

Rochester Stockbridge



STUDENT~PARENT HANDBOOK

2019-2020

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WELCOME LETTER FROM THE PRINCIPALS

Dear Parents and Guardians,

Welcome to the 2019 - 2020 school year! Together with the staffs of Rochester and Stockbridge Schools, we have planned an exciting year of learning and engagement for your children.

The policies, procedures and practices outlined in this handbook were established by faculty, staff, school board and co-principals. They are based on the Rochester/Stockbridge School District (RSUD) policies and state and federal laws.

Please take a few minutes to read this handbook. Do not hesitate to contact us if you have any questions.

2019-2020 Initiatives

- Increased professional development in reading instruction
- Align instructional practices and materials to enable all students to meet grade level expectations in reading and writing by grade three
- Increase expectations for positive behavioral interactions

If these initiatives are to result in all children meeting reading standards by the end of grade three, we need parents and guardians to be our active partners. Active, supportive parents and guardians are essential to school success. Please encourage your child to work hard. Tell them frequently you know they can do well in school, and that you expect them to do well.

Sincerely,

Lindy Stetson, Co-Principal
Bonnie Bourne, Co-Principal

Rochester/Stockbridge Unified School District

The Rochester/ Stockbridge Unified School District is a member of the White River Valley Supervisory Union. The district has schools on two campuses - one in Rochester and one in Stockbridge.

Vision Statement

In the White River Valley Supervisory Union, a world-class education is built upon strong relationships between and among students, teachers, families, and communities. All students are supported, challenged, and engaged. Learning is rigorous and relevant to students' interests while preparing every student for college, career, and active citizenship.

Mission Statement

The White River Valley Supervisory Union serves our educational community with special emphasis on optimizing Quality, Opportunity, Equity, and Efficiency. Our school system promotes cognitive, personal and social excellence as students flourish in a dynamic learning environment. We seek to empower each student to become a passionate, lifelong learner and an informed contributor to a rapidly changing society.

SCHOOL - PARENT COMPACT

Every school receiving federal funds from Title I must develop a written school-parent compact. This compact outlines how parents, school staff, and students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help every child reach their fullest potential.

School Responsibilities:

As a school we will,

- Provide high quality, rigorous, personalized instruction that enables students to reach their fullest potential academically, socially and emotionally.
- Hold parent-teacher conferences bi-annually, at which time this compact will be discussed as it relates to the individual student's achievement.
- Provide parents with reports on their child's progress three times a year.
- Provide parents access to staff for consultation purposes.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.
- Provide parents opportunities for input and participation in school events related to their child's academics.

Student Responsibilities:

As a student I will:

- Come to school on time, be prepared and ready to learn and participate.
- Be respectful, responsible and safe by understanding and following school rules.
- Communicate with my parents, teachers, and trusted adults about my learning experiences so that I can be successful.

Parents Responsibilities:

As a parent I will:

- Provide a quiet time and place for homework, limiting technology, and reading together daily.
- Regularly monitor work with open communication between home, school and staff.
- Ensure that my child attends school on time daily, and gets proper rest and nutrition.
- Be an active participant in my child's school by effectively communicating with school community members.
- Demonstrate a mutually respectful relationship between all parties, to include students, families, staff and volunteers.

Concern Procedure For Students and Parents:

When you have a concern about some aspect of your child's school life, you should:

1. Have a discussion with your child so you understand what the concern/issue is.
2. Determine if it is an issue/concern that your child can handle him/herself with your support, or if you need to become directly involved.
3. If your child is unable to resolve the issue him/herself, contact the teacher/staff member involved.
4. If after speaking with your child's teacher or other staff member, your concern remains unresolved, contact the school principal.
5. If after speaking with the principal, the issue remains unresolved, contact the superintendent.
6. If, after speaking with the superintendent, the issue remains unresolved contact the school board chair and asked to meet with the school board.

RSUD SCHOOL BOARD DIRECTORS

Carl Groppe, Chair cgroppe@wrvsu.org

Amy Wildt, Vice-Chair awildt@wrvsu.org

Jenny Austin jaustin@wrvsu.org

Ethan Bowen ebowen@wrvsu.org

Jaine Feinberg jfeinberg@wrvsu.org

Megan Payne mpayne@wrvsu.org

School Board meetings are held on the first Tuesday of each month. Meetings begin at 6:30 p.m. and are held at alternating locations on the Rochester and Stockbridge campuses. Minutes from the school board meetings are posted on the schools and supervisory union websites. All meetings are open to the public.

WRVSU CENTRAL OFFICE ADMINISTRATION

Phone: 763-8840 Fax: 763-3235

Web Address: www.wrvsu.org

Bruce Labs, Superintendent

blabs@wrvsu.org

Ray Ballou, Technology Director

rballou@wrvsu.org

Tara Weatherell, Business Manager

tweatherell@wrvsu.org

Deborah Matthews, Coordinator of Support Services

dmatthews@wrvsu.org

Mary Ellen Simmons, Curriculum Director

mesimmons@wrvsu.org

Charlie Watson, Parent Liaison

cwatson@wrvsu.org

RSUD ADMINISTRATION & STAFF

<u>Rochester</u>		<u>Stockbridge</u>	
Bonnie Bourne	Co-Principal	Lindy Stetson	Co-Principal
Lindy Stetson	Co-Principal	Bonnie Bourne	Co-Principal
Erica Harrington	Admin. Assistant	Janet Whitaker	Administrative Assistant
Patty Bordonaro	Special Education Paraeducator	Sarah Rivait	Preschool Teacher
Amy Braun	Kindergarten Teacher	Rebecca Burns	Preschool Paraeducator
Debra Burrell	Interventionist	Stephanie Colton	Kindergarten & 1st Grade
Sue Clarke	EEE Special Educator	Teacher	
Samantha Diemand	School Counselor	Stacey Pearsons	2nd/3rd Grade Teacher
Harvey Downs	Bus Driver	Maureen Rowe	4th/5th/6th Grade Teacher
Mallory Figoras	Music Teacher	Donna Brennan-Gallant	Teacher & Librarian
Linda Gendreau	Grade 1 Teacher	Janet Cathey	Art Teacher
Jane Glick	School Nurse	Mallory Figoras	Music Teacher
Burleigh Griffith	Preschool Paraeducator	Alejandra Bangeter	Physical Education Teacher
Casey Grimes	Physical Education Teacher	Mary Dolan	School Counselor
Lauren Harootunian	Preschool Teacher	Jane Glick	School Nurse
Cynthia McPhetres	Art Teacher/Library	Aimee Toth	Interventionist
Stacey Mazzola	Receptionist	Jeb Interlandi	ELL/Interventionist
Brigid Sejdiu	Grade 4 Teacher	Alicia Riesterer	Occupational Therapist
Jessie Potter	Maintenance Director	Sue Clarke	LEA Special Educator
Alicia Riesterer	Occupational Therapy	Kaitlyn Messier	ParaEducator
Julie Taylor	Food Service/Bus Driver	Don Bass	Bus Driver
Lenny Settlers	Custodian	James Caswell	Custodian
Faye Severy	Grade 5/6 Teacher		
Hope Sornborger	Grade 2/3 Teacher		
Elwin Twitchell	Custodian		
Evelyn Twitchell	Food Service		
Shelley Vanderwende	Special Educator		
Joanie Wisdahl	Interventionist		

SCHOOL DAY

Regular school attendance is necessary in order to maximize student achievement and the overall learning experience.

School Hours

Rochester School Daily Schedule

7:45 - 8:00am	Student Drop Off and Breakfast
8:05 - 8:15am	School-wide Community Meeting
11:20am - 12:00pm	lunch: 4-6 - 11:20 - 11:50; K-3 - 11:30 - 12:00
Recess as scheduled by teacher	
3:00pm	Dismissal

Stockbridge School Daily Schedule

7:30am	Early Bird Drop Off/Breakfast
7:45 - 8:00am	Breakfast/Community Wellness/Math Power Groups
8:00 - 8:30am	Morning Meeting
12:00 - 12:25pm	4-6 Recess
12:00 - 12:30pm	K-3 Recess
12:25 - 12:50pm	4-6 Lunch
12:30 - 1:00pm	K-3 Lunch
3:00pm	Dismissal

Delayed Opening, Closing Information and Activity Cancellation

In the event that school or other activities must be delayed or closed due to inclement weather or other emergency situations, you will receive notification by the *Blackboard Connect* messaging system. Information may be broadcast on local radio and television stations as well. Please keep your contact information current by notifying the school of any changes.

