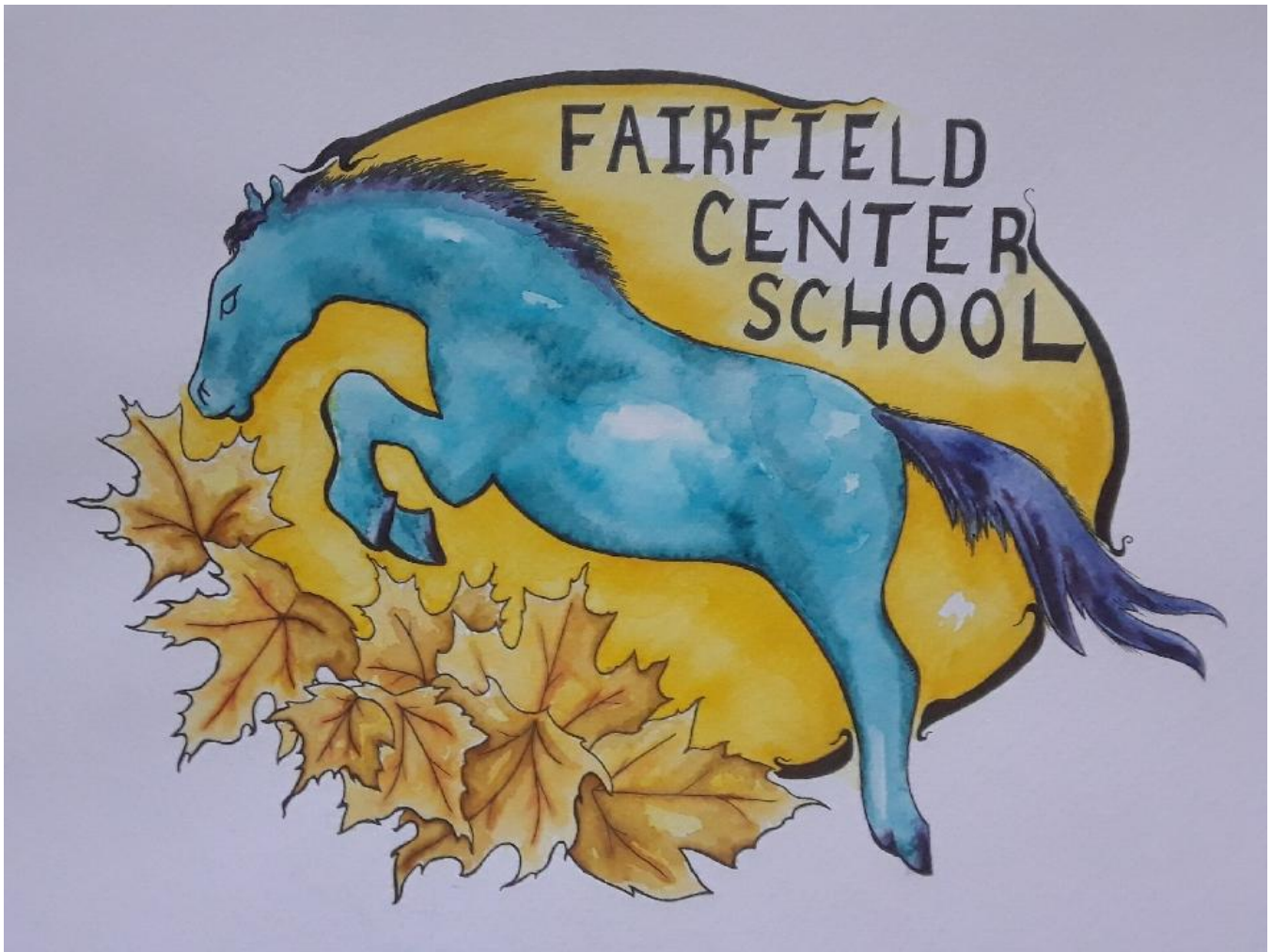


Fairfield's Family Handbook



A vision for Fairfield Center School, rooted in our rural community and our connections to one another, personalized to maximize student engagement, with high quality curriculum and universally designed instruction that allow students to flourish socially, emotionally, and academically.

FAIRFIELD CENTER SCHOOL INFORMATION

Fairfield Center School
57 Park Street
Fairfield, Vermont 05478
(802) 827-6639

Maple Run Unified School District

28 Catherine Street
St. Albans, Vermont 05478
(802) 524-2600

Administration at Central Office

Bill Kimball, Superintendent
John Muldoon, Assistant Superintendent
Andrea Racek, Director of Special Education
Stephanie Ripley, Director of Early Childhood Programming
Martha Gagner, Business Manager

Maple Run Unified School District Board Members

Susan Casavant Magnan	Fairfield	smagnan@maplerun.org
Al Corey	City	acorey@maplerun.org
Peter Deslauriers	City	pdeslauriers@maplerun.org
Nilda Gonnella-French	City	ngonnellafrench@mapleun.org
Grant Henderson	Town	ghenderson@maplerun.org
Nina Hunsicker	Town	nhunsicker@maplerun.org
Joanna Jerosse	Fairfield	jjerosse@maplerun.org
Jack McCarthy	Town	jmccarthy@maplerun.org
Katie Messier	Town	kmessier@maplerun.org
Reier Erickson	City	rerickson@maplerun.org

Fairfield Faculty and Staff:

Kelsey Malboeuf - Principal
Judy Magnan- Administrative Assistant
Melanie Carswell - Pre-Kindergarten (E. Fairfield)
Leah Rochefort - Pre-Kindergarten
Morgan Hale - Kindergarten
Sherry Peyrat - Kindergarten
Emily Pigeon - Grade 1
Katie Parker - Grade 1
Rian Patnaude - Grade 2
Emily Taylor - Grade 2
Madison Sanguinetti - Grade 3

