

CASTLETON VILLAGE SCHOOL

GRADES 6-8

**Our Pride of Cougar Pride
“Make Good Choices”**



Our Mission

We are dedicated to the academic excellence of every student by empowering them with the means for the successful completion of standards, and by challenging them to be productive members of our global society. We are committed to a comprehensive system of support to assure each student has the opportunity to develop the skills and talents necessary for college and career readiness.

Family & Student Handbook 2021-2022

Updated August 2021



SLATE VALLEY UNIFIED SCHOOL DISTRICT

**33 Mechanic Street
Fair Haven, VT 05743
Tel: 802.265.4905
Fax: 802.265.2158**

Parent/Guardian Signature Requested

The daily operations of the school require the cooperation of families and school personnel to provide our children with a safe, efficient educational setting. This requires effort on the part of all, and we appreciate you taking the time to read this handbook.

Once again we are offering parents/guardians two options: The handbook may be read online at slatevalleyunified.org, or a hard copy may be requested. In either case, we ask that once you have read the handbook please sign and return this page to school with your child. Thank you.

Please read and check one of the following:

- I have read the Family & Student Handbook online.
- Please send home a hard copy with my child.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Student Names: _____

Please sign and return this page to school with your child. Thank-you

Slate Valley Board Of Directors

<i>Name</i>	<i>Email</i>	<i>Term Expires</i>
Patricia Beaumont	patricia.beaumont@svuvt.org	2024
Rebeckah St. Peter	rebeckah.stpeter@svuvt.org	2022
Julie Finnegan	julie.finnegan@svuvt.org	2023
Toni Lobdell	toni.lobdell@svuvt.org	2024
Timothy Smith (Chair)	timothy.smith@svuvt.org	2022
Tara Buxton (Clerk)	tara.buxton@svuvt.org	2024
Michael Bache	michael.bache@svuvt.org	2022
Richard Wilson	richard.wilson@svuvt.org	2023
Christine Pouliot	christine.pouliot@svuvt.org	2024
Glen Cousineau	glen.cousineau@svuvt.org	2022
Peter Stone (Vice Chair)	peter.stone@svuvt.org	2024
John Wurzbacher	john.wurzbacher@svuvt.org	2023
Tanya Tolchin	tanya.tolchin@svuvt.org	2023

Slate Valley Administration

Brooke Olsen-Farrell, Superintendent	bfarrell@svuvt.org	265-4905
Kristin Benway, Director of Special Services	kbenway@svuvt.org	265-4905
Cheryl Scarzello, Director of Finance	cscarzello@svuvt.org	265-4905
Chris Cole, Director of Operations	ccole@svuvt.org	265-4905
Casey O'Meara, Director of Curriculum	comeara@svuvt.org	265-4905

Table Of Contents *[Select a topic to link to the content]*

Our Mission	1
Parent/Guardian Signature Requested	2
Slate Valley Board Of Directors	3
Slate Valley Administration	3
Directory Information and Right of Refusal	7
Notification of Management Plan Availability	8
ESEA Privacy Letter	9
Slate Valley A to Z	11
Academic Honesty	11
Access Control	11
Access To Student Records	11
Achievement Testing & Assessment	12
Athletics	13
Attendance	13
Attendance Procedures	13
Slate Valley Board of Directors Meeting Schedule	15
Bus Transportation	16
Chaperones	18
Concussions	18
Device Student/Parent Agreement	18
Dress	20
Drug Free School	21
Eligibility for Students in Grades 5-8	22
Emergency Response Actions	22
Emergency Response Commands	24
Field Trips	25
Fundraising	25
Prevention of Harassment, Hazing, & Bullying of Students	25
Home Learning Opportunities	27
Desks & Lockers	28
Parent Visits	28
PBIS (Positive Behavior Interventions and Supports)	29
Personalized Learning Plans	29
Promotion & Retention of Students	29
Recess	31

Reporting Student Progress & Parent/Teacher Conferences	31
Role of Religion in Schools (Policy D34)	32
School Closings	32
Security Cameras and Video Surveillance	33
Student Insurance	33
Telephone Use	33
Valuables	33
Firearms/Weapons	33
Health & Nursing Services	34
Special Programs & Student Support Services	35
Act 157	35
Educational Support Team (EST)	35
Guidance Services	36
Math & Reading Support	36
Migrant Education Program	36
Section 504 of the Rehabilitation Act of 1973	36
Special Education Services	37
Student & Parent Rights	37
Buckley Amendment	37
Civil Rights Compliance /Non-Discrimination	37
Family Educational Rights & Privacy Act (FERPA)	37
Mandatory Reporter/Child Safety	39
Seclusion & Restraint	40
Teacher Qualifications	40
Policies	40
Procedures	40
Field Trip Procedures	40
Food Allergy Protocol	46
Meal Charge Procedure	47
Parking Procedures	50
Castleton Village School at a Glance	51
Faculty & Staff	51
Breakfast & Lunch	52
CSO (Community School Organization)	53

Discipline	54
Field Trips	62
Handheld Devices	62

ANNUAL NOTIFICATION OF DESIGNATION OF DIRECTORY INFORMATION AND RIGHT OF REFUSAL

TO: All parents/guardians of students, and to eligible students*, currently attending schools in the Slate Valley Unified School District.

DATE: August 2021

Schools in the Slate Valley Unified Union School District may disclose designated directory information on students and eligible students without the prior consent of the parent/guardian of the eligible students, and without any record of such disclosure. The following types of personally identifiable information have been designated directory information:

- Student's name, address, date of birth, dates of enrollment;
- Parent or legal custodian's name and address;
- Student's grade level classification;
- Student's participation in recognized school activities and sports;
- Weight and height of members of athletic teams;
- Student's diplomas, certificates, awards and honors received.

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

If you are an eligible student and are currently attending any of the Slate Valley Schools, or if you are the parent/guardian of a student currently attending school in any of the Slate Valley 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 (if you are an eligible student) 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 1, 2021.

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

NOTIFICATION OF MANAGEMENT PLAN AVAILABILITY

TO: Parents, Teachers, Employees, Other Personnel or their Guardians
Parent-Teacher Organization Presidents

FROM: Brooke Olsen-Farrell, Superintendent of Schools
Slate Valley Unified Union School District
33 Mechanic Street
Fair Haven, Vermont 05743
Telephone: 265-4905

DATE: August 2021

RE: Designated Persons for Asbestos

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 administration office of each facility listed below.

SCHOOL	ADDRESS	TELEPHONE
Benson Village School	Benson, VT 05731	537-2491
Castleton Elementary School	Bomoseen, VT 05732	468-5624
Castleton Village School	Castleton, VT 05735	468-2203
Fair Haven Grade School	Fair Haven, VT 05743	265-3883
Fair Haven Union High School	Fair Haven, VT 05743	265-4966
Orwell Village School	Orwell, VT 05760	948-2871
Slate Valley Central Office	Fair Haven, VT 05743	265-4905

DESIGNATED PERSONS:

David Ward

Fair Haven Union High School

Patrick Goodwin

Fair Haven Grade School

Eoin Noonan

Orwell Village School

John McIntyre

Benson Village School

Mark Cassidy

Castleton Elementary School
Castleton Village School

Chris Cole

Director of Operations
Slate Valley Unified School District

ESEA PRIVACY LETTER

Fall 2021

Dear Parents and Guardians:

In accordance with the Elementary and Secondary Education ACT (ESEA) Section IIII (h)(6) I want to inform you of the following:

1. As a parent of a child who attends a school that receives Title I funds, (Castleton Elementary School, Castleton Village School, Fair Haven Grade School, Benson Village School, and Orwell Village School), you have the right to request information regarding the professional qualifications of your child's classroom teacher. This information could include:
 - Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught.
 - Whether the teacher is teaching under licensure waiver.
 - A teacher's degree background.
 - Whether the child is provided services by paraprofessionals and, if so, their qualifications.

2. Schools are required to provide upon request of a military recruiter or an institution of higher education, access to secondary school students' names, addresses, and telephone numbers. Parents may request that their children's contact information not be released to military recruiters or institutions of higher education. This should be done in writing to the school on or before September 3, 2021.

3. Parents have the right upon request to:
 - Inspect any instructional material used as part of the educational curriculum.
 - Be informed of the administration of any non-emergency, invasive physical examinations, or screenings that are not otherwise permitted or required by state law, including those without parental notification.
 - Inspect any third-party surveys before they are administered.
 - Be made aware of the collection and use of personal information collected from students for the purpose of marketing that information (except for the purpose of developing educational products for services).

4. Parents are required to give written prior parental consent before minor students are required to participate in any Education Department funded survey, or evaluation that reveals information concerning:
 - Political affiliations or beliefs of the student or the student's parent.
 - Mental and psychological problems of the student or the student's family.
 - Sex behavior or attitudes.

Illegal, anti-social, self-incriminating, or demeaning behavior.

Critical appraisals of other individuals with whom respondents have close family relationships.

Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.

Religious practices, affiliations, or beliefs of the student or student's parents.

Income other than that required by law to determine eligibility for participation in a program, or for receiving financial assistance under such a program.

Should you have any questions, please feel free to call your school's Principal or the Superintendent's Office.

Sincerely,

A handwritten signature in cursive script, appearing to read "Brooke Olsen-Farrell".

Brooke Olsen-Farrell
Superintendent of Schools

Slate Valley A to Z

Academic Honesty

Academic honesty is a fundamental principle for all educational institutions. It is imperative students understand the importance of assuming responsibility for their own work, as well as their contribution to group work assigned by the teaching staff. Our faculty and staff understand the need to educate children about academic honesty within the classroom.

Slate Valley recognizes that cheating, plagiarizing, stealing academic material, and missing class deliberately on the day of a test/quiz are all included in our Academic Honesty Expectations. Staff members will handle problems related to academic honesty directly with our students and families. It is up to the discretion of the teacher to decide if and at what point to bring the matter to the Principal.

Access Control

It is the policy of the Slate Valley Unified School District to provide a safe environment for students and employees while facilitating access to school buildings, premises and equipment by authorized users. The safety and security of the district's physical space and assets is a shared responsibility of all members of the Slate Valley Unified Union School District.

The Superintendent has established access control procedures to address the design, administration and management of access control systems and measures. Access-control privileges shall be determined and assigned by the Director of Operations and/or his or her designee based on the specific needs and requirements of the District and the electronic identification/access badge.

Access To Student Records

The Family Education Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible student") certain rights with respect to the student's educational records. Parents or students (age 18 or older) have the right:

1. To inspect and review the student's education records within 45 days of the day the school receives a request for access.
2. To request the amendment of the student's education records that either the parent or eligible student believes to be inaccurate or misleading.
3. To consent to disclosures of personally identifiable information contained in the student's records, except to the extent the FERPA authorizes disclosure without consent.
4. To file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

Achievement Testing & Assessment

The primary purpose of assessment is to guide instruction and promote student learning. Through assessments, educators will determine that all students are making progress toward meeting the Common Core and Next Generation Standards. Assessments will provide a variety of valid and reliable information to inform instruction and meet accountability priorities at all levels - student, parent, school, community, and state.

Specifically, SVUSD assessments will:

1. Be meaningfully aligned with curriculum goals and grade expectations;
2. Provide evidence that students can apply knowledge and skills in a variety of settings;
3. Determine what a student can do independently;
4. Provide students with purposeful feedback about their learning;
5. Identify areas of curriculum and instructional strengths and weaknesses;
6. Focus professional development opportunities to ensure assessment literacy and instructional knowledge and skills;
7. Identify the next steps for teaching and learning.

