

Ferrisburgh Central School

Family Handbook



2025-2026

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Welcome to Ferrisburgh School

Principal's Message:

Beth Bearor
FCS Principal

ANWSD Vision Statement

"We envision a kind, collaborative, and creative community for all that nurtures a diverse and accessible learning environment. Students will flourish as critical thinkers and productive citizens, cultivating resilience in an ever changing world."

ADDISON NORTHWEST SCHOOL DISTRICT DIRECTORY

Kennedy Brothers Building

11 Main Street, Vergennes, VT 05491

877-3332

<http://www.anwsd.org/>

Sheila Soule

Gabe Hamilton

Laura Nugent

Stephanie Hurlburt

Melissa Strong

Glory Martin

Superintendent of Schools

Director of Learning and Technology

Director of Student Support Services

Director of Finance and Operations

Data Manager

Executive Assistant to the Superintendent

ADDISON NORTHWEST SCHOOL DISTRICT BOARD OF DIRECTORS

To send an email to the entire Board, email ANWSD_Board@anwsd.org.

To contact an individual, please use one of the contact methods below:

ANWSD Board Members:

Mark Koenig, Chair	Vergennes	mkoenig@anwsd.org
Chris Kayhart, V. Chair	Ferrisburgh	ckayhart@anwd.org
Kristina MacKulin, Clerk	Ferrisburgh	kmackulin@anwsd.org
Laurie Childers, Treasurer	Addison	lchilders@anwsd.org
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Jon Kidde	Vergennes	jkidde@anwsd.org
Amy Kittredge	Addison	akittredge@anwsd.org
Michael Kane	Vergennes	mkane@anwsd.org
Chrystal Little	Vergennes	clittle@anwsd.org
Carol McBride	Addison	cmcbride@anwsd.org
Isabella Van Voorst	Student Member	isvanvoorst@anwsd.org
Quincy Sabick	Student Member	qusabick@anwsd.org

FERRISBURGH CENTRAL STAFF DIRECTORY

Ackerman, Erin	Library/Media Teacher		Houghton, Michelle	Literacy Interventionist
Barrett, Anthony	Custodian		Kalish, Dasha	Art Teacher
Barry, Randi	Grade 4 Teacher		Kathan, Morgan	PE/ Health Teacher
Bearor, Beth	Principal		Kenney, Lydia	Grade 4 Teacher
Bennett, Kim	Speech/Language Pathologist (Pre-K)		Kiel, Ellie	Grade 2 Teacher
Bingham, Diane	Prek Paraeducator		Krupp, Taylor	Kindergarten Teacher
Bourgeois, Ashley	After School Coordinator		LeDorze, Delphine	Paraeducator
Bunde, Jamie	Nurse		Mason, Susanna	ELL
Coyle, Chanyiah	Paraeducator		Neffinger, Mary	Paraeducator
Crompt, Ashli	Speech/Language Pathologist		Noble, Jocelyn	Music Teacher/Paraeducator
Cunningham, Riley	Prek Paraeducator		Normand, Gina	School Based Clinician
DaBica, Alison	Grade 5 Teacher		Paquette, Angie	Prek Paraeducator
Daudelin, Troy	Custodian		Pierce, Kaci	Grade 1 Teacher
Eddy, Allison	Pre-K Fusion Coordinator		Rice, Ethan	Paraeducator
Gernander, Ema	Grade 1 Teacher		Stein, Rachel	Grade 3 Teacher
Gernander, Jenn	Special Educator-Pre K		Struhammer, Molly	Math Interventionist
Grace, Margo	Special Educator		Therrien, Nicole	Paraeducator
Graves, Amanda	Paraeducator		Tierney, Marcie	Pre-K Teacher
Graves, Maddie	Paraeducator		Unrein, Jess	Guidance Counselor
Haselton, Tom	Tech Support		Valcourt, Stacy	Special Educator
Henley, JT	Special Educator		Van Vliet, Trish	Kindergarten Teacher
			Wells, Brianne	School Psychologist

BUS DRIVERS

Darrell

Don

Dennis

Larry

SCHOOL PROCEDURES AND GENERAL INFORMATION

ABSENT AND TARDY STUDENTS

School attendance is required by Vermont Law unless students are excused for illness or family emergency (VSA, T. 16). Regular attendance is vital for school achievement and in establishing habits significantly impacting later success. Excessive absences or tardiness is detrimental to a child's education and, by law, must be reported to the Superintendent of Schools and the Vermont Department of Children and Families. Letters will be sent from the principal's office to families when their children are absent more than ten days over the course of a school year. The letter may request a conference with the child's teacher and the principal to help with any issues associated with the child's absences. Prolonged health issues, as determined by a physician, may be eligible for tutorial assistance. Students are required to complete assignments or make up work during absences. A copy of the ANWSD [Student Attendance Policy \(C7\)](#) or [procedure](#) can be obtained from the Office.

TARDINESS

Beginning the day at school with other classmates is key to a child's sense of readiness and belonging, and also ensures greater awareness (less confusion) about the daily schedule and routine expectations. This is an important skill in the ongoing development of school and work habits. Please make every effort to see that your child arrives at school by the start of the school day, **8:00 a.m.** Students will be considered tardy after 8:05. Excessive tardiness may require administrative action and collective problem-solving with the family, classroom teacher and the principal.

ABSENCES

Please email use the School Messenger App to report your child absent by 8:15 a.m. Please keep your student home if they are sick. In the event that we do not hear from you, we will contact you regarding your child's absence from school. Leave messages any time, day or night, at 877-3463. Please indicate one of the following, sick with a fever, sick no fever, or not sick. This will mean that we do not call back to ask that question. **Non-notification by 9:00 will code the absences as unexcused.**

The school nurse will coordinate decision-making around a student's care with the family and the family's healthcare provider if there are specific health concerns, chronic disease, or complex social or emotional dynamics in the home, if needed.