Marcie Nold - Grade 3
Meghan Howrigan - Grade 4 /5
Stacey Tully - Grades 4/5
Sarah Blindow - Grades 4/5
Elizabeth Howrigan- Grade 6
Gabrielle Brown - Grades 7/8
Keeli Garceau - Grades 7/8
Vaughn Mays - Grades 7/8
Makenna Larrow - Building
Substitute
Tyler Cook - Physical
Education/Athletic Director
Bailey Brown - Music
Benjamin Raymond - Art
Meghan Bellavance- Library,
Media, and Technology
Melissa Dion - Special Educator
Crystal Johnson - Special Educator
Terra Blakely - Special Educator
Jes Hathaway - Literacy
Interventionist
Luke Laroche - Math
Interventionist
Heather Pilkington, MS -
Speech/Lang Pathologist
Kristen Pritchard- World Language

Heather Place- Behavior Consultant

Licensed Service Providers

Kate Howrigan, MSW - School Social
Kelly Sargent, MS - School
Counselor
Andrea Yandow, MS, LCMHC, LDAC -
Clinician

Educational Support Professionals

Mary Bartlett
Debbie Boomhover
Jess Boomhower
Faith Cassidy
Sherri Dukas
Kara Garceau
Vicki Ryea
Valerie Smith
Morgan Heth

Support Staff

Debby Branon - Custodian
Albert Menard - Facility
Maintenance Technician

Jaime Tibbits - Outdoor Classroom
Coordinator

Tammy Lamore

Food Services (The Abbey Group)

Hilarie Stiebris, MSN, RN - School Nurse

Quick Reference Table

School Phone Number	802-827-6639	Press 1 for attendance/nurse, Press 2 for the main office
School Address	57 Park St. Fairfield, VT 05455	
Principal	kmalboeuf@maplerun.org	Kelsey Malboeuf
Administrative Assistant / School Secretary / Registrar	jmagnan@maplerun.org	Judy Magnan
School Nurse	hstiebris@maplerun.org 802-752-2908	Hilarie Stiebris, MSN, RN
Athletic Director		
Planning Room (Discipline)	hplace@maplerun.org sdukas@maplerun.org 802-752-2925	Heather Place Sherri Dukas
Maple Run Early Childhood Programs	802-524-3613	Administrative Assistant: Jessica Barnes
Bus Company (Terricel / Grand Avenue)	802-868-2761	Mary Taylor Mike Begnoche

<p>East Fairfield Pre Kindergarten Classroom</p>	<p>mcarswell@maplerun.org 124 School Street, Box 16 East Fairfield, Vermont 05448 802-827-3130</p>	<p>Melanie Carswell, Teacher</p>
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Table of Contents

Our Mission	3
Maple Run Mission	4
Maple Run Core Values	4
Accommodating Life Threatening Allergies	
Arrival/Dismissal	5
Pods and Pod Locations	5
Transportation	6
Bus Passes	7
Masks	8
Promoting Positive Student Behavior	9
Conscious Discipline	10
Hazing, Harassment and Bullying	11
Restorative Practices	11
Communicating with the school	11
ATTENDANCE	12-13
SAFETY	14
SAFETY TO AND FROM SCHOOL	14
Fire Drills, Lockdowns, and Evacuation/Relocation Drills	15
Cell Phones	16
What about Internet use?	17
How does our school handle technology and safety?	17
What is a Building Access Plan	17
How do we communicate?	18
Maple Run Policies	19
Maple Run Notices	19
Mandated Reporting	19
ACHIEVEMENT	20

<u>What is the Home School Compact?</u>	<u>20</u>
<u>What is a Learning Showcase?</u>	<u>20</u>
<u>What is a Personal Learning Plan?</u>	<u>20</u>
<u>Health Information</u>	<u>22</u>
<u>Concussion</u>	<u>19</u>
<u>Dress Expectations</u>	<u>23</u>
<u>Meals</u>	<u>24</u>

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

Our Fairfield Mission

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

Our Fairfield Values

We are Honest: The ability to be truthful, open and sincere with oneself and others.

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

We are Responsible: Being accountable for one's conduct and obligations.

We are Ready to Learn: Being prepared with appropriate materials and mindset for learning.



Maple Run Mission

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

Maple Run Core Values

In partnership with our families and community we value:

- Children first and foremost;
- Safety and security;
- Collaboration and relationships;
- Joy and curiosity;
- Relevance and rigor;
- Independence and perseverance;
- Flexibility and adaptability;
- Respect and diversity;
- Accountability and integrity;
- And commitment to provide equity in access to a quality education.

ACCOMMODATING STUDENTS WITH DOCUMENTED LIFE-THREATENING ALLERGIES

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

We ask for the support of the school community in helping to maintain a safe environment. This support is in the form of accommodations that we ask teachers, staff and families to follow. We kindly ask that you read labels carefully. Should you have questions or concerns do not hesitate to call the Nurse's office.

ARRIVAL/DISMISSAL



Maple Run Unified School District will continue with the plan to provide collaboration time for teachers, each Wednesday.

The schedule for the year is as follows:

Fairfield Center School does not offer early drop off or child care before the start of the school day.

Monday-Friday Arrival - PreK-8 - doors open at 8:10 a.m., students taking the bus will get dropped off at the Common School and walk up the path at 8:10 a.m., car riders will be dismissed from their cars at 8:10 a.m.

Monday, Tuesday, Thursday and Friday DISMISSAL- Bus riders, walkers and students getting picked up will be dismissed at 3:00 p.m.

PreK- students will be dismissed at 1:15 p.m everyday including Wedensdays

Wednesday Dismissal - Bus riders, walkers and students getting picked up with be dismissed promptly at 2:00

If you arrive after 8:20 am, students will need to check-in at the front desk. Please call the main office at 827-6639, or email your child's teacher along with Judy Magnang to report that your student is late or not coming in.

Students may remain on school grounds after the buses have left ONLY if they are participating in a school-sponsored or approved activity that is happening right after school. Students must have written parent or guardian permission to stay. If a practice begins after the buses leave, students should go to the BNML. Parents or guardians giving permission to students ages 9 and up to be dismissed to the Bent Northrop Memorial Library (BNML) must be aware that school personnel are NOT responsible for supervision.

ATHLETICS

We regularly offer several sports in grades 5-8. We also typically offer the Jay Peak Foundations program, which allows students to ski or snowboard, ice skate and Nordic ski, during the winter months (grades 4-8). Students may participate in as many of the sports activities as they wish, at a limit of one sport per season unless otherwise approved by the Athletic Director.

