



Caledonia Cooperative School District

**Waterford School
Student and Parent
Handbook
2025/2026**

**276 Duck Pond
Waterford Vermont 05819
748-9393
Fax 748-2806**

August 12, 2025

Greetings Waterford School Families,

I hope this finds you well. I speak for all of us here at Waterford School when I say how much we look forward to spending the upcoming school year with you all.

This summer has been a busy one here at school. Some of the happenings include:

- Kevin and James have been working hard to prepare our facility for the upcoming school year. The school looks great due to their hard work!
- We have hired new staff:
 - Jessica Williams - Middle School Math
 - Carl Eschmann - Paraeducator
 - Weston Davis - Paraeducator
- Our outdoor classroom space continues to be built with generous support of a group of volunteers led by Paul Weaver.
- Heather is working on enrollments, registrations and placing orders.
- Groups of teachers have been meeting to plan for the upcoming school year.

School begins Wednesday August 27th! We enter this school year with plenty of excitement and energy. We are ready to work together in developing and maintaining supportive classroom/school communities. I look forward to another school year!

Sincerely,

Chris

Caledonia Central Supervisory Union Staff Directory

Name
Matt Foster, Superintendent
Michael Moriarty, Assistant Superintendent
Katie Callan, Executive Assistant
Michael Concessi, Director of Finance & Operations
Nichole Cole, Payroll Clerk
Ellie Keefe, Finance Specialist
Dianne Gillespie, Finance Specialist
Tina Morrison, Finance Specialist
Tracy Davidson, Medicaid Secretary
Allie Monahan and Vicki Hummer, Co - Student Services Directors
Patti Sprague, Curriculum Director
Jennifer Lemery, Curriculum Implementation Specialist
Michael Fredieu, Human Resource Coordinator
Bethany Hale, Early Ed Coordinator
Vanessa Kampf, Academic Evaluator
Tanika Stewart, Food Director
Scott Marshia, IT Director
Suzanne Martin, Data Manager
684-3801 telephone 684-1190 fax

2025-2026 Staff assignments and email addresses

Principal: Christopher Miller - christopher.miller@ccsuvt.net

Classroom Teachers

Name	Grade	Email Address
Wendy Stein	PreK	wendy.stein@ccsuvt.net
Heidi Toney	K	heidi.toney@ccsuvt.net
Jenelle Noble	1	jenelle.noble@ccsuvt.net
Emily Robarts	2	emily.robarts@ccsuvt.net
Tiffany Lasnier	3	tiffany.lasnier@ccsuvt.net
Emily Davis	4/5 Math	emily.davis@ccsuvt.net
Ashley Murray	$\frac{4}{5}$ Humanities	ashley.murray@ccsuvt.net
Kate Reardon	6-8 Humanities	kate.reardon@cccsuvt.net
Laurie Roberts	6-8 Science	laurie.roberts@ccsuvt.net
Jennifer Wood	6-8 Math	jennifer.wood@ccsuvt.net

Access Specialists

Name	Grade level	Position	Email Addresses
Sandy Sherburne	K-8	Special Educator	sandra.sherburne@ccsuvt.net
Samnatha D'Leon	K-8	Special Educator	samantha.dleon.ccsuvt.net
Jennifer Robinson	K-5	Literacy Interventionist	jennifer.robinson@ccsuvt.net
Jessi Hudson	K-8	SEL Coordinator	jessica.hudson@ccsuvt.net
	PreK-8	SLP	
Tiffany Santy	K-5	Math Interventionist	tiffany.santy@ccsuvt.net
Jessica Williams	6-8	Math Interventionist	jessica.williams@ccsuvt.net
Lesley McLeod	6-8	Literacy Interventionist	lesley.mcleod@ccsuvt.net
Jennifer McCarthy	PreK-8	Occupational Therapist	jennifer.mccarthy@ccsuvt.net

Support Staff

Name	Position	Email addresses
Heather Ranney	Administrative Assistant	heather.ranney@ccsuvt.net
Kevin Colby	Head of Maintenance	kevin.colby@ccsuvt.net
James Heath	Custodian	james.heath@ccsuvt.net
Abby Thomas	Cook	abby.thomas@ccsuvt.net
Vivian Buckleuy	Kitchen Assistant	vivian.buckley@ccsuvt.net
Deborah Doyon	Nurse	deb.doyon@ccsuvt.net

Allied Arts Teachers

Name	Position	Email addresses
Roxanne Roberts	Physical Education	roxanne.roberts@ccsuvt.net
Mike Errickson	General Music	mike.errickson@ccsuvt.net
Scott Foote	Instrumental Music	scott.foote@ccsuvt.net
Lily Dunbar	Art	lily.dunbar@ccsuvt.net
Angela Miller-Brown	Library/Media Specialist	angela.miller-brown@ccsuvt.net
Jessie Lanham	School Counselor	jessie.lanham@ccsuvt.net

Paraprofessionals

Name	Email addresses
Georgette Moyse	georgette.moyse@ccsuvt.net
Janice Trottier	janice.trottier@ccsuvt.net
Michael Marchand	michael.marchand@ccsuvt.net
Chelsey Beland	chelsey.beland@ccsuvt.net
Tracy Robinson	tracy.robinson@ccsuvt.net
Anna Velardi	anna.velardi@ccsuvt.net
Carl Eschmann	carl.eschmann@ccsuvt.net
Weston Davis	weston.davis@ccsuvt.net

Caledonia Cooperative School District School Board

Name	Town
Brit Korsh	Barnet
Heather Mulligan	Barnet
Bobbie Roy	Barnet
Open	Walden
Dana Maxfield	Walden
Open	Walden
Dan Gingue	Waterford
Jay Miller	Waterford
Erin Hill	Waterford

BARNET – WALDEN - WATERFORD

CALEDONIA COOPERATIVE SCHOOL DISTRICT

Votes were cast on May 23, 2017 in favor of Barnet, Walden, and Waterford creating the Caledonia Cooperative Unified Union School District (CCUUSD). On Tuesday, January 16, 2018 the nine board members of the CCUUSD were sworn in by Senator Jane Kitchel at an evening meeting at the Barnet School.

The Caledonia Cooperative Unified Union School District name has been legally simplified to operate as the Caledonia Cooperative School District and is locally referred to as Cal Co-op. It will begin to operate within the current Caledonia Central Supervisory Union (CCSU) on July 1, 2018.

Our board is just beginning its journey together. We are learning about each town, its school, its staff, and its community. There are three things the board believes beyond a shadow of a doubt.

- Our children come first!
- We stand a better chance of successfully addressing the educational and financial challenges we face, together, rather than alone. Building upon our collective resources, our local traditions, the educational expertise of our teachers and administrators, and the collective support of parents and community members will afford us new opportunities to broaden the educational horizons of our children.
- Unifying into a small, cooperative school district where decision-making is shared by communities of similar composition and values, with equal numbers of representatives sitting at the table, gives us the best opportunity to maintain control over shaping the educational future of our schools.

Our Vision:

The Board envisions a cohesive and coherent system of education that strives for excellent student outcomes, delivered in safe, supportive, challenging, and rich instructional environments whose primary goal is to graduate young people ready to take their place in the world as skilled, engaged, productive, and caring global citizens.

Additionally, the Board recognizes the important relationship that community members have traditionally had with their local schools in conjunction with the responsibility of providing equitable opportunities for all students. The Board is committed to developing strategies across the new district that will foster parental and community involvement. We are committed to creating a sense of identity and culture within the school district by developing new opportunities for parents, community, and board members to work together.

Each member of the Caledonia Cooperative School District Board appreciates the support of our communities. We look forward to seeing you at our monthly meetings!

Board Commitment to Non-Discrimination

The Caledonia Cooperative School District does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, or handicapping condition.

The Waterford School Staff:

1. Will provide an academic program that is both rigorous and challenging.
2. Will communicate with all families on a regular basis regarding their child/ren's progress.
3. Will promote the involvement of parents and community.
4. Will provide a safe and stimulating environment that promotes intellectual curiosity, responsible decision making and success and excellence.

The Waterford School Parents:

1. Will send their children to school on time and prepared to learn.
2. Will ensure that their children attend school regularly.
3. Will be involved in parent/teacher conferences or student-led conferences each trimester.
4. Will monitor homework assignments on a regular basis to ensure accuracy and completeness.
5. Will contact their child/ren's teacher(s) any time there is a matter of concern and may request a conference/meeting if parent/guardian feels it is needed
6. Will read to or with their child/ren at least 20 minutes a night.

The Waterford Community:

1. Is invited to participate in school and classroom activities.
2. Will support a responsible school budget to accomplish school goals.
3. Will act as an extension of the school facility on learning projects.

