



Parent-Student Handbook

2020-2021

We Are the Fairfield Center School Family!

Dear Families,

Welcome to the 2020-2021 school year. This handbook is your guide to being a successful part of our school family. We are so excited to see everyone... no matter what version of school we take on during this pandemic. **Note that information related to Reopening Schools during COVID supersedes information found here and is incorporated as part of the Handbook.**

Please note that, if volunteering becomes possible based on Department of Health guidance, volunteering procedures will remain the same, meaning that parents will need to complete a new volunteer application before chaperoning trips or volunteering in the school. This form can be found in the main office. The release form allows us to perform a cursory background check before parents or community members are eligible to volunteer or chaperone. We appreciate your support to make our school a safe and secure place for all.

Thank you for entrusting us with the education of your children... and for your patience as we navigate an ever changing landscape of guidance designed to keep your children and our staff members safe and healthy.

Wishing you well,
Dr. Sean M. O'Dell, Principal

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**Please note that all Maple Run Policies and Procedures are kept up-to-date on the website listed here: <http://www.maplerun.org/o/mrusd/page/policies-procedures--8>
The online policies and procedures will take precedence in the event of any discrepancy between those printed here and those housed online.

Our Fairfield Mission

The Fairfield Center School Community will provide a safe environment and the opportunities to develop the skills necessary to become independent thinkers, lifelong learners, and responsible citizens.

Our Fairfield Values

Honesty: The ability to be truthful, open and sincere with one's self and others.

Respect: The recognition and appreciation of the diversity in ourselves, others and the world around us.

Responsibility: Being accountable for one's conduct and obligations.

Readiness to Learn: Being prepared with appropriate materials and mindset for learning.

Our Fairfield Belief

The Fairfield Center School Community believes that if we, individually and collectively, behave responsibly, respect ourselves and others, act honestly, and maintain a safe environment we will promote compassion, creativity, open communication, perseverance, resourcefulness, service to others, stewardship, trust, well-being, and a sense of beauty.

Explanation: The Fairfield Center School Mission, Values, and Belief document is comprised of a brief statement and a diagram. It was drawn in a circle to illustrate that all of the core values lead from, and lead to, each other. The list of ten phrases or words that surround the basic core values are the goals that stem from those fundamental values. These ten concepts are essential for all of our community members to strive to obtain.

The Maple Run Unified School District *Mission Statement*

The Maple Run Unified School District is where inquiring minds, compassionate hearts, creative expression, healthy lives and service to the community develop so all can learn, achieve and succeed.

The Maple Run Unified School District Core Values

In partnership with our families and community we value:

Children, first and foremost;

Safety and security;

Collaboration and relationships;

Joy and curiosity;

Relevance and rigor;

Independence and perseverance;

Flexibility and adaptability;

Respect and diversity;

Accountability and integrity;

And commit to provide equity in access to a quality education.

2020-2021 Faculty and Staff Directory

Maple Run Unified School District

Board of Directors

Jeff Morrill - Chair
Nilda Gonnella French - Vice-Chair
Susan Casavant Magnan
Al Corey
Grant Henderson
Nina Hunsiker
Joanna Jerosé
Steven LaRosa
Jack McCarthy
Alisha Sawyer

Fairfield Center School Administration

Dr. Sean O'Dell - Principal
Brenda Goodhue - Administrative Assistant
Hilarie Stiebris, RN - School Nurse

Building Maintenance/Custodial Services

Albert Menard - Facility Maintenance Technician
Debby Branon - Custodian

K-5 Classroom Teachers

Leah Rochefort - Pre-Kindergarten
Morgan Hale - Kindergarten
Sherry Peyrat - Kindergarten
Emily Pigeon - Grade 1
Katie Parker - Grade 1
Rian Patnaude - Grade 2
Emily Taylor - Grade 2
Madison Sanguinetti - Grade 3
Marcie Marino - Grade 3
Bet Howrigan - Grade 4/5
Meghan Howrigan - Grade 4/5
Stacey Tully - Grade 4/5

Grades 6-8, Middle School Teachers

Gabrielle Trahan - Science
Keeli Garceau - English/Language Arts
Kat Salemno - Spanish
Shawn Stebbins - Social Studies
Luke Laroche - Mathematics

Maple Run Unified School District

Dr. Kevin Dirth - Superintendent
Bill Kimball - Assistant Superintendent/HR
Andrea Racek - Director of Special Education
Alexis Hoyt - Director of Student Support
Martha Gagner - Business Manager
Stephanie Ripley - Dir Early Childhood Programs

Student Support Services

Sherri Dukas - Behavior Support Technician
Kate Howrigan - Home-School Coordinator
Brooklyn Gochey - NCSS Behavior Consultant
Kelly Sargent - School Counselor
Andrea Yandow - NCSS Clinician

Educational Support Personnel

Kim Airoidi
Mary Bartlett
Melanie Carswell (PK)
Faith Cassidy
Cindy Charbonneau
Kara Garceau
Kaitlin Marrier
Vaughn Mays
Devon Traver (PK)
Kathy White

Unified Arts

Tyler Cook - Physical Education
Jennifer O'Neill - Music
Benjamin Raymond - Art and Technology
Jaime Tibbits - Outdoor Classroom Coordinator

Learning Specialists

Melissa Dion - Special Educator
Kelsey Malboeuf - Special Educator
Jim Naylor - Special Educator
Jes Hathaway - Literacy Interventionist
Dr. Mary Johnson - Math Interventionist
Heather Pilkington - Speech Language Pathologist

Food Services (The Abbey Group)

Elaine Callan
Tammy Lamore

Accommodating Students with Documented Life-Threatening Allergies

Several of our students have medically documented severe or life threatening allergies to all types of nuts. It is the goal of our school community to maintain a safe and supportive learning environment through necessary accommodations, so that all of our students have the opportunity to fully participate in all school programs and activities.

We ask for the support of the school community in helping to maintain a safe environment. This support is in the form of accommodations that we ask teachers, staff and families to follow. We kindly ask that you read labels carefully and do not eat snacks or lunches that contain nuts in common areas (such as hallways) or at the table in the cafeteria designated as nut free.

We hope that, through education and communication, we can make the Fairfield Center School's learning environment as safe as possible for all. Should you have questions or concerns do not hesitate to call the Nurse's office.

After School

We begin the 2020-2021 school year without access to after school care. When it does become available, we will communicate with families.

When available, students in grades K-5 are invited to "Trotters Play.". The cost is \$5 per hour, which equals \$50 per week. The program runs from 3:00-5:15 every day of the week unless otherwise notified.

On Friday early dismissal days, should they occur again, parents who have signed up in advance and who are able to pick up their child at 3pm, may request tutoring from our paraprofessional staff. This is on a first-come first-served basis and is free of charge. Participation in this program is contingent upon good behavior, as behavioral supports are not available.

Students may remain on school grounds after the buses have left ONLY if they are participating in a school-sponsored or approved activity that is happening right after school and have written parent or guardian permission to stay. If a practice begins after the buses leave, the student should report to the science room for supervision. Leaving to go to the BNML and return is not suggested. If students are participating in an approved school activity, the staff in charge will supervise them.

Parents or guardians giving permission to students ages 8 and up to be dismissed to the Bent Northrop Memorial Library must be aware that school personnel are not responsible for supervision. Students in grades 2-5 must ride the bus to the library. Students in grades 6-8 may walk to the library.

ALERT System (Blackboard Connect)

Fairfield Center School uses Blackboard Connect to keep parents informed. This service allows us to send a voice, text, and/or email message to ALL of our students' parents on ALL of their contact numbers within minutes, if an emergency occurs at a school. The service also assists the schools in reducing the resources needed to pass along key information regarding school events or reminders.

The Maple Run Unified School District uses the Blackboard Connect system for:

- Emergency Notification
- Inclement weather cancellations or delays; early dismissals due to inclement weather
- Rumor Control
- Early-release Reminders

Fairfield Center School utilizes the Blackboard Connect system for:

- Transportation messages, such as late bus routes or field trips
- Important announcements

In the event of an emergency at school, you can have peace of mind knowing that you will be informed immediately by phone.

The successful delivery of information is dependent upon accurate contact information for each student, so please make certain that we have your most current phone numbers. If this information changes during the year, please let us know immediately.

What you need to know about receiving calls sent through the Blackboard Connect system

- Caller ID will display the school's main number when an announcement is delivered.
- Be sure to say "Hello" when you answer the phone. The technology must hear a voice to deliver.
- The system will leave a message on any answering machine or voicemail.
- If you have such things as Telemarketer Zapper or Privacy Director on your telephone lines, you may not receive the call.
- If you have a direct dial number at work, you should provide your child's school with the direct dial number not a main number plus an extension.
- As we learn of additional features of the system, we will provide updated information to the parents and families.

Athletics

We regularly offer several sports in grades 5-8: fall soccer [boys/girls, grades 5/6 and 7/8], fall cross country [boys & girls, grades 5-8], winter basketball [boys/girls, grades 5/6 and 7/8], spring baseball [boys, grades 7/8], spring softball [girls, grades 7/8], Intramural Co-ed Volleyball, and spring track & field [boys & girls, grades 5-8]. We also typically offer the Jay Peak Foundations program, which allows students to ski or snowboard, ice skate and nordic ski, during the winter months (4-8). Students may participate in as many of the sports activities as they wish, at a limit of one sport per season unless otherwise approved by the Athletic Director..

It is our expectation that all students who wish to participate in athletics, their parents, and their coaches, will agree to and abide by the following:

Sports Philosophy

We believe that the sports program should complement and work directly with the teachings and

Fairfield Center School to promote the overall education, growth, and development of our students. Individual responsibility is taught and expected of all involved. This is achieved through the cooperation and involvement of students, parents, and coaches. The primary goal of the athletic program is to develop students who put forth a winning attitude toward life and school. Victory will come as a natural result of this attitude. Success is knowing you have done your best!

At Fairfield Center School we create an environment that encourages and allows for participation by students competing at **all ability levels**. We aim to promote character and teach many values to our students. Among the values that help our student athletes and competitors to become responsible adults include but are not limited to sportsmanship, leadership and character, commitment to one's team or activity, critical thinking during practice and competition, time management, self-discipline, and enjoyment. We believe that students will gain these and other values by taking part in the athletic programs offered here.

Sports Standards

The criteria for the sports program are below:

1. Athletes and parent/guardian will agree to and sign a sports contract.
2. The student-athlete must have no 1's on their most recent report card in the major subject areas: Math, Social Studies, Science, English, Spanish (grades 6-8), and HR3 (Personal Development) or they will be prohibited from participation in sports for the next season. Students who end a year with a 1 on their report card may be permitted to participate in sports for a probationary period of one season at the beginning of the new year at the Principal's discretion.
3. The team coach is responsible for discipline at practice and games.
4. It is a privilege to participate as a member of a Fairfield Center School sports team. The Principal and Athletic Director reserve the right to remove a student, temporarily or permanently, from a team.
5. The rules, regulations, and behavior policies set forth by the coach (for both students and parents) are non-negotiable. If parents or students refuse to abide by the wishes of any coach, athletic director, official, teacher, or administrator, they will be asked to leave immediately and may be required to withdraw from the sport.
6. If a game or practice does not start immediately after school, student athletes are required to either
 - a. Be picked up by a parent.
 - b. Go to the BNML if it is available.
7. Students who are absent from school the day prior or day of, who are more than 1 hour late, or who are dismissed more than 1 hour early are not permitted to practice or play in a game that day. Exceptions to this rule are made on a case-by-case basis by the Athletic Director when notified in advance of said absence or tardiness.
8. An up-to-date sports physical must be on file in the nurse's office.