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

Sports Philosophy

We believe that the sports program should complement and work directly with the teachings and Fairfield Center School to promote the overall education, growth, and development of our students. Individual responsibility is taught and expected of all involved. This is achieved through the cooperation and involvement of students, parents, and coaches. The primary goal of the athletic program is to develop

students who put forth a winning attitude toward life and school.

EXTRA CURRICULAR STANDARDS

The criteria for any extracurricular program is below:

1. Athletes and parent/guardian will agree to and sign a sports contract.
2. The team coach is responsible for discipline at practice and games.
3. It is a **privilege** to participate as a member of a Fairfield Center School sports team. The Principal and Athletic Director reserve the right to remove a student, temporarily or permanently, from a team, from a game, or from a practice.
4. **The rules, regulations, and behavior policies set forth by the coach (for both students and parents) are non-negotiable.**
Student-Athletes are held to a high standard of conduct, both on and off the field. Students who have several Office Disciplinary Referrals, a detention, or a suspension may not participate in part or all of the next game following at the discretion of the coach and Athletic Director. They are still required to attend and participate in practices.
5. **Students who are absent from school the day prior or day of are not permitted to practice or play in a game that day.**
Exceptions to this rule are made on a case-by-case basis by the Athletic Director when notified in advance of said absence or tardiness.
6. **An up-to-date sports physical must be on file in the nurse's office.**

ATTENDANCE

Maple Run Unified School District Student Attendance Policy

It is the policy of the Maple Run Unified School District to set high expectations for consistent student school attendance in accordance with Vermont law to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the district and non-resident pupils who enroll in district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law.

When You Miss School, You Miss Out And We Miss You

Anytime a student misses school, valuable classroom instruction is missed.

Those students who are present in class have an advantage over those students

who are absent. Therefore, attending school is very important. The more often a student is absent, the more difficult it is to be academically successful. Students must bring a written excuse from a parent or guardian. Any student arriving late to school is to report to the school office before going to class.

- Attendance is essential for a student's success in school. Students are required and expected to attend all classes every day.
- The only time a student may be out of school is if prior arrangements have been made and the absence is excused.
- Attendance is reported and recorded each day and you will receive a phone call if we don't hear from you.
- Change of plans for after school need to be made **PRIOR to 12:00 p.m.- if email, send to teacher and jmagnan@maplerun.org**

What Should I Do If My Student Is Absent From School?

If a student is absent, the parent/guardian/family member must call the school 802-827-6639 as soon as possible to report that the student is absent from school. (A family member is defined as a legally-responsible member of the student's family.) Leave a message, we will call back only when needed.

What If My Student Has An Appointment During The School Day?

If a student has an appointment during the school day and will need to miss class, please send a note to the school. We **will not allow** a student to leave with a person who is not listed as a contact in our PowerSchool system. This is to protect everyone.

- After 10 unexcused absences- a letter will be send home
- After 15 unexcused absences- another letter will be sent home, and a letter to the State's Attorney's office documenting truancy concerns.
- A doctor's note is required for more than 3 consecutive days of absences related to illness.



BUS RULES

We offer all students the opportunity/privilege of riding a bus to and from school. All students that elect to ride a bus will have an assigned seat on that bus. Assigned seats will be posted above the seat so that students remember their seat. For safety, children must stay seated, facing forward, in their assigned seats.

Established routes and schedules are intended to provide transportation sufficient to enable the student to attend school. There may be instances in which the parent believes conditions at an assigned bus stop exist which negatively impact the student's health and safety. The parents may discuss the situation with the bus company, which will investigate and problem-solve. Bus company decisions are final. The bus routes shall include only recognized town and/or state roads.

- Students traveling to school on a bus are expected to return by the same bus unless other arrangements are made.
- Students in grades PK through 3 must have an adult present at drop-off in the afternoons.

Behavior expectations are as follows:

1. Any behavior that distracts the driver or endangers others is not permitted
2. Follow the directions of the driver immediately.
3. Students will sit in assigned seat, face forward in your seat and stay in your seat.
4. Eating, drinking, and littering are not permitted.
5. No toys, play doh, slime, etc.

<u>1st Violation</u> Driver reports to office, warning & call home to parent/guardian	<u>2nd Violation</u> Driver reports to office, up to 5 day bus suspension and new assigned seat	<u>3rd Violation</u> Driver reports to office, up to 10 day bus Suspension and new assigned seat	<u>4th Violation</u> Driver reports to office, up to 20 day bus Suspension and new assigned seat	<u>5th Violation</u> Driver reports to office, bus suspension of 20 days to remainder of the year off the bus
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Serious infractions can result in immediate suspension from the bus at the discretion of the principal.

Attention: A student may be excluded from bus transportation for disciplinary reasons by the principal, and his/her parent shall provide his/her transportation to and from school during the period of exclusion.

PROMOTING POSITIVE STUDENT BEHAVIOR

We believe that children are successful when they grow academically, socially and emotionally. For this to happen we believe that all of our students possess core strengths that can be utilized to help them make good choices. Our approach has instruction as the key to mutually identify, develop, encourage, practice, and maximize the positive assets of our students. Although we have deep respect and empathy for those students who have encountered difficult circumstances in their lives, our focus is on the present. Our goal is to maintain a **SAFE, ACHIEVING, CARING SCHOOL**.

- It is a multi-tiered system of support that promotes a positive learning environment where behavioral expectations, interventions, support and celebrations are centralized for all students within their learning communities.
- **ALL** members of our school community are essential people in providing behavioral instruction and positive support.

- Learning Communities spend the first 6 weeks of school building a school family through teaching, modeling, practicing and reteaching expectations.
- School Counselors, Home School Coordinators, Alternative Teachers and Administrators provide specific support and instruction through our MTSS (Multi-Tiered Support System) model to students who need extra support.
- Learning Communities meet once a month with Administration to look at data and make informed decisions about how to best meet all the needs of our students.

CELL PHONES

We will continue to implement the Maple Run Personal Cell Phone Procedure.

In order to help provide students with a clear focus and support a safe, responsible, and respectful learning environment we are asking that students **NOT** bring their cellphones to school. As always, if students need to call their parents during the day, they can ask their teacher's permission to use one of the school phones.

