

Sutton Village School



Home of the Catamounts

Student Handbook 2019 - 2020

**School Colors- Blue and Silver
School Mascot- Catamount**

**95 Underpass Road
Sutton, Vermont 05867
802.467.3492
Fax 802.467.3023**

Website: <https://kingdomeast.org/schools/sutton-village-school/>

FACULTY AND STAFF

Bias, Jeremiah	Physical Ed.
Barton, Michelle	Maintenance Assistant
Ceraso, Laura	Art Teacher
Chamberlain, Janis	3rd-8th Literacy Intervention
Faulkner, Kathy	1st & 2nd Grade Teacher
Gillespie, Tiana	3rd-5th Humanities Teacher
Greenwood, Cathe	Behavior Interventionist
Holmes, Laurel	Administrative Secretary
Hubbard, Elizabeth	Custodian
Hutchins, Alyssa	1 st & 2 nd Grade Teacher
Jenkins, Rebecca	3rd-5th Math/Science Teacher
Joyce, Patricia	K-5th Special Ed Teacher
Kaczowski, Prudence	Speech Instructional Assistant
Lewis, Sara	Music Teacher
Lopez, Diana	After School Coordinator
Lumbra, Michael	Positive Behavior Support Staff
Maleski, Jean	Nurse
Matthews, Forrest	6th-8th Math/Science
McClure, Tina	Librarian
Morehouse, Janel	Abbey Group
Mulligan, Kelly	6th-8th Humanities Teacher
Penfield, Nancy	6th-8th Special Ed Teacher
Pennock, Lydia	School Clinician
Ramsey, Terry	Kindergarten Teacher
Robillard, Rachel	Principal

Robinson, Cheryl	Guidance
Ruggles, Deven	Instructional Assistant
Sanville, Amanda	Reading Recovery
Sefcik, Kelly	Instructional Assistant
Seymour, Jennifer	Abbey Group
Whitehill, Wayne	Math Support Teacher

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A. INTRODUCTION

KINGDOM EAST SHARED VISION

The Kingdom East School District Learning Community will ensure a rigorous, safe, healthy and creative learning environment.

Children will leave 8th grade with solid growth and progress toward standards in literacy, mathematical content and practices, scientific inquiry and content knowledge, global citizenship, physical and health education, artistic expression and transferable skills.

Through high-quality instruction aligned to teacher professional growth, our 8th graders will be launched into high school prepared to to continue to achieve a range of academic successes that will allow them to be positive contributors in our democratic society.

Prioritized Goals:

1. **CONTENT-** All teachers will provide high quality core instruction and/or intervention, aligned to a written curriculum with standards and assessment.
2. **PEDAGOGY-** Teachers engage in PLCs to design and deliver highly engaging units and lessons that are aligned with standards and unit outcomes, and differentiate instructional practices to improve student learning.
3. **CULTURE-**
 - 1.MTSS- District-wide structure that consistently implements responses that are aligned to MTSS principles and standards-based instruction.
 - 2.Social / Emotional Health- Establish systems for student data and communication that promote strong relationships with families and foster partnerships that result in high student achievement. Students also have access to therapeutic and counseling services as needed.
 - 3.Physical Well-being- All students will be provided a learning environment that is welcoming, respectful, appreciates diversity and emphasizes empathy.
 - 4.Physical Environment- Kingdom East buildings and grounds will provide a safe and secure environment that is conducive to learning.

KINGDOM EAST BASIC INFORMATION

119 Park Avenue
Lyndonville, VT 05851
802-626-6100
www.kingdomeast.org

SUTTON VILLAGE SCHOOL MISSION STATEMENT

Sutton School is a caring community, developing successful citizens through learning.

SUTTON MEMBERS OF THE KINGDOM EAST SCHOOL BOARD

Clare Irwin
Hayden Tanner Jr.

SCHOOL BOARD MEETINGS

The Kingdom East School Board holds regularly [scheduled meetings](#) each month at 6:00pm. The public is encouraged to attend these meetings. Please check the link or the Kingdom East website for meeting dates and locations.

SCHOOL BOARD RESPONSIBILITIES

The school board is charged with the responsibility of developing and writing policies that govern the operation of the school. New policies must be warned before adoption. Any pending changes in existing policies must also be warned. Copies of the [policies](#) are available from the school office and are also located on the Kingdom East School District website.

BASIC INFORMATION

The Sutton Village School is a Kindergarten through 8th grade school serving approximately 100 students. For more detailed information, please visit the school's website or call the school's office.

Sutton Village School
95 Underpass Road
Sutton, VT 05867

Telephone: 802.467.3492
Fax: 802.467.3023

website: <https://kingdomeast.org/schools/sutton-village-school/>

Office staff will be available to answer the phone between 8 AM – 4 PM on school days. When the office is closed, voicemail or email may be used to leave a message for any staff member.

SCHOOL HOURS

STUDENT ARRIVAL	7:15 AM – 7:50 AM
CLASSES	8:00 AM – 2:50 PM
EARLY RELEASE DAYS DISMISSAL	12:10 PM

Arrival:

- There is early arrival supervision in the multipurpose room Monday through Friday beginning at 7:15am.
- All students can ride the bus each morning or be dropped off at school. Buses arrive at school by 7:40am. All students being dropped off are expected to arrive by 7:50am. **The bus route will be published in the Caledonian Record.**
- Classroom instruction will start promptly at 8:00am, **students arriving after 8:00am must check in at the office** and will be considered tardy.
- Student drop-off in the morning will occur in the back parking lot. Students will enter the school and go to the multipurpose room until students are dismissed to their classrooms at 7:50am. Between 7:30AM and 7:50 AM Sutton teachers are in meetings or preparing their room for the day. Please do not escort your child to the classroom unless it is part of your child's educational plan. If you wish to schedule a conference with your child's teacher please call the school or send in a note requesting a conference. Your cooperation in this matter is greatly appreciated.

Dismissal:

- Parent pickup will be dismissed to the office lobby at 2:50pm.
- Students riding the bus will be dismissed by 2:55pm from their classrooms.
- Walkers/Riders will be dismissed after the buses have departed.
- **Student supervision will be provided until 2:55pm.** Students may register for the Afterschool program if further supervision is required after 2:55pm.
- Student pick-up in the afternoon will occur in the front parking lot. Students will be dismissed at 2:50pm and will then load into vehicles outside of the main entrance.
- If you are waiting to pick your child(ren) up from school and the front entrance is full, please park in the town clerk's parking lot to wait. Those who wait on the side of the road will create a safety hazard and may be ticketed.

PLEASE NOTE: Families must pick up students by 3:00 PM. Students are not supervised after 3:00 PM unless participating in the Afterschool (KEAP) Program or in an after school activity. KEAP runs Monday through Thursday 2:55-5:15. Students must be registered with the KEAP in order to attend.

COMPACT FOR LEARNING AND RESPONSIBILITIES

Both parents and all school personnel are working towards the same goal, providing the best possible education for our children. Students also need to accept responsibility for being the best student they can be. When the three combine forces, the results are unbeatable. A committee comprised of the principal, school board members, parents, teachers, and students developed certain responsibilities that parents, school personnel and students need to accept and carry out in order for our school to promote the best possible education for students.

School Responsibilities

- Create an optimal learning environment in the building and classroom.
- Afford every student the opportunity to work to his or her fullest potential each and every day.
- Communicate frequently with parents for positive reinforcement as well as "when necessary".

- Work closely with PTG to provide activities and programs for students.
- Assign homework regularly that helps children learn; provide parents with direction on how they can work with their children to get the most out of homework.
- Respect student individuality.
- Promote self-esteem and encourage respect for elders/others/everyone.
- Set high academic standards for all students and help them reach their potential.
- Reinforce a positive discipline code based on clear and fair rules that are established at the beginning of each school year and remember to reinforce positive classroom behavior
- Encourage parent involvement by reaching out to involve them in their children's education, showing them how they can help their children at home, all the while remembering that parents want to work with teachers to help their children do their best.

Parent Responsibilities

- Provide regular time, and a quiet, well-lit space for homework.
- Be available during homework time to help with questions but not to give answers.
- Read to your child and ask your child to read to you.
- Talk with your child about the day at school so you can better understand what happens there.
- Set positive learning examples for your child; i.e., if the child sees the parent reading, he/she may be influenced and want to read more.
- Communicate on a regular basis with the teacher(s) to be sure that the child and parent know what is expected and to relate any special home situations so that optimal teaching and learning can take place in the classroom.
- Be willing to volunteer in the school system, even if you can only do so for a short period of time or at times other than when school is in session.
- Be aware that the educational process is a joint effort that involves you as well as the child, teachers and school administration.
- Try to make comments that help the child feel valued as a person.
- Use positive, encouraging language to promote self-respect and self-esteem. Make your child feel good about themselves and recognize their progress.
- Send your child to school rested, nourished and dressed in appropriate clothing for the weather and school activities, and aware of appropriate school behavior.
- Encourage your child to be the best he/she can be.

Student Responsibilities

- Understand the purpose of learning and therefore want to learn.
- Be willing to put time and effort to produce quality work.
- Have an open mind to accept new and different ideas.
- Be willing to risk contributing his/her own new and different ideas.
- Exhibit a caring to help and encourage peers.
- Always be confident enough to accept criticism.
- Demonstrate good study skill habits daily.
- Set short and long term goals.

REQUIRED TITLE I PARENTAL NOTIFICATIONS

Adequate Yearly Progress Report: Sutton Village School has developed a school improvement plan called the ***Sutton Village School Continuous Improvement Plan***. The Sutton Village School

CIP is a working document and will be available at the school office.

PARENTAL RIGHTS NOTICE FOR TEACHER/INSTRUCTIONAL ASSISTANTS

QUALIFICATIONS: Parents have the right to request information as to whether their child's teacher has met state qualification and licensing criteria. Parents may also request whether the teacher is teaching under a waiver or provisional license. The request can also include what the designated major of the teacher was in his/her bachelor degree. If the child receives services from an instructional assistant (IA) or behavioral interventionist (BI), their qualifications may also be requested. Please call principal Rachel Robillard at 802.467.3492 if you would like to request any of this information.