Discipline

Student-Athletes are held to a high standard of conduct, both on and off the field. Students who have several Office Disciplinary Referrals, a detention, or a suspension may not participate in part or all of the next game following at the discretion of the coach and Athletic Director. They are still required to attend and participate in practices and may be required to do additional workouts as determined by the

coach.

Attendance

Note: attendance during remote and hybrid learning is covered below.

Maple Run Unified School District Student Attendance Policy

It is the policy of the Maple Run Unified School District to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the District and non-resident pupils who enroll in District schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continuously for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

Background: We believe that consistent attendance is a prerequisite for assuring the academic, social, and emotional growth of students. In addition, regular and punctual attendance is important in the development of responsible and effective work/study habits as well as a demonstration that students are assuming responsibility for their own behavior. Encouraging students to take full advantage of their education is a shared responsibility of students, families, schools and communities.

Definitions:

1. A **truant** student is one who is subject to compulsory school attendance (16 V.S.A 1121) and who is absent without valid cause or excuse.
2. **Valid Causes** for absences include illness, observance of religious holiday, death in the family, family emergency, situations beyond the student's control as determined by the School Board, or other circumstances which cause reasonable concern to the parent or guardian for the health or safety of the student and are confirmed in writing or verbally by the parent or guardian of the student.

Students who miss school for reasons other than the valid causes listed above will be marked as an unexcused absence.

After 3 tardies or absences the classroom teacher may assign after school time so that students can make up missed time and work. This will be assigned on a case-by-case basis. After 10 absences or tardies, contact will be made with home to schedule a meeting to discuss how to improve a student's attendance. **After 15 unexcused absences, an additional letter documenting truancy concerns may be sent to the State's Attorney's Office and to the parents.**

School Hours

The School day will begin promptly at 8:20 am. Buses will unload at 8:10 am, and all other students may enter the building at that time. The school day for all students is from 8:20-2:50. Buses will be loaded for dismissal around 3:05. Students are considered tardy if they arrive to their classrooms after 8:20AM.

- **A doctor's note is required for more than 3 consecutive days of absences related to illness.**

- If a doctor's note is not received, the 4th day of consecutive absence and following days will be considered unexcused absences.
- No student may leave the school grounds during the school day without the approval of the school administration. State Police will be called for a student leaving school grounds without permission.
- All school work missed during an absence must be made up to the satisfaction of the teacher within a time period set by the teacher.
- Students who participate in or attend after school or evening activities must be in school the day of the scheduled event or in school the day before a weekend event.
- **Please call the school by 9:00 A.M. when your child is absent.** If we have not heard from the parent of an absent student by the time our daily attendance list is complete, we will make an effort to call home to be sure our students are safe.

Tardy Information

Students are expected to be in their classrooms by 8:20am. Students arriving after 8:20am will be considered tardy. Students who are tardy to school without a **valid written excuse** may need to make up lost work time after school when three tardies are accumulated. A valid excuse would be a doctor's or dentist's written note, observance of a religious holiday, death in the family, or family emergency.

Parents requesting homework for students absent due to illness should call the school before 9:00 am to let us know your child will be absent and that you would like to pick up homework or you would like it sent home with a sibling. You can pick up homework after school in the office.

Attendance during Hybrid and Virtual Learning

Attendance during hybrid learning (and remote learning) is governed by our Vermont Statutes. Our guidance is as follows:

- A school district in remote or hybrid mode may choose to record a student as in attendance if:
 - On each day for which attendance is recorded, an educator makes contact with the student by video chat or telephone or the student logs into a Learning Management System (LMS) and engages in learning activities (e.g., completes asynchronous assignments, assessments, etc.); and
 - Minimum daily instructional hours are met [...] per State Board Rule 2312.1
 - for kindergarten, a minimum of two instructional hours.
 - for grades 1-2, a minimum of four instructional hours including recess [...]
 - for grades 3-8, a minimum of 5 1/2 instructional hours, including recess [...]
 - These hours are a reference for the remote learning days and the 100% Virtual option.

Band and Instrumental Music

Music and band look quite different during COVID. The information below is accurate during fully in-person learning when respiratory droplet spread can be controlled.

Music lessons are offered during and after school. Students missing class time to participate in music lessons are responsible for making up missed work. Instrumental music students are encouraged to

participate in band. For more information about the band program and instrument rental please contact Jennifer O'Neill at 752-2916.

Bicycles

Students may ride their bikes to school during the school year. The school assumes no responsibility for any damage to a bicycle or loss thereof while on school grounds. Bicycles must be parked in the designated areas. We encourage families to see that traffic safety rules are followed, that the bikes are in safe condition, and that students wear their bicycle helmets. Bikes are not to be ridden during the school day.

Books and School-Issued Materials

Students are responsible for all textbooks, books and other materials given to them by the school. If these are lost or damaged, students will pay a reasonable amount for replacement or repair, as determined by the principal. All accounts must be paid before receiving report cards or diplomas.

Computer Use/Care for Computers

We are fortunate to have a 1:1 program in place for students in grades K-8 at Fairfield Center School. Student access to computers, the Internet, on-line resources, and software to support learning is a value of our school. Given the expense associated with purchasing and maintaining these devices, it is critical that our students prioritize excellent care for their school-issued computer.

All students must sign a Student Acceptable Use Agreement before using their school-issued 1:1 device. Students who do not follow these guidelines may lose access to their individual computer. Students who purposefully damage their device will be held accountable for their actions. This behavior will be treated as vandalism and will be treated accordingly. Student reparation may include financial compensation for the damage incurred.

Complaints or Concerns

We recognize that within our democratic society the public has a right to express concerns or complaints about the operation of the school. Likewise, there must be an orderly procedure for processing such complaints or concerns in an orderly manner.

If a student or parent has a concern about a school policy, procedure or an employee, the following procedure must be followed in order to resolve the problem as quickly as possible (We hope that the majority of complaints can be settled at the level closest to the problem):

1. Contact the person who you have a complaint about to discuss both sides of the issue.
2. If not resolved, please ask to speak to that person's supervisor.
3. If the problem still exists, contact the principal. The principal will not intervene, except in cases of student safety, unless the parent has spoken directly with the teacher about an issue first.
4. If still unresolved, contact the superintendent.
5. Finally, if unresolved, ask the superintendent to place the complaint on the following month's School Board agenda for further discussion

Please refer to the MRUSD Procedure on Complaints about Personnel (B22) at <http://www.maplerun.org/policies-procedures--8>.

Community/School Partnership

The purpose of this work is to establish ongoing positive relationships between the community and the school by engaging student, staff, administration, parents and the greater community in programs and service learning projects that foster mutual respect and understanding. Some of the many programs that we offer include:

1. Community and School Gardens/High Tunnel
2. Sugaring
3. Four Winds Nature Program (when volunteers are permitted again)
4. Fairfield Parent-Teacher Organization (PTO)

Many of our programs are coordinated and supported by the Outdoor Classroom Committee. For more information on how to become involved in these or other programs please contact the school.

Confidentiality/FERPA

As a visitor or volunteer, you share our obligation to ensure confidentiality for all of our students. If you hear or see information about a student, you must not share that information with anyone else. All volunteers will be required to sign a FERPA Confidentiality Agreement.

Student records are safely stored in the office. All information collected in student records is considered confidential. Only the following staff members have access to your child's record: Superintendent of Schools, principal, school secretary, guidance counselor, nurse, speech pathologist, consulting teacher, intervention teachers, the school psychologist, paraeducators, occupational therapist, physical therapist and current classroom teacher. As parents you have full and free access to information in your child's file. Non-custodial parents can be informed of a child's progress unless a court order exists preventing this. If a parent believes that data collected, maintained or used is inaccurate or misleading or violates the privacy or other rights of the child please check with the principal for the procedures to be followed. Teachers may share student work for the purpose of improving instruction.

Generally, the school must have written permission from the parent in order to release any information from a student's educational record. However, FERPA allows schools to disclose those records to the following parties or under the following conditions:

- School officials with legitimate educational interests
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in case of health and safety emergencies and state and local authorities, within a juvenile justice system, pursuant to specific state law

Schools may disclose, without consent, “directory information” such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Examples of this would include publication of the honor roll and news releases related to extracurricular events. If you do not want the school to release directory information related to your child, you must notify your child's teacher and the principal in writing at the beginning of the school year.

Counseling

Sometimes children may want to talk to someone about a problem they are having. The school counselor, home-school coordinator, and clinician are available and will not share conversations with others unless required to by law. Counselors can advise you in many areas: personal problems, academic difficulties, and planning for high school and your future. The counselors hold group discussion sessions with interested students around a variety of topics.

Dances

Dances at school (**when allowed**) are for students in grades 6-8 and will be scheduled from 6:30PM to 8:30PM with the exception of the end of the year graduation dance which will be from 6:00PM to 8:30PM. Students are expected to follow the school dress code and dance rules.

Students who receive any Office Discipline Referrals during the week of a dance will not be permitted to attend the dance. This is non-negotiable.

Dress Code

Students are expected to dress in a manner that is consistent with the school’s mission statement, that promotes and shows respect for all students and others. Dress is regulated when it interferes with health and safety or disrupts the learning process or the orderly operation of the school.

- Shoes must be worn at all times.
- Students are to comply with any special safety equipment or dress requirements for classes such as science labs, sugaring, etc.
- Clothing should be comfortable, conducive to learning, and appropriate for the weather.
- Clothing which may be in bad taste, may contain suggestive or potentially inappropriate printing or pictures, is disruptive to classes or to school, or is a possible safety or health hazard is not acceptable.
- Appropriate dress covers body parts, underwear, bras, and has appropriate language.
- Clothing must cover stomachs, backs, private areas, and undergarments. All clothing should provide coverage so that no underwear is showing.
- No halter-tops and tube tops, see through items (unless worn over other clothes that provide the required coverage).
- Skirts, shorts or skorts must be an appropriate length to cover your bottom.
- Any item of clothing with sexual, drug, alcohol, tobacco connotations or hate or gang related activities or messages is prohibited. This includes cartoon or video game references, such as “Duff Beer.”
- Hats and hoods are only allowed in the building on specified days.

If dress is inappropriate, students will be asked to change. If no clothing is available, a t-shirt may be provided or parents or guardians will be called. If parents are not available to bring clothes, students may use clothing from a friend, the nurse's office or work in an alternative workspace. Students may be given one warning and further violation will be handled through the behavior system.