If parents do decide to send their children to school with their cell phones, we will have students place their cell phones on their station and turn them off for the day. Please be aware that allowing the cell phone to come to school is a parent decision, and the school cannot take responsibility for your child's cell phone if it is brought to school.

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

phones confiscated on Fridays. Allowing the phone to come to school indicates your understanding

COMMUNICATING WITH THE SCHOOL

Communication is an essential piece that helps build strong relationships between school and home. However, we know that students don't always bring home important papers. We have several other methods for families.

- Faculty in the school have a phone line and an email address which are located on our website. All staff have email addresses which consist of first initial followed by last name @maplerun.org. (ex. kmalboeuf@maplerun.org) It is important that you communicate any issues with your child's teacher. **For a list of faculty please see our website:** <https://www.maplerun.org/o/fcs/staff>
- Families should provide us with the most current contacts, emergency contacts, accurate phone numbers, email addresses and cell phone numbers. In the event of an emergency at school we want you to be confident and secure that we can contact you or your designated contact immediately. Please be sure to let our office staff know if anything changes
- Families who would like email updates can provide us with an email address on the **Emergency Form**.
- BrightArrow Connect is a notification service used by the District to keep parents and staff informed. It allows us to send a voice and or email message to ALL of our families and staff within minutes should an emergency occur. *Blackboard Connect* assists the schools in reducing the resources needed to pass along key information regarding school events or reminders.
- BrightArrow Connect is used for: emergency notification, inclement weather cancellations or delays, or early dismissals due to inclement weather
- Caller ID will display the school's number and you need to say "hello" to activate the service. It will also leave a message on any answering machine or voicemail.

If a student or parent has a concern about a school policy, procedure, or an employee, the following procedure must be followed:

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

Please refer to the MRUSD Procedure on Complaints about Personnel (B22) at www.maplerun.org.

CONFIDENTIALITY / FERPA

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

As parents you have full and free access to the information in your child's file. Non-custodial parents can be informed of a child's progress unless a court order exists preventing this.

FERPA allows schools to disclose those records to the following parties or under the following conditions:

- School officials with legitimate educational interests

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

Schools may disclose, without consent, “directory information” such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

DANCES

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

Students who receive any Office Discipline Referrals during the five school days prior to a dance will not be permitted to attend. This is non-negotiable.

DRESS EXPECTATIONS

Students should be prepared for school with clothing that is comfortable for learning, and appropriate for all school activities, weather conditions, and safety needs. Clothing may not have images of items or language that are not allowed at school, clothing must completely cover private areas and the bottom, clothing with hate speech or symbols, profanity, drug and alcohol references are prohibited, clothing that is a possible safety or health hazard or nudity. If a student is wearing clothing that does not meet these guidelines, they will be asked to change or wear additional clothing. If the necessary clothing is not available, caregivers will be contacted and asked to provide a change of clothes.

DRUGS, ALCOHOL, TOBACCO, AND VAPING PRODUCTS

Fairfield Center School prohibits the use of alcohol, and tobacco/vape products on school grounds. The school will immediately investigate any student believed to be in the possession of drugs, alcohol, tobacco, vape, or other prohibited products. Student cell phones will be confiscated immediately and for the duration of the investigation (if not already locked in the classroom lockbox). A search of the student's personal, locker, and possessions may occur. Contact may be made with law enforcement and referrals will be made to the school nurse, guidance counselor, substance abuse counselor, and others who may be able to help the student. Further disciplinary actions are at the discretion of the principal, including but not limited to, suspension from school, suspension from the school bus, and/or extracurricular activities.

For a complete copy of the Drug and Alcohol Abuse Policy (C02) or the Tobacco Prohibition Policy and Procedure (B07), contact the school office or the MRUSD website at www.maplerun.org

FIELD TRIPS

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

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

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

FOOD SERVICE

All meals are free for the 2022-2023 school year! The Abbey Group provides both healthy breakfast and lunch daily. Application forms for the National Free and Reduced-Price Breakfast and Lunch Program are sent home at the beginning of the year and additional forms are available in the office. All parents are encouraged to complete the form, whether they believe they will qualify or not. Qualifications not only help your family, but they help our school continue to qualify for substantial funding from the federal government.

HAZING, HARASSMENT AND BULLYING (HHB)

Our School is a space where all are welcome and have a right to be protected from Bullying and Harassment. District policies and state law outline procedures to address ongoing or targeted bullying and harassment. Harassment laws provide protection based on actual or perceived membership in a protected class. The protected categories include, race, color, sex, sexual orientation, gender identity, gender expression, creed, national origin, ability, and age. Our School's designated employees for receiving incident reports are Sherri Dukas and Kelsey Malboeuf. Here is a [link](#) to the MRUSD policy.

GRADE RETENTION AND PROMOTION

Teachers and principals evaluate each student individually based on academic, social, emotional and behavioral development. If the school recommends extended time in the present grade placement, a meeting will be scheduled to include the teachers, principal, and parents. Promotion from grade to grade as well as retention should be based on a student's ability to meet the standards over time. For retention we must also consider the student's developmental ability to handle the impact.

GRADING

Our curriculum is based on the Common Core State Standards, and standards-based report cards are in place for all students in grades K-8. Report cards are issued three times per year. Conferences are offered twice per year. Parents may request a teacher conference at any time during the year for any reason. Additional information on standards-based reporting and grading is available at <http://bit.ly/FCS-SBRC>.

HEALTH INFORMATION

- **Accidents**
 - Parents will be notified if the services of a physician are advisable or if a head or face injury occurs.
- **Illness/Communicable Disease**
 - Parents will be notified if a child becomes ill at school. If no contact can be made, the nurse and principal or designee will determine a course of action.
 - A student is sent home or asked to stay home from school when illness is acute or contagious (examples: fever, vomiting, diarrhea, significant respiratory illness). If a child has been ill or has had a communicable disease, the parent should make sure there is no longer any contagion before the student returns to school.
- **Immunizations**
 - Vermont Immunization Law requires of all new students and transfer students a record showing the month and year of having received the following vaccines: DTaP, MMR, Polio, Hepatitis B, and Varicella vaccines along with a Tdap booster before the 7th grade. No child shall be required under this regulation to have such immunizations if documentation is provided that immunization is contraindicated for medical or religious reasons. The philosophical exemption was removed on July 1, 2016. Students who fail to provide immunization records as required may be excluded from school by the principal after a warning notice to the parent. If your child receives an immunization at any time please send a written notice of the date and immunization to the health office.