Overview of Types of Assessments

Summative assessments: provide data about student performance at a particular point in time and provide valuable information about the effectiveness of curriculum, programs, materials and instructional practices. They may be used for progress monitoring of student growth.

All performance indicators assessed summatively are averaged together and result in a proficiency score. [Here](#) is a visual representing the language above.

Formative assessments: provide ongoing feedback for students and teachers about learning. It is the intent of our Local Comprehensive Assessment Plan to support and provide the resources for ongoing professional development for teachers in the use of formative assessment practices to guide instruction. Teachers use classroom assessment data to make changes that will lead to increased student understanding.

Strategies for Assessing Student Progress on Grade Expectations

SVUSD assesses student progress relating to the CCSS, NGSS, and curriculum documents. The variety of ways are listed below:

1. Formative Assessment Strategies (feedback, questioning, self/peer assessment, learning targets with criteria)
2. Looking at Student Work
3. Student Demonstrations - (Assessment activities will be conducted within each classroom.)
4. Standardized Assessments - (e.g., NECAP, SBAC, Star 360)

5. Performance Tasks
6. Curriculum program assessments (unit tests)

Athletics

Our interscholastic sports program is based upon promoting the respective sport as a positive, enjoyable experience to our students. To do this, we must emphasize good sportsmanship, ensure the significant participation of all teams and encourage responsibility, dedication, self-discipline, teamwork and the spirit of competition. We also hope to help improve and develop the skills of all team members. We do subscribe to the fair playing time philosophy: however, students must have regular attendance, a good attitude and attend all practices in order to be allowed playing time. We also realize the importance of setting priorities and placing academics first and foremost in our students' total educational program. Please remember that while winning is nice, these principles must come first in our program.

(The standards for Athletics and Activities for the Middle Schools are outlined by the Vermont Principals' Association. These guidelines are available online at: <https://vpaonline.org/> or by request at any of the schools.)

Attendance

It is the policy of the Slate Valley Unified Union 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 school district and non-resident pupils who enroll in school 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 continually for the full number of school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

Attendance Procedures

When a student is absent:

Parents/Guardians are expected to contact the school by 8:15 am with a verbal reason for the absence. If the school does not receive a call or receives a call but no reason for the absence it is considered unexcused or truant until we receive an acceptable excuse for that absence. The building principal determines whether an absence is excused or unexcused.

Based upon State law (§ 1121), a parent / guardian is responsible for their child attending school, unless the child:

- (1) is mentally or physically unable to attend; or
- (2) has completed the tenth grade; or

(3) is excused by the superintendent or a majority of the school directors. (The superintendent of a public school may excuse, in writing, any student from attending the school for a definite time, but for not more than ten consecutive school days and only for emergencies or for absence from town).

Parents/Guardians must obtain prior approval from the Superintendent for any extended leave due to emergencies or absence from town.

If a child has not arrived at school, and we have not received a phone call, a designated school employee will call the home every day a student is out. If there is no answer we will contact the emergency number you have provided. This procedure is designed to ensure that a child is safe if they do not arrive at school.

If a student has an unexcused absence from school, they will not be allowed to participate in any school sponsored after-school functions, such as a game, concert, club, etc.

Written excuses:

Parents/guardians must send a signed and dated note for every absence, with child's full name and reason for the child's absence when the child returns to school or a doctor's written excuse. The note from a parent must arrive two weeks (14 days) from the date of absence.

Doctor's written excuse is required after three consecutive days of absences due to illness in order for those absences to be considered excused absences.

After a total of 10 days of absences due to illness, a doctor's written excuse is required for each additional absence due to illness. If a doctor's written excuse is not provided the absences will be deemed unexcused.

Tardiness:

Punctuality at school is extremely important. All students arriving after (the building start time) will be considered tardy. Any student arriving late to school must check into the office, to obtain a pass to class.

*Students arriving after the start of the school day without a valid excuse approved by the Principal, will not be able to participate in after school or evening activities.

Chronic tardiness may impact academic proficiency. Students with chronic tardiness will be referred to the truancy coordinator and administration to initiate a meeting with the intervention team as needed.

Notification of parents/guardian:

The attendance policy and procedures will be posted on each school's website and in each student handbook.

Unexcused absences notification:

Parents will be notified by letter when 5 unexcused absences have occurred. At 7 unexcused absences the parent will be requested to attend an attendance meeting in order to proactively develop an attendance plan.

At 10 days of unexcused absences the parent will be notified. If the parent and student are not actively working with the attendance team and following the plan developed, an affidavit will be filed with the district attorney's office and copied to the Department of Children and Families Services.

Early Dismissal/ Signing out of school:

If students need to leave school, parent/guardian must come into the building to sign their child out. If the parent is sending a designated adult to pick up their child the person must be identified on the emergency contact card or the parent/ guardian must call the school with the name and relationship of the person picking up their child. This person will be required to provide valid identification.

At the high school level seniors who are academically eligible and meet the guidelines for senior privileges can sign out in the main office.

Excessive absenteeism:

Students with 7 or more unexcused absences will be referred to the truancy coordinator and school administration to set up an attendance intervention team meeting.

Homebound and hospitalized students:

Any student who is expected to be out of school because of a serious illness (homebound/hospitalized instruction) for more than 10 days may be entitled to a tutor in order to maintain their skill level. Please obtain a doctor's written order and contact the school if this situation occurs.

Missed assignments/ Making up work:

Planned student absence(s): Prior to any approved planned absences, students or parent/guardian are required to make arrangements for completing any missed class work or assignments.

Unexpected student absence(s): Students or parent/guardian are required to make arrangements for completing any missed class work or assignments. Students will have an equal number of days they were absent to complete the work.

Slate Valley Board of Directors Meeting Schedule

(Generally, the 2nd and 4th Monday of each month.

Exceptions during school breaks/holidays)

6:30 PM

SVUUSD Board Meetings

Monday, March 8th - Virtual

Monday, March 22nd - Virtual - Buildings and Grounds/Policy Meetings 5:30 p.m.
Monday, April 5th - Virtual → Finance Meeting 5:30 p.m.
Monday, April 19th - Virtual → Building & Grounds/Policy Meetings 5:30 p.m.
Monday, May 10th - Virtual → Finance Meeting 5:30 p.m.
Monday, May 24th - Virtual → Building & Grounds/Policy Meetings 5:30 p.m.
Monday, June 7th – Fair Haven Union High School → Finance Meeting 5:30 p.m.
Monday, June 21st - Fair Haven Union High School → Building & Grounds/Policy Meetings 5:30 p.m.
Monday, August 9th – Fair Haven Union High School → Finance Meeting 5:30 p.m.
Monday, August 23rd – Benson Village School → Building & Grounds/Policy Meetings 5:30 p.m.
Monday, September 13th – Fair Haven Union High School → Finance Meeting 5:30 p.m.
Monday, September 27th – Castleton Elementary School → Building & Grounds/Policy Meetings 5:30 p.m.
Monday, October 18th – Fair Haven Union High School → Finance Meeting 5:30 p.m.
Monday, October 25th – Fair Haven Grade School → Building & Grounds/Policy Meetings 5:30 p.m.
Monday, November 8th – Fair Haven Union High School → Finance Meeting 5:30 p.m.
Monday, November 22nd – Orwell Village School → Building & Grounds/Policy Meetings 5:30 p.m.
Monday, December 6th – Fair Haven Union High School → Finance Meeting 5:30 p.m.
Monday, December 20th – Castleton Village School → Building & Grounds/Policy Meetings 5:30 p.m.
Monday, January 10th – Fair Haven Union High School → Finance Meeting 5:30 p.m.
Monday, January 24th – Benson Village School → Building & Grounds/Policy Meetings 5:30 p.m.
Monday, February 14th – Fair Haven Union High School → Finance Meeting 5:30 p.m.
Monday, February 28th - SVUUSD Annual Informational Meeting at 7:00 p.m. at FHUHS
Monday, March 14th - Fair Haven Union High School
Monday, March 28th – Castleton Elementary School

Rev. 7/6/21

Agendas and minutes of monthly meetings are posted on the SVUSD website at slatevalleyunified.org. The policy manual for the Slate Valley Directors is available in the Superintendent's office and a complete set of the policies is also available on our website at slatevalleyunified.org. If you would like a copy of a particular policy, one can be provided to you upon request at the district office or the particular policy can be accessed online.

Bus Transportation

All resident pupils in grades K-12 living more than one mile from the school are entitled to transportation service. Riding the bus is a privilege and contingent upon proper behavior and observance of the expectations. The bus drivers are expected to enforce these expectations and make suggestions in line with good citizenship. The most important factor in bus transportation is safety. When a student ignores the expectations, it can easily result in endangering not only their safety, but also the safety of fellow passengers. Students must remember that they are responsible for following the expectations and may be suspended from riding the bus by the school principal.

Early in the fall, students will participate in a bus orientation led by our bus drivers, which includes a review of the expectations for riding the bus and emergency evacuation procedures.

Parents are asked to have an adult waiting for any child who is younger than third grade when being delivered home. Children will not be dropped off if no adult can be seen waiting to receive the student, and the child will be returned to school to wait for their parents in the office. There is always someone in the office until we hear that all buses are in and all students have been delivered safely home.

On occasions regularly scheduled routes may need to be adjusted due to snow or mud conditions. There will also be times that students will be unable to be picked up due to mechanical issues with a bus. Parents and guardians will be notified through our Powerschool Broadcast Notification System, which will dial your home, and cell phone numbers with a recorded announcement.

Bus Expectations and Conduct

Previous to loading (on the road and at school) students will:

1. Be on time at the designated bus stops to keep the bus on schedule. Bus drivers shall wait for a student at any given bus stop no more than a reasonable length of time to allow the student to board the bus. On days when road conditions are bad, please do not expect the bus to be exactly on time.
2. Stay off the road at all times and conduct yourself in a safe manner while waiting for the bus.
3. Wait until the bus comes to a complete stop before attempting to board.
4. Understand that in case of inclement weather or poor road conditions, the bus driver might have to make the decision to omit all or part of a trip.
5. Have written permission from parents/guardians in order to ride a bus other than the one they normally ride. This permission slip must be given to the bus driver.
6. Do not transport animals, firearms, explosives, or anything else of a dangerous nature on the bus
7. Line up (grades K-8) and board the bus following the supervising teachers' permission.

While on the bus, students will:

1. Board the bus only when the bus driver is in their seat.
2. Help look after the safety and comfort of others at ALL times.
3. Assist in keeping the bus safe and sanitary.
4. Maintain a low level of conversation and avoid loud talking. Laughing, and unnecessary confusion so the bus driver can maintain their focus. Absolute silence is required at all railroad crossings.
5. Be financially responsible for any damage to the bus, which is school property.
6. Not tamper with the bus or any of its equipment.
7. Keep their books, packages, coats, and other belongings out of the aisles.
8. Keep their hands and head inside the bus at all times.

9. Not throw any objects inside or out of the bus.
10. Sit in their seats while the bus is in motion.
11. Not smoke, drink, or eat on the bus.
12. Be courteous to fellow students and the bus driver.

Please note: the bus driver has the right to direct students to assigned seats if necessary.

Chaperones

All educational field trips and other school-sponsored student travel must be adequately supervised and chaperoned by a faculty member(s) with abilities and interests paralleling the interests and objectives of the class or group. A certificated faculty member will be designated as sponsor, and other staff members or parents designated chaperones as appointed by the principal. The number of chaperones will be based on the number of students participating and the specific needs of the trip. The chaperones will need to adhere to the Volunteer Policy in regards to background checks if they are supervising students other than their own child. No group or individual shall participate in an educational field trip or school sponsored travel unless properly supervised and chaperoned consistent with the provisions of this manual.

