AND STUDENT RESPONSIBILITIES

Principles and Rules serve a purpose. The purpose is to make our classrooms and school a good and safe place for children and staff. There are school wide principles and rules, which are the foundation for all areas of the school such as the classrooms, hallways, cafeteria, gym, library, playground and buses. The **School wide Principles and Rules are:**

BE SAFE

RESPECT YOURSELVES & OTHERS

RESPECT OUR ENVIRONMENT

BE AN ACTIVE LEARNER

The rules serve as guidelines for how we behave. We use them to help us determine how to act and how we might change our behavior. Classroom teachers will spend time the first few days and weeks of school developing specific classroom rules and rules for all areas of the school with their students. Children are learning and experimenting with their behavior and when rules are broken or need reinforcing there are logical steps and consequences for teaching children to be responsible for their actions. Students are given the opportunity to learn from their mistakes, making mistakes is a lifelong process in which new skills and strategies are learned. The school provides opportunities for all students to learn anger management, conflict resolution, mediation and social skills. The Guidance Counselor coordinates instructional and non-instructional

activities of the school to ensure that students are provided with these opportunities as part of their school day as well as during after school activities sponsored by Cambridge Elementary.

STRATEGIES AND CONSEQUENCES

Cambridge Elementary School has been working toward creating a caring school community. Using guidelines of the Vermont Department of Education and working with The Responsive Classroom Model, Cambridge is committed to creating a positive and safe school climate for all. These are strategies we use for creating this environment.

- Students are given cues about appropriate behavior in the classroom.
- A brief time-out or thinking time will be arranged for the student to gain self-control, after which the student will return to the lesson or activity. (Flagrant or repeated misbehavior may eliminate the reminder step). If the student continues to behave inappropriately, the classroom teacher will use a “buddy teacher.”
- Oral Plans: Teachers have students identify which rule has been broken and provide the student the support necessary to develop a plan to change their behavior. A student who denies the behavior and/or doesn't understand which rule has been broken will be given information to assist them in identifying what rule was broken and what could be done differently. Students who are not able to work with the teacher to change their behavior will be asked to go to the Planning Room.
- Teachers may use the buddy teacher support system as another means for a child to gain self-control.
- Planning Room: The Planning Room provides students with additional academic, social and behavioral supports. The Planning Room Process involves a number of possible consequences to help students be successful in making appropriate choices and to learn. **Parents are important to the Planning Room process. Children are more likely to be successful if they know their parents think the consequence is a good one and that the parents support the school's discipline program.**
- In extreme situations, where a student may be physically out of control, a teacher may remove his/her class from the situation and ask for security assistance from the Principal and/or members of the school's crisis response team who are trained in physical restraint. In these cases, every attempt to notify the parent to retrieve the child will be made as soon as physical restraint becomes necessary.

The above procedure is utilized for rule breaking behavior to allow the student to regain their self-control in the shortest time possible. Other logical consequences such as loss of privilege or an “apology of action” may be suitable for other misbehaviors. In such cases teachers work with students to improve their behavior through these and other appropriate means that are responsible and respectful of the student's needs.

For some children, these strategies to self-control may not be enough or may not be successful. In such cases, specific behavior management plans may be developed with the knowledge and help of parents, teachers, specialists, and administrators. Counseling or evaluations may also be suggested. In these cases, parents will be requested to attend an education support team meeting to discuss next steps to help the child manage and overcome their behavior problem. Some behaviors may result in in-school detention, suspension or expulsion. (See list of behaviors mentioned in behaviors that may lead to suspension or expulsion section).

CONSEQUENCES FOR STUDENT BEHAVIOR

Consequences such as the following, depending on the situation, may happen:

The student develops a written Success Plan

- The student develops an individual Support Plan
- The student may spend time in In-school detention or suspension
- The student is referred to the Principal
- The student is sent home from school to serve out of school suspension
- The student performs a task or service
- The student writes a letter of apology
- The student goes through the conflict resolution process
- The student participates in a pro-social skills group
- The student repairs damages or replaces lost item
- The student loses recess
- The student loses privileges
- The student stays after school
- The student participates in a parent/teacher conference

Student Success Plans: Because we have heard from so many parents that they would like to be notified when their child has been sent to the Planning Room, students will contact parents after they arrive in the Planning Room and develop a Student Success Plan. We have found students who take responsibility for their behavior by notifying their parents are provided with a learning opportunity that involves both the school and parent. If parents want to further discuss their child's behavior, then the parent can request that the Planning Room Assistant notify the child's Teacher, and/or the Principal or Guidance Counselor to further discuss their child's situation.

Once the student has completed the plan to change their behavior, the student returns to the activity or the classroom. Completed written plans will be sent home for a parent signature and are expected to be returned the next day to the Planning Room Assistant. If the plan is not returned the parent will be contacted.

A student who is angry or frustrated is not able to work on a plan and is given the opportunity to calm down and take the necessary time prior to working on their plan. Students cannot be disruptive in the Planning Room. If a student remains disruptive in the Planning Room, we shall notify the parents and the child is sent home for the day. Upon returning to school, the student and his/her parents will meet with the Principal.

In-school detention/suspension: In-school detention/suspension consists of a room within the Planning Room where a student may be sent to sit quietly and think about their behavior. Students may also spend time completing schoolwork as well. The amount of time spent in this room can vary.

Out of School Suspension: We have heard from many parents concerned about the increase in school aggression and violence in our society. We hope that you believe as we do that our school must be a civil, caring and safe place for everyone. Because we want our school to be a safe place for everyone there are times in which a child should not stay in school. We ask parents for your support when those tough decisions to send a child home are necessary.

BEHAVIORS THAT MAY LEAD TO SUSPENSION OR EXPULSION

There are circumstances when it will be necessary to send a child immediately home from school. The following behaviors are prohibited at the Cambridge Elementary School and can lead to in school detention, out of school suspension or expulsion:

- Destruction of physical property
- Possession of a weapon

Physical or verbal assault
Harassment of any form
Bullying
Hazing
Threats of violence
Lewd and lascivious conduct
Use of excessive profane language
Drug or alcohol possession
Theft
Cheating

Note that according to the Gun-Free Schools Act of 1994, any student in possession of a firearm on school property will be expelled from school for a period of not less than one year.

Students exhibiting aggressive actions to others will be immediately sent to the Planning Room and/or In-school detention depending upon the severity of their actions. A decision to send a child home will be made by the principal. School authorities may discipline a student for misconduct that does not occur on school property, on a school bus, or at a school sponsored activity where direct harm to the welfare of the school can be shown. For purposes of this plan, such misconduct is referred to as “off-campus misconduct.” When discipline for off-campus misconduct is necessary to protect the student’s own physical or emotional safety, or when the misconduct has a direct and immediate tendency to subvert the authority of the school by encouraging disorder or insubordination, discipline up to and including suspension or expulsion for the remainder of the school year or up to 90 school days whichever is longer may be imposed. Examples of off-campus conduct that impacts on the school and may result in disciplinary action include but are not limited to:

1. possession, consumption or sale of illegal substances;
2. harassment;
3. hazing;
4. criminal conduct;
5. violations of rules governing eligibility to participate in school sponsored activities.

When suspensions or expulsions are imposed for off-campus misconduct, the same procedural safeguards will be afforded students as are afforded students subjected to suspensions or expulsions for misconduct at school or school sponsored activities.

After consultation with the principal or his/her designee, a faculty activity-sponsor or coach may make rules (e.g., training rules) governing eligibility to participate in an activity. Students may be required to show that they have discussed the eligibility rules with their parents or guardians prior to participating in an activity. For example, parents may be asked to sign a form indicating that they are aware of the rules governing participation in the activity.

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

A student who is barred or suspended from participation in school sponsored activities due to misconduct, but is not suspended from school, may appeal the action to the principal. The principal or, if the principal is not available, his/her designee, will discuss the circumstances of the action and the allegations of misconduct with the student and, if requested by the student or

parent, with the student's parents or guardian within 48 hours of the action. The principal may ask others who have relevant information to be present for the discussion. The suspension will remain in effect until the principal has discussed the incident with the student and has explained his/her decision to the student.

If the student is dissatisfied with the decision of the principal, the student may ask the superintendent to review the decision. Within 10 days of the request, the superintendent will provide the student and the student's parents or guardian with an opportunity to present their version of the incident and the opportunity to solicit relevant information from others who have knowledge of the allegations of misconduct or of factors that should be considered in deciding whether the action should be upheld. The superintendent will explain his/her decision to the student as soon as possible after meeting with the student, and will provide a written decision if requested to do so by the student or the student's parents or guardian. Unless otherwise determined by the superintendent due to unusual circumstances, the action will remain in effect until the superintendent makes a decision. The superintendent's decision will be final.

7. SOCIAL AND ACADEMIC LEARNING STUDY ON THE RESPONSIVE CLASSROOM® APPROACH

SUMMARY OF FINDINGS

From 2001 to 2004, researchers at the University of Virginia's Curry School of Education conducted a three-year longitudinal, quasi-experimental study on how the *Responsive Classroom* approach affects children's academic and social skills. They compared children at six schools in an urban district in the Northeast - three schools that implemented the *Responsive Classroom* approach and three that did not. The study, led by associate professor of education Sara E. Rimm-Kaufman and funded by the DuBarry Foundation, found that the *Responsive Classroom* approach is associated with better academic and social outcomes for elementary school children.

The study yielded six key findings about children and teachers at schools using the *Responsive Classroom* approach.

FINDING 1 – Children showed greater increases in reading and math scores.

Children taught using the *Responsive Classroom* approach for two or three years scored higher in reading and math in the Connecticut Mastery Test. The gains were greater over three-year periods than over two-year periods, and greater in math than in reading.

FINDING 2 – Teachers felt more effective and more positive about teaching.

Teachers who used the *Responsive Classroom* approach felt more effective in discipline, more able to create a positive school climate, and more able to influence decision making at their schools.

FINDING 3 – Children had better social skills.

After just one year of the *Responsive Classroom* approach, children showed greater growth in prosocial skills and assertiveness. They were more comfortable trying new things in school, and their teachers reported feeling closer to them.

FINDING 4 – Teachers offered more high-quality instruction.

Teachers using the *Responsive Classroom* approach appeared to offer more emotional support for learning (for example, creating a positive classroom climate) and more instructional support for learning (such as, better feedback and more instruction involving concept development).

FINDING 5 – Children felt more positive about school.

Children whose teachers used more *Responsive Classroom* practices had improved attitudes about school. They liked school more and enjoyed their peers and their teachers more.

FINDING 6 – Teachers collaborated with each other more.

Teachers using the *Responsive Classroom* approach reported more frequent formal collaboration with each other. They placed greater value on collaboration and felt more involved in decision making at their schools.

8. HARASSMENT/BULLYING POLICY AND PROCEDURE

I. Purpose.

A. The Cambridge School District (“the District”) is committed to providing a safe and supportive school environment in which all students are treated with respect. This policy involves incident(s) and/or conduct that occurs on school property, on a school bus or at a school-sponsored activity, or misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated.

B. The purpose of this policy is to prevent harassment as defined in 16 V.S.A. § 11(a)(26) and amended by Act 91 of 2004, and to ensure that the District’s responses to allegations of harassment comply with 16 V.S.A. §565 as amended by Act 91 of 2004, Title VI and IX of the Civil Rights Act. It is the further purpose of this policy, when it is found that harassment has occurred, to ensure that prompt and appropriate remedial action, reasonably calculated to stop harassment, is taken by school district employees.

C. It is the intent of the District to apply and enforce this policy in a manner that is consistent with and protects students’ rights to free expression under the First Amendment of the U.S. Constitution. The District respects and promotes the rights of students and others to speak freely and to express their ideas, including ideas that may offend the sensibilities of others. However, the District does not condone and shall take action in response to behavior that interferes with the learning of students and is not otherwise protected expression.

II. Definitions

A. Harassment

(1) “Harassment” means an incident or incidents of verbal, written, visual or physical conduct based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

(2) Harassment includes conduct which violates subsection (1) of this definition and constitutes one or more of the following:

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

(i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education.

(ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

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

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

B. **"Complaint"** means an oral or written report by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of harassment.

C. **"Complainant"** means a student who has filed an oral or written complaint to an employee or is the alleged victim in a report made by another alleging conduct and/or incident(s) that may rise to the level of harassment.

D. **"Employee"** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.

E. **"Designated Employee"** means an employee who has been designated by the District to receive complaints of harassment pursuant to 16 V.S.A. § 565(c)(1).

F. **"Principal"** means the building level administrator, or his/her designee, at an independent or public school designated by a school governing board to be a school principal, headmaster, or technical center director.

III. Reporting of Student Harassment Complaints

A. A student who believes that s/he has been harassed, or who witnesses conduct that s/he believes might constitute harassment, should report the conduct to a designated employee, or to any other school employee.

B. When a student reports such conduct to a school employee, other than a designated employee, that school employee shall refer the report to a designated employee.

C. An employee who witnesses conduct that s/he believes might constitute student harassment under this policy shall take prompt and appropriate action to stop the conduct and immediately report the conduct to a designated employee.

D. Any other person who witnesses conduct that s/he believes might constitute student harassment under this policy should report the conduct to a designated employee.

E. Consistent with this policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures regarding the reporting of student harassment complaints and the District's handling of such reports.

F. Annually, the District shall select two or more designated employees to receive complaints and shall publicize their availability.

IV. Procedures Following a Report

A. Consistent with this policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures for complaint response following a report, initiation of an investigation, investigation, independent review, and alternative dispute resolution provisions.

B. Independent Review: A complainant who desires independent review under 16 V.S.A. § 565(f) because s/he is either dissatisfied with the final determination of the school officials as to whether harassment occurred, or believes that, although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem, shall make such request in writing to the Superintendent. Upon such request, the Superintendent shall initiate an independent review, and shall comply with the District's procedures and any applicable rules on this subject promulgated by the Commissioner of the Vermont Department of Education ("Commissioner"). The District may request an independent review at any stage of the process.

V. Discipline and/or Corrective Action.

If after investigation, harassment has been found, the District shall take prompt and appropriate disciplinary or remedial action reasonably calculated to stop the harassment. Consistent with this policy, the District's Student Conduct and Discipline policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures regarding discipline and corrective action including final action on a complaint, retaliation, false complaints, and appeal provisions.

There will be no adverse action taken against a person for reporting a complaint of harassment when the complainant has a good faith belief that harassment occurred or is occurring or for participating in or cooperating with an investigation. Any person who knowingly makes a false accusation regarding harassment will be subject to disciplinary action.