- **Medication Procedure**

- **No prescription medication will be administered without a doctor's permission.** Non prescription drugs, such as Tylenol, Advil, vitamins, cough drops, or other over the counter medications require a parent signature. **Medication must be brought to school in the original, labeled container.** All medication must be kept in the Nurse's Office.

- **Screenings**

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

MANDATED REPORTING

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c). All school employees are mandated reporters, and we are obligated to follow the law. We are not permitted to contact parents with our concerns first if the parent is potentially implicated in the report. All concerns are reported to the Department of Children and Families.

POLICIES

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

Right to Revise

The principal retains the right to revise any part of this handbook at any time during the school year.

Social and Emotional Learning

We strive to support our students to be their best selves, and to demonstrate self-regulation, kindness, respect, and compassion for others. Our social and emotional learning system rests on the belief that students must be taught appropriate behaviors, much like they are taught other school subjects. Education is the goal of our system.

Our expectations are based on HR3, which stands for the following values:

1. Honesty
2. Respect for self and others
3. Responsibility for our actions and obligations
4. Readiness to learn

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

Part of our social emotional learning, we incorporate PBis, Conscious

Discipline and Restorative Practices:



CONSCIOUS DISCIPLINE

- Conscious Discipline is built on three completely different premises:
 - ★ Controlling and changing ourselves is possible and has a profound impact on others
 - ★ Connectedness governs behavior
 - ★ Conflict is an opportunity to teach
- Believing we must change ourselves first and model our expectations for others through self-regulation creates a classroom climate and culture of school family
- Conscious Discipline is based on a brain state model that empowers us to shift from educational systems grounded in controlling others to cultures of learning based on safety, connection and problem solving
- You will hear students talking about rituals and routines such as Greetings, Wish Well, Time Machines and Brain Smart Starts.



Restorative Practices

We teach our children that when we make a mistake we need to “own it, fix it and move on”. Often we look to restorative practices to support children and adults when harm has been caused. Restorative Practices respects the rights and the voice of all parties and focuses on repairing relationships and restoring safety and trust. These practices help foster strong communities and personal responsibility.

Social and Emotional Teaching Matrix

	Be Honest	Be Respectful	Be Responsible	Be Ready to Learn
In our Classrooms	<ul style="list-style-type: none"> * I tell the teacher when I do not understand an instruction. * I tell the truth in all situations. * I do my own classwork and homework. * I accept consequences. 	<ul style="list-style-type: none"> * I follow the directions given by the adult in charge. * I value the learning of others by focusing on my own work. * I compliment other students for good effort. * I listen when others are speaking. * I value other's differences. 	<ul style="list-style-type: none"> * I respond to questions when asked. * I think before I speak or act. * I keep track of my belongings and learning materials. * I always give my best effort. * I take responsibility for my actions. 	<ul style="list-style-type: none"> * I come to class prepared to learn and work. * I complete my assignments and turn them in on time. * I get a good night's sleep and eat breakfast. * I sit at my desk. * I follow the dress code.
In our Hallways	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I respect learning by walking quietly. * I admire the displays and avoid touching them. * I talk in a whisper voice so others can focus on teaching and learning. * I keep my hands and feet to myself and honor spatial boundaries. 	<ul style="list-style-type: none"> * I keep up with my class/group * I always have a pass and/or permission from my teacher when traveling alone. * I walk on the right side of the hallway. * I face forward when walking. 	<ul style="list-style-type: none"> * I go directly to my destination.
In our Bathrooms	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I give others privacy. * I aim for the toilet. * I keep my hands and feet to 	<ul style="list-style-type: none"> * I flush once, clean-up, and dry off the areas that I have used. * I only use enough soap & 	<ul style="list-style-type: none"> * I go in a timely manner so that I can get back to my work.

		<p>myself.</p> <ul style="list-style-type: none"> * I wash my hands after using the restroom. 	<p>water needed to wash my hands.</p> <ul style="list-style-type: none"> * I use paper towels and toilet paper only for their intended purpose. 	
In our Cafeteria	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I say "please" and "thank you". * I only take the food I plan to eat/pay for. * I pick up anything that is dropped on the floor and do my best to keep everything on my tray. * I use an inside voice and talk only to those who are nearby. 	<ul style="list-style-type: none"> * I avoid spills on the serving line by moving my tray close for serving and by carefully placing each item on my tray. * I place trash and trays in the appropriate cans. * I take what I need as I move through the line. * I watch where I am going when walking in the cafeteria. 	<ul style="list-style-type: none"> * I bring my lunch and/or lunch card with me.
On our Playground k-5	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I listen to the adult in charge and follow their directions. * I include everyone in play. * I encourage others by offering compliments and by showing good sportsmanship. * I keep my hands and feet to myself. * I take turns. 	<ul style="list-style-type: none"> * I use equipment as it was intended and I put it away before lining up. * I clean up after myself and do not litter on school grounds. * I get help from an adult if someone is in danger. * I stay in approved areas only. * I keep sticks, rocks, and other unsafe objects on the ground. 	<ul style="list-style-type: none"> * I dress appropriately for the weather. * I listen to classmate's ideas. * I line up when the whistle is blown. * I stay in line. * I enter the building quietly.
At our Assemblies	<ul style="list-style-type: none"> * I tell the truth in all situations. 	<ul style="list-style-type: none"> * I stay focused on the speaker or 	<ul style="list-style-type: none"> * I use the restroom prior to 	<ul style="list-style-type: none"> * I sit facing forward and keep

