



**Richmond Elementary School Student/Family Handbook
2023-2024**



Respect Starts with RES!

**Richmond Elementary School
125 School Street
Richmond, Vermont 05477
802-434-2461**

Website: <http://richmond.mmuusd.org>

Instagram: <http://instagram.com/resvt>

Facebook: <http://www.facebook.com/pages/Richmond-Elementary-School/134183329942655>

A Message from the Principal

Welcome to the 2023-2024 school year!

The faculty and staff here at Richmond Elementary School have been eagerly awaiting the start of school, and we are thrilled by the opportunity to serve and inspire students this year. The Student/Family Handbook is provided as a resource for your family, and it explains the practices and procedures of Richmond Elementary School. As you review the information inside, please contact the school with any questions that arise.

As we begin our school year, we will focus our efforts on carrying out our mission statement:

Richmond Elementary School is an inviting, nurturing partnership between students, parents, teachers and community that supports respect and lifelong learning.

Through this partnership, all students are empowered to become successful communicators and problem solvers. Our mission is to inspire children to lead balanced lives while making positive contributions to their community.

In honor of that partnership, we welcome you as an active member of our school community, and we deeply value collaboration between home and school. It is our goal to create and sustain a welcoming, accepting, strength-based learning experience for all students and families. Please do not hesitate to reach out for more information on the ways you can contribute to your child's learning here RES, as we always appreciate your involvement and feedback.

We look forward to a happy and rewarding school year as we work to ensure the health and safety of all RES students and families. I'm honored by my role as Principal of RES, and I look forward to my continued growth as I learn how to best support the needs and hopes of this school community. Never hesitate to contact the school at (802-434-2461) if needed, and thank you for your continued support of RES!

Kindest regards,

Jeremy Rector

“What are the best things about Richmond Elementary?”



- RES Faculty and Staff

Richmond Elementary School Staff

Staff emails: First name.Last name@mmuusd.org

Board of School Directors (School Board Meetings are open to the public.) Edye Graning - Chairperson Tara Arneson - Richmond Rep Heather Chadwick - Richmond Rep Alison Conant - Richmond Rep Katie Nelson - Richmond Rep	Superintendent: John Alberghini Assistant Superintendent: Andrew Jones	Principal: Jeremy Rector Coordinator of Special Education and SEL: Galen Perkins Administrative Assistant: Jen West Administrative Assistant: Abby O'Neil
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Preschool Staff Kelly Bernasconi Suzanne Self Caryn Zambrano Kyle Hibbard(Preschool Coordinator)	Kindergarten Kristin Darling Ileen Gilbar Gabrielle Bills	Grade One Marisse Babineau Keira Mongeon Beatriz Vine	Grade Two Maribeth Berliner Daniela Puentes Jacqueline Robinson
Grade Three Marie Ayer Carl Ellerkamp Tonya Girouard Rick Turvey	Grade Four Susan Anderson Cathy DesRoches Katie LeFrancois Portia Senning	RMAC Kim Casavant Jenn Dumas	Guidance: Danielle Spaulding Elementary Integrationist: Carolyn Sommer Nurse: Jennifer Hadley
Special Education: Marcel Etienne Kate Fay Elizabeth Grandchamp Eileen McCoy Angella Pratt Wendy Purvee Speech & Language: Jackie Paquet Aimee Rheaume Reading Specialist: Darcy Woodruff Title I Math: Amy Roberge Spanish Immersion Interventionist: Emma Butler	Paraeducators Alison Critoph Sarah Detweiler Kayne Hartley Molly Kenny Freddy Lacourse Heather Lebeis Margaret Mather Judy Merchant Laura Millar Katie Nason Susan Phelps Jolene Ross Jamie Sommerville Chrisanne Spence	Librarian: Emily Wood Music: Sue Detweiler Physical Education: Brian Godfrey Art: Thodd Van Allen Harmony Roll Spanish: Sherry Harris Enrichment: Harmony Roll	Part 2 The Early Years- Early Ed Coordinator: Joanne Pillsbury Part 2 After School - Director: Kassidy Abair Assistant Directors: Samuel Empie Ajla Kapo
Tech: Garrett Eugair Shaun Langevin	Kitchen Judy Beane Erica Duggento Danielle O'Leary Ruth Youngman		Maintenance and Custodial Staff Konrad Graff, CHMS and RES Bobbie Jo Merriam Brad Spence

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Blogs, Websites and Links - Richmond Elementary School appreciates the responsible use of social media to connect, update, inform and converse with families and the community! Please make sure to check out our website for the most recent information.

RES Blogs, Websites and Links

Preschool	Ms. Bernasconi's Class Ms. Caryn's Class Mrs. Self's Class <i>Coming Soon</i>
Kindergarten	Ms. Darling's Kindergarten Mrs. Gilbar's Kindergarten Señorita Bill's Spanish Immersion
First Grade	Mrs. Babineau's Class Ms. Mongeon's Class Ms. Vine's Spanish Immersion
Second Grade	Mrs. Robinson and Mrs. Berliner are sharing a blog this year! https://ressecondgrade.blogspot.com/ Señorita Puentes' Spanish Immersion
Third Grade	Mrs. Ayer, Mr. Ellerkamp, and Mrs. Girouard are sharing a blog this year! https://resthirdgrade.blogspot.com/ Señor Turvey
Fourth Grade	Ms. DesRoches' 4th Grade Classroom Mrs. Senning's 4th Grade Classroom Mrs. LeFrancois Fourth Grade
RMAC	Ms. Dumas & Mrs. Casavant's Multiage Classroom
Unified Arts	Library - Mrs. Wood - https://res.opalsinfo.net/bin/home Music - Mrs. Detweiler https://mrsdsmusicclass.blogspot.com/ PE - Mr. Godfrey Mr. Godfrey's Physical Education Blog Spanish - Señora Harris https://senoraharrisspanish.blogspot.com/ Enrichment - Mrs. Roll https://enrichmentres.blogspot.com/ Mr. Van Allen's Art Blog <i>Coming Soon</i> Mrs. Wood's Library Blog
Student Services	Mrs. Roberge's Math Interventionist Blog Nurse https://richmond.mmuusd.org/classrooms/nurseinfo RES Guidance <i>Coming Soon</i> Student Life <i>Coming Soon</i> School Services Clinician <i>Coming Soon</i>
RES Programs	Richmond Elementary School Main Site Part 2 After School Program
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SCHOOL DAY INFORMATION

The school day begins at 7:50 AM and ends at 2:37 PM. Preschool will dismiss at 2:20, Kindergarten will dismiss at 2:30, and 1st - 4th grade will dismiss at 2:37.

ARRIVAL:

Students who walk or are brought to school should **plan to arrive between 7:15 and 7:45**. Students will be marked tardy if they arrive after 7:50. If your child will be absent or tardy, please call the attendance line 24/7 at 434-6789. If we have not heard from you by 8:15 AM, you will be telephoned for your child's safety.

Students who arrive between 7:15 and 7:30 will have access to the school library, where we can provide direct supervision and offer mindful and/or collaborative activities such as reading, coloring, chess or other simple board games.

Students should not be dropped off before 7:15 as we cannot provide adequate supervision.

DISMISSAL:

Preschool will dismiss at 2:20, Kindergarten will dismiss at 2:30, and 1st - 4th grade will dismiss at 2:37. All parent pickups will occur in the front drop off/pick up loop. For parent pickup, either find a parking space along the bank facing the highway (to the right as you enter the campus) and walk to the front of the building to wait or continue to the back of Camels Hump Middle School where you will be directed to the pickup loop as space becomes available. Please do not arrive prior to 5 minutes before your students dismissal time, this will help reduce traffic congestion.

We ask that changes to your child's normal routine be made no later than 1:30 in the day in order to minimize disruptions to classrooms. Please notify the office of these changes by sending a note to the office in the morning or by calling the attendance line at 434-6789. Please do not contact teachers directly regarding after school changes. Oftentimes they will not receive the message in time. If your child is taking a different bus, you should include the bus number, name and full 911 address of the location where they will be dropped off. If you have an emergency situation and need to change your child's plans after 1:30, please call 434-2461 to ensure we receive the message.

Buses will be fully loaded in the afternoon by 2:50. Afternoon drop off times will vary somewhat based on weather conditions and traffic. Bus information is available online. You can find the 2022-2023 bus schedule and other transportation information at <http://www.mmuusd.org> under the Families-Community tab.

Students who walk or bike home must have prior approval from their parents and a letter of permission must be on file in the office. An adult will not supervise students once they leave school grounds. Students may ride the bus down Browns Trace Road on a daily basis. The bus stops at

Browns Court, Burnett Court and at the traffic light in Richmond village.

PARKING/STUDENT DROP OFF AND PICK UP

The school parking lot is at its busiest between 7:25 – 7:50 AM and 2:15 - 3:00 PM. Child safety and efficient traffic flow will be guaranteed when drivers follow some basic rules.

Our parking lot has a parent/student drop off and pick up loop as you first enter the parking area. If you are dropping off your child in the morning, please pull into this loop as far around as you can. For afternoon pick up, your child will be waiting at this loop with staff members. Please do not leave your vehicle unattended at any time. If the loop is full, please wait in line, pulling into the loop as space opens.

Cars are not to enter the marked bus lane at any time. The parking area is located in the center of the bus loop and is for those individuals needing to attend to extended school business only. License plate numbers of vehicles will be forwarded to the Richmond Police Department when violations are noted. Only cars with authorized handicapped plates should park in handicapped designated parking spots.

EARLY RELEASE

We will have a 2-hour Early Release on the following Wednesdays: September 13th, October 11th, November 6th, December 6th, January 10th, February 7th, April 10th, and May 8th.

Students will be dismissed at 12:37. Families must let the office know as soon as possible if their afterschool plans will be different on these days. For students riding the bus on these days, know that the bus route will be coming 2 hours earlier than a typical day. For example, if the bus normally drops off at 3:05, you should expect your student to be dropped off at 1:05. Students have the opportunity to sign up to participate in Part 2 during early release times, however they must be registered on Wednesday for the entire year.