EXTENDED ABSENCES

FCS believes that extended absences are inconsistent with academic learning. Prior to a planned absence of three days or more, families must fill out an [Extended Absence Form](#) on the district website. This verifies the student's absence (although in most cases does not constitute an excused

absence). Teachers may make efforts to support students in their work with sufficient notice, however, the nature of the work may not resemble what transpires within the classroom. It is a family responsibility to request work within a reasonable timeframe.

PHYSICAL EDUCATION

Medical Excuses: There will be occasions when, because of injury or illness, a student cannot participate in regular physical education. The parent/guardian must send a note from the doctor's office to the Main Office, which will send copies to the nurse and physical education departments, explaining the student's injury/illness. Students excused from PE may attend, but not participate in recess related play.

EARLY DISMISSAL

For early dismissals, please email Kaitie at kflynn@anwsd.org or send a note indicating the reason, time and the person who will be picking the child up at school prior to their absence. An "early dismissal" pass will be issued at the Main Office. All authorized adults who come to pick up a child must have parent/guardian permission to do so. A staff member will escort students outside when someone arrives to get them. Please call the Main Office to confirm you are in visitor parking (877-3463). There are times when an early dismissal may be necessary, but we urge families to schedule routine appointments outside of regular school hours (7:55 a.m. - 3:10 p.m.) whenever possible. Early dismissals should not be done in person to the extent possible and may not be able to be honored after 2:30 pm due to the buses arriving for dismissal.

ARRIVAL AND DROPOFF

Students should arrive between **7:45-8:00 a.m.** Students arriving between 7:45-7:55 will walk around the building to the playground. After 7:55 students will use the front door. Students arriving after 8:05 a.m. will be considered tardy.

END OF DAY DISMISSAL

Dismissal will begin at 2:55. Students who are riding the bus will go directly to the buses and will be accounted for by a bus checker prior to getting on the bus. All other students will gather in the gym. Students who are being picked up, walking or attending Fusion or CougarCare will be dismissed from the gym once the buses have departed. It is imperative that those picking students up do not enter the parking lot prior to 3:00 to ensure a safe and timely bus dismissal.

Parking and Pick Up - FCS is an Idle-Free Zone

Drivers must use designated spaces (parking spots or the car lane). The areas with painted yellow curb are part of the designated fire lane and must be left open at all times except when being used for a brief (10 minutes or less) drop off or pickup. Even when drivers remain in their vehicles, they must be in a legal parking space and shut their vehicle off while waiting.

Please note that parents/guardians who pick up students after school in a vehicle should plan to arrive no earlier than 3:00 but before 3:10 p.m.

State laws require operators of all vehicles to stop their vehicle if a school bus is flashing its red signal lights. This includes if their red lights are on in a school parking lot. Persons seated in parked vehicles must also adhere to state regulations prohibiting use of tobacco on school grounds - this is inclusive of vaping. Our school is an idle free zone, please turn your ignition off while in the parking lot.

BUS INFORMATION

Parents/guardians must notify the office of a move during the school year which involves their child or children riding a different bus or being picked up at a different location.

Students need permission to change assigned bus stops and may not come to or leave school on a bus other than the one to which they are assigned. Permission to ride another bus will be granted only after the school has received written (note or email from an address on file) or verbal (phone call) notification from a child's parent/guardian. All dismissal changes should be communicated by 2:00 p.m. After this time, changes may not be possible as we will have already printed dismissal lists and delivered change of dismissal notes.

The school sets high behavioral expectations for all bus riders because of a commitment to student safety. School expectations regarding the use of electronic devices apply on school buses.

Parents/guardians and students are reminded that bus riding is a privilege that may be suspended or revoked if bus rules are violated. The following are bus expectations that all riders are to follow. Parents/guardians are encouraged to review this list with their child/children from time to time.

1. Use positive words when speaking. Let's be considerate of others' feelings.
2. Treat others as you would want to be treated. Let's have a great attitude.
3. Remain seated. Let's be safe.
4. Keep the bus clean. Let's be considerate of others' time.
5. Take care of the bus inside and out. Let's be safe.
6. Eating is not allowed. You may have water.

SCHOOL CLOSINGS

School may be canceled for the day or have a delayed start due to inclement weather or other unforeseen circumstances. The decision to close school will be made by the Superintendent and conveyed to local radio/television stations as early as possible in the morning. Families will also be notified by telephone using an automated calling system (robo call).

On very rare occasions, it may become necessary to dismiss school early. In the event of early dismissal, every attempt will be made to notify families using the automated system or through

personal contact. Please remember that we have limited telephone capabilities and personnel, so you can expect delays in contacting the school directly.

CELEBRATIONS

DISTRIBUTION OF INVITATIONS

If your child is planning a party at home, we ask that you or your child contact those children invited directly and not during school hours. Invitations will not be distributed in the classroom, unless the entirety of the class is invited. The intention of this supports feelings of belonging and inclusion.

WHAT AND HOW WE CELEBRATE

We make a concerted effort to celebrate. We celebrate successes in and out of the classroom during morning meetings, whole school celebrations, events, and assemblies. We celebrate as a classroom when we meet our expectations regularly and students often play a role in these decisions. We celebrate some occasions such as Veteran's Day and Memorial Day that play a role in our community culture. We celebrate special occasions unique to each school such as Hike for Hunger, Peace One Day, and the Fun Run. We are working to ensure that our celebrations provide opportunities to complement our learning goals, either deliberately such as a celebration of learning around a culminating endeavor, like a concert, 100th day of school or a poetry reading or tangentially tied to our goals, like our successes related to social emotional goals like kindness week.

HOLIDAYS

We acknowledge them and think about general principles behind some holidays - gratitude, caring, community - or we try to tell a more complete story (ex. Thanksgiving). We do not celebrate individual holidays at school. We believe that informing students around the celebration of holidays can be the work of schools, however we do not celebrate, decorate, or otherwise condone religious or quasi-religious holidays in classes or as a school. Education is different from celebration.

ANIMALS ON SCHOOL GROUNDS

Pets are prohibited inside the building during school or at school-sponsored events without prior permission from administration with the exception of service animals.

