

August 2018

To All Parents, Students and Staff:

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

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

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

We hope you have had an enjoyable summer and are ready for the new challenges offered by the 2018-2019 school year.

Kelly Dias, Principal
Academy School

Mark Speno, Principal
Green Street School

Jeri Curry, Principal
Oak Grove School

SCHOOL BOARD MEMBERS

Spoon Agave, Clerk..... 257-0533
Robin Morgan 490-2312
Kim Price, Vice-Chair 257-0193
David Schoales..... 246-1220
Jill Stahl Tyler, Chair..... 257-2411

CENTRAL OFFICE ADMINISTRATION

53 Green Street
254-3730 (phone) — 254-3733 (fax)
www.wsesu.org

Lyle Holiday Superintendent
Frank Rucker, Ed.D. Business Administrator
Julianne Eagan / Paul Smith, Ph.D. Curriculum Co-Coordinators
Marisa Duncan-Holley Director of Special Education
Shelley Wilson Assistant Director of Special Education

ACADEMY SCHOOL

860 Western Avenue
254-3743 (phone) — 254-3756 (fax)
www.academyschoolvt.com

Kelly Dias Principal
Jon Sessions Assistant Principal
Vicki Linn Administrative Assistant
Susan Durkin Clerk
Judith Palmeri School Counselor
Amy Majer School Nurse
Jody Matulke Family Outreach Worker

GREEN STREET SCHOOL

164 Green Street
254-3737 (phone) — 254-3753 (fax)
www.greenstreetschoolvt.com

Mark Speno Principal
Maureen Hart..... Administrative Assistant
Tracy Binet-Perrin..... School Counselor
Julia Williams..... School Nurse

OAK GROVE SCHOOL

15 Moreland Avenue
254-3740 (phone) — 254-3633 (fax)
www.oakgroveschoolvt.com

Jeri Curry Principal
Tricia Hill Administrative Assistant
Kathryn Mason School Counselor
Kim Rose School Nurse



ACADEMY SCHOOL HOME/SCHOOL COMPACT

The Academy School Home-School Compact explains the role each of us needs to play for student growth and achievement. We look forward to being your partner! (Additional resource information can be found on the school website – www.academyschoolvt.com)

School/Teacher	
<ul style="list-style-type: none"> ❖ Create a safe and healthy learning environment guided by the results of the climate survey. ❖ Support students to achieve high academic standards. ❖ Consistently hold students to high standards of behavior. ❖ Provide the instruction and support each child needs to be successful, including extended day program and summer options. ❖ Keep parents informed about student progress and assessment results throughout the year. ❖ Educate parents in best practices to support learning at home. ❖ Encourage parents to get involved in the school community. ❖ Ask parents to evaluate and provide feedback through the annual Academy School parent survey. 	
Student	
<ul style="list-style-type: none"> ❖ Consistently demonstrate best effort through determination and perseverance. ❖ Take responsibility for homework assignments and develop effective study habits. ❖ Strive for independence by using academic, personal and social strategies and resources taught in the classroom and at home. ❖ If you need support, advocate for yourself by asking questions, expressing concerns, or requesting help in a respectful manner. ❖ Be an active bystander and interact with others in a positive, respectful way. ❖ Be a motivated learner by setting realistic goals for yourself, planning steps for meeting them, and checking on your progress. ❖ Demonstrate STAR behavior by being an enthusiastic and curious learner. 	
Parent/Guardian	
<ul style="list-style-type: none"> ❖ Make sure your child is present, on time, and prepared for school each day. ❖ Help your child create and follow a regular homework routine. ❖ Check backpacks and/or folders for homework and school information. ❖ Communicate positively with your child by showing interest and noticing successes. ❖ Follow a consistent bedtime routine which includes ten to twelve hours of sleep each night. ❖ Encourage your child to eat a variety of nutritious foods to promote healthy development and the necessary energy for learning. ❖ Limit recreational screen time to less than two hours daily and monitor what your child is viewing and playing. ❖ Promote healthy and active alternatives to screen time. ❖ Attend conferences and communicate as necessary with your child's teacher. ❖ Address issues involving your child directly with the classroom teacher. 	
Student Signature:	Date:
Parent/Guardian Signature:	Date:
Teacher Signature:	Date:



Resources for Supporting Your Child's Learning – Academy School

Bedtime Routines and Recommendations for Sleep

<https://sleepfoundation.org/sleep-topics/children-and-sleep/page/0%2C3/>

Nutrition

www.aap.org
www.healthychildren.org
www.cdc.gov
www.education.vermont.gov

TV/Screen Time

<https://www.mayoclinic.org/healthy-living/childrens-health/in-depth/children-and-tv/art-20047952>
<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Pages/Media-and-Children.aspx>

Homework

<https://www2.ed.gov/parents/academic/help/homework/index.html>
<https://nea.org/home/ParentPartnershipResources.html>
<http://blog.ed.gov/2013/01/five-hot-homework-tips-for-parents>

Community Resources

www.youthservicesinc.org
www.vermont211.org

GREEN STREET SCHOOL HOME/SCHOOL COMPACT

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

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



School/Teacher

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

Student

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

Parent/Guardian

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

Student Signature: _____

Date _____

Parent/Guardian Signature: _____

Date _____

Teacher Signature: _____

Date _____



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

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

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

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

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

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

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

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

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

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

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

Stay informed through the following resources:

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

OAK GROVE SCHOOL HOME/SCHOOL COMPACT

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

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

As the Student, **I agree to:**

- Get to school on time every day
- Share my school day with my family
- Do my best at school and homework
- Practice the Four Guiding Principles: Be Respectful, Be Responsible, Be Safe & Be Kind
- Ask questions when I don't understand
- Follow school rules

As the Teacher, **I agree to:**

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

As the Principal, **I agree to:**

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

As the Parent, **I agree to:**

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

Student Signature

Parent Signature

Teacher Signature

Principal Signature

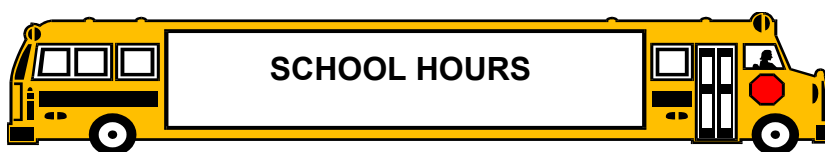


To All Parents of Students in Title I Schools:

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

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

If you would like to receive any of this information, please call your school office at the number listed on page 2 of this handbook.



Academy School	Kindergarten	8:18-2:45
	Grades 1-6	8:18-2:50 walkers / 3:05 buses leave
Green Street School	Grades K-6	8:15-2:45
Oak Grove School	Grades PreK-6	8:15-2:45



Students are to be playing constructively in their designated areas of the schoolyard from the time they arrive until the bell rings.* Except for those students participating in the breakfast program, no student is to enter the building prior to the bell*, without permission of the staff member on duty, and only if there is an emergency. In the case of inclement weather, students will be permitted into the building prior to the bell.* Students should not arrive before 7:50 a.m. at Green Street, 7:45 a.m. at Oak Grove, and not before 7:50 a.m. at Academy. Adult supervision of students is not available until this time.