Student Drop Off/Pick Up - Rochester

Buses arrive at school at 7:45am. Students should not be dropped off prior to 7:45am as there will be no adult supervision. Students wishing to eat breakfast should arrive by 7:50am. Students who arrive by car and do not want breakfast should arrive by 8:00am. Students arriving after 8:00 am will be marked tardy. When students arrive at school, they should go directly to their classrooms. We ask everyone driving into the school yard to please drive slowly at all times and not pass a school bus when its lights are flashing. Please do not leave an unattended vehicle idling.

School will dismiss at 3:00pm. Students will be called to the buses at 3:00pm. As soon as the buses have departed, walkers and students being picked up will be dismissed. Parents picking up children should meet children at the front doors of the school.

Student Drop Off/Pick Up - Stockbridge

The first bus arrives at approximately 7:45am. Students can be dropped off at school as early as 7:30am for early bird drop off - which includes breakfast and Power Math/Community Wellness beginning at 7:45. Students who arrive in cars and do not want breakfast should arrive by 8:00am. Students arriving after 8:00am will be marked tardy. When students arrive at school, they should go directly to their classrooms. We ask everyone driving into the school yard to please drive slowly at all times and do not pass a school bus when its lights are flashing. Please do not leave an unattended vehicle idling.

School will dismiss at 3:00pm. We will check out each student based on their after school plan. If your child's plan changes, please call Ms. Janet to notify her of the change or send in a note with your child.

VISITORS AND SCHOOL SAFETY

School Entry System Procedures

We strive to make our school buildings safe and inclusive places in which to learn and to work. Safety drills, visitor badges, sign-in and sign-out sheets, and other safety and security practices are important components of our commitment to maintaining a safe and secure school environment.

To enter the school after classes have begun, please press the buzzer mounted on the wall outside the building.

Here are a few important guidelines we ask you to follow in order to enhance the safety of our schools:

1. Go directly to the office. If requested, please be prepared to show identification to staff to sign in. Please sign the visitors' log and get a visitor badge.
2. All visitors will wear a visitor badge.
3. Visit only those places in the school related to your purpose for being in the building. For example, if you are at a school to visit your child's classroom, please do not visit other classrooms or stop in the cafeteria or other areas of the school that are not related to your visit.
4. If you need to bring your child's belongings (shoes, lunches, homework, etc.), please bring them to the office, and we will happily get them to your child.

VOLUNTEERS/BACKGROUND CHECKS

We encourage parent and community volunteers in our schools. There are a variety of ways volunteers can assist at school. Some suggestions are: assisting teachers with projects, reading with students, and helping in the library. If you are interested in becoming a volunteer, contact the school or your child's classroom teacher.

Criminal background checks are required annually for volunteers who may have unsupervised contact with students. The conviction of a crime (felony or misdemeanor) will not automatically disqualify a person from volunteering in school and/or attending field trips. Each situation will be considered individually. Completed forms are maintained in a confidential manner at the WRVSU office.

The Superintendent's office will coordinate volunteer background checks for the district and will be responsible for conducting the criminal records check in a confidential manner. The Superintendent's office will inform the school when volunteers are cleared or notify the principal if the records check shows cause for concern. The main office will maintain the list of volunteers cleared each school year.

Background Check Process:

Volunteers may not begin in schools until their background check is complete. To ensure that the background checks are complete, schools use the following process:

1. Community and parent volunteers must complete, yearly, the volunteer application and return it to the school's administrative assistant, and present identification to be checked by the school. (Request a form from the school's office.)
2. The Superintendent's office will inform the principal as to the outcome of the criminal records check.
3. An individual who disagrees with a decision regarding his/her status as a volunteer that results from the criminal background check may appeal that decision to Superintendent, Bruce Labs.

LEGAL PARENTAL/GUARDIAN CUSTODY

It is the parents'/guardians' responsibility to provide documentation of legal decisions that affect custody or parental rights with regard to a student. If there are any changes in family or custody status that affect access to a student, student records, or residency, please notify the school immediately and provide evidence of the change.

Mandated Reporting

According to 33VSA § 4913, all RSUD staff members are "mandated reporters." Any staff member who has reasonable cause to believe that any child has been abused or neglected must, within 24 hours, report to the Department of Children and Families (DCF). If anyone suspects a child is being abused or neglected they can report to DCF by calling 1-800-649-5285.

Emergency Procedures

Emergency procedures and expectations will be explained by each teacher for his/her classroom at the beginning of the year and reviewed throughout the school year. One of the two statewide drills for emergency procedures; egress (evacuation) or lockdown will be practiced monthly.

During an emergency, students will be expected to:

1. Follow all school and emergency personnel directions.
2. Exit the building in an orderly and quiet fashion when warranted.
3. Remain quiet at the designated area until further instructions are given.

In case of an emergency, the school will make every effort to keep parents informed. Please note, in the case of securing the building, parents will not be able to enter and students will be required to remain inside until the situation is deemed safe.

In the event that an incident occurs where parent(s)/guardian(s) must pick up their child(ren) at a site other than the school, a reunification process will be implemented. For students to be released to someone other than a parent(s)/guardian(s), parental permission must be given. During the reunification process parents'/guardians' may be required to provide identification. If someone other than a parent is picking a child up, they will be required to provide picture identification.

Leaving The School Building/ Grounds Without Permission

Elementary students are not permitted to leave the school building during the school day unless they are signed out at the school office by their parents/guardian or a person designated by their parents/guardians.

Animals In School

Before any animal is brought to school, the owner must have permission from the school principal. Service animals/therapy animals are the exception to this rule.

DISTRICT ATTENDANCE POLICIES AND PROCEDURES

Staying in school is the first step to a good education. Part of our commitment as a school community is to promote and foster successful learners. Absences from school affect a student's ability to learn and succeed. Students should be in school all day, everyday. It is our shared responsibility to be sure that every student is safe and accounted for on every school day. If your child is going to miss a day of school for any reason, please call the school before 8:00am. We will contact parents if a child is absent, and we have not been notified. A note should also be sent with your child when s/he returns to school stating the reason for the absence. For absences more than five days, a doctor's note may be required.

There will be times when a parent/guardian wishes to remove a child from school for a planned absence. A student or parent must fill out an Extended Leave Form in advance of any planned days of absence in excess of two days. This form, properly signed, must be returned at least five (5) school days prior to the anticipated absence. Forms not submitted within five (5) days may result in an unapproved absence.

Windsor County has a truancy policy and schools in the WRVSU follow this policy. The policy classifies absences as excused and unexcused. Absences will be excused due to illness, death in the family, and religious observance. All other absences are considered unexcused. Medical appointments should be scheduled outside of school hours. The school may require written notes from a physician's office to document illnesses or medical appointments.

Any student who has accumulated more than the equivalent of 10 days of unexcused absences (to include class time missed due to being tardy) will be considered truant. The parents or guardians of any student determined to be truant will be informed by phone that their child has more than 10 days of unexcused absences, and that DCF (Department of Children and Families) will be contacted and informed of the

number of days of unexcused absences. If appropriate, a parent conference to review attendance will be scheduled with administration, teachers and representatives from outside agencies.

**Tardies and Early Dismissals each equal 1/10 of an absence for the purpose of this protocol. If a student accumulates 10 Tardies or Early Dismissals, that shall be considered one absence for the purpose of this protocol.*

LEVEL 1

Student has **5 or more absences* in a 12 month period** or a pattern of absences* that result in significant gaps in attendance

Interventions Include:

- School Administrator or Designee Contacts Parent/Guardian by phone
- School Administrator/Designee sends Letter 1, Email, Text, and/or other communication re: concerns
- Referrals or Support Services Offered to Parent / Guardian - Optional (see below)
- DCF Child Protection Team (CPT) Case Referral [*Hartford DCF only*]

Possible Resources / Supports

Guidance, Nurse, Teachers
HCRS/Clara Martin
DCF [*Hartford*]

School Based Clinicians
Primary Physician

LEVEL 2

Student has a combination of *10 or more days absent* in a 12 month period* (including prior year or term) or if the student / parent refused to participate in Level 1

Interventions Include:

- School Administrator or Designee Contacts Parent/Guardian by phone
- Letter 2 Mailed Outlining Consequences For Further Absences Including Possible Law Enforcement
- Referrals or Support Services Offered to Parent / Guardian - Optional (see below)
- DCF Child Protection Team (CPT) Case Referral [*Hartford DCF only*]

LEVEL 3

Student has combination of *15 or more total days absent* in a 12 month period* or if the parent / student refused participation in the previous levels of intervention

Interventions Include:

- School Administrator/Designee, Truancy Officer, or School Resource Officer (as defined by law) shall give written notice via mail, email, and/or text to parent / guardian and student outlining Consequences For Further Absences Including Possible Prosecution (Letter 3).
- Support Services Shall Be Offered to Parent / Guardian - (see Level 1)
- Referrals made as appropriate.
- If no Coordinated Service Plan (CSP) Meeting at Level 2, a CSP Meeting shall be called by the Administrator (includes DCF) and a written plan of action shall be developed.
- Administrator to Notify Superintendent (If not already done)
- Truancy Officer or School Resource Officer (as defined by law) may refer case to State's Attorney
- Administrator shall contact DCF (if not already done) and/or State's Attorney directly. (Hartford only.)
- State's Attorney and/or DCF shall notify the parent and student that a truancy petition may be filed. (Hartford only.)