Note: A sponsor or chaperone may not bring his/her own child on a field trip unless the child is an official member of the class or group.

Concussions

As per the CDC, a concussion is a type of traumatic brain injury—or TBI— caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells. Even what seems to be a mild bump or blow to the head can be serious. Our faculty and staff as well as our coaches are educated about the signs and symptoms of concussions. All coaches are required to participate in an online Concussion in Youth Sports training from the CDC as there can be a greater likelihood of concussions in athletic competitions. In cases where the coach or duty teacher suspects a possible concussion, the student is removed from activity, parents are notified immediately, and the student will need to be evaluated by an appropriate healthcare professional (in most cases, a physician). Students who are diagnosed with concussion must complete a Return to Learn protocol, which allows them to gradually return to their normal level of activity. In the case of sports, an athlete will only be allowed to return to play with the permission of an appropriate healthcare professional and will do so by following a Return to Play Protocol after completing their Return to Learn protocol. Please see the school nurse with any questions regarding concussion protocols in SVU schools.

Slate Valley Unified Union School District 1:1 Device Student/Parent Agreement

Description:

- The Slate Valley Unified Union School District has adopted a 1:1 program which provides an electronic device for each student. This device will be issued at the beginning of the year, allowed to be taken home in accordance with each school’s locally developed procedures, and returned at the end of the school year.

Educational Goals and Vision:

- Provide on-demand Internet access to electronic resources in the classroom.
- Allow students to document and express themselves using digital resources.
- Provide a tool for students to take state and federal assessments.

Costs:

- There is no cost to receive the device.
- An incident fee may be charged when a hardware repair is required from damage. The fee will be determined each year based on current repair costs (Max: \$40 per incident).
- Lost/stolen devices or questionable damage will be reviewed by the administration on a case-by-case basis to determine fees.
- Students will be charged for missing items: Price is determined each year based on replacement costs and situation (Max: \$200).
- The administration may hold back school activities or other school-related items while a balance is due.

Expectations Responsibilities and Care:

- Devices must be charged each night to be ready for use during the school day. Students may not be permitted to plug them in during class.
- No stickers or writing on the device.
- Students must take measures to protect the device from damage or theft.
- At no time shall the device be used for unlawful or inappropriate activities.
- The device, power cord, and any case that was assigned to the student is required to be handed in at the end of the school year.
- Students are not allowed to let others use their assigned device.

At Home Expectation:

- It is the parent’s responsibility to monitor the student’s use while at home.
- When the device is brought home it must be charged each night to be ready for use the following school day.

Summer:

- Students will not be allowed to have the device over the summer. If an educational need is

shown and approved by the administration a device may be assigned.

Violations:

- Students must follow the Slate Valley Unified Union School District Policy D3 Responsible Computer, Network & Internet Use at all times while on these devices.
- School administration and faculty have rights to view the contents of the device.

Damages, Lost or Stolen (Incidents):

- Damages and other incidents must be reported to the IT department as soon as possible.
- School administration will be informed of any incidents that they need to address.
- Students will need to file a police report if a device is stolen.
- Depending on the issue a fee may be charged.
- Students may either be issued a loaner or be asked to sign-out a spare while their device is being repaired.

Dress

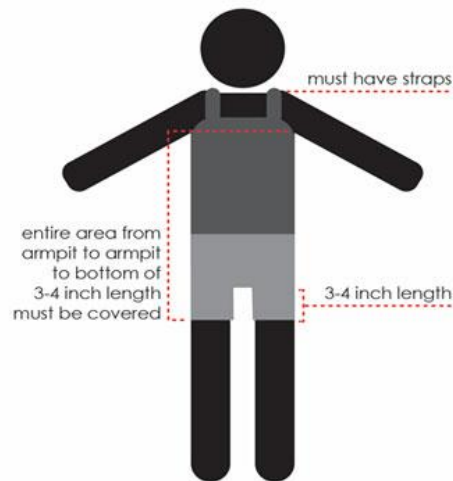
Slate Valley Unified Union School District respects students' rights to express themselves in the way they dress. All students who attend Slate Valley Unified Union's Schools are also expected to respect the school community by dressing appropriately for a K-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This dress code is intended to provide guidance for students, staff, and parents.

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Minimum Requirements:

1. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see images below). Tops must have shoulder straps. Rips or tears in clothing should not be within the zone of expected coverage.
2. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
3. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.

4. Headgear including hats, hoodies, and caps are not allowed unless permitted for religious, medical, or other reason by school administration.
5. Specialized courses may require specialized attire, such as sports uniforms or safety gear.



Additional Requirements:

Students cannot wear clothing with:

1. Violent language or images,
2. Images or language depicting alcohol, tobacco, marijuana, or any other controlled substance or promoting the use of,
3. That depicts, implies, advertises or advocates hate speech, profanity, or pornography,
4. Images or language that created a hostile or intimidating environment based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

The administration at each school reserves the right to determine what constitutes appropriate dress.

Drug Free School

Slate Valley is proud to announce that our school is Drug, Smoke, and Substance Free. Alcohol, tobacco of any kind and other drugs are forbidden on school property. The school community shows their support for this policy by promoting "SAY NO TO DRUGS." Our school health curriculum includes developmental and progressive lessons about the effects of drugs and tobacco.

Eligibility for Students in Grades 5-8

Slate Valley believes that every interested student be afforded the opportunity to participate in athletics and activities at the middle school level. All schools are encouraged to find creative ways and means for every middle school student to experience the personal growth and development that comes through active participation. A personalized plan of action may be developed for continued participation. (Adapted from the VPA MS Athletics Preamble.)

The following criteria for eligibility for participation in interscholastic sports are intended to set standards for academic eligibility:

1. Students should be in good academic standing as determined by the Principal in courses taken during the previous marking period.
2. Students should be in good disciplinary standing as determined by the Principal.
3. Students should be in regular attendance and should be in attendance on the day of the event unless excused by the Principal.
4. Students will also meet the criteria set forth in the guidelines of the Vermont Principals' Association.

Emergency Response Actions

It is the policy of the Slate Valley to maintain a safe, orderly, civil, and positive learning environment, and to be prepared, insofar as possible, to prevent and respond to unexpected crises quickly and appropriately. While the unexpected nature of a crisis may make preparation difficult, the school believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

Examples of school crises include but are not limited to fire, bus accidents, nuclear disaster, criminal acts, civil disturbances, disease epidemic, physical injury, death, presence of intruders on school premises, hazardous materials spills, weather related emergencies, natural disasters, bomb threats, terrorist activities, or other emergencies.

All schools have developed a crisis prevention and response plan and administrative procedures that identify how the students and staff shall respond to emergency situations, and the role that local emergency service providers shall play in crisis preparedness and incident management.

Students shall follow all guidelines outlined in the crisis plan and student handbook when practicing routine drills and when responding to actual emergency situations.

Students who cause school crises will be held accountable in accordance with the school discipline policy and state/federal law.

Incidents that disrupt the education process or endanger the safety of other students and staff shall be referred to law enforcement for possible criminal charges or to pursue civil litigation.

Lost instructional time resulting from response to a school crisis or emergency situation shall be made up at the discretion of the School Board.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! A.L.I.C.E.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

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

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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Field Trips

The District recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study and explore real situations and processes in their actual environment.

For purposes of this procedure, a field trip shall be defined as any planned journey for one or more students away from District premises, which is under the supervision of an instructional staff member and an integral part of a course of study.

Fundraising

The ability to offer diverse, quality educational programs and experiences for our students depends in part on our ability to secure reliable and supplemental sources of funding. To facilitate the effective and efficient management of local district fundraising, the board authorizes fundraising activities where such programs:

1. Promote Pre-K-12 education,
2. Provide educational experiences for students, and/or
3. Address local funding obligations that support the educational mission of the district and/or promote the effective, efficient, or safe management and operation of the district.
4. Are conducted in accordance with all district policies (C5 – Firearms, C9 - Wellness, C20 - Student Conduct and Discipline etc.)

Prevention of Harassment, Hazing, & Bullying of Students

The Slate Valley 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 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.

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](#).

Our designated individuals are as follows:

Slate Valley Unified School District	Brooke Olsen-Farrell, Superintendent	265-4905 Ext. 2553
	Kristin Benway, Director of Special Services	265-4905 Ext. 2551
Benson Village School	Amy Roy, Principal	537-2491 Ext. 7101
	Laura Budde, Guidance	537-2491 Ext. 7116
	Amanda Hale, Teacher, Special Education	537-2491 Ext. 7104
Castleton Elementary School	Kim Prehoda, Principal	468-5624 Ext. 5900
	Tyler Gadway, Guidance	468-5624 Ext. 5943
Castleton Village School	Phil Hall, Assistant Principal	468-5624 Ext. 5815
	Amy Jackson, School Based Clinician	468-5624 Ext. 5833
Fair Haven Grade School	Jennefer Paquette, Assistant Principal	265-3883 Ext. 7031
	Kim Ezzo, Guidance	265-3883 Ext. 7036
	Wendy Parker, Social/Emotional	265-3883 Ext. 7002

	Interventionist	
Fair Haven Union High School	Ben Worthing, Principal	265-4966 Ext. 2504
	Kate Leathe, Assistant Principal	265-4966 Ext. 2503
	Margaret Hayward, Director of Special Services	265-4966 Ext. 2508
Orwell Village School	Patrick Walters, Principal	948-2871 Ext. 7400
	Ruzanne Behrens, Guidance	948-2871 Ext. 7402

[Prevention of Harassment, Hazing, and Bullying of Students](#)

Home Learning Opportunities

Homework is an integral part of student learning and is an extension of the work that takes place during the school day. When learning takes place in school, concepts are introduced and opportunities for guided practice are given. As students construct their own knowledge they will be able to reinforce this through the independent practice that homework provides. Thus, homework can enhance and extend learning as well as provide additional practice.

Appropriate to the developmental age of students, teachers may provide independent practice assignments or ask students to complete unfinished class work at home. Additionally, students may be assigned long-range projects for the purpose of developing study and research skills. The time required for students to complete homework assignments will vary depending upon the assignment, the age and the ability of the student.

Parents are encouraged to monitor homework as a means of becoming familiar with what is learned in school.

Guidelines

Kindergarten	Outside reading and related activities
Grade 1	Approximately 10 minutes per night
Grade 2	Approximately 20 minutes per night
Grade 3	Approximately 30 minutes per night
Grade 4	Approximately 40 minutes per night
Grades 5	Approximately 50 minutes per night
Grades 6, 7 & 8	Approximately 60 minutes per night

Desks & Lockers

Students are reminded that desks and lockers belong to the school and are only on loan to the students. Students should never leave money or valuables in their desks or lockers. Students are not to share their lockers and are to use only those assigned to them. School administration has the right to open and inspect any locker at any time, for any reason, without notice, and without student consent.

Parent Visits

We strongly encourage you to become involved in your child's education here at Slate Valley Unified School District. Our primary concern is for the safety and well-being of our students; as such, we will be implementing the following visitor procedure.

All visitors to the School District shall display a temporary visitor ID badge while they are in any School District building or on School District grounds during school hours. All visitors shall enter all facilities via the designated visitor's entrance and immediately report to the school office to register and receive a temporary visitor ID badge. Visitors who do not comply with this policy/procedure will be asked to leave school property. School staff members who observe visitors without a visitor's badge shall ask the individual to report to the main office immediately and notify the main office of their pending arrival. In the event an individual refuses to comply with the visitor policy and refuses to leave the property, police shall be notified via 911 and the building principal or appropriate designee shall determine whether the emergency response protocol shall be initiated.