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



Revised May 7, 2010

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

Process School District expectations of families regarding tardiness and truancy:

TRUANCY

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

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

TARDINESS

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

PROTOCOL APPROACH

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

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

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

<i>After <u>five</u> tardy days</i>	Teacher contacts family in person or by phone. Letter to go out to family from principal.
<i>After <u>seven</u> tardy days</i>	Letter to go out to family from principal. Parent meeting scheduled with counselor and teacher.
<i>After <u>ten</u> tardy days</i>	Letter to go out to family from principal. Parent meeting scheduled with principal, counselor and teacher. At the meeting, a release of information is signed by the family to allow discussion between the school and outside agencies if necessary.

Absences – both excused and unexcused

<i>After <u>five</u> absent days</i>	Phone call or letter to go out to family.
<i>After <u>seven</u> absent days</i>	Letter to go out to family including, if appropriate, a request for a doctor's note for any future absences. Parent meeting may be scheduled with Educational Support Team (EST) or school personnel.

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

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

After ten absent days Letter to go out to family.

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

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

Dependent on the DCF assessment Affidavit goes to Windham County State's Attorney and law enforcement

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

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

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

After 7 days

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



Children should come to school appropriately dressed to allow participation in all school activities. Students will not be allowed to wear clothing that presents a health or safety problem. Students are not to wear clothing that reveals undergarments, nor are they to wear clothing that reveals parts of the body intended to be covered. This includes a ban on strapless garments, tube tops, midriff shirts, belly shirts, and backless tops.

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

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



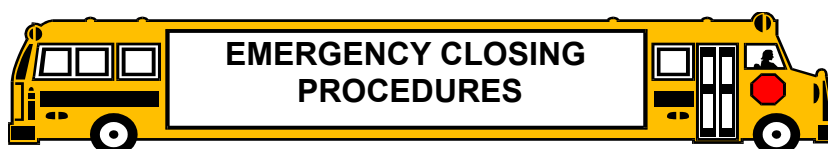
The school district cannot be responsible for damage done to your child's bicycle/scooter when the bicycle/scooter is brought to school. Bicycles/scooters must have a lock. Children must wear a helmet if they ride their bicycle/scooter to school.



WSESU has adopted School Messenger (formerly Blackboard Connect) as its communication system. School Messenger is a rapid communication service, designed specifically for the PreK-12 community that addresses the needs of schools to communicate quickly and efficiently with members of the school and broader community. School Messenger's technology delivers voice, e-mail, and emergency messages to parents and staff in the event of an emergency situation, school closings or delays, or to announce upcoming events or important reminders. It is most important that parents provide the school with updated contact information so that you will receive these messages.

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

The 2018-2019 school calendar includes 3 snow days. If we use more than the 3 days allotted for snow cancellations, then the scheduled closing day of the school year will be moved accordingly. Example: If we have 4 snow days, then the last day of school will be Wednesday, June 19, instead of Tuesday, June 18. Similarly, if only 2 snow days are used, then the last scheduled day of school will be on Monday, June 17. Parents are encouraged not to schedule vacations or their children's summer activities within a day or two of the proposed closing date.



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

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

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



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

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

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



Policy F1

It is the policy of the Windham Southeast Supervisory Union to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

Definitions

- 1) **Weapon** means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.
- 2) **School** means any setting which is under the control and supervision of the supervisory union. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
- 3) **Expelled** means the termination of educational services for the remainder of the school year or up to ninety (90) school days, whichever is longer.
- 4) **Knife** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the supervisory union and individual classrooms.

Administrative Responsibilities

The Principals, in consultation with the educational staff, will develop an overall discipline plan pursuant to 16 V.S.A. §1161a. The plan will include clear guidelines for student behavior. The guidelines may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school-sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school. The guidelines may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school-sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

The guidelines for student behavior will also include prohibitions against the possession by students of knives, weapons and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.

Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications distributed to students and parents/guardians.

Date Warned: October 9, 2013
Date Adopted: December 10, 2013
Legal References: 16 V.S.A. §1161a (Discipline)
16 V.S.A. §1162 (suspension and expulsion)
20 U.S.C. §§1400 et seq. (IDEA)
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
VT State Board of Education Manual of Rules & Practices §4311, 4312, 4313; 2120.8.12
Cross Reference: Board Commitment to Non-Discrimination (C9)
Public Complaints About Personnel (D11)
Search and Seizure (F4)
Interrogations or Searches of Students by Law Enforcement Officers or Other Non-School Personnel (F5)
Alcohol and Drug Abuse (F9)
Firearms (F24)

Procedures: Student Conduct

Code F1-P

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

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

1. A student may request a meeting with the Principal or his or her designee to review any disciplinary action, other than a suspension or expulsion, affecting the student. If requested, the Principal or designee shall hold an informal meeting to review the incident and to hear the views of the student and any other persons who may have information that the Principal or designee believes to be relevant in the circumstances. The Principal or designee shall issue a prompt decision to the

student, which may be oral or written. Except as otherwise provided in this policy, the decision of the Principal will be final.

2. Suspension or expulsion of students shall be imposed in accordance with state and federal law and regulations, due process requirements, and the following rules and procedures:
 - A. The Principal or his or her designee may assign a student to in-school detention for up to ten (10) consecutive school days for any infraction of school rules. As provided in the school's overall discipline plan, students assigned to in-school detention will be provided with reasonable opportunities to complete academic assignments and to benefit from counseling or other activities designed to bring about improvements in their behavior.
 - B. A student who poses an immediate danger to persons or property or a significant threat of disrupting the academic process of the school shall be removed from the school or to a place within the school determined by the Principal, Superintendent or their designee to be sufficiently secure to ensure the safety of students and school personnel and the continuation of the academic process. The Superintendent or Principal or their designee shall notify a parent or guardian of a student who is removed from school without undue delay. If the parent, guardian or other responsible person designated as an emergency contact by the parent or guardian cannot be notified, the student will be detained at school or at another safe and secure setting for the remainder of the school day.
 - C. No student will be removed from school for more than the remainder of a school day unless the student and his or her parents are given an opportunity for an informal hearing pursuant to paragraph "D" of this policy. When immediate removal of a student is necessary prior to a hearing, the hearing shall be held as soon as possible following the removal.
 - D. The Superintendent or Principal may suspend a student from school for a period of ten (10) days or less for misconduct occurring on or off school grounds. Except as provided in paragraph "B" above, prior to such a suspension, the student and his or her parent or guardian shall be given an opportunity for an informal hearing with the Principal or his or her designee. The student and his or her parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his or her side of the story, and a decision in writing to the parent or guardian.
 - E. The Superintendent or Principal may, with the approval of the Board and in accordance with 16 V.S.A. §1162(a), impose a long-term suspension or expulsion of a student [for longer than ten (10) days and up to ninety (90) school days or the remainder of the school year, whichever is longer] for misconduct on school property, on a school bus or at a school-sponsored

activity when the misconduct makes the continued presence of the student harmful to the welfare of the school.