LEVEL 4

Student has *More than 20 days absent** in a 12 month period or the student / parent failed to succeed in the preceding levels of intervention or failed to comply with the Written Plan

Interventions Include:

- Administrator *shall* Notify DCF and Superintendent that truancy status has been reached
- Affidavit *shall* be written by DCF or Truancy Officer
- State's Attorney *shall* file the appropriate CHINS petition with family court*

*DCF and the State's Attorney reserve the right to consider alternative interventions, including Diversion, BARJ, and/or RJC's, in addition to filing a petition with the court in exceptional circumstances.

STUDENT CONDUCT AND RESPONSIBILITIES

Philosophy

RSUD schools have a strong commitment to Positive Behavior Intervention Supports (PBIS). In a PBIS community, all members of the community strive to create a safe and supportive environment. Such an environment promotes positive relationships among students, adults, families, and the community. It also inspires healthy, respectful, responsible, and kind behaviors within our schools' learning environments to improve academic achievement, student growth and well-being. Members of RSUD schools strive to live the following principles each day:

- Be Respectful
- Be Responsible
- Be Ready to Learn

Minor Misbehaviors

Minor misbehaviors do not put the safety of students or adults at risk. Minor misbehaviors disrupt class work or activities. If multiple minor misbehaviors occur, they may be considered major misbehaviors.

Major Misbehaviors

Major misbehaviors either put the safety of others in jeopardy or disrupt the teaching and learning that are taking place in the classroom, at school functions or in other settings.

If major misbehaviors occur, parents will be notified and student consequences may include suspension.

Infractions Resulting in Suspension

The Administration has the right to suspend a student immediately and have him/her picked up by parent(s)/legal guardian(s) and removed from the school premises if the well-being of that student or others is deemed to be in jeopardy. The Administration will exercise discretion in determining any other student behavior (other than listed below) that results in suspension. The student's parents will be given due process. Also, at the discretion of the Administration, parents must meet with the Administration and student before re-entry to school. The following infractions may result in suspension from school beginning at the time of the infraction, and from all school activities for the duration of the suspension:

1. Fighting and physical assault, abuse, harassment, or bullying of another student or school personnel on school grounds.
2. Behaviors that compromise or potentially compromise the health, safety and/or general welfare of the school community.
3. Possession of weapons, look alike weapons and other devices deemed to be potential harmful to students, school personnel or property and/or the use of a threat of use of such weapons or devices toward an individual. Police and other appropriate personnel may become involved. Bringing

firearms, knives or other weapons onto school grounds is a violation of state law and board policy. The school will take action to the fullest extent allowed by law.

The Administration reserves the right to use discretion in all cases of suspension.

LOST AND FOUND

Items found in school or on school grounds will be placed in lost and found. Check the lost and found throughout the year. All unclaimed items will be given to a local thrift store at year’s end.

SCHOOL PROGRAMS, GUIDELINES, AND PROCEDURES

Cafeteria

RSUD Schools offer a daily breakfast (both hot and cold and easy to take with you selections), a "healthy" snack and both cold and hot lunch offerings each day.

Menus for these meal services are sent home monthly and are available on the school’s website.

Charge accounts for each student are made available for your ease and flexibility. Our procedure is to notify each customer once a week via email with a balance in hopes of keeping our school meal budget in line, as well as not accruing an overwhelming negative balance for our families. Currently, we have implemented an online account system (www.mymealtime.com), so parents can view purchasing history and current account balances online. If you need assistance with this in Rochester, please contact Julie Taylor via email (jtaylor@wrvsu.org) so that information can be sent to you. If you need assistance with this in Stockbridge, please contact Janet Whitaker via email (jwhitaker2@wrvsu.org).

We STRONGLY suggest that families fill out our free and reduced paperwork, even if you feel you would not qualify.

In Rochester, please feel free to reach out to the Food Service Director, Julie Taylor - jtaylor@wrvsu.org for information about the free and reduced paperwork or assistance in filling out the paperwork. In Stockbridge, please feel free to reach out to Janet Whitaker - jwhitaker2@wrvsu.org.

Price structure for meals in the 2019-20 school year are:

- Breakfast \$2.00
- Healthy Snack - Free to all
- Lunch- \$2.95

Lunchroom Expectations

	BE RESPECTFUL	BE RESPONSIBLE	BE READY to LEARN
LUNCHROOM	<ul style="list-style-type: none"> ● Be welcoming to all ● Practice good table manners ● Use indoor voice 	<ul style="list-style-type: none"> ● Touch only my tray & food ● Make healthy food choices ● Follow clean-up procedures 	<ul style="list-style-type: none"> ● Wait for signals: seconds, clean-up & dismissal ● “Bottoms on Benches”

Pre-Kindergarten and Kindergarten Entrance Policy

Students are eligible to enter our half day pre-kindergarten program at the beginning of the school year if they turn three on or before September 1st of that year. Students are eligible to enter our full day pre-kindergarten program at the beginning of the school year if they turn four on or before September 1st. Students are eligible to enter kindergarten at the beginning of the school year if they turn five on or before September 1st of that year. The necessary immunizations, proof of residency, and a birth certificate are required before entering school.

Party Invitations

If your child is having a party and inviting everyone in class, he /she may distribute invitations at school. Otherwise, we ask that you send the invitations by mail.

Recess

Recess is an important part of the child's day at school. Recess provides students with an opportunity to socialize, to exercise, and to play. Students are expected to arrive at school dressed appropriately for the weather. Students will be going outside for recess unless it is raining or the temperature drops below 10 degrees. All students must be dressed appropriately for cold/snowy weather with boots, snow pants, hat, and gloves/mittens, or they will not be permitted to leave the paved surface at recess.

Playground Expectations

	BE RESPECTFUL	BE RESPONSIBLE	BE READY to LEARN
RECESS (Playground or Inside)	<ul style="list-style-type: none">● Show good sportsmanship: include others, share, take turns● Use equipment appropriately	<ul style="list-style-type: none">● Play safely● Ask permission to go inside● Put equipment away	<ul style="list-style-type: none">● Line up quickly & quietly● Quietly walk in line into building● Wear appropriate clothing for weather
WINTER RECESS	<ul style="list-style-type: none">● Feet first facing forward, on bottom, no more than 2 on a sled (3 on big sleds).● Respect other's creations● No Tag on the structures (Team on duty decides if it is unsafe as a whole, i.e. due to ice)● Use equipment as intended / designed		

FIELD TRIPS

Field trips are an important part of a well-rounded curriculum. Field trips are educational and valuable to the curriculum. Approval for trips and excursions must be given by the principal.

The school must have a permission slip signed by a parent or guardian before their child may go on a field trip requiring transportation. A general permission slip will be collected at the beginning of the year, and kept on file for walking trips.

HEALTH SERVICES

Role of the School Nurse

The State of Vermont requires that a school nurse be a Registered Nurse with a Bachelor's Degree in nursing. The RSUD School Nurse position is a full time position. The role of the school nurse includes, but is not limited to the following: providing health services for illness and injuries, administering medications, performing mandated hearing and vision screenings, developing and implementing Individual Health Care Plans, maintaining student immunization and health records, working with the Vermont Department of Health to manage reportable communicable diseases, and being a health education resource for students, staff, and parents/guardians.