ELECTRONICS, TOYS, ETC. FROM HOME

Bringing items from home presents a risk assumed by families. Students who bring cell phones, any personal electronic devices, toys, stuffed animals or trading cards should not plan to use them in school. These are easily lost, damaged, or stolen and often are a source of distraction in the classroom and do not typically add to the educational environment. These items are to be kept inside backpacks for the school day. In certain situations, students may use devices with the express permission from the classroom teacher for educational purposes only. Texting home to change after school plans is not an educational purpose.

FIELD TRIPS

Many wonderful learning experiences can be found outside the walls of the classroom. When teachers believe such opportunities best meet one or more of the guiding standards of instructional best practices, they first secure permission from the school principal for the activity and then seek written permission of parents/guardians for all trips off the school property. Chaperones who accompany children on field trips must be approved volunteers through ANWSD's background check procedures. Adults may take their children home after returning to the school building at the end of the school trip/day by first submitting a note to the office or the classroom teacher at the beginning of that school day. Adults will still need to check their student out with the office at the time of departure.

INTRADISTRICT SCHOOL CHOICE

Students whose residence changes within the District boundaries after January 15 may continue in the school serving the former residence until the end of the school year. Transportation in these situations may not be provided. Any family can request a transfer from one school to another for any of the following documented circumstances:

1. The student is a victim of a violent criminal offense in or on the resident school grounds;
2. Continuing enrollment in the student's current school for the remainder of the school year, given a change of the parent/guardian official residence;
3. Significant family and/or students circumstances of an educational, medical, financial, or personal nature which would be relieved by a change in attendance status;
4. Sibling of a transfer student;
5. A change occurs in the parent/guardian's official residence within the District after completion of a student's fifth year in school; and,
6. A request is made to enroll a student in a school prior to the parent/guardian moving into that school's attendance area with documentation showing the move will occur within two months of the start of the school year or the date of the transfer submission, whichever is later.

ELEMENTARY LIBRARY PROGRAM

Mission Statement

The Elementary School Library empowers students to become enthusiastic readers, skillful researchers, critical thinkers, and ethical users of information. We provide a welcoming and inclusive environment for exploring a diverse collection of books and digital resources.

Library Classes

Students attend weekly library classes, participating in storytime, read-alouds, library skills, research lessons, book discussions, creative projects, and digital literacy activities.

Borrowing Books

Kindergarteners can borrow one book, first and second graders can take out two books, and students in third grade and up can borrow three books at a time for two weeks. Please help your

child care for and return books on time. Both students and families can request books anytime via the library's online catalog or by emailing the librarian, with materials delivered to classrooms.

Online Resources

Our library offers e-books, audiobooks, educational databases, and research tools accessible from school and home using school login credentials.

Family Involvement

Families can visit during special events, volunteer for library activities, and encourage reading habits at home by setting aside time for family reading sessions and discussing the books their children bring home.

Donations and Contributions

We welcome donations of gently used books suitable for elementary students. To donate, please contact the school librarian.

Contact Information

For questions, suggestions, or to get involved, contact our librarian, Erin Ackerman, at eackerman@anwsd.org. Thank you for supporting the Elementary School Library. Together, we can cultivate a love for reading and a passion for learning in every child!

NEW AMERICANS

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

Public schools may not:

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

NEWSLETTERS

The FCS principal's newsletter is published weekly on the school website and automatically delivered to all families via-email on Sunday afternoons. Please ensure your e-mail address(es) are up-to-date in in the Powerschool Parent Portal. Classroom teacher's will communicate with families

on a bi-weekly basis in the form of an update e-mail, newsletter or through Seesaw posts to help keep families and community members informed of class activities, learning opportunities and school information. It may also include supplemental information on upcoming events, important dates and activities.

Submissions to the newsletter from school and community groups should be turned in to the Main Office by noon on Wednesday in order to appear in that week's newsletter preferably as a document (Google doc, Word, PDF, are all acceptable). We cannot format emails into newsletter submissions. Articles submitted for the school newsletter are subject to Principal approval. They will appear as attachments to the newsletter if they are approved.

RECESS

We believe that fresh air and exercise during the school day is healthy for children and conducive to learning. It is our expectation that all children participate in recess unless they are excused by a medical professional. It is important for children to come to school with the appropriate outerwear. If you need assistance acquiring outerwear please contact the principal or school nurse for support.

The staff determines whether it is too cold for outside recess and this is typically done just before recess. When the temperature is below zero or when the temperature and wind chill factor combined is below zero, students will not go outside for recess.

Winter Gear Guidelines

As the weather gets colder and snowier, here are the general guidelines for FCS relating to cold and snow:

Below 50 degrees: long sleeves/sweatshirt & pants

Below 40 degrees: coat

Below 30 degrees: coat, hat, mittens/gloves

Boots required to leave the blacktop area when there is snow

All winter gear, including snow pants, is required to sled or play in the snow. The playground can be used by students wearing just boots. If your child forgets items on a cold day, they may go to the nurse's office to borrow. Keep in mind that our supply is intentionally not high enough for all students.

As always, we encourage everyone to write their children's names on their clothing and other belongings so that if they misplace it, we can return it to them. We encourage families to check the lost and found in the entryway anytime you are in the building.

MEALS

SNACK

Snack time is provided daily for all students.

LUNCH & BREAKFAST

Lunch and breakfast are served daily at no cost to students. The specifics of that endeavor can be found here on the food services [website](#) including practices and menus.

WATER BOTTLES

We encourage all students to bring a water bottle labeled with their name to school each day. Water is available at the water fountains/fill stations throughout the building. Sugary drinks, soda, and caffeinated beverages should remain at home.

STUDENT DRESS

All members of the ANWSD learning community are expected to come to school in attire that is neat and suitable for an academic environment. Clothing which constitutes a health hazard, is offensive or abusive to others, violates the Prevention of Harassment, Hazing and Bullying of Students Policy [C10](#) or other policies (see the [policy section](#)) or otherwise disrupts the educational environment is not acceptable at school.