	<ul style="list-style-type: none"> * I accept consequences. 	<ul style="list-style-type: none"> guest and do not talk with my friends. * I raise my hand and wait to be called on. 	<ul style="list-style-type: none"> coming to the assembly. * I participate when asked to do so. * I applaud appropriately at suitable times to recognize the performers. 	<ul style="list-style-type: none"> my hands and feet to myself.
On our Buses	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I use a quiet voice. * I listen to the bus driver's directions. * I speak nicely to others. * I keep my hands and feet to myself. * I keep hands and objects inside the bus. 	<ul style="list-style-type: none"> * I stay in my seat. * I sit facing forward. * I walk on and off the bus. 	<ul style="list-style-type: none"> * I am on time, outside waiting for the bus. * I give my notes to the bus driver. * I sit where I belong.
Arrival and Dismissal	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I listen to all directions from adults. * I enter and exit the building quietly and orderly. * I quietly greet my friends and staff members by saying "good morning", "hello", or "goodbye". 	<ul style="list-style-type: none"> * I know how I am supposed to go home and turn in all notes for changes to my teacher. * I go directly to my destination. * When I am tardy I check in at the office before I go to my classroom. 	<ul style="list-style-type: none"> * I listen to morning announcements. * I unpack and hand in work. * I pack all materials needed to complete my homework. * I pack newsletters to bring home to my parents.

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

Middle School recess HR3

On our Playground	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I listen to the adult in charge and follow their directions. * I include 	<ul style="list-style-type: none"> * I use equipment as it was intended and I put it away before lining up. * I clean up after 	<ul style="list-style-type: none"> * I dress appropriately for the weather. * I listen to classmate's
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		everyone in play. * I encourage others by offering compliments and by showing good sportsmanship. * I keep my hands and feet to myself.(hands off) * I take turns. *I use respectful language	myself and do not litter on school grounds. * I get help from an adult if someone is in danger. * I stay in approved areas only. * I keep sticks, rocks, and other unsafe objects on the ground.	ideas. * I enter the building quietly.
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**1. reminder-redirection
office**

2. take a break and or relocation

3. Mrs. H.'s

Recess

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

SCHOOL BOARD MEETINGS

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



SAFETY

Below you will find a link to the brochure that was completed by the Maple Run District in collaboration with the St. Albans Police Department. It gives you all the safety information you will need as a parent should any emergency occur.

https://drive.google.com/file/d/1ClmltdvU9CcMG_sdR9l2Y5tf271e7m31/view



EMERGENCY

FIRE DRILLS, LOCKDOWNS, AND EVACUATION/RELOCATION DRILLS

Directions for fire drills, lockdowns and evacuation drills are posted in each room. The school will have a fire drill and/or lockdown drill each month as directed by the Vermont Fire & Building Safety Code and the Vermont Agency of Education. Students prepare for these drills and are supported by their teachers. Fairfield Center School practices, at least once a year, an emergency evacuation/relocation drill where we stage to leave the school building.

SCHOOL THREATS

The variety of threats that our schools could be exposed to include firearms/weapons, bombs, fires, or hazardous spills, among others. Threats can come in a variety of ways. The variations make one thing certain: the only constant when dealing with a threat is that student safety is the number one priority.

While the numerous variables make it impossible to provide the community with one specific timeline on notification about an incident, we assure you that once we are certain that students and staff are safe, and we have clear facts, we will provide notification. What we will not do is add to the rumor mill by providing bits and pieces of what has been heard, opinions about what might have occurred, or unconfirmed information.

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

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

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

Depending on the threat, there may be more considerations.

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

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

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

STUDENT CONDUCT

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

property

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

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

RESPONDING TO STUDENT CONDUCT

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

RESTORATIVE PRACTICES

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

Detentions

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

Academic/Classroom misbehavior or missed work may earn a detention. Generally, teacher detentions take place during lunch, but they may be

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

3rd Office Disciplinary Referral = After School Detention	4th Detention earned in a semester = 1 day Suspension (in place of the 4th detention)
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Students who engage in severe misbehavior including vandalism, possession or use of alcohol, illegal or dangerous drugs, tobacco products, vaping products, marijuana, and weapons, assault, threatening staff or students, theft, abusive obscenity, and insubordination will be sent to the office until an investigation can be held. When students are asked to leave the classroom due to misbehavior and refuse to do so, support will be called. Refusal to leave could result in clearing the classroom of other students, physical removal, parents being called in, or the police being called. Being asked to leave a classroom due to behavior will usually result in a detention or suspension, depending on the severity of the misbehavior.

Suspension

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

Due Process

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

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

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

Due Process for Students with Disabilities

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

TECHNOLOGY



How does our School handle Technology and Safety?

All children at our school have access to school-supplied technology. Each child signs an agreement around the use of this technology (see internet use below). Safety is taught and supported.

What about Internet Use?

Computers are provided for every child to use at school to equip our students with the anticipated technical skills to compete in today's world of information and technology. Prior to receiving authorization to use the Internet, students and parents/guardians must sign a "Permission and Contract" document provided by our School. Use of the Internet is a privilege and all students must abide by the Maple Run "Internet Use Policy and Procedures" to assure it is used appropriately and responsibly. Teachers are expected to abide by the same expectations of the Acceptable Use Policy.

Title I Parental Involvement Compact

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

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

Some of the many programs that we offer include:

1. Outdoor Classroom Committee meetings and activity volunteers (including gardening, sugaring, watershed restoration, nature trails, etc.), available by Zoom.
2. Four Winds Nature Program (parents come in and teach science lessons once volunteers are allowed in the buildings again).
3. Fairfield Parent-Teacher Organization (PTO), meetings by Zoom.
4. Hay Day and the Harvest Dinner (unsure if this will be available this year).
5. Winter Festival (outdoors).
6. Title I Annual Parent Meeting, by Zoom.
7. We Both Read books for parents to read with their children (grades

K-3).

8. Informational letters and brochures to help parents understand school procedures and child development and know about upcoming events.
9. Maple Run Unified School District board meetings (first and third Wednesdays).
10. Family-Teacher Conference Nights, by Zoom or in-person as directed.

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



MAPLE RUN POLICIES

School policies are a plan of action adopted by our Maple Run Unified School Board that protects all students within the environment of school. Policies evolve from Federal and State Laws and must be adhered to. For a complete copy of the following policies please stop into our main office or check our Maple Run Unified School District website. If you would like a copy of any of these policies please contact the front lobby receptionist, administration, or download them from the MRUSD website.