VI. Confidentiality; Notification of Results; and Record Keeping.

A. The privacy of (1) the complainant, (2) the accused individual, and (3) the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

B. Subject to state and/or federal laws protecting the confidentiality of personally identifiable student information, the complainant and the accused individual shall be informed in writing of the results of the investigation. If either the complainant or the alleged individual is under the age of 18, subject to the above limitation, his or her parent(s) or guardian(s) shall be provided with a copy of this policy and related procedures, notified when an informal resolution to a harassment complaint is attempted, notified when a complaint is filed, and notified in writing of the investigation results. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.

C. The Superintendent or Principal shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. The report of the investigation shall be kept for at least six years after the report is completed.

VII. Mandatory Reporting to State Agencies.

A. If a harassment complaint is made that conduct by a licensed educator might be grounds under the State Board of Education Rules for suspension or revocation of a license or endorsement, the Principal shall report to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner.

B. When a person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq., determines that a complaint made pursuant to this policy must be reported to the Commissioner of the Department for Children and Families, he or she shall make the report as required by law and related District policy. If the victim is a vulnerable adult, as that term is defined in 33 V.S.A. §6902(14), the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6903 and 6904.

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

VIII. Dissemination of Information, Training, Comprehensive Plan for Responding to Student Misbehavior and Data Gathering.

A. **Dissemination of Information.** Annually, prior to the commencement of curricular and cocurricular activities, the District shall provide notice of this policy and its procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.

B. **Training.** The Superintendent or Principal shall develop age-appropriate methods of discussing the meaning and substance of this policy with students and staff to help prevent harassment. Training may be implemented within the context of professional development and the school curriculum to develop broad awareness and understanding among all members of the school community. Staff training shall enable staff to recognize, prevent and respond to harassment.

C. **Comprehensive Plan for Responding to Student Misbehavior.** The District's comprehensive plan pursuant to 16 V.S.A. §1161a(a)(6) shall include provisions that promote the positive development of youth and actions to prevent misconduct from escalating to the level of harassment.

D. **Data Gathering.** **The District shall provide the Vermont Department of Education with data requested by the Commissioner.**

IX. Complaints to the Vermont Human Rights Commission and the U.S. Office of Civil Rights.

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

Date Warned: 12/1/04

Adopted: 12/15/04

Revised:

Legal References: Act 91 of 2004 (2004 Vt. Laws Act 91)
16 V.S.A. §§11(a) (26), 565 (harassment), 1161a.
21 V.S.A. § 495(5) (retaliation)
33 V.S.A. §§ 4911 et seq. (child abuse)
9 V.S.A. §§ 4500 et seq. (public accommodations; retaliation)
20 U.S.C. §§1681 et seq. (Title IX, Civil Rights Act)
34 C.F.R. Part 106
42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964)
20 U.S.C. §1232g; 34 C.F.R. Part 99 (FERPA)
Davis v. Monroe County Board of Education 526 U.S. 629 (1999)
Franklin v. Gwinnett 503 U.S. 60 (1992)
Saxe v. State College Area School District, 240 F. 3d 200 (3rd Cir. 2001)

PROCEDURE FOR REPORTING BULLYING/HARASSMENT INCIDENTS

1. Reported or observed incident is written up on Behavior Report Form by person who receives or observes incident. Parents can make verbal or written reports to administration or guidance.
2. Behavior Report Form is given to guidance or administration for investigative purposes
3. If incident is substantiated, the student accused of the aggressive act will look up his or her consequence on the rubric. Parents will be notified of both substantiated and unsubstantiated incidents.
4. A letter home (two copies – one for parents' records and one to be signed and returned to school) with the rubric attached will be sent to parents of accused student, stating what was reported, what their child said, the investigation outcome and the consequence. They will also be informed of what their child's next consequence will be should the behavior happen again. The school will also retain a copy of the letter.
5. Student serves consequence(s), followed up by a written reflection of the incident with guidance counselor
6. Parents of targeted student will be notified of incident and action taken

Harassment, Bullying, Hazing and Misconduct

Bullying, Harassment, Hazing and Misconduct on or off campus at any school supported activity or under circumstances in which it can be shown to have a negative impact on a student's ability to successfully access school and community shall not be tolerated and will result in significant consequences which may include suspension or expulsion as well as, under appropriate circumstances, reports to local law enforcement authorities.

Harassment: Vermont Statutes at 16 V.S.A. §11(26)(A) defines harassment as follows:

(A) "Harassment" means an incident or incidents of verbal, written, visual or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, gender identity, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

(B) "Harassment" includes conduct which violates subdivision (A) of this subdivision (26) and constitutes one or more of the following:

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

(I) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.

(II) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting the student.

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

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

The school recognizes harassment as actual or incited offensive behavior on or off campus, which directly or indirectly by verbal, written, visual, electronic or physical conduct, threatens, torments, irritates or insults and which is motivated by a student or student's family's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, gender identity or disability and which results in compromising the student's ability to function successfully in school and the community.

Bullying: Vermont Statutes at 16V.S.A. §11(32) defines bullying as follows:

"Bullying" means any overt act or combination of acts directed against a student by another student or group of students and which:

(A) is repeated over time;

(B) is intended to ridicule, humiliate, or intimidate the student; and

(C) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity.

The school recognizes bullying as verbal, emotional or physical abuse effected by one individual or several individuals acting in concert. It consists of predatory and persistent intimidation which includes abusive and/or insulting behavior designed to induce fear, humiliation and reduce independent thought or actions and isolate the target from mainstream participation, compromising the student's ability to successfully function in the school or community.

Hazing: Vermont Statutes at 16 V.S.A. §11(30) defines hazing as follows:

(A) "Hazing" means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in } or maintaining membership in any organization which is affiliated with an educational institution; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of a student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off the campus of an educational institution. Hazing shall not include any activity or conduct that furthers legitimate curricular, extracurricular, or military training program goals, provided that:

(i) the goals are approved by the educational institution; and

(ii) the activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

(B) The definitions of "educational institution," "organization," "pledging," and "student" shall be the same as those in section 140a of this title.

The school recognizes Hazing as conduct, directly or indirectly, alone or in concert with others, through verbal, written, visual, electronic or physical means that imposes ritualistic or demeaning behaviors which are meaningless, illegal or antisocial as part of an initiation process.

Misconduct: Vermont statutes at 16 V.S.A. §1161a entitled **Discipline** requires:

(a) Each public and each approved independent school shall adopt and implement a comprehensive plan for responding to student misbehavior. To the extent appropriate, the plan shall promote the positive development of youth. The plan shall include:

* * *

(6) A description of behaviors on and off school grounds which constitute misconduct, including harassment, bullying, and hazing, particularly those behaviors which may be grounds for expulsion. The plan shall include a description of misconduct as listed in subdivisions

11(a)(26)(A)-(C) and (32) of this Title which, although serious, does not rise to the level of harassment or bullying as those terms are defined therein;

The school recognizes misconduct as language and/or behavior which violates laws and school, community and social rules without regard to consequences of such actions and includes but is not limited to weapon or drug possession on campus or at school functions, inappropriate actions and/or language such as swearing or blasphemy; threats to peace or safety, blackmail, assaults or personal injury, threats to student safety, lies, stealing, cheating and any conditions which compromise the safe operation of or, access, to school.

CONSEQUENCES FOR AGGRESSIVE BEHAVIOR - 2010-2011

Behavior	First time	Second time	Third time	Fourth time	Fifth time	After five times
Teasing <ul style="list-style-type: none"> • Name calling • insulting, • gossiping, • rumor • spreading, • exclusion • relational • aggression Provocation	Written Warning/plan Student calls home	1 day of inside recess and/or lunch; Student calls home	3 days of inside recesses and/or lunch; Student calls home	5 days of inside recesses and/or lunches; Student &/or counselor calls home Principal & guidance counselor are notified for possible individual plan &/or counseling	Class instruction only for 3 days (class work & free time not with class) Meeting w/Principal, student, parent, teacher, and counselor may be set up.	Class instruction only for 1 week (class work & free time not with class) Parents will be notified
Threats <ul style="list-style-type: none"> • Verbal • Written threats • Physical threats Intimidating	1 day of inside recess and/or lunch; Student calls home	3 days of inside recesses and/or lunch; Student calls home	5 days of inside recesses and/or lunches: Student &/or Counselor calls home Principal & guidance counselor are notified	Class instruction only for 3 days (class work & free time not with class)	Class instruction only for a week (class work & free time not with class) Meeting w/Principal, student, parent, teacher, and counselor may be set up	In school Detention Amount of time determined by team and/or Principal. Parents will be notified by Principal or Counselor
Stealing	Written plan Return item Student calls home	Counseling Return item or retribution Backpack, jacket kept in the classroom Guidance Counselor calls home	Counseling Return item or retribution Community Service with parents permission Principal and/or Counselor calls parents			

Physical Behavior <ul style="list-style-type: none"> • hitting, • pushing, • slapping, • grabbing • spitting • poking • kicking • pinching • biting • punching • throwing something at a person 	Written plan Student calls home	1 day of inside recess and/or lunch; Student calls home	3 days of inside recesses and/or lunch; Student calls home	5 days of inside recesses and/or lunches: Student &/or Counselor calls home Principal & guidance counselor are notified	Class instruction only for 3 days (class work & free time not with class) Student &/or Counselor calls home. Meeting w/Principal, student, parent, teacher, and counselor may be set up	In school Detention Amount of time determined by team and/or Principal. Parents will be notified by Principal or Counselor
*Severe Physical Behavior hitting ,punching, kicking, and similar behavior that may injure others) *Harassment (racial, ethnic, or sexual name calling or other severe harassment)	3 days of inside recesses and/or lunch; Student calls home	5 days of inside recesses and/or lunches: Student &/or Counselor calls home	Class instruction only for 1 or more days, depending on the behavior Principal and/or Guidance Counselor calls parents	Class instruction only for 3 or more days, depending on the behavior Principal notifies guidance counselor to consider individual plan and/or counseling	Class instruction only for 1 week individual plan determined amount of time counseling meeting with parents	Indefinite class instruction only Individual plan (revisit plan) Counseling Meeting with parents

*Additional consequences for any behaviors will be left up to the discretion of the administrator (i.e. out-of-school suspension or in-school detention). K-2 grades may warrant additional reminders/education before these consequences apply.

**Cambridge Elementary School
P.O. Box 160
Jeffersonville, VT 05464
Phone: 802-644-8821 Fax: 802-644-6531**

Mary Anderson, Principal

Kathy Ferguson, Guidance Counselor

STUDENT CONTRACT

Date: _____

Student Name: _____

I have had a discussion about harassment and/or bullying issues. I understand what **Circle appropriate issue harassment or bullying is and I have received a copy of our school's harassment or bullying policy.**

I agree not to participate in harassment or bullying behaviors and understand that there are serious consequences for this behavior. I understand that my parents will be asked to come to school for a conference if this behavior occurs again, and additional consequences will occur at that time.

Student: _____
Signature

Guidance Support Services: _____
Signature

Principal: _____
Signature

Parent/Guardian: _____
Signature

HAZING

Policy

It is the policy of the Cambridge Town School District that all its schools provide safe, orderly, civil and positive learning environments. Hazing in connection with any school sponsored activity or program is prohibited. The superintendent shall develop administrative rules and procedures as needed to enforce this policy and to comply with state law.

Definitions^{i[2]}

- A. **Hazing** means any act committed on or off school grounds by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the district; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts.
Hazing shall not include any activity or conduct that furthers the legitimate curricular, extracurricular, or military training program goals provided that the goals are approved by the principal and provided that the activity or conduct furthers those goals in a manner that is appropriate, contemplated by the school district, and normal and customary for similar public school programs.
- B. **Organization** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students of the District, and which is affiliated with the district.
- C. **Pledging** means any action or activity related to becoming a member of an organization.
- D. **Principal** means the principal of a school or any person designated by the principal to carry out a particular function.
- E. **Student** means any person who: (1) is enrolled in any school or program operated by the district, (2) has been accepted for admission into any school or program operated by the

district, or (3) intends to enroll in any school or program operated by the district during any of its regular sessions after an official academic break.

Reporting of Hazing^{ii[3]}

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

Incidents of hazing that the principal determines may constitute violations of criminal laws shall be reported by the principal to appropriate law enforcement agencies.

9. CONDUCT OF STUDENTS ON BUSES

BACKGROUND

In an effort to provide safe bus transportation and orderly behavior of students on buses, communication, cooperation and consistency between home, school and transportation operators are essential for the success of this partnership. Bus transportation is a privilege not a right. Inappropriate behavior on the bus will result in disciplinary action, which may include the suspension of bus privileges.

SAFETY AND BEHAVIOR RULES

All students are responsible for their conduct on the bus. It is the responsibility of parents/guardians and staff to encourage proper bus behavior by reviewing bus rules and explaining their importance. School administrators are responsible for following the designated procedure when there are infractions of the rules. The bus operators are responsible for transporting students safely to and from school and complying with the regulations for reporting misconduct occurring on their buses. It is necessary for students to observe the following rules:

A student will:

- be at the bus stop five (5) minutes before the designated pick up time and ready to board the bus with the least possible delay in order to keep the bus on schedule;
- not stand or play in the roadway while waiting for the bus;
- remain at least ten (10) feet from the bus when it stops to pick up and move toward the bus only when the door opens or as instructed by the driver;
- board the bus and take a seat as quickly as possible;
- student must have written permission from the parent/guardian and/or school administrators to take a different bus;
- not board or leave the bus at any stop other than his/her regular stop without written consent from the parent/guardian and/or school administrators;

- ride the bus all the way to school and all the way to his/her destination after school. A student will not be allowed to get a ride part way in either direction;
- not leave a bus transfer area by any means other than their appointed bus without parent/guardian and/or school administrators permission.

While riding the bus the student will:

- follow bus driver’s directions;
- remain properly seated until the bus comes to his/her stop;
- not extend arms, legs, head, or any body part out the bus windows;
- not throw objects inside the bus or out the bus windows;
- keep aisles clear: a) personal items and all school related equipment will be secured by holding it on the owner’s lap or between their feet at all times; b) skis, poles, bats, balls, and snowboards need to be bagged appropriately.
- not bring articles aboard that could be objectionable or cause injury;
- not bring skateboards on the bus;
- not bring live animals on the bus;
- not use cell phones or cameras – these items will be kept in their backpacks;
- not disturb or distract the bus driver or the other passengers with a computer, dvd player, ipods, MP3 players, electronic games and hand held CD players;
- not tamper with bus equipment;
- not damage/destroy property;
- not be rude, disrespectful or annoying to the bus driver or the other passengers;
- not behave in a way as to risk the safety or well-being of self or others on the bus;
- keep hands, feet, and body to themselves.