Examples of clothing unsuitable for school include those which:

- Promote the use of alcohol, tobacco, or drugs
- Depict in words, images, or graphics messages that demean, harass, exploit, or ridicule others
- Contain profanity in words, graphics, obscene gestures, actions, or messages

Students wearing inappropriate clothing may be asked to

- Cover the article, or cover up, with another shirt or jacket
- Change clothing

Failure to follow these requests may result in family contact and Level 2 disciplinary action. Final determination of appropriate dress will be made by the school administration.

STUDENT RECORDS

Parents and legal guardians have a right to request access to their student's records with a reasonable notification to the school to provide them. Please see the procedure related to student records included in the [link](#).

PUPIL PRIVACY RIGHTS ([Policy C8](#))

It is the intent of the Addison Northwest School District to comply with the provisions of the Federal Pupil Privacy Rights Amendment (PPRA) governing the administration of certain student surveys, analyses or evaluations. Please see the [procedures related to this policy](#).

TIP LINE

Please note that there is a tip line on our school and district websites to anonymously report safety issues. Please know that emergencies should be reported via 911.

USE OF FACILITIES ([Policy E20](#))

Please visit the facilities page of the district website to learn about or request use of facilities (<https://www.anwsd.org/request-for-facilities-use.php>) .

VISITORS

All visitors must sign in to the school and visibly wear a visitor's pass at all times. This is true for visitors and volunteers regardless of frequency and duration. Visitors who have not completed the ANWSD background check process will be escorted by a staff member.

SCHOOL CONDUCT ([Policy C20](#)) - **Comprehensive Plan for Responding to Student Misbehavior**

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults.

Ferrisburgh Central School strives to create a community that encourages respect, ownership, attitude, responsibility and safety. We model and teach expected behavior to encourage academic, social, and emotional growth.

The FCS support system is a blend of two research-based behavior management systems: The Responsive Classroom (RC) and Positive Behavioral Interventions and Supports (PBIS).

The RC approach to teaching and learning is designed to help educators create safe, challenging and joyful classrooms and school environments. RC offers practical strategies for integrating social and academic learning throughout the school day and for creating a climate conducive to high academic achievement. Morning Meeting is an aspect of this program.

PBIS is a proven, systems-focused approach that decreases the problem behaviors among students, increases on-task academic engagement, and raises levels of satisfaction with the school's climate for students, teachers, and families. PBIS enhances the capacity of schools to adopt and sustain effective behavior and academic support practices.

School and classroom routines are established to create and maintain a caring, respectful and safe learning and work environment for everyone. As in any large social setting, behavioral misconduct can and does occur. When a behavioral infraction occurs, natural and logical consequences for that behavior are applied at an age appropriate level. Below is a general listing of behavioral infractions and the potential consequences for those infractions as recognized within our leveled discipline system. (Note: not all behaviors and consequences are listed.)

Level One or Minor incidents: individual off-task behavior, refusal to do an assignment in class, lack of focus, not following a reasonable adult request, disrespectful to peers.

Level One consequences: prompting or redirecting by the teacher, “take a break” teacher requested, “buddy room” teacher requested.

Level Two or Chronic Minor incidents: disruption to the class, continuing off-task or non-compliant behavior (after Level One consequences have been attempted), escalating or threatening behavior, rude or disrespectful behavior.

Level Two consequences: teacher requests support from Schoolwide Behavior Interventionist, Principal, or other support person, student reflection/plan made to re-enter/rejoin class, time away from class, in-school suspension, privileges restricted.

Level Three or Major incidents: endangering or harming a person or school property, inappropriate computer usage, demonstrated habitual Level 2 behaviors, extreme display of unacceptable and/or inappropriate school behavior.

Level Three consequences: family-student-administrator meeting, restrictions placed on student, law enforcement notification by Principal, student in-or out-of school suspension, restitution.

At all levels, when a child is in take-a-break or an alternative location, the child is still responsible for completion of work assigned while s/he is away from class or school. Parents/guardians will be informed and involved when rule-violating behaviors impact the teaching and learning environment of the classroom and/or school.

The Level System recognizes that consistent adult responses to challenging behaviors (e.g. noncompliance, disruption, bullying, etc.) produce a school climate in which more serious infractions will be kept to a minimum. Students will learn to trust that unacceptable student behavior will be reported, not tolerated by their peers and managed by the adults, and that those students acting inappropriately will be held responsible for their actions.

Built upon a foundation of prerequisite adult skills and system supports, the Level System is an explicit protocol to be used by adults when responding to student misconduct. It does not include an exhaustive list of every student infraction followed by concrete consequences. Instead, a range of student behavior is followed by appropriate adult responses with discretion based on the type of behavior.

HAZING, HARRASSMENT & BULLYING (HHB)

By procedure of the ANWSD Board, in compliance with the accompanying policy, the following is required. Any questions about HHB should be directed to the principal, school counselor or school climate facilitator. The full policy and procedure can be found in the appendix of this handbook.

"II. Responding to Notice of Possible Policy Violation(s) A. Upon notice of information that hazing, harassment and/or bullying may have occurred the designated employee shall: i. Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant. ii. Promptly inform the school administrator(s) of the information; iii. If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian."

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

- a. Is repeated over time;
- b. Is intended to ridicule, humiliate, or intimidate the student; and
- c. (i) occurs during the school day on school property, on a school bus, or at a school sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs."

"Harassment" means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment. Harassment includes conduct as defined above and may also constitute one or more of the following:

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

(2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats,

graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

(3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories."

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student. Hazing shall not include any activity or conduct that furthers legitimate curricular, extracurricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution and normal and customary for similar programs at other educational institutions. With respect to Hazing, "Student" means any person who: (A) is registered in or in attendance at an educational institution; (B) has been accepted for admission at the educational institution where the hazing incident occurs; or (C) intends to attend an educational institution during any of its regular sessions after an official academic break."