OVERVIEW OF SCHOOL PROGRAM

Children are assigned to self-contained classrooms in all grades at Richmond Elementary School. The classroom teacher is responsible for all aspects of a child's program except for the areas of Unified Arts, including art, enrichment, music, physical education, spanish, special education, library, and speech and language services. In these areas, other personnel share the responsibilities with the classroom teacher. In addition, teachers work collaboratively with each other and with parent volunteers to provide a more advantageous learning situation.

Parents are encouraged to call or meet with teachers to discuss their child's programs and progress. In addition, the principal or support service staff will be happy to meet with parents should a need arise. If, during the course of the school year, family circumstances or student needs change, please let us know so that we can make appropriate adjustments.

AFTER SCHOOL CHILD CARE - Part 2



Richmond Elementary School and Camels Hump Middle School have partnered with Part 2 (a TASC organization) to provide the highest quality of after school care and extension opportunities possible. There is a link to Part 2 on our school website or visit [Part 2](#) for details, information and registration documentation. joanne.pillsbury@MMUUSD.org is the contact for preschool, while Kassidy Abair (res@part2kids.com) is the afterschool contact.

ATTENDANCE

Attendance on a regular basis is crucial to each child's development. Please try to have your students in school on time, every day, unless they are ill. We ask that you schedule appointments after school hours or during vacation weeks whenever possible. All students should arrive before 7:50 a.m.

We realize that there are times when absences are unavoidable. If your child must be absent or tardy, please call the attendance/change of school plans line at 434-6789 before 8:00 AM. If we have not heard from you, school staff will telephone you at home or work to confirm your child's absence. Your child's safety is our priority. Again, you may leave this information on this line 24/7.

Please inform the office, in writing, if your child must leave early for a dental, doctor, or other appointment during the day. The person picking the child up should come to the office to wait for the student to come down from their class. Please sign your child in and out during the school day. If your child is in PK or K and is being picked up by someone for the first time, we will ask for identification in the form of a driver's license. Please notify these individuals so they are prepared.

If an extended absence is anticipated (i.e., trips, illness, etc.), families or guardians should inform the office and their student's teacher in advance. Your student's teacher will determine the need for out-of-class work to be completed before or during the absence.

Vermont Truancy Guidelines state that the school designee will contact home when a student is absent at the following points REGARDLESS of reasons (in other words we have to send them even if we understand and know the reasons):

- 10 days or equivalent: telephone and letter to parents. This letter will indicate the dates of the absences, and that the student is considered truant under V.C.S. Title 16, 1126. The letter will offer service to the family and may request that an Act 264 or appropriate intervention team

meeting be held to address the attendance concern.

- 20 days or equivalent: scheduled meeting with parents/guardian. The school may request that an Act 264 or appropriate intervention team meeting be held to address the attendance concern.
- 30 days or equivalent: scheduled meeting with parent and notification to the State's Attorney if absences are unexcused.

RES Tardy procedures are the same as those above. Letters will be sent at 10, 20 and 30 days addressing students' tardiness and offering assistance with this concern.

NOTES

Please date and sign all notes sent to school. Include your full name, your child's full name, and their teacher's name. Permission notes are required from the parent/guardian for tardiness, medication, change in bus or bus stop, or early dismissal. We would appreciate a full street address for all changes in bus locations. Parents are encouraged to send emails to RESOffice@mmuusd.org with attendance information or after school changes. After school change email should come to the office before 1:30. The end of the day tends to get busy and we don't want to miss these important changes.

BICYCLES

Students who plan on riding their bikes to school must bring a permission note signed by a parent to the office. Students are not encouraged to ride bikes to school unless with a parent, as the road to the school and the parking lot are very busy.

BIRTHDAYS/SPECIAL TREATS

Your child's birthday is a very special day. **We are not allowing outside food for sharing in the school building this year.** There are many ways to recognize your child's birthday besides a food celebration. Some ideas can include sending in a craft for students to participate in, sending in your child's favorite book for the teacher to read to the class, sending in pencils, fun erasers or stickers, sending in special party hats and napkins for students to wear during snack or lunch, requesting a pajama day for the whole class.

BUILDING USE

School rooms are available for community use after school hours. Please contact abby.oneil@mmuusd.org or 434-2461 for information and scheduling. Building use is on a first come, first served basis. A nominal building use fee may be assessed to the user depending on the activity.

HARASSMENT, HAZING, AND BULLYING PREVENTION

MMUUSD students are expected to conduct themselves in a respectful manner so as to ensure a positive learning environment free from bullying, harassment or hazing. Such acts are unlawful and will not be tolerated. *See Appendix for complete policy and guidelines.*

- Bullying is defined as 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 students; and
 - C. either:
 - a. occurs during the school day on school property, on a school bus or at a school-sponsored activity; or
 - b. does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.
- Harassment means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, gender identity, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.
- Hazing means any act committed by a person, whether individually or with others, and including any incident conducted by electronic means, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with any school or program operated by MMUUSD; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the students. Hazing may occur on or off school grounds.

Designated Employees to receive complaints of bullying, harassment or hazing at Richmond Elementary School, 125 School Street, Richmond, VT 05477, 802-434-2461 are:

Jeremy Rector, Principal – Jeremy.Rector@mmuusd.org

Galen Perkins, Coordinator of Special Education & SEL - Galen.Perkins@mmuusd.org

Danielle Spaulding, Guidance Counselor – Danielle.Spaulding@mmuusd.org

BUSSING (MMUUSD SCHOOL BUS RULES AND REGULATIONS)

General Bus Rules

1. Be sure to be at the bus stop at least 5 minutes early.
Preschool and Kindergarten students must be met at the bus door by a parent or other designated adult or they will remain on the bus.
2. Load and unload in single file.
3. Be seated immediately and remain seated until the bus reaches its destination and comes to a complete stop.
4. Observe the same conduct as in the classroom.
5. Keep aisles clear at all times.
6. Follow the instructions of the bus driver.
7. Respect other people's rights by not using profane language, throwing objects on or out of the bus, fighting, or other disruptive activity.
8. Respect property of others and the school district.
9. Carry on items must fit on the rider's lap.
10. No animals or pets are allowed on the bus.



Disciplinary Procedures

Any child who violates the safety rules on the bus will be subject to the following consequences:

1. The Bus Driver handles initial violations.
2. Repeat/Serious Violation - the Principal will meet the student and call the parents to advise what action will be taken, a letter will follow. This constituted the First Violation.
3. Second Violation - the Principal will meet with the student, parents, Transportation Supervisor and Driver to determine a course of action, a letter to the parents will follow, cc to discipline file.
4. Third Violation - the Principal and Transportation Supervisor will determine a course of action, a letter to parents will follow, cc to discipline file. Refer decision to Superintendent with documentation.

Repeated violations will result in one of the following:

- In school or after school suspension
- Bus-riding privileges suspended for one to five days - 1st and 2nd violation.
- The Building Principal and/or the Transportation Supervisor will notify the Bus Driver of the specific length of any bus riding suspension in a timely manner.
- Bus-riding privileges suspended for ten days/up to rest of the school year - 3rd and 4th violation.

Exceptions

Certain serious and deliberate infractions may result in immediate suspension of bus

riding privileges from one day up to the balance of the school year. Parents are responsible for providing transportation to and from school when the student is suspended from riding on the bus.

CHILD PROTECTION

MMUUSD schools are committed to the wellbeing of all children and work with families and designated agencies in doing so. We have a legal obligation under Vermont law to report suspected abuse or neglect of any student to the State of Vermont Department of Children and Families. In addition, MMUUSD schools follow the provision of Vermont's Act 1 to prevent, identify and report sexual abuse.

COMPUTER NETWORK & INTERNET ACCESS

ACCEPTABLE USE PROCEDURES OF COMPUTERS AND THE INTERNET FOR STUDENTS

Students may access the school district's electronic resources and the internet in an appropriate manner. Students are expected to follow the rules of personal conduct in this handbook, abide by state and federal laws in the use of computers and the internet, and comply with the individual responsibilities listed in MMUUSD policy and supporting guidelines and rules. Personal devices are permitted as long as students follow the rules outlined in Bring Your Own Device (BYOD) Rules. See *Appendix*.



General

System users:

- will at all times be responsible for the proper use of their account;
- will only use the system for its intended purposes and not for commercial purposes, illegal purposes, in support of illegal activities, or for any other activity prohibited by school policy or procedures;
- will comply with all fair use and copyright regulations
- shall not promote personal, religious or political points of view (except as part of class assignments communicated with classmates and teachers)
- may not purposefully access or distribute information that is prohibited by the school.
- shall be aware that school-owned equipment can be inspected at any time.
- shall be aware that non-school services (ex. personal social media, iTunes, movie accounts, etc.) that have saved passwords on a school-owned device, can be accessed by others who use the device, and
- shall be aware that school personnel may inadvertently access such a personal account. Personnel will not further browse the account, but may contact parents and/or authorities, if further action is deemed necessary.

Communication

System users:

- shall be aware that e-mail and other uses of the electronic communications system are not confidential, and are the properties of MMUUSD. Users should be cautious about the details

they include in messages.

- must understand that the system administrator may periodically purge data files with fair notice
- shall not present personal ideas/beliefs as the views or policies of the school
- shall not abuse the system by engaging in spamming (sending an unnecessary message to a large number of people), downloading large files, or uploading or creating computer viruses;
- shall maintain separate accounts for their personal communication. The school provides communication accounts to be used for school-sanctioned work.

Security

System users:

- will not use another person's system account, or present themselves as another person;
- shall not gain or attempt to gain unauthorized access to resources or information, or do anything to circumvent network security.
- may not access data for which they are not an intended recipient or user
- must receive authorization from tech support staff for all downloads, program installations, and use of software on removable media so as to ensure verification of virus protection, copyright and network compatibility;
- must scan all removable media (ex., flash drives, ipod, etc) for viruses prior to use on the MMUUSD network;
- must not write down usernames and passwords unless they are physically secure.
- must log out when they leave their computer
- will ensure that personally-owned computers, laptops, notebooks, PDAs and other medium that can connect to the MMUUSD network meet standards set forth by the technology services team.* 1. Apply current support pack patches and update the device regularly. 2. Install and keep current anti-virus software with the most recent anti-virus signatures. *The school may or may not permit use of personal devices. Please check with tech support or the principal to know the local policy.