- F. In accord with the overall discipline plan developed under 16 V.S.A. § 1161a, short-term (ten days or less) or long-term suspension or expulsion may be imposed for misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated.
 - G. Long-term suspension or expulsion must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the school board. The Superintendent (or designee) shall notify the student and his or her parents in writing of the nature of the charges, the date, time and place of the hearing, the right to legal representation, and the disciplinary action to be recommended to the board. This notice shall be provided in sufficient time to allow the student and his or her parents to prepare for the hearing. At the hearing, the student and parent/guardian shall be given an opportunity to present evidence and to cross-examine witnesses. The Board shall issue a written decision within ten (10) days of the conclusion of the hearing.
3. Notwithstanding the above provisions, a legal pupil who has a disability or is suspected of having a disability, and is eligible for special education services or Section 504 services may be removed from his or her current educational placement for disciplinary reasons for more than ten (10) consecutive days, or for more than ten (10) cumulative days in a school year only in accordance with Vermont State Board of Education Rules 4313 or 4312. The school Principal, with the agreement of a special education administrator, may impose short-term disciplinary sanctions on special education students as provided in Vermont State Board of Education Rule 4313. The Superintendent and coordinator of special education will develop additional procedures as needed to govern the discipline of students with disabilities.

In the event a student brings a weapon to school, the procedures set forth in the District's Firearms policy shall apply.



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

Public Law 93-380 includes an amendment popularly referred to as the "Buckley Amendment" which requires school systems to refrain from publicizing any information at all about children when the parents do not wish such publicity to occur. Examples of

the schools' publication of a list of names would certainly include athletic events, honor roll lists, musical or dramatic performances and other student activity functions such as Future Farmers of America, Future Homemakers of America, etc.

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



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

What is the Educational Support System?

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

What is the Educational Support Team?

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

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

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

What will the Educational Support Team do for my child?

The EST will develop a plan to assist your child. In order to do this effectively, parents are considered active partners with the school. Your child's teacher may invite you to attend an EST meeting to discuss the concerns you or the school may have. At the meeting, the EST will discuss services or accommodations that might assist your child in the school setting. Examples include extended time to complete tasks, an after school homework group, a behavior plan, tutoring, a peer buddy, and/or the services of an aide, the school nurse or community service provider. Assistance may also be useful

from the special educator. If you or the EST feel it would be helpful, a referral may be made for a comprehensive evaluation which is part of the special education process.

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

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

Will any community agencies be involved with my child?

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



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



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

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

Vermont State Statute 16 VSA § 1422 requires schools annually to test the hearing of students in the first, second, third, fifth, seventh, and ninth grades. In accordance with federal Every Student Succeeds Act [ESSA] regulations, parents are permitted to opt their children out of such tests. This request should be made in writing and sent to your child's school nurse.

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



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

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

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

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

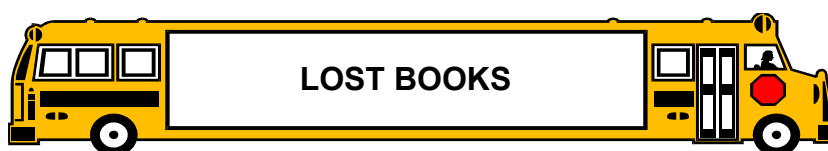
Non-prescription medication must be accompanied by a written request from the parents or guardian of a student bringing such medication to school. The request must contain assurances that the student has suffered no previous ill effects from the use of medication. Medication must be left in the custody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



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

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

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



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

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

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



We are pleased and excited to announce that in the 2018-2019 school year we will continue the Universal Meal Program, which means that all meals, including breakfast and lunch, will be provided free of charge for **all** students. There is no need for students to sign up, they simply come to the kitchen in the morning for breakfast and order their lunch in the morning in their classrooms. Students may take advantage of this program as frequently as they wish. There is an ala carte cost for milk (.65).

We are making a concerted effort to offer healthy and nutritious meals that meet the Federal guidelines. We are doing our best to eliminate foods that are highly processed and those with high amounts of sugar and artificial ingredients. Additionally, we are banning products that contain high fructose corn syrup and reducing the amount of sugar in the meals we serve.

For students that are participating in an after school program, we offer the After School Meal Program at no cost to the student. Each school offers a healthy snack just prior to the beginning of the after school activity period.

Cost for Meals:

Student Breakfast	Free of Charge
Student Lunch	Free of Charge
After School Meal	Free of Charge
Milk	.65
Adult Breakfast	2.75
Adult Lunch	4.00

All of the Brattleboro Town Schools offer a subsidized, healthy snack program that features fresh produce – much of which is locally grown in season. Students receive a nutritious and healthy snack every morning in their classroom. The USDA grant pays for the produce for the entire school year. The cost to families is \$50, which is the cost of foods used to supplement the produce with items such as crackers, cheese, salsa and chips to name a few.

For further information regarding the meal programs, please contact your child's school or the Food Service Director Alison West at 257-3322.



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

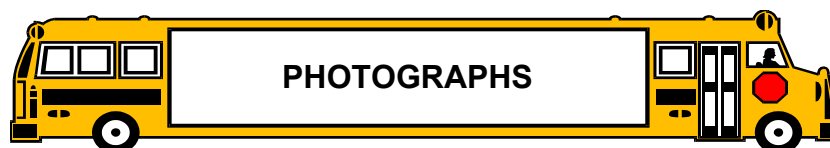


The academic and social success of students is largely determined by a positive, supportive relationship among staff, administration, parents and community members. New educational initiatives mandate and encourage the strengthening of the parent/school/community relationship. The Board believes that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

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

1. Parents should be informed about the significant changes in their children's educational programs, instructional methods and objectives.
2. Parents should be provided with information and opportunities intended to improve their abilities to work with their children at home and in school, and to build partnerships between home and school.

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



Windham Southeast Supervisory Union Policy H5 regarding photographing, filming, videotaping, and the recording of students, staff, or school activities states the following: These visits are arranged only after consultation with the principal or his/her designee.

At the discretion of the administration, parents may be asked to sign general or specific permission slips to authorize interviewing, photographing, filming or videotaping of their children while at school or while participating in school activities. Photographing, filming, or recording of special education students will be allowed only after specific parental permission is obtained in writing.

(The full text of Policy H5 “Visits to School by Parents, Community Members or Media; Interviewing, Filming, Videotaping or Recording” can be found in the policy manual located at each of the Brattleboro Town Elementary Schools, in the WSESU Central Office, and on the supervisory union’s website www.wsesu.org.)



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

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

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



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

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



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

14. The rear door shall be used only in the case of an emergency.
15. All pupils must be seated while the bus is in motion. Students must keep their heads and limbs inside the bus.
16. The aisle of the bus must be kept clear. Pupils may bring items on the bus only if the items can be carried on the pupils' laps. Skis, animals, weapons, and other dangerous objects are prohibited on the buses. Skates may be carried only if adequate blade guards are in place.
17. Pupils are prohibited from hitching rides via the rear bumper or other parts of the bus.
18. Students are not allowed to cross behind the bus or walk along the sides of the bus. Students must wait for the bus to drive away before attempting to retrieve objects that fall underneath the bus.
19. Any violation of the above regulations will be reported to the appropriate building principal and disciplinary action will be taken.

PROCEDURES:

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

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

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

Students and other passengers traveling on the buses under contract by F.M. Kuzmeskus, Inc. to the WSESU should be aware that the buses are equipped with video devices (cameras) so all riders should have no expectation of privacy. The district and F.M. Kuzmeskus, Inc. will use the videos for required business purposes only (student discipline matters, etc.)



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



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

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



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

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



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

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

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



School telephones are for school business. Students should not use them without permission from school personnel.

If students choose to bring electronic items to school (such as a cell phone) the items must be turned off and stored in a backpack during the school day.