- No visitors are to enter the building with students during arrival. All visitors to our schools are strongly encouraged to have an appointment to enter the building. Entry may be denied without appointment.
- All visitors will need to access the building through the designated entrance and use the intercom system. It is expected that all visitors will state the purpose of their visit and/or specify with whom they have an appointment.
- If the visitor is granted access, they must present themselves to the main office immediately upon entry.
- Visitors may be required to show photo identification, and will be required to sign in to obtain a visitor's pass.
- It is imperative that visitors do not hold the door open for others behind them. Each visitor must be acknowledged individually through the intercom system.
- Upon entry, visitors will then be escorted to their point of contact or their point of contact will be asked to come to reception to receive the visitors. The contact will then be responsible for them while they are on site.
- Upon leaving visitors must report, sign out from the main office and exit from the designated visitor entrance/exit.

- Visitors are not to enter the building during dismissal. If you will be picking your child up early, you must notify the office in writing prior to dismissal. If it is an emergency, call the main office to notify the school.

PBIS (Positive Behavior Interventions and Supports)

All schools within the Slate Valley Unified School District utilize PBiS to improve school safety and promote positive behavior. We also use PBIS to decide how to respond to a child who misbehaves.

At its heart, PBiS calls on our schools to teach our children about behavior, just as we would teach about any other subject—like reading or math. PBiS recognizes that our students can only meet behavior expectations if they know what the expectations are. A hallmark of a school using PBiS is that everyone knows what's appropriate behavior. Throughout the school day - in class, at lunch and on the bus - our students understand [what's expected of them](#).

At PBiS schools; teachers, administrators, counselors, and family members work together to teach and support behavior expectations at school. PBiS exists to improve the behavior of all students in all school environments.

Personalized Learning Plans

The Slate Valley Unified School District will implement personalized proficiency-based learning systems for all students based on the district's vision (All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards). Slate Valley will engage in PLP development and instructional practices to connect learning in school with student goals outside of school. This will require development of systems and practices to facilitate personalized experiential learning in our schools.

Promotion & Retention of Students

Retention

Research shows that most students do not benefit by repeating a grade. Grade promotion should be the standard. However, exceptional cases based on their own merits may warrant retention. Physical, emotional and social development are as important as academic achievement in determining whether a student will benefit from retention. Failure to achieve grade level standards/content is not in itself sufficient reason for retention. There is not any one factor, but rather a combination of factors that determine if retention is appropriate. Retention will only be considered after completion of Tier II interventions (an Educational Support Team Plan must exist) without significant success, and special education and English Language services have been considered.

Elementary & Middle School:

1. Following the end of any reporting term the school will notify the parent(s)/guardian(s) of any student at risk of retention documenting student academic and behavior progress data supporting the need for retention.
2. A conference will be held with parents as soon as possible after the notification.
3. The conference will document specific intervention(s)-schedule/timeline/person(s) involved in the intervention(s)-related to the criteria below.
 - A. indicate the student's lack of progress (significant deficit(s)) in specific standard/curriculum-based skills;
 - B. demonstrate that the intervention specifically addresses their identified deficit(s);
 - C. provides ongoing assessment of the student's progress with the intervention.
4. Conferences to review the student's progress will be held after the end of the second reporting term to review student progress.
5. An end-of-year conference will be held three weeks prior to the end of the school year with the parent(s)/guardian(s), teacher(s), school administrator(s), and appropriate student assistance personnel to determine retention.

Grade Acceleration

Grade acceleration shall be considered only in rare and extreme cases. An Educational Support Team Plan (EST) must exist in order to be considered for acceleration. Teachers are urged to utilize methods and materials of instruction which broaden the interests and achievements of those students who are academically superior and use acceleration only in an extraordinary situation. Students in grades K-8 may be accelerated to another grade if the following conditions are met:

1. Current classroom performance indicates exceeding the current grade level proficiencies.
2. The student demonstrates mastery of the grade to be skipped by scoring at the 95th percentile or higher on Star 360 standardized tests for reading, writing, math, and local science and social studies assessments. (For example, a student accelerating from third grade to fourth grade would need to demonstrate mastery of third grade subjects through testing) Or the student performs at the 95th percentile or higher on the SBAC administered for the student's current grade.
3. The student's social and emotional development would benefit from acceleration.
4. The parents or guardians and the student desire acceleration.
5. The principal and teacher(s) from the current school agree that acceleration is in the student's best interest.

6. If the acceleration requires a building change, the receiving school must be included in the process.

Procedures Regarding Acceleration

1. Parent(s)/guardian(s) of the child notify the child's principal in writing of their desire for acceleration.

2. The principal will assemble a team that includes: the principal, a school counselor, teachers, and the parent(s)/guardian(s). If the acceleration requires a building change, the principal for the receiving school should also be included on the team.

3. The student will score at the 95th percentile on norm-referenced test (Star 360) in all core areas (reading, language, writing, math) for the student's current grade level.

4. The student must demonstrate mastery and depth of knowledge in all core areas by scoring 95% or higher on the norm-referenced assessments in each content area for the grade to be waived or 95th percentile for a criterion-referenced test in each content area above the child's current grade.

5. After all data has been collected, the principal will assemble a team to review information gathered to make a decision. Participants will include: parent(s)/guardian(s), principal(s), school counselor, current teacher, and the receiving teacher.

6. When a decision has been made, a detailed plan will be developed by the Educational Support Team to outline how the student's needs will be met through

- a. Enrichment and extension if no acceleration is recommended
- b. A transition plan that addresses academic, social and emotional support if the student is assigned to a higher grade.

Recess

Recess is provided during the day to give students an opportunity to play outdoors and have some free time during the school day. We expect students to adhere to our Standards for Student Behavior on the playground and follow the PBiS playground expectations.

Reporting Student Progress & Parent/Teacher Conferences

The school year is divided into three trimesters of approximately thirteen weeks in length. At the close of each trimester, pupil progress reports (report cards) will be distributed to students to bring home and share with their parents. Please consult the school calendar for the exact distribution dates.

At SVUSD, we feel that parent/teacher conferences will enable both the parents and the teachers to better understand each child, their program and their habits of work.

Parent/Teacher conferences may be scheduled up to twice a year. Parents are urged to attend these conferences in order to gain a deeper insight into their child's progress. Parents or teachers do not have to wait until these pre-scheduled conferences. If there is a question or concern about a student's progress, please schedule a conference at any time during the year.

Role of Religion in Schools (Policy D34)

It is the policy of the Slate Valley Unified Union School District to foster understanding and mutual respect among students, staff, parents and the community of diverse religious beliefs and backgrounds. The primary mission of the District is education. The proper role of religion in the public school lies in its academic value not in the appropriation or endorsement of any particular religion or belief system or of religion over non-religion.

Teaching about religious holidays, which is permissible, is different from celebrating religious holidays, which is not. As such, there shall be no school-initiated or sanctioned formal or informal observance of religion, religious holidays or religious festivals.

We still will have celebrations and special events in schools as we know that our students look forward to these events. However, they will not be centered on religious holidays and may not coincide with dates of religious holidays.

School Closings

The Slate Valley Unified School District Board has adopted the Powerschool Broadcast Notification Service for all schools. This will allow us to contact you immediately with important information about school events, emergency closings, and weather-related closings. We will be using this system to notify you of school delays or cancellations due to inclement weather. In the event of a delay, cancellation, or emergency closing you can now have the peace of mind knowing that you will be informed immediately by phone.

What you need to know about receiving calls sent through Powerschool

Broadcast:

- Caller ID will display the Central Office's main number (265-4905) when a general announcement is delivered.
- Caller ID will display 411 if the message is a dire emergency.
- Powerschool Broadcast will leave a message on an answering machine or voicemail.
- If the Powerschool Broadcast message stops playing, press any key 1-9 and the message will replay from the beginning.

We will also continue to contact the following television and radio stations in the event of a delay, cancellation, or emergency closing: WVNR, 1340 AM Poultney, VT; WNYV, 94.1 FM Whitehall, NY;

Rutland Region Community; Stafford Technical Center Channel 15 & 20; WPTZ Channel 5; WSYB 1380 AM; WZRT 97.1 FM; and the Vermont Association of Broadcasters (WCAX-TV).

Security Cameras and Video Surveillance

The Slate Valley Unified School District has authorized the use of video camera surveillance on District property to monitor the health, welfare, and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. On campus video surveillance may occur on District property and on vehicles used for District-provided transportation. Security cameras shall be used only to promote the order, safety and security of students, staff and property and to assist school administrators in deciding upon appropriate disciplinary action.

Student Insurance

The SVUSD School Board recommends that all students have accident insurance coverage for their and their parents' protection. SVUSD does not provide insurance to cover accidental injury. Each year the district school board permits a major company to offer an inexpensive individual policy for students. This program is strictly voluntary and it is a family/insurance company relationship. The school assumes no responsibility for this program. Parents of children participating in athletics and other extra-curricular activities must present evidence of insurance. If insurance is a financial burden at this time, please contact the school.

Telephone Use

Generally, school telephones are for school-related business. Students may use the school telephone only for emergencies and only with a teacher's permission. This does not include such calls as permission to go to someone else's home, to stay for a game, or to have forgotten homework brought to school. Students and staff will not be asked to take a call unless it is an emergency.

Valuables

It is recommended that students not bring a large amount of money or other valuables to school, or on field trips. Classroom desks/lockers are not secure. We make every effort to teach students to respect the property of others. The school will not accept responsibility for missing personal belongings or technology.

Firearms/Weapons

It is the policy (C5) of the Slate Valley Unified Union School District to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at schools.

Furthermore weapons of any kind are not permitted on school property. This may include but is not limited to:

- any pistol, shotgun, stun weapon, revolver, or other firearm designed or intended to propel a projectile of any kind, including a rifle,
- unloaded firearms in closed containers,
- any air rifle or BB gun,
- toy guns and look-alike guns,
- any dirk, bowie knife, switchblade knife, ballistic knife, machete, knife or razor,
- slingshots,
- spring sticks,
- brass or metal knuckles, blackjacks,
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nunchuck, nunchaku, shuriken, or fighting chain,
- any disc, of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart,
- explosives, and
- destructive devices or other dangerous articles.

Health & Nursing Services

SVU provides the services of licensed school nurses to all students. The school nurse is an important resource in providing and coordinating care for your child. Please fill out your child's annual student health forms as soon as possible at the beginning of the school year and update the school nurse if your child has any changes in their health or medications at any point during the school year as this allows us to provide the best care possible. By law, it is the responsibility of parents to ensure that their child is kept up to date with immunizations required for school - please see your medical provider and/or school nurse for more information. School nurses are required to follow the Vermont Department of Health immunization guidelines. The guidelines are necessary in order to help prevent the introduction and/or transmission of vaccine-preventable diseases in our schools. A publication of the American Academy of Pediatrics, *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents* recommends an annual well exam for children at all ages and is also required for athletic participation every year.

School Nurses conduct vision and hearing screenings for students in grades PK, K, 1, 3, 5, 7, 9, and 12 each school year, as required by the VT Department of Health. Students with identified risk factors may need to be screened more frequently. These factors include, but are not limited to, students on a 504 plan or an Individual Education Plan (IEP), or who have other chronic health conditions. Students may also be screened more frequently at the request of a teacher or parent/guardian. Don't hesitate to contact the school nurse if you have concerns about your child's vision and/or hearing. If you wish to opt your child(ren) out of vision or hearing screening, please notify the school nurse in writing.