The School Nurse serves as a direct link between health care providers, families and community agencies to assure access and continuity of health care for the students. The primary goal of the school nurse is to maintain the health, safety, and wellness of the entire school community in order to maximize students' ability to learn.

The School Nurse, Jane Glick, will be at the Rochester school Wednesday/Thursday/Friday from 7:30am – 3:00 pm and in Stockbridge on Monday and Tuesday from 7:30am - 3:00pm. She can be reached in Stockbridge at 802-234-9248 ex. 209, and in Rochester at 802-767-4632 ex. 3121.

Screenings

In order to address potential health problems that are barriers to learning or symptoms of underlying medical conditions, the school nurse often engages in screening activities. Screenings may include vision, hearing, postural, BMI, or blood pressure depending on the concerns or referrals. The annual mandated hearing and vision screenings from the Vermont Department of Health are as follows:

Hearing: Grades PreK, K, 1, 3, and 5.

Vision: Grades PreK, K, 1, 3, and 5.

When there appears to be a need for further evaluation, the school nurse will send a written referral to the parents/guardians. It is requested that the results of the follow-up evaluation be reported to the school nurse.

Opting Out of Hearing Test

16 V.S.A. §1422 requires schools to test each year the hearing of students in the first, third and fifth grades. Parents are permitted to opt their children out of such tests. Please call the School Nurse for information regarding the procedure for opting out.

Health Information/Emergency Treatment Form

At the beginning of each school year, parents/guardians are asked to fill out a confidential **Emergency Form** for each child. It is very important to fill out all information. Students must have this form completed in full and returned to the nurse before they are permitted to participate in any field trips.

Immunizations

Vermont's immunization law requires the vaccination of all children enrolled in childcare facilities and public schools. Immunizations protect both individuals and the community. An official immunization record must be presented to the school upon admission. If a student's immunization record does not meet the mandated vaccine requirements, they may be provisionally admitted while they are in the process of

receiving the necessary immunizations. The school nurse will notify parents/guardians by mail if your child's school Health Record is missing any of the mandated immunization dates. If you have any questions, please contact your child's healthcare provider.

The Provisional Admittance Form requires a signature from a health care provider verifying that the student is in the process of receiving the needed immunizations. The provisional admittance is for a period of up to six months, after which the student will be excluded from school if they have not met the immunization requirements. Please notify the school nurse if your child receives any mandated immunizations so this information can be added to their school health record.

In order to claim a medical exemption, the child's health care provider must complete a **Medical Exemption Form**. If a parent or guardian chooses to exempt their child from immunizations on religious grounds, they must sign an exemption form annually acknowledging they have read and understood the evidence-based information regarding immunizations and are aware of the risks associated with not vaccinating their child. All exemption forms need to be signed and returned to school. Students who have an immunization exemption may be excluded from school if there is a related disease outbreak. Additional information about immunizations and the required forms may be found at:

<http://healthvermont.gov/hc/schoolentry.aspx>

Medications In School

If your child is prescribed a medication that is to be given once or twice a day, please give it at home unless there are extenuating circumstances. The school nurse will administer medication in compliance with the following state regulations:

Prescription Medications:

1. A signed prescription medication form from a physician must be provided to the school nurse detailing the student's name, the name of the medication, the dosage, the time to be given, and the reason for giving the medication. A parent/guardian should sign this form as well. This gives the school nurse permission to comply with the physician's order. A new medication form is needed every school year for any prescription medication that has been given previously to a student including inhalers for asthma or EpiPens for allergic reactions. These forms are available at the physician's office and in the school nurse's office.
2. Medication must be in a container labeled by the pharmacy or the physician. It is extremely important that you request a second labeled medicine container from the pharmacy so that one may be kept at school and one kept at home.
3. Delivery of all medications to the school nurse is the responsibility of the parent/guardian. It may not be brought to school by a student. This is in order to protect every student from accidental ingestion and to prevent the medication from being misplaced or lost. Any medication which is not picked up at the end of the year will be disposed of.
4. A student's first dose of any medication they have not taken before should occur at home. Successive doses at school for the first time need to be administered and reviewed by the school nurse before they can be delegated to unlicensed assistive personnel (UAP). In the event the nurse is not at the school on the first day, the parent/guardian will need to return to school to give the medication to their child.

4. In 2008, Act No. 175 was passed in Vermont “permitting students with life-threatening allergies or asthma 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.” Parents/Guardians need to provide written permission for their child to carry emergency medication and either an Emergency Care Plan (for life-threatening allergies) or a Vermont Asthma Action Plan (for asthmatics) from the physician. Student’s labeled inhalers, student’s labeled EpiPens, and Benadryl (for allergic reactions) are always sent in the First Aid Kits on all field trips.

5. Inhalers for Asthma

All students who have an inhaler need to have a prescription medication, permission form, and a Vermont Asthma Action Plan filled out by their health care provider at the beginning of every school year. All inhalers need to be labeled with the student’s name. As a rule, the inhalers for students are kept in the nurse’s office.

6. EpiPens for Allergic Reactions

All students who have an EpiPen for a life-threatening allergy need a prescription medication, permission form, and an Emergency Care Plan filled out by their health care provider at the beginning of every school year. All EpiPens need to be labeled with the student’s name. As a rule, the EpiPens for students are kept in the nurse’s office.

Non-Prescription Medication:

1. There is a section on the Emergency Form that asks parents/guardians for permission to administer non-prescription medications.

Concussion - Return to Learn Protocol (RTL)

Recognition of Concussion

These signs and symptoms – following a witnessed or suspected blow to the head or body – are indicative of a probable concussion.

Signs (observed by others)

Forgets plays

Appears dazed or stunned

Exhibits confusion

Unsure about game, score, opponent

Moves clumsily (altered coordination)

Balance problems

Personality change

Responds slowly to

Symptoms (reported by students)

Headache

Fatigue

Nausea or vomiting

Double vision, blurry vision

Sensitive to light or noise

Feels sluggish

Feels “foggy”

questions

Forgets events prior to hit

Problems concentrating

Forgets events after the hit

Problems remembering

Loss of consciousness (not required)

Return to Learn (RTL) Following a Concussion Protocol:

The following steps are required before the student can return to academic activity. The student is required to complete the RTL protocol and be symptom free for 24 hours before they can return to recess and physical education activities.

Step 1: Home - Total Rest

Step 2: Home – Light Mental Activity

Step 3: School – part time – maximum accommodations

Step 4: School - part time – moderate accommodations

Step 5: School – full time – minimal accommodations

Step 6: School – full time – full academics, no accommodations

Illness/Injury

1. Students should remain at home if they have a fever over 100 degrees, a persistent cough, an undiagnosed rash or other symptoms of a contagious disease, such as a high fever the previous day, or have nausea/ vomiting. Students need to be clear for 24 hours past last incident of vomiting, diarrhea or fever before returning to school. Please inform the administrative assistant as early as possible if your child will be absent for the school day and the reason for the absence.

2. If an illness or injury will cause a prolonged absence from school or from the physical education class, please have your health care provider write a note stating the diagnosis, the treatment and if applicable, the anticipated duration of restricted activity. A copy of this note will be given to the physical education teacher and the school nurse. The nurse will place it in the student's health record for future reference. A second note from the physician will be required when your child is able to resume recess and physical education class.

3. Parents/Guardians are asked to notify the school nurse if your child has been diagnosed with a communicable disease. Some examples of communicable diseases or conditions are: Chickenpox (varicella), Mononucleosis, Pertussis (Whooping Cough), Strep Infection, Ringworm, Conjunctivitis (pink eye), Scabies, Impetigo, Measles, Mumps, Influenza, Fifth Disease, and Lice. Students who have been put

on antibiotic therapy for strep throat may not return to school until they have had four complete doses of the prescribed antibiotic.

4. If a student becomes ill or injured at school, a parent/guardian will be notified to transport the student home. If a parent/guardian cannot be reached, then the next contact on the **Emergency Form** will be notified.

5. In the case of an emergency when a physician's care is deemed necessary and a parent/guardian cannot be reached, the school nurse will call the White River Ambulance. Every year parents/guardians are asked to sign the emergency treatment section of the **Emergency Form** that allows the Gifford Medical Center to treat the student without the parent/guardian present.

6. All students are expected to be toilet trained prior to entering Kindergarten. If a medical condition delays or impedes toilet training, the nurse should have a note from a medical doctor providing a diagnosis and management plan. Parents/guardians are responsible for supplying diapers/pull-ups, wipes, and a daily change of clothes for the student. The nurse has minimal supplies to cover emergency situations only.