Please respect parking signs, adhering to marked parking spaces when dropping off or picking up your child. For safety reasons, double parking at arrival and dismissal times is prohibited.



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

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



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

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



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

A detailed explanation of the School Board's Policy (F1 and F24) is located in each school office and at the WSESU Central Office.



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

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

Further, in compliance with Section 5145 of the Drug-Free Schools and Communities Act, it is the policy of this school district that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school-sponsored activity away from or within the school. (Note: This shall also apply to family members and visitors to any of our school sites.) "Drug" means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.

Student compliance with these standards of conduct is mandatory.

Parents and students are further informed that:

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



The Board recognizes its obligation to respect the legal rights of all students, parents, employees, applicants for admission or employment, sources of referral of applicants for admission and employment and all unions or professional organizations holding collective bargaining or professional agreement with the school district. The board will seek to comply with all applicable federal and state non-discrimination laws.

Policy C9

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

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

The superintendent or his or her designee shall prepare, and the board shall approve, guidance to applicants and employees regarding requests for reasonable accommodations, including provisions for undue hardship.

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

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

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

Grievance Procedure

In the absence of a controlling grievance procedure outlined in a collective bargaining agreement, the procedure accompanying this policy will be in effect.

Date Warned: April 11, 2013

Date Adopted: April 22, 2013

Legal Reference(s): 9 V.S.A. §4502 (Public accommodations)
21 V.S.A. §§495 et seq. (Employment practices)
21 V.S.A. §1726 (Unfair labor practices)
20 U.S.C. §§1400 et seq. (IDEA)
20 U.S.C. §§1681 et seq. (Title IX, Education Amendments of 1972)
29 U.S.C. §206(d) (Equal Pay Act of 1963)
29 U.S.C. §§621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
42 U.S.C. §§2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. §§12101 et seq. (Americans with Disabilities Act of 1990)

Cross Reference: Personnel: Recruitment, Selection, Appointment and Criminal Record Checks (D1)

Procedures for Handling Complaints of Discrimination

C9-P

The non-discrimination coordinator for the Windham Southeast Supervisory Union is:

(Title) Kate Margaitis, Assistant Principal
(Where located) Brattleboro Union High School District #6
(Phone Number) 802-451-3412

Definitions

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

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

Intent

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

Procedures (all days are calendar days)

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



Bullying is taken very seriously in all of our schools, and is handled on an individual basis by the school staff, nurses, counselors, and principals. Please refer to “Policy on the Prevention of Bullying of Students” below (F31).

The Windham Southeast Supervisory Union recognizes that all students should have a safe, orderly, civil, and positive learning environment. Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated. Bullying may involve a range of misconduct that, based on the severity, will warrant corrective action and/or discipline. Behaviors that do not rise to the level of bullying may still be subject to intervention and/or discipline under another section of the discipline plan or policy.

For the purpose of this policy, “bullying” is defined as any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

- A. is repeated over time;
- B. is intended to ridicule, humiliate, or intimidate the student; and
- C. either:
 - occurs during the school day on school property, on a school bus or at a school-sponsored activity; or
 - does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student’s right to access educational programs.

Examples of bullying include:

- Name-calling and verbal taunts
- Physical threats or actual physical harm
- Off-campus text messages or social media posts that ridicule or intimidate to the extent that the targeted student is not able to fully access the school's programs.

In order to be bullying, incidents such as the ones described above must be *repeated over time, directed at a particular student, and intended to ridicule, humiliate or intimidate*.

In some case, acts of bullying may constitute unlawful harassment, where the conduct is based on or motivated by a student's or student's family member's actual or perceived: race, creed, color, national origin, sex, sexual orientation, gender identity, marital status, disability.

Any allegations of harassment will be addressed under the Windham Southeast Supervisory Union's policy on the Prevention of Harassment of Students (F23).

I. Reporting of Bullying Complaints

The principal of each school in the Windham Southeast Supervisory Union will annually designate two employees to receive complaints of bullying and harassments. The names and contact information for those designated employees can be found attached to this policy, in parent/student handbooks, and posted in the individual schools.

For the purpose of this policy, "school employee" means any person employed directly by or retained through a contract with the Supervisory Union, an agent of the school, a school board member, a student teacher, an intern, or a school volunteer. "Agent of the School" includes supervisory union staff.

- Student reporting: any student who believes that s/he has been bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute bullying, is encouraged to report the conduct to a designated employee or to any other school employee.
- School employee reporting: Any school employee who witnesses conduct that s/he reasonably believes might constitute bullying shall take reasonable action to stop the conduct and to prevent its recurrence and shall immediately report it to a designated employee. Any school employee who directly receives information about conduct that might constitute bullying shall immediately report it to a designated employee.
- Parent reporting: Any parent or legal guardian/custodian who witnesses conduct that s/he reasonably believes might constitute bullying or who reasonably believes his/her child or ward is being bullied should promptly report the conduct to a designated employee or any school employee.

- D. Documentation of the report: If the complaint is oral, the designated employee shall reduce the complaint to writing, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator(s), and any witnesses.
- E. False complaint: Any person who knowingly makes a false accusation regarding bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint or bullying when the person has a good faith belief that bullying occurred or is occurring.
- F. Confidentiality and record keeping: The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the Districts' 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.

II. Response to a Bullying Complaint

For the purposes of this policy "school administrator" means a superintendent, principal, technical center director, or his/her designee.

- A. Notification: Upon receipt of a complaint of bullying the designated employee will immediately notify the school administrator of the complaint. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be promptly notified that a complaint of bullying has been filed and be provided with a copy of this policy.
- B. Investigation: Unless special circumstances are present and documented, such as reports to the Department for Children and Families (DCF) or the police, school vacations, or other witness absence/unavailability, the school administrator shall:
 - No later than one school day after the filing of the complaint with a designated employee initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator.
 - No later than five school days from filing of the complaint with the designated employee, the investigator shall submit a written determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes bullying.
- C. Consequences for Violations of This Policy
 - If, after investigation, the school finds that the alleged conduct occurred and that it constitutes bullying, the school may take prompt and appropriate disciplinary action and shall take remedial action reasonably calculated to

stop the bullying and prevent any recurrence of bullying. Examples of remedial action include: mediation between the parties, education and counseling for the bully, and safety planning.

- Violators of the bullying policy shall – based on relevant surrounding facts and circumstances, including but not limited to a consideration of prior instances of similar behavior and the student’s overall disciplinary history – be subject to the following potential discipline and/or remedial action(s):
 - Awareness/Education/Counseling
 - Acts of restitution;
 - In-school suspension
 - Out of school suspension; or,
 - Expulsion
- Safety Planning
 - A safety plan shall be developed in all instances where a student has been the target of bullying that results in physical harm and/or the student is known to be expressing suicidal ideation as a result of bullying. A safety plan shall not be considered a substitute for in-school procedures and policies that apply to students experiencing mental health crises.
 - A safety plan should be considered in instances where the targeted student is known to have difficulty accessing the educational programs at the school as a result of bullying.
 - A safety plan may include such measures as checking in with the target and his/her parents on a regular basis, identifying a safe in-school person for the target to seek out when s/he feels threatened, informing teachers to pay particular attention to interactions/dynamics between identified students and rearranging the schedule of the perpetrator, and providing additional supervision in areas ordinarily subject to lesser supervision (e.g., lunchroom, playground).