Students may report anonymously any acts of hazing, harassment or bullying to teachers or school administrators. Parents/Guardians may also file written reports of suspected violations. Any staff member who witnesses such an act or receives a report of bullying must notify an administrator immediately. Identified investigators will investigate any written report that is filed and review any anonymously submitted report. If you have questions regarding this, please contact the School Counselor or Principal. These individuals are the only members of the staff who can investigate these allegations.

SAFETY INFORMATION

ANWSD SAFE SCHOOLS STATEMENT

The Superintendent and Directors of the Addison Northwest School District wish to reassure the members of our educational community in these uncertain times. We remain committed to maintaining safe and welcoming schools regardless of race, gender, disability, national origin, documentation, religion, sexual orientation, political orientation, or family income. In addition to compliance with federal law, it is also our moral and ethical duty to protect and to provide an

equitable education to all of the students who pass through the doors of our schools.” adopted by the ANWSD Board on May 31, 2017.

BIKES, SCOOTERS, ROLLERBLADES & SKATEBOARDS

Bicyclists are required by state law to abide by the regulations that apply to other moving vehicles on the highway. Stopping at red lights and behind school buses with flashing lights are two examples of these regulations. The school may request that all bicycles, scooters and skateboards be walked from the street/sidewalks bordering the school property to and from the school building. If this request is not followed, riders may have these riding privileges suspended or revoked. We ask that riders demonstrate safety and responsibility at all times. Use of helmets is recommended for all riders.

CONCUSSION PLAN

A child who is suspected of having a concussion or has been diagnosed with having a concussion will have restrictions placed on their activities at school and limitations set for when they can return to play/participate in after school athletics. The child is not able to return to play and full participation until that child has been cleared to do so by a physician who has had recent concussion training. A written note from a physician is **required to return to full activities once a restriction** begins. See the school website for additional information.

EVACUATION OF THE BUILDING

Students and staff train to evacuate the premises for on site and off site evacuation. Evacuation drills take place periodically. In the event an emergency requires us to evacuate the building, a system to protect students and staff and notify parents/guardians is in place.

MANDATORY REPORTING

Parents and guardians should be aware that all employees in the ANWSD schools are mandated reporters to the Department of Children and Families (DCF). This means that by law any employee who suspects or knows that a child has been neglected or abused must report to DCF. It is then DCF’s decision as to whether to further investigate that information. If you have further questions regarding the mandated reporting requirement, please contact the building Principal or school counselor. Please note that the school is required to provide access to students for investigations from DCF workers without familial consent (33 V.S.A. § 4915b).

PROHIBITED SUBSTANCES ON SCHOOL GROUNDS ([Policies C2 & F40](#))

By state and/or federal law or school board policy, the following substances are not allowed on school grounds at any time: weapons or weaponized objects, tobacco products (including e-cigarettes), alcohol, prescription drugs (in the possession of someone other than the owner) and other illegal drugs. Students who violate this policy will be disciplined under the comprehensive plan for responding to student behavior outlined in our procedures for these policies linked here.

SEARCH AND SIEZURE ([Policy C21](#))

Addison Northwest School District retains the right to examine its property at any time. Desks, lockers, textbooks, computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time. Searches of students' persons, personal effects and vehicles may be conducted where there are reasonable grounds for suspecting at the time of initiating the search that the search will reveal evidence of a violation of law or of school rules. In the event the administration needs to conduct a search, they will follow the [linked procedure](#) with the accompanying form.

SECLUSION AND RESTRAINT PROTOCOLS PER RULE 4500 ([Policy C34](#))

It is the policy of this School District that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the District's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and support in District schools. There are strict limits on the use of physical restraint and seclusion of students by school personnel. Please see [State Board of Education Rules Series 4500](#) and ANWSD policy [C34 Restraint and Seclusion](#) for details. The state document, State Board Rule 4500, defines the appropriate use of seclusion and restraint and reporting requirements.

VIDEO SECURITY CAMERAS ([Policy F43](#))

To enhance the safety of our school community, security cameras are in use in both interior and exterior areas where there is a legitimate need for video surveillance. While the system is not designed nor intended to protect individuals from being victims of violent or property crimes, nor to detect other potentially illegal or undesirable activities which may occur, any information obtained may be used as evidence in such cases. The use of security cameras shall be conducted in a professional, ethical and legal manner, and recorded data shall be handled in compliance with state and federal law, including the Family Educational Rights and Privacy Act (FERPA) where it applies. Cameras shall record continuously, 24 hours a day and seven days a week.

HEALTH SERVICES

HEALTH INFORMATION

All first aid care is administered by the School Nurse or designated personnel. At the beginning of each school year, parents/guardians will be asked to provide information about emergency contacts and medical updates for their children. More serious injuries will be handled in accordance with the information provided by families. Every attempt will be made to contact the families or person(s) designated as contacts in the event of a medical emergency. In cases in which one of these adults cannot be reached, the child will be given appropriate care at school or transported to a medical care facility.

Children should not be sent to school with a temperature of over 100.4 or a contagious illness as it

creates an unhealthy environment for other children and staff. Children should be fever free for 24 hours without fever reducing medication prior to return to school. Families should notify the school immediately if their child is confined at home with a contagious illness (such as chicken pox, measles, COVID-19, etc.).

The school nurse needs to be notified of students with life-threatening allergies and life-threatening chronic illnesses. This information will be shared with staff who need to know, such as the classroom teacher, the cafeteria staff and after school program. The school needs to know this information for the health and safety of others and for proper care of the student.

Families also should check their children regularly for head lice. If a child is found to have live lice on his/her head during the school day, the child will not be sent home, but a family member will be called, and the child once home, will need to have an acceptable treatment before being allowed to return to school.

MEDICATIONS

We recognize that many students need to take medications for various health-related reasons. In an effort to ensure that these medications are administered safely, our school has developed a medication policy in accordance with the *Medical Practice Law*. Several guidelines stem from this policy. If these guidelines are not met, the school cannot administer medication to students. All medications (prescription or over the counter) must be dispensed from the Health Office. Families should not ask their children to take medication independently. We do not want children to feel they need to "sneak" medicine, instead of following the established guidelines.