Drugs, Alcohol, Tobacco, and Vaping Products

We believe that every student has the right to an education in an environment where drugs, alcohol, and tobacco/vape products are not present. The school will immediately investigate any student believed to be in the possession of drugs, alcohol, tobacco, vape, or other prohibited products. Student cell phones will be confiscated immediately and for the duration of the investigation (if not already locked in the classroom lockbox). A search of the student's person, locker, and possessions may occur. Contact may be made with law enforcement and referrals will be made to the school nurse, guidance counselor, substance abuse counselor, and others who may be able to help the student. Students may be suspended from school, the school bus, and/or extracurricular activities. Second and further offenses will result in both higher levels of support and tighter restrictions.

For a complete copy of the Drug and Alcohol Abuse Policy (C02) or the Tobacco Prohibition Policy and Procedure (B07), contact the school office or the MRUSD website at <http://www.maplerun.org/policies-procedures--8>

Early Arrivals/Late Departures

Initially in the 2020-2021 school year, early arrivals cannot be accommodated. Should this change, we will communicate with you.

The school will take responsibility for pupils between the hours of 8:10am and 3:15pm. Should early morning supervision become available, students attending must demonstrate compliance with school rules of conduct or may risk losing the ability to attend. They must also participate in any and all programming offered during the morning session; this may involve physical activity. Students not participating in this program are requested not to be on school grounds before 8:10 am. Students not participating in after school activities should not be on school grounds after 3:15 pm without permission.

Early/End of the Day Dismissal

Students who will be leaving school during the school day for any reason must make arrangements through the office. A written note from the parent or guardian must be given to the teacher in the morning before classes begin. Adults should report to the office when picking up children. If you are going to change your designated dismissal plan by picking up your child, or if they will be walking or riding a different bus, please send a note to school with him or her.

Emergency Information

In case of emergency each student is required to have on file in the school office the following information:

1. parent(s) or guardian(s) name(s),
2. complete up-to-date address,

3. home or mobile phone,
4. work phone,
5. emergency phone number of a friend or relative,
6. physician's name and phone,
7. medical alert information.

Please be sure this information is up to date and accurate at all times.

Evacuation, Relocation, and Lockdown Drills

Drills during the 2020-2021 school year will look different. There will be one evacuation drill in September and lockdown drills will be trainings rather than practice lockdowns.

Drills are held monthly. Students are expected to walk in single file, without talking, to the nearest exit and remain outside with their class until the all clear signal.

Drill Rules:

1. Keep silent
2. Keep in single file if evacuating
3. Follow all directions

During a lockdown, the principal or designee will notify the faculty, staff, and students of any immediate threats. The lockdown procedures will be followed until the principal or designee gives an “all clear” message.

It is our expectation that all students and adults in the building during a real emergency or a drill will take the situation seriously and will follow all instructions given by staff and/or first responders. Students not behaving as expected during drills will be assigned detention or will be suspended, depending on the severity of the behavior or whether the behavior repeats.

Extracurricular Activities Participation

There are a number of activities available for 5th-8th grade students to participate in during the school year. Students may participate in soccer, basketball, cross-country, softball, baseball, and end of year activities and events. There are some behavior and academic expectations that need to be met for participation. A student may not be allowed to participate in extracurricular or after-school activities for the following reasons:

1. Referral to the office on the day of the activity (in the case of dances, during the five days preceding the dance).
2. Absence on the day of the activity. Exceptions must be pre-approved by the principal and/or his/her designee.
3. Suspension received or served on the day of the activity (in the case of dances, during the five days preceding the dance).
4. Detention: Students who receive a detention will miss all or part of extracurricular activities on the day they are assigned a detention and will have to serve the detention when it is scheduled.
5. Recent or repetitive disruptive conduct.
6. Inconsistent or low academic achievement (including students who have missing or incomplete assignments).

7. Truancy.

The only *potential* exception to this is if the office has an approved copy of the written academic or behavior support plan that addresses the above concerns. Any student owing detention may not participate in extracurricular activities until that time is made up. The principal will make the final decision. The length of ineligibility will be determined by the administration. The loss of extracurricular activities could come at any time during the school year. This will not be limited to each marking period.

Field Trips

When field trips become possible, teachers planning those trips will give students notification slips that need to be signed by parents or guardians before students depart for the trip. When chaperones are needed, they will be included at the ratio allowed by the place we are visiting. We appreciate our chaperones! All chaperones will need to complete the application and release forms described in the section on volunteers. Field trips will be limited to teachers, chaperones and students of the class. Rules and consequences are the same for field trips as they are in the classroom.

Students may be ineligible to participate in field trips due to incomplete work or a lack of self-control. If a teacher has a concern regarding a student's participation, the teacher will develop a plan. The final decision will be made by the principal in collaboration with the student's teacher. Severe misbehavior (vandalism; use of alcohol, illegal or dangerous drugs and tobacco products; assault; threats to staff or students; theft; abusive obscenity; insubordination; spitting; obscene behavior; profanity) will be cause for exclusion from a field trip. The Principal may also require parent participation in a field trip if a student's ability to regulate his or her behavior independently in a non-structured setting is a concern. Please note that this includes the 8th grade trip.

Parents volunteering during field trips must follow the expectations outlined by staff to ensure a safe, organized trip for all participants. **Please note that the Jay Peak Foundations Program is considered a field trip.** A family's ability or inability to get a refund on any payments made for field trips will not impact whether or not a student takes part in a field trip. Thank you for your support with these procedures.

Food Service

Meal service will look different during COVID, including eating all meals in classrooms.

The Abbey Group provides both healthy breakfast and lunch daily. Lunch and breakfast payments are encouraged on the first day of each week. Students are not allowed to carry a negative balance and may be served an emergency meal if their account is not current.

Application forms for the National Free and Reduced Price Breakfast and Lunch Program are sent home at the beginning of the year and additional forms are available in the office. All parents are encouraged to complete the form, whether they believe they will qualify or not. Surprise qualifications not only help your family, but they help our school continue to qualify for substantial funding from the federal government.

Grade Advancement: Retention, Promotion and Acceleration of Students

Teachers and principals evaluate each student individually on the basis of academic, social, emotional and behavioral development. Students with incompletes may not be promoted. If the school recommends extended time in the present grade placement, a meeting will be scheduled to include the teachers, principal, and parents. Promotion from grade to grade as well as retention and acceleration should be based on a student's ability to meet the standards over time.

Any student in grade 8 who does not satisfactorily meet performance expectations shall not receive an 8th grade certificate of promotion until they have completed an approved summer school program or successfully repeated the grade.

Grading

Our curriculum is based on the Common Core State Standards, and proficiency-based report cards are in place for all students in grades K-8. Report cards are issued three times per year. Conferences are offered twice per year. Parents may request a teacher conference at any time during the year for any reason.

Health Information

During COVID, please refer to Reopening Guides for information on cases of COVID in schools and the requirement that students and staff stay home when exhibiting any symptoms consistent with COVID. Daily health screenings will take place. The school has an isolation room with separate ventilation for students who need to be separated from others until dismissed.

- Accidents
 - Parents will be notified if the services of a physician are advisable.
- Illness/Communicable Disease
 - Parents will be notified if a child becomes ill at school. If no contact can be made, the nurse and principal or designee will determine a course of action.
 - A student is sent home or asked to stay home from school when illness is acute or contagious (examples: fever, vomiting, diarrhea, significant respiratory illness). If a child has been ill or has had a communicable disease, the parent should make sure there is no longer any contagion before the student returns to school.
- Immunizations
 - Vermont Immunization Law requires of all new students and transfer students a record showing the month and year of having received the following vaccines: DTaP, MMR, Polio, Hepatitis B, and Varicella vaccines along with a Tdap booster before the 7th grade. No child shall be required under this regulation to have such immunizations if documentation is provided that immunization is contraindicated for medical or religious reasons. The philosophical exemption was removed on July 1, 2016. Students who fail to provide immunization records as required may be excluded from school by the principal after a warning notice to the parent. If your child receives an immunization at any time please send written notice of the date and immunization to the health office.
- Medication Procedure
 - **No prescription medication will be administered without a doctor's permission.**

Non-prescription drugs, such as Tylenol, Advil, vitamins, cough drops, or over the counter medications require a parent signature. **Medication must be brought to school in the original, labeled container.** All medication must be kept in the Nurse's Office.

- Screenings
 - Annual screenings for vision and hearing are conducted according to the Vermont Standards of Practice. Vision is screened in grades K, 1, 3, 5, and 7; hearing is screened in grades K, 1, 3, and 5 This information is recorded on each student's Health Record. Schools are required to test the hearing of students in first, second, third, fifth and seventh grades annually. Parents are permitted to opt their children out of such tests. Please contact the nurse's office in writing if you wish to opt out of any of the hearing tests. Referrals for further evaluation by the child's physician may be made to parents as needed. Additional screenings or more frequent monitoring of a health concern are possible by request to the school nurse. We participate in the Rise-VT Measurement Study, which collects anonymous information about student weight and height. An opt-out form for this study is available from the school nurse each year.

Homework

Homework is a valued part of the development of responsibility and study skills. Homework is independent practice of skills already covered in class, preparation for new content/skills, and elaboration on content/skills that have already been introduced. Completion of assignments is required so that students can demonstrate the learning objectives and standards established by the Common Core State Standards. Students who do not return homework in a timely manner will be asked to complete this work at a different time during the school day, or to stay after school to complete assignments with a teacher. Not completing assignments is a disciplinary issue.

Letters Home

From time to time, announcements of school activities and newsletters will be sent home with the students. We are aware of the fact that, more often than not, these announcements do not reach their intended destination. Please impress upon your children that these notices are important to you. We generally print these notices on colored paper so that they are clearly identifiable.

Library

The library is closed to groups of students during COVID. Teachers may check out materials for children with our library aide. Families are responsible for payment for lost materials.

Lost and Found

Lost and found items may be claimed in bins outside the building for two weeks. Unclaimed clothing, toys, or personal articles will be disposed of. Please remind your child to check the lost and found bins if they lose something.

Mandated Reporting

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child

shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c). All school employees are mandated reporters and we are obligated to follow the law. We are not permitted to contact parents with our concerns first if the parent is potentially implicated in the report. All concerns are reported to the Department of Children and Families.

Parent Teacher Organization

All parents and teachers are members of the Fairfield PTO. Parents are asked to serve on a committee to assist at specific school functions, banquets, awards and graduation ceremonies or to raise funds. At monthly meetings, funds raised are allocated upon request of parents or staff to support academic or athletic activities. The help of an active PTO is essential in providing our children with the programming we wish to implement. We cannot do this work without you!

Phone Calls

When parents need to communicate with their child or their child's teacher during the school day, a voice mail or written message will be delivered, so as not to disrupt learning time. Teacher phone lines go directly to voicemail during the school day, so please do not leave time-sensitive messages there. If the message is urgent, please let the office know. Students are not permitted to use the phone without permission. Students will not be allowed to receive phone calls during the school day. Permission will be granted only for serious needs.

Photographs

School photographs will be taken once a year, in September or October, and are available to all students. You will be notified well in advance of the scheduled date.

Physical Education

Students will need a pair of sneakers (not sandals) to wear during any physical education activity. They will also need to dress appropriately for the activities of the day. If a student needs to miss physical education class a note is required from the student's doctor.