D. Parental Notification: Upon completion of the investigation, the school administrator will notify the parent(s) or guardian of the complainant and accused individual(s) of the outcome of the investigation. In cases where the school determines that bullying has occurred, a school administrator may seek a waiver of the confidentiality rights of the perpetrator(s) in order to inform the complainant of any specific disciplinary action taken.

E. Appeal of Discipline Decisions: A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner of other disciplinary actions, in accordance with the District’s disciplinary policy, applicable statutes, or collective bargaining agreements.

III. Reporting to Other Agencies

A. Reports to Department for Children and Families: When a complaint made pursuant to this policy includes allegations of child abuse, any person

responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901, et seq.

- B. Reports to law enforcement: Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed to local law enforcement without prior parent approval except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.
- Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials. Such conduct includes but is not limited to: physical attacks resulting in bodily harm, sexual assault, and simple assault.
- C. Continuing Policy to Investigate: Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute bullying.

IV. Dissemination of Information, Training, and Data Reporting

- A. Notice to parents and employees: Annually, prior to the commencement of curricular and co-curricular activities, the Supervisory Union shall provide notice to custodial parents or guardians, staff members, and contracted employees of its prohibition against bullying, the procedures concerning reporting and investigating bullying and the possible disciplinary consequences for bullying.
- B. Notice to students: The Superintendent shall develop and initiate age-appropriate programs to annually inform students about the substance of the policy and procedures in order to help prevent bullying. Such notice shall inform students and parents that bullying that *does not* occur during the school day, on school property, on a school bus, or at a school-sponsored event still may be subject to disciplinary action, pursuant to 16 V.S.A. §§ 11(s)(32) and 1162 (a)(3), if the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

Notice to parents and students shall state that any student who knowingly makes false accusations regarding bullying may be subject to disciplinary action.

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

- D. Data Reporting: The Windham Southeast Supervisory Union delegates the responsibility of data collection to the building principals. S/he shall collect data on the number of reported incidents of bullying and the number of incidents that have been verified and shall make such data available to the Vermont Agency of Education.

Date Warned: April 11, 2013

Date Adopted: April 22, 2013

Legal Reference(s): 16 V.S.A. §570(a)

16 V.S.A. §570c(4)

16 V.S.A. §570c(5)

16 V.S.A. §11(a)(43)

20 U.S.C. §1232g(a)(4)(A)

34 C.F.R. §99.31(a)(9)(ii)

34 C.F.R. §99.36(c)

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

Cross Reference: Student Conduct and Discipline (F1)

Searches, Seizures, and Interrogation of Students by School Personnel (F4)

Searches, Seizures, and Interrogation of Students by Law Enforcement Personnel or Other Non-School Personnel (F5)

Designated Employees

The following employees have been designated by the Brattleboro Town School District to receive bullying complaints pursuant to this policy and 16 V.S.A. §570c(7):

Non-Discrimination Coordinator

Kate Margaitis, Brattleboro Union High School
802-451-3412

Green Street School

Mark Speno, Principal
Tracy Binet Perrin, Counselor
254-3737

Academy School

Kelly Dias, Principal
Jon Sessions, Assistant Principal
Judith Cleveland Palmeri, Counselor
254-3743

Oak Grove School

Jeri Curry, Principal
Kathryn Mason, Counselor
254-3740

Please refer to Windham Southeast Supervisory Union Policy F23 "Policy on the Prevention of Harassment of Students," Brattleboro Town School District Policy F1 "Student Conduct and Discipline."



Acceptable Use of Electronic Resources and the Internet G13

Purpose

The Windham Southeast Supervisory Union uses electronic resources including the Internet to support and enrich the curriculum, to allow students to benefit from access to electronic information resources and opportunities for collaboration that are uniquely provided by certain electronic technologies, and to enhance staff professional development.

This policy is intended to ensure compliance with the requirements of applicable federal and state laws that regulate the provision of access to the Internet and other electronic resources by school districts.

Definitions. As used in this policy, the following terms shall be defined in accord with federal and, where the context clearly allows, state law.

- A. Child Pornography means any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:
 - 1. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
 - 2. such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
 - 3. such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.
- B. Harmful to minors means any picture, image, graphic image file or other visual depiction that:
 - 1. taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - 2. depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
 - 3. taken as a whole lacks serious literary, artistic, political or scientific value as to minors.
- C. Technology protection measure means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.

- D. Minor means an individual who has not attained the age of 18.
- E. Computer and other electronic devices means any hardware, software, or other technology attached or connected to, installed in, or otherwise used in connection with a computer.
- F. Access to Internet means a computer that is equipped with a modem or is connected to a computer network that has access to the Internet.

Policy

Access to District electronic resources including the Internet will be available to students and staff who agree to abide by the requirements of this policy. User agreements, except as otherwise described in this policy, will be required prior to allowing any individual unsupervised access to District electronic resources.

The availability of access to electronic information does not imply endorsement by the District of the content, nor does the district guarantee the accuracy of information received. The District shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for the content of any information that is retrieved via the Internet.

The use by students, staff or others of district electronic resources is a privilege, not a right. The District's computer and network resources are the property of the District. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the District's computers or network resources, including personal files. The district reserves the right to monitor, track, and log network access and use; monitor fileserver space utilization by District users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action for misuse of its electronic resources. The District shall cooperate to the extent legally required with local, state and federal officials in any investigation concerning or related to the misuse of the District's Internet, computers or network.

The District shall work to ensure Internet safety for minors by taking steps that include monitoring the online activities of minors and the operation of technology protection measures with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors.

The following materials, in addition to those stated in law and defined in this policy, are inappropriate for access by minors:

- Defamatory
- Lewd, vulgar, or profane
- Threatening
- Harassing or discriminatory
- Bullying
- Terroristic

The District shall operate technology protection measures during the use of any of its computers with Internet access, including those computers not accessible to minors that protect against access through such computers to material inappropriate for minors, including but not limited to, visual depictions that are obscene or child pornography.

Administrative Responsibilities

The Superintendent or his or her designee shall coordinate and oversee the use of District electronic resources including the Internet, and will develop procedures necessary to implement this policy. In addition, the Superintendent or his or her designee shall ensure that the district, as part of its implementation of this policy, is educating minors about appropriate on-line behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Administrative procedures developed under this policy shall include provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in District electronic resources.

In addition, the administrative procedures developed under this policy shall include Internet safety measures that provide for the monitoring of online activities by minors and address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them.

The administrative procedures developed under this policy shall also provide that authorized individuals may temporarily disable the District's technology protection measures to enable access for bona fide research or other lawful purpose.

The Superintendent or his or her designee shall conduct an annual analysis of the implementation of this policy, and shall make recommendations to the Board as needed to ensure that the District's approach to Internet safety is effective.

User Responsibilities

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

other school activities such as sports, other co-curricular activities and school sponsored fund raising activities.

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

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

All users of District electronic resources are expected to act in a responsible, ethical and legal manner. Specifically, the following uses are prohibited:

1. Commercial or for-profit uses.
2. Product advertisement or political lobbying.
3. Bullying or harassment
4. Offensive or inflammatory communication, including hate mail, discriminatory remarks or "sexting."
5. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.
6. Accessing sending, receiving, transferring, viewing sharing or downloading obscene, pornographic, lewd or otherwise illegal materials, images or photographs.
7. Inappropriate language or profanity.
8. Impersonation of another user.
9. Loading or using unauthorized games, programs, files or other electronic media.
10. Disabling or bypassing the Internet blocking/filtering software without authorization.
11. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.