Disciplinary Actions

The school's electronic system is a limited forum and therefore the school may restrict individual user's speech for valid educational reasons. The school will not restrict speech on the basis of a disagreement with the opinions that are expressed. Users should expect only limited privacy in the contents of their personal files or record of Web research activities. Routine maintenance and monitoring of system resources may lead to discovery of policy violations, the student disciplinary code, or the law. An individual search may be conducted by the principal (with the system administrator's assistance if necessary) if there is reasonable suspicion that a user has violated this policy, the student disciplinary code or the law. If there is evidence that a violation has occurred, then the school principal or his/her designee will decide appropriate consequences in accordance with_ school discipline, policy or law. The school will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school's electronic system. In the event there is a claim that an individual user has violated this Procedure or student disciplinary code, the user will be notified and the opportunity to be heard in the manner set forth in the student disciplinary code.

Limitation of Liability

The school makes no guarantee that the functions or the services provided by or through the District electronic system will be error free or without defect. The school will not be responsible for any damage individual users may suffer, including but not limited to, loss of data or

interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school will not be responsible for financial obligations arising through the unauthorized use of the system. The user can be held financially responsible for any harm to the system as a result of intentional misuse.

Bring your own device (BYOD) rules

The schools of the Mount Mansfield Unified Union School District permit students to access the public wireless network with their personal devices (laptops, smart phones, iPads, etc). Allowing students to use their own technology at school can improve students' ease of access to the information and tools that they need to be successful learners. Student use of their own device is conditional on:

- School-level approval (by administration) and teacher approval are needed, and the device must be capable of performing the necessary tasks for a class.
- If a teacher believes that it would be more efficient for a student to use a school-owned device for a task, the teacher will provide it for the student.
- Students are responsible for securing, maintaining and troubleshooting their own devices. Tech support services may advise, but are not permitted to attempt repairs on a non-school owned device.
- Some services may not be available to personal devices, such as printing.
- The school will continue to make readily available modern school-owned hardware to students as needed.
- Compliance with the rules for acceptable use of computers and the internet applies to personal devices while at school.
- MMUUSD is not able to filter Internet content for devices using wireless not provided by MMUUSD (ex. ATT, Verizon, Sprint). Students must still comply with school rules regarding use of the Internet.

BEHAVIORAL SUPPORT

Richmond Elementary School is a positive community of learners. We work together to learn, grow, and always do our best.

Respect begins with RES...

Our Three School Wide Expectations are....

Respect Yourself

Respect Others

Respect Your Environment

As a PBIS school, students at Richmond Elementary are taught the behavior expectations at the beginning of the school year, and reminded of those expectations



consistently throughout the year. Students learn and practice how to respect themselves, respect others, and respect their environment in the classroom, hallway, bathroom, cafe, gym, and even on the playground. When students are "caught" meeting those expectations, they are recognized for their behavior with a click on a tally counter. 100 clicks leads to the lighting of a colored light on the RES light board in the main entrance. When the whole school lights the sign twice, we celebrate with a school-wide celebration! PBIS has helped us celebrate our school spirit and improved our school culture in many ways.

What is PBIS?

Vermont Positive Behavior Interventions and Supports (VTPBiS) is a statewide effort (based on a nation-wide effort) designed to help school teams form a proactive,



school-wide, systems approach to improving social and academic competence for all students. Schools in Vermont are engaged in using a formal system of positive behavioral supports in their schools. Involved schools who implement PBIS with fidelity and integrity see a dramatic decrease in the number of behavior problems experienced in their schools. Additionally, students in these schools enjoy greater levels of support and inclusion than those in comparative schools who do not use a system of Positive Behavioral Interventions and Supports.

When students are not following the behavior expectations, they are given a friendly reminder about the expected behavior and our school-wide expectations. If the unexpected behavior continues, teachers and staff may ask a student to take a break within the classroom and will problem solve with the student to reflect on the unexpected behavior and create a plan to fix it.

More serious actions will be given if student misbehavior continues after redirection. Students are given four opportunities to change their misbehavior before being referred to the Student Support Center (SSC) for out of the classroom behavior support and processing. Serious or unsafe misbehavior will result in an immediate referral to the SSC.

RES School Expectations

Respect Yourself, Respect Others and Respect Your Environment

Respect Yourself

- Ask for what you need
- Tell others how you feel
- Be a problem-solver
- Dress for the weather



Respect Others

- Hands & feet to self
- Include others
- Help others
- Play fairly & follow game rules
- Use a kind voice
- Listen to adults & follow directions

Respect Your Environment

- Use equipment properly and put things away if needed.
- Stay within boundaries
- Be kind to nature



If a student needs additional support during the day, the process could look like the following (or may be adjusted for individual student needs).

1st Step: A friendly reminder is given to the student.

2nd Step: Take a break. The student is asked to go to a predetermined break space in the classroom. The child then returns after a discussion with the adult who addressed the behavior.

3rd Step: Take time away - The student is directed to a predetermined time away space (This can be in another teacher's classroom or the front office.) The child returns to the classroom after processing with the adult who addressed the behavior.

4th Step: Student Support Center of Office: We believe that behavior is communication and often an expression of a need. By providing supportive adults and safe settings for students to process unexpected behavior incidents we strive to have students learn and grow from every incident. Through processing, students take responsibility for their unexpected behavior, reflect on how it impacted themselves and others, create a fix it plan, complete any reparation needed and then return back to their classroom ready to learn. Parents are contacted by the classroom teacher or SSC staff if their child is referred for a major behavior incident. We value home/school communication and want to work with parents to best support students, the purpose of this contact is to inform parents of

what happened and how it was addressed here at school. Often parents choose to follow up with a brief discussion with their child at home and this is encouraged, but not required.

Our Student Support Center is a multi purpose space that is available to all students at RES for a variety of needs; it is NOT a space used exclusively for behavior processing.

* *If a student is being unsafe or is physically or verbally aggressive, removal from the classroom will be immediate.

Directory Information and Student Work Publication

Directory Information

During the course of the year, general student information (name, year in school, height, weight, etc.) is released at extracurricular events or to local newspapers (e.g. honor roll names, school concert participants, athletic rosters, academic, school honors, special events and extracurricular honors, etc.). Note: Local newspapers and television channels may publish some of this same information on their web pages.

Student Work

We use our web page, newsletter and Internet tools such as wikis, video conferencing and educational networking for communication and collaboration. Student work showing the student's full name is regularly displayed with their work. Classrooms use collaborative tools on the Internet such as wikis, video conferencing, and educational networking to communicate and create projects with other schools and/or professionals. These are supervised by classroom teachers. Occasionally, our teachers use videotaping as a means to improve instruction. These tapes may be used in an educational setting such as workshops and graduate classes.

No permission is required for the publication or broadcast of public performances (concerts, sporting events, special events and any other event to which the public or news media may attend).

However, a school's permission must be requested and granted to publish or broadcast photos, videos and/or audio recordings of students or staff in non-public events prior to the event. Non-staff people may not take photos, videos or audio in school or on school grounds of non-public events, or tag school photos online, even if only for personal use.

Online Educational Services

Mount Mansfield Unified Union schools use many online products, for example, Google for its email system, as well as for creation and storage of some student works such as classroom papers and projects. These products may require collection of some basic student personal information (ex.name, age), and some require that parents of children under the age of 17 be made aware of this data collection.

Your child's information, photos or/and work may be viewed by the public in accordance with the criteria listed above. Your child may use online educational services. If you do not wish the school to release your child's directory information (name, year in school, height, weight, picture or pictures of

him or her participating in various activities), make public his or her creative work, or to use Google Apps, please contact the school.

PHOTOS/STUDENT WORK DISPLAYS – SEE DIRECTORY INFORMATION AND STUDENT WORK PUBLICATION (ABOVE)

Frequently, student work and photos are displayed in hallways, the newsletter, on local TV or newspapers and on our school website. *If you do not wish the school to release your child's directory information (name, year in school, height, weight, picture or pictures of him or her participating in various activities), make public her or her creative work, or to use Google Apps, please contact the school.*

DRESS/STUDENT ATTIRE

Students are expected to dress appropriately for learning. Clothing should cover the midriff area. Bathing attire is not acceptable for the regular school day. Children at the elementary level grow quickly, and parents would be advised to check children's clothing sizes periodically so that they are comfortable throughout the day. Students should not wear clothing with advertisements for alcohol or cigarettes. Boots, mittens, hats, snow pants and warm jackets are critical in the winter months as children go out each day for recess unless it is below zero. They will be asked to borrow from our lost and found or extra supplies if they come unprepared. Sneakers are required on PE days. All children are expected to wear footwear (shoes, sandals or sneakers) at all times in the building. Please recommend to your parents that they label all belongings, and that they relabel hand-me-downs.

DRUG & ALCOHOL PREVENTION PROGRAM

Vermont law requires that a sequential alcohol and drug abuse prevention education curriculum be fully implemented. Our curriculum includes objectives related to drug and alcohol abuse prevention at each grade level. The objectives include information about the effects of drugs, concepts, interpersonal skills, communication skills, coping skills, and responsible decision making.

EARLY DEPARTURE DURING THE DAY

If it becomes necessary for your child to leave school before the end of the day, your written permission should be sent to the school office stating the reason for the early departure, time of departure, intended destination, and who will be picking the child up. Parents must come to the office to pick up children. Children will not be permitted to wait unattended in the parking areas. We are very cautious about who asks to have a student dismissed early. Please do not feel insulted if you are not recognized and are asked to identify yourself when asking to take a particular child. We are only demonstrating concern for your child's safety. Children will not be permitted to leave the building with any adult but the parent without a written, signed parental request. The adult who is taking the child will need to sign out the student in the office. Only parents will be allowed to call to have students dismissed early or to alter dismissal plans.