The Waterford Students Responsibilities:

1. All students have the responsibility to attend school daily and to be punctual in reporting to school classes.
2. All students have a responsibility to assist the staff in making the school a safe environment.
3. All students have the responsibility to apply themselves to their schoolwork, complete assignments on time, respect school property, and conduct themselves properly. Students must also be willing to work for self-improvement.
4. All students have the responsibility to be aware of all rules and regulations for student behavior and to conduct themselves in accordance with them.
5. All students have the responsibility to dress and appear in a manner that is both neat and clean, and which does not create a distracting hazard to themselves or to others.

Important Information

Daily Schedule -

7:45 Arrival for students in Pre-Kindergarten - Grade 8

7:55 Start of School Day

2:40 Dismissal for all students

Cell Phones

All student cell phones must be turned into the office at the start of each day. We will safely store them and return them at the end of the school day. Students who do not turn in a device will have the device taken. Parents will be notified and will be asked to pick up the phone from school.

See [CCSU Device Free Plan and Procedures](#) for more information.

Bicycles

Bicycles may be ridden to school but must be parked in the bicycle rack throughout the school day until the last bus leaves the school. Helmets must be worn! Once a child enters the entrance to the school, they must dismount from the bicycle and walk to the bike rack at the front of the school. The driveway is narrow at the bottom and there is a lot of traffic in the parking lot. At the end of the day, students must wait until the buses have been dismissed and then the adult on bus duty will have them walk their bike down to the end of the road before they can ride them. Helmets must be worn. If the student did not bring a helmet, a helmet will be provided or if one is not available, parents will be contacted. Duck Pond Road is busy with truck traffic. Safety is our main concern when sending your child/ren out of the school driveway on their bikes.

Chaperones

As needed, parents may be invited to chaperone trips and will be expected to adhere to the following guidelines:

- Chaperones will be expected to support and participate in the students' learning.
- Chaperones may not bring siblings or other children on trips unless determined by the teacher.
- Chaperones will not use tobacco or alcohol while on trips.
- Chaperones will agree to be responsible for other students assigned to them, besides their own children, and will stay with their assigned group at all times.
- Chaperones will be expected to use appropriate language at all times and follow the same dress code outlined for students.
- Chaperones must complete volunteer forms and be approved as a chaperone prior to the field trip. Forms can be found at the main office.

Parents may choose to drive their own children home from school trips and special events. A written note must be sent to the teacher 24 hours before the start of the trip, making them aware of your intentions. If a parent is to drive another child home from a field trip, the parent of the Child that needs to be brought home will

have a note from their parents 24 hours before the trip. The note will need to be received by the classroom teacher and a copy submitted to the office.

Early Release Days

Early release days are scheduled throughout the school year in order to provide teachers an opportunity for local, regional, and state professional development. On early release days, students will be **dismissed at 12:00 am**. Students in preK through grade eight will be served lunch before dismissal. **Consult our school calendar for exact dates.**

Concussion Awareness

Sections 39-41 of Act 58 (S.100) of 2011, which is codified in 16 V.S.A. § 1431, direct the Agency of Education to develop guidelines to assist schools in taking reasonable steps to prevent, and to minimize the effects of, school athletic team-related concussions. In the creation of these guidelines, the AOE has consulted with the Vermont Department of Health, and with the Vermont Principals' Association.

The law requires that schools educate their coaches, their youth athletes, and the youth athletes' parents and guardians regarding the prevention and mitigation of concussion-related injuries. Note that this is now a K-12 requirement.

Waterford School does not maintain school-sponsored athletics, however many of our students participate in programs outside the school. It is important that each party understand the risks associated with concussions.

For more information, see the *Concussion Guidelines* available through the Agency of Education.

Delayed Opening, Early Closing, Cancellation

The school bus driver or owner, in consultation with the Road Foreman and Superintendent, will determine by 6:00 a.m. if school should be canceled or postponed due to hazardous road conditions or similar emergency.

Announcements of school closing or delayed opening will be made on radio station WSTJ in ST. Johnsbury. It will also be broadcasted on WCAX, Ch. 3 out of Burlington.

All families will also be notified by phone through our Messenger System. Please make sure that your contact information is up to date so that you can receive notifications in a timely manner.

Early dismissal procedures for sending students home are a part of your beginning of the year packet. Please fill out the information needed to make sure that we know what your plan is for your child/ren on a day that school needs to release students early. Update the school as information changes such as your designated method of getting home or contact information.

Dismissal Procedures

Students will be released from school only to their parent/guardian or persons authorized by their parent/guardian. Students will follow their prearranged dismissal

schedule; unless a phone call or note is received notifying the school of a different process for the day.

Change in routine: To insure the safety of your child, and the least amount of worry for them, it is important that any change in routine be done in advance by written note or phone call. This procedure includes changes in adult pick up. **No student will be allowed to make a change in his or her routine unless a note or phone call has been received in the office.** Please note that the busiest time in the office is between 2:30 pm-2:45 pm. Do not call at the last minute for changes in drop offs or pick-ups, unless it is an emergency. If you need to make changes in afternoon plans please do so prior to 2:20 pm.

Breakfast / Lunch

Free to all students.

Meals Update

Caledonia Central Supervisory Union is pleased to announce its participation in the United States Dept. of Agriculture and VT Child Nutrition Programs re-established Universal Free School Meal Program. All children, ages 18 and under, are able to receive breakfast and lunch school meals, at no cost this year.

Hundreds of thousands of dollars in federal money is available to schools where 40% of students receive free or reduced lunch. We are often at the 34% - 40% range. If all eligible families would apply for the Federal Breakfast & Lunch Program, the Waterford School would be eligible to apply for money to fund many school-wide projects and programs. If you change jobs or get laid off in the winter, you can fill out new paperwork to reflect your change in income.

Friday Folders

On Friday of each week, students bring home a Friday folder with valuable communications. The folder may contain a classroom and school newsletter, student information, lunch bills, report cards/progress reports, school announcements or other information and student work.

Please check these folders each Friday and send them back to school. If you would like Friday folder information sent electronically, please fill out the electronic Friday Folder slip in the returning to school packet. Friday folders need to be returned by Wednesday of the following week.

Guidelines for Parties

We ask that if you are planning to hand out invitations for a child's party in school, consider inviting the entire class. Children who watch others get invited to a party often become very upset. No one likes to feel left out. If inviting 25 kids to your home doesn't sound like your idea of a good time, we suggest calling or mailing invitations rather than having your child bring them to school.

Asbestos Management

Notification of Management Plan Availability:

The Asbestos Hazard Emergency Response Act (40CFR 763.93[g] [4]) requires that written notice be given that the following school: WATERFORD SCHOOL has a management plan for the safe control and maintenance of asbestos-containing materials found in the building. This management plan is available and accessible to the public at the school principal's office or the Superintendent's office of the facility listed below:

LEA/SCHOOL

Waterford School/Caledonia Cooperative School District

DESIGNATED PERSON

Mark Tucker, CCSU Superintendent

Homeless

Federal Definition:

Who is Homeless?

According to McKinney-Vento Homeless Assistance Act, a homeless person is an individual who lacks a fixed, regular, and adequate nighttime residence, including children and youth who are:

1. sharing a house due to loss of permanent housing, economic hardship or a similar reason;
2. who are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate housing;
3. who are living in emergency or transitional housing;
4. are abandoned in a hospital and/or are awaiting foster care placement (this includes children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as regular sleeping accommodations;
5. who live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations and migratory students meeting the descriptions above.
6. An unaccompanied youth who is considered homeless is someone who is not in the physical custody of a parent or guardian and who meets the above criteria.

If you need more information or feel that you meet the criteria, please contact Sabrina Brown, Homeless Liaison, at CCSU . She can also be reached by email at sabrina.brown@ccsuvt.net

Lost and Found

All clothing found in the building or on the playground will be placed in the lost and found container or hung outside of the gymnasium. Money and other articles of value are turned in to the office. Clothing that has not been claimed before Winter Break and before Summer Break will be donated to Waterford students or a local thrift shop.

Messages to Teachers and Staff

Faculty and staff may be reached by dialing the main school number 748-9393. During school hours, we attempt to reduce the number of classroom interruptions by having the Administrative Assistant take messages. The Administrative Assistant will deliver messages to the teacher. If you do not receive a timely response from a teacher,

please make contact with them again to make sure your note or message was received. The Administrative Assistant will let you know if the person you are trying to reach is out of the building.

If you send a teacher an email and you do not hear back from them within 24 hours, please call the school to make sure they received it. Sometimes, emails get blocked and do not make it through to the teacher.

Money and Prized Possessions

We ask that children do not come to school with large sums of money or valuables. We are not responsible for lost valuables that are left in a child's desk, locker, backpack, etc.