Students and staff may access the District's electronic resources for limited personal use. Limited personal use of the District's electronic resources including the Internet shall be allowed if permission is granted by the superintendent or his or her designee in advance, and the use:

- imposes no tangible cost to the District;
- does not unduly burden the District's electronic resources;
- occurs during non-instructional time and does not impede other student or staff access for educational purposes; and
- does not violate this policy.

Parental Notification and Responsibility

Each school will provide written annual notice to parents/guardians about student use of District electronic resources including the Internet, the policies and procedures governing their use, and the limitation of liability of the District. Parents/guardians must sign an agreement to allow their child(ren) to access District electronic resources

including the Internet and return this agreement to the school before access will be granted. Students 18 years of age or older must sign their own agreement. A signed user agreement will not be required when students are using school computers for research as part of a course requirement and the use is supervised by a responsible adult.

Limitation/Disclaimer of Liability

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

Enforcement

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

Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

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

Date Warned:	October 12, 2011
Date Adopted:	December 13, 2011
Legal References:	17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended) 20 U.S.C. § 6777 et seq. (Enhancing Education Through Technology Act) 18 U.S.C. §2251 (Federal Child Pornography Law—Sexual Exploitation and Other Abuse of Children) 47 U.S.C. §254 (Children's Internet Protection Act) 47 CFR §54.520 (CIPA Certifications) 13 V.S.A. §§2802 et seq. (Obscenity, minors) 13 V.S.A. § 1027 (Disturbing Peace by Use of...Electronic Means) 13 V.S.A. §2605(Voyeurism)
Cross Reference:	Student Conduct and Discipline (F1) Copyrights (G2) Selection of Instructional Materials (G5) Complaints About Instructional Materials (G6)



Policy on the Prevention of Harassment of Students F23

I. Purposes

The Windham Southeast Supervisory Union ("District") is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect. This policy addresses incident(s) and/or conduct that occur on school property, on a school bus or at a school-sponsored activity, or incident(s) and/or conduct that does not occur on school property, on a school bus or at a school-sponsored activity but where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

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

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this harassment policy is to prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that is likely to substantially disrupt the educational learning process and/or access to educational resources, or create a hostile learning environment.

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

II. Definitions

A. **"Harassment"** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated

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

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

- (1) Sexual harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature when one or both of the following occur:
 - (i) submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status or progress; or
 - (ii) submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student
- (2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

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

C. **“Complainant”** means a student who has filed an oral or written complaint with a school employee or a student who is the target of alleged harassment in a report made by another person.

D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of harassment pursuant to subdivision 16 V.S.A. §565(c)(1).

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

F. **“Notice”** means a written complaint or oral information that harassment may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the harassment, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred.

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

H. **“School administrator”** means a superintendent, principal/head of school/technical center director or his/her designee.

III. Reporting Student Harassment

Designated Brattleboro Town School District Employees for Reporting Harassment

Academy School: Kelly Dias, Principal
Jon Sessions, Assistant Principal
Judith Palmeri, School Counselor

Green Street School: Mark Speno, Principal
Tracy Binet-Perrin, School Counselor

Oak Grove School: Jeri Curry, Principal
Kathryn Mason, School Counselor

A. **Student Reporting:** Any student who believes that s/he has been harassed under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute harassment, should promptly report the conduct to a designated employee or any other school employee.

B. **School Employee Reporting:** Any school employee who witnesses conduct that s/he reasonably believes might constitute harassment shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee. Any school employee who overhears or directly receives information about

conduct that might constitute harassment shall immediately report the information to a designated employee. If one of the designated employees is the person alleged to be engaged in the conduct complained of, the complaint shall be immediately filed with the other designated employee or the school administrator.

C. **Other Reporting:** Any other person who witnesses conduct that s/he reasonably believes might constitute student harassment under this policy should promptly report the conduct to a designated employee.

D. **Documentation of the Report:** If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a harassment complaint form, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator, and any witnesses.

E. **False Complaint:** Any person who knowingly makes a false accusation regarding harassment may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of harassment when the person has a good faith belief that harassment occurred or is occurring.

IV. Procedures Following a Report

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

B. **Investigation:** Unless special circumstances are present and documented, such as reports to the Department for Children and Families ("DCF") or the police, the school administrator shall, no later than one school day after the filing of a complaint with a designated employee, initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances

are present and documented, the investigator shall submit a written initial determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes harassment. When the initial determination concludes that an accused student has engaged in harassment, the school administrator shall use his or her discretion to decide the appropriate disciplinary and/or remedial action. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies.

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

C. Action on a Substantiated Complaint: If, after investigation, the school finds that the alleged conduct occurred and that it constitutes harassment, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment and prevent any recurrence of harassment. Such action may include warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee.

D. Alternative Dispute Resolution: At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. The following should be considered before pursuing alternative dispute resolution methods: (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual. If an alternative dispute resolution is either not appropriate or is unsuccessful, the school administrator shall initiate or cause to be initiated an investigation of the allegations in accordance with the timelines established in this policy.

E. Appeal: A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the District's discipline policy, applicable statutes, or collective bargaining agreements.

F. Independent Review: A complainant may request an independent review if s/he: 1.) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the incident because the school believed the alleged conduct did not constitute possible harassment, 2.) is dissatisfied with the final determination following an investigation as to whether harassment occurred, or 3.) believes that although a final

determination was made that harassment occurred, the school's response was inadequate to correct the problem. The complainant shall make such a request in writing to the superintendent of schools/head of school. Upon such request, the superintendent/head of school shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 565(f), and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation. Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: 1.) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and 2.) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Commissioner. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.

G. Retaliation: It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

V. Confidentiality and Record Keeping

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

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

VI. Reporting to Other Agencies

When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of

18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.

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

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

VII. Dissemination of Information, Training, and Data Reporting

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

B. **Training:** The school administrator shall use her/his discretion in developing age appropriate methods of discussing the meaning and substance of this policy with students to help prevent harassment. The school administrator shall implement training for school staff within the context of professional development to enable staff to recognize, prevent and respond to harassment.

C. **Data Gathering.** Public school districts shall provide the Vermont Agency of Education with data requested by the Secretary.

VIII. Alternative Complaint Process

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

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

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

Date Warned: October 12, 2011
Date Adopted: December 13, 2011

Legal References:

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



Policy F27

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

Definitions

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

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

- B. **Organization** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students of the District, and which is affiliated with the District.
- C. **Pledging** means any action or activity related to becoming a member of an organization.
- D. **Principal** means the Principal of a school or any person designated by the Principal to carry out a particular function.
- E. **Student** means any person who: (1) is enrolled in any school or program operated by the district, (2) has been accepted for admission into any school or program operated by the district, or (3) intends to enroll in any school or program operated by the district during any of its regular sessions after an official academic break.

Reporting of Hazing

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

Families (DCF) as set forth in 33 V.S.A. §4914 or to the Commissioner of the Department of Aging and Disabilities as set forth in 33 V.S.A. §6904.