Policies

The Maple Run Unified School District Board of Directors regularly reviews and approves policies. These policies guide the administration and staff in the governing and managing of the school and its operations. In addition, the policies guide the development of both procedures and instructional programs to ensure a quality education for all children in our district. If you wish to review a policy, please contact the main office. Adopted policies and policies under review are also available on-line at www.maplerun.org.

Right to Revise

The principal retains the right to revise any part of this handbook at any time during the school year. If revised, the handbook will be updated online and revised portions will appear in red. A notification of the change will be sent home.

School Board Meetings

Meetings are generally held the first and third Wednesdays of the month at 6:00pm. For more information, please call the district office at 802-524-2600 or visit www.maplerun.org to view the schedule of meeting times and locations.

School Closings

Notification of the closing of school for winter conditions or any other emergency that might occur will be made using the ALERT system and over radio station WLFE/WWSR in St. Albans and local TV stations WPTZ, Channel 5 and WCAX, Channel 3. Periodic announcements will start at about 6:00 am.

If school is dismissed early for any reason, the school will make every effort to notify the parents/guardians using the ALERT system and any other method available to us. Parents and children should discuss what to do ahead of time in case of emergency. (Example: Should children have access to their homes if their parents will not be there or should they go to a neighbor's house?). Please call the main office if your phone number changes so that we may update this information in our system.

Social-Emotional Learning (formerly known as “discipline”)

We strive to support our students to be their best selves, and to demonstrate self-regulation, kindness, respect, and compassion for others. Our social-emotional learning system rests on the belief that students must be taught appropriate behaviors, much like they are taught other school subjects. Education is the goal of our system, which incorporates elements of PBIS (positive behavioral supports and interventions), MTSS (multi-tiered system of supports), Conscious Discipline, and Restorative Practices among others.

Our system of rules is based on HR3, which stands for the following values:

1. **H**onesty
2. **R**espect for self and others
3. **R**esponsibility for our actions and obligations
4. **R**eadiness to learn

Students are taught school expectations via morning announcements and they are reinforced in all classes. Students are recognized each month for exhibiting our values. The matrix below defines what HR3 looks like across all settings. Each year, we spend time reviewing these expectations. Our Behavior Support Team meets weekly to review behavior data and make recommendations to support continued learning. If you have any questions about our system for teaching and reinforcing prosocial behavior at Fairfield Center School, please contact us anytime.

Social-Emotional Teaching Matrix

Love them first and then you can teach them anything. E.P.

	Be H onest	Be R espectful	Be R esponsible	Be R eady to Learn
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All settings	-Tell the truth	-Follow directions -“Please” and “thank you” -Use appropriate voice level -Keeps hands, feet, and bodies to self	-Be mindful of surroundings -Accept consequences	-Listen to others -Have appropriate materials
Hallways		-Use Voice Level 1	-Walk	-Go to destination
Bathrooms		-Give others privacy	-Flush -Wash and dry hands	-Be efficient and go directly back to class
Cafeteria		-Use manners	-Clean up	-Focus on eating
Assemblies		-Voice off -Eyes on speaker	-Participate when asked	-Sit with a calm body
Buses		-Follow the driver’s instructions immediately -Say “thank you” each day	-Stay in your assigned seat	-Be quiet
Arrival and Dismissal		-Greet others -Listen to those in charge of waiting areas	-Give dismissal change notes to teacher -Know your destination	-Get breakfast before going to class

Recess

Students in grades K-8 will have a recess period during the day. Students will not be able to go out in severe weather (rain, icy conditions, temperatures/wind chills of 10 or below).

On our Playground	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I listen to the adult in charge and follow their directions. * I include everyone in play. * I encourage others by offering compliments and by showing good sportsmanship. * I keep my hands, feet, and body to myself. * I take turns. * Hands/feet/bodies on will result in removal from the game or 	<ul style="list-style-type: none"> * I use equipment as it was intended and I put it away before lining up. * I clean up after myself and do not litter on school grounds. * I get help from an adult if someone is in danger. * I stay in approved areas only. * I keep sticks, rocks, and other unsafe objects on the ground... Including SNOW! * Making snowmen or 	<ul style="list-style-type: none"> * I dress appropriately for the weather. * I listen to classmates’ ideas. * I line up when the whistle is blown. * I stay in line. * I enter the building quietly. * Play is immediately to stop at the whistle. * Voice Level 1 upon entering the building.
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<p><u>K-8 Cold Weather:</u> *Icy surfaces are off-limits. This includes play structures and courts.</p>		<p>activity being played. *Fighting and arguing will result in a loss of play in the activity being played.</p>	<p>structures is OK. *Equipment is to be used as intended (soccer balls are kicked, sleds one at a time, seated, feet first). *Swings are for swinging, not jumping off.</p>	
<p><u>K-5 Approved Area</u> *On the playground or to the left. *No students are allowed on the back side of the playground on the grass by the Gazebo.</p>	<p><u>K-5</u> *Students should sit on the picnic table for their time out. 2 minute time outs are acceptable, safety concerns are dependent on the action.</p>		<p><u>K-5</u> *Bodies go down the slide, not up... on your bottoms, feet first. *Bodies must be sitting on the merry-go-round one person per slot... only 2 pushers at a time (K-2) *Tag may only be played on the grass.</p>	<p><u>K-5</u> *Jackets when it is cold. Hats, hoods, & mittens, too! *Boots & Ski Pants when there is SNOW! *Come back inside single file, walking down the stairs and across the road.</p>
<p><u>6-8 Approved Area</u> *Soccer field, basketball court, swings, against the gym wall, under the walkway. *No students are allowed in the dugouts.</p>	<p><u>6-8</u> *Time out is at the gym wall. 2 minute time outs are acceptable, safety concerns are dependent on the action.</p>			

Personal Electronic Devices

Fairfield Center School provides Chromebooks or iPads (depending on the grade) for academic use.

We are finding that more and more students are bringing their cell phones to school and are not having success focusing on their school work because of this distraction. We are concerned about the distraction and also that cell phones can be used inappropriately during the school day. In order to help provide students with a clear focus and support a safe, responsible, and respectful learning environment we are asking that students not bring their cellphones to school. As always, if students need to call their parents during the day, they can ask their teacher permission to use one of the school phones.

If parents do decide to send their children to school with their cell phones, they must be put away in backpacks or lockers and must not make any sounds during the day. Staff must not see cell phones. Please be aware that allowing the cell phone to come to school is a parent decision, and the school cannot take responsibility for your child's cell phone if it is brought to school.

If we see or hear cell phones during the school day, the phones will be confiscated (the first offense) and students can pick them up at the end of the school day. Subsequent offenses will result in the phones being turned in to the office. **When visitors are again allowed in the building**, a parent will then be expected to pick up the phone during school hours, as we will not return the cell phones to students. If the issue continues, we will ask parents to come in and meet with the school team to come up with an individual plan for this student. Please note that the school will not remain open late to allow a parent to make it in time to pick up the cell phone. This includes phones confiscated on Fridays. Your allowing the phone to come to school indicates your understanding of this rule.

<p>First Offense Device confiscated and returned to the <u>student</u> at the end of the day.</p>	<p>Second and Further Offense Device confiscated and returned to the <u>parent</u> at the end of the school day.</p>
<p>First Offense during COVID Device confiscated and returned to the <u>student</u> at the end of the day.</p>	<p>Second and Further Offense during COVID Device confiscated and parent contacted. Phone only returned to student when contact with parent has been made.</p>

Bus Rules

Seats are assigned. Children must stay seated, facing forward, in their assigned seats.

Students in grades K-8 will be transported to and from Fairfield Center School. *Please remember that it is a privilege, not a right, to ride the bus.*

Established routes and schedules are intended to provide transportation sufficient to enable the student to attend school. There may be instances in which the parent believes conditions at an assigned bus stop exist which negatively impact the student's health and safety. The parents may discuss the situation with the principal who will investigate and present the problem to the superintendent and/or school board for decision. The bus routes shall include only recognized town and/or state roads.

- Students traveling to school on a bus are expected to return by the same bus unless other arrangements are made.
- Students **must** bring a permission note from a parent or guardian when they are to take a bus other than their own or are to use some other means of transportation (including walking). We request that any changes in transportation plans for children are put in writing, via a handwritten note, or email. Thank you for your understanding and support with this process. (Children generally cannot be allowed to ride on buses other than their own due to the capacity of buses. Problems arise when too many students try to ride on another bus. The office must give permission to the student to board another bus).
- Once aboard the bus, students must remain on the bus until their destination is reached.
- Students should not bring anything on the bus that cannot be held on their laps. No animals will be transported on the bus.
- **Students in grades PK through 3 must have an adult present at drop-off in the afternoons.**
- The importance of proper conduct involving the bus cannot be overemphasized. This includes waiting for the bus, boarding it, riding on it and leaving it. Any behavior, which distracts the driver or endangers anyone cannot be permitted. In the interest of safety, all students should

understand (and parents are urged to impress upon their children) the need for following these rules:

- **Follow the directions of the driver immediately.**
- **Sit facing forward in your seat and stay in your seat.**
- **Talk quietly.**
- **Keep to yourself.**
- **Eating, drinking, and littering are not permitted.**
- **Sit in the section of the bus reserved for your grade level or in your assigned seat.**
- **The driver may assign any student any seat at her/his sole discretion.**

<u>1st Violation</u>	<u>2nd Violation</u>	<u>3rd Violation</u>	<u>4th Violation</u>	<u>5th Violation</u>
Driver reports to office, warning & call home to parent/guardian	Driver reports to office, up to 5 day bus suspension	Driver reports to office, up to 10 day bus suspension	Driver reports to office, up to 20 day bus suspension	Driver reports to office, bus suspension of 20 days to remainder of the year off the bus

Upon return from any bus suspension, the student will be required to sit in the front seat of the bus for the same number of days as the suspension before being allowed to return to their normally assigned seat.

Serious infractions can result in immediate suspension from the bus at the discretion of the principal. Attention: A student may be excluded from bus transportation for disciplinary reason by the principal, and his/her parent shall provide his/her transportation to and from school during the period of exclusion.

Also, please be aware that the driver can move a student to the front of the bus based upon an individual event to maintain safety for that ride. Bus drivers may also assign seats at their sole discretion.

The driver, behavior team, and/or principal may determine to lessen the time frames outlined above if the student is showing exceptional effort upon his or her return. Our goal remains focused on teaching every student the expected behaviors for riding the school bus so that every child can safely access the bus for transportation to and from school.

Student Conduct

There are some behaviors that are serious enough to result in an immediate referral to the principal for disciplinary actions. Some of these behaviors have consequences mandated by state law. Others are deemed serious enough to warrant intensified attention. These behaviors include but are not limited to:

- possessing a weapon or explosive device on school property
- possessing or using drugs, alcohol, tobacco, or vaping products on school property
- intentional physical aggression
- threatening the school with an explosive device
- threatening to seriously harm other individuals

- persistently violating behavior guidelines

Incidents involving weapons, drugs or alcohol have mandated consequences that involve suspensions or expulsion governed by law or policy. Suspension/expulsion shall follow due process requirements. Other serious infractions including incidences of intentional physical aggression or serious threats of physical harm could result in suspension. Parents will be notified if their child is involved in one of the above serious incidents.