PARENTAL INVOLVEMENT POLICY AND HEARING COMPLAINTS POLICY: These policies were developed jointly with parents in April 2009, and updated and adopted in June 2010, February 2014, and most recently in 2018. These policies ([Parental Involvement](#) & [Public Complaints About Personnel](#)) are available on the kingdomeast.org website.

PARENTAL NOTICE FOR STUDENTS WHO ARE LIMITED ENGLISH PROFICIENCY:

20 U.S.C. §6312(g)(1) provides that parents of students who are of limited English proficiency are to be notified not later than 30 days after the beginning of the school year that their child has been identified as in need of services.

B. EMERGENCY INFORMATION

STUDENT / FAMILY EMERGENCY INFORMATION

The school *MUST HAVE CURRENT EMERGENCY INFORMATION FOR EVERY CHILD*. The school will send home a student emergency information sheet for you to fill out or make changes. Forms are also available on the school's website. The school must have on record your current address, home and work telephone numbers, along with the names and phone numbers of family or friends. This information is the basis for the school's emergency contact system, and ensures the school has a contact in the event that you cannot be reached. *Parents/guardians are responsible for notifying the school office immediately if changes occur.*

CUSTODY / LEGAL DECISIONS

Court documentation is needed for all custodial and/or binding legal decisions. Please update your child's file when any changes occur. It is the parties' responsibility to provide written documentation to the school.

EMERGENCY SCHOOL CLOSING

When inclement weather or an emergency situation occurs school may close early. The changes will be broadcast using our School Messenger system and VT Broadcasting system and will notify the primary contacts as outlined in the emergency information form.

SCHOOL CANCELLATION / DELAY

Families will be notified through the School Messenger system and VT Broadcasting system regarding school cancellations or delayed openings. Information from any of the above sources will be available by 6:30 AM. If school opening is delayed by 2 hours, school opening activities will begin 2 hours later than originally scheduled. *This refers to bus transportation and parent drop off times.* If

school is delayed, please continue to listen to reports in case we are forced to do a full cancellation. *It is possible that breakfast will not be served when school is operating on a delayed schedule. Busses and morning activities will be delayed for the same amount of time that school is delayed.*

STUDENT PHONE CALLS AND USE OF ELECTRONIC DEVICES

School telephones are to be used by students *only* in emergencies. **Parents/Guardians should call the main office to leave a message for the student's teacher or administrative assistant to deliver.** Students are allowed to use the classroom telephones with permission from school staff. Parents and guardians should **not** communicate with their child using electronic devices while students are in school.

C. SAFETY INFORMATION

VISITORS

In order to be proactive in maintaining student safety, the Sutton Village School requires all visitors to enter and report through the Main Entrance. Once inside, visitors shall report immediately to the main office and will be helped. **All visitors must sign-in immediately in the main office.**

The Sutton Village School welcomes parents and community members to visit the school and observe the academic setting. Any visitors wishing to observe the academic setting, are required to receive approval from administration prior to the day of the visit. Visitors are expected to abide by school rules, policies, regulations and emergency procedures. Please review the policies ([Visits by Parents, Community Members, or Media](#), [Volunteers and Work Study Students](#)) for further information.

PARKING

Visitor parking is located in the front parking lot and the rear parking lot. Specific traffic patterns are clearly marked. In order to ensure student safety, all families and visitors shall follow the traffic flow patterns.

BICYCLES AND WALKERS

Students riding their bikes to school or walking are expected to walk their bikes onto and off the school grounds at entrance and exits. *Wearing a bicycle helmet and locking bicycles is strongly recommended.* Bikes must be left in the bike racks. Bikes can be ridden during the school day and during the afterschool program with permission from school staff. The school will not be responsible for any damages to or theft of a bicycle or personal property left on a bicycle. *Students riding bicycles should not arrive before 7:15 AM.* Bikers are dismissed at approximately 2:55 PM and are expected to leave promptly once busses have departed.

LOCKERS/CUBICLES

Students may be assigned a locker or cubicle. The school cannot be responsible for items lost from lockers, cubicles or book bags/backpacks. Lockers and cubicles are school property. Students must keep lockers and cubicles neat and orderly. The administration or designee have a right to inspect lockers and cubicles.

LOST AND FOUND

Clothes, books, etc. should be clearly marked to ensure prompt return to their rightful owners. Lost articles found at school are turned in to the lost and found. Personal items will be disposed of at the end of each year. Clothing items not claimed will be cleaned and donated to a clothing collection agency. The school cannot assume responsibility for valuables or personal property belonging to a student or adult under any circumstances.

SURVEILLANCE CAMERAS

All Kingdom East schools use surveillance cameras to monitor the campus; outside, the parking lot, and several hallways and egresses in the buildings. Any recordings made with these cameras become the property of the Sutton Village School.

EMERGENCY DRILLS

By state statute §§ 1481 – 1483, each school is required to conduct an emergency drill each month, to ensure the safety of all our children. Drills are held at the discretion of the administration or designee with consideration given to program, weather, and health. If families or other visitors are on campus during one of these drills, they will follow the same procedures as the students.

D. SCHOOL EXPECTATIONS FOR PREVENTING AND RESPONDING TO STUDENT MISBEHAVIOR

BEHAVIOR PLAN AND MATRIX

PBIS (Positive Behavior Interventions and Support) is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (academic, personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. It is the plan of the PBIS team that students and staff are involved in several opportunities for being acknowledged for their positive behaviors and meeting the core expectations of the school. Students earn *school letters* for their class, which results in class rewards. When the *phrase Catamounts* is filled, the entire school participates in a school-wide reward. Monthly Catamount Assemblies provide opportunities to celebrate birthdays and acknowledge students who meet the core expectations. Each month students in grades 1st through 8th will be acknowledged for outstanding citizenship accomplishments.

RULES OF CONDUCT

The following are prohibited at all times. *The underlined rules could result in law enforcement intervention or suspension* at the discretion of the administration.

- Any activity that disrupts the learning environment.
- Behavior harmful to the welfare, safety or morals of others.
- Cheating/plagiarism.
- Profanity, obscene language or possession of obscene materials.
- Disobedience or disrespect towards adults who are acting to support

school policies and standards.

- Technology violation
- Harassment, hazing, or bullying.
- Physical violence and/or verbal abuse.
- Stealing / Theft.
- Damage to school property or the property of others.
- Possession of weapons or a potentially dangerous object.
- Use of or possession of tobacco, alcohol, or drugs on school property or at school recognized events.
- Threats to any individual at school or to the school.
- False claims of endangerment to an individual or the school.
- Leaving the school grounds without permission.

Violations or continued violations of school rules of conduct will be resolved in the following steps:

Step 1. The teacher or other supervising adult may address the misbehavior. This may include time out and/or buddy room procedures. (Students are responsible for all work missed during these times unless otherwise approved by the principal). A *minor* or *major* office discipline referral (ODR) may be filled out by the school staff. For detailed *minor* and *major* problem behaviors, please refer to the **Behavior Consequence Matrix** located in this handbook.

Step 2. The teacher may notify the positive behavior support staff or the principal if the behavior is considered a *major*.

Step 3. In the event the student receives 3 *minor* ODRs within a 30-day period, or if the student receives a *major* ODR, the principal or designee may assign a consequence or implement restorative practices using the Behavior Consequence Matrix as a guide. Parents or guardians may be notified when a *major* behavior has occurred, and if a consequence or restorative process has been assigned. It is not an expectation that parents or guardians be notified for *minor* behaviors. A conference with the principal, teacher, parents, guidance counselor, positive behavior support staff and student may occur. With support, the student will develop a plan for changing his/her behavior.

Step 4. In the event of re-occurring *minor* or *major* behaviors and/or non-conforming behaviors, students may be assigned consequences or restorative practices consistent with the Behavior Consequence Matrix as outlined in 1st, 2nd, and 3rd offenses. If possible, Parents or guardians, shall be notified immediately when student behavior requires an alternative daily schedule. In case of an out-of-school suspension, a written notice shall be given to the parents or guardians outlining the type of suspension, the cause for the suspension, the length of the suspension and the procedure for readmission. A team that may include: the principal (or designee), teacher (s), parents/guardians, guidance counselor, positive behavior support staff and student, may conference prior to the student returning to school. The team will develop a plan for changing his/her behavior prior to when the student re-enters the classroom environment.

Step 5. If changes in behavior have not resulted after this point, adaptive measures to ensure the rights of others will be designed.

WHEN MORE SERIOUS BEHAVIORS OCCUR THAT ENDANGER THE HEALTH, SAFETY OR

WELL-BEING OF ANY INDIVIDUAL, IMMEDIATE SUSPENSION WILL RESULT.

ITEMS NOT ALLOWED AT SCHOOL

The following items are not allowed at school or school functions:

- Weapons of any type including toy weapons ([Student Conduct and Discipline](#))
- Matches / lighters
- Tobacco products / drugs / alcohol / e-cigarettes ([Student Alcohol and Drugs](#))
- Aerosol spray

Items not allowed at school that are found to be in a student's possession will be confiscated and turned in to the principal. Possession of these items and their return will be dealt with on a case-by-case basis.

ACADEMIC HONESTY EXPECTATIONS

Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of an intellectual community and depreciates the achievements of the entire school community. Accordingly, Sutton Village School views academic dishonesty as one of the most serious offenses that a student can commit while in school. Each teacher can provide guidance to students about academic honesty. Students with questions about whether particular situations may be considered to be academically dishonest should ask the classroom teacher. Academic dishonesty is prohibited at Sutton Village School. Violation of the Academic Honesty/Anti-Plagiarism Procedure shall result in discipline in accordance with Rules of Conduct and Behavior Consequence Matrix. The student caught cheating will be reported in writing using a *major* ODR.

The parent(s) or guardian may be notified and a conference may be required, with the student, parent (s) or guardian, a member of the administration, and the teacher involved.

It is understood that school is an educational experience and therefore the classroom teacher will explain what academic honesty is and what it is not.

The following is a broad overview of what constitutes academic dishonesty, but is not meant to be an all-encompassing definition.