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

Date Warned: April 8, 2010
Date Adopted: May 25, 2010
Legal References: 16 V.S.A. §11(a) (30) (Definition of hazing)
16 V.S.A. §140a-140d (Hazing)
16 V.S.A. §165(a) (1), (8) (School Quality Standards)
16 V.S.A. §565 (Powers of School Boards)
20 U.S.C. §1232g (FERPA)
34 C.F.R. U.S.C. Part 99 (FERPA rules)
Cross Reference: Reporting Suspected Child Abuse or Neglect (F10)
Policy on Prevention of Harassment of Students (F23)

PROCEDURES: Hazing

Notification of Hazing Policy

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

Academy School:	Kelly Dias, Principal Jon Sessions, Assistant Principal Judith Palmeri, School Counselor
Green Street School:	Mark Speno, Principal Tracy Binet-Perrin, School Counselor
Oak Grove School:	Jeri Curry, Principal Kathryn Mason, School Counselor

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

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

- Any type of physical brutality such as whipping, beating, striking, branding, electrical shock, placing a harmful substance on or in the body, or other similar activity; or
- Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, or other activity that creates or results in an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; or

- Any activity involving consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects a student to an unreasonable risk of harm; or
- Activity that induces, causes, or requires a student to perform a duty or task, which involves the commission of a crime or an act of hazing.

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

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

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

Investigation of Reports of Hazing

The Principal, or designee, upon receipt of a report of hazing, promptly shall cause an investigation to commence within one school day of receipt of the report. The investigation shall be timely and thorough and the findings and conclusions of the investigation shall be written. Unless there are exceptional circumstances, the investigation shall be concluded within ten school days.

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

Disciplinary Action

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

- a. If the investigation concludes that a student committed an act of hazing or otherwise violated this policy, the student shall be subject to disciplinary action, including but not limited to suspension or expulsion from co- or extra-curricular activities or from school. Any disciplinary action against a student shall be subject to the due process procedures set forth in the school discipline policy.

- b. If the investigation concludes that a staff person committed an act of hazing or otherwise violated this policy, that person shall be subject to appropriate disciplinary action in accordance with applicable law and the provisions of any applicable collective bargaining agreement or other contract.
- c. If the investigation concludes that an athletic team or other co- or extra-curricular activity or organization knowingly permitted, authorized, or condoned hazing, disciplinary action may be imposed against the team, activity or organization, including cancellation of one or more athletic contests or the entire athletic season, or revocation or suspension of an organization's permission to operate or exist within the District's purview.
- d. Acts of hazing may also be illegal and may be prosecuted under 16 V.S.A. §§140b-140d or other state law.
- e. Nothing in this policy shall limit or preclude the District from disciplining a student or other person affiliated with the District under any other District policy as well as under the terms of this policy.

Training of Staff

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

Reporting Incidents of Hazing to Law Enforcement Officials

All staff members are subject to the confidentiality requirements of the Family Education Rights and Privacy Act (20 U.S.C. §1232g and 34 C.F.R. Part 99). Accordingly, personally identifiable information derived from student records may not be disclosed without prior written parental consent unless it meets one or more of the exceptions specified in 34 C.F.R. Part 99. Certain of these exceptions, depending upon whether the circumstances meet the conditions set forth in those exceptions, may permit the reporting of hazing to law enforcement officials. Those relevant exceptions are:

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

Availability of Human Rights Commission and Office of Civil Rights

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

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

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



Policy D11

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

Resolving Complaints

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

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

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

Appeal to the Board

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

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

Date Warned: December 14, 2009

Date Adopted: April 5, 2010

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

1 VSA § 31 et seq. (Open Meetings)

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



Policy F10

It is the policy of the Windham Southeast Supervisory Union to ensure that all School District employees report suspected child abuse and/or neglect as outlined in 33 V.S.A. §4911 et seq.

Purpose

The purpose of this policy is to protect children whose health and welfare may be jeopardized by abuse or neglect. It is further the purpose of this policy to make clear to all School District employees and school officials that it is not their role to be investigator, judge and jury in cases of suspected abuse or neglect. Rather, it is the role of School District employees to be faithful and timely reporters of suspected abuse or neglect so that allegations can be brought to the attention of objective, trained and experienced investigators.

Definitions

1. **Immediately** means as soon as the abuse or neglect is suspected but in no case later than 24 hours after such abuse or neglect is suspected.
2. **Suspected** means the School District employee has reasonable cause to believe such abuse or neglect occurred. This does not mean that the employee must be

convinced the abuse or neglect occurred. Doubts the employee may have shall be resolved in favor of reporting the suspicion. Further, the employee shall not refrain from making a report under this policy for the reason that there may be retaliation against the child because the employee has a confidential relationship with the child, or for any other reason no matter how well-intentioned.

3. **Report** means an oral or written description of the suspected abuse or neglect. If the report is made orally, the reporter should note in writing the person to whom the report was made and when the report was made. A report made to DCF shall contain the following:
 - the name and address of the reporter
 - the name and address, if known, of the child and the child's parents or other persons responsible for the child's care
 - the age of the child
 - the nature and extent of the child's injuries together with any evidence of previous abuse or neglect of the child or the child's siblings
 - any other information the reporter believes might be helpful
4. **Abused or neglected child** means a child under the age of eighteen whose physical health, psychological growth and development or welfare is harmed or at substantial risk of harm by the acts or omissions of the child's parent or other individual who may be responsible for the child's welfare (e.g. guardian, foster parent, stepparent, teacher, etc.), or in the case of sexual abuse, of any individual.

Harm can be caused by the actual infliction of harm, including physical injury or emotional maltreatment, by allowing such harm to occur, by failing to provide the child with adequate food, clothing, shelter or health care, or by abandonment of the child.

5. **Sexual abuse** means any act by a person involving sexual molestation or exploitation of a child including but not limited to incest, prostitution, rape, sodomy, or any lewd and lascivious conduct involving a child. Sexual abuse also includes the aiding, abetting, counseling, hiring, or procuring of a child to perform or participate in any photograph, motion picture, exhibition, show, representation, or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement or sadomasochistic abuse involving a child. NOTE: THE LAW PROVIDES THAT SEXUAL ABUSE MAY ALSO BE SEXUAL HARASSMENT. HOWEVER, FOLLOWING THIS SCHOOL DISTRICT'S POLICY ON SEXUAL HARASSMENT DOES NOT FULFILL A MANDATORY REPORTER'S LEGAL RESPONSIBILITIES UNDER THE DCF REPORTING LAW. SUSPECTED SEXUAL ABUSE MUST BE REPORTED TO DCF.

Implementation

Any School District employee or school official, regardless of whether he or she is a "mandated reporter," under Vermont law (33 V.S.A. §4913), shall report suspected child

abuse or neglect to the building Principal or his or her designee. If the building Principal or designee is the person suspected of child abuse or the person who suspects the abuse or neglect, the report shall be made to the Superintendent of Schools.

Upon receiving a report, the Principal, Principal's designee or the Superintendent, as the case may be, shall report the incident immediately to the Department for Children and Families (DCF).

Training

All staff shall receive training once each school year in reporting suspected child abuse and neglect. Such training shall include assistance in recognizing the signs and symptoms of abuse and neglect.