PROHIBITED BEHAVIORS

The same behavior that is expected of students at school is expected of students while in transport. Any behavior which could cause harm to another, denote disrespect to another, and/or cause destruction to property will result in a misbehavior referral.

Prohibited behaviors while boarding, riding or disembarking the bus include, but are not limited to, the following:

- | | |
|------------------------------------------------------------------|----------------------------------------------------------------------|
| Refusing to follow bus driver’s directions | Improper Board/departing procedures |
| Profanity | |
| Destruction of property | |
| Spitting/littering | |
| Failure to remain properly seated and securing personal articles | Eating/drinking/gum chewing/candy |
| Fighting/pushing/tripping | Tampering with bus equipment |
| Throwing objects in or out of bus | Lighting matches/lighters, smoking |
| Hanging out of window | Unnecessary noises |
| Rude/discourteous and/or annoying conduct | Refusal to sit in an assigned seat |
| Public display of affection (PDA) | Bullying and harassing behaviors |
| | Other behavior relating to safety, well-being and respect for others |

PROCESS FOR MISBEHAVIOR REFERRALS

Driver writes report and gives to transportation coordinator and/or principal and planning room supervisor (at the elementary level) or the transportation coordinator and principal/vice principal (at the middle and high school level)

Principal/vice principal/transportation coordinator/planning room supervisor (one or more):

- Investigates
- Talks with student(s) and appropriate staff
- Disciplines; and/or
- Parental/guardian contact
- Suspends

Referral form is signed by either the principal/vice principal/transportation coordinator or planning room supervisor indicating the following action(s):

- Verbal warning
- Written plan
- Assigned Seating (applies to all transporting buses for the duration of the consequence)
- Bus Cleaning
- Suspension (applies to all transporting buses for the duration of the consequence – no suspension will begin before parent/guardian is notified)
- Pay for damaged or destroyed property

10. WEAPONS POLICY

Policy

It is the policy of the Board to comply with the federal Gun Free Schools Act of 1994, and 16 V.S.A. §1166 requiring school districts to provide for the possible expulsion of students who bring weapons to school. It is further the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

1. For the purposes of this policy, the terms “weapon” and “school”, and “expelled” shall have the following meanings:

Weapon means a firearm as defined in Section 921 of Title 18 of the United States Code and 13 V.S.A. §4016, including:

- any weapon whether loaded or unloaded which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
- the frame or receiver of any weapon described above
- any firearm muffler or firearm silencer
- any explosive, incendiary or poison gas
 - bomb
 - grenade
 - rocket having a propellant charge of more than four ounces
 - missile having an explosive or incendiary charge of more than one quarter ounce
 - mine, or
 - similar device

- any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter

- any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.

- Any other weapon, device, instrument, material or substance whether animate or inanimate, which in the manner it is used or is intended to be used, is known to be capable of producing death or serious bodily injury.

School means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.

Expelled means the termination for at least a calendar year of educational services to a student. At the discretion of the Board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Sanctions

Any student who brings a weapon to school shall 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 one calendar year. However, the Board may modify the expulsion on a case by case basis when it finds circumstances when it finds circumstances such as, but not limited to:

1. The student was unaware that he or she had brought a weapon to school.
2. The student did not intend to use the weapon to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

An expulsion hearing conducted under this policy shall afford due process as required by law. In addition, any student who brings a weapon to school shall be referred to a law enforcement agency.

As required by state law, the Superintendent shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of weapons involved.

Date Warned: 12/20/06

Date Adopted: 2/7/07

Legal Reference(s): 16 V.S.A. §1166 (State law pursuant to Federal law)

13 V.S.A. §§4004, 4016 (Criminal offenses)

20 U.S.C. §(Gun Free Schools Act of 1994)

18 U.S.C. §921 (Federal definition of firearms)

20 U.S.C. §§1400 et seq. (IDEA)

29 U.S.C. §(Section 504, Rehabilitation Act of 1973)

Vt. State Board of Education Manual of Rules & Practices, §§4311, 4312

11. TOYS/ELECTRONICS/CELL PHONES IN SCHOOL

Over the course of the past few years, there have been several problems stemming from toys/electronics/cell phones being in school. Teachers have found that children very often become distracted by these items and this distraction interferes with their learning.

Toys/electronics/cell phones have also disappeared from time to time creating a very serious distraction. The solution that the staff created for this problem is for toys/electronics/cell phones to remain in backpacks at all times while at school, including recess time. Children may share toys/electronics/cell phones with their classmates if they have permission from their teacher. It is our hope that by keeping toys/electronics/cell phones at home, we can eliminate unneeded distractions from an already active day. Again, children may share toys/electronics/cell phones during morning meeting or other activities with special permission from their teacher. Children may take their toys/electronics out on the bus as long as the toys/electronics are used appropriately. Cell phones and cameras are not allowed to be out of backpacks on the bus. Group gaming is not permitted. Texting via video games is not permitted. Teachers will be speaking to children about these issues. Any toys/electronics/cell phones that are found outside of backpacks during school without permission will be given to the Principal for parent pick-up. Trading cards will be considered as toys and should also not be seen outside of backpacks without permission.

12. APPEARANCE AND DRESS

CES believes that the appearance of the school and its student body are conducive to a positive educational environment. Therefore, clean and appropriate attire is required for each and every student. Students are expected to dress in a manner appropriate for children learning together. This does not include short shorts or shirts that do not cover the entire torso, front or back, or shorts or pants with writing located on the seat area. Please measure shirt straps using the three finger rule. Shoes with a one inch heel or less are permitted. Parents will be notified of inappropriate attire. Clothing that contains inappropriate language, sexual connotations, or references to drugs or alcohol will be addressed. Students will be asked to turn the clothing inside out. Hats or bandanas are not to be worn in the building.

(2120.4)

13. STUDENT DUE PROCESS AND RIGHTS

The constitutional rights of individuals assure the protection of due process of law, therefore: When a student, parent, or guardian feels his/her rights are violated, the student, parent, or guardian may request a meeting with the Principal (unless the Principal is the staff accused of the infraction and then the Superintendent may be the one to meet with). This meeting shall concern itself with the facts that led to the disciplinary action and assessment of the sanctions imposed. Procedural guidelines will govern the meetings.

14. ACT 117/EDUCATIONAL SUPPORT TEAM PURPOSE

State Act 117 has three major goals:

- to assure that all students succeed in general education classes
- provide a range of education services for students who are failing or at risk of failing

- reduce inappropriate use of special education services

A teacher, parent or anyone can refer a student to the EST Team. The team is comprised of the child's teacher, other teachers and administrators. They discuss procedures used in the regular classroom and review school resources that may be utilized to help the student succeed in the classroom. The process and services do not replace special education services, nor are they a substitute for a special education evaluation. It is the intention of Cambridge Elementary School that the EST will increase our ability to improve our meeting of individual student needs in the general classroom, and decrease the need for special education. For more information contact the school principal.

(1100.7)

15. SPECIAL EDUCATION POLICY & ELIGIBILITY PROCEDURE

Policy

It is the policy of the Cambridge Town School District to meet the needs of students with disabilities as defined in federal and state law and regulations and to provide a free and appropriate public education (FAPE) to these students in the least restrictive environment that will allow all students to benefit educationally.

Implementation

The Superintendent and other appropriate administrators will develop specific procedures regarding the identification and education of students under the Individuals with Disabilities Education Act (IDEA) and applicable state law and state and federal regulations.

The Superintendent or designee will assure that the individual education program team assembled to develop the individualized education plan for each disabled student is appropriately staffed and that all members are well educated about state and federal law. As directed under 16 V.S.A. §2959b, team members will be instructed to examine the range of options that will fulfill the requirements of the student's Individualized Education Plan (IEP) under state and federal law and to select options that are most cost effective for the District.

In designing the educational plans for disabled students, the Local Education Agency (LEA) representative will communicate to the IEP team the ability of the classroom staff to provide for the needs of the disabled student without negatively affecting the quality of education for all classroom students.

The Superintendent will encourage the special education coordinator to consult with legal counsel when questions about compliance with the law arise in the performance of duties relative to serving special education students. Ongoing training in the law and best practices will be made available to special educators and other appropriate personnel.

The Superintendent or designee will also assure that all personnel who help in the education of children with disabilities are appropriately trained to meet individual student needs.

The Superintendent will encourage the establishment of strong communications with parents/guardians of students with disabilities (in addition to their participation on the IEP team) and will support them in their work with their children at home to complement the efforts of the school.

The Superintendent will report annually to the Board and to the Commissioner of Education on special education program outcomes, changes in child count, the rates of increase or decrease of special education costs, the availability of special education staff and other pertinent information.

This report will be based on a systemic analysis of the District's special education program that will lead to ongoing improvements in outcomes.

ELIGIBILITY PROCEDURE

A student is referred to the building principal, special educator, or Education Support Team by teachers or parents. If adverse effect can be proven, an Evaluation Planning team, comprised of the parent and school staff, will plan for the evaluation. The determination of eligibility, made after the evaluation, is based solely on Vermont Special Education regulations. If the child is found eligible, an Individualized Education Plan (IEP) will be developed. The IEP specifies goals, objectives and services necessary. Parents are an essential part of the process. They are protected by rights under federal, state and local regulations, and will be given a copy of those rights. If it appears that the child may be in need of special education, contact the school principal.

(1200.1)

16. SECTION 504 OVERVIEW

Section 504 prohibits discrimination on the basis of disability. The Rehabilitation Act itself states the nondiscrimination standard:

“No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

For any student that is an individual with disabilities as defined in Section 504, a public school must provide a free appropriate public education to the student. Parents/family who have a disability are also protected by Section 504 and the ADA and have a right to reasonable accommodations and services that will allow them to have an equal opportunity to participate in school sponsored activities. Procedures for determining eligibility and reasonable accommodations and services will follow LNSU 504 guidelines. If you have reason to believe your child may be eligible for accommodations and/or services under Section 504, please contact the School Principal.

(1200.5)

17. ESSENTIAL EARLY EDUCATION PROGRAM

What is Essential Early Education?

Essential Early Education (EEE) is a special education program, provided free of charge, to children who have a disability caused by a developmental delay or a medical condition which may result in significant delays for the child as they enter kindergarten.

How is EEE provided in towns within the Lamoille North Supervisory Union?

The elementary schools within the Lamoille North Supervisory Union have established a strong commitment to the education of children with disabilities ages 3 years to 5 years 11 months through their Essential Early Education (EEE) Program. Each elementary school works with families and interagency partners to screen young children and find students eligible for special education services. Below is a summary of the programs available in each elementary school.

Cambridge, Belvidere, Eden, Johnson and Waterville Elementary Schools have preschool programs for 3 and 4 year-olds. Hyde Park has a preschool program for 4 year-olds. Students

between the ages of three years and five years eleven months, who are eligible for special education services, are served through the preschool program where appropriate. Those students who may need an individualized program outside of the preschool program environment may have their service needs met in a reasonable and appropriate program that meets the individual needs of the child as defined in the Individual Education Program (IEP).

If a parent has questions about the EEE program in their community or feels their child should be evaluated, they should contact the school building principal.

18. LIMITED ENGLISH PROFICIENCY IN STUDENTS POLICY

Policy

It is the policy of the Cambridge Board to ensure that national origin minority students with limited English proficiency (LEP) have meaningful access to school programs.

Implementation

The Superintendent or his or her designee shall be responsible for implementing procedures to comply with federal and state laws which define standards for serving LEP students. Procedures will be established to:

1. Identify and assess all students whose primary language is not English, and who, therefore, have or may have difficulty performing ordinary class work in English and who cannot learn as well or achieve on parity with pupils whose primary language is English.
2. Design or adopt LEP instructional programs recognized as sound by experts in the field, or considered legitimate experimental strategies. Instructional programs should be aimed at helping LEP students develop English language skills of comprehension, speaking, reading and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English.
3. Maintain adequate records of the educational level and progress of each child identified as in need of LEP programs, and make those records available to appropriate staff members and parents or legal guardians.
4. Objectively assess the progress of LEP students in order to determine when reclassification or transfer to fully English proficient programs is appropriate. Standards for exit from LEP programs should be objectively based and should be designed to determine whether LEP students are able to read, write and comprehend English well enough to participate meaningfully in the School District's programs.
5. Monitor reclassified students' academic achievement to determine whether reclassified students are able to succeed all-English programs based on their English language proficiency. Monitoring of newly classified students should take place periodically to insure that the ongoing needs of non-English language background students are addressed.
6. Evaluate LEP programs periodically and make modifications when necessary.
7. Assure staff have appropriate training to implement LEP programs.

Date Warned: 1/17/07

Date Adopted: 2/7/07

Legal Reference(s): 42 U.S.C. §2000 d et seq. (Title VI of the Civil Rights Act of 1964)

19. COMMUNICATING WITH SCHOOL

If during the course of the school year you have any concerns regarding your child, his/her teacher or any other aspects of the school, you are requested to follow the procedure in sequential order as listed below. We hope this method of handling problems expedites matters.

1. **SEE THE TEACHER** – Make an appointment or telephone and discuss your concern with the teacher. It is sometimes helpful to have the child present for purposes of clarification.
2. **SEE THE PRINCIPAL** – If the situation has not been resolved to your satisfaction by a discussion with the teacher, make an appointment with the Principal.
3. **SEE THE SUPERINTENDENT** – If you still feel the need for further discussion about the problem, an appointment can be scheduled with the Superintendent of Schools.
4. **SEE THE SCHOOL BOARD** – If the problem is not resolved at other levels.

20. PARTICIPATION OF HOME STUDY STUDENTS IN SCHOOL PROGRAMS AND ACTIVITIES

Policy

In accordance with Act 119 of the 1998 Vermont legislative session it is the policy of the Cambridge School District to encourage home study students to participate in courses, programs, activities, and services and use school educational materials and equipment. Close communications between home study students and their local public schools are encouraged to promote the benefits of joint participation.

Background

The Cambridge School District recognizes that some families believe home schooling is the best educational format for their children. The Cambridge School District believes that home study and fully enrolled students can benefit from participating together in school activities and programs and strives to provide educational services in ways which are consistent with the needs of both fully enrolled students and home study students.

General Guidelines for Home Study Student Participation

1. **Special Services:** Special education services are available to all students found eligible under criteria set forth in state and federal regulations.
2. **Compliance with Procedures:** All students will comply with the application and enrollment deadlines as well as all legal and policy requirements such as immunization and the provision of student information including health records, emergency contacts and other necessary background information outlined in the administrative procedures. All students must abide by rules of conduct and other conditions set forth in the student handbook, school policies and procedures.