Cheating, Intellectual Theft - defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Examples:

- Unauthorized use of notes, text, or other aids during an examination;
- Copying from another student's work, research paper, case write-up, lab report, homework, computer disc, and so on;
- Talking during quizzes or tests;
- Handing in the same paper for more than one class without the explicit permission of the teacher;
- Perusing a test before it is given;

Fabrication - defined as intentional and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Examples:

- Making up the data for a research paper;
- Altering the results of a lab experiment or survey;
- Listing a citation for a source not used;
- Stating an opinion as a scientifically proven fact.

Plagiarism - defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of source by way of a footnote, endnote, or intertextual note.

The following sources demand notation:

- Word-for-word quotation from a source, including another student's work;
- Paraphrase: using the ideas of others in your own words;
- Unusual or controversial facts - facts not apt to be found in many places;
- Interviews, radio, television programs, and telephone conversations.

Unauthorized collaboration - this refers to instances when students, each claiming sole authorship, submit separate reports that are substantially similar to one another. While several students may have the same source material (as in case write-ups), the analysis, interpretation, and reporting of the data must be each individual's.

Participation in academically dishonest activities.

Examples:

- Stealing a test;
- Purchasing a pre-written paper through a mail-order or other service, including via the Internet;
- Selling, loaning, or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts;
- Alteration, theft, forgery, or destruction of the academic work of other students, library materials, laboratory materials;
- Intentionally missing a test or assignment deadline to gain an unfair advantage.

Facilitating academic dishonesty - defined as intentionally or knowingly helping or attempting to violate any provision of this policy.

Examples:

- Inaccurately listing someone as co-author of a paper, case write-up, or project who did not contribute;
- Sharing with another student a take-home examination, homework assignment, case write-up, lab report, and so on, without expressed permission from the teacher
- Writing a paper for another student.

All members of the Sutton Village School community - students, faculty, and staff - share the responsibility to bring forward known acts of apparent academic dishonesty. Any member of the academic community who witnesses an act of academic dishonesty should report it to the appropriate staff member. The teacher, as a professional educator, makes the final decision as to whether or not cheating has occurred. In a case of a student looking at another student's work during a test, for example, a teacher needs no further evidence than to be sure that this is what he/she saw.

INAPPROPRIATE DISPLAYS OF AFFECTION

Students at Sutton Village School are expected to act in a manner that allows them to function safely, comfortably and without distraction to oneself or others. The conduct of students should reflect appropriate behavior for a public building. Students, who are embracing, kissing, and otherwise displaying physical affection will not be allowed.

DRESS CODE

Students at Sutton Village School are expected to dress in a manner that allows them to function safely, comfortably and without distraction to oneself or others. The school recognizes that the

personal grooming and dress of students is primarily a matter of concern between students and their parents/guardians. It becomes a concern of the school, however, when grooming and dress patterns create a disruptive influence upon the educational program of the school or when health or safety of the student body is affected. Appropriate dress is clothing that covers the body and underwear sufficiently so as not to attract excessive attention. Spaghetti straps, oversized tanks, mini shorts and skirts, midriff-showing tops and low-slung pants revealing tummies or underwear are examples of clothing that are not considered appropriate school attire. **Clothing and accessories that promote drugs, alcohol, tobacco, or are sexual in nature are not allowed.** Messages and artwork on clothing should support positive behaviors and habits. Headgear such as baseball caps, hats and bandanas are not to be worn in the building unless it is a designated "Hat Day" . For health and safety reasons, appropriate footwear must be worn at all times. As a general guideline for clothing students can follow: straps on tops that are more than two fingers wide and bottoms that are longer than finger length when the arms are to the side.

The administration or designee will evaluate questionable attire and determine the action to be taken, which could include being asked to change, a warning, being sent home to change, and/or an alternative day schedule. Parents/guardians, particularly those of younger children, should plan for proper outdoor and indoor wear during inclement and winter weather. When students wear boots to school, they need to bring a pair of shoes to wear inside. In Physical Education classes, it is expected that students wear sneakers. Clothing fads and fashions are constantly changing. If the guidelines above still create doubt as to the suitability of a particular student's appearance or attire, the administration may discuss it with the child and/or his or her parent(s).

CARE OF SCHOOL PROPERTY

School property consists of textbooks, library books, electronic equipment, cubicles, the school busses, the school campus and buildings and all its contents. Students will be held responsible for lost or damaged school property. Replacement costs will be assessed and the parents/guardians may receive a bill from the school and will be expected to pay to replace or repair the item.

PARENT/GUARDIAN CONCERNS

In order to maintain a positive school climate, it is important to us that the parents/guardians and school work closely together. Parents/guardians should address their concerns to their child's teacher first, and then if the matter has not been resolved, please contact the principal. If still not resolved, you may contact the Superintendent of Schools. Please refer to [Public Complaints About Personnel](#) for more information.

TECHNOLOGY AND ELECTRONIC DEVICES

The use of technology at Sutton Village School provides great educational benefits to students. It is to be used for educational purposes only. Please read the [Responsible Computer, Network & Internet Use](#) policy. ***Your child will not be allowed to use the computers or electronic devices at school until the Handbook & Compact agreement is signed by Parent/Guardian and Student, and returned to their homeroom teacher.***

Cell phones or any electronic device capable of electronic communication: Students are not allowed to use cell phones or electronic devices capable of calling, texting, chatting or messaging while at school unless otherwise necessary for academic purposes and have been

granted prior permission by the supervising school staff. Any cell phone or electronic device capable of electronic communication that is brought to school must be turned off and kept in lockers/cubicles, backpacks or other location as designated by school staff. Cell phones or electronic devices may be confiscated if these guidelines are not followed. Parents/Guardians may be required to pick up the device from the main office. Personal cell phones or electronic devices brought onto school property (school bus, school campus or school sponsored function) are the student's and family's responsibility if lost, stolen, or damaged.

HARASSMENT, HAZING & BULLYING

On May 29, 2015, former Secretary Holcombe announced a new single Model Harassment, Hazing and Bullying Policy/Procedures

(<http://education.vermont.gov/documents/edu-memo-holcombe-regarding-hhb-model-policies-2015.pdf>). VSBIT was proud to assist the AOE, and other educational stakeholders, in this endeavor. We agree with the Secretary that this “unified document should make it easier for school leaders and designated reporters to appropriately address allegations of harassment, hazing or bullying”. The KESD school boards have adopted this policy. Please see the [Policy on Prevention of Harassment, Hazing, and Bullying of Students](#), and [Model Procedures on the Prevention of Harassment, Hazing, and Bullying of Students](#))

BULLYING

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

- Occurs during the school day, on school property, on a school bus, or at a school-sponsored activity.
- Is intended to ridicule, humiliate, or intimidate the student; and
- Is repeated over time.

CYBERBULLYING

Definition: Cyberbullying refers to bullying through information and communication technologies. If cyberbullying occurs, meets the definitions of bullying or harassment, and is brought into the educational environment, the same reporting, investigation, consequences and prevention will occur.

BULLYING PREVENTION PLAN

Introduction: The Kingdom East School District policy, which states that the District is committed to providing a safe and supportive school environment in which all students are treated with respect. This commitment involves incident(s) and/or conduct that occur on school property, on a school bus, at a school-sponsored activity, or misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the welfare of the school can be demonstrated.¹ Bullying is a form of dangerous, disrespectful behavior. It will not be permitted or tolerated. Bullying may involve a range of misconduct that will warrant a measured response of corrective action and/or discipline. Behaviors that are inappropriate but do not rise to the level of bullying will be subject to corrective action and/or discipline.

1. Definition: Bullying means any overt act or combination of such acts directed against a student

¹ Conduct that might otherwise be considered bullying but does not occur during the school day, on school property, on a school bus or at a school-sponsored event still may be subject to disciplinary action pursuant to 16 V.S.A. 1161(a) and 1162; however, such misconduct would not meet the definition of bullying.

by another student or group of students which:

- a. Occurs during the school day, on school property, on a school bus, or at a school-sponsored activity.²
 - b. Is intended to ridicule,³ humiliate, or intimidate the student; and
 - c. Is repeated over time.
2. Notice of Prohibition Against Bullying and Anti-Bullying Interventions: The Kingdom East School District recognizes that students should have a safe, orderly, civil and positive learning environment. Bullying will not be tolerated. The Kingdom East School District shall:
- a. Include the prohibition against bullying in the Student Handbook
 - b. Make students aware of prohibition against bullying, the penalties for engaging in bullying, and the procedure for reporting bullying, at assemblies, workshops specifically designed for bullying, during Morning Meetings, and/or classroom meetings and information provided to students by the school counseling department.
 - c. Develop strategies for school staff to prevent and intervene in bullying
3. Reporting, Investigating, and Notifying Parents of Bullying Reports.
To address bullying, the Sutton Village School shall:
- a. Provide information to students on how and why to report bullying.
 - b. Encourage students to report acts of bullying to teachers and school administrators.⁴ The school has established the following methods for such reporting:
 - Anonymous Reporting: written message to be left for principal, school counselor or positive behavior support staff.
 - Personal Reporting: speak in person with any staff member, principal, positive behavior support staff or school counselor.**You may call the school (802.467.3492) and speak with any of the above.**
 - c. Encourage parents/guardians of students to file written reports of suspected bullying or personally contact the school principal, school counselor, or positive behavior support staff.
 - d. Require school staff that witness acts of bullying or receive student reports of bullying to promptly notify the principal, positive behavior support staff, or school counselor.
 - e. Require the principal or her designee to accept and review all reports of bullying, including anonymous reports. If after initial inquiry, further investigation appears warranted, an investigation will continue.
 - f. As with any other disciplinary action, the parent/guardian of both the bully and the victim will be notified as soon as possible if investigation appears warranted.
 - g. To the extent permitted under the Family Educational Rights and Privacy Act, (FERPA), the parent/guardian of a student who is a target of bullying will be notified of actions taken to prevent further acts of bullying.
4. Data Gathering
- a. The Kingdom East School District delegates the responsibility of data collection to the school principal. He/she shall collect data on the number of reported incidents of

² See footnote 1

³ In certain circumstances a one time incident might be considered bullying and subject to further discipline. This will be determined by the administration.