Prescription Medications (ordered by a physician):

1. All Prescription Medications must have written family member permission and an order from a physician. This order must include the name of the medication, times it is to be administered to the child and the reason it is being prescribed. A pharmacy labeled bottle is not a physician order.
2. Medications must be brought to the Health Office by a parent or guardian. Older students may bring medications to the Health Office, but there are medications that are not allowed to be carried on the bus - please check with the School Nurse for clarification.
3. Medications must arrive in a container properly labeled by the physician or pharmacist.
NOTE: Please ask the pharmacist to fill the prescription in two containers, one for home and one for school. Medication brought in plastic bags, envelopes, and other containers will NOT be given at school. Please avoid having to transport medications on a daily basis, since this increases the chances that medications may be lost or forgotten.
4. Older students who are responsible for self-administering medications (i.e. inhalers, epi-pens, insulin), must do so at the Health Office. While we value their independence and self-care, we believe elementary students still require supervision in regard to medications. We can then better monitor a student's condition during the school day. We make every effort to dispense medications discreetly and quickly, so that little time is taken from class activities. With a written doctor's order and a written plan in place, some students may carry their

emergency medication with them. If a child is required to carry emergency medication such as an epi-pen, inhaler, etc., written notification/authorization from the physician must be provided to the nurse.

5. Parents or guardians will be asked to pick-up all unused medication. All medications brought to school need to be picked up at the end of the school year. Please contact the Health office to make arrangements for pick up.

OVER-THE-COUNTER (OTC) MEDICATIONS:

If it is determined that a child would benefit from an OTC medication, the school requires a parent or guardian's written permission to dispense the medication. The school also requires the family to fill out the permission slip on the front of the Annual Student Health Update Form (sent home to families prior to the first day of school) and return it promptly to the Health Office. Our philosophy is to try non-medications first (rest, ice, snack, fluids), and then a specific or regular scheduled OTC medication, if necessary.

Parents and guardians who would like to have their child receive specific or regular scheduled OTC medication while in school should send the medication to school with a note explaining why, when, and how much to give (mindful of the fact that we cannot exceed the dosage on the container without a note from the child's physician). Medication must be sent in the original container, not in envelopes or plastic bags.

Parents or guardians will be asked to pick-up all unused medication. All medications brought to school need to be picked up at the end of the school year. Please contact the Health office to make arrangements for pick up.

SCREENINGS

Health screenings are conducted annually at school. Mental Health screenings occur in grades 3rd-6th. **If you do not wish to have your child screened, please notify the office prior to September 26, 2025.** Students in all grades may have their height and weight checked yearly in P.E.

SUPPORT SERVICES

COUNSELING

The FCS School counseling program is based on the premise that each person is unique and entitled to explore their potential for self-fulfillment in a nurturing atmosphere. We are committed to the belief that every student possesses individual worth and the potential for growth.

To that end, the FCS School Counseling Office involves students, families, faculty, administrators and community members in a multitude of services and programs. These services and programs include a variety of small group counseling opportunities, brief individual counseling, referrals and resources for long-term individual and/or family counseling. Our Student Support Team offers consultation and coordination of service opportunities to meet the variety of needs of our students,

families, and faculty. We are committed to continued professional growth and development to ensure that our services and programs meet the needs in the most effective manner for our students, families, faculty, administration and community members.

EDUCATIONAL SUPPORT SYSTEMS: MULTI-TIERED SYSTEM OF SUPPORTS

EDUCATIONAL SUPPORT TEAMS (EST) (Policy D21)

A component of Act 157 requires that Vermont schools have systems in place to support all children's academic, social, emotional, and physical growth by providing access to the resources needed to help them be successful in school. FCS' Multi-Tiered System of Supports include standards-based curriculum and research-based learning experiences and opportunities, a school-wide behavior management philosophy and system, instruction in social skills, diversity instruction and health and nutrition, classroom accommodations, family and community partnerships, preschool and early interventions, crisis response protocols, peer and adult mentor support, and specialized instruction at the individual or small-group levels.

ANWSD is committed to the success of each and every student. Our student support system is grounded in the Multi-Tiered System of Support (MTSS) framework. This system focuses on successful academic and social emotional outcomes for all students. Our goal is to engage and support learners in a rigorous, comprehensive prek-12 curriculum.

If you notice that academic, social or emotional challenges are impeding the success of your scholar in the classroom, please contact their classroom teacher and/or school counselor directly with your concerns. If your concerns are not addressed, or are still continuing after having direct contact with the teacher, you may fill in a Family Referral Form.

What is Multi-Tiered Systems of Support (MTSS)?

MTSS is a multi-tiered system of support (MTSS) for all learners, recognizing that children are more confident and successful in school when we support their learning in a variety of ways. MTSS is not a special education or 504 evaluation, it is a systematic approach to adjusting our instruction and progress monitoring in order to better meet the needs of students. It can simply be seen as additional support for certain skill areas.

What does it mean if my student is being referred to MTSS? Should I be worried?

Not at all! MTSS is a way for educators to collaborate, share strengths of the student, and implement targeted instructional strategies. Some actionable items that may derive from MTSS are daily, positive check-ins with the teacher, lunch bunch groups, additional time with specific math or literacy concepts, etc.

Who can I contact if I have questions about MTSS?

The first point of contact should be the scholars' classroom teacher and/or school counselor. If you have continuing concerns, please fill in the Family Referral Form and email it to Beth Bearor at bbearor@anwsd.org.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which was enacted to eliminate discrimination on the basis of disabilities in any program or activity receiving federal financial assistance. It is the practice of the Addison Northwest Supervisory District that "No otherwise qualified handicapped individual ... shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance." An individual with disabilities is defined as one who "has a physical or mental impairment which *substantially limits* one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment." Our school must provide a free appropriate public education for any student who is an individual with disabilities as defined in the law. Persons with questions about the law and how it may apply to their family, should contact the Principal or the Director of Instructional Support Services.

Addison Northwest School District Family-Student-Faculty/Staff Learning Compact

It is critical that families and schools work together to help students achieve academic standards. Through a process that includes teachers, families, students and community members, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.