3. **Supervision of Students:** School personnel are responsible for supervising students during their approved participation in school- sponsored activities. Parents of home study students must provide supervision for their children when they are at school but not participating formally in school activities.
4. **Transportation:** Home study students may participate in the regular school transportation arrangements to attend school programs in which they are enrolled. The school will not supply special transportation except as provided for in law.

Participation of Home Study Students in Programs and Activities Shall Be Subject to the Following Conditions:

1. Home study students must supply to the school a copy of their formal home study enrollment notification from the Commissioner of Education.
2. All students are subject to the same age, performance, and pre-requisite standards for admission to courses and co-curricular activities
3. Home study students seeking admission to courses requiring prerequisites will be asked to demonstrate academic achievement comparable to that required of fully enrolled students meeting prerequisite standards. The teacher/guidance counselor/Principal will discuss alternative ways to demonstrate achievement with the parents of home study students. Final determination of a student's qualifications to enroll in a course requiring prerequisites will be made by the teacher/guidance counselor/Principal.
4. Students may not enroll for single subjects which are taught as part of integrated courses - those courses that cover two or more subjects and are taught by a single individual or team - but may seek admission to the integrated course.
5. Participation in athletic and other extra-curricular programs and activities will be in compliance with the school's eligibility requirements as well as with the guidelines adopted by the Vermont Principals' Association.
6. It may be neither practical nor feasible for home study students to participate in special programs that have unclear or flexible schedules. The parents of home study students must take the initiative to check with the school on the scheduling of events and possible changes that may occur.
7. The parents of home study students may be asked to provide supervision for some activities on the same basis as the parents of fully enrolled students.
8. Home study students may participate in the school's standardized testing program at the regularly scheduled times after giving appropriate notice to the school as outlined in the administrative procedures.

Use of Facilities, Equipment and Materials by Home Study Students Is Subject to the Following Conditions:

1. The use by home study students does not interrupt or disrupt regularly scheduled uses.
2. Request for use has been made and approved according to the administrative procedures that apply to all requests for such use.
3. The use does not involve removal of equipment from the school premises except as explicitly allowed.

4. Library books and other materials are signed out according to established procedures and are subject to replacement or fines for damage or loss as defined in the administrative procedures.

School Administration

1. The school will include home study students on the school register and count them for the purpose of state aid for the portion of the school day in which students are enrolled in academic courses. For each co-curricular activity in which a non-enrolled home study student participates, the school shall count 0.03 FTE as allowed under rule 9200.3.1. The capacities of classroom courses and other co-curricular activities are outlined in administrative procedures and updated regularly to reflect the class sizes specifically desired by the District, the capacity of special equipment used in science, language, business laboratories or other specialized classrooms, or other limitations on participation.
2. In cases where applications for enrollment exceed capacity, first priority for enrollment in curricular and co-curricular activities will be determined considering the following for all students:
 - o Is the course or activity needed as a pre-requisite to another course or activity?
 - o Is graduation of the student dependent upon completion of the course?

In the absence of other prevailing factors, enrollment will be determined by (choose appropriate option(s)):

- o lottery
- o first-come, first-served
- o performance-based criteria
- o first priority given to fully enrolled students [in co-curricular activities only; this option may not be applied to admissions to academic programs]
- o other.

When choices for admission to either academic or co-curricular programs must be made because of limited space, the School District will report to the Commissioner of Education on the form provided. The District shall provide other information on the integration of home study students into the public school as requested by the Commissioner. The Principal (or designee) is responsible for administering this policy and for all decisions made under the direction of this policy. The Principal will act on all requests within 10 working days of receiving the request.

Appeals Process

Should a parent disagree or have concerns with the Principal's decision, an appeal may be made to the Superintendent of Schools. Within ten working days of receiving an appeal, the Superintendent shall meet with the parent(s) or guardian(s) and make a decision on the appeal in a prompt fashion. A final appeal from the Superintendent's decision may be made to the Cambridge Elementary School Board which will schedule a timely hearing and render a final decision within ten working days of the hearing date.

21. PURPOSE AND LENGTH OF HOMEWORK

Student homework is an opportunity for students to practice skills at home and develop a habit of individual responsibility. It is also a chance for parents to see what their children are focusing on at school. A regular time and place for homework will make it easier for students. “Ten minutes times the grade they’re in” is a reasonable rule of thumb for the length of assignments you might expect on those nights it’s assigned.

(1100.8)

22. FIELD TRIPS/FIELDWORK

Field trips are to supplement classroom instruction. Parents who would like to accompany a group to help with supervision should make arrangements with their children’s teacher. See volunteer/chaperone criminal background policies. All chaperones must undergo a criminal background check which is performed by the school. Buses are most often used for transportation. If parents drive students, a copy of the driver’s license and proof of insurance (\$100,000/\$300,000 minimum liability) must be presented and copied at the office. A blanket permission form for all field trips will be sent to parents at the beginning of the year along with a volunteer/chaperone agreement form. Teachers will notify parents of each field trip as it is scheduled. If the blanket permission form and volunteer/chaperone agreement form is not on file for a student, the teacher will send home these forms for individual trips.

(1100.10)

23. CES CLASS TRIP/FIELDWORK CRITERIA

Instructional

- Class trips will be related to local grade level curriculum and state standards
- Classroom teachers will include pre and post visit activities in school.

Behavioral

- While off site, students will be expected to conduct themselves in a manner consistent with the school rules as published in the student handbook.
- Students who are serving in-school detention, suspended, expelled or in an alternate education setting during the time of the trip may not attend. Money paid by students and family will be refunded.
- Students on an Individualized Education Plan (IEP) that precludes them from participating in other regular activities will have accommodations that allow for a comparable experience. Such accommodations will be developed by the child’s IEP team and may include chaperones or the development of alternate activities. Such accommodations will be at the expense of the school. Parent may appeal decisions made by the student’s team through the Special Ed appeals process detailed in the Parental Rights documents they have received. Procedures will be in compliance with federal regulations governing special education and 504 services.
- Students who are not on IEPs, but have exhibited behaviors that may require intensive management by teachers and chaperones, may require planned accommodations for them to participate in fieldwork. Such a plan will be developed with parents, teachers, and principal. Students who, in the judgment of the principal, cannot safely accompany other students, will not be allowed to attend. Written notice will be given to the parents of such a decision. The decision may be appealed through the Superintendent.

Funding

- School funds may be used to support curricular related field experiences.
- Classroom budgets will include funds to provide curricular related activities for field experiences.
- Funds generated by a particular class and their families will move along with them. Excess class funds may be used for negative yearbook balances, if class fundraising coordinator agrees.
- If you are asked to provide costs for admission fees and are unable to do so, please contact the principal and a scholarship will be arranged.

Chaperones

- All chaperones will have completed and submitted a volunteer/chaperone agreement form to the school. A criminal background check will be performed by the school. The principal will determine if a chaperone can attend a field trip based upon the results of the background check.
- Chaperones will receive a schedule and behavioral expectations for students
- Chaperones will assist teachers in guaranteeing the safety of students while off-site.
- Chaperones will assist students in making the most of off site learning opportunity, by following established schedules and routines
- Chaperones wanting to bring another child must get the pre-approval of the classroom teacher.

School Staff

- School staff will act to guarantee the safety and wellbeing of children in their charge.
- School staff, or their designee, will be responsible to make arrangements for tours, visits, snacks and meals, medicine, transportation, lodging and supervision.

(1100.11)

24. VOLUNTEERS AND WORK STUDY STUDENTS POLICY

Policy

The Cambridge Town School District recognizes the valuable contributions made to the schools by volunteers and work study students. It further recognizes that appropriate supervision of volunteers and work study students will enhance their contributions as well as fulfill the responsibility that the School District has for the education and safety of its students.

Definitions

1. **Volunteer:** A volunteer is an individual not employed by the School District who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits.
2. **Work Study Student:** A work-study student receives compensation for work performed at the school as part of a college work experience program. For purposes of this policy, an intern, working without pay, will be considered as a work study student. A student working toward a teaching credential who may be placed at a school as a student teacher is not a work study student.

Administrative Responsibilities

1. **Recruitment:** The Principal is authorized to recruit and approve volunteers and work study students to work in the school. It is the Principal's responsibility to be reasonably sure that the volunteer or work-study student is a person of good character with the ability to make significant contributions to the school. The Principal may require volunteers and work-study students to complete information forms providing background

information including, but not limited to whether the individual is currently a defendant in a criminal proceeding, the dates, locations and dispositions of any convictions, including findings of guilt, pleas of guilty, or nolo contendere, for criminal violations. A person who fails to provide full and accurate background information in response to the Principal's request will not be permitted to work with students.

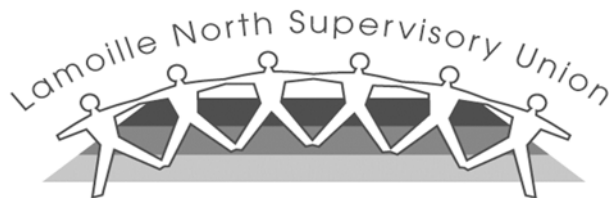
If the position for which a volunteer or work study student is being recruited involves regular unsupervised contact with students, the Principal will carry out a criminal records check on the final candidate in accordance with the District's employment policy (D1). The District (will / will not) pay the fees associated with criminal records checks.

2. **Placement:** Placement and replacement of volunteers and work-study students will be made by the Principal or the Principal's designee.
3. **Conditions of Work:** Volunteers and work-study students will be informed by the Principal of the extent to which School District insurance policies protect them from personal liability resulting from claims against them based on negligence or other injurious conduct while acting in a volunteer or work-study capacity.
4. **Supervision:** Generally, volunteers and work-study students who work directly with students will be under the immediate supervision of a licensed professional employee and will not have unsupervised contact with students, except when that contact is of short duration and necessary in the context of activities planned by and under the direction of professional school staff or contractors employed by the school.
5. **Policies and Procedures:** The Principal will assure that all volunteers and work study students are familiar with the School District's Policies, rules and procedures.

Responsibilities of Volunteers and Work Study Students

1. Volunteers and work-study students are responsible for complying with school policies, rules and procedures.
2. Volunteers and work study students will be considered staff members for purposes of compliance with the state and federal harassment statutes.

25. VOLUNTEER/CHAPERONE AGREEMENT



Chaperone/Volunteer Agreement

Important: Please return this form after completing the information to your child's homeroom teacher or the school office at least 2 weeks prior to the first date you wish to chaperone or volunteer for a special event at or with the school.

Thank you in advance for volunteering to chaperone a school trip or event. These activities are an extension of our curriculum and an important part of a quality school experience. During each trip or event, all school rules and policies apply to both students and adults. Please give careful consideration to the requirements below before signing this agreement. In order to provide a safe environment for student activities, in addition to fully adhering to School Board policies and state and federal regulations, we require the following:

- No tobacco products or alcohol are allowed, whether at school or off-site, even if the site normally permits them.
- Younger siblings or other children may not accompany parent chaperones.
- Issues regarding student discipline, other than redirecting students, should be reported to a staff member as soon as possible. Chaperones should not discipline students, issue consequences or get heavily involved in mediating disagreements.
- Chaperones need to be legal guardians, parents, grandparents, or others at the discretion of the Principal.
- Confidentiality is a must. Information about individual students, discipline problems, etc., cannot be shared with individuals who are not employees of the school.
- Chaperones need to be familiar with all the school rules addressed in the Parent or Student Handbook and should follow them on all trips and seek help from a school staff member with enforcement.
- Appropriate language should be used at all times. Students should never be exposed to “adult” conversations, swearing, etc.
- Never leave the group you are chaperoning without arranging for another adult to take over your responsibilities.
- Cell phone use while with children is not allowed unless it is an emergency.

I have read and understand the policies listed above. I agree to fulfill my obligations as a volunteer or chaperone for _____ within the Lamoille North Supervisory Union.
School Name

Signature **Date**

Print Name **Name(s) of Student(s) attending**

this school

Relationship to Student(s)

Criminal Record Check Authorization

Please answer the following questions, complete and sign this form giving the school permission to conduct a background check with the Internet Sex Offender Registry and the Vermont Criminal Conviction Record Internet Service (VCCRIS). I understand the results of that check will be made available to the Principal of the school.

Have you ever:	Circle	If Yes, When?
Explain Briefly		
1. Been convicted of a misdemeanor?	No Yes	_____

2. Been convicted of a felony? No Yes _____

3. Been placed on probation? No Yes _____

4. Received a deferred sentence? No Yes _____

Explanation continued if necessary:

(A prior conviction does not necessarily mean you may not be a chaperone or volunteer. The Principal has the discretion to grant approval depending on individual circumstances, the nature of the offense, date of offense, etc.)

_____ **Signature** **Date**

_____ **Print Name** **Past names you**
have used

_____ **Date of Birth** **Place of Birth (City, State,**
Country)

School use only: Date Internet Sex Offender Registry checked _____
 Date VCCRIS checked _____ Volunteer/Chaperone Approval Granted? _____
 Authorized by: _____

26. CRIMINAL BACKGROUND CHECKS

Section 8.1: Criminal Background Checks

Date Warned: 1/14/2010
 Date Adopted: 1/25/2010
 Date Reviewed:

Legal References:

- 4 V.S.A. §1102(b) (8) (Unauthorized disclosure)
- 16 V.S.A. §§251 et seq. (Criminal records check policy)
- 16 V.S.A. §§252 et seq. (Definitions)
- 16 V.S.A. §§253 et seq. (Confidentiality of Records)
- 16 V.S.A. §§254 et seq. (Educator licensure; employment of superintendents)

16 V.S.A. §§255 et seq. (Public and independent school employees; contractors)
16 V.S.A. §§256 et seq. (Continued validity of criminal records checks)
16 V.S.A. §§257 et seq. (Fees for fingerprinting)
16 V.S.A. §258 (Notice; license applications; job applications; employees)
16 V.S.A. §563 (12) (Responsibility for hiring)
20 V.S.A. §§2062, 2063 (Fees)
20 V.S.A. §2056c (Dissemination of criminal history)
Act 1 - An Act Relating to Improving Vermont's Sexual Abuse Response System - As Passed 2009

Philosophy

Providing a safe learning environment for students is a primary consideration of the Lamoille North Supervisory Union (LNSU) and the member school districts. Therefore, it is the policy of the LNSU to conduct a criminal background check that is in full compliance with Vermont statute for those individuals who may have unsupervised contact with students. The LNSU further recognizes the valuable contributions made to the schools by employees, contracted personnel, student teachers, mentors, volunteers and work study students. We recognize that appropriate supervision of mentors, volunteers and work students will enhance their contributions as well as fulfill the responsibility that the member school districts have for the education and safety of our students.