⁴ Any student who knowingly makes false accusations regarding bullying, may be subject to disciplinary action.

bullying and the number of incidents verified and report them as required by law to the Commissioner of the Vermont Department of Education and the public.

Quick Reference on Bullying Prevention & Intervention

Possible Strategies for Prevention

- Assess the school Environment.
- Adopt a comprehensive approach that considers the bully, the target and bystanders.
- Provide bullying prevention and intervention training to all faculty and staff
- Closely supervise all areas of the school.
- Update discipline plan and procedures; adopt all legally required related policies.
- Utilize multiple means for publicizing clear behavioral standards/rules.
- Establish an anonymous reporting system.
- Encourage parent and community involvement in bullying prevention.
- Use appropriate discipline and classroom management techniques for response to classroom behavior when needed.
- As warranted, refer victims and bullies to school counselors or mental health professionals.

Possible Steps for Intervening in Bullying Situations

- Intervene immediately to stop the bullying.
- Talk to the bully and the victim separately. If more than one student is involved in bullying behavior, talk to each separately, in quick succession. (Expect bullies to minimize [or] deny their actions.)
 - Remind the bully about school and classroom rules, reiterate what behavior is expected, and discuss sanctions that will be imposed for future bullying behavior.
 - Reassure the victim that everything possible will be done to prevent a recurrence.
 - Make other students aware of the consequences of bullying behavior. Reiterate the school's policy of zero tolerance toward bullying.
 - Phone the parents of both the bully and the victim as soon as possible. If possible, involve the parents in designing a plan of action.
 - Continue to monitor the behavior of the bully and the safety of the victim.
 - Consult teachers, administrators, and staff members to alert them to the problem and to get a better understanding of it.
 - If the situation does not change, remove the bully – not the victim – from the classroom.

Education World citing The Centre for Children and Families in the Justice System of the London Family Court Clinic. www.education-world.com/a_issues/issues103.shtml

For bullying prevention and intervention, see also:

1. BEST: Building Effective Supports for Teaching Students with Behavioral Challenges. Call Anne Dubie, 656-5775 or visit <http://www.uvm.edu/~cdci/best/>
2. Bullying Strategies That Work, Education World. www.education-world.com/a_issues/issues103.
3. Blueprints for Violence Prevention, www.colorado.educspv/blueprints/.
4. Think You Know What A bully Looks Like? Think Again. . . National PTA. www.pta.org/bullying/
5. Project on Teasing and Bullying, Wellsley Centers for Women, www.wcwonline.org/bullying
6. A World of Difference Institute. www.adl.org/education/edu_awod/awod_classroom.asp
7. Bully Free Classroom, Allan L. Bean, PH.D. (Over 100 Tips and Strategies for Teachers K-8), this source is located in the School Counselor's Office.

Please refer to the following policies for more information: KESD [Policy on the Prevention of](#)

HAZING

The definition of hazing is similar to that of harassment. The key difference is that hazing is identified in connection with being a member of a team, club, or organization affiliated with the school.

HARASSMENT

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

Prevention of Harassment of Students Purpose:

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

Definition of Harassment:

- (1.) Harassment means an incident or incidents of verbal, written, visual or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.
- (2.) Harassment includes conduct which violates subsection (1) of this definition and constitutes one or more of the following:
 - (a.) Sexual Harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual, or physical conduct of a sexual nature when one or both of the following occur:
 - I. Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.
 - II. Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
 - (b.) Racial Harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs.
 - (c.) Harassment of members of other protected categories, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, sex, sexual orientation, or disability and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display or circulation of written or visual materials, taunts on manner of speech, and negative reference to customs related to any of

these protected categories.

Reporting of Student Harassment Complaints:

A student who believes that he or she has been harassed, or who witnesses' conduct that he or she believes might constitute harassment, should report the conduct to the designated employee at school who are the principal, home/school coordinator, or school counselor. The student may report to any other school employee who should then report it to a designated employee. An Administrator or designee will investigate the complaint. Upon completion of the investigation, an Administrator or designee will meet with all concerned parties and present options for formal or informal resolution. Please refer to the Harassment policy in the Appendix for further information.

REPORTING OF BULLYING, HARASSMENT AND HAZING

Students and parents are to report acts of bullying to teachers and school administrators. The school has established the following methods for such reporting: Anonymous Reporting: written message to be left for principal Rachel Robillard, Positive Behavior Support Staff Mike Lumbr, school counselor-Cheryl Robinson or any school staff. Personal Reporting: speak in person with any staff member, principal Rachel Robillard, Positive Behavior Support Staff Mike Lumbr, with the school counselor Cheryl Robinson or any school staff. *You may call 802.467.3492 and speak with any of the above.*

DESIGNATED EMPLOYEES

The following employees of the Sutton Village School have been designated by the Kingdom East School District to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):
See appendix A, [Policy on the Prevention of Harassment, Hazing, and Bullying of Students](#).

Name: Rachel Robillard
Title: Principal
Contact information:
802.467.3492
rrobillard@kingdomeast.org

Name: Mike Lumbr
Title: Positive Behavior Support
Contact information:
802.467.3492
mlumbr@kingdomeast.org

Name: Cheryl Robinson
Title: School Counselor
Contact information:
802.467.3492
crobinson@kingdomeast.org

Behavior Consequence Matrix

Minor Problem Behavior	1 st Offense	2 nd Offense	3 rd Offense w/in 30 days
Defiance/Disrespect/Noncompliance	-Classroom problem solving procedures	-Classroom problem solving procedures	-Classroom problem solving procedures - Teacher notify parent -Becomes major infraction
Disruption	-Classroom problem solving procedures	-Classroom problem solving procedures	-Classroom problem solving procedures - Teacher notify parent -Becomes major infraction
Dress Code Violation	-Classroom problem solving procedures	-Classroom problem solving procedures	-Classroom problem solving procedures - Teacher notify parent -Becomes major infraction
Inappropriate Language	-Classroom problem solving procedures	-Classroom problem solving procedures	-Classroom problem solving procedures -Teacher notify parent -Becomes major infraction
Physical Contact/Physical Aggression	-Classroom problem solving procedures	-Classroom problem solving procedures	-Classroom problem solving procedures -Teacher notify parent -Becomes major infraction
Property Misuse	-Classroom problem solving procedures	-Classroom problem solving procedures	-Classroom problem solving procedures -Teacher notify parent -Becomes major infraction
Tardy	-Classroom problem solving procedures	-Classroom problem solving procedures	-Classroom problem solving procedures -Teacher notify parent -Becomes major infraction
Technology Violation	-Classroom problem solving procedures	-Classroom problem solving procedures - possible loss of privilege of use of device for 1-2 days	-Classroom problem solving procedures -possible loss of privilege of use of device for 3-4 days -Teacher notify parent -Becomes major infraction
Unprepared for Class	-Classroom problem solving procedures	-Classroom problem solving procedures	-Classroom problem solving procedures -Teacher notify parent -Becomes major infraction
Major Problem Behavior	1 st Offense	2 nd Offense	3 rd Offense
Abusive Language/ Inappropriate Language/ Profanity	- teacher notify parent -lunch or recess detention -restorative process	-teacher notify parent -lunch and recess detention (1-3 days) -restorative process	-meeting with parent -alternative daily schedule (1-3 days) -restorative process
Defiance/Disrespect/ Insubordination/ Non-Compliance	-teacher notify parent -lunch and recess detention (1-3 days) -restorative process	-teacher notify parent -lunch and recess detention (3-5 days) -restorative process	-meeting with parent -alternative daily schedule (1-3 days) -restorative process
Disruption	-teacher notify parent -lunch and recess detention (1-3 days) -restorative process	-teacher notify parent -lunch and recess detention (3-5 days) -restorative process	-meeting with parent -alternative daily schedule (1-3 days) -restorative process
Dress Code Violation	-change clothes -teacher notify parent	- change clothes - teacher notify parent -lunch or recess detention	- Change clothes -meeting with parent -lunch and recess detention
Forgery/Academic Dishonesty/Lying/Cheating	- teacher notify parent -lunch or recess detention -restorative process	-teacher notify parent -lunch and recess detention - re-do alternative	-Meeting with parent -alternative daily schedule (1-3 days) - re-do alternative assignment

		assignment -restorative process	-restorative process
Inappropriate Display of Affection	-teacher notify parent -lunch or recess detention -restorative process	-teacher notify parent -lunch and recess detention (1-3 days)	meeting with parent -alternative daily schedule (1-3 days) -restorative process
Property Damage/Theft	-teacher notify parent -lunch and recess detention (3-5 days) -restorative process	-meeting with parent -alternative daily schedule (1-3 days) -restorative process	-Meeting with parent -alternative daily schedule (1-10 days) -restorative process
Skip class	-teacher notify parent -lunch and recess detention (3-5 days) -restorative process	-meeting with parent -alternative daily schedule (1-3 days) -restorative process	-Meeting with parent -alternative daily schedule (1-10 days) -restorative process
Technology Violation	- teacher notify parent -lunch and recess detention(1-3 days) -possible confiscation of device (1 week) -restorative process	-teacher notify parent -lunch and recess detention(3-5 days) -possible confiscation of device (2 weeks)	-meeting with parent -loss of device -alternative daily schedule (1-3 days) -restorative process
Non-weapon tool/device	-teacher notify parent -confiscation of non-weapon -lunch and recess detention(3-5 days) -restorative practice	-teacher notify parent -alternative daily schedule (1-3 days) -restorative practice	-Meeting with parent -alternative daily schedule (1-10 days) -restorative process
Critical Problem Behavior	1st Offense	2nd Offense	3rd Offense
Arson	-Meeting with parent -out of school suspension (8-10 days)		
Bomb Threat/False Alarm	-Meeting with parent -out of school suspension (5-10 days)		
Harassment/Bullying/Hazing	-notify parent -safety plan, administrative meeting with student -lunch and recess detention 5 days, or suspension (case by case basis) -restorative process	-Meeting with parent and student -alternative daily schedule (1-3 days) -restorative process	-Meeting with parent -alternative daily schedule (1-10 days)
Off School Location	-notify parent -alternative daily schedule (1-3 days) -restorative process	-Meeting with parent -alternative daily schedule (1-3 days)	- Meeting with parent -alternative daily schedule (1-10 days)
Fighting/ Physical Aggression	-notify parent -alternative daily schedule (1-3 days) -restorative process	-Meeting with parent -alternative daily schedule (3-5 days) -restorative process	-Meeting with parent -alternative daily schedule (1-10 days)
Use/Possession of Alcohol or Drugs	-Meeting with parent -in school suspension (1-3 days) -restorative process	-Meeting with parent -alternative daily schedule (3-5 days) -restorative process	-Meeting with parent -alternative daily schedule (1-10 days)
Use/Possession of Weapons	-Meeting with parent -alternative daily schedule (1-3 days), board process		

This matrix is intended to be a guide for students, parents, teachers, and administrators of Sutton Village School. Final decisions rest with the administration. School policies, state and federal laws takes precedence over all handbook procedures. Alternative daily schedule can be administered on the school campus or in an out-of-school suspension.