Responding to Student Misbehavior

Our first response to students struggling to meet school expectations is to provide redirection, teaching, and support. Some infractions however, require a different response. Please refer to the Appendices, which outline our procedures for responding to specific student infractions.

Restorative Practices

Poor behavior generally indicates a lack of appropriate self-regulation and prosocial skill. We will teach children who exhibit inappropriate behaviors, but we will also help them restore the relationships that were damaged by their actions. This is called a restorative practice. In a very broad sense, this involves sitting with the person or people who were harmed by the offending behavior, hearing about the harm that was experienced, and working on a plan to avoid such harms in the future. This can be an intimidating process, but we will be with your child to support her/him through the entire experience.

Detentions

Detentions may be assigned by teachers or by the behavioral staff for inappropriate behaviors. Detention will be served either during lunch or after school on assigned days.

Academic/Classroom misbehavior or missed work may earn a detention. Generally, teacher detentions take place during lunch, but they may be after school at the behavior staff's discretion. After school detention will be served on the next day a staff member is available. Students will serve after-school detentions from 3:15-3:40. Parents will be notified by phone whenever possible or appropriate. No detention will be served on the day that it is earned without prior parent notification. Violations of detention rules can lead to suspension. Unexcused absences from detention may lead to automatic suspension. Serving detention takes priority over all other activities. Parents are responsible for transportation.

- 3rd Office Disciplinary Referral = After School Detention
- 4th Detention in a trimester = 1 day Suspension (in place of the 4th detention)
- A Lunch Detention may be assigned after any Office Disciplinary Referral

Students who are responsible for severe misbehavior including vandalism, possession or use of alcohol, illegal or dangerous drugs, tobacco products, vaping products, marijuana, and weapons, assault, threatening staff or students, theft, abusive obscenity and insubordination will be sent to the office until an investigation can be held. When students are asked to leave the classroom due to misbehavior and refuse to do so, support will be called. Refusal to leave could result in physical removal, parents being called in, or the police being called. Being asked to leave a classroom due to behavior will usually

result in a detention or suspension, depending on the severity of the misbehavior.

Suspension

Suspensions may be in-school or out-of-school as determined by the principal. The length of suspension will be determined based on the severity of the offense and prior suspensions. Any acts that may be considered violations of law will be referred to the appropriate law enforcement agencies. Students serving suspension will do assigned class work and may participate in reflective and educational exercises. Parents may request an informal hearing for suspensions involving severe misbehavior.

Due Process

Parents may request a meeting at any time concerning a consequence their child receives for rule violations. Parents should direct the first communication to the person giving the consequence. If parents are not satisfied with the results, then contact the principal. If still no satisfaction results, contact the superintendent next.

- Steps for suspension:
 - In all cases of suspension from school, a member of the behavior team will confer with parents, notifying them of the consequences for further suspension and of the resources for help available to them.
 - When a child's days of suspension total 5 or more, the behavior team will develop with the parents a comprehensive plan for managing the child's school behavior. They will review the plan following each subsequent suspension and revise it as needed.
 - When a child's days of suspension total 7 or more days, the superintendent or his designee may review the child's case and support the parents to take suitable actions to correct the child's school behavior.
 - When a child's days of suspension total 10 or more days, the board of directors shall consider long-term suspension or expulsion from school until the school is satisfied that the child will behave appropriately.

The above steps and procedures shall not be construed as preventing the administration from petitioning the board for long-term suspension or expulsion at any time the conditions warrant it.

- Due Process for Students with Disabilities

While the due process requirements for students with disabilities do not prohibit their immediate suspension, they do require consultation with the child's case manager prior to suspension. The case manager will call a meeting if there is a need to determine whether the offense is related to the child's handicapping condition, thereby requiring assessment for emotional/behavioral disabilities. If it is related, alternatives to suspension/expulsion must be considered.

School Dances

School dances are celebrations of student life at our school. Students who routinely interrupt the school process are not invited to participate. Students who receive an Office Disciplinary Referral or a detention during the five school days preceding any school dance may not attend that dance.

Special Education

Fairfield Center School offers comprehensive Special Education programs to eligible students aged 3-21, which strive to provide the least restrictive environment in order for children to develop to their maximum potential. Parents are an integral part of the on-going educational planning for children receiving Special Education services.

School Threats - A Letter from our Superintendent

The increase in school threats in recent months prompts me to share our district's approach to dealing with them. The primary focus, of course, is student and staff safety. The variety of threats that our schools could be exposed to include firearms/weapons, bombs, fires, or hazardous spills, among others. Threats can also come in a variety of ways. These variations make one thing certain: the only constant when dealing with a threat is that student safety is the number one priority.

These variables make it impossible to provide the community with one specific timeline on notification about an incident. We can only assure you that once we are certain that students and staff are safe, and we have clear facts, we will provide notification.

The thing we will not do is add to the rumor mill by providing bits and pieces of what has been heard, opinions about what might have occurred, or unconfirmed information.

The St. Albans Police Department works closely with the district during these threats and will usually be the first to provide situation updates. You will see those on Facebook or Twitter at <https://www.facebook.com/StAlbansPoliceDept/> or <https://twitter.com/StAPoliceVT>. In certain instances, due to strategy, they will be the only voice for updates and we will share only what we receive from them.

The following factors are considered concerning release of information about a school threat:

1. Are the students and staff safe?
2. Has there been an evacuation of the school?
3. Will students be released, and where will parents go to pick them up?
4. Have the other district schools been put in lockdown?
5. Is this an active situation, or is it a search to determine the viability of the threat?
6. Has there been communication with all school groups not on campus when the threat began notifying them as to the location they return to?
7. Will the bus schedule be interrupted, or pick-up locations changed?

Depending on the threat, there may be more considerations.

Student safety is our primary concern, so we cannot simply allow students to leave school. Some students drive, some walk, some ride the bus. We must maintain a systematic approach to releasing students so that their whereabouts are known during any situation. Please await directions to pick up your child.

We recognize that parents find these threats very stressful, and lack of instant information is frustrating. Please understand that an incident at most of our schools may involve evacuating nearly 1,000 students and staff. This is no minor task. Add elements of stress and the unknown, it takes a concentrated effort by all involved to maintain the integrity of the situation, keeping students as safe as possible.

In today's society, most teenagers have cell phones, so parents may get calls or texts from their children while a situation is unraveling. Staff are busy dealing with the situation and cannot stop to send notifications until it is safe to do so.

When cleared to notify parents, a notice will be posted on the district website, maplerun.org, under news or live feed, on Facebook, and in more advanced situations, an automated message will be delivered via email and/or telephone through the district's emergency notification system.

I hope that the community can take comfort in knowing that drills at each building are executed regularly, and safety plans are updated to account for the growing variety of possible threats. We hope that we never have to endure an active event, but we must continue to prepare for one.

More than ever, we ask for your support during these times to trust that our number one priority are the children. We are doing our job in stressful situations, and we will communicate the facts to you as soon as possible.

Sincerely,
Kevin Dirth
Superintendent

Staying After School

After school detentions will not take place during COVID. Lunch detentions may be used instead.

A child may be asked to remain after school for corrective or disciplinary reasons. Parents are requested to sign a slip or call school, acknowledging that their child will remain after school on the scheduled day. Parents must provide transportation.

Teacher Qualifications and Student Assessment Scores

20 U.S.C. §6311(h)(6) requires us to notify you of your right, upon request, to obtain information as to whether the child's teacher has met state qualifications and licensing criteria, whether the teacher is teaching under a waiver or provisional license, and what the major of the teacher was in his or her baccalaureate degree. If the child receives services from a paraprofessional, the paraprofessional's qualifications must also be furnished. Finally, you have the right to obtain information as to the level of achievement of your child in each of the state's academic assessments.

Technology

Students are able to access the internet to complete their schoolwork. Misuse will result in students

losing privileges for a period of time. If a student violates the acceptable use guidelines, his or her use privileges will be terminated and future access will be denied.

Title I Parental Involvement Compact

Fairfield Center School cares deeply about all students. Each student has a gift which adds to the vibrancy of our school. It is our job as educators to nurture and inspire all students to flourish to the best of their ability. In order to do this, we strive to build strong partnerships between home, school and the community. With support from community members, staff, and parents, Fairfield Center School thrives.

We advocate for what is best for students. We can best serve our students when community members, and especially parents, are committed to the school's livelihood. Fairfield Center School provides many opportunities for family involvement. Our hope is that parents will attend school events as often as possible, within the boundaries of our current COVID-19 pandemic.

Some of the many programs that we offer include:

1. Outdoor Classroom Committee meetings and activity volunteers (including gardening, sugaring, watershed restoration, nature trails, etc.), available by Zoom.
2. Four Winds Nature Program (parents come in and teach science lessons once volunteers are allowed in the buildings again).
3. Fairfield Parent-Teacher Organization (PTO), meetings by Zoom.
4. Hay Day and the Harvest Dinner (unsure if this will be available this year).
5. Winter Festival (outdoors).
6. Title I Annual Parent Meeting, by Zoom.
7. We Both Read books for parents to read with their children (grades K-3).
8. Informational letters and brochures to help parents understand school procedures and child development, and know about upcoming events.
9. Maple Run Unified School District board meetings (first and third Wednesdays).
10. Family-Teacher Conference Nights, by Zoom or in-person as directed.

In addition to participating in events, we ensure pathways for parents to have a voice regarding their children's education. From school board meetings to open houses, we regularly provide information parents need regarding the Title I program and solicit their opinions.

Communication is key. It is essential that Fairfield Center School establish and maintain effective communication so that we may work together to provide structure and support for all of our students. Fairfield Center School is committed to sharing information with parents through newsletters, events, and social media.

Fairfield Center School provides a foundation for a joyful learning community composed of teachers, parents, and children. As a school, we have developed a partnership with parents and the community in order to create a high functioning academic environment, resulting in a calm, harmonious atmosphere where both adults and children love to be. As a school, our greatest ambition is to instill a love of learning, ownership, and pride at the Fairfield Center School.

Valuables or Toys

Please note that no stuffed animals or soft materials should be brought to school during COVID.

There have been some situations where toys on the bus have become a problem. We would appreciate your help in going over these guidelines with your children. Toys should only be brought to school with teacher approval, and with the understanding that they must stay in backpacks until such time as the teacher has approved their use. Toys must be put away afterwards. Teachers and/or bus drivers will take away toys that are being used inappropriately or at inappropriate times of the day and will return them to the student or parent at a later time. Items of value should not be brought to school. The school is not responsible for theft or damage even if they are left in an office. Teacher discretion will be used for the use of toys during recess.

Visits

Normally, we welcome visits from parents during the school day, however we do ask that parents check in with teachers in advance in order to limit possible disruptions. All visitors must sign in with the office and receive a visitor badge before proceeding to the classroom. Please sign out when you are leaving. If your child appears to have any difficulties at school, call the office to arrange a conference with his or her teacher.

Please note that, as we open schools for the 2020-2021 school year, parents, visitors, and volunteers are not permitted to enter the school building.