Availability of Policy

This policy shall be provided each year to the parents of students in attendance and to each employee of the School District including substitute teachers. Further, this policy shall be posted in at least three prominent places within the school building

Date Warned: December 14, 2009

Date Adopted: April 5, 2010

Legal Reference(s): 33 V.S.A. §§4911 et seq. (Reporting abuse of children)

Cross Reference: Prevention of Harassment of Students (F23)



Policy F21

I. Statement of Purpose

It is the policy of the Windham Southeast Supervisory Union that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the supervisory union's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the supervisory union of appropriate interventions by district staff.

II. Definitions

The following terms, as defined in State Board Rule 4500.3, shall apply to this policy.

- A. Behavioral Intervention Plan means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.
- B. Chemical Restraint means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:
1. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
 2. Administered as prescribed by the licensed physician.
- C. Functional Behavioral Assessment means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.
- D. Mechanical Restraint means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed; including:
1. Restraints for medical immobilization,
 2. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment;
 3. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or
 4. Seat belts in wheelchairs or on toilets.
- E. Parent means:
1. A biological or adoptive parent of the child;
 2. A legal guardian of the child;
 3. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child's welfare;
 4. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational Surrogate Parent Program; or
 5. An educational surrogate parent.
- F. Physical Escort means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

- G. Physical Restraint means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:
1. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
 - (a) to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
 - (b) to remove a disruptive student who is unwilling to leave the area voluntarily;
 2. The minimum contact necessary to physically escort a student from one place to another;
 3. Hand-over-hand assistance with feeding or task completion; or
 4. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.
- H. Positive Behavioral Interventions and Supports means an approach to preventing and responding to targeted behavior that:
1. Is based on evidence-based practices;
 2. Is proactive and instructional, rather than reactive; Can operate on individual, group, classroom, or school wide levels;
 3. Includes a system of continual data collection; and
 4. Relies on data-driven decisions.
- I. Prone Physical Restraint means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.
- J. School means a learning environment receiving public funds or over which the Vermont Agency of Education has regulatory authority.
- K. School Personnel means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.
- L. Seclusion means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.
- M. Substantial Risk means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.
- N. Supine Physical Restraint means holding a student on his or her back using physical force for the purpose of controlling the student's movement.
- O. Student means a student enrolled in a school as defined in paragraph J above.

III. Policy

The superintendent or his or her designee shall develop administrative procedures to ensure district/supervisory union compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components.

- A. Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.
- B. Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.
- C. Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.
- D. Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.
- E. Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Secretary of the Vermont Agency of Education under circumstances and within the time limitations required by State Board of Education rules.
- F. Processes to ensure that each school in the district/supervisory union maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.
- G. Procedures to ensure that each school in the district/supervisory union implements follow-up procedures that are consistent with the requirements of State Board of Education rules.
- H. Annual notification procedures to ensure that each school in the district/supervisory union informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.

- I. Processes for the filing, investigation and resolution of complaints by school personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by the Board in Policy C9, Public Complaints About Personnel.

IV. Implementation

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Agency of Education unless he or she submits a plan to the Secretary of Education demonstrating how a training program not recommended by the Agency of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include in his or her report recommendations for changes, if any, to related school district/supervisory union policies or procedures.

Date Warned: October 12, 2011
Date Adopted: December 13, 2011



Policy F34

This policy is designed to provide direction for administrators, staff, students, and parents to address issues that may arise concerning the needs of transgender and gender creative students. Title IX of the Education Amendments of 1972, and 9 V.S.A. 4502 protect all students from sex discrimination, including transgender students and students who do not conform to traditional gender stereotypes.

It is the policy of the Windham Southeast Supervisory Union to provide a safe, orderly, civil and positive learning environment for all students, regardless of perceived or actual sex, sexual orientation, gender identity, or gender expression.

Definitions

- “Cisgender” means a person whose gender identity corresponds to their assigned sex at birth.
- “Gender identity” means a person’s actual or perceived gender identity, or gender-related characteristics that are intrinsically related to a person’s gender or gender-identity, regardless of the person’s assigned sex at birth.
- “Gender expression” means the way a person externally communicates gender to other people such as through behaviors, clothing, hairstyles, voice, mannerisms, activities, or body characteristics.
- “Gender creative” refers to a person whose gender-related identity and/or gender expression does not conform to the social expectations or norms for a person of that sex assigned at birth. Other terms that have the same or similar meaning include gender non-conforming, gender variant, gender expansive, gender fluid, or gender atypical.
- “Transgender” is a term which describes an individual whose gender identity or gender expression is different from the individual’s assigned sex at birth.
- “Sexual Orientation” is a person’s emotional and sexual attraction to other people based on the gender of the other person. Sexual orientation is not the same as gender identity. Not all transgender students identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual students display gender creative characteristics.

Privacy

All students have the right to privacy. Consistent with those rights provided under the Family Educational Rights and Privacy Act of 1974 (FERPA), a transgender or gender creative student will be able to discuss and express their gender identity and gender expression openly and to decide when, with whom, and how much of their private information to share with others.

In addition, school staff will respect any requests to use a name and pronoun that corresponds to the student’s gender identity that the student asserts or wishes to assert at school. Students will not be required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

There may be times when disclosure to school staff or employees of a student’s transgender status is necessary in order to fulfill a school’s obligations to the transgender student with respect to safety and health, education and anti-discrimination efforts. In all cases, the school will work closely with students and families in devising an appropriate plan regarding the confidentiality of a student’s transgender status that works for both the student and the student’s family while meeting competing legal requirements. To the extent possible and consistent with all competing legal requirements, school personnel will endeavor throughout to maintain the confidentiality of the student’s transgender status.

Student Records

The superintendent will adopt procedures that ensure that all students' personally identifiable information is maintained in compliance with FERPA and state and federally mandated reporting requirements.

To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school will use the name and gender preferred by the student.

Where a student's record(s) may not be changed absent court order due to state and federal law, efforts will be taken to maintain those records in strictest confidentiality in order to preserve the student's transgender status and, where appropriate, for an amended version to be maintained which preserves the confidentiality of that transgender status where a review of the record is required for educational purposes by either school personnel, the student, or personnel who will be evaluating the student (for eligibility purposes, for example).

A student (or parent in the case of minor student) who is currently enrolled may request retroactive changes to that student's record including name and gender. Such requests will be handled on a case-by-case basis with consideration of the need to maintain legally accurate records consistent with state and federal mandated reporting requirements with the school's ongoing efforts to maintain internal student confidentiality regarding a student's transgender status.

Former student permanent pupil records will be changed by request of a parent of a minor student, or former students who have reached the age of majority, upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable state law.

Use of Gender Segregated Facilities

A transgender student will not be required to use a locker room or restroom that conflicts with the student's gender identity.

Any student who expresses a need or desire for increased privacy will be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall restroom. Any alternative arrangement will be provided in a way that protects a student's ability to keep their transgender status confidential.

In all cases the use of restrooms and locker rooms by transgender students requires schools to consider numerous factors, including, but not limited to: the transgender student's preference; protecting student privacy; maximizing social integration of the transgender student; minimizing stigmatization of the student; ensuring equal

opportunity to participate; the student's age; and protecting the safety of the students involved.

School Activities

As a general rule, in any circumstances where students are separated by gender in school activities (i.e., overnight field trips), students will be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors listed above.

Date Warned:	December 13, 2017
Date Adopted:	February 8, 2018