If a student needs to take medication during the school day, it must be kept in the health office and be administered by the school nurse or designee at the proper time. The medication must be brought to school by a parent in the original prescription bottle (your pharmacy can provide you with an extra labeled bottle if needed) and the parent and doctor must each sign a form giving the school permission to administer the medication.

School nurses work with parents and providers to plan for health and safety needs within the school environment to ensure access to all opportunities are available for all students.

Students with fever, vomiting, or other symptoms of illness should be kept home for at least 24 hours after symptoms have resolved or improved in order to limit the spread of illness in school. If a student becomes ill at school and needs to be sent home, it is the responsibility of the parent to provide working phone numbers for themselves and emergency contacts, as well as prompt transportation home for the ill student. Please be sure to adhere to your school nurse and doctor's guidance regarding your child's particular symptoms and/or diagnosis and when they may return to school. Be sure to contact the school office regarding each day your child will be absent - additionally, a doctor's note may be required. Any modifications to a student's physical education program or physical activity level (ie: no running) must be accompanied by a doctor's note stating the limitations and length of excuse. A doctor's note may be required for return to PE following injury as well. Please don't hesitate to reach out with any medical or social/emotional questions or concerns – school nurses are always available to help and provide support for your child.

Special Programs & Student Support Services

Act 157

Act 157 is a Vermont Law enacted to increase the capacity of schools to meet the needs of all students. This is accomplished by requiring each school to develop a comprehensive educational support system. Such a system extends the focus beyond that of academics to include other factors that may have a detrimental effect on a student's school performance (i.e. nutrition, mental health, challenging life circumstances). Such a comprehensive educational support system has been designed here at SVUSD with the purpose of insuring all students the opportunity to achieve the basic skill areas, meet the Vermont State Standards and experience success in the general education environment.

Educational Support Team (EST)

SVUSD has active EST Teams, which consist of general educators from within each building (may include the Art, Music, Library, and Physical Education instructor); the referring teacher; parents; students; other specialists and an administrator as deemed necessary. The team meets on a regular basis to:

1. Ensure early identification of students at risk and availability of services to meet their needs.

2. Provide support to teachers to help determine what a student(s) might need to be more successful including instructional strategies and environmental accommodations.
3. Review, revise, and monitor the effectiveness of strategies and interventions employed in the classroom.

Guidance Services

Our guidance department fosters the educational, career and social/emotional development of our students throughout their academic careers. Our goal is to support students in reaching their full academic potential and enjoy a positive school experience. Our guidance counselors work with students, parents, and fellow staff members to help students receive the support needed to be successful. As counselors, they meet with students individually, in small groups, and in a whole class format. They teach students various coping strategies, skills, and methods to handle various challenges. Students, parents, and staff members may request counseling services. All counseling services are brief and solution focused. We also provide referrals as necessary for more intense services at parents' request. Counselors act as a liaison providing information and resources with school based support systems and outside agencies.

Math & Reading Support

With the support of Title I Federal and Medicaid funds, SVUSD is able to employ reading/math interventionists to assist classroom teachers and students by providing small group instruction in both reading and math.

Migrant Education Program

Have you moved within the last three years to work as a farmhand or a logger? If so, your family may be eligible for free supplemental services. These services can include school-based instructional services, collaborative establishment of educational goals, and evaluation of student achievement, home visits and home-based instructional services. Students also can receive free books. In addition, health services are provided through health educators who are registered nurses. Families may contact their individual school and/or The Rural Education Center (1-800-639-2023) for more information.

Section 504 of the Rehabilitation Act of 1973

Section 504 prohibits the discrimination against handicapped persons by school districts and any organization receiving federal financial assistance. It protects all students with disabilities; defined as those having any physical or mental impairment that substantially limits one or more major life activities (including learning). Students who have a disability that limits their ability to participate in the education program are entitled to rights and protection under Section 504 of the Rehabilitation Act of 1973 even though they may not be in need of special education services. Examples of students who may require protection under Section 504 (not an inclusive list) are students with

health impairments such as asthma, diabetes, and AIDS, as well as, those students with emotional/behavioral disabilities or Attention Deficit Disorder.

Special Education Services

SVUSD employs special education teachers, speech and language pathologists, school psychologists, related service providers such as Occupational and Physical Therapists, and instructional assistants to serve students who qualify for special education. These students have an Individualized Education Plan (IEP) developed by a team, including the parent, that addresses their individualized learning goals. Our special education procedures follow all applicable state and federal regulations. If you have questions about this process, please contact the school for further explanation.

Parents or teachers may refer a child for an evaluation any time there is concern about the child's academic performance or social and emotional development. Parents should discuss their concerns with the classroom teacher prior to making a referral for special services. Oftentimes, such referrals are made through the Educational Support Team.

Student & Parent Rights

Buckley Amendment

Public Law 93-380 includes an amendment popularly referred to as the Buckley Amendment, which requires school systems to refrain from publicizing any information at all about children when the parents do not wish such publicity to occur. Examples of the school's publication of a list of names would include: athletic events, honor-roll lists, contests and other recognition and awards. Unless written notification is received on or before September 4, of each school year, from the parents/guardians, it will be assumed that publication is agreeable.

Civil Rights Compliance /Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Higher Education Act of 1972, Section 504 of the Rehabilitation Act of 1973, the laws of the State of Vermont, and the rules and regulations promulgated by the Secretary of Health, Education and Welfare, it is the policy of the Slate Valley Unified School District that no person will be discriminated against on the basis of race, color, national origin, sex, sexual orientation, creed or handicap in admission to, access to, treatment in or employment in its programs and activities.

Family Educational Rights & Privacy Act (FERPA)

Policy C1 Student Education Records - FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. SVUUSD will assume that either parent has the right to inspect, review, and release the student's records unless evidence is provided demonstrating there is a legally binding instrument or court order providing the basis for specifically excluding a parent from such areas.
2. The right to request the amendment of the student's education records the parent or eligible student believes is inaccurate or misleading.
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. One exception permitting disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school 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 school 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 their tasks. Upon request, the school discloses education records without consent to officials of another school District in which a student seeks or intends to enroll. The school will also release student records without prior consent or authorization under certain other exceptions, including: government officials and authorities as required by law, in health and safety emergencies, in connection with the application and receipt of financial aid, and (if required by state law) to accrediting organizations carrying out their official functions and to comply with a judicial order or lawfully issued subpoena after having made a reasonable effort to notify the parent or eligible student of the order or subpoena. Student information is provided to the State of Vermont concerning certain incidences of discipline and student behavior, including: bullying, harassment, physical restraint, suspension, and long-term suspension.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office administering FERPA is Family Policy Compliance Office Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.
5. The District has determined that student directory information is not harmful or an invasion of privacy, and therefore will release this information without first obtaining parent consent or prior authorization. The purpose of releasing such information is to enable the District to publish newsletters, yearbooks, directories, and similar publications, and to release information to media outlets concerning student academic and athletic achievements. The following directory information may be released or posted online (via the District website or SVUUSD social media accounts), or used in District publications, as stated above, without obtaining parental/guardian consent: student's name, parent's/guardian's names, address,

telephone number, email address, date and place of birth, grade level, field of study, enrollment status (e.g. full-time or part-time), participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible activities thereof (e.g. artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc.), weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended and photographs (including video) of regular school activities that do not disclose specific academic information about the student and/or would not be considered harmful or an invasion of privacy.

6. If a parent/guardian, person acting as a student's parent/guardian, or the student (if 18 or older) does not want the District to release the directory information listed below, they must notify the District in writing that they don't want directory information released. If no written request is received in a timely manner, the school will disclose directory information without prior consent. Military recruiters and institutions of higher education are entitled under federal law to a list of names, addresses, and telephone numbers of high school students unless parents/guardians object to such release. If parents/guardians notify the school principal in writing of their wish to not release their student's name, address and telephone number to recruiters and institutions of higher education, the school will honor the request at that time.
7. Lists of student names and other directory information will not be made available except to school-related organizations, such as the PTO, at the discretion of the principal. Lists of such directory information are also provided to military recruiters and institutions of higher education.

Mandatory Reporter/Child Safety

Everyone employed by the Slate Valley Unified School District is a mandated reporter and is legally required to report suspected child abuse or neglect to the Department of Children and Families within 24 hours. Keep in mind that while mandated reporters are legally required to report suspected child abuse or neglect, *anyone can make a report*. Vermont Law (33 V.S.A.49, State Statutes 4912) defines an abused or neglected child as one whose physical health, psychological growth and development or welfare is harmed or is at substantial risk of harm by the acts or omissions of his or her parent or other person responsible for the child's welfare.

Any and all employees of SVUSD are required to report any suspicions they have or call for advice. "It is not the job of the reporter to conduct a thorough investigation, or to come to a conclusion that abuse or neglect occurred, or to weigh the consequences to the educator or the student reporting. Nor does "reasonable cause to believe that any child has been abused or neglected" mean the reporter has to be convinced. Any doubts the employee may have shall be resolved in favor of reporting the suspicion.

Seclusion & Restraint

At SVUSD we do have teams of individuals who have been trained in Crisis Prevention Intervention(CPI). The focus of this training is to provide for the care, welfare, safety and security of all individuals in a crisis situation. This team will aid faculty and staff in the use of de-escalation techniques. Physical intervention is only utilized as a last resort and in cases where the student in crisis was going to harm himself or harm another individual. It is important for parents/guardians to understand that the use of these techniques are always last resorts to any intervention and only utilized for purposes of protecting the student(s).

Teacher Qualifications

Under the Every Student Succeeds Act (ESSA) any school that receives Title I funds must notify parents of their right to request the professional qualifications of their student's classroom teachers, including the following:

1. Whether the student's teacher-
 - a. Has met the state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications

Parents in Vermont may access information about their teacher's qualifications by visiting an online portal. [Vermont's Online Licensing System](#) If you do not have computer access please contact, Chelsie Brill at the District Office to request your student's teacher(s) professional qualifications.

Policies

[Slate Valley Unified School District Policies](#)

Procedures

Slate Valley Unified School District Administrative Procedures

Field Trip Procedures

General Information

Educational field trips may be developed by each school to provide a variety of experiences and enhance the student's educational opportunities. Although field trips are adjunct to the instructional program, each is a learning activity and bears a direct relationship to the normal school experience.

For optimum student benefit, each field trip must be well planned beforehand and thoroughly evaluated after completion. The teacher or sponsor in charge of the group is responsible for the activity just as if it were conducted at school. All students within the class or school group must be given the opportunity to participate in the field trip.

This procedure has been developed to assist schools in planning and conducting educational field trips and travel to school-oriented activities off campus. The overall objective is to facilitate optimum learning experiences through educational field trips and school-sponsored student travel to approved activities.

Field Trips And Other Student Travel

The District recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study and explore real situations and processes in their actual environment.

For purposes of this procedure, a field trip shall be defined as any planned journey for one or more students away from District premises, which is under the supervision of an instructional staff member and an integral part of a course of study.

The administrative procedures for the operation of both field and other District-sponsored trips, including athletic trips, shall ensure:

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;

- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored and supervised;
- F. student behavior while on all field trips complies with the Student Code of Conduct and on all other rules, policies, and procedures set forth by schools;
- G. a copy of each student's Extra-Curricular Activity/Medical Treatment Form is in the possession of the staff member in charge.

An instructional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip. In any instance in which the itinerary of a trip is altered, the instructional staff member in charge shall notify the administrative superior immediately.

The Board shall approve those field trips and other student travel that are planned to take students out of the country or more than 100 miles away from school.

No student shall be denied participation for financial inability, nor shall they be penalized academically for nonparticipation.