Volunteers

As you know, the safety of our students, staff, and community is a priority for Fairfield. As part of our safety measures and in order to be in compliance with the MRUSD Volunteers and Work Study Students Policy, there have been some changes to the process of volunteering in our school. The new procedures will require that, each year, all volunteers fill out an application, confidentiality agreement, and release form before volunteering. Forms can be found in the office. The release form allows us to do a cursory background check before parents or community members are eligible to volunteer in classrooms or chaperone field trips, etc. We appreciate your continued support in our endeavors to make our school a safe and secure place to work and learn.

Please note that, as we open schools for the 2020-2021 school year, parents, visitors, and volunteers are not permitted to enter the school building.

Additionally, no matter how often you volunteer at school, all volunteers and visitors must sign in and out of the building and wear a VISITOR sticker. While this may seem burdensome, in the event of an emergency in the school, the sticker is the only way first responders will know that you are allowed in the building.

Appendix A: Accountability Rubric, K-2

Please note that these are guidelines. The behavior team retains the right to change or adapt consequences based on individual student needs and the severity of the infraction.

Infraction	Description	Consequence (ODR = Office Disciplinary Referral)
Abusive Obscenity (inappropriate language)	Inappropriate comment(s) considered offensive or abusive	<ul style="list-style-type: none"> ● 1st ODR – buddy room with teacher making parent contact ● 2nd ODR - meeting with the behavior specialist ● 3rd ODR – in-school suspension
*Abusive obscenities and Gestures that are directed	Inappropriate comment or gesture directed toward an individual	<ul style="list-style-type: none"> ● 1st ODR – buddy room with teacher making parent contact ● 2nd ODR – ½ day in-school suspension, referral to behavior specialist ● All subsequent ODRs will result in ISS or OSS
*Bullying	The intent to humiliate, intimidate or ridicule someone	<ul style="list-style-type: none"> ● 1st ODR – process with guidance counselor or behavior specialist, parent contact ● 2nd ODR – suspension ● 3rd ODR – suspension and requirement to obtain counseling
Defiance or disruption of class	Intentional resistance or challenging a direction with an adult in the school environment.	<ul style="list-style-type: none"> ● 1st ODR –buddy room with teacher making parent contact ● 2nd ODR – referral to behavior specialist and parent contact ● 3rd ODR - logical consequence determined by team which may include ½ day or full day suspension
Disrespectful Behavior	Intentionally being rude, mocking, or continuous backtalk to adults.	<ul style="list-style-type: none"> ● 1st ODR– buddy room and process with teacher, teacher makes parent contact ● 2nd ODR- referral to behavior specialist, parent contact ● 3rd ODR- logical consequence determined by team which may include ½ day or full day suspension
*Biting, Fighting, Grabbing, Hitting, Shoving, Pushing, Tripping, etc	Physical aggression, purposefully or fooling around which results in physical harm to another person	Meeting or suspension, as deemed appropriate by administration, with parent notification
Inappropriate behaviors during before and after school programs and co-curricular programs	Failure to follow school rules	<ul style="list-style-type: none"> ● 1st ODR – warning & parent contact ● 2nd ODR – referral to behavior specialist, parent contact ● 3rd ODR – suspension from activity, parent notification
*Leaving school grounds without permission		Immediate parent notification with suspension and possible police intervention

Lunchroom Infractions	Failure to follow school rules Throwing food or trash Not staying in your seat Screaming Leaving without permission Playing with food or your drink	<ul style="list-style-type: none"> ● 1st ODR – Lunch in designated buddy room, parent notification ● 2nd ODR– Lunch detention with behavior specialist, parent notification ● 3rd ODR– removal from lunchroom until a behavior plan is developed, at least two days
Spitting		<ul style="list-style-type: none"> ● 1st ODR – buddy room with hygiene counseling and parent notification ● 2nd ODR – meeting with behavior specialist, parent contact ● 3rd ODR – suspension
*Stealing	Taking items belonging to others	Restitution and/or suspension with parent notification
Threats (Physical, Verbal, Written)	An aggressive action toward another individual or a verbal/written statement toward an individual which implies harm	<ul style="list-style-type: none"> ● 1st ODR – buddy room with parent notification ● 2nd ODR – meeting with parent/student/principal, referral to behavior specialist ● 3rd ODR – suspension with parent notification
*Vandalism	Destruction or misuse of property	Restitution and/ suspension with parent notification
*Weapons, Safety Threats, Forbidden Substances		Consequences determined through the Drug, Alcohol, Tobacco, Vape, or Weapons procedures.

- Infractions highlighted with an asterisk result in an immediate referral to the Behavior Specialist.
- Students will still be held accountable for any work missed as a result of these consequences.

Appendix B: Accountability Rubric, 3-8

Please note that these are guidelines. The behavior team retains the right to change or adapt consequences based on individual student needs and the severity of the infraction.

Minor Level Behaviors		
<p>Minor behaviors may be handled with the following interventions. When these interventions are unsuccessful, consequences will be issued.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gentle Reminder <input type="checkbox"/> Redirect to expected behaviors <input type="checkbox"/> Relocate in classroom <input type="checkbox"/> Buddy Room/Reflection Form <input type="checkbox"/> Conference with student <input type="checkbox"/> Called/Emailed home <input type="checkbox"/> Call someone to take over your class so you can discuss with the student <p>Tier II Students, those who have not responded to our management system, will likely use the Check-In Check-Out (CICO) system, where they are scored for each class period's behaviors.</p>	<p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Non-compliance/defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption of class <input type="checkbox"/> Inappropriate Language / Gestures <input type="checkbox"/> Dress code <input type="checkbox"/> Cheating/Dishonest <input type="checkbox"/> Inappropriate physical contact 	<p>Consequences:</p> <p><u>Grades 6-8</u> Middle school will follow a series of steps to manage classroom behavior. Office Discipline Referrals will be made for disruptive/repetitive behaviors.</p> <p><u>Grades 3 through 5</u> 3rd step in class is a reflection sheet. 4th step may be an Office Discipline Referral (ODR) and possible removal from classroom. The teacher has the option of assigning his/her own consequence instead of writing an ODR for the first time behavior occurs. If it happens more than once it must be documented.</p> <ul style="list-style-type: none"> ● If behavior was escalated, instead of moving through steps 1-3, student may be referred to behavior specialist.. ● An after school detention may be given for escalated behavior.
<p>For each ODR, student, teacher, or administrator will make contact with parents through emails or phone calls. Lunch detentions may be given for Minor level ODRs. Restorative approaches may be used any time harm is caused by a student's behavior.</p>		
<p>Flow of Consequences Once Office Discipline Referrals Are Used: This process starts over every trimester.</p>	<p><u>Grades 6-8</u> Teachers may make parent contact for any problematic behaviors. In the event of a Major, either the student, teacher, or administrator will contact a parent.</p> <hr/> <p><u>Grades 3 through 5</u> 1st Minor ODR</p> <ul style="list-style-type: none"> ● Parent contact is made <p>2nd Minor ODR</p> <ul style="list-style-type: none"> ● Same as 1st ● Lunch Detention <p>3rd Minor ODR</p>	

	<ul style="list-style-type: none"> ● Same as 1st or 2nd ● Restorative Approach <p>4th Minor ODR</p> <ul style="list-style-type: none"> ● Same as 1st or 2nd ● Restorative Approach <p>5th Minor ODR</p> <ul style="list-style-type: none"> ● Parent Meeting with Restorative Approach ● After school detention <p>6th Minor</p> <ul style="list-style-type: none"> ● Parent meeting ● EST Referral for Tier II Intervention <p>After 6th Minor: Revisit plan</p>
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Major Level Behaviors

<p>Major Level Students are immediately removed from the classroom when there is a safety concern or disruption is severe enough that learning cannot take place.</p>	<p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Fighting/Physical Aggression <input type="checkbox"/> Harassment <input type="checkbox"/> Threatening/unsafe behavior <input type="checkbox"/> Vandalism/property damage <input type="checkbox"/> Theft/forgery/plagiarism <input type="checkbox"/> Weapons <input type="checkbox"/> Controlled substance <input type="checkbox"/> Safety/security violation <input type="checkbox"/> Other <p><i>Please note that there are differing levels of major incidents depending on severity.</i></p>	<p>Consequences:</p> <p><i>All consequences are at the discretion of the administrator or behavior specialist.</i></p>
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Appendix C: MRUSD Policy - Prevention of Harassment, Hazing, and Bullying of Students (C10)

The most up-to-date policy is online at www.maplerun.org. In the event of any discrepancy between this policy and the version online, the online version will take precedence.

Policy

The Maple Run Unified School District is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or expression, or disability. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

This policy addresses incidents and/or conduct that occurs on school property, on a school bus or at a school-sponsored activity, or incidents 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 student/school can be demonstrated.

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's code of conduct.

Implementation

The Superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy.
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.

3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

Constitutionally Protected Speech

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

Definitions

For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. "**Bullying**" means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - (1) Is repeated over time;
 - (2) Is intended to ridicule, humiliate, or intimidate the student; and
 - (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
 - (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs
- B. "**Complaint**" means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
- C. "**Complainant**" means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged

hazing, harassment or bullying.

- D. “**Designated employee**” means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a (a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. “**Employee**” includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.
- F. “**Equity Coordinator**” is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race- based discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.
- G. “**Harassment**” means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

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

- H. Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - (1) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
 - (2) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
 - (3) Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.
- I. 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.
- J. 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.

- K. “**Hazing**” means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and
- (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.
- L. “Hazing” also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts.
- M. Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:
- (1) The goals are approved by the educational institution; and
 - (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.
- N. With respect to Hazing, “**Student**” means any person who:
- (1) is registered in or in attendance at an educational institution;
 - (2) has been accepted for admission at the educational institution where the hazing incident occurs; or
 - (3) intends to attend an educational institution during any of its regular sessions after an official academic break
- O. “**Notice**” means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.
- P. “**Organization**” means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
- Q. “**Pledging**” means any action or activity related to becoming a member of an organization.
- R. “**Retaliation**” is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a

student directed at another student in the form of further harassment, intimidation, and reprisal.

- S. “**School administrator**” means a Superintendent, Principal or his/her designee assistant principal/technical center director or his/her designee and/or the Supervisory Union’s Equity Coordinator.
- T. “**Student Conduct Form**“ is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

Designated Employees

The following employees of the Maple Run Unified School District have been designated by the Superintendent to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c (7) and under federal anti-discrimination laws:

Maple Run Unified School District

<u>School/Location</u>	<u>Designated District Title IX Compliance Officer</u>
Bellows Free Academy Union High School #48:	Brett Blanchard, Principal 527-6402
Northwest Technical Center:	Leeann Wright, Director 527-6510
St. Albans Town Educational Center:	Angela Stebbins, Principal 527-7191
St. Albans City School:	Joan Cavallo, Principal 527-0565
Fairfield Center School:	Sean O’Dell, Principal 827-6639
Maple Run Unified School District:	Kevin Dirth, Superintendent 524-2600
MRUSD Equity Coordinator	Bill Kimball, Associate Super 524-2600

FAIRFIELD SCHOOL 802-827-6639

Name: Kelly Sargent	Name: Kate Howrigan
Title: Guidance Counselor	Title: Home-School Coordinator/Social Worker
Name: Sean O’Dell	Name: Sherri Dukas
Title: Principal	Title: Behavior Support Technician

Data Gathering

The Fairfield Center School delegates the responsibility of data collection to the principal or their designee. He/she shall collect data on the number of reported incidents of bullying and the number of incidents that have been verified and to make such data available to the Commissioner of the Department of Education.