Public Complaints

CODE B11

PUBLIC COMPLAINTS ABOUT PERSONNEL

Policy

It is the policy of the Caledonia Central Supervisory Union and its member School Districts to see that complaints about school personnel are considered in a timely manner that is fair to all parties. The District places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints.

Resolving Complaints

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the Principal for his or her review and decision. In the event the Principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the Superintendent for review and decision.

In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy (A4).

Appeal to the Board

If the above steps do not resolve the concern of the complainant, he/she may request a session of the Board for the purpose of reviewing the Superintendent's decision. If the School Board decides to hear the request of the complainant, it shall invite all parties involved including the appropriate school and supervisory union administrators to attend a meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The Board shall conduct such meetings in a fair and just manner and shall render a decision.

It is the intent of the Board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

Visitors --

All who enter the building must first ring the doorbell and someone will come to the door to assist you. We ask that should you want to come into the school if at all possible call ahead to make an appointment. The Administrative Assistant will then let school personnel know that you are here.

Parents, family members and other visitors are always welcome at our school. In order to maintain a minimum of disruptions, we ask that you speak to the teacher about a time that works for everyone's schedule. When entering school, all visitors must enter through the main doors and check in with the Administrative Assistant.

Assessment of Students

The Vermont Agency of Education requires a local school plan for ongoing comprehensive assessment of students and programs. Vermont provides formal assessments in grades 3-8 each spring. Throughout the school year, students in all grades are given a variety of achievement tests. Achievement testing measures a child's performance on a given day in specific areas such as reading, writing, mathematics, science or social studies. Scores are reported in a way that compares performance with the State standards. Parents will be provided a copy of assessments required from the State of Vermont.

Early Education Program

Caledonia Central Supervisory Union provides early learning and socialization opportunities for 3-5 year olds throughout the supervisory union. Preschool minds lay down the foundation for all areas of learning during these years. A socially stimulating, language filled and secure environment is essential to a child's success in school. The Waterford Preschool program is for students who are 3-5 years of age. The program runs from 7:45-2:45. Students that are 4 during the spring registration time are offered full time slots. Three year olds at the time of registration are offered part time slots.

Music

The music program uses both the Kodaly and Orff Schulwerk approaches to music education. Kodaly training is a complete and comprehensive approach to music education, which meets the *National Standards For Arts Education*. In addition to music reading and writing which are begun at an early stage, the following skill areas are also developed: part-singing, part hearing, improvisation, intonation, listening, memory, phrasing and understanding of form. A Kodaly sequenced curriculum is an experience-based approach to learning rather than a cognitive developmental approach. This sequential approach results in successful experiences for children. The main goals of this approach are to instill a love of music in every student and to enable every learner to become musically literate. Orff Schulwerk is a teaching and learning approach, not a method. Its uniqueness lies in the incorporation of the spoken word with singing, movement and instrument playing as learning tools. The special Orff melody instruments include wooden xylophones and metal glockenspiels.

that offer students an opportunity to produce music that is aesthetically pleasing and musically rewarding. Students are assessed on musical skills and concepts through an actual musical context (Ex: singing games, part-singing, improvisation, reading /writing musical notation.). Effort grades are based on active participation and behavior.

In addition to general music, the program offers the following classes/ performing ensembles:

- Elementary music (grades 4 & 5)
- 4th Grade Recorder Class
- Beginner Band
- Middle School music (grade 6, 7 & 8)
- Concert Band (grades 6-8)

Rehearsals will include vocal and instrumental skills and music concepts that will be presented through a variety of quality choral, band and ensemble literature. Each ensemble meets once per week and will perform several concerts throughout the year. In addition to full band rehearsals, each student will be scheduled for a weekly group lesson.

Grading

Grading for these ensembles is primarily based on improving musical skills and ability, evidence of practice, playing tests, effort, attendance, attitude and participation.

Attendance

Attendance at all rehearsals, lessons and performances is required. Parents should advise the teacher prior to any concert or performance should a legitimate reason for absence arise. Middle School Band members are expected to participate in all concerts, parades and the 8th grade graduation ceremony. **Concert attendance is mandatory.** Please check the music calendar for all performance dates.

Commitment

Students must commit to the groups with which they rehearse - musicians are expected to participate for the entire school year. Dropouts during the school year negatively affect the group instrumentation, balance and morale. In the unlikely event that a student must drop band, he/she may do so at only one point during the school year - immediately following the Winter Concert.

Practice

Students in grades five through eight are expected to practice a minimum of 20 minutes a day, at least four days a week. Practicing less than the expected amount of time per week will not allow a musician to develop the musical skills, endurance and ability necessary for advancing on his or her instrument.

Northeast District Music Festival

Students in grades seven and eight are nominated for the Middle School Festival (early March) by the music teacher. These nominations are based primarily on ability, effort and a positive attitude. A student who accepts the invitation to

participate in this or similar festivals must honor his/her commitment regarding music preparation, rehearsals and concerts.

Performance is an important part of musical growth. In addition to school concerts, students may have an opportunity to participate in field trips, performances with other school groups and performances in the community.

Physical Education

Physical Education is an important part of the educational process offered at the Waterford School. Lifetime fitness skills as well as essential 21st century skills are emphasized in the program. Students are required to wear appropriate footwear for the physical education class.

Should injury or illness prevent participation in physical education classes for more than two consecutive classes, a physician's note stating the injury, physical limitations of the student and effective dates is required. Please notify the teacher and nurse of such limitations.

School Counseling

School Counseling at Waterford School is an integral part of our school community. Students participate in weekly counseling classes. Classes focus on relationships, problem solving, drug and alcohol education, career exploration, student concerns, and study skills. The School Counselor offers a variety of small group and individual check-ins with students. **The School Counselor is not a therapist.**

LIBRARY AND INFORMATION TECHNOLOGY SERVICES

There is a federal and state goal that, "all students will be technologically literate by the end of grade eight.

The school library is located next to the office. Included in the collection are books, audiobooks, and magazines to support and enrich the school curriculum and for students' personal reading enjoyment. Books are arranged on the shelves using the Dewey Decimal system. The computerized card catalog is an index to the library's book collection and can be accessed at any computer at school, and at home. Books are listed under author, title and subjects.

Each student has a library number for checking out books. Books may be borrowed for two weeks, and renewed if needed. Books in the reference collection (encyclopedias, etc.) are for use in the library only. Several online databases are available for school use, with available access at home. There are no overdue fines, but students and their parents are responsible for paying for lost or damaged materials.

Parents and students are invited to contribute to the school library by donating money for book purchases. For example, if you wish to honor your child's birthday or other milestones, books purchased will be designated with a special bookplate.

The media specialist teaches basic library skills, including research strategies, and is available to help students locate information as well as books for pleasure reading. Students have access to computers for educational use in the library and their classroom. The media specialist and classroom teachers provide instruction to help students use technology. Students are introduced to the concepts of computer networks plus the safe and ethical use of computers and the Internet, as prescribed by the Student Acceptable Use Agreement.

Internet and Technology Use Procedures

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following rules is necessary for continued access to the school's technological resources:

Students must...

Respect and protect their privacy and the privacy of others.

- Use only their assigned accounts and not those of other students or teachers.
- Refrain from viewing, using, or copying passwords, data, or networks to which they are not authorized.
- Avoid distributing private information about themselves or others such as telephone numbers, full personal names, and addresses.

Respect and protect the integrity, availability, and security of all electronic resources.

- Observe all network security practices. Physical tampering of any equipment or the network is unacceptable.
- Report security risks or violations to a teacher or network administrator.
- Handle all technology equipment with proper care.

Respect and protect the intellectual property of others.

- Follow all copyright laws. This includes but is not limited to making illegal copies of music, games, or movies.
- Use their own words in all digital communication so as to avoid plagiarism.

Respect and practice the principles of community.

- Communicate only in ways that are kind and respectful.
- Report threatening or discomfoting information to a teacher.
- Avoid intentionally accessing, transmitting, copying, or creating material that violates the school rules (such as messages that are pornographic, threatening, rude, discriminatory, violent, or meant to harass).
- Avoid intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Refrain from using the resources to further other acts that are criminal or violate the school rules.
- Refrain from sending spam, chain letters, or other mass unsolicited mailings.
- Use the Internet for purposes that have been approved by a teacher. Using the Internet to conduct business, to sell, buy or advertise is not permitted in school.

Respect School Expectations related to Electronic Devices

- Adhere to using their devices during specific times as determined by the school
- Follow all of the procedures as mentioned in this document.

Violations of these rules will result in further education for violators and may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

School personnel monitor the use of information technology resources through direct observation, network and server access logs, and other appropriate means to help ensure that uses are secure and in conformity with the Internet Safety Policy.