EDUCATIONAL SUPPORT SYSTEM

The goal of the RES educational support system is to provide students with additional assistance needed for them to succeed and be challenged in the general education environment. This is the collective responsibility of everyone in our school.

The RES support system is designed to help our children socially, academically, emotionally and physically. At RES it is our belief that all students can learn and in the majority of cases the classroom teacher is the most able to provide appropriate support and accommodations. Additionally, Richmond Elementary School uses a variety of supports and services to help meet the needs of all children.

Educational Support Team (EST)

The primary purpose of the EST is to assist classroom teachers and staff in developing a plan that will support a child in the regular educational program. The team is made up of faculty members representing various realms of our educational system.

The EST team representatives are available as needed, and attend meetings as needed. The team develops intervention plans (supports and services) to help teachers who have individual students who are struggling academically. The team monitors progress of intervention plans and makes adjustments or closes existing plans as appropriate. If the data collected during the implementation of the academic plan indicates, the EST may refer the student for special education evaluation. The classroom teacher shares the plan with the parents and staff members working with the child.

Special Education Services

The term "special education" means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. **

*Teacher Talk: Teachers Building a Professional Community by Talking to Other Teachers About Teaching by William Ayers

** Vermont Department of Education – State Board of Education Manual of Rules and Practice

EDUCATIONAL SUPPORT SERVICES

Special Education

MMUUSD schools affirm the right of all children with disabilities to a free, appropriate public education in the least restrictive environment in compliance with current federal and state laws. Special Educators and Speech and Language pathologists work with classroom teachers to provide an individualized program for students found eligible for Special Education services. Please contact the principal for information regarding parental rights in the Special Education process.

Section 504 of the Rehabilitation Act

Section 504, a part of the federal anti-discrimination law, requires that the educational needs of disabled students are met as adequately as the needs of non-disabled students. These protections under Section 504 can apply to students not eligible for Special Education services. If your child has a disability and may be in need of accommodations in order to access his/her education please contact the principal.

For some students, learning and maintaining new skills is a daily challenge. Our teachers have the professional experience and training to meet the diverse needs of most youngsters in their classroom. Special education services are available to students who have more intensive needs. Placement in special education programs is made after a child's learning difficulty has been diagnosed and an Individual Educational Plan (IEP) has been designed with parents. Implementation of this plan is the responsibility of the classroom teacher and the special educator.

Students who have speech, vision, or hearing disabilities may be eligible to receive services through an IEP. Parental concerns should be discussed with the classroom teacher, principal, and/or speech pathologist. Should a student qualify for these services, an Individual Educational Plan will be devised and discussed with parents before any action is taken. Most plans do not call for the removal of the student from the regular classroom.

I think my child is having challenges at school. What should I do?

1. Talk to your child's teacher. You can do this on the phone or in person. Find out if s/he is noticing the same things you are. Remain in frequent contact with the teacher by sending in notes or scheduling meetings. Be sure to check your child's backpack for any important information the teacher may send you.
2. If the teacher feels s/he needs some additional ideas on how to deal with your child's situation, s/he has an option of referring your child to the Behavioral Support Team (BST). This team consists of the grade level teacher, Principal, Guidance Counselor and Learning Specialists. Teams are functioning at each grade level including Kindergarten. At these meetings the teams discuss individual students and share ideas on how to help them with the difficulties they are experiencing. An action plan is then created. The responsibility for implementing the

accommodations in this plan remains with the classroom teacher but recommendations may be made for ways parents can assist their child at home.

3. If the teacher discusses your child several times at a BST meeting and or feels that something needs to be looked at more closely, they may refer them to our EST (Educational Support Team) for review. Members of this team include selected RES staff with particular expertise in a number of areas. The classroom teacher and parents are always present. The team will determine what needs to be done to help your child considering any accommodations that have been implemented up to this point. This may mean preliminary testing in a specific academic area, conducted by RES staff, or, a more comprehensive evaluation administered by professionals outside of the school. When testing is recommended or requested by the parents, an evaluation plan must be developed with consent given by the parents. Taking this testing route generally means the EST has a concern that some type of learning disability may be present. Following the EST meeting, if the parents agree to a formal evaluation, an Evaluation/Planning Team (EPT) meeting will be scheduled to explain the testing process to parents and to develop an evaluation plan. A RES special education teacher will facilitate this meeting.
4. The test results may show that your child is eligible for Special Education, which means your child is entitled to some level of service. At this point you will be given materials explaining what your rights are, what an Individual Education Plan (IEP) is and how the process works.

OR

The test results may show that your child is not eligible for Special Education services but does need some accommodations to the regular school program to help him/her be more successful in school. This is done under Vermont's Act 230. Some examples of accommodations are sitting close to the teacher, checking to make sure the child can retell directions, and small group instruction. The accommodations will be tailored to your child's individual needs and will be put in writing. The EST will meet from time to time to review the accommodations and to check on how things are going. In between these meetings, stay in touch with the classroom teacher. It's okay to request a conference whenever you feel the need to talk. Send in a note asking for an update, ask for a phone call from the teacher or meet in person.

Who are the Support Services staff? In addition to the classroom teacher there are many people at RES who may be in a position to help your child. Aimee Rheame, Speech Language Pathologist, Marcel Etienne, Elizabeth Grandchamp, Angella Pratt or Wendy Purvee, Special Educators, Darcy Woodruff, Literacy Specialist, Amy Roberge, Title I Teacher, Emma Butler, Spanish Immersion Interventionist, Harmony Roll, Enrichment Coordinator and Danielle Spaulding, Guidance Counselor, are all people you can start with. There are also Educational Support Personnel in your child's classroom who may work with your child individually or in a small group.

EMERGENCY DRILLS

Fire drills are held at least once each month during the school year to ensure that the building is evacuated in a reasonable time and that all children and staff understand the procedures. In place of a building evacuation, RES might have a "Clear the Halls" Drill, which is where children would stay in supervised classrooms until the all clear signal is given. This might be necessary if, for instance, school staff needed to allow for a rescue team to help an injured student.

EMERGENCY PLANS (PLAN B)

School Closing

Harsh weather or other conditions may force cancellation of school. The protection of your children and their safe arrival at school will be the major consideration whenever weather conditions make us question the wisdom of putting the bus fleet on the road. When this happens, announcements will be made on the local radio stations. Please refrain from calling the school to find out if school is open. Because most emergencies, which would necessitate the closing of school, are unpredictable, very short notice often has to be given. **We will send a message out via the method you have chosen in Powerschool, which might be email, text or phone call. Please make sure you update your information with RES whenever there are changes!**

Radio (WVMT-620 AM, WKDR-1390 AM, WDEV-550 AM, WEZF-93 FM, WJOY-1230 AM, WOKO-98.9 FM, & WNCS-104.7) will be another method of notification for "no-school" announcements. Parents are advised to stay tuned to local radio stations for such announcements if the closing of school seems possible. **Please have a plan B in place by the beginning of the school year. If you have not notified the school of this plan, please do so ASAP. Part 2 will not be in operation should school be closed.**

Emergency Notification System

MMUUSD schools have an emergency alert system to improve communication to families. A message will quickly contact all MMUUSD families simultaneously through phone calls, texts and email addresses in the event of emergencies. Be sure to complete this information in the beginning of the year with all the possible numbers/addresses you would want contacted.

Two-Hour Delay

Occasionally weather/road conditions are predicted to improve by mid-morning and a delayed opening is announced. In this case, radio stations will announce the delay and the time school will begin. This means buses will begin their routes 60 to 90 minutes after the normal pick up time.

If an early closing is required during the school day, the following procedures will apply:

1. The decision to close will be made by the Office of the Superintendent of Schools after consultation with respective Town Road Commissioners.
2. Parents/guardians notified about the decision once it is made via texts, social media, etc.
3. Radio stations (listed above) will be contacted immediately and asked to broadcast the announcement including the closing time.
4. Buses will deliver students to the home identified on the Emergency Closing form, which every parent is asked to complete in September. Buses will follow the regular schedule and routes as much as possible, i.e. elementary school children, followed by middle school, and then high school.
5. Mid-day buses will not pick up afternoon Preschool.
6. Evening activities and after-school childcare (Part 2) will be cancelled. The building will not open for non-school afternoon or evening activities.

The nature of the emergency will determine to a large extent the need for immediate or delayed evacuation. Fire, bomb threat, boiler explosion, etc. will require an immediate evacuation of the building. All personnel will leave the school and walk to the designated areas. Loss of water, power, or other similar emergencies that do not require immediate evacuation will give the principal time to assess the situation more thoroughly to determine a prudent course of action.

Rarely, if ever, will students be retained at school. Because all students can be transported home within 30-45 minutes, every effort will be made to do so. In the event that roads are blocked or bridges are out, alternate bus routes will be used. If this is not possible, the bus will return to school where each parent will be contacted.

English Language Learners

Parents of students who are of limited English proficiency will be notified not later than 30 days after the beginning of the school year that their child has been identified as possibly in need of services. The MMUUSD ELL consultant, Karin Vogel, will conduct an evaluation to determine the need for and type of services warranted.

Family Educational Rights and Pupil Privacy

The Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Act (PPRA) give parents and legal guardians the right to review their children's records and protects pupils' rights to privacy and confidentiality. Student records will be disclosed only to persons who have legitimate educational interests in reviewing, and will release only that information that needs to be known. Unless the school is otherwise informed, these rights will be afforded to both custodial and non-custodial parents. If a court order limits the rights of the non-custodial parent please provide us with a copy of the order for our files.

Under FERPA, parents and eligible students have the right to:

- a. Inspect and review the student's records
- b. Seek amendment of the student's education record that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights
- c. Consent to disclosure of personally identifiable student information, except as provided regulation, and
- d. File a complaint with the United States Department of Education if they believe the school failed to comply with the Act.