HealthHUB

Ellen Gnadinger, APRN can see your child for well-child and chronic care visits, immunizations like flu shots and other concerns that require medical care. If you wish your child to be seen by Ellen, please send in your enrollment form to the school and contact South Royalton Health Clinic at 763-7575 for appointments.

The HealthHUB dental hygiene trailer will be in RSUD in December! If you haven't gotten your enrollment paperwork in to the school, please do it today. Dental hygienist Janine Reeves provides dental cleanings, digital x-rays, fluoride treatments and sealants. All dental insurance accepted - including Medicaid and Dr. Dynasaur - or you may self-pay. Janine will also see adults. If you or someone you know needs a dental cleaning, please call HealthHUB at (802) 431-6060.

REPORT CARDS AND CONFERENCES

Report cards are issued three times a year. Student/Parent/Teacher conferences are scheduled in the fall and spring, but we encourage you to schedule an appointment with your child's teacher when you feel it is necessary.

TECHNOLOGY

Responsible Use Agreement (RUA) for Students

Purpose:

The Technology Vision in the WRVSU is that technology shall be effectively employed to create student learners who possess the critical skills and proficiencies to compete and participate successfully in a global society.

Success in education, employment, and civic involvement increasingly demands the ability to effectively use technology. The intent of this RUA is to provide a framework to allow us to use technology, as well as the resources to which it gives access, to effectively pursue this vision.

These guidelines for careful use of equipment and responsible access to online resources apply within the school as well as at home.

Rules for Use

Access to the school's information technology resources will be provided to students who agree to abide by these guidelines and act in a considerate and responsible manner. Parents and students must indicate their agreement by signing at the end of this document before being allowed to use devices or to access network resources.

Devices and Network Infrastructure

The use of school electronic resources by students, staff, or others is a privilege, not a right. The school's computer and network resources, hardware, software, and infrastructure are the property of the school. Use of these can be denied if rules are violated.

Online Resources

The schools provide access to the Internet primarily for educational purposes. Students are allowed to use our networks to access online resources. The availability of these resources, however, does not imply endorsement of content or the accuracy of information that may be accessed. The schools shall not be responsible for the content of information retrieved via the Internet.

Each of our schools employ “web content filters” that are effective at blocking most of the objectionable content on the Internet. However, it is possible that objectionable content can get through.

It is not acceptable for students to access sites or download content that is inappropriate. Some examples include, but are not limited to, sites with content that is:

- Defamatory or disrespectful
- Lewd, Vulgar, or Profane
- Threatening
- Harassing or Discriminatory
- Bullying
- Pornographic
- Terroristic
- Illegal
- Disruptive to the educational process, school operations, or any school activity

Students are not to use computers to access online content in locations where there is no adult supervision. Should students accidentally access inappropriate sites or content, they should immediately report this to the supervising adult.

Privacy

Students shall have no expectation of privacy in anything they create, store, send, receive or display on or over the school's computers or network resources, including personal files. The school reserves the right to monitor and track network access or deny access to prevent unauthorized, inappropriate or illegal activity. Student email and files may be searched at any time. Consistent with the Code of Conduct or Discipline Policy, the school may administer appropriate disciplinary action for misuse of its electronic equipment and resources. The district will cooperate to the extent legally required with local, state and federal officials in any investigation concerning or related to the misuse of the school's Internet connection, devices, or network.

To help protect personal privacy, students should not post personal contact information about themselves or other people.

Also, students in grades where they have unique passwords should be sure to use secure passwords and should never share their passwords with other students.

Respect

Students are prohibited from making use of any school devices or services to bully or harass others. They also must avoid offensive or inflammatory communication, including hate content.

Students should not access the accounts of other users or attempt in any way to impersonate others. Should a student encounter a situation where another user has inadvertently left themselves signed in, they should report the situation to an adult and sign the user out. Students should not attempt to impersonate others.

Students should not make unauthorized access to devices, networks, or resources.

Students are to cite the source of content taken from the Internet or other electronic sources. They are also expected not to use technology to copy classwork inappropriately.

Food and drink should never be near computers or other electronic devices.

Students should never intentionally damage any school equipment. If such intentional damage occurs, users will be held responsible for the cost of repair or replacement, according to the school's Code of Conduct or Disciplinary Policy.

Accidental damage to school equipment should be reported promptly to technology staff, teacher, or a designated adult who works for the school. Decisions about user responsibility for costs of repair or replacement will include consideration of what a student could have done to prevent the damage.

Students should never attempt to gain unauthorized access to school-owned or inappropriate resources. Damage and problems must be reported to Technology Support Staff or designated school staff member.

Students and parents should not attempt to tamper with, disassemble, or physically service any school-owned device. Damage or problems must be reported to Technology Support Staff or designated school staff members.

School resources may not be used for commercial or political activities, other than those that are approved as part of a classroom or school activity. They also must not be used to reproduce or illegally distribute copyrighted materials or to distribute unwanted messages (spam).

Students are not permitted to make or attempt to make changes to the operating system or other “low level” portions of devices. They may not perform actions such as, but not limited to, installing software that is intended to bypass security measures or web content filtering.

Social Networking

“Social networking” refers to the use of electronic devices to communicate with other individuals. It includes, but is not limited to, Facebook, Twitter, personal email accounts, instant messaging (“texting”), and blogs.

There may be instances in which social networking sites or technologies are used by teachers as a tool to enhance the curriculum. Students should not be using devices for purposes of “social networking” during class times with the exception of instances where teachers have allowed this as part of their curriculum.

Any use by students of school devices, school accounts, or school networks to access social media during class times should be for educational purposes only.

Just as at school, students outside of school should not engage in negative behaviors, such as harassment or bullying.

Consequences

Violations of the above guidelines are to be dealt with in accordance with the school’s Code of Conduct or Discipline Policy.

Consequences may include, but are not limited to, the following:

- personal phone having to be turned in at the beginning of each school day and picked up at the end of the day
- only being allowed to use devices in certain classes or for (a) specific project(s)
- having to pay for repairs
- having to do volunteer work
- loss of permission to bring a personal device from home to school
- loss of permission to bring a school device home

- loss of permission to sign on to a device without an adult present
- loss of device use entirely
- other discipline as outlined in the school code of conduct

PERSONAL ELECTRONIC DEVICES FROM HOME

Personal electronic devices (cellphones, tablets, etc.) are not allowed at school. Should your student need their personal device as part of their after school plan, the device must be checked in at the front office and picked up at the end of the school day.

TRANSPORTATION PROCEDURES

Buses

For the safety and well-being of students, all school rules are in effect on buses.

To get off at a destination different than normal, drivers must be given a note from the school office. The school office will only issue the note if there is a request from a parent/guardian.

Bus Expectations:

	BE RESPECTFUL	BE RESPONSIBLE	BE READY to LEARN
BUS	<ul style="list-style-type: none"> ● Keep aisle clear ● Be willing to share seat ● Use Inside voices 	<ul style="list-style-type: none"> ● Choose my seat wisely ● Stay seated appropriately: buckle up, feet down, hands to self 	<ul style="list-style-type: none"> ● Do not eat, drink or chew gum ● Stay in seat while bus is moving

STUDENT SUPPORT PROGRAMS AND POLICIES

Educational Support - Overview

Philosophy

RSUD offers extra support to students when special needs exist in educational, social, or emotional areas. Circumstances which negatively affect learning, health, and/or behavior are studied and evaluated. Requests for support services can be made by teachers, parents, or students. Requests should be made to the classroom teacher.

What is the Educational Support System? (ESS)

The Educational Support System (ESS) is a school-based system designed to help students improve their school performance and grow academically, behaviorally, socially and emotionally. The ESS provides a way for school staff to address students' varying needs in school.

What is the Educational Support Team? (EST)

The Educational Support Team (EST) is a team of school staff that meets to review individual student referrals to recommend needed changes in the student's program. EST teams can be made up of classroom

teachers, school counselor, school nurse, consulting teachers, principal and/or others. Parents are encouraged to be members of the team. The EST may recommend developing an EST plan.

Referral Process to the EST

A brief referral form is available from the classroom teacher or school counselor. Completed referral forms should be returned to the classroom teacher or the school counselor.

What will the EST Plan do for my child?