Transportation For Field And Other District-sponsored Trips

It shall be the procedure of the district to use regular or special-purpose school vehicles for transportation on field and other District-sponsored trips. Authorized trips include athletic trips, band trips, chorus trips, and educational trips.

Except for emergency reasons, there shall be no variation from the scheduled route of the trip. Transportation may be limited by the availability of vehicles, drivers, and scheduling and will not be available when needed for home to school purposes. All students are expected to ride the approved vehicle to and from each activity.

District students not affiliated with the trip activity, non-district students, and/or children of preschool age shall not be permitted to ride on the trip vehicle.

Approval Of The School Board

Educational field trips or student travel to activities/events outside the country or outside of a 100 mile radius, on school days or non-school days shall be submitted for Board approval.

Parent Permission And Student Responsibility

Permission for a student to participate in an educational field trip, or travel as a member of a school class or group to approved off-campus activities, must be obtained from the student's parent or guardian.

Transportation

The mode of transportation for educational field trips and other student travel to school-related activities will be by school buses, commercial carrier, or approved private vehicles. Specific procedures related to the use of school buses and private vehicles are included below.

Use Of School Buses

- A. The school must complete and submit a requisition for Bus Transportation.
- B. The seating capacity on most school buses used for educational field trips for elementary students is sixty-five (65), however, consideration should be given to the size of students and length of the trip when determining the number of buses needed. The seating capacity for secondary students on most school buses is forty-three (43) (two to a seat).
- C. Travel will begin and end at the school. Students will not be picked up or let off at other locations.
- D. Travel is permitted to the places and areas designated on the bus requisition only.
- E. Only those students who are official members of the class or group, their sponsors and chaperones are permitted to travel on the school bus.
- F. Student responsibilities and conduct on school buses on field trips are the same as traveling to and from school. Sponsors and chaperones are responsible for maintaining proper student conduct.
- G. Costs, such as tolls, admission fees, etc. are to be paid by the sponsor.
- H. Inform the Bus Company immediately when a scheduled trip is canceled.

Use Of Private Vehicles

Private vehicles may be used for educational field trips or as transportation for school-sponsored groups with the approval of the principal. However, prior to using a private vehicle to transport students, should it become necessary, the Central Office shall:

- A. verify that the driver of the vehicle (must be an employee of the district) has a valid driver's license;
- B. require the owner to show evidence of adequate insurance in force on the vehicle prior to and during the time it is used to transport students;

- C. verify and keep on file, the owner's insurance information on the form, Statement of Insurance on Private Vehicles;
- D. verify that non-student drivers have completed a criminal background screen that is in compliance with Policy;
- E. verify that each parent has been notified in writing regarding the transportation arrangement and has given written permission to transport their child in a privately owned vehicle

Chaperones

All educational field trips and other school sponsored student travel must be adequately supervised and chaperoned by a faculty member(s) with abilities and interests paralleling the interests and objectives of the class or group. A certified faculty member will be designated as sponsor, and other staff members or parents designated chaperones as appointed by the principal. The number of chaperones will be based on the number of students participating and the specific needs of the trip. The chaperones will need to adhere to the Volunteer Policy in regards to background checks if they are supervising students other than their own child. No group or individual shall participate in an educational field trip or school sponsored travel unless properly supervised and chaperoned consistent with the provisions of this manual.

Note: A sponsor or chaperone may not bring his/her own child on a field trip unless the child is an official member of the class or group.

Itinerary

An itinerary must be filed in the principal's office by the sponsor or sponsoring organization. Two (2) school contact persons, not making the trip, must be identified for parents, with each contact person's phone number in order to respond to calls or questions concerning the trip.

Accommodations

All arrangements for accommodations while on an educational field trip or school-sponsored student travel must be reviewed and approved by the principal before travel begins.

Medical Emergencies

The following procedures will be followed in the event a student becomes seriously ill or injured while on a field/activity trip.

- A. The school will ensure the Extra-Curricular Activity/Medical Treatment Form is complete for each student participating in the field/activity trip.

- B. A copy of each student's Extra-Curricular Activity/Medical Treatment Form is to be in the possession of the staff member in charge for all trips that are not completed prior to the end of the school day.
- C. If it becomes necessary to take a student to a hospital for emergency treatment:
 - 1. Contact the nearest hospital or law enforcement agency for assistance getting the student to the hospital. If the trip is to be completed before the end of the school day, contact the school and provide all essential information. The school will contact the parent/guardian and give all necessary information. Ensure the name, location, and telephone of the medical facility receiving the injured student is communicated to the parent/guardian. An adult member assisting with the field/activity trip will remain at the medical facility with the student until a parent or guardian arrives.
 - 2. If the student illness or injury occurs after the close of the regular school day or on a non-school day, get the student medical attention using the procedure noted above. Using the student's Extra-Curricular Activity/Medical Treatment Form, contact the parent/guardian and provide all necessary information. Attempt to contact the principal/assistant principal and provide all facts. Ensure an adult member assisting with the field/activity trip stays with the ill/injured student until the parent/guardian arrives at the medical facility.
 - 3. Complete a written incident report at school as soon as possible. The student must complete the Incident/Accident report as soon as possible after the accident.

Instructional Objective

An educational field trip is an extension of the classroom and regular classroom instruction. A specific instructional objective(s) should be included in planning the activity since approval is based largely on the educational benefit to the students participating in the field trip. Consideration must also be given to students keeping up with instruction in other classes and making up work missed as a result of participation in the field trip.

Loss Of School Time

A statement of instructional objective(s) must be included for any trip that results in loss of school time. Where possible, trips should be scheduled without loss of school time, i.e. student holidays, spring vacation, or during the summer vacation.

Food Allergy Protocol

Although the number of children with food allergies in any one school may seem small, allergic reactions can be life-threatening and have far-reaching effects on children and their families, as well as on the schools.

A food Allergy is an adverse immune response to certain foods. Current research shows the number of students with food allergies is growing, approximately 1 out of 25 children are affected by food allergies, 20% of students with food allergies will have a reaction at school and 25% of students who have a life threatening reaction at school have no previously known food allergy.

Food allergies are not typically airborne, but some rare patients have had reactions to foods they can ingest but not inhale; likewise patients that have an allergy to ingested food may not have a reaction to inhaled particles of the same allergen. The best way to deter the transfer of allergens is hand washing before and after eating.

Eight food products cause about 90% of food allergy reactions:

1. Milk (mostly in children)
2. Eggs.
3. Peanuts.
4. Tree nuts, like walnuts, almonds, pine nuts, brazil nuts, and pecans.
5. Soy.
6. Wheat and other grains with gluten, including barley, rye, and oats.
7. Fish (mostly in adults)
8. Shellfish (mostly in adults)

Procedure

- Parents will inform the nurse of the diagnosis and assist in the plan of care while at school, on field trips and during extracurricular activities
- The Nurse will inform school individuals under FERPA the rules of a student's diagnosis and treatment plan
- Parents are encouraged to send in healthy snacks such as fruits, vegetables, cheeses, and whole grain crackers which have a low risk of containing nuts-for more information check the monthly list on the Snack Safely website
- Students will wash their hands before and after eating snacks and meals
- Teachers will observe for nuts in the classroom during snack time and if nuts are brought in the snack will be returned to the student's backpack and replacement will be organized
- Cafeteria tables will be washed after each lunch period
- A table/tables in each cafeteria will be designated as a nut free areas
- Any issues will be brought to the attention of the school nurse and administration
- Outside clubs and organizations will adhere to this protocol (Booster Club, after school care programs, sports banquets, etc.)

Meal Charge Procedure

I. Purpose:

The purpose of this document is to establish consistent procedures to provide meals to students who have insufficient funds in their school meal accounts and the collection of unpaid meal debt.

II. General Statement of Procedure:

A. The Slate Valley recognizes proper nutrition is essential for adequate learning to occur and to establish lifelong, healthy eating habits while also working to maintain the financial integrity of the school food service program.

B. It is the procedure of Slate Valley to offer high quality, healthy breakfasts and lunches that meet the federal guidelines to all students at a reasonable cost to ensure no child goes hungry while at school.

C. Meals must be paid for either in advance or with cash at the register daily. Payments to student accounts are made by either sending a check to the school which can be applied to a student's meal account or by going online to <https://abbeygroup.net> to make a payment using a credit card. Checks should be made payable to Slate Valley Food Service Program.

1) It is the responsibility of families to provide meals for their students and to ensure that money is deposited into student meal accounts.

2) It is the responsibility of families to maintain a positive balance in student meal accounts throughout the year.

D. Families may apply for free and reduced-price meals at any time during the school year. Meal applications are distributed to households annually by mail or email prior to the first day of school. Parents are encouraged to complete and return the application as soon as possible. In addition, applications are available at the school office during regular business hours and online at www.slatevalleyunified.org. If household size changes or income changes, families may re-apply for meal benefits any time during the school year.

1) Households who apply for free and reduced-price meal benefits are responsible for payment of all school meals and accumulated charges until approval is granted. Federal guidelines allow a maximum of 10 days to approve a new application. No child is allowed a free or reduced price meal without an approved application or direct certification information on file. Parents will receive a notification letter of the student's eligibility showing the effective date. If a notification letter is not received within 10 days, the parent should check with the approving official at the Slate Valley Central Office at (802) 265-4905 to obtain the status of the application.

- 2) Households who are receiving 3SquaresVT or Reach-Up benefits will receive a notification of eligibility letter based on Direct Certification from the district if the district has received information about your child(ren). If your household receives these benefits and you have not received a notification of eligibility letter from the district, it means the district has not received information regarding eligibility of your child(ren), and the household must contact the district immediately at 265-4905 to provide current information.
- 3) Free and reduced-price eligible students may receive one (1) reimbursable breakfast and one (1) reimbursable lunch each day at no charge.
- 4) A la carte items, such as a separate carton of milk or a second entrée, are not allowed to be charged and therefore must be paid for at the time of purchase.

III. Meal Charge Procedure:

- A. If the student account has insufficient funds to pay for breakfast and/or lunch meals, the following procedure will apply:
 - 1) When the account balance is approximately \$5.00 overdrawn the parent will be contacted by phone, and a letter will be sent home with the student stating that payment is due and required the next day.
 - 2) If a student meal account balance reaches \$10.00 or more overdrawn the building administrator will be notified. The school district will check with the student at the beginning of the school day to determine if the student has money for meals. If the student does not have money and has not brought food from home, a reimbursable emergency meal will be provided. An emergency meal might include a cheese sandwich, vegetable sticks, fruit and milk. Only one emergency meal will be provided to a student after which it will be expected that the student will bring food from home until such time as the student's meal account is no longer overdrawn.
 - 3) The Food Service Manager and the Principal (or designee) will monitor the student during meal periods to make certain the student is receiving meals provided by the student's family.
 - 4) The Principal (or designee) will determine if further action is warranted when students are not being provided a meal from home which may include filing of a report to the Department of Children and Families.
- B. Free and reduced-price eligible students will always be provided a meal regardless of unpaid student accounts.

- C. A student eligible for paid meals who has ‘cash in hand’ at the time of meal service will be provided a meal regardless of unpaid student accounts. The ‘cash in hand’ will not be applied to past due accounts.