Transgender and Gender Nonconforming Students

All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and school staff when considering the best supports for transgender and gender nonconforming students. The Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students are designed to provide direction for schools to address issues that may arise concerning the needs of transgender and gender nonconforming students. Please refer to the [Transgender and Gender Nonconforming Students policy](#).

New Americans

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

Public schools may not:

1. Deny or terminate a student's enrollment on the basis of 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.

Seclusion and Restraint

State Board Rule 4500 defines the appropriate use of seclusion and restraint. Rule 4500 also sets forth the reporting requirements that flow from any use of seclusion or restraint in school (e.g. – teacher to administrator, administrator to superintendent, and school to parent/guardian of affected student). Here is a link to a “Q & A” about Rule 4500:

http://education.vermont.gov/documents/EDU- Questions_and_Answers_on_Rule_4500.pdf .

Please refer to the [Use of Restraint and Seclusion policy](#).

E. ACADEMIC INFORMATION

CLASS PREPARATION

The students are expected to come to school prepared and ready to be involved in their learning. Being prepared includes: being well rested and fed, homework completed, having supplies and needed materials (i.e. pencils, paper, books, classwork, etc.).

HOMEWORK

Homework is given for the following reasons:

- To reinforce lessons and skills.
- To complete assignments not finished during class.
- To work on independent assignments such as research or projects.
- To encourage independent learning.
- To involve families with their child's schoolwork and create a positive home/school relationship
- Build personal responsibility, accountability and organization

If homework is assigned, it is our expectation that it will be completed and turned in on time. Incomplete or missing homework may result in parental contact. If your child is having difficulty with homework, check with the teacher. Teachers can clarify or help solve problems or make adjustments as needed. Your interest at home can have a positive influence on your child's success. You can help by providing a study area at home, setting aside a specific homework time free from interruptions, monitoring work, and above all, showing an interest. If your child is absent from school, you may request homework by calling the school by 9:00AM to pick up by 4:00PM.

MISSED ASSIGNMENTS

It is the student's responsibility to see his/her teacher for any assignments missed.

PROGRESS REPORTS / REPORT CARDS

Families shall be notified regarding their progress and may receive reports mid-way through each trimester. This will provide parents/guardians with a written assessment of their child's progress.

Report cards are standards-based and are prepared at the end of each trimester. Please review the report cards and progress notes carefully with your child. Feel free to contact teachers for information or to request a conference.

ASSESSMENTS

Throughout the school year, students in all grades are given a variety of assessments to measure learning progress. Scores are used by all Kingdom East Schools to adjust and adapt instruction. SBAC is the most recent statewide test. These scores are used by all Kingdom East Schools to inform their instructional practices and are used by the Vermont Agency of Education to help measure school AYP progress. Once the scores are received they are available to parents/guardians.

GRADE ADVANCEMENT: RETENTION, PROMOTION & ACCELERATION OF STUDENTS

Policy

A goal of the Kingdom East School District is for each student to progress in his or her educational program by reaching a standard of achievement necessary to progress from grade to grade.

Definitions

1. **Acceleration** is the advancement of a student by more than one grade beyond the current grade level.

2. **Promotion** is the single grade step most students take from year to year.
3. **Retention** allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Promotion, retention and acceleration decisions will be based on the extent to which a student is meeting the standards established by the Vermont Framework of Standards and Learning Opportunities as well as other relevant factors, including social, emotional, physical and mental growth, past academic performance, behavior, motivation, and attendance.

Implementation

The Superintendent or designee will develop rules to implement this policy. The rules will specify a process for determining the promotion, retention or acceleration of individual students.

PARENT/GUARDIAN ESS INPUT AND STUDENT CLASS PLACEMENT

The Sutton Village School recognizes the importance of providing parents and guardians with the opportunity to give valuable input regarding the educational needs, goals and learning styles of their students. Parents/guardians are provided the opportunity to give input that will assist the administration, sending team, and receiving team by informing them of insights and concerns regarding their child. The Sutton Village School also recognizes the importance of balanced classrooms. The administration is charged with the responsibility to uphold what is in the best interest of the total educational system, and the final decision regarding student placement rests with the administration.

SUTTON VILLAGE SCHOOL PARENT TEACHER GROUP

The Sutton Village School Parent Teacher Group (PTG) is made up of parents, teachers and community members. The function of the group is to support students by funding various activities and by providing support to our students by linking school and community.

CURRICULUM

All Kingdom East schools support a variety of learning styles, and classrooms may vary in the routines, materials, and methods used. However, we also support the need for consistency in the scope and sequence of learning for all students. The common links that hold the curriculum and learning programs together are the National Common Core Standards and the KESD curriculum guides. Through parent conferences, our assessment program, progress reports, and report cards, you should have a clear picture of the milestones of learning for your child. If you have any questions about the standards, curriculum guides or assessments, ask your child's teacher for more information.

Speak directly to your child's teachers to see the details of what your child is expected to learn this year. This is usually done at regularly scheduled conferences, but you can arrange a meeting with your child's teacher at a mutually convenient time by calling the school or by emailing your child's teacher.

HEALTH SERVICES and WELLNESS PROGRAMS

Health services will be provided to all students. The health services will be provided by a school

nurse who will demonstrate medical knowledge and skill in nursing techniques, demonstrate knowledge of child and adolescent development, establish goals for a school-wide nursing program, and demonstrate knowledge of the Vermont Department of Health Standards of Practice in addition to government, community, and district laws and regulations. The school nurse will ensure school wellness programs are shared with the community. A link to the list of school and community wellness programs can be found at:

<http://education.vermont.gov/health-education/linking-health-and-learning> For a hard copy of this information, please contact the main office. Please refer to the [Federal Child Nutrition Act Wellness policy](#).

The school nurse will take preventative steps needed to control communicable diseases and conduct health screenings. Periodic hearing and vision screening—16 V.S.A. §1422 requires schools to test the hearing and vision of students pursuant to research-based guidelines, which can be found at this link: <http://education.vermont.gov/documents/edu-memo-aoe-vdh-school-health-screenings.pdf> Parents or guardians choosing to opt out of screening must contact the school nurse prior to September 1st, 2019 or within one week of the official enrollment date.

Policies and services are provided which will cover all aspects of a child's cumulative health history and are recorded in confidential health files. Each student will gradually assume more knowledge and responsibility for their own health and wellness by means of direct and indirect health teaching. The school nurse will facilitate, assess, plan, evaluate, refer, and serve as the direct link between the doctor, family, and the community services to assure a continuity of care for each student. The school nurse will follow the laws and regulations outlined in student immunization and student medication. The school nurse will be an integral member of the crisis team and managing emergency situations. In the event of diverse medical needs or 504 plans, the school nurse will be an integral member of this team.

If a child is in school, he/she is expected to attend all scheduled classes for that day begins at 8:00am and ends at 2:50pm. If unable to participate in the activity, a note from the parent/guardian may allow the child to observe while remaining with the class.

IMMUNIZATION

Effective July 1st, 2016, there was a change to The Vermont Immunization Law. After much debate and passionate testimony on both sides of the issue, the House and Senate passed [H.98](#), eliminating the philosophical exemption to the requirement (per 18 V.S.A. 1121) for children to be vaccinated in order to attend schools (public and independent) and child-care facilities in Vermont. After eliminating the philosophical exemption, the sole exemptions to the vaccination requirement are for health-related reasons and religious beliefs. The effective date for the elimination of the exemption is July 1, 2016. The current Immunization Law requires all students be immunized before school entry unless exempted for immunization for health-related and religious reasons. Please see *Vermont Immunization Law in accordance with 2012 Act 157* for more information or contact the Sutton Village School nurse for assistance.

MEDICATION

If you want your child to receive either Tylenol or Non-Aspirin non-prescription medication without a call from the nurse, please fill out a "Parent Permission for Administration of Non-Prescription

Medication” form. The medical community is very responsive to scheduling prescription drugs for students during non-school hours, however, if your child’s Dr. deems it necessary to prescribe doses during school hours, **all prescription and non-prescription drugs must be given to the school nurse and must be in the original container(s) and include the dr.’s directions for administering it.** With non-prescription drugs (cough medicine, etc.), please send in a note signed by a parent or guardian. No non-prescription drugs will be given without a signed Parental Permission Form or note from a parent/guardian. This saves time and ensures accurate delivery of medications. Please refer to the [Student Medication policy](#) for more information.

CONCUSSIONS AND OTHER HEAD INJURIES

Please refer to the following link for specific information regarding concussions and head injuries: <http://education.vermont.gov/documents/edu-concussion-guidelines.pdf> Hard copies of the information are available per your request.

GUIDANCE

Guidance services will be provided to all students. Guidance services include the counselor coming into the classroom to deliver a developmental guidance program. The developmental guidance program focuses on academic development, personal and social development, and career development. The program is based on the American Association of School Counselor Standards. The expectation is that guidance counselor also works with small groups or individual children for more specific support.

EDUCATIONAL SUPPORT SERVICES

EDUCATIONAL SUPPORT TEAM (E.S.T.)

The members of this team include, but are not limited to, classroom teachers, intervention specialists, special educators, positive behavior support staff, guidance counselor, school nurse, allied arts teachers, principal, and school-based clinicians. This team meets regularly, once every eight to ten weeks. The purpose of this team is to activate intentional interventions and supports for students who have not responded to school-wide systems of supports, or for students that may require accelerated learning programs so that they can succeed academically, socially, and emotionally.