Waterford School also has the Go Guardian Program that monitors students for sites that they are attempting to use. Staff is notified if a student has attempted to go to a website that is not allowed in the system.

Administrators reserve the right to examine, use, and disclose any data found on the school's information networks or the school's web accounts in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Literacy

Literacy instruction is taught with quality children's literature selections, reading groups, vocabulary development and word work. Teachers in grades K-2 provide instruction using the Foundations Program for phonemic and phonological awareness.

Mathematics

The Waterford School is using the Illustrative Math (IM) -Open Up Resources Math Program. This is a problem-based core curriculum designed to address content and practice standards to foster learning for all. We strive to integrate mathematics and science in a way that will make both subject areas engaging and relevant to students.

Additional Information

Alcohol, Drugs and Tobacco

Waterford School is a drug-free, tobacco-free, and alcohol-free zone. Possession, sale, exchange, or use of alcohol, drugs (and drug paraphernalia), or tobacco at school or school-related functions are serious offenses and will lead to suspension.

Possession and use of alcohol and illegal drugs will also be reported to local law enforcement. Smoking or use of tobacco products is prohibited at all times on school property in accordance with state law.

Attendance

CODE C7

STUDENT ATTENDANCE

Policy

It is the policy of the Caledonia Central 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 the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

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:

- A. written excuses;
- B. tardiness;
- C. notification of parents/guardian;
- D. signing out of school;
- E. excessive absenteeism;
- F. homebound and hospitalized students;
- G. early dismissals;
- H. homework assignments;
- I. 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.

An **excused absence** is any absence from school that is approved by the superintendent or designee (hereafter noted as principal) and caused by a bonafide extenuating circumstance, such as:

- **Student's illness (documented by a physician's note)**
- **a medical/dental appointment (documented by a dentist or doctor's note)**
- **a family emergency or family funeral**
- **a legal or religious obligation**
- **required attendance in court**

Truancy is defined as an accumulation of **three or more days of unexcused absences** from school in any marking period by a student who is subject to compulsory school attendance (16 VSA §1121).

If a student is habitually, and without good and sufficient cause, absent from school, he/she will be considered truant. Once a child has reached 3 days of unexcused absences, the school administrative assistant will notify the principal and a letter will be sent. Once a child has accumulated 5 unexcused absences, the administrative assistant will notify the principal and a meeting will be scheduled. The administration will provide written notice to the parents/guardians of the alleged truancy and schedule a meeting with the parents to make a plan. Once a child has been absent 10 days, another letter will be sent out and a meeting will be scheduled. At 10 unexcused absences, your child is considered truant. **Students, who are habitually truant, may be referred to a program through Youth Services and DCF to help assist parents in creating a plan to ensure that their children will be at school each day.**

The administration has the authority to request a written medical verification from a health care professional.

Parents must notify the school (748-9393) prior to 7:55 a.m. in the event that their child will be absent or tardy.

Unreported absences will be followed up by a telephone call from the school nurse or nurse assistant.

Absences from School

Within (3) days of an absence from school, a student must present to the office a note from a parent/guardian stating reason(s) for a legitimate absence. Parents may also call in to school to report the reason for an absence. An absence is considered unexcused if a note or a phone call is not presented or made within the 3-day period.

The absence will be considered unexcused unless it falls within one of the four above categories for excused absences.

Students who arrive after 7:55 are considered tardy. Students must report to the office when tardy to receive a note from the administrative assistant. Teachers will record an absence or tardy in Powerschool.

Students who leave early for an appointment or other events will be marked by the administrative assistant as being absent for the period they are out. These absences count toward the unexcused balance if there is not a note verified by a doctor.

Appeal Process for Attendance

Any parent/guardian who does not feel that the attendance policy has been administered fairly by the administration may appeal the Principal's ruling to the Superintendent of Schools. The parent/guardian should then write a formal letter stating the reason(s) for such an appeal and present a copy to the Superintendent of Schools and to the Principal requesting a hearing with the Superintendent (or a person designated by the Superintendent). Any parent/guardian who is not satisfied with the

Superintendent's ruling may request a hearing with the School Board, in writing, which will state why such a hearing may be necessary.

Bus Arrangement Changes

Requested changes in bus arrangements must be made to the office in the form of a **written note on each occasion or a phone call**. The office will then inform the Teacher at the end of the day by providing the student with a note. Unless a note is sent to the office or a call is made to the front office, children will be placed on the bus that they normally ride.

Conferences

Parent conferences are offered two times a year. It is **VERY** important that parents or guardians attend conferences. This is an opportunity to review assessments, classroom work as well as for you to share any concerns or questions you may have with the teacher. Students are encouraged to attend, but this is a parental choice.

Dress Code

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Goals of a Student Dress Code

- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

Students Must Wear:

- Top: shirt/dress

Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol

- Bottom:
pants/sweatpants/shorts/skirt/dress/ leggings
- Footwear

Students May Wear:

- Hoodie sweatshirts
- Fitted pants, including leggings, yoga pants and “skinny jeans”
- Pajamas
- Ripped jeans, as long as underwear is not exposed.
- Tank tops, including spaghetti straps.
- Athletic attire

- Hate speech, profanity, or pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Bathing suit
- Helmets or headgear (including sunglasses inside) that obscure the face, unless worn for religious or medical purposes.

Students may be asked to change their clothes if they do not align with the goals of Waterford School’s dress code.

Outdoor Clothing Expectations

Students are expected to go outside for recess with their class. Living in Vermont requires us to be prepared for the seasonal variations in weather.

In grades PreK-5 students need to have appropriate outside recess clothing. Winter coats, hats, mittens, snow pants and boots are required clothing for outdoor recess during the winter months. Please note that students go outside unless the weather is below 0 degrees.

In grades 6-8, we believe that the students are ready to make choices regarding being prepared for being outdoors. If a student chooses to not wear a hat, they might be cold, but will still be required to go outdoors. If students choose to not wear boots they will not be allowed to go off the pavement in the winter. Students may slide on the hill if they have boots on, ski pants, a jacket, hat and mittens. Students who do not have the proper attire will be asked to stay on the pavement.

Early Dismissal

A student may be dismissed early from school only if he/she has a note from parent/guardian or a phone call has been received stating reason(s) for the dismissal. This note must be presented to the office no later than 9:00 a.m. on the day of his/her dismissal. Students will not be released unless a parent or guardian comes to the office to sign them out. If the dismissal is for a part of a school day, the student needs to report to the office when he/she leaves and returns to school.

Field Trips

A student who is excused from classes to participate in a school-sponsored event or a field trip is not considered absent. A student has the responsibility to meet with the teachers of those classes from which he/she was excused in order to make up the missed work. It is the student's responsibility to talk to the teachers about work that will be missed.

Field trips are scheduled throughout the school year to **enhance the curriculum** and to introduce students to area resources. ***Participation on a field trip is a privilege, not a right.*** Any student who does not meet the school standard for conduct may be excluded from a field trip. Parents will receive notification of upcoming field trips. There is a permission slip that is signed in the first day packet that grants permission for your son/daughter to attend field trips. for regularly scheduled field trips such as Fairbanks Museum or other local trips. Notification and permission for field trips will be provided by teachers for each field trip scheduled for their class.

Students will not be allowed to attend field trips without a written permission slip. Verbal permission will be allowed in extreme situations. When a bus is used to transport students, all students must ride the bus to the location of the field trip. The only exception will be for a student to ride with his or her own parent or guardian if there is a justified reason determined by the principal as to why the student does not have to ride with the rest of the students to the field trip location. The supervising teacher must be notified in writing by the parent or guardian that the student will be riding home with the parent. **Parents who would like their children to ride with another parent home from the field trip must have submitted a note to ride with the other parent 24 hours before the field trip.**

Students who do not meet the school standard for appropriate behavior may be excluded from a field trip. The principal will determine exclusion from a field trip, after consultation with the classroom teacher(s). Parents will be notified in writing or by phone if their child is considered ineligible for participation on a field trip.

Students who do not attend field trips must attend school on the day(s) of the field trip; otherwise it is considered an unexcused absence. Arrangements will be made for alternative instruction to be provided.

If medication must be administered during a field trip or other school activity off campus, you must deliver an original labeled container with the appropriate dosage for the day (your pharmacy can provide you with the appropriate container). If we do not receive medication in the original container with the appropriate dose, your child will not receive medication while attending the school activity.

Graduation/8th Grade Class Trip

A graduation ceremony will be held at the end of the year at Waterford School to honor all eighth graders who have completed the year successfully. Graduation is at the Waterford School and is coordinated by the 8th grade advisors with support from the 8th grade families as well as the Principal. Dress code at the graduation is the same as the school year expectations.