Confidentiality

FERPA is a federal law designed to protect the confidentiality of student records and the school district must comply with this law, as well as a similar state law. When the school administrator contacts a parent about the school district's response to a bullying incident, he/she may discuss information about an investigation and corrective action taken, but only to the extent that it may be done without identifying any other students.

PROCEDURE:

I. Reporting Complaints of Hazing, Harassment and/or Bullying

A. Student Reporting: Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, 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 hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form/ Office Discipline Referral. Any school employee who overhears or directly receives information about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form/Office Discipline Referral. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.

C. Other reporting: Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying 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 Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.

E. False complaint: Any person who knowingly makes a false accusation regarding hazing, harassment and/or 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 of hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.

F. Rights to 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

Office for Civil Rights,
Boston Office U.S. Department of Education
8th Floor 5 Post Office Square

Boston, MA 02109-3921
617-289-0111 (voice) 877-521-2172 (tdd)
617-289-0150 (fax)
Email: OCR.Boston@ed.gov

II. Responding to Notice of Possible Policy Violation(s)

- A. Upon notice of information that hazing, harassment and/or bullying may have occurred the designated employee shall:
- i. Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
 - ii. Promptly inform the school administrator(s) of the information;
 - iii. If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.
- B. Upon initiation of an investigation, the designated employee shall:
- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
 1. an investigation has been initiated;
 2. retaliation is prohibited;
 3. all parties have certain confidentiality rights; and
 4. they will be informed in writing of the outcome of the investigation.
- C. All notifications shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

III. Investigating Hazing, Harassment and/or Bullying Complaints

- A. Initiation of Investigation - Timing. 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 Notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.
- B. Investigator Assignment. 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.
- C. Interim Measures. It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has been sexually assaulted by another student, the school may decide to place the students immediately in

separate classes and/or transportation pending the results of the school's investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate. In all cases, the school will make every effort to prevent disclosure of the names of all parties involved – the complainant, the witnesses, and the accused -- except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.

D. Due Process. The United States Constitution guarantees due process to students and District employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The District will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the complainant.

E. Standard Used to Assess Conduct. In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off- campus conduct on the school environment 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. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.

F. Completion of Investigation – Timing. 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.

G. Investigation Report. The investigator shall prepare a written report to 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 hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.

H. Notice to Students/Parents/Guardians. Within five school days of the conclusion of the investigation, the designated employee shall:

- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
 1. the investigation has been completed;
 2. whether or not the investigation concluded that a policy violation occurred

(and which policy term was violated, i.e. harassment, hazing and/or bullying); 3. that federal privacy law prevents disclosure of any discipline imposed as a result of the investigation unless the parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, as set forth in Section II, Part C, above.

ii. Notify the Complainant Student - or if a minor, their parent(s) or guardian - in writing of their rights to:

1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
2. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;
3. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.

iii. Notify the Accused Student – or if a minor, their parent(s) or guardian - in writing of their right to appeal as set forth in Section V of these procedures.

I. Violations of Other Policies. 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 or codes of conduct.

IV. Responding to Substantiated Claims

A. Scope of Response. After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered:

(i) Potential Remedial Actions. Remedial action may include but not be limited to an age appropriate 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. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that he or she effects it can have. Depending on how widespread the hazing/harassment/ bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.

(ii) School Access/Environment Considerations. The District will also take efforts to support victims' access to the District's programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For

example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the District will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.

(iii) Hazing Case Considerations. Appropriate penalties or sanctions or both for organizations that or individuals who engage in hazing and revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.

(iv) Other Remedies: Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

B. Retaliation Prevention. 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. The District will take reasonable steps to prevent any retaliation against the student who made the complaint (or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems and making follow-up inquiries to see if there have been any new incidents or any retaliation.

C. 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. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:

- (1) the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases),
- (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 and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

V. Post Investigative Reviews Rights of Complainants

A. Internal Review of Initial Harassment Determinations By Complainant. A complainant or parent of a complainant may request internal review by the District of a designee's initial determination (following investigation) that harassment has not occurred via written request submitted to the District superintendent. 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 review is requested.

B. Independent Reviews of Final Harassment Determinations By Complainant. A complainant may request an independent review within thirty (30) days of a final determination if s/he:

(1) is dissatisfied with the final determination as to whether harassment occurred, or
(2) 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 within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a.(b)(1) 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 Secretary of Education. 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.

C. Rights to Alternative Harassment 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

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor 5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice) 877-521-2172 (tdd)

Rights of Accused Students

A. Appeal. Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten (10) calendar days of receiving the determination that an act(s) of hazing, harassment and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.

B. Accused Student/Appellant Access to Investigative Reports/Findings. The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

VI. Confidentiality and Record Keeping

A. Privacy Concerns. 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.

i. Concerns Related to Harassment Complaints. The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school's ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if he or she is afraid of reprisals from the alleged harasser, the school will take steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that his or her name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent

with the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students. The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student's consent.

B. Document Maintenance. 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 created in conformance with this model policy and model procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees and District/Supervisory Union Central Office for at least six years after the investigation is completed.

VII. Reporting to Other Agencies

A. Reports to Department of Children and Families. When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.

B. Reports to Vermont Agency of Education. If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.

C. Reporting Incidents to Police

a. FERPA Rights. Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute hazing, harassment and/or 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 without prior parent approval to local law enforcement 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.

b. First Hand Reports. 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.

- c. Hazing Incidents. It is unlawful to
- (1) engage in hazing;
 - (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing;
- or
- (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing.

It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.

D. Continuing Obligation 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 hazing, harassment and/or bullying.

VIII. Disseminating Information, Training, and Data Reporting

A. Disseminating 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 staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. 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. The coach or supervisor of the co- or extracurricular activity shall be sufficiently familiar with the hazing policy and must orally explain the prohibition against hazing to each student who participates in the co- or extracurricular activity that begins prior to the commencement of any activity. This explanation will include 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. The consent form that students sign should contain a statement that they have been informed on their school's hazing policy. Annually, custodial parents and guardians of students shall be provided a copy of this hazing policy prior to the commencement of co- or extracurricular activities. Annually, staff members shall be provided with a copy of this hazing policy prior to the opening of school. Coaches or supervisors of co- or extracurricular activities shall be provided a copy of this hazing policy upon employment by the District.

B. Student Training. The school administrator shall use his/her discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.

C. Staff Training. The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.

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

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 Act, 9 V.S.A. §§4500 et seq.; Education, Classifications and Definitions, 16

V.S.A. §11(26);(30)(A);(32); Education, 16 V.S.A. §140(a)(1); Education, 16 V.S.A. §166(e); Education, Bullying, 16 V.S.A. §570c; Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570; Education, Harassment, 16 V.S.A. §570a; Education, Harassment, 16 V.S.A. §570c; Education, Harassment, 16 V.S.A. §570f; Education, Hazing, 16 V.S.A. §570b; Education, Hazing, 16 V.S.A. §570f Education, Discipline, 16 V.S.A. §1161a; Education, Suspension or Expulsion of Pupils; 16 V.S.A. §1162; 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).

Appendix D: MRUSD Policy - Search and Seizure by School Personnel (C21)

The most up-to-date policy is online at www.maplerun.org. In the event of any discrepancy between this policy and the version online, the online version will take precedence.

Policy

Searches of School Property

It is the responsibility of the Maple Run Unified School District to maintain a safe learning environment. Each school retains the right to examine its property at any time. Desks, lockers, textbooks, computers, and other materials or supplies loaned by the school to students, remain the property of the school, and may be opened and inspected by school employees at any time.

Student Search and Search and Seizure of Student Property

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

Failure to comply

If a student should fail to comply with a request for a search of his/her person, personal effects, or vehicle(s), the student may be suspended for up to 10 days. Repeated offenses shall result in progressive discipline up to and including a referral to the Board for an expulsion hearing. In an emergency situation, involvement of law enforcement officials may be sought and a search shall be conducted.

The Superintendent or his/her designee shall develop procedures to ensure that all searches of a student's person or searches and seizures of a student's property are conducted in a manner that complies with state and federal constitutional protections against unreasonable searches of students or searches and seizures of students' property in schools. Copies of this policy will be distributed to students when they enroll in school, and will be included in the student handbook given to students and parents at the beginning of each school year.

Appendix E: MRUSD Policy - Responsible Computer, Network & Internet Use (D03)

The most up-to-date policy is online at www.maplerun.org. In the event of any discrepancy between this policy and the version online, the online version will take precedence.

Purpose

The Maple Run Unified School District (hereinafter “District”) recognize that information technology (IT) is integral to learning and educating today’s children for success in the global community and fully support the access of these electronic resources by students and staff. The purpose of this policy is to:

1. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensure the district takes appropriate measures to maintain the safety of everyone that accesses the district’s information technology devices, network and web resources.
3. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by the school district.

Policy

It is the policy of the Maple Run Unified School District to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district’s harassment and bullying policies. The district’s computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district’s computers or network resources, including personal files and electronic communications. The superintendent or his/her designee is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
 - a. Respects One’s Self. Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.
 - b. Respects Others. Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district’s policies on bullying and harassment. Users will also refrain from using another person’s system account or password or from presenting themselves as another person.

- c. Protects One’s Self and Others. Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.
 - d. Respects Intellectual Property. Users suitably cite any and all use of websites, books, media, etc.
 - e. Protects Intellectual Property. Users request to use the software and media others produce.
2. 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.
 3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.
 4. Methods to address the following:
 - a. Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 - i. Lewd, vulgar, or profane
 - ii. Threatening
 - iii. Harassing or discriminatory
 - iv. Bullying
 - v. Terroristic
 - vi. Obscene or pornographic
 - b. The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
 - c. Prevention of unauthorized online access by minors, including “hacking” and other unlawful activities.
 - d. Unauthorized disclosure, use, dissemination of personal information regarding minors.
 - e. Restriction of minors’ access to materials harmful to them.
 5. A process whereby authorized persons may temporarily disable the district’s Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

This policy applies to anyone who accesses the district’s network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district’s IT devices either on or off-site.

Limitation/Disclaimer of Liability

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

Enforcement

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, 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.

Appendix F: MRUSD Procedure - Notice of Non-Discrimination (A22)

The most up-to-date policy is online at www.maplerun.org. In the event of any discrepancy between this policy and the version online, the online version will take precedence.

Statement of Purpose

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

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

The superintendent or 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 Maple Run Unified School District are hereby notified that this district does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, political affiliation or marital status in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

A person has been designated by the Maple Run Unified School District 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 Maple Run Unified School District'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.

Non-Discrimination Coordinator

Dr. Kevin Dirth, Superintendent
MRUSD, Central Office
28 Catherine St.