Per MMUUSD policy, parents or other authorized agents may request, in writing or verbally, access to their child's school records and this will be granted, as soon as possible, but in no case more than forty-five days after the request has been made. The school records shall only be examined in the presence of and with the interpretive assistance of the principal, teacher, guidance personnel or principal's designated representative. Hearings will be available for the parent or authorized agent wishing to challenge the contents of the records and will be arranged upon a written or verbal request as soon as possible, but in no case more than forty-five days after the request has been made. Records will not be sent out of the school system until a hearing has been completed. *See policy in Appendix.*

FIELD TRIPS

All Chaperones must be cleared via a background check prior to attending all field trips. Please check with the office to ensure your background check is still current. New and non-current volunteers are asked to review and complete information at:

https://docs.google.com/forms/d/e/1FAIpQLScoiQStXIQn_bkxqjsklhl-68GbTy0A8Q3l2_Jci760IaFHVw/viewform

Field Trip Expectations for Scholars & Chaperones

The RES school-wide expectations follow us beyond the walls of RES while on our field trips. The following are ways that students can meet our expectations while learning away from school.

Chaperones, help your group follow these expectations with gentle reminders while on the field trip!

Scholar Expectations:

Respect Yourself Respect Others Respect Your Environment

- Be a responsible learner – focus on the activities & lessons for the day.
- Keep a positive attitude!
- Give attention to your chaperone quickly – don't waste time!
- Control your voice & body – don't distract others!
- Follow directions without reminders.
- Ask for help if you need it.
- Stay with your chaperone and small group, even when going to the bathroom.
- Listen to the adult (chaperone or instructor).
- Raise your hand & listen while others are sharing.
- Keep hands to yourself.
- Travel quietly – avoid disturbing other groups & visitors.
- Walk quietly, with a calm and safe body.
- Leave everything as you find it. Let nature live!
- Clean up after yourself.
- Read and follow posted signs and/or verbal directions.
- Look with your eyes. Ask permission before touching exhibits.

Chaperone expectations:

- Stay with and keep the total count of the students in your small group. Students should be within your eyesight at all times. For bathroom breaks, check in with the classroom teacher for the specific situation.
- Help keep students focused & engaged. Ask them questions!!
- Model interest, enthusiasm & attentiveness!
- Resist the temptation to answer for students; allow them to make discoveries of their own.
- Stay focused on the activity – limit side conversations that aren't on task!
- Turn off (or silence) cell phones and pagers for the duration of the field trip.
- Check in with the classroom teacher prior to taking groups of students to the gift shop or buying them treats.
- Chaperones are responsible for the safety of the students on the field trip; make alternate arrangements for siblings.
- Respect the confidentiality of all scholars.
- Attend Chaperone training if/when offered.



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Scholar Expectations:

Respect Yourself	Respect Others	Respect Your Environment
<ul style="list-style-type: none">• Be a responsible learner – focus on the activities & lessons for the day.• Keep a positive attitude!• Give attention to your chaperone quickly – don't waste time!• Control your voice & body – don't distract others!• Follow directions without reminders.• Ask for help if you need it.	<ul style="list-style-type: none">• Stay with your chaperone and small group, even when going to the bathroom.• Listen to the adult (chaperone or instructor).• Raise your hand & listen while others are sharing.• Keep hands to yourself.• Travel quietly – avoid disturbing other groups & visitors.	<ul style="list-style-type: none">• Walk quietly, with a calm and safe body.• Leave everything as you find it. Let nature live!• Clean up after yourself.• Read and follow posted signs and/or verbal directions.• Look with your eyes. Ask permission before touching exhibits.

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- Respect the confidentiality of all scholars.
- Attend **Chaperone Trainings** if/when offered.

PTO

RES PTO is our parent-teacher organization. Our purpose is to enrich the educational and social experiences for all students and to support the School through community building, fundraising, and providing volunteers to the School. We strive to support the goals of the school and to encourage family and community involvement, while maintaining a welcoming and inclusive environment. As an organization, our two main goals are to create community strengthening and *fun* events throughout the year, and to generate funds to directly support RES teachers and students. We welcome *ALL* questions, ideas, and offers of support. All PTO activities are scheduled in advance and there are many opportunities throughout the year for everyone to participate in a variety of ways. Please consult the school blog and calendar on the RES website at <https://richmond.mmuusd.org/parents/pto> for all event dates and details and look for specific event fliers throughout the year. Contact res.pto@MMUUSD.org if you are interested in helping.

FUNDRAISING

Authorization and coordination of all fundraising activities within a school are the responsibility of the building administrator. The district recognizes that the community can be overburdened by excessive fundraising efforts and expects principals and members of the school related organizations to exercise good judgment. The Superintendent of Schools and/or the school board will review any questions arising over the appropriateness of a request for fundraising in the school.

HEALTH

Jennifer Hadley, our school nurse, supports the success of students in school by striving to remove potential health barriers to learning. Through both health education and health care, the school nurse fosters an environment that promotes the health, safety and well being of each school community – physically, mentally, emotionally and socially.

Accidents and Injuries

Accidents and injuries are reported in a timely manner to a school administrator or the school nurse.

Allergies

If your child has known allergies, please contact the school nurse directly.

Bug Spray and Sunscreen

Bug Spray and sunscreen are not provided by the school or the nurse. They should be applied at home or brought into school in a container with your child's name for application by your child. They should not be shared with other children in case of allergic ingredients.

Concussion Guidelines and Related Resources

Vermont schools are required to prevent student athletes with suspected concussions from prematurely returning to school-sponsored athletic activities. MMUUSD will work to educate coaches, youth athletes and their parents and guardians about prevention and mitigation of concussion-related injuries.

Emergency Information

Please call the school office with updated information whenever changes occur throughout the school year.

Illness/Communicable Disease

Parents will be notified if a child becomes ill at school. If no contact can be made, the nurse and school personnel will decide on a course of action. A student is sent home and/or asked to stay home from school when illness is acute or contagious (examples: fever, vomiting, diarrhea, significant respiratory illness). If a child has been ill or has had a communicable disease, the parent should make sure there is no longer any contagion before the student returns to school. Students must be fever-free and/or no longer vomiting for 24 hours, without medication, before they can return to school.

Immunizations

Mount Mansfield Unified Union requires that all students be in compliance with Vermont Immunization Law. In order to attend school, your child must have documentation of the required immunizations unless a medical or religious exemption with a provisional admittance form or an exemption form. If a parent or guardian chooses to exempt their child on religious grounds, they must sign an exemption form annually acknowledging they have read and understand evidence-based information regarding immunizations, and are aware of the risks associated with not vaccinating their children. Students who claim an exemption may be excluded from school during the course of a disease outbreak.

If your child receives any immunizations during the school year or summer, please ask your doctor for a copy of their updated immunization record and send it to the school nurse.

Medications Procedures

Medications must be brought to school by an adult in the original pharmacy-labeled containers and given to the school nurse or his/her designee.

All prescription medications must have a doctor's written order and an authorization by a parent/guardian. Non-prescription medications need only parent/guardian authorization.

No school employee will administer medication of any kind without being delegated to by the school nurse.

Physical Exams

When your child receives a well-child or annual physical examination at the doctor's, please ask your

doctor for a copy of the physical exam and send it to the school nurse for your child's Health Record.

Screening

Periodic screenings for vision and hearing are done according to the Vermont guidelines. This information is recorded on each student's Health Record. Referrals for further evaluation by the child's physician may be made to parents as needed. Additional screening or more frequent monitoring of a health concern is possible by request to the school nurse. If you do not wish to have your child tested, please notify the school nurse.

School Nurse

School Health Services are provided from 7:30 a.m. to 3:30 p.m. by the school nurse, Jennifer Hadley.

HOME/SCHOOL COMMUNICATION

Communication between home and school should be regular, two-way and meaningful. RES personnel and the Parent Teacher Organization hold this standard in high regard. Meeting this standard means:

- using a variety of communication tools
- sharing student strengths and learning preferences
- provide clear information about school programs and policies
- encourage immediate contact when concerns arise
- share student work
- celebrate student achievement together

Teachers and parents are encouraged to meet at the start of the school year to discuss ways in which effective home/school communication can be sustained throughout the year.

HOMEWORK

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interests on the part of the student. Homework is a learning activity that should increase in complexity with the student's maturity. A mixture of mandatory and voluntary homework is most beneficial. Homework can have positive effects on achievement and character development and can serve as a vital link between school and family. Parental supervision of homework is encouraged, particularly by creating a home environment that facilitates student learning. Parents should understand that the goals of homework are to provide students with an opportunity to improve upon work done in school, to develop as independent learners, and to foster positive parent/child interactions.

Please contact your child's classroom teacher if you or your child are having problems with any aspect of homework assignments or if we can offer any tips on how to make homework a rewarding experience.

HOMEWORK GUIDELINES FOR GRADES K-2

No formal homework will be assigned in kindergarten. In grades one and two, children should be expected to read or to be read to on a regular basis. Additional assignments which foster positive attitudes about school and learning, parent-child interaction, and the development of good study habits are appropriate. The total time, including reading assignments, should not exceed fifteen minutes, four days per week.

HOMEWORK GUIDELINES FOR GRADES 3-4

Homework assignments should be given two to four times a week and assignments should not exceed twenty to thirty minutes. In addition, it is recommended that students be required to read fifteen to twenty minutes, five times a week.

LIBRARY



The mission of the school library program is to empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The library provides students and families access to a wide variety of print and digital resources to help them grow as learners and become enthusiastic readers. The library is open 7:30 a.m. to 3:00 p.m., Monday through Friday. Families are always welcome, and parents and guardians can get accounts at the library to check out additional materials for their children. Please contact the librarian, Emily Wood, for more information about any of these services, or visit the [library web page](#).

LOST AND FOUND

Lost and found articles are located on shelves on your right in the hallway opposite the Richmond Multi-Age Classroom (RMAC). You will pass them on your way to the cafeteria. Please check for lost items frequently, and encourage your children to do so as well. Approximately once a month, all lost items are placed outside to help you find them. After that, some items will be used by teachers in classrooms or they will be donated. Labeling your children's items can be very helpful in returning them to you.