The 8th grade class trip occurs at the end of the school year. The class trip must have:

- Events and transportation that is accessible by all
- A school representative, 8th grade advisor or principal directed teacher, must attend the field trip.
- Fundraisers are organized by 8th graders and their advisors.
- Families are encouraged to partner with the 8th grade advisors to plan events.
- Money will be raised by all students attending the class trip. Each student must participate in fundraising events.

Homework

Homework provides valuable practice in the skills of the previous school day and can keep parents abreast of the sequence of their child's learning. As our students progress through school you will see an increased amount of homework. We ask for your help and involvement in seeing that homework is completed.

Homework is an effective way to practice organization and study skills which are important to people throughout their lives. It is an integral part of your child's education.

If lack of homework completion is a chronic issue, parents and the student will be asked to meet with the teacher or teaching team to discuss how we can work together to resolve the matter.

The after school program provides an opportunity to complete homework. The afterschool program is not a tutoring or instructional program. Our staff can provide support, but they will not "teach" the skill needed to complete homework.

School Safety - Lockdown Drills or Evacuation Drills

Waterford School has adopted the ALICE Program and protocols.

A-Alert

L-Lockdown

I-Inform

C-Counter

E-Evacuate

Waterford School Staff are trained in how to implement the ALICE program at school.

Make-Up Work

The school will provide make-up work for absences. Students are responsible for requesting make-up work immediately upon returning to school. We encourage students, whenever possible, to contact classroom teachers to obtain assignments so that work can be completed in a timely manner. In the case of a prolonged absence, the student will be allowed a reasonable amount of time to complete their make-up work.

Promotion/Retention

General Criteria:

Within an academic year, most children mature and acquire the basic skills that are necessary to foster future growth. In instances where a child has not shown sufficient maturity, social and emotional growth, and mastery of basic skills, it may be best for the child to repeat the grade to allow for catch up. Automatic promotion can lead to just as much frustration, if not more, than giving a child an additional year in a grade.

While no one criterion is the basis for a decision to retain, if a child is failing Reading or Math, he/she will be looked at closely for retention. The child would be looked at even more closely if he/she was also failing Science or Social Studies in addition to Reading and/or Math. If the child is failing both Reading and Math, the likelihood is strong that he/she should be retained or a discussion should begin with the teacher and parents.

In addition, the following criteria will be considered as well. Some of these items may be considered the governing reason for retention in and of themselves, instead of the academic criteria listed above.

- | | |
|---------------------------|----------------------------------|
| * Maturity | * Academic performance |
| * Academic ability | * Social / Emotional Development |
| * Previous retention(s) | * Relevant test results |
| * Study skills and habits | * Chronological age |
| * Past performance | * Teacher recommendation |
| * Attendance record | * Parental support |
| * Executive functioning | |

Procedures for Retention

- There should be ongoing communication between home and school from the beginning of the year, relative to any students considered at risk.
- Retention discussion is a discussion to have with the teacher and any other team members that play a role in your child's life.
- Retention discussion from teachers or parents will begin at the first conference of the school year. A second check in will be made at the second conference of the school year. All decisions for retention will be made by May 1st of the school year. Forms will be completed at each conference time, documenting the discussion of the team.
- In making a retention decision, the teacher will seek the involvement of other professionals that work with the child. This could include: other teachers, Guidance Counselor, special education personnel, reading or math interventionist, and/or principal.
- No trial or conditional promotion or retention will be made.
- The principal, special education director and/or guidance counselor, as appropriate, will take extenuating circumstances affecting retention of any student under advisement.

Retention Appeal Process

The decision for assignment shall be based upon the recommendation of the parent, teacher and school team. In special instances, when retention is recommended by the school but refused by the parent, the principal may assign the student to the grade. If the school does not recommend retention based on assessments and team discussion, but the parents want retention, the principal will make the final decision for placement. It is understood that the parents will assume responsibility for this kind of assignment and acknowledgement by the parents of this assignment shall be made in writing and a copy placed in the child's permanent record folder. Parents who are dissatisfied with any of the procedures/decisions may meet with the superintendent. **The superintendent of schools has the final legal authority for the placement of students, and shall make the final decision regarding the student's placement for the ensuing academic year.**

Acceleration of a student to another grade level

"Academic acceleration in its many forms is without question the most effective means...for meeting the needs of academically advanced learners". Each case for subject or grade-level acceleration must be handled individually. Acceleration should be considered after differentiation strategies for content, process, product, learning environments, and time have been explored, implemented, and documented with success or failure.

Criteria and Considerations for Acceleration Criteria for subject and/or grade-level acceleration:

- The student's instructional level is at least **two or three grades above** same-age peers across major subject areas, socially and emotionally able to accept the acceleration as well as above level executive functioning skills.

Considerations when reviewing a student for subject and/or grade-level acceleration:

- The student may demonstrate intense frustration or disengagement with the current academic program.
- The student demonstrates success when provided with access to educational options two or three grade levels above their current level.
- The student expresses interest in acceleration.
- The parents/guardians support acceleration.
- The school environment supports acceleration and recognizes that the student may, in the transition, reveal some gaps in knowledge and skills that can be quickly remediated.

Subject or Grade-level Acceleration Procedures

- I. At the beginning of an academic school year (no later than September 30th), a teacher or parent may request a meeting to discuss the acceleration of a student to the next grade level. If a child is to be considered for acceleration to the High School level, the principal must contact the High School of choice for entrance criteria.
- II. The parents, teacher and principal will conduct a comprehensive analysis of data and administer additional assessments if needed. All assessments must be done by October 15th of the current school year.

- III. The team will review the results of the assessments as well as reviewing data that has been collected. This is to include work samples, classroom observations, and parent/teacher input forms.
- IV. If the team deems that the student meets the criteria to accelerate, a plan will be created by October 30th as to how the child will be exposed to the curriculum of the grade that they will miss. A detailed plan must be received in the Waterford School office by November 1st. A copy of the plan will be sent to the Superintendent.
- V. If the team disagrees with the results of the data and assessments, the Principal will review all information and make the final decision on acceleration. The party that disagrees must put into writing the reason that they disagree with the results and what the disagreement is based upon.

Plan for Acceleration

- Documentation of goals of the plan must be documented monthly by the classroom teachers and presented at the monthly meetings. At any time the team can amend the plan or choose to not accelerate the child to the chosen grade level.
- A final decision on acceleration will be made by May 15th. A copy of the decision will be kept in the students file as well as a copy will be sent to the Superintendent.
- If the team disagrees with the decision of acceleration, the principal will make the decision.

Appeal Process

If the parents disagree with the decision, they can appeal to the Superintendent. The Superintendent has the final decision for acceleration.

Report Cards and Progress Reports

A student will be issued a report card three times each academic year after the end of each trimester. Midterm progress reports will be given at the designated times.

The student is given the responsibility of taking his or her report card. The parent or guardian shares the responsibility of keeping up on grade reports. If questions or concerns arise, parents are encouraged to set up a conference with the teacher to understand how to best support the child. Parents in grades 4-8 have access to Powerschool to monitor their child's grades. Usernames and passwords are given at the beginning of the school year. If you lose your information for access, please call the school.

Please check the calendar for progress reports and trimester dates.

Special Education

The state and federal education laws require that the school district offer a "free and appropriate public education" to all educationally disabled children. These statutes define educationally disabled children as children suffering from certain enumerated disabilities who are between the ages of three and twenty-one and who have not yet obtained a high school diploma. A "free and appropriate education" consists of

specially designed instruction and educationally related services in accordance with an “individualized education program” developed by the school district in consultation with the student’s parents/guardians. If you suspect that your child is educationally disabled and qualifies for such special services, you may make a written referral requesting that Waterford School arrange for an assessment to determine your child’s eligibility. Such referrals should be addressed to the Special Education Case manager at the school.

Waterford School Special Educators are: Sandra Sherburne and Samantha D’Leon. Sandy can be reached at sandra.sherburne@ccsuvt.net and Sam can be reached at samantha.dleon@ccsuvt.net.

If you need to contact the Special Services Director, Anne Landry can be reached at anne.landry@ccsuvt.net. Her office is located in Danville.

Multi Tiered System of Supports (MTSS)

Waterford School MTSS Vision

The Waterford School vision for our comprehensive MTSS framework is to provide ALL students with research based, high quality instruction within a safe and equitable environment.

Instruction and additional support are informed by data ensuring that students’ academic, social, emotional, and behavioral needs are met in order to promote growth and well-being.

The purpose of the Educational Support System is to ensure that all students, regardless of their eligibility for categorical programs, achieve basic skills, meet Vermont State standards, and experience success in the general education environment.