If your child is having difficulty in school, and the EST team recommends that a plan be developed to support your child, your child's teacher will invite you to attend a meeting to discuss the concerns you and/or the school have. Parents are considered active partners with the school in this process. At the EST meeting, the team will discuss services and/or accommodations that might assist your child in the school setting. Examples include extended time to complete tasks, a behavior plan, small group instruction, additional individualized or differentiated instruction provided by the teacher and services of the school nurse or community agencies. If, after 6-8 weeks of interventions, the team feels it would be helpful to your child, a referral may be made for a comprehensive evaluation. A comprehensive evaluation is part of the special education process.

Special Education

Some children need specialized instruction to achieve their full learning potential. RSUD schools offer comprehensive special education services in reading, writing and mathematics. To be eligible for special education services, a student must be assessed through a comprehensive evaluation, have a diagnosed disability and demonstrate a clear need for services that are not typically available to all students. A parent must give approval to begin the process for determining eligibility for special education.

Intervention Reading & Math Program (K-6)

Through the Title I Program, additional support in reading, writing and mathematics is offered to supplement regular class instruction in grades K-6. This service is provided by interventionists. Students are taught individually or in small groups, either in their classroom or in the interventionists learning space. Students are recommended for intervention by the classroom teacher, screening results and/or the Educational Support Team (EST). Once referred, a child is further assessed to determine eligibility for the program. Parents will be mailed a letter stating services to be received.

The Title I Program is federally and locally funded, which means the amount of money available to operate the program fluctuates from year to year. This in turn reflects the number of students and grades receiving Title I support.

Section 504 Of The Federal Rehabilitation Act, 1973

Any parent, teacher, administrator, support staff member, or student can make a referral to the EST for consideration of a 504 evaluation if they suspect a child has a disability that substantially limits one or more of the following major life functions. (self-care, breathing, walking, seeing, hearing, speaking, learning, performing manual tasks, and working.) A student who has a history of a disability or who needs to be treated as though he or she has a disability are also protected by 504.

Coordinated Services Plan (CSP) – Act 264 Process

Act 264 is a law that requires human services and public education to work together, involve parents, and coordinate services for children and adolescents who have severe emotional disturbance or other disability. This is done through the writing of a Coordinated Service Plan. (CSP) A CSP is a written plan that identifies support services delivered by various agencies and providers to meet the needs of a child and family. A CSP identifies school and community supports necessary for the student to receive appropriate educational, mental health, child welfare, juvenile justice, residential and other treatment services in accordance with the CSP.

Child Find

RSUD has an obligation to provide a free and appropriate public education to children with disabilities. If you know of a child between the ages of birth and 21 who has a disability and is not receiving services through our schools, please contact the superintendent's office at 802-763-7765 and speak with Deborah Matthews, Director of Special Education.

SCHOOL COUNSELING PROGRAM

Mission:

Our mission is to advocate for and facilitate individual and system change so that every student gains the skills and knowledge that enable him/her to lead a successful and fulfilled life.

Vision Statement:

Our vision is that all students achieve high levels of academic and personal success. Every student deserves a safe and supportive learning environment that fosters her/his growth into a healthy, responsible and compassionate human being.

To accomplish our mission and vision:

- We meet every child where they are.
- We celebrate everyone's uniqueness
- We are intentional about our interactions with students and staff by practicing patience and unconditional positive regard
- We empower students to realize their full potential to create positive change in the world.

Our goal is to help students with:

- Personal goals
- Future plans
- Decision making skills
- Communication skills
- Life skills
- Attitudes & Behavior
- Character values
- Self- knowledge and worth
- Social Skills
- Conflict Resolution skills

SCHOOL COUNSELING OFFICE

The school counseling program is in compliance with the American School Counselors Association National model for effective school counseling. The foundation of our program is student centered and is made available to, and support all students. This comprehensive approach addresses the academic, personal, social and emotional skills necessary for each student to realize his/her own potential for lifelong learning.

Counselors work collaboratively with parents, teachers, staff, and outside agencies to facilitate student growth in the areas of academic, personal-social, and career development. Counselors can be a starting point for many concerns. Parents are always welcome to call and ask for help. Parents are encouraged to contact their child's school counselor to become familiar with available programs and services.

Components of the counseling program may include classroom guidance, small group and individual counseling, consultations with parents and staff, referrals to outside agencies when requested and coordinating student support services (EST, 504, CSP).

School counseling services are an essential component of our district's student support system and are available to all students. Our counseling staff welcomes the opportunity to help students with issues that present barriers to social/emotional and academic success. Counseling staff works closely with classroom teachers; administrators and family members; should the need for additional supports be considered, including referrals to outside agencies, we work in tandem with parents toward that aim. Confidentiality is strictly observed and a signed release is required before any information is passed between agencies.

An integral part of the comprehensive school counseling program is the offering of several small social/friendship groups made available to all students in grades PK- 6. Topics discussed in these small groups range from building friendship and play skills, emotional regulation skills, self and social awareness skills and the like. Group counseling is available at the request of students, teachers, and parents if the topic is in accordance with the developmental nature of the program, or at the discretion of the counseling staff. Periodic groups around important topics will be offered by the school counselor and outside agencies that come into the school for the benefit of the school community. Since small and large group (classroom) counseling are recognized as part of the whole school curriculum and social/emotional culture, it is expected that all students will participate. If for any reason parents do not want their child to participate in small group counseling, they may opt out with a verbal or written request. Parents/guardians will however, be notified if their child has opted to attend a particular group. Should there be any concerns, the parent/guardian should contact the school counseling office.

STUDENT RIGHTS AND PROTECTIONS

Homeless Students

Homeless students within the RSUD are entitled to a free, public education. As required by federal law, the central office has a homeless liaison, Mr. Charlie Watson, who can assist homeless parents and students. Mr. Watson can be reached at 763-8840.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY (FERPA)

The *Family Educational Rights and Privacy Act*. (FERPA) Federal law requires that the RSUD, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, RSUD may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with RSUD procedures. The primary purpose of directory information is to allow RSUD schools to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- School Newsletters
- A program for a school concert

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent.

If you do not want RSUD to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must complete the RSUD Media Release form.

The RSUD has designated the following information as directory information: [Note: an LEA may, but does not have to include all the information listed below.]

- Student's name
- Address
- Telephone listing
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user

APPENDICES - WRVSU POLICIES

NOTICE OF NON-DISCRIMINATION

Policy:

The White River Valley Supervisory Union and its member school districts will not unlawfully discriminate in programs and activities against any person or group on any basis prohibited by federal or state law, and will provide equal access to the Boy Scouts and other designated youth groups.

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

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

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

A person has been designated by the White River Valley Supervisory Union to coordinate the efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. The designated coordinator must be identified in public places and on the WRVSU website, along with information about how that person may be contacted.

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

Inquiries regarding compliance with any state or federal statutes or laws may be directed to Bonnie Bourne, Co-Principal, Rochester Campus, 222 South Main St., Rochester, VT 05767 in writing or by calling 802-767-4632; or Lindy Stetson, Co-Principal, Stockbridge Campus, 2933 VT 107 Stockbridge, VT 05772 in writing or by calling 802-234-9248; or to Bruce Labs, Superintendent of Schools, White River Valley Supervisory Union, 461 Waterman Road, South Royalton, VT 05609 or at 802-763-8840. You also have a right to contact the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack P.O.C.H. Room 222, Boston, MA 02109-4557.

COLLECTION, CONFIDENTIALITY AND MAINTENANCE OF EDUCATION RECORDS

It is the policy of the White River Valley Supervisory Union and its member school districts to comply with federal and State laws and regulations, including but not limited to the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and State Board of Education Rules relating to the collection, maintenance, disclosure and destruction of education records and for ensuring the accuracy, relevancy and confidentiality thereof; and aligns with the Agency of Education statewide data collection requirements.

Student records shall be safely retained. For grades 9-12, transcripts for graduates and dropouts shall be permanently maintained and academic records may be permanently maintained.

The superintendent has overall responsibility for education records throughout the supervisory union and its member school districts, and for assuring that adequate systems to accomplish these functions. The building principal will be the custodian for records in a given school.