Faculty and staff will:

- Maintain open lines of communication with families by listening to your ideas and concerns about your student's education.
- Document ongoing assessment of each student's academic progress and communicate regularly with families about student progress.
- Have high expectations for all students and help every child to maintain a love of learning.
- Provide your child opportunities to learn and grow that meet his/her individual needs for support and challenge.
- Provide a warm, safe and caring learning environment that promotes active learning.
- Tell families very clearly about their child's strengths and needs.

Students will:

- Believe that they can learn.
- Try to do their best in work and behavior.
- Come to school prepared and ready to learn and work diligently.

- Bring all necessary materials and supplies, completed assignments, and homework to school each day.
- Know and meet school guidelines and class expectations.
- Communicate regularly with their families and teachers about school experiences so that families and staff can help them to be successful in school.

Families will:

- Maintain open lines of communication by sharing hopes, ideas, and concerns about their student's education.
- Encourage and work with their student to take advantage of school programs.
- Have high expectations for their student.
- Support a positive attitude toward school.
- Learn about school guidelines, standards, and grade-level expectations.

SCHOOL-BASED CLINICIANS

FCS currently has a School-Based Clinician on staff in partnership with the Counseling Service of Addison County. Some of their specific responsibilities are to develop strong home-school connections and provide family training opportunities, short-term therapy, and connection to counseling services. They may also facilitate individual or small group clinical services. Please contact a clinician for further information.

Additional Family Resources

Counseling Service of Addison County
89 Main Street, Middlebury, VT 05753
P: 802-388-6751

Stern Center for Language & Learning
183 Talcott Road, Suite 101, Williston, VT 05495
P: 802-878-2332

Dr. Dynasaur Program Green Mtn. Care, Health Access Member Services
P: 800-250-8427

VT Family Network
600 Blair Park Road, Suite 240, Williston, VT 05495
P: 800-800-4005

VT Federation of Families for Children's Mental Health
PO Box 1577, Williston, VT 05495
P: 800-639-6071

National Alliance on Mental Illness, Vermont
600 Blair Park, Suite 301, Williston, VT 05495

P: (800) 639-6480

PROGRAMS

AFTER-SCHOOL ACTIVITIES - FUSION AND COUGARCARE

For a complete guide to after school programming including Fusion and Cougarcare, please visit the following [link](#).

PHYSICAL EDUCATION

Physical Education is an integral part of one's education. Lifelong physical and mental wellness is encouraged through a variety of experiences appropriate for students' individual needs. All students in Grades K-6 participate in PE classes.

In order to allow for safe and effective movement, students are required to wear suitable clothing and sneakers to PE class. All students will take a physical fitness test twice a year, once in the fall and again in the spring. This allows for comparison and demonstration of improvement over the course of the school year. Fitnessgram is the current physical fitness testing program used and a full description of the test items is sent home with students' scores. Students are required to make-up any missed tests.

FERRISBURGH PARENT-TEACHER ORGANIZATION(PTO)

Mission and Goals of FCS PTO: The relationship among the constituents of the FCS PTO (which includes students, teachers, staff and parents/guardians) are a vital influence on the success of our children's futures. The FCS PTO purpose is to foster a sense of support, pride, enthusiasm and community among our constituents. Through a variety of activities, we will promote positive school/community relationships that will enhance our children's educational environment.

Membership: Membership is open to all adult members of the FCS community or by special invitation. The adult FCS community is defined as:

- School Staff
- School Volunteers
- Parents/Guardians and other adult family members of enrolled students

Membership in this PTO shall be available consistent with EOE guidelines.

PROCEDURES

VOLUNTEERS

Volunteers must sign in and wear a visitor's pass and sign out upon leaving. This is the case regardless of the frequency or duration of the visit. All volunteers must complete the ANWSD background check process. For more information about becoming a volunteer please reach out to

CLASSROOM GROUPING AND PLACEMENT

Within each class there are children functioning at different ability and achievement levels and with diverse backgrounds and interests. Teachers strive to become familiar with the capabilities, achievement levels, learning styles, and multiple intelligences of each child and to plan accordingly for maximum academic, social, physical, and emotional growth. Such growth may best take place through individualized learning opportunities, small group work, team-teaching experiences, or working with a specialist in specific skill areas. The goal is always to help children successfully achieve the high academic standards set for them and prepare them to become competent and enthusiastic lifelong learners.

Decisions about classroom groupings for the following school year are made by teams of teachers and the building administrator. Each placement team looks carefully at the learning styles and academic and social needs of each child.

COMMUNICATION

ANWSD believes that family and community support and relationships are necessary for the schools operation and achievement of excellence . We encourage questions and suggestions from members of the public. This feedback should be directed to the building administrator. By policy [\(B22\)](#), when a parent/guardian has a school-related concern, they should communicate first with the person(s) most directly involved. That direct communication should be respectful in tone and can often help individuals clarify and express their own feelings and help them understand others' perspectives. However, if an individual does not feel a situation is resolved after speaking directly with the person(s) involved, then they should contact the Principal. The concern will be reviewed by the Principal with the ultimate goal of resolving the problem or clarifying the situation. Concerns not adequately addressed therein should henceforth move to the Superintendent.

ELECTRONIC RESOURCES AND THE INTERNET

Students in ANWSD have access to the school's electronic resources and the Internet. Students may access the school's electronic resources for school- approved assignments, activities, and research only. All users must follow the rules of personal conduct outlined below, as well as abide by applicable state and federal laws. A copy of the policy relating to use of electronic resources is included at the back of this handbook. Parents and guardians are reminded that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive. Use of school or School District electronic resources is contingent upon adherence to the following procedures:

1. Students must use computers, the Internet, and other related equipment under the close direction of authorized school personnel.
2. Students should understand that files stored on the school network are the property of the school and may not always be private.