Rationale

It is the policy of the State of Vermont and the Lamoille North Supervisory Union, plus its associated member school districts, to use criminal record checks to deter abuse and exploitation of school children and to do so in a manner that protects, as much as is practicable, the privacy of those subject to such checks.

Definitions:

Criminal Record

As noted in Title 16 Section 252 this includes convictions in Vermont and convictions in other jurisdictions recorded in other state repositories or by the Federal Bureau of Investigation (FBI). The details of specific convictions can be found in the above noted Vermont State Statute. Information received by the supervisory union is considered confidential and may be disclosed to specifically designated persons. (Title 16 Section 253)

Unsupervised

As noted in Title 16 Section 252, this means not in the presence of a responsible adult in the employ of or under the direction of the school district.

Criminal Background Checks Supported by Fingerprints, Department of Children and Families (DCF), Department of Aging and Independent Living (DAIL) Checks

This type of check is required for full, part-time and temporary employees, individuals under contract with a school district who might have unsupervised contact with students, any employee of a contractor under contract who is in a position that may result in unsupervised contact with students, and any student working toward a teaching degree who is a student teacher within the Supervisory Union. This type of check is also required for mentors. Background checks of this type must be processed through the Superintendent's Office and can be shared with another supervisory union or independent school approved by the Vermont Department of Education within three years of the check if so requested in writing by the individual for whom the background check was conducted. All fees associated with processing the background check

will be paid by the individual or their agency of employment. This includes fees charged by the Vermont Criminal Information Center (VCIC) and the entity executing the fingerprinting.

Criminal Background Checks Conducted Using the Internet Sex Offender Registry

This type of check is required for “work study students and volunteers prior to allowing unsupervised contact with school children”. Neither is defined in the statute. Procedures developed by the Superintendent will require this check to be conducted by building principals or their designee.

Criminal Record Check Conducted Using the Vermont Criminal Conviction Record Internet Service (VCCRIS)

This is an online service for use by the Superintendent and Principals, or their designee. It will be used to screen applicants for job openings, candidates to whom a job will be offered and as part of the complete criminal background check conducted by the Superintendent. Procedures developed by the Superintendent will require Principals to use the service to screen applicants for job openings and before offering a position to any individual who may have unsupervised contact with a student. All mentors will be screened by the Superintendent and Principals or their designee. Procedures developed by the Superintendent will require volunteers and work study students to be screened by the Principal or their designee using the service.

Volunteer means an individual not employed by the school district who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefit. Mentors are not volunteers with regards to the LNSU background check policy. (Reference VSBA Policy Code D7 and Act 1) These background checks are the responsibility of each LNSU school building principal or their designee. The Superintendent will establish a procedure that requires principals to conduct the background check. Each school will implement procedures to ensure these background checks are conducted.

Work Study Student means a student who may or may not receive compensation for work performed at a school operated by the district as part of a work experience program sponsored or provided by a public school program and /or the college or university at which he or she is enrolled. A student working toward a teaching credential who is placed as a student teacher at a district school is not a work study student. The Superintendent will establish a procedure that requires principals to conduct the background check. Each school will implement procedures to ensure these background checks are conducted. (Reference VABA Policy Code D7 and Act 1)

Mentor means a trained individual enrolled in the mentoring program who works one-on-one with a designated student over a long period of time in a support and role modeling relationship.

Mentors typically have unsupervised contact with students. Mentors are screened and trained by the Lamoille Valley Mentoring Program. All mentors will complete a criminal background check initiated by the Superintendent's Office that includes fingerprints, the DCF check, the DAIL check and the VCCRIS check .

Individuals under Contract or the Employee of a Contractor means an individual who is not an employee, full, part time or temporary, that receives payment for their services. All individuals under contract or the employee of a contractor who may have unsupervised contact with students will complete a criminal background check initiated by the Superintendent's Office that includes fingerprints, the DCF check, the DAIL check and the VCCRIS check .

Policy:

LNSU member schools will complete criminal background checks defined above as required by Vermont statute and procedure developed by the Superintendent. Criminal background checks will be initiated through the LNSU Central Office or the principal as required by statute or procedure developed by the Superintendent for each type of individual that must be screened. Individuals seeking employment, contracting opportunities, student teaching placements, volunteer opportunities, work study student placements and mentoring opportunities will authorize the necessary criminal background check prior to the initiation of contact with children. Individuals authorizing the criminal background check will be responsible for the costs associated with the background check process when fingerprints are required.

The Superintendent shall develop administrative rules and procedures to ensure that employees, contractors and their employees, volunteers and work study students are appropriately screened prior to entering into service in the school district, and only individuals who have been properly screened will have unsupervised contact with students. Applications for employment, contracted service delivery contracts and all application forms relating to mentoring, volunteering or work study student placement will require individuals to provide their date of birth so that all necessary background checks can be conducted. If a record exists the steps outlined below will apply.

Existence of a Record

If the Superintendent is notified by the Vermont Criminal Information Center or directly receives information from the DCF Registry, DAIL Registry or the Vermont Criminal Conviction Record Internet Service (VCCRIS) a record exists:

1. The Superintendent shall forward a copy of the record to the person about whom the request was made.
2. In the case of a request made on behalf of a contractor, the Superintendent shall inform the contractor in writing either no record exists or that a record exists but shall not reveal the content of the record to the contractor. The contractor shall forward a copy of the information they received from the Superintendent to the person about whom the request was made.

3. The person for whom a record exists may sign a form authorizing the Superintendent to obtain a copy of the access restricted criminal background record, challenge the accuracy of any record, decline or resign employment, mentor, volunteer or work study opportunities.

If a principal, or their designee, conducts a background check using the VCCRIS system and a record exists the Superintendent will be informed.

27. LENGTH OF STUDENT DAY

Students may enter the school at 7:30 a.m. Students must be in their classrooms by 7:50 a.m. at which time the teacher will take attendance. It is important for students to be present at this time to be oriented to the day's schedule and participate in Morning Meetings. Breakfast will be served in the main lobby from 7:30 to 7:45. Students who ride the bus are dismissed at 2:20. Students who walk home or are picked up by parents will be dismissed at 2:30 and sent to the lobby.

(1100.12)

28. GRADE ADVANCEMENT: RETENTION, PROMOTION & ACCELERATION OF STUDENTS POLICY & PROCEDURE

Policy

It is the policy of the Cambridge School District to assure all student are progressing in their educational program and have reached a standard of achievement necessary for satisfactory progress in the next grade.

Background

The Board believes that the primary goal of the education system is to educate all students. Since each child develops physically, mentally, emotionally, and socially at an individual rate, every student will not complete twelve grade levels of work at the same time. Some students will need more than twelve years, while others may need less.

The Vermont Framework of Standards and Learning opportunities defines what students should know and be able to do at various stages of their school careers. Schools are responsible for adopting curricula that provide students with opportunities to master the standards. Promotion from grade to grade as well as retention and acceleration should be based on a student's ability to meet the standards over time.

Definitions

1. ***Acceleration*** is the advancement of a student by more than one grade beyond the current grade level.
2. ***Promotion*** is the single grade step most students take from year to year.
3. ***Retention*** allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Implementation

Classroom educators are responsible for assessing student progress and recommending the promotion of students each year. Educators will assess academic readiness to advance to the next grade using a thorough evaluation process that will include but not be limited to standardized

testing - those offered by the State as well as others chosen by the District - classroom-based testing, portfolios and teacher observation. The evaluation will also take into account social, emotional, physical and mental growth, past academic performance and behavior, motivation, attendance, and other pertinent circumstances.

The Principal will develop rules to implement this policy that will specify a process for the consideration of retention or acceleration that will include the following characteristics:

1. Will seek the involvement of parents/guardians in a highly collaborative working relationship.
2. Focus the use of retention in the early primary grades at which time research indicates it is most effective.
3. Acceleration should be considered in rare cases after all enrichment opportunities have been thoroughly explored.
4. Students will be retained or accelerated if it is expected that the action will be beneficial to the student socially, emotionally, academically and when there are not other ways to meet student's needs.

When considering retention, such actions as remediation in class or out, tutoring in class or after school, mentoring, cooperative efforts with families, or summer school should be evaluated.

Before considering acceleration, actions such as inclusion in a full or part-time gifted program, enrichment in the classroom, or other advanced courses through correspondence, distance learning, or through another institutions should be examined.

5. Will outline steps and time frames that provide for a great deal of interaction with parents/guardians.
6. The final decision will be made by the Principal after consultation with parents/guardians, classroom teacher and other professional staff.

Parents may appeal a decision of the Principal to the Superintendent.

GUIDELINES FOR RETENTION/ACCELERATION

RETENTION - ELEMENTARY GRADES - K-6

Cambridge Elementary school will utilize the following procedures in deciding the retention of a student:

1. Any student achieving substantially below the appropriate grade level will be considered for retention through the building level staffing process. Students will not be considered for retention for non-academic reasons such as behavior management difficulties, lack of motivation, punishment, etc
2. It is strongly recommended that whenever possible retention is limited to kindergarten, grade 1, and grade 2 with other interventions used to address lack of progress at higher grade levels. When lack of progress continues, retention may be considered at the higher grade levels.
3. A child may not be retained more than once without approval from the Superintendent/designee.
4. The academic progress of students with special education or 504 plans will be addressed in the respective educational plans.

5. The following procedures will be used when a student is being considered for retention:

1. During or after the first marking period or as soon as evident, each teacher will bring forth to the Education Support Team (EST) the names of students whose academic progress warrants an EST meeting to determine early intervention approaches to be instituted. An EST meeting, with parent notification and involvement, will be arranged for all referred students. Relevant data such as the following is to be presented at the EST meeting:

- Specific skill deficits and strengths in subject areas and interventions utilized by the classroom teacher,
- Interventions utilized by other staff,
- Test results and progress grades for current and previous year, assessment results from in-class learning activities including a portfolio of student class work,
- Summary of parent-teacher contacts regarding student's academic progress, and
- Health records and attendance records wherever relevant.

b. Based on the EST meeting, a written plan will be developed to address the student's lack of achievement. Such a plan will include recommendations for intervention considerations, i.e., school resources, special tutoring, tutorials, summer school attendance, etc. The plan will be monitored by the teacher and principal with a review meeting held with the parent by the end of the third marking period. This meeting will include an analysis of the student's progress as well as a discussion of the available assessment data.

c. At the end of the third marking period teachers will submit to the principal a list of students who will be considered for retention. At this time the parent/guardian will be notified in writing that retention is being seriously considered and a parent/guardian conference will be scheduled.

d. Prior to the end of the school year a final EST meeting will be held to determine whether the child is to be retained. The "Light Retention Scale" or a similar instrument may be administered before a final decision is made regarding retention.

If retention is recommended at the EST meeting, the school will submit their recommendation to the parents in writing and such letter will be discussed with the parent/guardian prior to the end of the school year. An additional copy of the recommendation will be placed in the student's cumulative folder. Any conditions regarding the retention such as reconsideration after summer school or during the next school year will be noted in the letter.

6. Parent/guardian approval for retention will generally be considered necessary for successful implementation of the retention.

7. If retention is recommended without parent/guardian approval, the parent/guardian will have the right to appeal that recommendation to the Superintendent/designee.

8. Retention will be noted on the student's report card. Summaries of all EST meetings will be placed in the student's record folder.

ACCELERATION – GRADES K – 6

The Cambridge School District recognizes a need for educational alternatives for students who demonstrate advanced intellectual and academic achievement. The purpose of acceleration is to place students at the level of their demonstrated competence. There are two types of acceleration that may be appropriate for academically talented students. One is vertical acceleration in which a student moves through the regular curriculum sequence at an advanced pace. The second is horizontal acceleration in which the depth and breadth of a curricular area is explored in more detail.

CES will utilize the following procedures in deciding either the grade or subject acceleration of a student:

1. A student may be referred for grade, subject, or course sequence acceleration by a teacher, any other school district professional, or parent(s)/guardian(s) by using the District acceleration form. This includes requests for early entrance to Kindergarten and First Grade*.

2. Decisions regarding acceleration of students will be handled through the building level Education Support Team (EST) process.
3. Appropriate challenges within the classroom structure and gifted and talented program will be used as the first alternative in the development of a student's acceleration plan.
4. An evaluation of the student's potential to benefit from subject acceleration or advanced grade placement shall be required. Pertinent data, staff observations, and documented academic performance will be considered in the decision concerning acceleration. To be considered for acceleration (this includes early entrance to Kindergarten or First Grade), the student should meet the following criteria:
 1. Based on an evaluation by the school counselor or other appropriate staff, the student indicates a desire to be accelerated.
 2. Based on the building EST meeting discussion and observation of the child, it is concluded that the socio-emotional maturity of the student is at a level where acceleration is desirable.
 3. Demonstrated exceptional achievement levels in class work as evidenced by the following:
 - 95th percentile on a scholastic aptitude test,
 - Academic performance level which is two to four years above current grade level on standardized achievement tests,If needed, the recommendation will be referred to the appropriate staff (gifted and talented teacher, counselor) for additional evaluation.
5. A conference will be held with all involved personnel including the student's parents/guardians, the student, teacher(s) and the gifted and talented program coordinator to recommend appropriate placement. The building principal will decide if the placement decision is appropriate. The principal's decision may be appealed to the Superintendent/designee.
6. If the student will be advancing to a different level from one school to another, i.e., elementary to middle school, administration and counseling staff of both schools will be involved in the planning process. The receiving teacher will conduct an ongoing evaluation.
7. All grade, subject, or course acceleration decisions shall be made on a trial basis based on the report card grading schedule. In the case of grade acceleration, an EST meeting will be held to review the student's progress. At the end of a three month trial period, the receiving teacher will assess the student's progress to ensure that the proper placement has been made. If academic or adjustment difficulties occur, the committee will reconvene to determine appropriate placement.

***Requests for Early Entrance to Kindergarten or First Grade**

The process for requesting early entrance to Kindergarten (child is not five on or before 8/31) at Cambridge Elementary School is as follows:

1. Parents must send the "Request for acceleration" form to CES principal no later than May 15 of preceding school year.
2. As part of the acceleration procedures listed above, the student will participate in all portions of the annual Kindergarten screening process held in June which includes assessments of both academic and social-emotional skills. The student will also be required to participate in end of the year Kindergarten assessments.
3. CES Staff will conduct on-site observation of student if enrolled in CES or private preschool program.**
4. Students being considered for early entrance to Kindergarten or First Grade are subject to the same criteria for acceleration as all other grades – see criteria listed above.
5. Findings of the EST may be submitted to the Superintendent for review.

6. Parents will be notified of school’s decision by June 30 of the year preceding enrollment. Findings can be appealed to the CES Board no later than July 15 of the school year preceding enrollment.