It is further the policy of the White River Valley Supervisory Union and its member school districts:

1. To protect the confidentiality of personal identifiable information in education records at the collection, storage, disclosure and destruction stages, and to ensure access to such records by parents, eligible students, and others who are authorized by law.
2. To provide notice to parents and eligible students (students who are 18 or older) at least annually, and when a student enrolls, of their rights under this policy and implementing procedures, as defined by FERPA, the IDEA and State Rules relating to maintenance and confidentiality of student records and to provide notice at least annually of the District's policy on a disclosure of directory information. Appendix A, Notice of Rights.
3. To respond promptly to reasonable request by parents and eligible students to review, inspect, and request correction of education records, subject to any limitations provided by law.
4. Not to disclose personally identifiable information from a student's education record without prior written parental or eligible student consent, except as allowed by law.
5. To disclose designated directory information concerning students and former students without the prior consent of the parent or eligible student and without any record of such disclosure, unless the parent or eligible student submits and "opt-out" notice to the student's school, as directed in the District's Annual Notice Regarding Directory Information, and to publish the Directory Information Notice at least annually. Appendix B, Annual Directory Information Notice.
6. To maintain a record of all disclosures of education records as and to the extent required by law. Parents or eligible students may inspect and review that record.
7. To forward, upon request, a student's educational record directly to school officials or another school or of another school district in which the student seeks or intends to enroll, transfers, or is already enrolled on a part or full-time basis, for purposes related to the student's enrollment or transfer.
8. To disclose personally identifiable information from education records to school officials with legitimate educational interests without prior consent of the parents or eligible student.
9. To maintain education records in safe and secure locations. For grades 9-12, the transcripts of graduates and dropouts shall be maintained and the academic records may be maintained.
10. To provide a procedure by which a parent or eligible student may request an amendment of an education record thought to be inaccurate, misleading or an invasion of privacy.
11. Not to provide parents or eligible students copies of standardized test questions or answers and/or copies of copyrighted materials which contain personally identifiable information, in order to protect test integrity and to avoid copyright infringement. Student-specific portions of such materials (the student's answer sheet, for example) may be provided for inspection and review by the parent or (with prior written consent of the parent), a representative of the parent, as and to extent provided by law.
12. With respect to special education: to ensure the confidentiality of personally identifiable information data, information, and records collected, created, or maintained for purposes of special education; to have the building principal responsible for ensure the confidentiality of personally identifiable information in such records; to have all persons collecting or using personally identifiable information receive training about this policy and related procedures, and about federal law regarding confidentiality of and access to education records.

The term "education records" means those records that are (1) directly related to a student and (2) maintained by the school district or supervisory union, a school operated by the district or supervisory

union, or a party acting for the school district or supervisory union, or a school operated by the supervisory union or school district.

The superintendent or designee will prepare, distribute and periodically review and update as needed, procedures implementing this policy, including but not limited to, procedures for requesting access to review and inspect educational records; for acquiring prior written consent to release of personally identifiable information from the parent or eligible student; for requesting amendment of education records; and defining the terms “record,” “personally identifiable information,” “directory information,” and “school official with a legitimate educational interest.”

TRANSPORTATION

Policy

The White River Valley Supervisory Union and each of its member districts may provide transportation on public roads to students who reside within the district. The district/supervisory union may also provide transportation to non-resident students as authorized by the board.

Each school board within the WRVSU will determine what student transportation will be provided for students.

Where it has been determined that transportation will be provided, the superintendent will administer the transportation program in a manner that promotes the efficient use of financial and human resources. The superintendent will assure the establishment of routes and designated stops after considering both the safety of children and efficiency of operation. The following factors will be considered when determining routes and stops:

1. The age and health of pupils
2. Distance to be traveled
3. Condition of the road and type of highway, and
4. Effectiveness and efficiency

The superintendent may consider any other factors he or she deems appropriate when establishing routes and designated stops.

The superintendent shall submit to the school board for approval any contracts, leases or purchases necessary to maintain and operate transportation equipment, and shall include in his or her annual report to the board information as to all pupils transported by the school district and the expense thereof.

LIMITED ENGLISH PROFICIENCY STUDENTS

Policy

It is the policy of the White River Valley Supervisory Union and its member school districts to ensure the students whose primary or dominant language is not English, and who therefore have limited-English proficiency (LEP), have equitable access to school programs as required by law.

Implementation

The superintendent or his or her designee shall be responsible for developing and implementing procedures to comply with federal and state laws, which define standards for serving LEP students.

POLICY ON THE PREVENTION OF HARASSMENT, HAZING, AND BULLYING OF STUDENTS

I. Statement of Policy

The White River Valley Supervisory Union and its member districts are committed to providing all 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 supervisory union and its member districts 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 policy to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The supervisory union and its member districts 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.

II. Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy following Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students posted on the Agency of Education website.
2. Annually, select two or more Designated Employees in the supervisory union and in each member district to receive complaints of hazing, bullying and/or harassment at each school campus and

publicize their availability in any publication of the supervisory union and member districts 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 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 supervisory union or member district staff 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.
6. 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 supervisory union and its member districts 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, the following definitions apply:

"Bullying" means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

1. Is repeated over time;
2. Is intended to ridicule, humiliate, or intimidate the student; and
 - a. 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.

3. “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.
4. “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.
5. “Designated employee” means an employee who has been designated by the superintendent 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 public communications available to students, parents, and the school community and on the WRVSU website.
6. “Employee” includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.
7. “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.
8. “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:
 - a. Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or

- b. Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
2. 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.
3. 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.
4. 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.

“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 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:

1. is registered in or in attendance at an educational institution;
2. has been accepted for admission at the educational institution where the hazing incident occurs; or
3. intends to attend an educational institution during any of its regular sessions after an official academic break.

“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.

“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.

“Pledging” means any action or activity related to becoming a member of an organization.

“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.

“School administrator” means a superintendent, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District’s Equity Coordinator.

“Student Conduct Form” is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

Designated Employees

The following employees of the RSUD Schools have been designated by the district to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Bonnie Bourne: Co- Principal
Rochester Campus
222 So. Main Street
Rochester, VT 05767
802-767- 4632
Email: bbourne@wrvsu.org

Lindy Stetson: Co-Principal
Stockbridge Campus
2933 VT Route 107
Stockbridge, VT 05772
802-234-9248
Email: lstetson@wrvsu.org

Samantha Diemand - School Counselor
Rochester Campus
222 So. Main Street
Rochester, VT 05767
802-767-4632
Email: sdiamond@wrvsu.org

Mary Dolan- School Counselor
Stockbridge Campus
2933 VT Route 107
Stockbridge, VT 05772
802-234-9248
Email: mdolan@wrvsu.org

STUDENT ALCOHOL AND DRUGS

It is the policy of the White River Valley Supervisory Union and its member school districts that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, marijuana 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 or his/her designee 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 school 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/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 shall assure the designation of 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 superintendent shall also assure that the supervisory union and its member school districts have entered into a cooperative agreement with an agency which 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 or his/her designee will assure appropriate 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 or his/her designee 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 will assure submission of an annual report to the Secretary of Education describing substance abuse education programs and their effectiveness.

Standards of Conduct and Disciplinary Sanctions The superintendent shall assure the development of standards of conduct and disciplinary sanctions related to this policy.

Notification The superintendent or his/her designee 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 referenced 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 ON STUDENT FIREARMS

It is the policy of the White River Valley Supervisory Union and its member school districts 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 brought 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 school 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 school district. The superintendent may also report any incident subject to this policy to the Family Services Division of the Department for Children and Families.

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 firearms involved.

POLICY ON STUDENT ATTENDANCE

It is the policy of the White River Valley Supervisory Union and its member school districts to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of school days for which they are enrolled, unless they are excused by the superintendent in writing.

Annually, the superintendent shall ensure that the school board appoints one or more individuals to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the school district.

The superintendent shall ensure that the supervisory union and its member school districts comply with the Windsor County Truancy Protocol that is in force at the time.

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:

- written excuses
- tardiness
- notification of parents/guardians
- signing out of school
- excessive absenteeism
- homebound and hospitalized students
- early dismissals
- homework assignments
- 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.

POLICY ON WELLNESS

Values statement: The White River Valley Supervisory Union and its member school districts recognize that good health and wellness play a critical role in students' ability to learn and grow. Children develop life-long health behaviors at a young age and schools have a unique opportunity to build students' knowledge and skills to support a lifetime of wellness. By providing nutritious food, physical activity, health education, and both mental and physical health services, schools improve students' health and readiness to learn; thus, the school wellness program lays the foundation for student success. For this foundation to remain solid throughout children's lives, community and family support of school wellness programs are critical.