SPECIAL EDUCATION & SECTION (504) REHABILITATION ACT

Some students in our school have special needs that require individual education plans. Services are provided to these students in a variety of ways. Special education is designed instruction for students who have been identified as needing an individualized program. This individualized education plan (IEP) is designed in collaboration with an educational team consisting of parents, teachers, case managers, administration, related service providers, students, and any other supports requested by the family. It includes school programs, services, and related activities that are necessary in order to insure that the students make realistic progress and have a successful school experience. A special education case manager oversees and coordinates these plans. There are special education services available for qualifying students with disabilities from birth to age 21. Some students require specialized plans to insure access to their education, section 504. If you feel your child needs specialized services or needs section 504 accommodations or if you have any questions concerning these, please call the principal or the special education personnel at 802.467.3492.

The Kingdom East School District does not discriminate on the basis of handicap. Sutton Village School's Section 504 case manager is Cheryl Robinson. Parents have the right to contact administration in the event of a complaint or grievance. (34 C.F.R. §§104.7 and 104.8)

STUDENT MENTAL HEALTH SUPPORT

The Positive Behavior Support Staff, School Counselor and School-Based Mental Health Clinician, are individuals who provide school services for students at the Sutton Village School. All of these services are coordinated with the school's instructional program and work to promote family and student supports.

BREAKFAST / LUNCH / FRESH FRUIT AND VEGGIE SNACK / EXPANDED AFTER SCHOOL SNACK PROGRAMS

The Kingdom East School District provides several opportunities for students to access healthy and nutrition food before, during and after school. Dependent on federal grant funding, K-8th grade students receive fresh fruit and veggie snack during the week, and students up to age 18 who stay after school receive a free after school expanded snack. You will receive an application describing the guidelines for free and reduced student breakfast and lunch meals. We strongly encourage you to take advantage of this opportunity, as it will benefit your child and our school. Information is kept strictly confidential. Breakfasts and lunches are required to be paid in advance or on a daily basis. *The school meals program is a contracted service.* The Abbey Food Service Group currently provides delicious, nutritious, and high quality meals to students and staff. They utilize the Meals Plus online payment feature to ensure a sound fiscal program. Visit their website www.abbeygroup.net for more information on how the system works call the main office. Please refer to the [Food Charge Procedure for Kingdom East School District](#).

F. ATTENDING SCHOOL

STUDENT ATTENDANCE

Policy

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

Annually, the Superintendent shall ensure that the Board appoints individuals for each school to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the District.

The Superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

Administrative Rules and Procedures

The procedures will address the following issues and may include others as well:

1. written excuses;
2. tardiness;
3. notification of parents/guardian;
4. signing out of school;
5. excessive absenteeism;
6. homebound and hospitalized students;
7. early dismissals;
8. homework assignments;
9. making up work

Administrative Responsibilities

1. The principal is responsible for maintaining accurate and up-to-date records of student attendance.
 2. The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.
- **Absence is defined as not being present during normal school operating times of 8:00am to 2:50pm on regular school days and 8:00am to 12:10pm on early release days.** Absences must be communicated to the Sutton Village School staff and may need to be confirmed in writing by the parent or guardian. The responsibility for a child's regular attendance lies with the parent or guardian. A truant student is one who is subject to compulsory school attendance and who is absent without valid cause.
 - Parents/guardians are required to notify the school prior to 8:30 A.M. if their child will be absent.
 - When a student returns to school following an absence, he/she may be asked to provide a written excuse from his/her parent or guardian explaining the reasons for the absence. This excuse should be given to the main office upon returning to school. A student who has been absent for 3 or more consecutive days may be required to provide third party documentation.
 - Students who are absent without valid cause shall not be eligible to participate in extracurricular activities that day, i.e., games, practices, rehearsals. A student who has an excessive number of unexcused absences and/or whose absences of any kind significantly interfere with his/her educational progress shall be dealt with in the following manner with the parents/guardians involved at all levels:
 1. Counseling by guidance, principal and/or teaching staff
 2. Investigation and action by the school administration
 3. Referral to the designated Truancy Officer
 4. Referral to the Superintendent
 5. Referral to the state's attorney

Please make every effort to schedule appointments when school is not in session. For any extended absences please contact the office or notify your child's classroom teacher.

Parents/guardians have the responsibility to ensure that their children attend school daily and on time. Parents will be notified when total student absences reach a designated threshold of concern (5 days). Absence is defined as not being present during normal school operating times of 8:00am to 2:50pm on regular school days and 8:00am to 12:10pm on early release days. This notification is meant to help parents be aware of the number of absences, and may require a meeting between the administration and the parents. Depending on the individual situation, cases of truancy may be referred to DCF or the State's Attorney's Office. Please reference: [Student Attendance Policy](#) and Vermont State Statute 16 VSA § 1121 for more information.

EARLY DEPARTURE, LATE ARRIVAL

If it is necessary for a student to leave before the end of the day, a note must be sent with the child *that morning*, giving the teachers and office notice of the early departure. *All students must be signed in when arriving at school after 8:00 am and for early dismissal, signed out by an adult or a person identified by the parent/guardian allowed to dismiss the student. Students must be dismissed by the office.* For safety reasons the person picking up the student is required to sign the student sign-out log and may be asked to provide identification.

G. TRANSPORTATION

BUS TRANSPORTATION PROCEDURES

Bus transportation is a privilege. For the safety and well being of all children, certain rules of conduct must be observed. Standing, throwing things, running, undue noise, vandalism, fighting and vulgar language will not be tolerated. Assigned seats may be given at the discretion of the bus driver. School bus drivers are responsible for pupil discipline on the school bus in the same manner that teachers are responsible for pupil discipline in the classroom. The operator is expected to uphold on the school bus the same standard of conduct that has been established in the Sutton Village School Rules of Conduct section of the student handbook. The bus driver shall determine whether to issue school bus *minor* or *major* office discipline referral (ODR) to administration or if the situation could be handled in another manner. In the event of 3 minor behaviors within a month or a major behavior, administration or designee will follow the guidelines represented in the Sutton Village School Behavior Consequence Matrix. The guidelines will also pertain to re-occurring or non-conforming behaviors and will follow the 1st, 2nd, 3rd offense consequences or restorative process as outlined in the Matrix. All other general transportation policy information can be found in policy [KESD transportation](#).

AUTHORIZED DRIVERS

Parents/guardians are required to sign a release as part of the Kingdom East registration process: *By my signature on the Sutton Village School Handbook & Compact for Learning form, I understand that I waive the right to hold the school responsible for the actions of the authorized drivers listed on the emergency form.*

H. FIELD TRIPS

FIELD TRIP INFORMATION

Field trips are basic to a well-rounded approach to learning. While most of our curriculum can be conveyed through engaging teaching strategies, experiences that can be found in the community workplaces, museums, public service agencies, and the natural world can also be considered educational tools. The same guidelines that are indicators of a good lesson are also guidelines for an appropriate field trip. Proper behavior while on a field trip is expected at all times and the principal reserves the right to deny any student permission to participate in a school trip if recent behavior by that student indicates that their safety or the safety of others would be a risk.

At the beginning of the year, you will be asked to sign a field trip permission form. Each time a trip is planned for your child, you will be notified. If you decide that your child should not be included in the trip, please notify the appropriate teacher of your decision. If the teacher receives no such notice from you, your child will be expected to participate in the trip.

Parents and guardians who wish to volunteer to accompany student groups on trips are welcome as approved by the classroom teacher and principal following a criminal background records check. Your participation is greatly appreciated and encouraged.

GUIDELINES STUDENT ELIGIBILITY

Field trips are offered to enhance the learning experience of all students. While the goal is for all students to participate, it is important that individual students demonstrate the willingness and ability to participate in a way that ensures a positive experience for all participants. ***Students must have demonstrated through their behavior at school that they can conduct themselves in a manner that values the safety of themselves and others, shows respect for those around them and accepts personal responsibility for their actions.***

When student behavior presents a safety concern and/or creates a disruption for the learning experience of those around him/her, individual students may lose the privilege of attending field trips. Serious and/or repeat violations of school expectations may also lead to a student being ineligible to participate in field trips.

In reviewing field trip eligibility, the following will be considered:

- Does the student demonstrate a concern for the safety of him/herself and others?
- Does the student follow adult directions on a consistent basis?
- Does the student's behavior create a disruption in the learning experience of those around him/her?
- Any other information deemed relevant for the individual student.

At any time in the school year, student conduct may lead to a review of his/her eligibility to attend a specific field trip. For ***end of year*** class field trips, teachers will review the conduct of all students following the middle of the third marking period. If a student's eligibility to attend an end of the year field trip is in question that student may be placed on probation and his/her parents will be invited to meet with the principal and classroom teacher to discuss the concerns. Except in extreme cases, a student will be given the opportunity to develop a plan to address staff concerns about his/her behavior that will be reviewed with the principal and classroom teacher. For students on probation, decisions regarding eligibility will take place approximately one month prior to the date of the trip.

Any serious student misconduct in the month (30 days) leading up to a field trip may result in a student being determined ineligible to participate. The school principal or designee will make the final determination regarding student eligibility to attend field trips. Please refer to the KE [field trips](#) policy.

I. STATE/FEDERAL LAWS AND SCHOOL POLICIES

FLEXIBLE PATHWAYS

Act 77 of 2013 expanded the availability of “flexible pathways” for students. Some features include (i) eliminating an age cap for the funding of the “high school completion program,” (ii) expanding opportunities for “dual enrollment;” (iii) beginning in November 2015 Act 77 also requires the establishment of a personalized learning plan for every student in grades 7-12; and (iv) expands “early college” to all Vermont state colleges. While the law does not require that schools inform the education community of these opportunities, it is recommended that administrators do so through outreach by guidance offices and in collaboration with career and technical centers. Here is a link to more information about flexible pathways: <http://education.vermont.gov/flexible-pathways>

MANDATORY REPORTING FOR CHILD ABUSE AND NEGLECT

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). BTS *employees do not investigate* any abuse or neglect but are mandated to cause a report to be filed when there is reasonable cause for concern.