IV. Account Status Notifications:

- A. Households are strongly encouraged to keep sufficient funds in their student’s account(s) to cover weekly meal purchases. Families can check on account balances by the following means:
- The Food Service Program will send a weekly email and paper notice to families regarding an overdue balance.
 - Families can check their account balances online via the Meals Plus system.
 - Families may contact the Food Service Manager at school:
 - Benson Village School – benson@abbeygroup.net or 537-2491
 - Castleton Elementary School – castleton@abbeygroup.net or 468-5624
 - Castleton Village School – castleton@abbeygroup.net or 468-2203
 - Fair Haven Grade School – fairhaven@abbeygroup.net or 265-3883
 - Fair Haven High School -- fhuhs@abbeygroup.net or 265-4966
 - Orwell Village School – orwell@abbeygroup.net or 948-2871
 - High school students will be given a verbal reminder or written notice in the food service line.
- B. Families will be notified when the student account balance has reached \$5.00 by either phone or a letter sent home.
- Parents will be notified by email when the student account reaches the minimum balance of \$5.00 or less.
 - An email reminder will be sent to parents once the student account reaches \$0.
 - Weekly emails will be sent to parents whose children have a negative account balance.
 - Notices will be sent home with elementary school students weekly.

V. Collection of Unpaid Meal Debt:

When the student balance is \$5.00 or more overdrawn, the following collection activities will be followed:

- The Food Service Manager (or designated staff) will contact the household to request payment.
- The Food Service Manager will contact the building principal if no payment is received.
- The building principal (or designated staff) will contact the household to discuss the requirements of the family to provide meals for the student.
- The building principal may contact the local social services office if the household refuses to provide meals or pay for student meals.
- A certified letter may be sent to the household notifying them that the debt will be turned over to a collection agency if not paid by a certain date.
- All funds owed to the food service program will be paid in full on the last day of school.

- If a student ends the school year with an overdrawn account balance, it may affect the student's ability to participate in graduation ceremonies with their class.

Parking Procedures

Purpose:

To establish safety guidelines for staff and students who drive motorized vehicles to and from school as a part of our all-hazards approach to school safety.

Qualified Drivers:

Staff - All staff will be issued a parking permit prior to the start of the school year upon the completion of a registration form. Staff are expected to park in the designated parking areas. Substitute teachers will also be issued a permit. Only staff are allowed to park in the staff parking lot. The school will assume no liability for damage to any vehicle due to theft, vandalism, fire or accidents within the property of the school. Any violators who are illegally parked can be fined and towed at the owner's expense. If there is a need to leave a car parked overnight on school property, then it is the staff member's responsibility to alert the main office.

Students (Fair Haven Union High School) - The parking at the Fair Haven Union High School is a privilege and not a right. The school will assume no liability for damage to any vehicle due to theft, vandalism, fire or accidents within the property of the school. Any violators who are illegally parked can be fined and towed at the owner's expense. The administration or their designees reserve the right to determine the seriousness of any infraction and issue a fine and or extraction of the vehicle from the premises. Overnight parking will be prohibited with exceptions made for school-related field trips/events.

Parking Registration:

Before any Slate Valley Unified School District school parking permit is issued, the student driver/guardian or staff member must complete the following:

1. Proof of registration, insurance, and a valid license must be provided to the administration designee for issuance of the parking permit.
2. If at any time during the school year, you are no longer a student at FHU or a staff member within Slate Valley, you will be considered ineligible for a parking permit.
3. All parking permits will be displayed on the rear window lower left-hand corner. The permit must be visible at all times and if the permit is not visible this could result in the vehicle being towed at the owner's expense.
4. FHU only- Students are required to park ONLY in the student parking area located at the end of Mechanic Street as you enter the school property. The permits are required during the school hours between (7:30 am and 4:00 pm). Students that are returning back to school from meetings or school events after hours are not required to have a permit.

SLATE VALLEY SCHOOL DISTRICT WILL NOT REIMBURSE FOR TOWING OF VEHICLES. Should a tow truck arrive, the tow company may require payment before a vehicle will be released.

SVUSD Parking Permit Applications can be found in the main office and on our district website.

Castleton Village School at a Glance

Faculty & Staff

Castleton Village School Administration

Kim Prehoda, Principal	kprehoda@svuvt.org	Ext. 5900
Phil Hall, Assistant Principal	phall@svuvt.org	Ext. 5815
Bonnie Lenihan, Director of Spec. Ed.	blenihan@svuvt.org	Ext. 5901
Jessica Ransom, Administrative Assistant	jransom@svuvt.org	

Educational Staff

Helen Alexander, Humanities	halexander@svuvt.org	Ext. 5820
Amanda Keller, Nurse	akeller@svuvt.org	Ext. 5836
Karon Chanski, English Language Arts	kdchanski@svuvt.org	Ext. 5822
Dale Coombs, Special Education	dcoombs@svuvt.org	Ext. 5828
Anna Crumb, English Language Arts	acrumb@svuvt.org	Ext. 5821
Thomas Dematties, Mathematics	tdematties@svuvt.org	Ext. 5819
William DiFrancesco, Science	wdifrancesco@svuvt.org	Ext. 5824
Cynthia Hutchins, Band	chutchins@svuvt.org	
Amy Jackson, School Counselor	ajackson@svuvt.org	Ext. 5830
Briley Blackbird, Health/Phys. Ed.	bblackbird@svuvt.org	Ext. 5825
James Gram, Global Studies	jgram@svuvt.org	
Wendy Foran, Special Education	wforan@svuvt.org	
Mrs. Darcie Parrott, Art	dparrott@svuvt.org	Ext. 5826
Mrs. Tina Rampone, Library Media	trampone@svuvt.org	Ext. 5832

Teaching Assistants

James Britt	Veronica Lambert	Evelyn Dean
William Tyler	Laura Zsido	Andrew Levesque
Kim Lemois		

Custodial Staff

Mark Cassidy	Tammy Davis	Anthony Greene
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Breakfast & Lunch

The Abbey Group provides a variety of breakfast foods and lunch choices including a daily entree, salad bar, and deli sandwich, soup, or salad. Students always have the option of having a sun butter sandwich as well. It is important for parents to maintain a "0" balance in your child's lunch account. A complete description of the program and payment schedule will be sent home along with information on Free Lunch and Snack Milk opportunities. You are invited to apply for Free lunch and breakfast at anytime during the year. Simply contact the office for an application.

All students will have the opportunity to eat breakfast or their snack before school begins each morning. Breakfast will be available for students to take to class for those unable to make it for a sit down breakfast.

Meal Prices

School	Breakfast			Lunch			Milk
	Student		Adult	Student		Adult	
	Full Price	Reduced Price	Adult	Full Price	Reduced Price	Adult	
Benson	1.60	0	2.75	2.90	0	4.00	0.50
Castleton Elementary	1.60	0	2.75	2.90	0	4.00	0.50
Castleton Village	1.60	0	2.75	2.90	0	4.00	0.50
Fair Haven Grade	1.60	0	2.75	2.90	0	4.00	0.50
Fair Haven Union High	1.85	0	2.75	2.90	0	4.00	0.50
Orwell Village	1.60	0	2.75	2.90	0	4.00	0.50

Meal Charge Procedure

- A. The Slate Valley Unified School District recognizes proper nutrition is essential for adequate learning to occur and to establish lifelong, healthy eating habits while also working to maintain the financial integrity of the school food service program.

- B. It is the procedure of Slate Valley to offer high quality, healthy breakfasts and lunches that meet the federal guidelines to all students at a reasonable cost to ensure no child goes hungry while at school.

- C. Meals must be paid for either in advance or with cash at the register daily. Payments to student accounts are made by either sending a check to the school which can be applied to a student's meal account or by going online to <https://abbeygroup.net> to make a payment using a credit card. Checks should be made payable to SVUSD Food Service Program.
 - 1) It is the responsibility of families to provide meals for their students and to ensure that money is deposited into student meal accounts.

 - 2) It is the responsibility of families to maintain a positive balance in student meal accounts throughout the year.

- D. Families may apply for free and reduced-price meals at any time during the school year.

The full Meal Charge Procedure is located in the Procedures section of this handbook.

While at lunch, our students will:

1. Display good manners at all times;
2. Talk at a socially appropriate level;
3. Properly handle food, utensils, and other lunchroom materials;
4. Remain seated until dismissed;
5. Secure permission to leave the lunchroom.

CSO (Community School Organization)

The Community School Organization (CSO) is a friendly group of adults that support the children at the Castleton Elementary School. Some of the activities that the group has been responsible for are The Scholastic Book Fair, Box Tops For Education, Cougar Cubs Reading Program, Trunk or Treat, Holiday Workshop, Game and Rec Nights at CVS, Spring Egg Hunt, Teacher Appreciation Week, and assistance with The Big Celebration (funds, snacks, Bouncy Slide, and volunteers). The groups uses all of its funds toward enhancing the school experience for the children of Castleton and Hubbardton. The membership is open to all who believe in having a strong connection between the school and community. New members are always welcome to come to meetings, volunteer, or help in any way with CSO activities. Any and all involvement is appreciated. Please look at the school calendar for meeting dates and times.

If visiting school to assist with CSO activities, you must sign in at the main office.

Discipline

Our School prides itself on a discipline plan that is fair, restorative and consistent. We feel that all students have a right to go to school in a safe environment. Each student also deserves the opportunity to learn in an atmosphere of respect, free from the influence of disruptive classmates. Each student and teacher have a responsibility to do their part in creating and maintaining a respectful, safe and stimulating learning environment. We realize that there will be times when students forget their responsibility or are temporarily unwilling to be cooperative. For this reason we have developed a plan of discipline that has as its goal restoring both a safe and stimulating environment and restoring those who are negatively impacted by the misbehavior.

Discipline Policy & Discipline Plan

CODE: C20

STUDENT CONDUCT AND DISCIPLINE

Policy

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

Student Responsibilities

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

Administrative Responsibilities

The principal, in consultation with the educational staff, will develop an overall discipline plan pursuant to 16 V.S.A. §1161a.

The plan will include clear guidelines for student behavior. The guidelines may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school. The guidelines may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

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

Slate Valley Discipline Plan Guidelines:

1. The SVUSD's approach to classroom management and response to disruptive behavior, follow a Multi Tiered System of Supports that includes:
 - Positive Behavioral Intervention Systems
 - Restorative Justice practices
 - The use of alternative educational settings

At C/H, We first identified our School Wide Expectations for both schools:

Castleton Elementary School's:

1. Respect
2. Responsible and Safe, and
3. Ready to Learn

- We have an identified PBIS Team;
- We have an ACE's team that meets weekly to look at students with At Risk situations and to proactively plan for these children.
- We teach the expectations and practice them within different environments. We are a PBIS School System.
- We also are at different levels of utilizing a Restorative Justice approach.
- We also utilize Second Step.
- We have a student support center where students can self select to go when they are having a hard time regulating their behavior.
- We have many staff trained in the use of Zones of Regulation.
- We employ a check-in check out system for student's needing that level of support; this provides a positive adult interaction and a daily goal setting session for the student.
- We have added Therapy Dogs weekly to be read to.
- Alternative Educational Environments are provided within our school to meet the needs of students who have trouble accessing the general education classroom full time. One of these programs focused on the multiply disabled students; called Alternative (ALT I) # 1 and the second classroom is geared to students with average abilities but significant social-emotional, behavioral challenges, and trouble regulating their bodies. This Program is an SVUSD sponsored program and can accept students from other schools; this program is Alternative #2 or (ALT II). This type of programming in the school building allows students to integrate and stay connected to their age and grade level peers. Without these programs students may require alternative placements out of their own school district.
- LSCI trained, over 20 staff have been trained
- CPI trained Staff
- Mentoring program-we have over 100 Castleton University students that come weekly during their school calendar to provide a mentor for every fourth and fifth grader has a 1:1 once a

week at lunch/recess. This help our students form positive relationships and encourages them to think about one day attending college and furthering their education beyond H.S.