The process for requesting early entrance to First Grade (child is not six on or before 8/31) at Cambridge Elementary School is as follows:

1. Parents must send the “Request for acceleration” form to CES principal no later than May 15 of preceding school year.
2. The student will be required to participate in first grade assessments administered at the end of the school year.
3. CES Staff will conduct on-site observation of student if enrolled in CES or private program.**
4. Students being considered for early entrance to Kindergarten or First Grade are subject to the same criteria for acceleration as all other grades – see criteria listed above.
5. Findings of the EST may be submitted to the Superintendent for review.
6. Parents will be notified of school’s decision by June 30 of the year preceding enrollment. Findings can be appealed to the CES Board no later than July 15 of the school year preceding enrollment.

**Cost of substitute coverage (half day) will be at the expense of the parent. Please contact the school if you are unable to afford this expense.

“REQUEST FOR ACCELERATION” FORM

Child referred for acceleration _____

Child’s current school and grade level _____

Parent/Guardian Name _____

Child’s Address and Phone Number _____

Referred by (Name and Title) _____

Please explain why you feel this child should be accelerated:

Please check the type of acceleration you are seeking for this child:

_____ Whole-grade Acceleration What grade level(s)? _____

_____ Subject Acceleration What subject(s)? _____

_____ Early Entrance to Kindergarten

_____ Early Entrance to First Grade

_____ Other _____ Please specify.

Signature of Referring Party _____

Date _____

*A team meeting will be set up within 30 days of the receipt of this form.

PLEASE RETURN THIS FORM TO:
Cambridge Elementary School Attn: Principal
P.O. Box 160
Jeffersonville, VT 05464

29. PTA

The Cambridge Parent Teacher Association is an active volunteer group that meets once a month. The organization works with parents and teachers, striving to create a closer relationship. The mission of the PTA is: 1) To support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children; 2) To assist parents in parent and public involvement in the public schools of this nation.

(1410.2)

30. STUDENT RECOGNITION

We are committed to creating a caring school community and recognizing student strengths and attributes are important. During the year we will gather monthly during the school day to celebrate our school community. The **Celebration of Learners Assembly** provides all students an opportunity to share their positive attributes with the whole school community.

(2120.2)

31. CLASSROOM PLACEMENT PROCEDURE

It will be the practice of CES to place students in classrooms that balances their academic, social and emotional needs. Parental input, excluding individual teacher requests, will be considered. The school's first responsibility is to develop classrooms that are representative of the student body. The Principal shall make the final placement decision. Parents may appeal the decision made by the Principal to the Superintendent of Schools.

(2120.5)

32. CRISIS SCREENING

While schools cannot always anticipate or prevent danger, schools have an obligation to make reasonable efforts to provide a safe environment for students. To ensure a safe environment, schools must obtain a mental health screening for any student who expresses, orally or in writing, intent to harm themselves or others.

The following procedures will be followed when the Administration determines that a crisis screening is necessary:

- Notify parents or guardians of the student's expressed intent to cause harm;
- Notify and seek advice and assistance from appropriate medical, mental health and/or law enforcement personnel;
- Assign personnel to supervise/monitor the student until such time as appropriate medical, mental health or law enforcement personnel are available to assist the student and maintain safety;
- Provide restraint only when the student's behavior is out of control and presents an immediate danger to the student, school personnel or members of the student body.

33. ILLNESS OR INJURY OF STUDENTS

1. If your child is ill or appears to be ill, **PLEASE** keep him/her at home. In this way we can prevent the spread of infections.
2. If a child comes to school ill or becomes ill while at school, the parent or guardian will be contacted at home or work to come for him/her. Students will not be permitted to leave unless accompanied by a parent or with parental permission, or with another adult with parental permission.
3. It will be the responsibility of the parent or guardian to provide transportation. Please be sure that we have a telephone number where you can be reached at all times.
4. Any child attending school must participate in physical education and outside activity. If you request indoor recess, or absence from physical education for more than a few days, **WE MUST HAVE A STATEMENT FROM THE DOCTOR OR PARENT!** No notes will be issued from the health office.
5. All injuries occurring at home are parent's/guardian's responsibility.
6. In the event of a medical emergency at school, the following procedure is used:
 - a. The parent/guardian is notified as soon as possible after the emergency occurs.
 - b. If the injury appears to be serious, the child is transported by ambulance directly to the nearest hospital emergency room. If you have a hospital preference we cannot guarantee where the ambulance will go.
 - c. Every attempt is made to have the nurse present but if this is not possible, any adult present on the scene follows this procedure.
 - d. The school does make every effort to contact parents either at home, work or otherwise. If we do not find you on our first try, we continually call until we reach you.
 - e. If a child must be taken to the emergency room at the hospital, **A PARENT MUST BE PRESENT!** They have a form you will be required to sign for treatment. If the emergency is life threatening, it will be treated while awaiting your arrival.

(2130.1)

34. STUDENT MEDICATION

Policy

The Cambridge School District shall have procedures in place to ensure compliance with laws and regulations governing the possession, administration and storage of prescription and non-prescription medications needed by students at school or during school sponsored activities.

Implementation

The Superintendent (or designee) will develop procedures governing the possession, administration and storage of medication needed by any student during the regular school day or during school sponsored activities. The procedures will comply with the following:

1. Medication may be given by the school nurse, or a person designated and trained by the school nurse, upon written orders from a physician, and upon written request of a student's parent or guardian that the School District comply with the physician's order. The physician's orders must detail the name of the drug, dosage, time interval the medication is to be taken, diagnosis and reason for giving.
2. Medication must be brought to school in a container labeled by the pharmacy or physician and stored by the school nurse or his or her designee in a secure storage place.
3. Students with life threatening allergies or with asthma, whose parents or guardians comply with all of the requirements of Act 175 of 2008, shall be permitted to possess and self-administer emergency medication at school, on school grounds, at school-sponsored activities, on school-provided transportation, and during school-related programs.ⁱⁱⁱ

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

The school shall provide an opportunity for communication with the pupil, parent or guardian, and physician regarding the efficacy of the medication administered during school hours. In the case of medication possessed by students with life threatening allergies or with asthma, the school shall provide forms for parents to submit authorizing possession of the medication and releasing the school from liability as a result of any injury arising from the student's self-administration of the emergency medication.^{iv}

¹ Act 175 of 2008, codified at 16 V.S.A. § 1387, requires that public and approved independent schools have procedures in place to ensure that students with life-threatening allergies or with asthma are permitted to possess and self-administer emergency medication at school, on school grounds, at school sponsored activities, on school provided transportation, and during school related programs. The Act does not require the adoption of a school board policy. This model is intended to provide guidance to school boards and administrators who choose to revise current policies on student medication or who wish to adopt new board policies on this subject.

¹ See, 16 V.S.A. § 1387(b). Parents must provide annual written authorization and documentation from the student's physician as to the need for emergency medication. Parents must also annually develop, in consultation with the school nurse or designee, a plan of action for the school and student to follow when possessing emergency medication, and must sign a statement releasing the school and its agents from liability as a result of any injury arising from the student's self-administration of the emergency medication.

¹ See, 16 V.S.A. §1387((b)(1) and §1387(d).

Date Warned: 9/17/08

Date Adopted: 10/16/08

Legal Reference: Act 174 of 2008
16 V.S.A. §1387

NOTE: The footnotes in this model policy are for reference purposes only and should not be included in the adopted version of a school board policy on student medication.

Sample Parental Authorization Form

As the parent (or guardian) of _____, I hereby authorize my child to possess and self administer emergency medication at school, on school grounds, at school sponsored activities, on school provided transportation, and during school-related programs.

As documented by the attached physician’s statement, my child has (name the specific life-threatening allergies or asthma applicable to this authorization), and is capable of, and has been instructed by the physician in, properly self-administering the emergency medication named by the physician.

As further documented by the attached physician’s statement, my child has been advised of possible side-effects of the medication and has been informed of when and how to access emergency services.

The attached plan of action, developed specifically for the _____ school year in consultation with the school nurse, is based on the documentation provided by the physician’s statement and includes the name of each emergency medication, the dosage, and the times and circumstances under which the medication is to be taken. The plan of action also indicates that the medication is solely for the use of my child, and includes the names of individuals who will be given copies of the plan. I understand that one of requirements of the plan is that my child will notify a school employee or agent after self-administering emergency medication.

As required by Act 175 of 2008, I hereby release the school, its employees and agents, including volunteers, from liability as a result of any injury arising from my child’s self-administration of emergency medication, except when the conduct of the school, school employee, or agent would constitute gross negligence, recklessness or intentional misconduct.

Signed on _____ (Date) _____ at _____ (City or Town and State) _____ by _____ (Parent or Guardian) _____.

Witnessed by _____ . Dated _____

35. FIRST AID AND MEDICAL TREATMENT

- 1. The nurse and school personnel will only give emergency first aid.
- 2. Serious injuries such as fractures and cuts requiring sutures are not treated except for emergency measures until parents can be notified. When it is not possible to locate the parent, the child will be taken to the Cambridge Health Center/hospital.
- 3. The Cambridge Rescue Squad will be contacted when necessary.
- 4. It is important that the parent fill out the emergency forms. This form enables the school to have accurate information in the event of a serious illness or injury.

(2130.3)

36. SICK KID STAYS HOME CRITERIA

No child should be sent to school with any of the following conditions:

- 1. Fever within the last 24 hours
- 2. Painful sore throat or ear ache
- 3. Vomiting
- 4. Serious cough or cold
- 5. Any kind of rash

(2130.4)

37. LOST AND FOUND

There will be a lost and found box in the vestibule. All items found will be placed in the box. This box will be emptied out after the last day of school before a vacation. There is also a lost and found box in the gym for items found there.

(2130.6)

38. BOOK BORROWING PROCEDURE

Beginning of the year library classes at CES will focus on location skills, book care and book borrowing procedures. Check out will begin after the first two weeks of school. While reinforcing these skills, we will ask students to check out only one book at a time. After five check outs, if they have no overdues, all second graders and up will be able to check out two books at a time. Students in Kindergarten and Grade One will continue to check out one book at a time.

Overdue notices are printed once a month. For all books that are overdue by a month or more, notices are sent home with students. Notices regarding books that are more than two months overdue will be mailed home. Payment is expected for lost or damaged books. If parents cannot make a full payment, a partial payment or payment plan will be worked out with the librarian.

When a book is overdue, students in grades 4-6 will be unable to check out additional books and students in grades K-3 will need to keep their library book in the classroom. All returning students will have a clean slate in September of the next school year.

39. LIBRARY MEDIA PURPOSE AND SELECTION PROCEDURE

Library Media Curriculum is a body of knowledge that encompasses interaction with classic and contemporary literature. This interaction leads to connecting what has been read to personal experiences and to the broader world of ideas, concepts and issues. The Library Media Curriculum also includes the information skills necessary to function successfully in today's information rich world.

Information skills include accessing, investigating and evaluating information. Library Media Curriculum skills are useful in all disciplines and encompass factual and literary knowledge. They assume the ability to use technology to access and communicate information.

The Library Media Curriculum is an integral part of the overall program of the school district. It is not an isolated entity. Library skills are process skills, interdisciplinary in nature, and permeate all school disciplines. They function in concert with all other school programs and disciplines to support the planning and execution of units of study.

The purposes of the Library Media Curriculum are:

- Facilitate enjoyment and exploration of literature.
- Ensure appreciation and respect for reading and learning that will last a lifetime.

- Instruct students so that they become competent finders and users of information and acquire some capacity to judge the accuracy, credibility, and appropriateness of resources.
- Consult with teachers in planning and implementing curriculum.

Library Materials Selection

Objectives:

- To provide materials and information that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of pupils served;
- To provide factual materials and information that will stimulate growth in knowledge and literary appreciation.

Criteria for Selection:

- Needs of the school, based on knowledge of the curriculum and of the existing collection, are given first consideration.
- Materials for purchase, including, but not limited to, books, periodicals, audio visual materials and computer software are considered on the basis of:
 1. overall purpose
 2. timeliness or permanence
 3. importance of subject matter
 4. readability and popular appeal
 5. authoritativeness
 6. reputation of author and publisher
 7. format and price

Technical materials are also considered on the basis of acceptable technical quality, such as: clear narration and sound, synchronized pictures and sound, and clear text.

Materials considered for purchases are judged by weighing faults against virtues for each item, and are selected because of the content and value of each work as a whole. The overall purpose of the material is the deciding factor when purchasing titles in which objectionable features appear.

Procedures for Selection:

In recommending materials for purchase, the librarian evaluates the existing collection and considers recommendations from the following sources:

1. reputable professional selection aids including recommended lists and book review journals such as School Library Journal and Horn Book.
2. Materials Review Sessions sponsored by the Vermont Department of Libraries and the Vermont Department of Education.
3. Parents, students, school personnel and community persons.

Gift materials will be judged by the criteria in the preceding section and will be accepted or rejected on the basis of those criteria.

It should be understood that selection is an ongoing process and will include the removal of materials no longer appropriate and, when possible, the replacement of lost and worn materials still of educational value.

Procedure for handling complaints:

No selected materials whose appropriateness is challenged shall be removed from the library except upon the recommendation of a review committee (as provided below). Procedures to be observed:

1. If the librarian is unable to resolve a complaint regarding library/media material informally, the librarian will refer the complaint to the principal.
2. The principal shall contact the complainant to discuss the complaint and attempt to resolve it.
3. If the complaint is still not resolved, the principal will supply the complainant with a packet of materials including the Library/Media selection procedure and letter from (attached) addressed to the review committee in which the complainant will specify the material and outline specific concerns.
4. If the formal request for reconsideration has not been received by the principal within two weeks, the complaint shall be considered closed.
5. Upon receipt of a completed objection form, the principal will call together the review committee (see attached), to consider the complaint. This committee shall consist of the librarian, the principal, a teacher and two community members.
6. The review committee shall meet to review the complaint. The committee will make a report on the material including their recommendation. This report shall be considered a final determination of the issue.

Sample letter from principal to complainant:

Dear _____,

We appreciate your concern over the use of _____ in our school. Cambridge Elementary has developed procedures for selecting materials, but realize that not everyone will agree with every selection made.

To help you understand the selection process, we are sending you a copy of the school's Selection Procedure for Handling Objections, The American Library Association's Library Bill of Rights, and the Request for Reconsideration of Material form. If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me.

You may be assured of prompt attention to your request. If I have not heard from you within two weeks, I will assume you no longer wish to file a formal complaint.

Sincerely,
Principal

Request for Reconsideration of Material:

Name _____ Date _____
Address _____
Phone # _____

1. Resource on which you are commenting:

- _____ Book
- _____ Magazine
- _____ Audiovisual Resource
- _____ Other

Title _____

Author/Producer _____

2. What brought this title to your attention?
3. Please comment on the resource as a whole as well as being specific on those matters which concern you.