LUNCH & BREAKFAST PROGRAM

Breakfast/Snack bags are available daily for all students when they arrive in the morning. Studies show that a nutritious breakfast fuels the body and mind and readies a child for learning, whether at home or at school. Please start a child's day with a good breakfast.

No. Really. Take the Meals.

Reasons why you should take advantage of the free school meals being offered:

- It extends your food budget & saves you time prepping lunches
- It's comforting & familiar to your kids to have food from school
- It's confidential & not just for low income people
- You're helping the local food service program stay financially afloat
- You're helping the food program use up food inventory = less waste

USDA is covering the cost for these meals during COVID-19

You're not taking it away from someone who needs it more

Take a break from distance learning & come get some meals

Meal Charge Policy:

During School Year 23-24, our SFA will be offering meals at no charge to all students using the Community Eligibility Provision or Provision 2. The State of Vermont will provide a Universal Meals Supplement to cover the cost of any "paid" student meals. This meal charge policy will remain in effect for a la carte items and second meals.

We encourage families to fill out an application for free and reduced lunch. The State meals reimbursement helps support our lunch program. You can find the application [here](#); on the food service page of the RES website under the Food Services tab; or request one from the food service manager, our guidance counselor, Danielle Spaulding, or our office manager, Jen West.

Rarely, due to inclement weather, school is dismissed early. As a general rule, all children will be served before this dismissal occurs. The menu is subject to change based on school closings, product availability or other unforeseen events.

If you have any questions or concerns, please see the lunch staff. They are here to see that your student is served a healthy lunch and breakfast in an enjoyable atmosphere.

MARKING PERIODS

RES has three marking periods after which grades will be reported to parents. The dates of the marking periods can be found on the district yearly calendar [here](#).

MONEY

Please send all money to school in a sealed envelope with your child's name, the amount enclosed, and the purpose for which it is intended clearly printed on the outside. Usually the only money sent to school is for purchase of milk and lunch, book club books, or a special field trip.

NOTICES

RES is a paperless school as much as possible. Please view our website at <http://www.richmond.mmuusd.org>. You can also follow Richmond Elementary School on Facebook and Twitter and other social media! **Please let the office staff or your child's teacher know if you would prefer paper copies.**

Occasionally, community groups that serve our children ask to distribute materials through our students. Such groups are asked to duplicate and count materials in bundles of twenty. These materials must be approved by the principal.

OUTSIDE LEARNING OPPORTUNITIES

At times students may have the opportunity to participate in outside of school programming or activities that provide enriching experiences for their personal learning. When these opportunities require students to miss school, we will support students and families in developing a clear, consistent system that allows students to participate while remaining connected to the learning occurring in the classroom. Students and families will be responsible for supporting learning missed during absence with the support of an established learning plan. These plans will be created between classroom teachers and families prior to the start of programming.

Release during School Hours: Student(s) may be granted permission by the Building Administrator or Attendance Officer to leave the school premises during the school day:

- To receive instruction at another site.
- To participate in an experiential program or activity.
- To work at places of employment as part of a work/study program.

A written request by the parent(s) or legal guardian(s) for such absence must be filed with the Building Administrator.

Should a student's school performance be impacted negatively by missing class, the classroom

teacher and parents should meet immediately to discuss the concern and discuss corrective action.

PARENT/TEACHER CONFERENCES

Scheduled parent conferences are during the weeks of October 23rd and March 18th. Teachers try to accommodate parents' schedules when planning conferences. Parents should contact their child's teacher when they feel additional conferences are needed.

PETS

School rules require that pets not be on school grounds during the school day, or when students are present, from 7:30am - 6:00pm. We appreciate your obeying this rule for the safety of all concerned.

PHONE SYSTEM

When you call our main line, at 434-2461, you may speak to our administrative assistant, Abby O'Neil or Jen West. However, it is also possible that you will be prompted to choose from an automated message. You may press the button for your choice at any time. Choices are as follows:

- #1 - General voice mail
- #2 - Attendance line
- #3 - Nurse
- #4 - Guidance
- #5 - Staff Member Reporting

As stated above, we also have an attendance line where you may leave messages 24/7 regarding attendance and tardy information about your child, as well as after school changes. The attendance line number is 434-6789.

PHYSICAL EDUCATION

All students receive a minimum of sixty minutes of instruction in physical education each week. Students are encouraged to wear sneakers and appropriate clothing on gym days. If there are any health issues that may affect a child's performance in PE, please speak to the school nurse directly.

PLACEMENT OF STUDENTS

Classes are a mix of students of all interests and abilities. The placement of students involves the consideration of a wide range of individual student characteristics. Richmond Elementary School takes this process very seriously, spending over a month making considerations. Children in grades PK - 4 are placed in same-age classrooms.

Placement decisions are made in June followed by Move Up Day. Placement information is sent home to parents the afternoon of Move Up Day. Parents are asked for input but encouraged to

refrain from requesting specific teachers for their children.

POLICIES

All MMUUSD policies can be found on the MMUUSD website (www.MMUUSD.org) under the School Board section in their entirety.

RECESS/PLAYGROUND SAFETY

Children have outdoor recess daily, except on rainy days or in sub-zero weather (including windchill). All children go out unless recovering from an extended illness or when a physician advises against it. In those cases we must have a written request. Recess is supervised by school staff. Safe, respectful and cooperative play is always strongly encouraged. If a child is having difficulty following recess rules he/she may be asked to visit the principal or Student Support Center so a plan for improvement can be developed. (See "Discipline")

Children should come to school dressed appropriately for outdoor play. Hats, mittens, boots, and snow pants are essential in winter. Jackets and mud boots are important in the spring. PLEASE LABEL ALL ARTICLES WITH YOUR CHILD'S NAME. A SURPRISING NUMBER OF ITEMS APPEAR IN OUR LOST AND FOUND EVERY YEAR!

REGISTRATION

We use PowerSchool software to register all students. Parents will receive an email from the district each August in order to update information, however you should contact the school anytime your contact information changes, including phone numbers, addresses, emergency contacts, court information, etc. Preschool registration starts in December and concludes in February. Kindergarten registration starts in February. Students must have turned 3, 4, or 5 on or before September 1st to begin preschool or kindergarten.

RESTRAINT AND SECLUSION

In rare situations where there is an immediate concern for student safety, trained school staff may restrain or seclude a student in a manner that follows MMUUSD policy and Vermont State law. With the exception of certified law enforcement officers, persons who impose a restraint or seclusion must report this to the school administrator no later than the end of the school day, and the school administrator must report certain types of restraints or seclusions to the superintendent. The rules require notice to parents within 24 hours of each use of restraint or seclusion, and afford an opportunity for parents to participate in a review of any such incident. In certain instances the

superintendent must report to the Vermont Secretary of Education. See *MMUUSD policy in Appendix*.

RIGHTS & PRIVACY

RES endorses the right of parents and legal guardians to inspect and review any and all official records, files, and data related to their children and further endorse the protection of individual rights to privacy and confidentiality.

If parents are separated or divorced, both parents have the same rights to review student records, receive progress reports, etc. unless a court order provides otherwise. If the provisions of the divorce decree limit the rights of the non-custodial parent, please provide the principal/office manager with a copy and written instructions. Otherwise, the school will afford the same rights to both parents.

SCHOOL BOARD

The Board of School Directors routinely meet on a rotation throughout the district. A link to their schedule is [here](#). Parents and/or the public are always welcome. Meeting minutes are posted in the front hallway of the school. Schedules can be found at <https://www.mmuusd.org/school-board/mmuusd>

SCHOOL CHOICE

Vermont allows a statewide system of public school choice in grades K-12. Capacity limits for each school are set on or before February 1st of each year. Families interested in this option should closely read <https://www.mmuusd.org/parents/school-choice>

SCHOOL SAFETY PROGRAMS

Your child's safety is very important to us. Our school has several procedures in place to help ensure this. Our school has several procedures in place such as:

- Entry access system
- Visitor office check-in and badges
- Staff member badges
- Secure building and evacuation procedures

The state of Vermont requires that monthly emergency preparedness drills are conducted during the school year. These drills provide practice of the necessary steps in case of fire or a need to clear the halls, secure the building, evacuate the building, or relocate.

SMOKING

Vermont law prohibits smoking in the school building and on school grounds.

STUDENT RECORDS

Parents have access to their child's records. If you wish to review your child's records, please call the office to make an appointment so appropriate staff members can be available to answer any questions.

STUDENT ASSESSMENT

As a member of the Smarter Balanced Assessment Consortium (SBAC), Vermont has joined with a cadre of other states to develop the next generation of educational tests for English Language Arts/Literacy and Mathematics. SBAC will be fully aligned with the Common Core State Standards (CCSS), use state of the art computer adaptive testing and accessibility technologies, and will provide a continuum of summative, interim and formative tools that can be used for a variety of educational purposes. For more detailed information, visit the [Smarter Balanced Assessment Consortium](#) website. The SBAC will assess student knowledge in the areas of Language Arts and Mathematics for grades 3 through 8 and 11.

The NAEP (2009 National Assessment of Educational Progress) will be given to 4th graders for one 90 minute assessment in Reading or Math. In all instances, please don't book dental and medical appointments during this timeframe if at all possible.

In addition to these assessments, teachers will administer a variety of formative assessments throughout the year to better understand the individual needs of their students.

Copies of all assessment results will be made available to parents.

TECHNOLOGY

USE OF INFORMATION TECHNOLOGY

Policy

It is the policy of the Mount Mansfield Unified Union School District #12 to use information technology (IT) to support and enrich the curriculum. The safety, security and support of the computer network and its users (students, staff and others) shall occur in an effective and efficient manner.