PROTECTION OF PUPIL RIGHTS ACT

The following information serves as parent annual notification and your rights related to Vermont state law 20 U.S.C. §1232h (PPRA). Parents have the right to inspect surveys created by third parties before it is administered, inspect any instructional materials used as part of the educational curriculum and be notified prior to any physical examinations or screenings disclosure of student information for marketing purposes. Parents have the right to opt out of certain screenings, surveys containing sensitive questions, collection of personal information for marketing purposes and non-emergency physical examinations or screenings. All students participate in academic and physical education screenings regularly. Some students participate in behavioral and social emotional screenings. All middle school students participate annually in the Youth Risk Behavior Survey. Periodic vision and hearing screenings are conducted according to the guidelines developed by the Vermont Agency of Education and Department of Health. In order to inspect or opt out of certain activities, surveys and non-emergency physical examinations or screenings, you must submit your request in writing to the Principal of the school. The principal will obtain access or respond to such requests in a timely fashion. For detailed description see [Kingdom East Pupil Privacy Policy](#).

FERPA (Family Educational Rights and Privacy Act)

P.L. 93-380 (34 CFR 99) Notice to Parents Regarding Directory Information as Required by the Family Educational Rights & Privacy Act. Parents have a right to: Inspect and review your children’s records, seek amendment of the record if it is inaccurate or misleading, consent to disclosure of personally identifiable student information except as provided in 34 C.F.R. §99.31, and if you believe

the Act has been violated, file a complaint with the Family Policy Compliance Office of the United States Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. To request inspection and/or review of your child's educational records, please submit your request in writing to the principal. If you wish to amend your child's records, please submit your request in writing to the principal. The school follows the [KESD Student Records Policy](#) when disclosing student records to persons within the school and when disclosing "directory information". "Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Often information of this nature is included in school publications such as websites, newsletters and yearbooks, in press releases and on some emergency closing lists. A parent has the right to refuse to let the school designate any or all of those types of information about his/her child as directory information. If you wish to exercise this right, please notify the principal in writing within five school days of your child's first day of school for that school year. The principal will respond to your request in a timely fashion.

§ 1753. FALSE PUBLIC ALARMS

Under current law: Sec. 4. 13 V.S.A. § 1753 is amended to read:

A person who initiates or willfully circulates or transmits a report of warning of an impending bombing or other offense or catastrophe, knowing that the report or warning is false or baseless and that it is likely to cause evacuation of a building, place of assembly, or facility of public transport, or to cause public inconvenience or alarm, shall, for the first offense, be imprisoned for not more than two years or fined not more than \$5,000.00, or both. For the second or subsequent offense, the person shall be imprisoned for not more than five years or fined not more than \$10,000.00, or both. In addition, the court may order the person to perform community service. Any community service ordered under this section shall be supervised by the department of corrections.

5. Kingdom East School District Policies

CIVIL RIGHT ACT PROVISIONS AND TITLE IX GRIEVANCE PROCEDURES AND POLICY
KINGDOM EAST AND ITS SCHOOLS PROVIDE EDUCATIONAL OPPORTUNITIES WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX, DISABILITY, RELIGION, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL/CIVIL UNION STATUS, OR ANY OTHER CHARACTERISTIC PROTECTED BY FEDERAL OR STATE LAW. KINGDOM EAST AND ITS SCHOOLS PROVIDE EQUAL ACCESS TO THE BOY SCOUTS AND ANY OTHER YOUTH GROUPS. ALL KINGDOM EAST SCHOOLS FOLLOW THE REQUIREMENTS OF THE CIVIL RIGHTS ACT PROVISIONS- 34 C.F.R. §100.6 AND TITLE IX GRIEVANCE PROCEDURES WITH RESPECT TO DISCRIMINATION ON THE BASIS OF SEX -34 C.F.R §§106.9B AND 106.9A1. PLEASE CONTACT CNSU AT 626-6100 FOR MORE PROCEDURAL INFORMATION AND STEPS TO TAKE.

School Reports to Parents and Communities

Required Financial and Other Information: please refer to the copy of Annual Kingdom East Report.

Required proposed budget for FY20 is a function of the Kingdom East School District

POLICY TITLE: WEAPONS

It is the intent of the Board to comply with the Federal Gun Free Schools Act of 1994, and Act No. 35 of the 1995 session of the Vermont General Assembly requiring school districts to provide for the possible expulsion of students who bring weapons to school or possesses weapons at school. It is further the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

1. Definitions

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

- a. Under Section 921 of Title 18 of the United States Code, the following are considered weapons:
- (i) any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosion
 - (ii) the frame or receiver of any weapon described above
 - (iii) any firearm muffler or firearm silencer
 - (iv) any explosive, incendiary or poison gas
 1. bomb
 2. grenade
 3. rocket having a propellant charge of more than four ounces
 4. missile having an explosive or incendiary charge of more than one-quarter ounce
 5. mine, or
 6. similar device
 - (v) any weapon which will, or which may be readily converted to expel a projectile with or without the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter
 - (vi) any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.
- b. In addition, the following are considered weapons for the purpose of this policy:
- (i) an antique firearm or primitive weapon
 - (ii) a rifle which the owner intends to use solely for sporting, recreational, or cultural purposes
 - (iii) knives
 - (iv) other objects manufactured for the sole purpose of causing injury to another, such as but not limited to brass knuckles, throwing stars, nunchucks
 - (v) any facsimile weapon manufactured or altered to replicate a weapon as described above.
- c. “To school” and “At school” mean any setting which is under the control and supervision of the school district. It includes school grounds, facilities and vehicles used to transport students to and from school or school activities.
- d. “Expelled” means the termination for at least a calendar year of educational services to a student. At the discretion of the Board and Administration, an expelled student may be

afforded limited educational services at a site other than the school during the period of expulsion under this policy.

2. Policy Statement

Any student who brings a firearm to school or possesses a firearm at school shall be brought by the Superintendent to the Board for an expulsion hearing. Any student who brings a weapon to school or possesses a weapon at school shall be brought by the Principal to the Superintendent or designee for a formal disciplinary hearing, and the incident may be recommended to the Board for expulsion. EXCEPTION: The Principal or designee may permit a student to bring a weapon to school when the weapon will be used for a school sanctioned demonstration of an educational or cultural purpose. Such weapons will be locked in the Principal's office when not in use for this purpose. A student found by the Board after a hearing to have brought a firearm to school or to have possessed a firearm at school shall be expelled for at least a calendar year. However, the Board may modify the expulsion on a case by case basis when it finds circumstances such as, but not limited to:

- a. The student was unaware that he or she had brought a weapon to school or possessed a weapon at school.
- b. The student did not intend to use the firearm or threaten or endanger others.
- c. The student has a disability and the misconduct is related to the disability.
- d. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interest of the student.

An expulsion hearing conducted under this policy shall afford due process as required by law:

In addition, any student who brings a weapon to school or possesses a weapon at school may be referred to a law enforcement agency.

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

POLICY TITLE: FIREARMS

Policy

It is the policy of the Kingdom East 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 school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

For the purposes of this policy, the terms "firearm" "school" and "expelled" shall be defined consistent with the definitions required by state and federal law.

Sanctions

Any student who brings a firearm to school, or who possesses a firearm at school shall be brought by the Superintendent to the school board for an expulsion hearing.

A student found by the school board after a hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

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

At the discretion of the Board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Policy Implementation

An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the Superintendent or his or her designee.

The Superintendent shall refer to appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the District. The Superintendent may also report any incident subject to this policy to the Department of Social and Rehabilitative Services.

The Superintendent shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.

POLICY TITLE: RESPONSIBLE COMPUTER, NETWORK & INTERNET USE

Purpose

The Kingdom East School District recognizes that information technology (IT) is integral to learning and educating today's children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

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

Policy

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

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the District's harassment and bullying policies.

The District's computer and network resources are the property of the District. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the District's computers or network resources, including personal files and electronic communications.

The Superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
 - **Respects One's Self.** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.
 - **Respects Others.** Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the District's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.
 - **Protects One's Self and Others.** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.
 - **Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.
 - **Protects Intellectual Property.** Users request to use the software and media others produce.
2. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in District electronic resources.
3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of District IT equipment, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.

4. Methods to address the following:
 - Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 - ✓ Lewd, vulgar, or profane
 - ✓ Threatening
 - ✓ Harassing or discriminatory
 - ✓ Bullying
 - ✓ Terroristic
 - ✓ Obscene or pornographic
 - The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
 - Prevention of unauthorized online access by minors, including “hacking” and other unlawful activities.
 - Unauthorized disclosure, use, dissemination of personal information regarding minors.
 - Restriction of minors’ access to materials harmful to them.

5. A process whereby authorized persons may temporarily disable the District’s Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

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

Limitation/Disclaimer of Liability

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

Enforcement

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

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

As the parent or legal guardian of the minor student signing the Sutton Village School Handbook & Compact for Learning, you are granting permission for your child to access networked computer services and the Internet. You understand that some materials on the Internet may be objectionable, but accept responsibility for providing guidance to your child on Internet use both inside and outside the school setting, and for explaining the requirements

listed above for your child to follow when selecting, sharing, or exploring information and media.

POLICY TITLE: THE PREVENTION OF HARASSMENT, HAZING, AND BULLYING OF STUDENTS

I. Statement of Policy

The Kingdom East School District (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or 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.

The Model Procedures are expressly incorporated by reference as though fully included within this Model Policy. The Model Procedures are separated from the policy for ease of use as may be required.

II. Implementation

The Superintendent or designee shall:

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

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

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

III. Constitutionally Protected Speech

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

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

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

to the level of hazing, harassment or bullying.

- C. **“Complainant”** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a (a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. **“Employee”** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school Board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes school district staff.
- F. **“Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race- based discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to Designated Employees.
- G. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment. Harassment includes conduct as defined above and may also constitute one or more of the following:
 - (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.

- (2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.
- H. "**Hazing**" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and
- (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, "**Student**" means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

- I. "**Notice**" means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These

factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

- J. **“Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
- K. **“Pledging”** means any action or activity related to becoming a member of an organization.
- L. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint.

Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
- M. **“School administrator”** means a Superintendent, Principal or designee, Assistant Principal//technical center director or designee and/or the District’s Equity Coordinator.
- N. **“Student Conduct Form”** is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

III. Constitutionally Protected Speech

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

POLICY TITLE: SEARCH AND SEIZURE OF STUDENTS BY SCHOOL PERSONNEL

Searches of School Property

The school retains the right to examine its property at any time. Desks, lockers, textbooks, computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time.

Search and Seizure of Student and Student Property

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

The Superintendent shall develop procedures to ensure that all searches and seizures of students and student property are conducted in a manner that complies with state and federal constitutional protections against unreasonable searches and seizures of students and student property in schools.

Copies of this policy will be distributed to students when they enroll in school, and will be included in the student handbook given to students and parents at the beginning of each school year.

POLICY TITLE: EDUCATION RECORDS

Policy

The Kingdom East School District recognizes the importance of keeping accurate and appropriate education records for students as part of a sound educational program and is committed to act as trustee of this information, maintaining records for educational purposes to serve the best interests of its students.

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure or release and destruction of education records. It is the policy of the district to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the district will inform parents, guardians, and eligible students of their right to inspect, review, and seek amendment of the student's education records. The district will inform parents/guardians, and students eighteen years and older of items considered directory information through notices distributed at the beginning of each school year or when a student enrolls.

The building principal will be the custodian of all education records in a given school. The superintendent has overall responsibility for education records throughout the district and for assuring that adequate systems are in place to maintain such records and to provide parents/guardians and eligible students with access to them in accordance with state and federal law. The Superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure or release and destruction of education records.

Definitions

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that Act.

POLICY TITLE: STUDENT MEDICATION

Policy

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

Implementation

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

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

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

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

POLICY TITLE: STUDENT ALCOHOL AND DRUGS

It is the policy of the Kingdom East School District that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school. It is further the policy of the District to make appropriate referrals in cases of substance abuse.

Definitions

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

Drug means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.

Educational Program. The (Superintendent, Principal, other) shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program. The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan. If the District is a recipient of federal Safe and Drug-Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug abuse educational program.

Support and Referral System. In each school the Principal or his or her designee shall develop a support and referral system for screening students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The support and referral system will include processes to determine the need for further screening, education, counseling or referral for treatment in each referred case. In addition, the Principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse.

Cooperative Agreements. The (Superintendent, Principal, other) shall annually designate an individual to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The Kingdom East School District, has entered into a cooperative agreement with _____ [AGENCY] _____ The (Agency) will provide substance abuse treatment to students who are referred through the school's support and referral system, or who refer themselves for treatment.

Staff Training. The (Superintendent, Principal, other) will work with appropriate staff to provide training for teachers and health and guidance personnel who teach or provide other services in the school's alcohol and drug abuse prevention education program. The training provided will meet the requirements of State Board Rules related to staff training.

Community Involvement. The (Superintendent, Principal, other) will work with school staff and community members to implement a program to inform the community about substance abuse issues in accord with State Board of Education rules.

Annual Report. In a standard format provided by the Agency of Education, the (Superintendent, Principal, other) will submit an annual report to the Secretary of Education describing substance abuse education programs and their effectiveness.

Notification. The (Superintendent, Principal, other) shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the

student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.

POLICY TITLE: USE OF RESTRAINT AND SECLUSION

Section 1. Statement of Purpose

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

Section 2. Definitions. The following terms, as defined in State Board Rule 4500.3, shall apply to this policy.

2.1 **Behavioral Intervention Plan** means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.

2.2 **Chemical Restraint** means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:

- a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
- b. Administered as prescribed by the licensed physician.

2.3 **Functional Behavioral Assessment** means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

2.4 **Mechanical Restraint** means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

- a. Restraints for medical immobilization,
- b. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment;

c. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or

d. Seat belts in wheelchairs or on toilets.

2.5 **Parent** means:

- a. A biological or adoptive parent of the child;

- b. A legal guardian of the child;
- c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child's welfare;
- d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational surrogate Parent Program; or
- e. An educational surrogate parent.

2.6 Physical Escort means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

2.7 Physical Restraint means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
 - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
 - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or
- d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

2.8 Positive Behavioral Interventions and Supports means an approach to preventing and responding to targeted behavior that:

- a. Is based on evidence-based practices;
- b. Is proactive and instructional, rather than reactive;
- c. Can operate on individual, group, classroom, or school wide levels;
- d. Includes a system of continual data collection; and
- e. Relies on data-driven decisions.

2.9 Prone Physical Restraint means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.

2.10 School means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.

2.11 School Personnel means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.

2.12. Seclusion means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

2.13 **Substantial Risk** means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

2.14 **Supine Physical Restraint** means holding a student on his or her back using physical force for the purpose of controlling the student's movement.

2.15 **Student** means a student enrolled in a school as defined in paragraph 10.

Section 3. Policy

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

3.2 Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.

3.3 Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.

3.4 Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.

3.5 Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.

3.6 Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Commissioner of the Vermont Department of Education under circumstances and within the time limitations required by State Board of Education rules.

3.7 Processes to ensure that each school in the district/supervisory union maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.

3.8 Procedures to ensure that each school in the district/supervisory union implements follow-up procedures that are consistent with the requirements of State Board of Education rules.

3.9 Annual notification procedures to ensure that each school in the district/supervisory union informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the

use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.

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

Section 4. Implementation

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

The Superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include in his or her report recommendations for changes, if any, to related District policies or procedures.

POLICY TITLE: INTERSCHOLASTIC SPORTS

Policy

Under Title IX compliance It is the policy of the Board to provide an interscholastic athletic program for students to complement and supplement their educational programs. All school sponsored activities will be under the ultimate control of the district and will comply with all policies and procedures of the school.

Implementation

Athletic programs should meet the following criteria:

1. Programs should provide a wide basis of participation in both team and individual sports in interscholastic competition.
2. Programs should provide athletic facilities and opportunities for participation on an equitable basis.
3. Programs should employ qualified personnel in coaching and supervision positions.
4. Programs should stress the educational as well as recreational benefits derived from participation in interscholastic sports.
5. Programs should conform fully with the rules and regulations of the Vermont Principals' Association.

The Board will make determinations related to individual activities to be included in the athletic program of the District based on the following considerations:

- The level of student interest in participating in an activity;
- The level of community interest in an activity'

- The impact of adding or eliminating an activity on the balance of opportunities for students to participate in the total athletic program;
- The potential of the activity to remain competitive with other participating schools; and
- The availability of qualified personnel to coach and supervise the activity.

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

1. Students should have good academic standing,
2. Students should be in good disciplinary standing as determined by the Principal or designee.
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.

POLICY TITLE: STUDENT SELF-EXPRESSION AND STUDENT DISTRIBUTION OF LITERATURE

Student Distribution of Non-School Sponsored Literature

It is the policy of the Kingdom East School District to allow limited distribution of non-school sponsored literature on school grounds or at school events by students. Accordingly, the Superintendent/Principal may allow students to distribute these materials so long as they are in compliance with this policy.

Non-school sponsored literature means any printed, written, or electronic materials prepared by non-school organizations or individuals that are not made as a part of the curricular or approved extracurricular programs of the district. They include such things as fliers, invitations, announcements, pamphlets, posters, photographs, pictures, audio recordings, digital recordings, and electronic messages. Materials prepared under the supervision of school staff as part of classroom instruction or classroom activities are not restricted by this policy.

Distribution means circulating non-school sponsored literature in ways that include: handing to others on school property or during school-sponsored events; posting on school property such as walls, bulletin boards, and district web-sites; placing upon desks, tables, on or in lockers; or making available in Principal's office.

This policy prohibits the distribution of literature that:

- A. Is obscene, vulgar, or profane, or harms the reputation of others;
- B. Violates federal, state or local laws;
- C. Advocates the use or availability of tobacco, alcohol or illegal drugs;
- D. Incites violence;
- E. Interferes with or advocates interference with the orderly operation of the schools;
- F. Primarily seeks to advertise for sale products or services; or
- G. Has fundraising as its primary purpose.

When a student wishes to distribute copies of non-school sponsored literature, the materials must include the name of the person or organization sponsoring the literature, and shall be submitted to the Superintendent/Principal to review ahead of time in order

to confirm that the literature does not fall in one of the prohibited categories listed above.

The Superintendent/Principal does not need to review the literature ahead of time when the materials will be distributed by a student to other attendees of a student group meeting at school during non-instructional time. However, even in these cases, students must ensure that the materials do not fall into one of the prohibited categories.

The Superintendent/Principal may place reasonable time, place, and manner restrictions on the distribution of non-school sponsored literature. However, the administrator cannot use these restrictions or others to discriminate as to the point of view reflected in the materials.

Student Self-Expression

Students have a right to express themselves on school property and at school functions through speech or expressive actions, provided they do not materially and substantially interfere with the orderly operation of the school and the rights of others.

This policy prohibits student self-expression that:

- A. Is obscene, vulgar, or profane, or harms the reputation of others;
- B. Violates federal, state or local laws;
- C. Advocates the use or availability of tobacco, alcohol or illegal drugs;
- D. Incites violence; or
- E. Interferes with or advocates interference with the orderly operation of the schools.

The situation in which students express themselves may affect the amount of freedom they are given in their speech. If the speech is part of a school-sponsored publication, when a reasonable person would think that the speech is endorsed by the District, the District may exercise more control. District representatives may have editorial control over the style and content of student speech in school-sponsored activities, such as class work or a school newspaper, so long as their edits are reasonably related to legitimate school-related concerns.

POLICY TITLE: STUDENT ATTENDANCE

Policy

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

over the age of 16 are required to attend school 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.

Annually, the Superintendent shall ensure that the Board appoints individuals for each school to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the District.

The Superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

Administrative Rules and Procedures

The procedures will address the following issues and may include others as well:

1. written excuses;
2. tardiness;
3. notification of parents/guardian;
4. signing out of school;
5. excessive absenteeism;
6. homebound and hospitalized students;
7. early dismissals;
8. homework assignments;
9. making up work

Administrative Responsibilities

1. The Principal is responsible for maintaining accurate and up-to-date records of student attendance.
2. The Principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.