St. Albans, VT 05478
524-2600

Appendix G: MRUSD Procedure - Public Complaints about Personnel (B22)

The most up-to-date procedure is online at www.maplerun.org. In the event of any discrepancy between this procedure and the version online, the online version will take precedence.

Statement of Purpose

Maple Run Unified School District (MRUSD) will endeavor to see that complaints about school personnel are considered in a timely manner that is fair to all parties. The District places trust in their employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints, yet encourages parents and students to come forward with legitimate complaints.

Resolving Complaints

1. The complainant shall be encouraged first to bring a complaint to the individual concerned.
2. 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 the facts as he/she sees them.
3. If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the next person in the chain of command up to the level of Principal/Building Administrator for his or her review and decision. At the high school, there is broader chain of command and that is expected to be followed.
4. 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, or harassment, the complainant should follow the procedures accompanying anti-discrimination procedure (A22) or anti-harassment policy (B05).

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 appropriate school and supervisory union administrators to attend a 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 final decision. Any appeal to the Board will take place during Executive Session. If the complaint is about the Superintendent, the complainant should first talk to the Superintendent. If it is not resolved, the complainant may go directly to the Chairperson of the School Board.

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.

Appendix H: MRUSD Required Annual Notices

Maple Run Unified School District (MRUSD)

Notification of Management Plan Availability

August 22, 2020

TO: Parents, Teachers, Employees, Other Personnel or Their Guardians

FROM: Kevin Dirth, Superintendent of Schools

The Asbestos Hazard Emergency Response Act (40 CFR 763.93 (g)(4) requires that written notice be given that the following schools have Management Plans for the safe control and maintenance of asbestos-containing materials found in their buildings. These Management Plans are available and accessible to the public at the Administrative offices listed below. Due to COVID19, call ahead to make arrangements to view.

Building	ADDRESS	TELEPHONE
MRUSD Main Office	28 Catherine St., St. Albans	(802) 524-2600
BFA/NWTC	71 South Main St., St. Albans	(802) 527-6555
Fairfield Center School	57 Park St., Fairfield	(802) 827-6639
St. Albans City School	29 Bellows St., St. Albans	(802) 527-0565
St. Albans Town Educational Center	169 South Main St., St. Albans	(802) 527-7191
Collins Perley Sports Complex	890 Fairfax Road, St. Albans	(802) 527-1202

Maple Run Unified School District (MRUSD)

Notice of Non-Discrimination

MRUSD and its schools 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.

MRUSD and its schools do not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, political affiliation, gender identity, limited English language proficiency, crime victim status, or marital status of any person in admission or access to, or treatment or employment in, any of the accommodations, advantages, facilities, and privileges of the place of public accommodation or in its programs and activities. Inquiries regarding non-discrimination policies to:

MRUSD	Dr. Kevin Dirth, Superintendent, 28 Catherine St. (802) 524-2600
BFA St. Albans	Brett Blanchard, Principal, 71 S. Main St. (802) 527-6555
NWTC	Leeann Wright, Director, 71 S. Main St. (802) 527-6517
FCS	Sean O'Dell, Principal 57 Park St., Fairfield, VT 05455 (802) 827-6639
SATEC	Angela Stebbins, Principal, 169 South Main St. (802) 527-7191
SACS	Joan Cavallo, Principal, 29 Bellows St. (802) 527-0565

(locations except FFCS are St. Albans, VT 05478)

For further information on notice of non-discrimination, request a list of OCR enforcement offices for the office that serves your area, or call 1-800-421-3481.

Maple Run Unified School District (MRUSD)

Annual Notice of Designation of Directory Information and Right of Refusal

TO: All parents of students, and to eligible students currently attending schools in MRUSD.

Schools in MRUSD may disclose designated directory information on students and eligible students without the prior consent of the parent or eligible student, and without any record of such disclosure, unless you have advised the school to the contrary in accordance with MRUSD procedures. The following types of personally identifiable information have been designated directory information:

Student's name, address, telephone number, photograph, date and place of birth, grade level, major field of study, participation in officially recognized activities or sports, weight and height of members of athletic teams, dates of attendance, and/or degrees/honors/awards received.

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without prior written consent. (See 20 U.S.C. 7908, as amended; 10 U.S.C. 503, as amended.)

If you are an eligible student and are currently attending any of the above-named schools, or if you are the parent of a student currently attending school in any of the MRUSD schools, you have a right to refuse to permit the designation of any or all of these types of information as directory information concerning your child or yourself, by providing written notice of your refusal, listing the type(s) of information which you refuse to have so designated, to the principal of the school your child attends (or the school you attend, if you are an eligible student), on or before September 15, 2020.

Maple Run Unified School District (MRUSD)

Annual Notice to Parents RE: Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the MRUSD school receives a request for access.

Parents of eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will arrange for access and notify the requestor of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students may ask the MRUSD school to amend a record that they believe is inaccurate or misleading. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Disclosure without consent is disclosure to school personnel with legitimate educational interest, included, but not limited to, school officials employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by a school in the MRUSD District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office - U.S. Department of Education
400 Maryland Avenue, SW - Washington, DC 20202-4605

This is a summary of the procedures. Full procedures are available at the Superintendent's and Principal's Offices:

Superintendent, Dr. Kevin Dirth - 524-2600

SACS Principal, Joan Cavallo - 527-0565

SATEC Principal, Angela Stebbins, Principal - 527-7191

FFCS Principal, Sean O'Dell - 827-6639

BFA Principal, Brett Blanchard - 527-6555

NWTC Director, Leeann Wright - 527-6510

Maple Run Unified School District (MRUSD)

Protection of Pupil Rights Amendment Notice and Consent/Opt-out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA) requires MRUSD schools to notify and get permission from parents to allow their children to participate in certain school activities. This means parents can also opt their children out of participation in certain school activities. These activities include student surveys, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;

3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationship;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes, and certain physical exams and screenings.

Schools will provide parents with a schedule of activities requiring parental notice and consent/opt-out for each school year, as well as advance notice of surveys, etc., with opportunities to review the materials and to opt out. This does not apply to such areas as school climate, learning opportunities, student assets, and other surveys that are not of a sensitive nature.

Maple Run Unified School District (MRUSD)

New Americans

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

Public schools may not:

1. Deny or terminate a student's enrollment based on actual or perceived immigration status.
2. Treat a student differently to verify legal residency in the United States.
3. Engage in any practices that have the effect of discouraging students from enrolling or attending school based on their immigration status.
4. Require students or their parents to disclose their immigration status or inquire of students or parents in ways that may expose their undocumented status.
5. Deny or terminate a student's enrollment due to the student's or parent's failure to provide a social security number.

Maple Run Unified School District (MRUSD)

Transgender and Gender Nonconforming Students

All students need a safe and supportive school environment to progress academically and developmentally.

State Policy: It is the policy of the State of Vermont that all Vermont educational institutions provide safe, orderly, civil, and positive learning environments. Harassment, hazing and bullying have no place and will not be tolerated in Vermont schools. No Vermont student should feel threatened or be discriminated against while enrolled in a Vermont school. 16 V.S.A. § 570.

State Law: An owner or operator of a place of public accommodation or an agent or employee of such owner or operator shall not, because of race, creed, color, national origin, marital status, sex, sexual

orientation, or gender identity of any person, refuse, withhold from, or deny to that person any of the accommodations, advantages, facilities, and privileges of the place of public accommodation. 9 V.S. A. § 4502(a).

Discrimination/Harassment: Harassment of a student based on sex can limit or prevent a student from participating in or receiving educational benefits, services or opportunities. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping. For example, harassing a student for failing to conform to stereotypical masculine or feminine notions or behaviors constitutes sex discrimination.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status, gender identity or gender nonconformity should be handled in accordance with the Policy on the Prevention of Harassment, Hazing and Bullying of Students.

The Vermont Secretary of Education has developed best practices for supporting our transgender and gender nonconforming students at the link below:

<http://education.vermont.gov/documents/best-practices-schools-regarding-transgender-and-gender-nonconforming-students>

Maple Run Unified School District (MRUSD)

Annual Notice of Requirements Pertaining to Seclusion and Restraint

TO: All parents of students attending schools in the MRUSD schools.

The Vermont State Board of Education rules on seclusion and restraint require public and approved independent schools annually, at or before the beginning of each academic year, to inform parents of enrolled students of the requirements pertaining to the use of physical restraint and seclusion, and of the Vermont preference to use positive behavioral strategies and supports in order to avoid the use of physical restraint or seclusion to address targeted student behavior.

The Vermont Legislature has exempted active duty "law enforcement officers," who are certified in accordance with 20 V.S.A. § 2358, from the State Board of Education rules on seclusion and restraint. This provision applies to both full-time and part-time state police officers, municipal police officers, sheriffs and constables. The State Board of Education rules still apply to security guards and retired police officers (who are sometimes called school resource officers, but who do not fall within the definition of "active duty law enforcement officers.")

Except for certified law enforcement officers, persons who impose a restraint or seclusion must report its use to the school administrator no later than the end of the school day, and school administrators must report certain types of restraints or seclusions to the superintendent.

The rules require notice to parents within 24 hours of each use of seclusion and restraint and afford an opportunity for parents to participate in a review of an incident of restraint and seclusion.

The superintendent must report to the Commissioner within three school days if:

1. There is death, or an injury requiring outside medical treatment or hospitalization of staff or student, as the result of a restraint or seclusion;
 2. Physical restraint or seclusion has been used for more than 30 minutes; or
 3. Physical restraint was used in violation of State Board of Education rules.
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Maple Run Unified School District (MRUSD)

Child Find and Section 504 Annual Notice

In accordance with the Rehabilitation Act of 1973, (Section 504), and the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. § 33, the schools within the MRUSD hereby notify disabled children and their parents of their duty under the Regulations to Section 504.

MRUSD schools shall provide a free appropriate public education to each qualified child who resides in the district regardless of the nature or severity of the disability. MRUSD schools shall educate each qualified disabled child with children who are not disabled to the maximum extent appropriate to the needs of the disabled child and shall also ensure that disabled children participate with non-disabled children in nonacademic and extra-curricular activities to the maximum extent appropriate. A disabled child shall be afforded an equal opportunity for participation in such services and activities.

MRUSD schools shall provide disabled children an equal opportunity for participation in physical education courses, interscholastic, club or intramural athletics.

MRUSD wishes to inform interested parties that all individuals with disabilities from birth through age of 21, who need special education and related services, need to be identified, located and evaluated. Also, any person between the ages of 3 through 21, who is need of special education and related services, is entitled to a free and appropriate public education. Therefore, anyone who has information about individuals with disabilities should contact the individual listed below.

MRUSD schools shall conduct pre-placement evaluations and shall establish standards and procedures consistent with Section 104.35 for the evaluation and placement of children who need or are believed to need special education or related services. Periodic reevaluation shall be conducted of children who have been provided special education or related services.

Placement decisions shall draw upon information from a variety of sources and shall be made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. MRUSD schools shall establish and implement a system of procedural safeguards that includes notice, and opportunity for the parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure.

MRUSD Contact for Section 504: Alexis Hoyt – 370-3946 or Andrea Racek – 370-3949

MRUSD Policies and Procedures: <http://www.maplerun.org/policies-procedures--8>