Policy statement: It is the policy of the White River Valley Supervisory Union and its member school districts to establish guidelines to promote student wellness and healthy behaviors throughout each school district. This policy ensures compliance with the federal Healthy, Hunger Free Kids Act of 2010. The policy has been developed in consultation with food service programs, health and physical education teachers, nurses and guidance counselors, administrators, employee wellness liaisons, facilities staff, parents, and community members who represent the 10 domains of the Whole School, Whole Community, Whole Child (WSCC) wellness model. The WSCC model has been utilized to promote a comprehensive, collaborative approach to health and learning in each school.

Definitions:

HEALTH – a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.

WELLNESS - the active process of pursuing information and behaviors that lead to a healthy life.

Health and Nutrition Education

1. The supervisory union and its member school districts shall provide health education programs in grades k-12 as required by state law and regulations of the State Board of Education. Health education shall include, but not be limited to, information about nutrition, first aid, CPR, alcohol, tobacco, and other drugs, safety, benefits of exercise, bullying, violence, and harassment prevention, human development, sex education, disease and injury prevention, and social and emotional education. Students will learn about the importance of good health for both short and long term well-being and will develop health-related skills such as accessing valid information, analyzing influences, assessing risks, setting goals, advocating for ones' self, and communicating clearly.
2. Nutrition and other health education programs shall be conducted by appropriately trained staff members, including Farm to School volunteers, where applicable.

3. To the extent practicable, nutrition and other health education shall be integrated into core curricular areas and students shall be exposed to health information that is consistent across disciplines and throughout the school.
4. The food service program shall serve as a key partner in nutrition education by working closely with teachers and leading activities that may include taste tests, recipes using food from school gardens, and monthly nutrition themes.
5. Staff and volunteers are strongly encouraged to model healthy habits.

Physical Education and Activity

1. The districts shall provide physical education classes led by a licensed physical educator for all students as required by Vermont's Education Quality Standards
2. In accordance with Vermont's Education Quality Standards, each school shall offer options for students in grades k-12 to participate in at least 30 minutes of physical activity within or outside of the school day. The district shall provide physical activity opportunities for students through recess periods in appropriate grades or through other activities before or after school including interscholastic athletics, physical activity clubs, or intramural sports.
3. Recess shall not be withheld from a student as a consequence for missed work or poor behavior, except in cases where a student's presence at recess is deemed unsafe or detrimental to the child's well-being or the well-being of others.
4. The districts will work to minimize interruptions to physical education classes. This includes holding to a minimum the number of non-physical education activities in physical education facilities during regular class times.
5. The after school program will provide and encourage daily periods of physical activity for all participants.

Health Services

1. The supervisory union and its member school districts shall provide a cohesive, integrated approach to the delivery of services to appraise, protect, and promote health.
2. School health services and programs will be based on identified student needs and include assessment, planning, and implementation. All school health practices will be evidence-based as outlined in the School Nurse Standards of Practice Manual, the National Association of School Nurses Scope and Standards of Practice, and the American Academy of Pediatrics Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents.

3. School nurses shall be included in the development of student IHP, IEP and 504 plans as appropriate. Nurses will coordinate closely with food service directors, SAP counselors, and staff throughout the school to ensure student safety and wellness.
4. Other health resources may include: dental hygienists, medical consultations, and additional resources as needed.

Nutrition Services -Related to the Foodservice Program

The supervisory union and its member school districts shall comply with the following:

1. No foods of minimal nutritional value, as defined by the USDA's Smart Snacks in Schools requirements, shall be sold to students from midnight until thirty minutes after the completion of the school day.
2. The sale of foods during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods and drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organization sponsoring the sale.
3. Foods offered at school other than through the National School Lunch and Breakfast program, including foods sold through vending machines, shall comply with Healthy, Hunger Free Kids Act of 2015 and the Smart Snacks in Schools (note: see addendum for exclusions).
4. Guidelines for reimbursable school meals must not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 10 of the Child Nutrition Act and section 9(f)(1) and 17a of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.
5. Nutritious snacks will be provided to all school-sponsored afterschool programs through the National School Lunch Program. Schools will provide suppers through the Child and Adult Care Food Program when appropriate due to the length of the afterschool program.
6. A clean and safe meal environment will be provided for students, as well as adequate space for serving and eating school meals.
7. Professional development opportunities based on USDA guidelines will be provided for food service and other staff members in areas of nutrition and wellness.
8. Potable drinking water will be provided in all cafeterias, including a backup source of water in the event of a loss of electricity.

Not Specifically Related to the Foodservice Program

The supervisory union and its member school districts shall:

1. Encourage the use of non-food rewards and incentives for students, such as earning extra recess, a sports tournament, or a movie. When food is used as an occasional reward, educators are encouraged to include healthy food options. Food or beverages shall not be withheld from students as a punishment.
2. Encourage the consumption of water and the sale of healthful snacks at outside school events.
3. Establish meal periods that are scheduled at appropriate hours and provide at least 20 minutes to eat, excluding the time to walk to the cafeteria and stand in line, as recommended by the American Academy of Pediatrics. To the extent practicable, recess should occur prior to the lunch service.
4. Comply with Vermont Act 148: Universal Recycling and Composting Law.

Counseling, Psychological, and Social Services

The supervisory union and its member school districts recognize that students' readiness to learn is frequently impacted by emotional, social, and familial factors. A wide variety of district professionals and outside agencies shall be utilized to support the emotional, social and mental health of students, with the breadth of services determined by student needs. Parents may aid in accessing or financing some services.

Health Promotion for Staff

The supervisory union and its member school districts shall:

1. Recognize that fostering a personal commitment to positive health behaviors in staff contributes to improved health status, higher morale, and greater personal commitment to the school's coordinated school health program and creates positive role modeling.
2. Promote opportunities for faculty and staff to improve their health status through activities such as health assessments, health education, and health-related fitness activities when possible.
3. Encourage participation in an employee wellness program that includes components of planning, implementing, and evaluating.

Family/Community Involvement

1. Curriculum will afford opportunities for connections with agencies and businesses aligned with the wellness policy, including community-based learning experiences that promote health and wellness.
2. Information about the policy and school wellness activities will be provided to parents in the form of handouts, the school website, or articles and information in school newsletters.

3. Students will be asked for input and feedback on school wellness programs through the use of student surveys and attention will be given to their comments.

Implementation

1. The superintendent or his or her designee shall monitor district programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
2. The superintendent or his or her designee shall report at least annually to all of the boards on the district's compliance with the law and policies related to student wellness. The report shall include an assurance that district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.
3. The White River Valley Supervisory Union Wellness Team will meet no fewer than four times annually to monitor implementation of this policy and will review the policy each year.
4. Data such as the Youth Risk Behavior Survey, the School Nurse Report, and the School Health Index will be used to identify areas of strength and need and to prioritize specific implementation steps.

PARTICIPATION OF HOME STUDY STUDENTS

Policy

It is the policy of the White River Valley Supervisory Union and its member districts to comply with the requirements of Act 119 of 1998 by allowing home study students to participate in courses, programs, activities and services and use school educational materials and equipment.

The superintendent will develop administrative procedures that comply with rules promulgated by the Vermont State Board of Education as is necessary to implement this policy.

PUPIL PRIVACY RIGHTS

Policy

It is the intent of the White River Valley Supervisory Union and its member school districts comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) and Vermont State Board of Education Rules governing the administration of certain student surveys, analyses or evaluations.

Administrative Responsibilities

The superintendent or his/her designee shall develop administrative procedures to ensure compliance with applicable federal and state laws related to pupil privacy. The administrative procedures shall include provisions related to the following legal requirements.

1. The right of parents or eligible students to inspect surveys created by third parties before administration or distribution of the surveys to students;
2. Any applicable procedures for granting a request by a parent for access to such survey within a reasonable time after a request is received;
3. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal Pupil Privacy Rights Amendment;
4. The right of a parent to inspect any instructional material used as part of the educational curriculum for the parent's child, and any applicable procedures for granting access to such material within a reasonable time after the request is received.
5. The administration of physical examinations or screenings that the supervisory union or a member school district may administer to a student;
6. The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, including arrangements to protect student privacy in the event of such collection, disclosure or use.
7. The right of a parent of a student to inspect any instrument used in the collection of personal information under subparagraph (6) above, and any applicable procedures for granting a request for such inspection within a reasonable time after receiving the request;
8. Provisions to ensure that parents are notified of policies and procedures adopted to comply with federal and state laws and regulations governing pupil privacy, including but not limited to, notification of activities involving the collection of personal information from students, the administration of surveys containing items specifically listed in the Pupil Privacy Rights Amendment.