Waterford School has an **Educational Support Team (EST)** made up of teachers, the school counselor, and any other professional members as needed. The goal of the EST team is to assist the classroom teacher in developing strategies or accommodations for students needing assistance. A teacher, parent, or student may make a referral to the EST.

We have transitioned to an MTSS (Multi-Tiered of Support System) and continue to improve our system by reviewing data twice a month from classroom assessments as well as progress monitoring from Star Math and Reading.



Section 504

Coverage under **Section 504** of the Rehabilitation Act of 1973 is a determination based on federal law for students with a qualifying disability that significantly impacts a major life function, such as hearing, walking, or learning. The regulations are designed to ensure that students with disabilities are provided access and opportunities comparable to those provided to students without disabilities.

Jessie Lanham, Section 504 Coordinator
Sandra Sherburne, Special Educator
Samantha D'Leon, Special Educator

Parents who believe their child may need support through the MTSS System are encouraged to contact their child's classroom teacher.

Mandated Reporting (DCF)

Any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed (33 V.S.A. § 4913(c)).

A report must be made when a mandated reporter “reasonably suspects” abuse and neglect. The individual who suspects abuse or neglect must make a report directly to DCF. All mandated reporters have an independent obligation to report to DCF even if they have knowledge that a report of the same suspected abuse or neglect has already been made.

Federal Child Nutrition Act

- A. The district shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.
- B. The district shall provide adequate space for eating and serving school meals.
- C. The district shall provide a clean and safe meal environment for students.
- D. The district shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
- E. Food shall not be used in district schools as a reward or punishment.
- F. The district shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness.

IV. Nutrition Guidelines.

- A. No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B and 7 CFR 220, Appendix B shall be sold in food service areas during breakfast and lunch periods.
- B. 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 or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organizations sponsoring the sale.
- C. To the extent practicable, the district shall ensure that foods offered at school other than through the National School Lunch or School Breakfast programs, including foods sold through vending machines, shall comply with the A la Carte and Vending Guidelines established by the Vermont Departments of Health and Education.

V. Policy Implementation.

- A. The superintendent or his or her designee shall periodically monitor district programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy. The district shall periodically inform and update the public about the content and implementation of this policy, including the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model local school wellness policies and a description of the progress made in attaining the goals of this policy.

Snack/beverage items should not be brought Waterford School during the School Day

- Sports drinks (Powerade, Gatorade, etc.)
- Energy drinks (Red Bull, Monster, RockStar etc.)
- Soda
- Ice tea
- Candy / Gum

We encourage parents to send in a water bottle with your child to be filled up at our water stations in the building.

Food for Celebrations at the Waterford School

- Parents often send in food for their child's birthdays. Parents can bring in items for a birthday, but please speak to the teacher first to learn about any dietary needs or allergies.

Student and Parent Rights Regarding Education Records

As an eligible student or a parent of a student enrolled in the Waterford School, you have certain rights concerning the education records which the school district maintains. These rights are afforded by the Family Educational Rights and Privacy Act (FERPA) of 1974 and the Education of the Handicapped Act (P.L. 94-142). You have a right to a list of the types and locations of student educational records maintained by the Waterford School. You have a right not to have information from your (your student's) education records disclosed without prior written consent and to review the record disclosure of personally identifiable information from your (your student's) record. These rights include the following:

1. Parents may inspect and review the education records of their children.
Upon request, parents or guardians will receive reasonable explanations and interpretations of records.
2. A parent or guardian of a student, may request that the student's education records be amended and may request a hearing if the records are inaccurate, misleading, or invade the privacy or other rights of the student.
3. Parents or guardians may request that the school not release any directory information about a student to the public. The school routinely releases information to newspapers that contains students' names, grade level, and awards or honors received. Parents who want to restrict the release of this information should inform the school in writing.

The federal statute and regulations are enforced by the Family Education Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202, which is empowered to investigate timely written complaints.

Special Education and FAPE

Vermont has consistently supported a FAPE for students with disabilities by providing educational programs that provide "merely more than de minimis" benefit. With that in mind, teachers and local education agencies that make decisions and provide services to students with disabilities should consider the following suggestions to assist in demonstrating the provision of a FAPE:

1. IEP teams must avoid procedural violations that could constitute, in and of themselves, a denial of FAPE. Teachers should be trained on the IEP process and understand the general state and federal laws for providing a FAPE. For example, in order to avoid some of the most frequent violations: a. Parents must always be given the opportunity to participate in any decision making related to their student's disability.
b. Placement decisions must be made based on the student's unique needs and circumstances and must never be pre-determined by the IEP team.

c. All members of the IEP team must be present during an IEP meeting unless other arrangements are made prior to the meeting.

2. IEP teams must understand that FAPE and educational benefit/progress are assessed based upon an individual student's unique needs and abilities and offer an IEP that is "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."

3. IEP teams, when developing the content of a student's IEP and subsequently reviewing it, must be sure that the present levels of performance and annual goals are based upon data and needs that are *current*.

4. IEP teams must ensure that the annual IEP goals are *appropriate* and *measurable*.

5. IEP teams must measure progress on annual goals (and objectives/benchmarks, if applicable) and have specific data available to demonstrate that progress has been made.

6. If the student is not making sufficient progress on a regular basis, the IEP team should reconvene.

7. IEP teams should not recycle or reuse present levels or goals, particularly where the student has not made progress on the goals.

8. IEP teams should be careful when relying on grades or advancement from grade to grade as evidence of a FAPE or educational benefit. Careful progress monitoring of IEP goals through specific data collection and analysis will provide an additional and more reliable measure of a student's progress and evidence of a FAPE.

9. IEP teams should document all of the school's reasonable and good faith efforts to provide FAPE, especially with students who are not making a great deal of progress.

Conclusion

The suggestions listed above may provide a useful framework for IEP team members in their development of an IEP. In the end, *Endrew F. v. Douglas County School District* requires that the IEP team must be able to "offer a cogent and responsive explanation for their decisions that shows a disabled child's individual education plan (IEP) is reasonably calculated to enable the child to make progress appropriate in light of his circumstances."

Hazing, Harassment and Bullying

"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.

How to report bullying or cyberbullying at Waterford School:

1. Write it down: who, what, where and when.
2. Report the bullying immediately to the administrator, behavior interventionists, guidance counselor, teacher, nurse or other staff member.

Students who make false reports will be subject to disciplinary action. Students who retaliate against those who report bullying or cyberbullying will also be subject to disciplinary action.

Once a report of bullying or cyberbullying is received, the administration and the designated employees at Waterford School determine if the report requires an investigation of the incident. If an investigation is required, students whose behavior have been found in violation of the bullying policy will face appropriate disciplinary action from the Principal

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.

How to report sexual harassment at Waterford School:

1. Write it down: who, what, where and when.
2. Report the harassment immediately to an administrator, behavioral interventionist, guidance counselor, teacher, nurse or other staff member.

Students who make false reports will be subject to disciplinary action. Students who retaliate against those who report harassment will also be subject to disciplinary action. Once a report of sexual harassment is received, the administration will investigate the incident and make a finding. Those students who have been found to commit acts in violation of the sexual harassment policy will face appropriate disciplinary action.

“Hazing” means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

- (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

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

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

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

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or

(C) intends to attend an educational institution during any of its regular sessions after an official academic break.

Reports can be made to our designated employees for an investigation. Jessi Hudson, Therapeutic Case Manager/Behavior Specialist and Chris Miller, Principal.

Responsive Classroom/Developmental Designs Overview

Responsive Classroom (for pre-K - grade 5) and Developmental Designs (for grades 6-8) are teaching practices and strategies that integrate academic and social-emotional skills. The goal is to create a safe, predictable, joyful, and inclusive school environment where everyone feels a sense of belonging and significance. The result is a school where students can do their best learning. This classroom and schoolwide approach creates and maintains a positive school climate where students demonstrate self-management skills and strong academic achievement.

Responsive Classroom and Developmental Designs maintains the core belief that in order to be successful both in and out of school, students need to learn five **social-emotional competencies**:

- **Cooperation**-Students' ability to establish new relationships, maintain positive relationships and friendships, avoid social isolation, resolve conflicts, accept differences, be a contributing member of the classroom and school community, and work productively and collaboratively with others.
- **Assertiveness**-Students' ability to take initiative, stand up for their ideas without hurting or negating others, seek help, succeed at a challenging task, and recognize their individual self as separate from the circumstances or conditions they're in.
- **Responsibility**- Students' ability to motivate themselves to take action and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.
- **Empathy**-Students' ability to "see into" (recognize, understand) another's state of mind and emotions and be receptive to new ideas and perspectives; to appreciate and value differences and diversity in others; to have concern for others' welfare, even when it doesn't benefit or may come as a cost to one's self.
- **Self-control**-Students' ability to recognize and regulate their thoughts, emotions, and behaviors in order
- to be successful in the moment and remain on a successful trajectory.