3. All users must show great care with school electronic resources. Damaging or tampering with any equipment is prohibited, as is intentionally disabling computer security systems. Users must notify school personnel at once if they identify a security problem with the network.
4. Students must show great respect for others' work (including networks). They must receive permission before viewing and must never intentionally damage or destroy others' work.
5. Students must not use another's password or communicate using a false name.
6. Students must not access inappropriate Internet sites (as defined by school personnel), and all users are prohibited from sending or displaying offensive or obscene messages or pictures. Students may not access or use "chat rooms" or other interactive sites without the permission and close supervision of authorized school personnel.
7. Users may not harass, insult, or attack others or use offensive language to others or about others.
8. Users must adhere to copyright laws and other rules previously stated in this handbook.

REPORTS OF STUDENT PROGRESS

The purpose of conferences, report cards, and progress notes is to inform students/parents/guardians of progress toward proficiencies in each academic area, as well as their physical, social, and emotional development. We believe that the interests and education of our students are best served by close cooperation among students, parents/guardians, teachers, and administrators. We welcome the opportunity to communicate and or conference with a parent or guardian whenever they have a question, comment, or concern about their child's progress or development. All parents/guardians should contact the teacher directly to schedule these meetings, although additional conferences may also be scheduled upon the request of a teacher or parent/guardian. To the greatest extent possible, conferences should be scheduled in advance in order to allow participants adequate time to sufficiently prepare for them. Progress notes, emails and phone calls may also be ways that teachers will communicate with families between formal marking periods. These may be in the form of skills checklists or teacher narratives that help to highlight teacher concerns about a child's progress or performance.

VIDEO RECORDING/PHOTOGRAPHING OF STUDENTS

There are many occasions during the school year when teachers, administrators, local media organizations, or other authorized individuals record or interview students or staff persons for educational purposes through the use of audio or video recordings or photographs. Educational purposes include documenting instructional programs and informing parents/guardians and other members of the community of school-related activities. Recordings and photographs may be retained indefinitely by the school or media organizations for future review or replay.

Appendix A. Responsible Computer, Network and Internet Use

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

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

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

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

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

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

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

4. Methods to address the following:

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

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

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

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

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

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

Date Warned: March 29, 2017

Date Adopted: April 26, 2017

Legal Reference(s): 47 U.S.C. §254 (Children's Internet Protection Act)
20 U.S.C. §6777 et seq. (Enhancing Education Through Technology Act)
17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended)
18 U.S.C. §2251 (Federal Child Pornography Law - Sexual Exploitation and Other Abuse of Children)
13 V.S.A. §§2802 et seq. (Obscenity, minors)
47 CFR §54.520 (CIPA Certifications)
13 V.S.A. §1027 (Disturbing Peace by Use of ...Electronic Means)
13 V.S.A. §2605 (Voyeurism)

Policy Cross Reference: Student Conduct and Discipline (C20)

Appendix B: Addison Northwest School District Student Transportation Behavior Procedure

The driver of the bus is the person immediately responsible for the safety and welfare of the students while boarding, riding or departing from the bus. The opportunity for bus transportation is a privilege requiring consideration and courtesy from all students riding on the buses. When the behavior of any individual affects the safety and welfare of the other passengers, the driver, or the vehicle, steps must be taken to correct this behavior.

The bus will be considered as an extension of the school. Students are subject to discipline guidelines of the school they attend. The bus driver may assign seating for all students who ride the bus.

Procedure to be followed in the event of a bus rule infraction:

The following behaviors will not be tolerated on the school bus:

- a. Fighting;
- b. Throwing materials on the bus;
- c. Destruction of property;
- d. Possession or use of alcohol, and/or illegal drugs, knives or other items referenced in District policies
- e. Possession or use of tobacco;
- f. Defying and disobeying the bus driver;
- g. Harassment, bullying, or otherwise creating a hostile environment;
- h. Creating any other disturbance deemed dangerous by the Principal or designee and the bus driver; and/or
- i. Not staying seated while the bus is in motion.

First Incident:

Students who engage in conduct or behavior listed above on the bus will be given one verbal warning by the bus driver, who will notify the Principal or designee in writing. The Principal or designee will meet with the student to review the warning, and notify the family of the student.

Second Incident:

Behavior that results in a second incident will be reported by the bus driver in writing to the Principal or designee. The Principal or designee will investigate the incident, meet with the student, and if a determination is made of an infraction, the Principal or designee will meet with the student and family.

Third Incident:

Behavior that results in a third incident will be reported by the bus driver in writing to the Principal or designee. The Principal or designee will investigate the incident, meet with the student, and if a determination is made of an infraction, the Principal or designee will meet with the student and family for a bus suspension hearing. Through the hearing, the Principal or designee will notify the families of the incident, and suspend the student's bus riding privileges for up to three (3) days as determined by the Principal or designee.

In addition to any accompanying suspension from school that may result from violation of the school's alcohol/drug, tobacco, weapons, or other policies. The suspension of bus riding privileges will begin the day

following the Principal or designee's determination, or the day of the student's return to school following the suspension from school, whichever is latest.

Families will be contacted by the principal, in case of a major occurrence on the bus such as throwing something at the driver, fighting, vandalism, lighting matches, etc. The driver shall inform the student when being dropped off that they will not be able to ride again until the incident has been reviewed.

A further incident of either 2 or 3 above will result in a denial of bus privileges for up to a ten (10) day period. Additional incidents may result in a denial of bus privileges for up to a thirty (30) day period or may result in suspension of riding privileges. Continued offenses may result in long term suspension (up to one school year) from bus transportation services. These procedures will apply to students waiting for buses in school yards and transportation to and from all school-sponsored activities.

Students on a special education Individual Education Plan (I.E.P.) or a 504 Plan shall also be required to abide by this policy. Discipline of special education students will comply with special education discipline procedures including a manifestation hearing, determination by the student's I.E.P. Team as to whether transportation is a related service need of the student and whether the student requires accommodations on the bus or an alternate means of transportation. The bus driver must be informed about or included in the development of the behavioral plan as it relates to transportation. In the event a student on an I.E.P. is suspended from the bus, a transportation alternative must be provided by the school district.