Instructions to Evaluating Committee:

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to our educational process.

Study thoroughly all materials referred to you and read available reviews.

Passages or parts should not be pulled out of context. Your opinion of the resource should be based on the material as a whole.

Your report, and your recommendation, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material.

Library Bill of Rights:

(Made available by permission of the American Library Association.)

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other resources should be provided for the interest, information and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use the library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

40. CAMBRIDGE WEB SITE

The Cambridge Web Site is located at: <http://www.cesvt.org>. Through it you can access information about the school and its programs, including our calendar of events.

(2220.3)

41. A SECURE LEARNING ENVIRONMENT

Cambridge Elementary students have access to the internet through a filtering service. The filter limits access to sites that are appropriate to elementary children. Outside email accounts for students are not permitted. For more information contact the school's Technology Coordinator.

(2220.4)

42. CES ACCEPTABLE USE PROCEDURE (AUP) FOR COMPUTER NETWORKS & INTERNET ACCESS

We are pleased to offer the students of Cambridge Elementary School (CES) access to our computer network and the Internet. We believe that these technologies offer educational value. The CES network allows each student to become familiar with using computer networks by accessing programs on the server and by saving files to the server so that they can be used at any computer on the network. The Internet allows students to reach educational resources far beyond the bounds of CES.

With access to the Internet comes the availability of material that may not be considered to be of educational value in the context of the school setting. Security software allows CES to stop computer viruses, block access to inappropriate Internet content, prevent unwanted spyware from being installed, and allows us to remove tracking software installed by Internet advertisers. Even though our security software is updated regularly, on a global network it is impossible to control all materials. That is why this notification, with accompanying permission forms, is being sent to each student's home.

The smooth operation of a network relies on the proper conduct of the users, **who must follow certain guidelines** listed below. For security and administrative purposes, the Technology Coordinator may review any and all system use and file content for compliance with CES network and Internet use guidelines.

Privilege versus Right

- The use of the CES network, including the Internet, is a privilege not a right. Inappropriate use will result in disciplinary action, which may include the suspension or cancellation of access to the network and/or the Internet. Other disciplinary action will be taken as appropriate.

Acceptable Use

- Prior to using the network, users must receive a network orientation session from their teacher or other qualified individual.
- CES Computer Use Rules will be followed. They are posted in the Computer Lab and elsewhere.
- Chat rooms, instant messenger services, and email may only be accessed when they are part of the curriculum and with direct teacher supervision.
- Games, Internet sites, etc. that are accessed on the computers must be in compliance with the supervising teacher's guidelines.
- Computer users must treat the equipment with respect and are responsible for reporting any broken equipment.
- Personal information such as passwords, addresses or phone numbers must be kept confidential. They are not to be given out, either over the Internet or to individuals, unless the teacher gives permission. No attempts should be made to learn another person's password.
- Students can only access the Internet with a supervising adult in the vicinity.

CES STUDENT COMPUTER USE RULES

1. Logon using only your CES user name.
2. Keep the default settings as you find them; this includes screensavers and Microsoft Office settings.
3. The Technology Coordinator's approval **must** be obtained before anything is installed on any computer.
4. The Technology Coordinator's approval **must** be obtained before downloading any files or programs.
5. When leaving a computer other than one in your classroom, **always** logoff. In your classroom, follow your supervising teacher's guidelines.
6. Do not access any files other than your own.
7. You must obtain your teacher's permission before printing.
8. You must obtain teacher approval before joining anything over the Internet.
9. If you receive an 'Access Denied' message on a web site that you are trying to reach, report it to an adult.
10. If you reach a site that makes you uncomfortable, turn off the monitor and get an adult.

Computer Lab Use During School Hours

1. No using the computer lab without adult supervision.
2. The Computer Lab is not an appropriate place to spend recess.

(2220.5)

43. USE OF EMAIL BETWEEN TEACHERS AND PARENTS

Please fill out the email form if you wish to receive the school newsletter and other correspondence via email. In order for the school to adhere to confidentiality regulations regarding the maintenance of student records, school staff and parents are not allowed to use email to communicate student specific information. Teachers can email parents general classroom information.

44. SCHOOL NEWSLETTER

The weekly school newsletter provides information on school and local events. Parents are welcome to place ads for childcare, etc. The newsletter is also available on our website. So that we can conserve resources, we encourage parents to receive the newsletter via email. Parents can sign up to receive the newsletter via returning the *E-Mail Survey For Weekly Newsletter* form found in the first day packet. Submissions should be made by Wednesday noon for Friday release.

(2410.1)

45. VISITORS POLICY

The School Board encourages parents and community members to visit the school. It is the intent of the board to balance the need of the public and media to be informed about school programs and activities with the privacy interests of students and the responsibility of the school to operate with a minimum of disruption. Accordingly, the principal or his or her designee may regulate visits to the school by parents, community members or news media subject to the following guidelines:

1. Parental visits. In the absence of court order denying visitation rights to a parent, both custodial and noncustodial parents may schedule visits to the children's classes. Arrangements for classroom visits shall be made by contacting the principal or designee. The principal will consult with the teacher involved, and may grant the request or suggest a more convenient time for a visit. Requests by parents to visit classes may be denied by the principal when the visit would result in disruption to the learning process in the classroom.
2. Visits by community members. Persons who are not parents of school children may obtain permission to visit the school while it is in session from the principal or his or her designee. Requests to visit specific classrooms will be granted or denied after consultation with the teacher or teachers involved, and will be based on a consideration of the informational needs of the person making the request and the potential for disruption or invasion of the privacy of students.
3. Visits by news media. Visits to the school by representatives of the news media or other persons seeking to interview, photograph, record, videotape or film students, staff members or other school activities must be arranged after consultation with the principal or his or her designee. Affected teachers will be consulted before permission will be obtained before the release, photographing or recording of any student record.

All visitors to the school will be required to check in at the office when they enter the school building.

46. VISITING STUDENTS

We cannot be responsible for children who are not enrolled as a student. If you or your family have visiting children, you can arrange to accompany them to visit the school for a short period of time.

(2410.2)

47. STUDENTS LEAVING SCHOOL

Students will be allowed to leave school in the custody of their parents. Students will be allowed to leave school in the custody of another adult if there is written permission from the custodial

parent permitting this. In mitigating circumstances, verbal permission from the parent to office personnel will be acceptable.

Parents (or approved other adults) who pick up their child(ren) during the school day will need to sign their child(ren) out in the school office.

Non-custodial parents will not be allowed to take their child(ren) from the school unless the custodial parent has given approval.

(2410.15)

48. STUDENT RECORDS

Records of each child are on file in the office and are updated during each school year. All the information within this file is available to you as it concerns your child. You, as a parent, not only have the right to examine your child's records, but also are encouraged to do so by school staff. If you would like to examine your child's folder please contact the school for an appointment. Assistance will be provided to you, as needed or desired. The school has a policy on student's records that follow the Family Educational Rights and Privacy Act. A copy of this act is available in the school office.

(2410.26)

49. PARENTAL RIGHTS IN REGARD TO STUDENT RECORDS

As a parent of a student or a student (18 years or older) enrolled in the Cambridge School District, you have certain rights concerning the education records which the school district maintains. These rights are afforded by the Family Education Rights and Privacy Act (FERPA) and other legal requirements. For disabled students on IEP's, parents maintain rights equal to those of the student through the period of the student's special education eligibility.

You have the right:

1. To a list of the types of locations of student education records maintained by the School District and the title and addresses of the school officials responsible for those records.
2. To inspect and review your education records within a reasonable time after such a request (no more than 45 days after the request is made, and before any IEP meeting or hearing related to the identification, evaluation, or placement of a student with a disability.) This includes the right to:
 - a. a response to reasonable requests for explanations and interpretations of the education records
 - b. have a representative of your choice (i.e., an advocate, relative, etc.) inspect and review the records on your behalf
 - c. a copy of any of your education records if failure to provide a copy effectively prevents you from exercising your right to inspect and review the records
3. To seek the correction of your education records through a request to amend them, or through a hearing procedure provided for by law, including the right to a copy of the Cambridge School District's "Procedures for Request to Amend Information in Education Records".
4. To review the access log (record of disclosure of personally identifiable information) from your record.
5. To examine and receive a copy of any policies or procedures of the Cambridge School District regarding education records by contacting the principal of the school.

6. To receive this notice in your home language, if it is other than English, or by any other primary mode of communication that you use unless it is clearly not feasible for the school district to do so.
7. To file complaints, regarding the Cambridge School District's failure to grant these rights by writing to the Family Policy Compliance Office, U.S. Dept. of Education, Washington, D.C. 20202-4665
8. To have information from your education records withheld from disclosure to third parties without your prior written consent -
except:
 - a. to school officials with legitimate educational interests
 - b. to officials of another school or school system in which you (your student) seeks(s) or intend(s) to enroll
 - c. to federal or state government officials and other authorities, as provided by law
 - d. in health and safety emergencies
 - e. to comply with a judicial order or lawfully issued subpoena
 - f. directory information* which includes (student's name, address, telephone number, current grade enrolled in, awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance and most recent previous education agency or institution attended, date and place of birth)

***You have the right to refuse to permit the designation of any or all these categories as directory information for your child by contacting, in writing, the principal of your school within fourteen (14) calendar days of the date of this notice.**

(2410.16)

50. NOTIFICATION OF DESIGNATION OF DIRECTORY INFORMATION AND RIGHT OF REFUSAL

Cambridge Elementary may disclose designated directory information on students and eligible students without the prior consent of the parent or eligible student, and without any record of such disclosure. The following types of personally identifiable information have been designated directory information:

- Parent's name, address and phone number.
- Student's name, address, telephone number, electronic mail address, photograph, date and place of birth, grade level, major field of student
- Participants in officially recognized activities or sports, weight and height of members of athletic teams
- Dates of attendance, and/or degrees, honors, awards received
- Class lists and list of graduates

Disclosure may include such personally identifiable information contained or reflected in photographs or videos.

Directory information may be released to members of the public and newspapers at the discretion of the school administration. If you are an eligible student and are currently attending the school named above, or if you are the parent of a student currently attending the school named above, you have a right to refuse to permit the designation of any or all of these types of information as directory information concerning your child or (if you are an eligible student) yourself, by

providing written notice of your refusal, listing the type(s) of information with you refuse to have so designated, to the principal of the school.

Note: You are an eligible student if you are at least 18 years of age or are attending an institution of post-secondary education.

The Family Education Rights and Privacy Act (FERPA) allows school officials and school employees with a legitimate educational interest and who are involved in the evaluation of federal or state programs, to have access to student assessment information. The FERPA Office defines legitimate educational interests as, "could not carry out their duties without the information." School boards are able to carry out their duties by having access to student information in disaggregated groups and individual specific student identifiable information is not necessary. Information disaggregated by group will be discussed in executive session so that confidentiality is in place for the discussion if the group size is smaller than 10. This is consistent with State reporting practices.

51. PUPIL PRIVACY RIGHTS

POLICY: It is the intent of the school board to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) governing the administration of certain student surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education.

Definitions

As used in this policy, the following terms shall mean:

"Invasive physical examination" means a medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

"Personal information" means individually identifiable information including a student's or parent's name, address, telephone number, or social security number.

"Instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

"Parent" means a natural or adoptive parent, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of a child).

Student Rights

The rights provided to parents under the Pupil Rights Amendment and this policy transfer to the student when the student turns 18 years old, or is an emancipated minor under applicable Vermont law.

Policy

1. No student shall be required, without prior written parental consent, to take part in a survey, analysis, or evaluation funded by the U.S. Department of Education that reveals information concerning:
 - A. political affiliations or beliefs of a student or a student's parents
 - B. mental or psychological problems of a student or student's family;
 - C. sex behavior or attitudes;
 - D. illegal, anti-social, self-incriminating and demeaning behavior;

- E. critical appraisals of other individuals with whom student respondents have close family relationships;
 - F. legally recognized privileged or analogous relationships, such as those of lawyers, physicians or members of the clergy. income (other than that required by law to determine eligibility for participation in a program for receiving financial assistance under such program; or
 - G. religious practices, affiliations, or beliefs of the student or the student's parents.
2. Parents shall have the right to inspect any survey created by a third party before the survey is administered or distributed to a student. Requests for inspection shall be in writing, and shall be made in sufficient time to allow a response at least two weeks in advance of any survey to be given.
 3. Parents shall be notified at least annually, at the beginning of the school year or when enrolling students for the first time in district schools, of this policy. The notification shall explain that parents/guardians or students 18 years of age or older, have the right to "opt out" of the following activities:
 - A. the collection, disclosure and use of personal information gathered from students for purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational services for, or to students.
 - B. the administration of any survey not funded in whole or part by the U.S. Department of Education that includes the eight subject areas listed in paragraph 1 above; or
 - C. the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of a student or other students and not otherwise permitted or required by state law.
 4. In addition parents shall be notified, through U.S. Mail, email or other direct means, at least annually at the start of each school year of the specific or approximate dates of any activities described in sub-paragraphs A-C of paragraph 3 above, and shall be provided an opportunity to opt out of participation in those activities.
 5. Parents shall have the right to inspect, upon request, any instructional material used as part of the educational curriculum.
 6. The superintendent or his or her designee shall develop administrative procedures as required to ensure implementation of this policy.

Legal Reference: Protection of Pupil Rights Act, 20 U.S.C. § 1232h; Vermont State Board of Education Manual of Rules and Practices, Rule 2120.8.12(f).

Dare Warned: 3/19/08
Date Adopted: 4/16/08

52. BIRTHDATE FOR ADMISSIONS

- Pre-Kindergarten students must be four years of age on or before August 31st.
- Kindergarten students must be five years of age on or before August 31st of the year they are to start school.

- First grade students must be six years of age by August 31st of the year they are to start school.
 - At registration, parents must present a birth certificate. All children must be immunized prior to school entrance according to current requirements of the Vermont Department of Health.
- (2410.17)

53. NOTICE NEEDED FOR SCHOOL-WIDE EVENTS

Multigrade and school-wide events present tremendous logistical problems, sometimes at the expense of instruction. These events need to be scheduled three months in advance so that proper planning and scheduling can be accomplished. Faculty anticipating an annual event should indicate so on the master calendar by the end of September.

(2410.23)

54. COMMUNITY USE OF FACILITIES (SUMMARY)

The School Board encourages community use of school buildings. It has a policy that is favorable to non-profit local groups, meetings, dinners, sporting events and other events. Fees may be assessed. Contact the school secretary for more information.