Students must also learn **four academic competencies**:

- **Academic mindset**—Four self-perceptions influence a student’s academic mindset: 1) I belong in this academic community; 2) my effort improves my performance; 3) I can succeed at this work; and 4) I see the value in this work.
- **Perseverance**—Perseverance is a student’s tendency to complete assignments in a timely and thorough manner and to the best of their ability, despite distractions, obstacles or level of challenge.
- **Learning Strategies**—Learning strategies are techniques, processes, and tactics a student uses to 1) learn, think, remember, and recall, 2) monitor their own comprehension and growth, 3) self-correct when they are confused or have an error in thinking, and 4) set and achieve goals and manage their time effectively.
- **Academic Behaviors**—Academic behaviors are the ways in which students conduct themselves that support their success in school, including such things as regular attendance, arriving ready to work, paying attention, participating in instructional activities and class discussions, and devoting out-of-school time to studying and completing assignments and projects.
- Source: <https://www.responsiveclassroom.org/about/about-sel/>

Behavior Expectations

Behavior Matrix

The staff at Waterford School aims to use proactive strategies aligned with the Responsive Classroom and Developmental Design frameworks when responding to student behavior. Our community/student management system is built upon the belief that students make mistakes. It is our intent to respond to violations of this matrix through educational and restorative opportunities in order to repair any harm to our school’s community whenever possible. Please refer below for definitions and procedures for specific behavior categories.

Minor Behavior Violations	Definitions:
Refusing a Reasonable Request	Student refuses to respond to a reasonable request.
Disruption	Student engages in behavior causing an interruption in a class activity, which may include arriving tardy to class.
Dress Code Violation	Student wears clothing that is not within the dress code guidelines defined by the school.

Inappropriate Language	Student uses language that is harmful towards oneself or another individual.
Physical Contact	Student engages in non-serious, but inappropriate physical contact.
Property Misuse	Student participates in an activity that results in the potential destruction or disfigurement of property.
Technology Violation	Student engages in non-serious but inappropriate (as defined by the Waterford Acceptable Use Policy) use of cell phone, music/video players, video game devices, camera, computer and other technology.
Major Behavior Violations	Definitions:
Abusive Language/ Inappropriate Language/ Profanity	Student uses verbal or written messages that include swearing, name calling or language that is intended to harm oneself or another individual.
Academic Dishonesty	Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
Disruption & Defiance	Student engages in persistent behavior causing an interruption in a class activity, which may include arriving tardy to class. For example, disruption may include sustained loud talk, yelling, or screaming; noise, with materials; horseplay or roughhousing; and or sustained out-of-seat behavior. Defiance may include repeated refusal to do assigned work/task, or respond to reasonable requests.
Forgery/ Theft/Lying	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that persons' permission. Student delivers message that is untrue and/or deliberately violates rules.
False or Misleading Statements	When a student knowingly and willfully makes statements to teachers or administration that are untrue, false or misleading with the intention of harming an individual or individuals.
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact of a sexual nature to another student.
Physical Aggression/Physical Contact/Threat	Student engages in aggressive physical contact or intentional behavior that may or may not result in injury. Student may also threaten physical harm.
Property Damage	Student participates in an activity that intentionally results in destruction or disfigurement of property.
Technology Violation	Student engages in serious and/or chronic and inappropriate (as defined by Waterford Acceptable Use Policy) use of cell phone, music/video players, video game devices, camera, computer and other technology.
Critical Behavior Violations	Definitions:

Arson	Student plans and or participates in malicious burning of property.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Fighting/Physical Aggression	Student engages in repeated aggressive physical contact or intentional behavior that may or may not result in injury. Student may also threaten physical harm repeatedly.
Harassment/Bullying Violation	Student engages in any act that violates the CCSU harassment/bullying policy.
Use/Possession of Alcohol or Drugs	Student is in possession of or is using alcohol or illegal drugs/substances or other related products.
Use/Possession of Tobacco	Student is in possession of or is using tobacco, nicotine or other related products.
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

Behavior Consequence Matrix

- *This matrix is a guide for responding to student behavior.*
- *1st Offenses for Minor Behavior takes into consideration that teachers will have attempted informal redirections before referring to the matrix.*

Minor Behavior Violations	1st Offense	2nd Offense	3rd Offense
Defiance/Disrespect /Refusing a Reasonable Request	- Classroom problem solving procedures	- Classroom problem solving procedures - Teacher notify parent/guardian	- Additional classroom problem solving procedures - Teacher notify parent/guardian - Parent meeting w/administration and teachers
Disruption	- Classroom problem solving procedures	- Classroom problem solving procedures - Teacher notify parent/guardian	- Additional classroom problem solving procedures - Teacher notify parent/guardian - Parent meeting w/administration and teachers
Dress Code Violation	- Classroom problem solving procedures.	- Classroom problem solving procedures - Teacher notify parent/guardian	- Additional classroom problem solving procedures

	- Teacher notify parent/guardian		- Teacher notify parent/guardian - Parent meeting w/administration and teachers
Inappropriate Language	- Classroom problem solving procedures	- Classroom problem solving procedures - Teacher notify parent/guardian	- Additional classroom problem solving procedures - Teacher notify parent/guardian - Parent meeting w/administration and teachers
Physical Contact/Physical Aggression	- Classroom problem solving procedures	- Classroom problem solving procedures - Teacher notify parent/guardian	- Additional classroom problem solving procedures - Teacher notify parent/guardian - Parent meeting w/administration and teachers
Property Misuse	- Classroom problem solving procedures	- Classroom problem solving procedures - Teacher notify parent/guardian	- Additional classroom problem solving procedures - Teacher notify parent/guardian - Parent meeting w/administration and teachers
Leaves class w/o permission and/or Tardy to class	- Classroom problem solving procedures	- Classroom problem solving procedures - Teacher notify parent/guardian	- Additional classroom problem solving procedures - Teacher notify parent/guardian - Parent meeting w/administration and teachers
Technology Violation	- Classroom problem solving procedures - Loss of privilege of device use for 1-2 days - Teacher notify parent/guardian	- Classroom problem solving procedures - Loss of privilege of device use for 3-4 days - Teacher notify parent/guardian	- Move to major behavior
Unprepared for Class	- Classroom problem solving procedures	- Classroom problem solving procedures	- Additional classroom problem solving procedures

		- Teacher notify parent/guardian	- Teacher notify parent/guardian - Parent meeting w/administration and teachers
Major Behavior Violations	1st Offense	2nd Offense	3rd Offense
Abusive Language/ Inappropriate Language/ Profanity	- Notify parent/guardian - Detention - Restorative process	- Meeting with parent/guardian - Detention - Notify School Counselor - Restorative process - Team meets w/administration	- Detention - Restorative process - Parent meeting w/administration and teachers
Academic Dishonesty	- Notify parent/guardian - Detention - Restorative process - No honor roll - Zero on work in question	- Meeting with parent/guardian - Detention - Notify School Counselor - Team meets w/administration	- In- school Suspension - Restorative process - Parent meeting w/administration and teachers
Defiance/Disrespect/ Insubordination/ Non-Compliance/Refusal <i>(Repeated minor violations can result in a major behavior violation)</i>	- Notify parent/guardian - Detention - Restorative process	- Meeting with parent/guardian - Detention - Restorative process - Notify School Counselor - Team meets w/administration	- In- school suspension - Restorative process - Parent meeting w/administration and teachers
Disruption <i>(Repeated minor violations can result in a major behavior violation)</i>	- Notify parent/guardian - Detention	- Meeting with parent/guardian - Detention - Notify School Counselor - Parent meeting w/administration and teachers	- Parent meeting w/administration and teachers
False or Misleading Statements	- Parent Contact - Detention	- Parent Meeting - ½ day in school suspension	- Parent Meeting - 1 day out of school suspension - Investigation into policy violation