<https://www.maplerun.org/browse/9745>

Maple Run Notices

This is the link to the notices and reports that are adopted by the MRUSD. They include Notice of Non-Discrimination, Asbestos Notice, FERPA Notice to Parents, New Americans, and Transgender and Gender Non-Conforming Students are a few. <https://www.maplerun.org/browse/11247>

These can be printed out for you at any time by contacting the front lobby receptionist or administration.

CHILD FIND AND SECTION 504 ANNUAL NOTICE

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

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

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

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

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

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

MRUSD Contact for Section 504: Alexis Hoyt - 370-3946 or
 Andrea Racek - 370-3949 MRUSD Policies and Procedures:
<http://www.maplerun.org/policies-procedures--8>

Appendix A: Accountability Rubric, K-3

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

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

Infraction	Description	Consequence (ODR = Office Disciplinary Referral)
Abusive Obscenity (inappropriate language)	Inappropriate comment(s) considered offensive or abusive	<ul style="list-style-type: none"> • 1st ODR – buddy room with teacher making parent contact • 2nd ODR - meeting with the behavior specialist • 3rd ODR – work in alternative placement with staff support
*Abusive obscenities and Gestures that are directed	Inappropriate comment or gesture directed toward an individual	<ul style="list-style-type: none"> • 1st ODR – buddy room with teacher making parent contact • 2nd ODR – lunch and/or after school detention, referral to behavior specialist • All subsequent ODRs will result in alternative placement with staff support and at principals discretion
*Bullying	The intent to humiliate, intimidate or ridicule someone	<ul style="list-style-type: none"> • 1st ODR – process with guidance counselor or behavior specialist, parent contact • 2nd ODR – alternative recess and after school detention, parent contact • 3rd ODR – restorative work and requirement to obtain counseling, suspension at principal's discretion
Defiance or disruption of class	Intentional resistance or challenging a direction with an adult in the school environment.	<ul style="list-style-type: none"> • 1st ODR –buddy room with teacher making parent contact • 2nd ODR – referral to behavior specialist and parent contact • 3rd ODR - logical consequence determined by team which may include alternative placement with staff support

Disrespectful Behavior	Intentionally being rude, mocking, or continuous backtalk to adults.	<ul style="list-style-type: none"> ● 1st ODR– buddy room and process with teacher, teacher makes parent contact ● 2nd ODR- referral to behavior specialist, parent contact ● 3rd ODR- logical consequence determined by team which may include after school detention, restorative work, and/or alternative placement
*Biting, Fighting, Grabbing, Hitting, Shoving, Pushing, Tripping, etc	Physical aggression, purposefully or fooling around which results in physical harm to another person	Meeting or suspension, as deemed appropriate by administration, with parent notification
Inappropriate behaviors during before and after school programs and co-curricular programs	Failure to follow school rules	<ul style="list-style-type: none"> ● 1st ODR – warning & parent contact ● 2nd ODR – referral to behavior specialist, parent contact ● 3rd ODR – suspension from activity, parent notification
*Leaving school grounds without permission		Immediate parent notification, after school detention, referral to behavior specialist, and possible police intervention

Lunchroom Infractions	Failure to follow school rules throwing food or trash not staying in your seat leaving without permission	<ul style="list-style-type: none"> ● 1st ODR- lunch in designated buddy room, parent notification ● 2nd ODR- lunch detention with behavior specialist, parent contact ● 3rd ODR- removal from cafeteria until behavior plan is developed, at least 2 days
Spitting		<ul style="list-style-type: none"> ● 1st ODR – after school detention with hygiene counseling and parent notification

		<ul style="list-style-type: none"> ● 2nd ODR – meeting with behavior specialist, parent contact ● 3rd ODR – alternative placement with staff support
*Stealing	Taking items belonging to others	<ul style="list-style-type: none"> ● Restitution and/or after school detention with parent notification
Threats (Physical, Verbal, Written,)	An aggressive action toward another individual or a verbal/written statement toward an individual which implies harm	<ul style="list-style-type: none"> ● 1st ODR -buddy room with parent notification ● 2nd ODR - meeting with parent/student/principal, referral to behavior specialist ● Work in alternative placement with

		staff support
*Vandalism	Destruction or misuse of property	Restitution and after school detention with parent notification
*Weapons, Safety Threats, Forbidden Substances		Consequences determined through the Drug, Alcohol, Tobacco, Vape, or Weapons procedures.

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

Appendix B: Accountability Rubric, 4-8

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

Minor Level Behaviors		
<p>Minor behaviors may be handled with the following interventions. When these interventions are unsuccessful, consequences will be issued.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gentle Reminder <input type="checkbox"/> Redirect to expected behaviors <input type="checkbox"/> Relocate in classroom <input type="checkbox"/> Buddy Room/Reflection Form <input type="checkbox"/> Conference with student <input type="checkbox"/> Called/Emailed home <input type="checkbox"/> Call someone to take over your class so your class so you can Discuss w/ the student 	<p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Non-compliance/defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption of class <input type="checkbox"/> Inappropriate Language / Gestures <input type="checkbox"/> Dress code <input type="checkbox"/> Cheating/Dishonest <input type="checkbox"/> Inappropriate physical contact 	<p>Consequences:</p> <p><u>Grades 6-8</u> Middle school will follow a series of steps to manage classroom behavior. Office Discipline Referrals will be made for disruptive/repetitive behaviors.</p> <p><u>Grades 3 through 5</u> 3rd step in class is a reflection sheet. 4th step may be an Office Discipline Referral (ODR) and possible removal from classroom. The teacher has the option of assigning his/her own consequence instead of writing an ODR for the first time behavior</p>

<p>Tier II Students, those who have not responded to our management system, will likely use the Check-In Check Out (CICO) system, where they are scored for each class period's behaviors.</p>		<p>occurs. If it happens more than once it must be documented.</p> <ul style="list-style-type: none"> • If behavior was escalated, instead of moving through steps 1-3, the student may be referred to the Behavior Specialist. • An after school detention may be given for escalated behavior
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<p>For each ODR, student, teacher, or administrator will make contact with parents through emails or phone calls. Lunch detentions may be given for Minor level ODRs. Restorative approaches may be used any time harm is caused by a student's behavior.</p>	
<p>Flow of consequences once Office Discipline Referrals are used: this process starts over every semester.</p>	<p><u>Grades 6-8</u> Teachers may make parent contact for any problematic behaviors. In the event of a Major, either the student, teacher, or administrator will contact a parent.</p>