(2600.1)

55. LIMITED ENTRY TO BUILDING

All visitors must enter through the office lobby doors and report to the office to sign in and receive a visitor's badge. Visitors must also sign out when leaving the building. To limit unknown visitors, entrance and exit through other doors will not occur during school hours. Video surveillance equipment will monitor people entering and exiting from the doors in the office lobby.

(2600.2)

56. TRANSPORTATION FORM AND NOTE REQUIRED FOR CHANGE IN TRANSPORTATION

A transportation form is required on each student to be filled out at the beginning of each year, whether the student rides the bus, or walks, or is picked up. A parental note is necessary if a student is not going to ride his/her bus after school. A note is required if someone (other than parent or family) is planning to pick up the child. If communication from the parent becomes a problem, the parents must sign a blanket permission form regarding their children's after-school destinations.

If circumstances arise and your child will be going to a different place after school, please contact the office **before 1:40 p.m.**

(2700.2)

57. SCHOOL DELAYS/CANCELLATIONS/EARLY CLOSINGS

If school is going to be delayed or cancelled, announcements will be posted on the school's voice mail greeting (644-8821), radio and TV:

TV CHANNELS:

WCAX Channel 3

WPTZ Channel 5

WVNY Channel 22

RADIO:

FM 93.9 WLVB

AM 1230 WJOY

FM 98.9 WOKO

FM 105.1 KOOL

FM 96.1 WDEV

AM 550 WDEV

FM 95.5 WVMT/95 Triple X

FM 106.7 WIZN

FM 101.3 or FM 96.7 WEZF

FM 104.7 or 103.1 or 95.7 WNCS

The Superintendent of Schools makes the decision of whether or not school should be delayed or cancelled. You will also be notified of school closings or emergencies via an AlertNow automated phone message.

The school will only send children home early if faced with an emergency situation. All parents/emergency contacts will be notified before sending children home early. If there is a need to evacuate the building, students will be transported to Smuggler's Notch Ski Area where parents will be notified for pick-up.

58. SECURITY PROCEDURES

Clear the Halls – Go to the closest room supervised by an adult. Close door (lock if possible). Students and staff remain away from doors and windows. Turn off light/shut curtains/blinds (if available). Only use classroom intercom or phone for emergencies.

Secure the School – Same as "Clear the Halls." Designated staff secure outside doors. Students outdoors move away from building. Only use classroom intercom or phone for emergencies.

Evacuate the Building – In an orderly fashion exit the building with class roster. Teacher takes attendance with assigned students. Move to the playground when directed.

59. TRANSPORTATION

Policy

The Cambridge School District will furnish transportation to and from the Cambridge Elementary School for students who reside within the Town of Cambridge. Students will not be transported to or from school to locations outside the Town of Cambridge.

Implementation

The Board will establish routes and designate stops after considering both the safety of children and efficiency of operation. The following non-exclusive list of factors will be considered when determining routes and stops.

1. The presence or absence of sidewalks or paths off the highway.
2. Width, condition and class of highways, including curves, hills, intersections, turn-arounds, and seasonal road conditions.
3. Density and speed of traffic.
4. Proximity of dwellings, factories, or industrial areas.
5. Physical nature of any area such as presence of woods, ravines, or gravel pits.
6. The number of children required to congregate at any designated stop, and supervision available at any designated stop.
7. Health or physical impairment of students being transported.
8. Distance traveled on a single route, and the length of time spent on a bus by any given student going to or returning from school.
9. Age and maturity of students transported.

60. WELLNESS POLICY

STATEMENT OF PURPOSE

The Lamoille North Supervisory Union Board of School Directors and its member Cambridge School District is committed to creating a healthy environment in its schools that enhances lifelong wellness practices, promotes healthy eating and physical activity in order for staff and students to grow.

POLICY STATEMENT

The Wellness Policy shall focus on current and future health education, physical education and services by addressing the following areas:

- Nutrition Education Goals
- Physical Education Goals
- Physical Activity Goals
- Nutritional Guidelines

IMPLEMENTATION PROCESS

Nutrition Education Goals

Nutrition Education will be taught within the Healthy and Physical Education Curriculum in accordance with federal and state laws. The nutrition education component will focus on good and wide food choices emphasizing diet as a “way of life” conducive to good health.

Physical Education Goals

Physical Education shall provide students the knowledge and skills necessary for lifelong physical activity in line with state and federal law. Students shall receive physical education opportunities within the school day.

Physical Activity

Opportunities will be available for students to participate in supervised, physical activities beyond the physical education curriculum to maintain fitness and promote a healthy lifestyle throughout the normal instructional day. All students will have opportunities, support and encouragement to be physically active on a regular basis.

Nutritional Guidelines

All foods and beverages sold during the school day will comply with existing state and federal laws, inclusive of non-competition regulations as established by law. Foods and beverages sold through the Nutrition and Food Service program will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students at the guidelines established by law, appropriate for that level.

This Policy serves as assurance that the school's guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act. The Nutrition and food Service program will provide clean, safe and acceptable settings for students to eat. To reinforce nutrition education and establish healthy attitudes towards eating and food choices, nutrition and dietary guidelines may be integrated throughout the curriculum.

Food sold within or outside of the normal school day at school sponsored events or as available in vending machines on school owned property will include health food and beverage choices.

Assessment Guidelines

Administration will ensure compliance with the Wellness Policy and will provide a report of the school district's compliance with the Policy to the school board as requested through data available to them. Policy development and review will involve the school board, community, students and staff.

61 ABBEY GROUP STUDENT/ ADULT ACCOUNT POLICY

62.NCLB PUBLIC DISCLOSURE REQUIREMENTS FOR TITLE I SCHOOLS

This is an annual reminder of our NCLB obligation to inform parents of the following two specified rights to public information that you have. Parents have the right to request information from the school regarding the professional qualifications of teachers and paraeducators, including:

whether a teacher is licensed and endorsed for the grade level and subjects s/he is teaching, whether a teacher is teaching under an emergency or provisional license,

- 1) a teacher's undergraduate college degree and major and information on any graduate level credentials, including field of study,
- 2) and finally, if a child is provided services by a paraeducator, that person's qualifications.

If you wish to request any of this information, contact Mary Anderson.

63.ANIMAL DISSECTION POLICY

Policy

It is the intent of the Cambridge School District to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students enrolled in The Cambridge Town School District shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisect or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.^{1[2]}

Definition

As used in this policy, the word "animal" means any organism of the kingdom animalia and includes an animal's cadaver or the severed parts of an animal's cadaver.^{1[3]}

Alternative Education Method

A student who is excused under this policy shall be provided with alternative methods through which he or she can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the principal if necessary.^{1[4]}

Discrimination

No student shall be discriminated against based on his or her decision to exercise the right to be excused afforded by this policy.^{1[5]}

Procedures

The (Superintendent/Principal) shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008.^{1[6]} The procedures shall include provisions for the timely notification to each student enrolled in the course and to the student's parent or guardian of the student's right to be excused from participating in or observing the lesson and the process by which a student may exercise this right.^{1[7]}

^{1[2]} 16 V.S.A. §912.

^{1[3]} 16 V.S.A. §912(c).

^{1[4]} This provision is a required component of the policy on this subject adopted by the school board. *See* 16 V.S.A. §912(b)(2).

^{1[5]} This provision is a required component of the policy on this subject adopted by the school board. *See* 16 V.S.A. §912(b)(3).

^{1[6]} *See* Section 4 of Act 154 of 2008; 16 V.S.A. §912(b) requiring procedures that provide "timely notification" to students and parents; processes for students to exercise this right.

^{1[7]} 16 V.S.A. §912(b) (1). The law does not provide a definition of "timely notice." Nor does the law require that the processes for students to follow when choosing to opt out of activities covered by the law have specific components. It is likely that annual notice to parents and students through handbooks or course syllabi will be sufficient to comply with the timely notice requirement. The notice should indicate approximately when dissection activities (if any) may take place in specific courses. Processes for students to use to opt out of activities covered by this policy should indicate how and when student must notify the course teacher of his or her intention to be excused from an activity,

Date Warned: 8/6/08

Date Adopted: 9/17/08

Legal Reference: Act 154 of 2007-2008 Adjourned Session
16 V.S.A. §912

64.PARTY INVITATIONS

To avoid hurt feelings and associated disruptions to the learning environment, we ask that students and parents do not distribute party invitations to other students on school premises. The exception to this would be if a student plans to invite every student in their class. Please make arrangements for parties via other means, such as telephone or snail mail. Thank you for your cooperation.

65.STUDENT ALCOHOL AND DRUG ABUSE

POLICY:

In support of this philosophy, the Cambridge School District prohibits the use or possession of drugs, anything portrayed as a drug, tobacco, alcohol, other potentially harmful substances or any device associated with these substances, on school premises or at school sponsored activities, wherever located. The only exceptions to this policy are medical use of drugs, authorized in writing in advance by a licensed health-care provider, see Student Medication policy.

Definitions:

Substance Abuse is the ingestion of drugs and or alcohol in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.¹

“Substance” includes any of the following:

- 1) “Drug”:
 - a) Means a controlled substance identified in Schedules I, II, III, IV or V of the Controlled Substance Act, 21 U.S.C. § 812 (c); but
 - b) Does not include such a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision.
 - c) It does mean controlled substances including, but not limited to, cannabis (marijuana); hallucinogens (LSD, psilocybin mushrooms); stimulants (cocaine, amphetamines such as “speed” or Ritalin); depressants (barbiturates, “Quaaludes”); narcotics (opium, heroin); inhalants (nitrous oxide, medical products, or other fume-producing substances); or anabolic steroids.
- 2) “Tobacco”:

In any form (for smoking, chewing, etc.) NOTE: Pursuant to 16 V.S.A. § 140, no person shall be permitted to use tobacco on public school grounds and no student shall be permitted to use tobacco at public school sponsored functions.
- 3) “Alcohol”:

Means alcohol, spirits and malt beverages as defined by 7 V.S.A. § 2. “Alcohol” as used in this Policy includes, but is not limited to, beer, porter, stout, ale, wines, cordials and liquors. Alcohol may also include medicinal products such as Listerine and Nyquil which contain alcohol. If a student is using such a product for medicinal purposes, the medicinal purpose must be reported to the school nurse and the product kept by the nurse during school hours. If the administration discovers the student in possession of such a medicinal product and the nurse has no prior knowledge of the student's medicinal need of the product, the product shall be considered “Alcohol” for the purposes of this Policy.

Programs and Services:

1. **Educational Program.** The Principal shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program on a sequential basis from early childhood through grade 12 as required by Vermont law.¹ The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan¹. If the school district is a recipient of federal Safe and Drug-Free Schools and Communities Act¹ funds, the Act will be considered in the development of the alcohol and drug abuse educational program.
2. **Cooperative Agreements.**¹ In dealing with substance abuse cases, every effort will be made to promote responsible decision-making by the student involved and other students who are aware of another student's use or abuse. The focus will be to encourage appropriate medical and/or psychological intervention by trained professionals. The Principal shall annually designate a member of the substance abuse team to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The Cambridge School District, under a cooperative agreement with Lamoille County Mental Health, has established a Student Assistance Program. Students, under the age of eighteen, who have been referred or who refer themselves to the Student Assistance Program counselor may be seen individually by the counselor for purposes of substance abuse screening and consultation. It will be the goal of the Student Assistance Program to encourage the student to involve his/her parents or guardians at the earliest point in time.

3. **Referral and Consent.** Parental consent will not be required for student participation in prevention and early intervention group programs conducted within the schools that are educational in nature and designed to impart information and/or assist students in improving their sense of self-esteem. Such groups may be conducted only by trained professionals contracted by the schools to perform such service or by trained school staff who have been approved by the school administration to conduct such groups.¹ Nor is parental consent required for referral to an outside substance abuse treatment program when a student who is twelve years of age or older is suspected of substance dependency, verified to have that dependency by a physician, and gives her or her own consent for treatment.¹
4. **Substance Abuse Team.** In each school the principal shall form a Substance Abuse Team which shall screen students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The team will determine the need for further screening, education, counseling or referral for treatment in each case referred to it¹ In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse for the team to follow.¹
5. **Staff Training.** The principal will work with appropriate staff to provide training necessary to ensure that teachers and health and guidance personnel are prepared to competently teach or provide other services required in the school's alcohol and drug abuse prevention education program. Training will be designed to meet the requirements of State Board Rule.¹ The training will include a component explaining procedures that require immediate notification of the school administration by school staff of any violation of law, including the illegal possession or distribution of drugs or alcohol.¹
6. **Community Involvement.** The principal will work with school staff and community members to design and implement a program to inform the community about substance abuse issues and the programs and supports provided by the school to educate students about the dangers of alcohol and drug abuse and to assist students who are abusing alcohol or drugs.¹
7. **Annual Report.** In a standard format provided by the Vermont Department of Education, the principal or his or her designee will submit an annual report to the Commissioner of Education describing substance abuse education programs and their effectiveness.¹
8. **Notification.** The principal shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.¹

¹ This policy is required by 16 V.S.A. 1165(c) and SBE Rule 4212. The State Board rule requires that the policy include the elements contained in this model.

¹ Vermont State Board of Education Manual of Rules and Practices, Rule 4211

¹ 16 V.S.A. §131(9).

¹ SBE Rule 4212.2 *requiring that education program be consistent with this Plan.*

¹ 20 U.S.C. §§7101 et seq.

¹ SBE Rule 4212.3.

¹ This paragraph is recommended, but not required.

¹ 18 V.S.A. §4226.

¹ SBE Rule 4212.3D.

¹ SBE Rule 4212.3B.

¹ SBE Rule 4213.2.

¹ SBE Rule 4212.3C

¹ SBE Rule 4214 does not require this paragraph be included in the policy, though it does require that schools engage in community programs. This paragraph could be included in a procedure instead.

¹ SBE Rule 4215 does not require this paragraph be included in the policy, though it does require that the school's annual report include information on substance abuse education programs. This paragraph could be included in a procedure instead.

¹ Section not required by statute, but recommended.

***Note: SBE Rule 4212.3B requires that each "...school district policy...establish procedures for administering first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved."**

Date Warned:

8/6/08

Date

Adopted: 10/16/08

Legal Reference(s): 20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)

16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)

16 V.S.A. 131(9) (Comprehensive Health Education)

16 V.S.A. §1045(b)(Driver Training Course)

16 V.S.A. §1165 (Alcohol and drug abuse)

18 V.S.A. §4226 (Drugs: minors, treatment, consent)

Vt. State Board of Education Manual of Rules and Practices §§4200 -4215)

Cross Reference: Student Conduct and Discipline (F1)

Search and Seizure (F3)

Interrogations or Searches of Students by Law Enforcement)

Officers or Other Non-School Personnel (F5)