		- Possible investigation into policy violation	
Forgery/Theft/Lying	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Restorative process - Team meets w/ administration 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Notify School Counselor - Restorative process - Parent meeting w/administration and teachers 	<ul style="list-style-type: none"> - In-school suspension - Restorative process - Parent meeting w/administration and teachers
Inappropriate Display of Affection	<ul style="list-style-type: none"> - Notify parent/guardian - Detention 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Notify School Counselor 	<ul style="list-style-type: none"> - Detention - Parent meeting w/administration and teachers
Physical Aggression/Physical Contact /Threat	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Restorative process - Notify School Counselor 	<ul style="list-style-type: none"> - Meeting with parent/guardian - In-school suspension - Parent meeting w/administration and teachers 	<ul style="list-style-type: none"> - Out of school suspension - Parent meeting w/administration and teachers
Property Damage	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Restorative process - Team meets w/ administration 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Restorative process - Team meets w/ administration 	<ul style="list-style-type: none"> - In- school suspension - Parent meeting w/administration and teachers
Leaves class w/o permission (chronic) Tardy to class (chronic)	<ul style="list-style-type: none"> - Notify parent/guardian - Detention - Notify School Counselor 	<ul style="list-style-type: none"> - Meeting with parent/guardian - In-school suspension 	<ul style="list-style-type: none"> - Parent meeting w/administration and teachers
Technology Violation	<ul style="list-style-type: none"> -Notify parent/guardian - Detention - Confiscate device (1-2 days) - Restorative process 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Lose privilege of device 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Parent/guardian must retrieve device - Restorative practice

Unprepared for Class (chronic)	<ul style="list-style-type: none"> - Notify parent/guardian - Detention - Notify School Counselor 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Make up missed work 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Detention - Make up missed work
Critical Behavior Violations	1st Offense	2nd Offense	3rd Offense
Arson	<ul style="list-style-type: none"> - Meeting with parent/guardian - Out of school suspension (8-10 days) - Refer to law enforcement - Expulsion Hearing 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Recommend to expel 	
Harassment/Bullying Violation	<ul style="list-style-type: none"> - Meeting with parent/guardian - Out of school suspension (2-4 days) - Restorative process 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Out of school suspension (4-8 days) - Restorative process 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Expulsion Hearing
Fighting/Physical Aggression	<ul style="list-style-type: none"> - Meeting with parent/guardian - Out of school suspension (1-3 days) - Restorative process - May be referred to law enforcement 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Out of school suspension (3-5 days) - Restorative process - May be referred to law enforcement 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Out of school suspension (5-10 days) - May be referred to law enforcement
Use/Possession of Tobacco	<ul style="list-style-type: none"> - Meeting with parent/guardian - Substance abuse education - Refer to law enforcement - Restorative process - In school suspension 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Substance abuse education - Refer to law enforcement - Restorative process - Out of school suspension 	<ul style="list-style-type: none"> - Meeting with parent/guardian - Substance abuse education - Refer to law enforcement - Restorative process - Out of school suspension - Referral to community substance abuse prevention resource
	<ul style="list-style-type: none"> - Meeting with parent/guardian 	<ul style="list-style-type: none"> - Meeting with parent/guardian 	<ul style="list-style-type: none"> - Meeting with parent/guardian

Use/Possession of Alcohol or Drugs	- Out of school suspension (3-5 days) - Refer to law enforcement - Referral to community substance abuse prevention resource - Restorative process	- Out of school suspension (5-10 days) - Refer to law enforcement - Referral to community substance abuse prevention resource - Restorative process	- Out of school suspension (5-10 days) - Refer to law enforcement - Recommend to expel
Use/Possession of Weapons	- Meeting with parent/guardian - Refer to law enforcement - Expulsion Hearing		

***This matrix is intended to be a guide for students, parents/guardians, teachers, and administrators of Waterford School. Final decisions rest with the administration depending on the severity of the incident.

Playground

Waterford School maintains a pleasant campus with a playground structure for younger students and one for older students. In addition, a Nature Trail, a basketball court, sliding hill, and fields are available for use.

During school hours, the use of the facilities is restricted to Waterford School students and staff. After school hours and on weekends, the facility is open to community members and relatives as well. Waterford School assumes no responsibility for injury during non-school use of the facilities. Adult supervision is recommended at all times. Cones will be set out on the parking lot to designate a play area for students who can't go onto the playground.

In order to provide and safe and enjoyable experience, the following are some guidelines that are in place:

- Be respectful with behavior and language.
- Small playground is reserved for younger students
- Swings: sitting only, no "underdog" pushes, no jumping off, no throwing over to make swing higher.
- Monkey bars: no sitting on top, no hanging upside-down.
- Slide: sitting down only. No standing or sitting up on knees when sliding. There is no walking up the slide. Wait until the person riding the slide has exited the bottom before the next student goes down the slide.
- Basketball court: no hanging off net or basket, play safely, include everyone.
- The parking lot can be used for activities when an adult is supervising the activities as well as cones have been placed to clearly mark where the activity is being held.
- Bring all equipment back inside when done. Leaving equipment outside may mean the forfeiture of the item that was left outside.
- Hands-off at all times, except for tag or touch football which is light touch only

(teacher approved activity).

- No rocks, sticks, snowballs, ice, etc. in hands.
- Stay within mowed areas unless supervised by an adult.
- Sliding hill: sit or lay forward, no sliding on icy conditions, stay off trail when walking back up. Sliding is only allowed when a staff member is available to monitor students and usage.
- Stay out of mud and water puddles.
- Ski pants and proper winter attire on when sliding and in the field on hills
- Boots on when in the snow. If wearing sneakers in the winter, students stay on the pavement.
- Jackets to be worn in the winter.
- No flip flops playing sports or on playground equipment.
- A reminder that pets are not allowed on school property.

Classroom Rules and Consequences

Each teacher is responsible for maintaining student behavior. By the close of the first week of school, all teachers have classroom expectations that have been created with students' input and which are displayed. All teachers take the necessary time to teach, model, and practice these rules.

If a child breaks a school or classroom rules outside of the class, the classroom teacher will be informed about the action of the student and the consequence given by any teacher or administrator.

One of the goals of the classroom is for students to feel safe. This is established at the beginning of the year. The teacher and students talk about how to be safe and items that may make other children not feel safe. Any item identified by the teacher that makes a child or children feel unsafe will be removed from the classroom. This could include literature, drawings, excessive discussion about dangerous situations or experiences and written notes (these are some examples. All classrooms will establish items that make a child feel uncomfortable).

Children should also be able to learn in a distraction free environment. If a child brings something to school that may be distracting, the teacher will ask for the items and place it in a safe and secure location. Parents will be notified of any items that have been brought to school that are distracting. The item will be sent home with a note stating that the item will not be allowed at school and for what reason.

HEALTH SERVICES

Health Restrictions

If your child is unable to participate in any school activities (physical education, recess, nature trail, etc.) for health reasons, please send a note to the office. If your child has any special dietary needs, please notify the nurse. If your child is allergic to anything, please notify the school.

Illness at School

Teachers will send students to the nurse's office if there is a need. Parents will be called if there is any indication of serious illness, which might include: temperature elevation above 100°F, vomiting, diarrhea, rash and potential signs of communicable disease. Your child should be fever free for 24 hours (without the use of fever reducing medications) prior to returning to school.

Injury at School

Children should report all injuries to an adult. The child will then be monitored to determine severity. If there is any question of serious injury, the parent will be contacted for assistance in making decisions on the need for medical attention. It is important for parents to provide updated emergency information: contact names and phone numbers. Please make sure that your emergency contact is aware that you have put them on your child's paperwork as an emergency contact. Please update their information if there are changes.

Medication

If your child's physician feels that it is necessary for our school personnel to administer prescription medication to a student, he/she must send or fax a signed medication order. The medication must be in the original container and be transported to and from school by an adult.

Non-prescription medication may be administered if the parent/guardian gives yearly permission on the Health Information Update sheet or if permission is received in writing to administer the medication. The school nurse needs to be consulted if any medication changes occur throughout the school year. For safety reasons, children should not self-administer any medication during school hours. It is recommended that the school nurse or nurse assistant (or delegated adult) be responsible for administration of medication.

School Nurse

The school nurse or designated assistant is in our school 5 days/week. The school nurse or designated assistant addresses acute and chronic healthcare needs of students, monitors the immunization status of students and provides support for the student and family as needed. Routine vision and hearing screenings are performed for students. Additional individual student screenings are performed per teacher or parent concern/request. The nurse or designated assistant performs periodic head lice screenings and follow-up throughout the year. The school nurse or designated assistant is also available to parents and teachers for consultation and discussion of any health problems or communicable diseases.

If medication needs to be administered at school, parents/guardians must deliver the medication to the nurse or nurse assistant.

School Bus Transportation

Butler Bus is our transportation provider. If you have questions about the bus route, please contact them at 802-626-4712.

The driver is in complete charge of the bus. The bus driver can assign seats as a part of their management system, which may include assigning seats by grades. The bus driver will report students who do not follow bus safety regulations to the administration. The administration will notify classroom teachers of any disciplinary issues.

Federal, State and Local Policies

In VT, local school boards are responsible for enacting policies in many areas which affect students' education. In addition, the Superintendent is responsible for seeing that schools comply with both federal and state laws and policies. We are required to restate certain laws/policies for families and students on a yearly basis. All of our policies can be found at ccsuonline.org.