- Individual Success Plans
 - Personalized plans to support students with high social emotional need, build relationships
2. SVUSD will provide information and training to students in the methods of conflict resolution, peer mediation and anger management through the following types of activities:
- A universal social emotional curriculum including restorative justice practices
 - School-based Clinician and School Counseling Services

In addition at C/H School's we have the following:

- Zones of Regulation
 - Second Step
 - Latitudes is a student support center that provides academic emotional and social support to students in need.
 - PBIS w expectations explicitly taught, and corrective feedback given
 - Lunch bunches and individual therapy
 - Process timelines, validate (LSCI)
 - Modeling of problem solving
 - Restorative Justice Circles
 - Repair letters/ repair work
3. SVUSD informs parents of the school's discipline policies, notifies parents of student misconduct, and works with parents to improve student behavior through
- Website notification
 - Student Handbook
 - Written notice and verbal communication
 - Parent teacher conferences
 - Home school coordinator services
 - Individual student safety/behavioral plans
 - Functional Behavioral Assessments
 - Coordinated Services Plans

At C/H Schools we also do the following:

- Parent/Student Handbooks on Discipline Practices
- PBIS System of Support,
- Open House
- Direct Contact is made by classroom teachers to notify parents of a specific infraction if it results in a student being sent to our student support center;
- Parent letters are also sent if a major violation has occurred.
- Monthly assemblies that celebrate student success.
- Monthly admin newsletters
- EST, 504, IEP , 264 Plans

4. SVUSD responds to significant disruptions, such as threats or use of bombs, or weapons in accordance with district and school safety plans.

The principal, in consultation with the educational staff, will develop an overall discipline plan pursuant to 16 V.S.A. §1161a. The plan will include clear guidelines for student behavior. The guidelines may include:

- provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school;
- provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs;
- prohibitions against the possession by students of knives, weapons and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school;
- behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and made available to students and parents/guardians.

5. SVUSD will ensure that all staff and contractors who routinely have unsupervised contact with students periodically receive training on the maintenance of a safe, orderly, civil and positive learning environment. The training shall be appropriate to the role of the staff member being trained and shall teach classroom and behavior management, enforcement of the school's discipline policies, and positive youth development models.

Such trainings may include:

- Positive Behavioral Intervention Systems practices
- Life Space Crisis Intervention
- Classroom Behavioral Coaching
- Crisis Prevention Intervention
- Restorative Justice Practices
- Act 1
- Hazing, Harassment and Bullying
- Boundaries
- Mandatory Reporting
- Mental health and trauma-informed practices

6. SVUSD schools will provide a description of behaviors on and off school grounds that constitute misconduct, including harassment, bullying or hazing, particularly those behaviors that may be grounds for expulsion. The plan shall include a description of misconduct as listed in subdivisions 11(a)(26)(A)-(C) and (32) of this title that, although serious, does not rise to the level of harassment or bullying as those terms are defined therein. Therefore schools will:

- Develop and teach building-based universal behavioral expectations
- Conduct appropriate investigation of any incident of misconduct
- Adhere to policy C 10 and corresponding procedures

7. SVUSD schools will provide due process procedures to parents/guardians for suspension and expulsion of a student. Students can be suspended or expelled for violations of the student code of conduct as written by the school or district. But, students can only be suspended or expelled for their violations of the code of conduct that occurred:

- at school
- at a school sponsored activity
- on the way to/from school or a school activity or
- where direct harm to the school's welfare or the educational success of other students can be demonstrated

Examples of student misconduct that can lead to suspension or expulsion include:

- illegal drug possession on campus
- harassment of other students
- smoking cigarettes on campus
- fighting
- possession of a weapon
- talking back to school employees
- cursing
- repeated violations of the student code of conduct

A suspension is a punishment for students when they violate a school's code of conduct. The code of conduct can usually be found in the school's or district's student/parent handbook.

A suspension (referred to as "short-term suspension" in Vermont) is the exclusion from school property and activities for 10 consecutive school days or less.

Expulsion is a punishment for students when they violate a school's code of conduct. Typically, expulsion is only used for very serious violations of the student code of conduct.

Expulsion (referred to as "long-term suspension" in Vermont) is the exclusion from school property and activities for more than 10 consecutive school days. The expulsion may last until the end of the school year or up to 90 school days, whichever is longer.

Students who bring a gun or knife to school or school activities, or who make bomb threats against the school, can be expelled for up to one year, if approved by the school board after a formal hearing.

If your child has been out of school for more than 10 school days, contact the school about getting the student back to school as soon as possible. If the school refuses to reintegrate the student into school or provide out of school educational services for any reason, contact Vermont Legal Aid for assistance.

A student with a disability can be suspended for 10 days or less using the procedures used for all students.

A student with a disability cannot be suspended for more than 10 days (consecutive or cumulative) in a year, unless the school:

- re-evaluates the student or
- conducts a “manifestation hearing”

A manifestation hearing is where the individuals on the student’s 504 or IEP team meet to decide if the behavior displayed by the child has a direct or substantial connection to their disability. If the behavior that resulted in the suspension is not determined to have a connection to the child’s disability, the school may apply the same disciplinary actions it would for any student within the district. Students on IEPs must, however, continue to receive the tutoring and special education services determined by their IEP Team.

Parents and students should always request more appropriate services for the student!

For more details, see the [Special Education Law](#) section of this website.

<http://www.vtlawhelp.org/sites/default/files/VT%20Facing%20Suspension%20or%20Expulsion.pdf>
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What are a student’s, parents or guardians rights around suspension?

Short-Term:

A student and his or her parent/guardian have the right to an informal hearing with a school official, upon request. Other rights:

- Prior notice of the charges
- Explanation of the evidence against the student
- Opportunity for student to explain situation
- Decision in writing to the parent/guardian

Long-Term:

A student and his or her parent/guardian have a right to a formal hearing before the school board, upon request. Other rights:

- Prior written notice of the charges, hearing date/time/place, right to legal representation, and possible punishment that may be imposed
- Opportunity to present evidence
- Opportunity to cross-examine witnesses
- Decision in writing to parent/guardian

Immediate Exclusion from School:

If a student is an imminent threat to self, others, school property or school environment, the student may be suspended immediately, pending hearing.

Short-Term:

If they do not agree with the suspension, a parent or student should request an informal hearing before an appropriately designated school official. o If the student is in special education or on a 504 plan, the parent should contact the school special education coordinator or the 504 coordinator to discuss appropriate responses.

Long-Term:

If they do not agree, a parent or student should request a formal hearing before the school board and contract an advocate or lawyer.

- If the student has or may have a disability and is suspended for more than 10 days in a school year, that student must be evaluated, and may require more educational supports instead of discipline. Parents should contact their special education coordinator.

Consequences of Misconduct:

School is an opportunity for young people to change and grow, to learn from their mistakes, and to seek ways to strengthen their character and skills in order to prepare for active citizenship. To help students learn from their conflicts and mistakes and become safe, responsible, respectful members of the school community, restorative practices may be combined with traditional disciplinary practices. In addition to the disciplinary actions listed below, this process may also include collaboration between all affected members to improve relationships and restore a peaceful learning environment.

While Slate Valley strives for consistency in applying consequences for misconduct, the school administration reviews the situation for extenuating circumstances and/or appropriateness of the response for a particular student and each situation is at the discretion of school administration.

The consequences listed below are the *possible* disciplinary actions that may be implemented as a response to misconduct. The consequence assigned will be proportionate to the misbehavior. Repeated behaviors may result in more significant consequences with each occurrence.

Apology: A written, or verbal, apology delivered to the victim.

Conference-Student: A teacher, staff member or an administrator discussed the incident with the student and, if appropriate, issued a warning regarding the consequences of subsequent offenses.

Conference-Student/Parent/Guardian: A teacher, staff member or administrator discussed the incident with the student, issued a warning regarding the consequences of subsequent offenses, and contacted the parent/guardian to discuss the incident.

Conference-Restorative: A conference that brings together multiple parties affected by an incident. This may include, as appropriate: offender(s), victim(s), bystander(s), teacher(s)/staff, parents, etc. The purpose being to bring closure to the event and healing to the community. This conference would be facilitated by a party not directly involved in the incident, such as: an administrator, counselor, behavior support personnel, etc.

Parent Contract: Parent/guardian is contacted

Community Service/Restitution: The student was assigned to perform community service or assigned other means of restitution.

Confiscation: This means an item will be taken from you and kept in the office. It may be returned to you at the end of the day or kept until a parent/guardian comes for it. Illegal items will not be returned.

Detention/Time for Time: When a student is assigned time outside the regular school day for violating the code of conduct. The time assigned will include a purpose such as: making up instructional time or work lost due to the misbehavior or processing the misbehavior, impact of and planning for healthier choices in the future. Parents will be contacted.

Loss of Privileges: The students privilege of field trips, after-school activities, computer usage or other specified activity is taken away for a specific period of time.

Bus Infraction: When a student is written up for behavior on a bus by a bus driver or as a result of reportable behavior and subsequent investigation by school staff/administration, the consequence may be an assigned seat for a length of time and/or loss of bus riding privileges. In the case of loss of bus riding privileges, parents will be notified and the loss of time will increase with each incident.

Restricted Schedule/In-School Suspension/Time-Out: The student is removed from his/her regular classroom and has restrictions placed upon them that limits their peer interactions.*

Suspension, Out-of-School: The student was removed from his or her regular classroom and barred from school grounds for a specified length of time.*

Unilateral Removal to Interim Alternative Setting: The student was removed from his or her regular classroom and assigned to an interim alternative setting that allowed him/her to continue to participate in the general curriculum at a school setting for a period of time less than one semester. Students receiving prescribed special education services would continue to receive these services.

Change of Placement (Long-Term): The student was permanently (i.e., for at least one semester) reassigned to another school facility or program that allowed him/her to continue

to participate in the general curriculum at that school setting, students receiving prescribed special education services would continue to receive these services.

Expulsion: The student was removed from his or her regular classroom, barred from school grounds, and the principal asked the school district to expel the student for the remainder of the school year or longer. A student may also be expelled from his/her regular school setting with arrangements for the provision of education services.

***Note: In these instances, participation in after-school activities will be determined on a case by case basis.**

Students with Disabilities:

A student with a disability can be suspended for 10 days or less without the school having to consider whether the disability contributed to the behavior that is subject to disciplinary action.

A student with a disability **cannot be suspended for more than 10 days (consecutive or cumulative) in a year**, unless the school:

- re-evaluates the student or
- conducts a “manifestation hearing”

At a **manifestation hearing**, the individuals on the student’s 504 or IEP team meet to decide if the behavior displayed by the child that is subject to disciplinary action has a **direct or substantial connection** to their disability. If the behavior that resulted in the proposed suspension **is not** determined to have a connection to the child’s disability, the school may apply the same disciplinary actions it would for any student within the district. Students on IEPs must, however, continue to receive the special education services determined by their IEP Team. If the conduct is determined by the team **to be** a manifestation of the child’s disability, the 504 or IEP team shall develop a plan to address the concern in lieu of the disciplinary action.

Field Trips

Principal approval is necessary for transporting your own child home (with 24 hour advance notice.) Spending money for field trips is not necessary as classes will not be visiting the gift shop during field trips.

Handheld Devices

Electronic devices including Ipods, cell phones, tablets, and other similar devices are allowed for educational purposes only at the discretion of each teacher. Student cell phones are to be kept off or on silent mode in student backpacks during school hours. Any unauthorized use will result in confiscation of the device, which may be picked up by a parent/guardian in the main office.