Implementation

The superintendent or his/her designee(s) shall develop procedures that address the following:

- Implementation of a Child Internet Protection Act (CIPA)-compliant filtering solution and other measures designed to restrict minors' access to harmful materials
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
- Educate students about appropriate online behavior and safety

- Publication, disclosure, use, and dissemination of student's personal information or work
- Other situations that may be deemed illegal, harmful or inappropriate to minors, inappropriate for staff use, detrimental to network security or network support
- Archiving of electronic communication
- Use of personal electronic communication devices
- Other unanticipated situations that may develop in the future in the IT realm

Approved 6/18/2012 C-1-1

Procedural documents that support the policy.

[Acceptable Use Procedures \(AUP\) of Computers, Network and the Internet for Staff](#)
[Acceptable Use Procedures \(AUP\) of Computers, Network and the Internet for Students](#)
[Staff Laptop Custody Agreement \(for staff who have school-owned laptops\)](#)
[Bring Your Own Device rules](#)
[Service Level Agreement](#)
[Procedure for Deciding What Internet Content Gets Blocked](#)
[Publication of Student Information, Photos and Work](#)
[Ownership of Devices Acquired Through Courses, Workshops, etc.](#)

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. Mount Mansfield Unified Union's Title IX Coordinator is Superintendent John Alberghini who can be reached at (802) 434-2128.

PK & K TRANSPORTATION

Your child's teacher will send name tags home in their summer letters. These should be filled out and pinned to your child each morning during the first few weeks of school (please add the 911 address to the name tags). This will greatly help their teachers when it is time to board the school bus to return home. In addition, for the safety of our Preschoolers & Kindergarteners, bus drivers will not be letting them off at an unsupervised stop. You or your daycare provider(or the designated adult) need to be waiting at the bus stop to receive your child. Bus routes and approximate times are explained in the transportation newsletter, which is available online in late August.

VOLUNTEERS

We greatly appreciate the many volunteers who contribute to our program. Volunteers are utilized in the library, in classrooms, and as supportive assistants on field trips, special projects, and for festive occasions. More specifically, under the direction of the teacher, volunteers can provide extra individual help in math and reading, read to students, listen to students read, assist in art, music, or special programs, or serve as resource volunteers to enrich the school curriculum. Volunteers help

strengthen the bond between the community and the school and generate more community interest in the school.

An important factor is that volunteers help students develop a more positive attitude toward school and academic achievement. When students realize that community members recognize the importance of school, often their attitude about school becomes more positive. Parents interested in volunteering in any area may contact the teacher or principals for further information. All volunteers must complete a background check form before being permitted to volunteer in the building or go on school field trips. Please see <https://www.mmuusd.org/parents/volunteers>

WEAPONS POLICY

No weapons or look-alike weapons are allowed on school property.

FERPA (Family Educational Rights and Privacy Act, 20 U.S.C. 1232g et seq.

Parents have the right to:

- a) Inspect and review their children's records.
- b) Seek amendment of the record if it is inaccurate or misleading.
- c) Consent to disclosure of personally identifiable student information except as provided in 34 C.F.R. Sec. 99.31, and
- d) File a complaint with the United States Department of Education if they believe the Act has been violated.

Formal State and Federal Laws

A. School Reports to Parents and Communities

Information to be Included in School Reports, Handbooks and Other Notices

The Administrator Handbook provides information on requirements for local school districts to publish annual school reports and other information that must or should be included in school handbooks or other documents. Most statutory references to information or notices that must be provided to parents do not specify the format of the information or notice, nor do they specify, for example, that it must be included in the student handbook. The statutory or regulatory source of the requirement and whether a particular format or mailing is mandated in the law are provided. This list is likely under-inclusive. It will be reviewed annually and updated/supplemented as needed.

Information about omissions from or possible additions to this list is most welcome and should be directed to Molly Bachman, General Counsel, Vermont Agency of Education, at (802) 479-1756 or molly.bachman@vermont.gov.

Also included for informational purposes is a summary of education-related legislation that passed during the 2017 Legislative Session, and has now become law.

School Reports to Parents and Communities

Annual Student Performance Results

16 V.S.A. §165(a)(2) requires that each school report to its community, on a format selected by the school board on the following:

1. Progress of students generally toward meeting academic standards,
2. Progress toward meeting the goals of the continuous improvement plan developed for that year,
3. Contextual information about student performance,
4. Availability of career counseling and technical center program information,
5. Information on district students with respect to student attendance, discipline and for secondary schools, drop-out and graduation rates, and
6. Data allowing comparison with other schools on cost-effectiveness.

This year, the state Snapshot will include information for all items except for items 2 and 3. We anticipate the Snapshot will be available for superintendents to view at the end of November and will be publicly available in early December.

Financial and Other Information

16 V.S.A. §563(10) and (11) requires annual reporting to voters on various financial and other matters. More specifically, subsection (10) requires a report on the conditions and needs of the district school system, including the following, provided at least 10 days before the school district's annual meeting:

1. Superintendent's report,
2. Supervisory union treasurer's report,
3. School district treasurer's annual report for the previous school year, and
4. Balance of any reserve funds.

16 V.S.A. §563, Subsection (11) requires the distribution, at least 10 days in advance of the budget vote, of a proposed budget for the upcoming year that includes:

1. All revenues from all sources and expenses, including as separate items any supervisory union assessment,
2. Any amount of deficit for the most recently closed fiscal year and how it was or will be remedied,
3. Anticipated homestead tax rate and the percentage of household income used to determine the income sensitivity in the district, broken down to include rates attributable to supervisory union assessments,
4. The definition of "education spending," the number of pupils and equalized pupils, and the amount of spending per equalized pupil in the preceding three years, and
5. If a union school district, the amount of the assessment to the member districts and the amount of the assessments per equalized pupil in the preceding three years.

Information to be included in the Student Handbook or Otherwise Provided to Parents

Most of the items discussed below are required to be provided to parents. The Agency of Education (AOE) suggests the others be provided as a matter of best practice. State items are listed first, followed by Federal items.

State Items

Harassment, Hazing and Bullying

We believe that every student has the right to a safe and healthy school climate where they feel supported. On May 29, 2015, Secretary Holcombe issued a revised Harassment, Hazing and Bullying Prevention Model Policy that reminds school boards of their obligation to develop and adopt harassment, hazing and bullying prevention policies. The Secretary emphasizes the school board's duty under 16 V.S.A. §§ 570a, 570b and 570c to annually designate two or more people to receive reports of harassment, hazing and bullying at each school. The names and contact information of employees designated to receive a Harassment, Hazing and Bullying (HHB) incident report, should be included in the school's handbook to parents and students.

16 V.S.A. §570 requires school boards to develop and adopt harassment, hazing and bullying

prevention policies that shall be at least as stringent as the model policies developed by the Secretary.

16 V.S.A. §570(c) requires that school boards annually, prior to the commencement of curricular and co-curricular activities, provide students and their parents or guardians, notice of the harassment, hazing and bullying policies and procedures. The notice to students should be age appropriate and should include examples. The notice must “appear in any publication of the school district that sets forth the comprehensive rules, procedures and standards of conduct for the school.”

The Memorandum on the Harassment, Hazing and Bullying Prevention Model Policy as well as a copy of the HHB Policy, are available on the AOE website.

Transgender and Gender Nonconforming Students

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

Mandated Reporting

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c). Review the joint memo from VDH and AOE regarding Mandated Reporting.

New Americans

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

Public schools may not:

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

See the letter on the State’s responsibility to protect the rights of undocumented Vermont students:

- Letter Regarding Undocumented Vermont Students

- Letter Regarding Undocumented Vermont Students (Spanish)

School Comprehensive Plan for Responding to Student Misbehavior

16 V.S.A. §1161a(a) requires schools to adopt a comprehensive discipline plan. Among the requirements is that the plan must include “procedures for informing parents of the school’s

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discipline policies, for notifying parents of student misconduct, and for working with parents to improve student behavior.” 16 V.S.A. §1161a(a)(3).

Technical Center Offerings

16 V.S.A. §1541a(b) provides that high schools are to give technical centers the names and addresses of students and their parents so that they may be contacted and notified of technical center offerings.

Wellness Programs

16 V.S.A. §216 requires the Secretary of Education to prepare and update a list of school and community programs which have the potential to improve childhood wellness and the list is to be made available to all school districts and community organizations that request it. Current information about Vermont wellness programs is available online.

Periodic Release Time Courses

16 V.S.A. §1053 requires schools, at the request of a religious group, to publish “periodic release time religious education courses” to be “included in public school catalogs and listings of course offerings.” It is not clear whether such a provision would be constitutional under current First Amendment analysis.

Periodic Hearing and Vision Screening

16 V.S.A. §1422 requires schools to test the hearing and vision of students pursuant to research-based guidelines. Review the joint memo from AOE and VDH on School Health Screenings.

School Choice

Under 16 V.S.A. § 563(28), school boards must annually inform students and their parents or guardians of their options for school choice under applicable laws or policy. This includes the board of a high school district announcing its capacity to accept students under 16 V.S.A. § 822a(c) on or before February 1 each year.

Concussions and Other Head Injuries

Under 16 V.S.A. § 1431 the principal or headmaster of each public and approved independent school must ensure that statewide concussion and other head injury guidelines are provided annually to each youth athlete and the athlete’s parents or guardians and that each youth athlete and a parent or guardian annually signs a form acknowledging receipt of the concussion and other head injury guidelines. There are training requirements for all coaches and referees of a contest on how to recognize the symptoms of a concussion or other head injury. Please familiarize yourself with these requirements under V.S.A. § 1431(c) and more details

regarding the required notice described above.

Seclusion and Restraint

State Board Rule 4500 defines the appropriate use of seclusion and restraint. Rule 4500 also sets forth the reporting requirements relative to any use of seclusion or restraint in school (e.g. – teacher to administrator, administrator to superintendent, and school to parent/guardian of affected student).

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Frequently asked questions about Rule 4500 are available online. Supervisory unions and districts can view the Rule 4500: Restraint/Seclusion Documentation Report online.