	<p><u>Grades 3 through 5</u></p> <p>1st Minor ODR</p> <ul style="list-style-type: none">● parent contact is made <p>2nd Minor ODR</p> <ul style="list-style-type: none">● same as 1st● restorative work <p>3rd Minor ODR</p> <ul style="list-style-type: none">● same as 1st or 2nd● lunch detention <p>4th Minor ODR</p> <ul style="list-style-type: none">● same as 1st, 2nd, and 3rd● parent meeting● after school detention● EST referral for Tier II Intervention <p>After 5th Minor: revisit plan and becomes a major</p>	
Major Level Behaviors		
<p>Major Level</p> <p>Students are immediately removed from the classroom when there is a safety concern or disruption is severe enough that learning cannot take place.</p>	<p>Examples:</p> <ul style="list-style-type: none"><input type="checkbox"/> bullying<input type="checkbox"/> fighting/physical aggression<input type="checkbox"/> harassment<input type="checkbox"/> threatening/unsafe behavior<input type="checkbox"/> vandalism/property damage<input type="checkbox"/> theft/forgery/plagiarism<input type="checkbox"/> weapons<input type="checkbox"/> controlled substance<input type="checkbox"/> safety/security violation<input type="checkbox"/> other <p><i>Please note that there are</i></p>	<p>Consequences:</p> <p><i>All consequences are at the discretion of the Administrator or Behavior Specialist.</i></p>

	<i>differing levels of major incidents depending on severity.</i>	
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Appendix C: MRUSD Required Annual Notices Maple Run Unified School District (MRUSD)

Notification of Management Plan Availability

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

Building ADDRESS TELEPHONE MRUSD Main Office 28

Catherine St., St. Albans (802) 524-2600 BFA/NWTC 71 South

Main St., St. Albans (802) 527-6555 Fairfield Center School 57

Park St., Fairfield (802) 827-6639 St. Albans City School 29

Bellows St., St. Albans (802) 527-0565 St. Albans Town

Educational Center 169 South Main St., St. Albans (802)

527-7191 Collins Perley Sports Complex 890 Fairfax Road, St.

Albans (802) 527-1202 **Maple Run Unified School District**

(MRUSD)

Notice of Non-Discrimination

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

MRUSD and its schools do not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, political affiliation, gender identity, limited English language proficiency, crime victim status, or marital status of any person in admission or access to, or treatment or employment in,

any of the accommodations, advantages, facilities, and privileges of the place of public accommodation or in its programs and activities. Inquiries regarding non-discrimination policies to:

MRUSD

Dr. Bill Kimball, Superintendent, 28 Catherine St. (802) 524-2600

BFA

St. Albans Brett Blanchard, Principal, 71 S. Main St. (802) 527-6555

NWTC

Leeann Wright, Director, 71 S. Main St. (802) 527-6517

FCS

Kelsey Malboeuf, Principal 57 Park St., Fairfield, VT 05455 (802) 827-6639

SATEC

Angela Stebbins, Principal, 169 South Main St. (802) 527-7191

SACS

Joan Cavallo, Principal, 29 Bellows St. (802) 527-0565

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

Maple Run Unified School District (MRUSD)

Annual Notice of Designation of Directory Information and Right of Refusal

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

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

Student's name, address, telephone number, photograph, date and place

of birth, grade level, major field of study, participation in officially recognized activities or sports, weight and height of members of athletic teams, dates of attendance, and/or degrees/honors/awards received.

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

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

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

Maple Run Unified School District (MRUSD)

Annual Notice to Parents RE: Student Records

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

1. The right to inspect and review the student's education records within 45 days of the day the MRUSD school receives a request for access.
2. Parents of eligible students should submit to the school principal a

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

3. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading, or otherwise in violation of the student's privacy rights under FERPA.
4. Parents or eligible students may ask the MRUSD school to amend a record that they believe is inaccurate or misleading. They should write to the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
5. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
6. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Disclosure without consent is disclosure to school personnel with legitimate educational interest, included, but not limited to, school officials employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.
7. . The right to file a complaint with the U.S. Department of Education concerning alleged failures by a school in the MRUSD District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

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

Superintendent, Dr. Kevin Dirth - 524-2600

SACS Principal, Joan Cavallo - 527-0565

SATEC Principal, Angela Stebbins, Principal - 527-7191

FCS Principal, Kelsey Malboeuf - 827-6639

BFA Principal, Brett Blanchard - 527-6555

NWTC Director, Leeann Wright - 527-6510

Maple Run Unified School District (MRUSD)

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

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

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

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

Schools will provide parents with a schedule of activities requiring parental

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

Maple Run Unified School District
(MRUSD)

NEW AMERICANS

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

Public schools may not:

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

Maple Run Unified School District (MRUSD)

Transgender and Gender Nonconforming Students

All students need a safe and supportive school environment to

progress academically and developmentally.

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

State Law: An owner or operator of a place of public accommodation or an agent or employee of such owner or operator shall not, because of race, creed, color, national origin, marital status, sex, sexual orientation, or gender identity of any person, refuse, withhold from, or deny to that person any of the accommodations, advantages, facilities, and privileges of the place of public accommodation. 9 V.S. A. § 4502(a).

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

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

The Vermont Secretary of Education has developed best practices for supporting our transgender and gender nonconforming students at the link below: <http://education.vermont.gov/documents/best-practices-schools-regarding-transgender-and-gender-nonconforming-students>

Maple Run Unified School District (MRUSD)

Annual Notice of Requirements Pertaining to Seclusion and Restraint

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

The Vermont State Board of Education rules on seclusion and restraint require public and approved independent schools annually, at or before the beginning of each academic year, to inform parents of enrolled students of

the requirements pertaining to the use of physical restraint and seclusion, and of the Vermont preference to use positive behavioral strategies and supports in order to avoid the use of physical restraint or seclusion to address targeted student behavior.

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

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

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

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

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