Flexible Pathways

Act 77 of 2013 expanded the availability of “flexible pathways” for students. Some features include (i) eliminating an age cap for the funding of the “high school completion program,” (ii) expanding opportunities for “dual enrollment;” (iii) “requiring every student in grade 7-12 to participate in an ongoing personalized learning planning process that is documented in a personalized learning plan”; and (iv) expanding “early college” to all Vermont state colleges. While the law does not require that schools inform the education community of these opportunities, it is recommended that administrators do so through outreach by guidance offices and in collaboration with career and technical centers. The law does require that parents/guardians are involved in the development of the PLP and that flexible pathways are documented in student PLPs – further bolstering the recommendation that schools inform their communities of flexible pathway opportunities.

Federal Items

FERPA Policies

34 C.F.R. Part 99 (the federal regulations promulgated pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g et seq.) requires an annual notification to parents of their rights under the Act. Such notice must include that parents have the right to:

1. Inspect and review their children’s records;
2. Seek amendment of the record if it is inaccurate or misleading;
3. Consent to disclosure of personally identifiable student information except as provided in 34 C.F.R. §99.31; and
4. If they believe the Act has been violated, file a complaint with the Family Policy Compliance Office of the United States Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202.

In addition, the annual notice must include:

1. The procedure for exercising the right to inspect and review education records,
2. The procedure for requesting amendment of the records, and
3. The criteria the school uses for disclosing student records to persons within the school who have legitimate educational interests in reviewing the records.

Finally, if the school does disclose “directory information” (e.g. names and addresses of students, date of birth, field of study, academic or other honors attained, participation on sports teams, etc.), and most schools do in some form or another, the school must notify parents of:

1. The types of directory information that will be released;

2. The right to refuse to let the school release particular or all directory information on their own children; and

3. The period of time within which the parent has to notify the school that he or she does not wish to have the school designate some or all of the information about the parent's child designated as directory information.

Protection of Pupil Rights Act

The Protection of Pupil Rights Act, 20 U.S.C. §1232h (hereinafter "PPRA"), requires parental notification in a number of respects:

a. 20 U.S.C. §1232h(c)(2)(A)(i) requires local education agencies to notify parents annually, at the beginning of the school year and within a reasonable time after any amendment thereof, of the adoption or continued use of PPRA policies. These local policies must include the following:

- i. The rights of parents to inspect surveys created by a "third party" (meaning not federally funded) before it is administered,
- ii. Procedures for such inspection of surveys,
- iii. Arrangements to protect student privacy with respect to surveys on sensitive matters,
- iv. The right to inspect any instructional materials used as part of the educational curriculum,
- v. Procedures for inspecting the instructional materials,
- vi. The administration of any physical examinations or screenings,
- vii. The collection or disclosure of student information for marketing purposes,
- viii. The right of a parent to inspect any instrument used in the collection of personal information for marketing purposes before such information is collected or disclosed, and
- ix. Procedures for obtaining access to such instruments in a timely fashion.

b. 20 U.S.C. §1232h(c)(2)(A)(ii) requires an annual notice to parents of the right to opt out of certain activities including collection of personal student information for marketing purposes, administration of certain surveys, and non-emergency invasive physical examinations or screenings.

c. 20 U.S.C. §1232h(c)(2)(B) provides that schools notify parents, at least annually at the beginning of the school year, of the specific or approximate dates when any of the following will occur: collection of information for marketing purposes, administration of surveys containing sensitive questions, and any non-emergency, invasive physical examinations or screenings.

d. 20 U.S.C. §1232h(d) provides that schools must "give parents and students effective notice of their rights under this section [PPRA]."

Military/Postsecondary Recruiters

20 U.S.C. §7908(a)(2) requires schools to notify parents, presumably each year although the time period is not specified, that they may request that their child's name, address and telephone listing not be released to military or postsecondary recruiters without prior written parental consent.

Section 504 Grievance Procedures

34 C.F.R. §§104.7 and 104.8 require schools to notify parents and others that the school does not discriminate on the basis of handicap; the school's notice shall identify the responsible employee designated to coordinate compliance with Section 504 and of the availability of a grievance procedure to address complaints regarding Section 504 of the Rehabilitation Act.

Civil Rights Act Provisions

34 C.F.R. §100.6(d) requires “recipients” of federal funding to provide information to “beneficiaries” regarding the nondiscrimination requirements of the Civil Rights Act as applied to the recipient’s operations.

Title IX Grievance Procedures and Dissemination of Policy

34 C.F.R. §§106.9(b) and 106.9(a)(1) provide that recipients of federal funding publish their grievance procedures with respect to discrimination on the basis of sex and that each recipient “implement specific and continuing steps to notify.... students and parents of elementary and secondary school students....that it does not discriminate on the basis of sex in the educational program or activity which it operates, and that it is required by Title IX....not to discriminate in such a manner.” The latter section requires publication of this notice in a variety of ways, including in bulletins, catalogs, or application forms.

Notices to Parents Under Elementary and Secondary Education Act

Local education agencies are required to communicate with parents in a variety of circumstances. Here are a few of the more significant ones:

1. 20 U.S.C. §6311(h)(2)(A)(i) requires local education agencies receiving Title I assistance to prepare and disseminate to all parents an annual “report card.” At minimum, it must contain information reported to the LEA by the state, disaggregated by student group, as well as how the student achieved on state assessments compared to students in the state as a whole, and to students in other schools in the same LEA. With the passage of ESSA and the retraction of regulations, LEAs should continue to provide parents with information about school performance. New accountability measures will go into effect under the new Vermont ESSA State Plan.
2. 20 U.S.C. §6311(h)(6) requires notice by a school district receiving Title I funds at the beginning of the school year to the parents of each student regarding the qualifications of the school’s teachers. The notice is to include the rights of parents, upon request, to obtain information as to whether the child’s teacher has met state qualifications and licensing criteria, whether the teacher is teaching under a waiver or provisional license, and what the major of the teacher was in his or her baccalaureate degree. If the child receives services from a paraprofessional, the paraprofessional’s qualifications must also be furnished. The notice must also contain a statement as to whether the student will be taught by a teacher for four or more consecutive weeks who is not licensed, as that term is defined under state and federal law. Finally, this notice must also alert parents to their right to obtain information as to the level of achievement of their child in each of the state’s academic assessments.
3. 20 U.S.C. §6312(g)(1) provides that parents of students who are of limited English proficiency are to be notified not later than 30 days after the beginning of the school year that their child has been identified as in need of services. The statute contemplates very specific and detailed information to be provided in an understandable manner to the parents of the child.
4. 20 U.S.C. §6318(a)(2) requires each local education agency with Title I schools to “develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy.” The required content of the policy is spelled out in great detail in the statute.

A memo about parental notification regarding teacher qualifications is available online.

Notices Under the Individuals with Disabilities Education Act

The Federal Special Education Law, 20 U.S.C. §§1400, et seq., requires notice to parents in a variety of ways. However, the most prominent requirements are found in 34 C.F.R. §§300.111, 300.503 and 300.504.

1. 34 C.F.R. §300.111 relates to “child find” activities. As interpreted in Vermont regulations, child find includes, among other activities, notifying the public of the availability of special education services for children with disabilities aged 3-21. Similar provisions address child find for students aged birth-3. See Rule 2360.3 and Rule 2360.5.2 of the Vermont State Board of Education Manual of Rules and Practices.
2. The provisions of §300.503 require written notice to a parent of a student with a disability within a reasonable period of time before the school district proposes to initiate or change the identification (eligibility), evaluation or educational placement of the student or the provision of a free, appropriate, public education to the student, or whenever it refuses to do the same. The content of the required notice is very detailed. See Rule 2365.1.1 of the Vermont State Board of Education Manual of Rules and Practices.
3. §300.504 requires notice of “procedural safeguards” whenever a child is initially referred for a special education evaluation, whenever an Individual Education Plan meeting is called, whenever a reevaluation is sought, and whenever a due process complaint has been filed.

Annual Student Performance Results

- 16 V.S.A. §165(a)(2) requires that each school report to its community, in a format selected by the school board, the following:
1. progress of students generally toward meeting academic standards,
 2. progress toward meeting the goals of the continuous improvement plan developed for that year,
 3. contextual information about student performance,
 4. availability of career counseling and technical center program information,
 5. information on district students with respect to student attendance, discipline, drop-out and graduation rates for secondary schools, and
 6. data allowing comparison with other schools on cost-effectiveness.

Financial and Other Information

16 V.S.A. §563(10) and (11) require annual reporting to voters on various financial and other matters. More specifically, subsection (10) requires a report on the conditions and needs of the district school system including the following to be provided at least 10 days before the school district’s annual meeting:

1. Superintendent’s report,
2. Supervisory union treasurer’s report,
3. School district treasurer’s annual report for the previous school year,
4. Balance of any reserve funds.

16 V.S.A. §563, Subsection (11) requires the distribution, at least 10 days in advance of the budget vote, of a proposed budget for the upcoming year that includes:

1. all revenues from all sources and expenses, including as separate items any supervisory union assessment,
2. any amount of deficit for the most recently closed fiscal year and how it was or will be remedied,
3. anticipated homestead tax rate and the percentage of household income used to determine the income sensitivity in

- the district, broken down to include rates attributable to supervisory union assessments,
- 4. the definition of “education spending,” the number of pupils and equalized pupils, and the amount of spending per equalized pupil in the preceding three years, and
- 5. if a union school district, the amount of the assessment to the member districts and the amount of the assessments per equalized pupil in the preceding three years.

B. Information to be Included in the Student Handbook or Otherwise Provided to Parents

These are the listed in order from the requirements that are most clearly set forth in statute to those that might be advisable to include in some form of notice to parents or students. State items are listed first. Federal items are listed second:

State Items

1. *Harassment, Hazing and Bullying* -

On May 29, 2015, Secretary Holcombe issued a revised Harassment, Hazing and Bullying Prevention Model Policy and reminds school boards of their obligation to develop and adopt harassment, hazing and bullying prevention policies. The Secretary emphasizes the school board’s duty under 16 V.S.A. §§§ 570a, 570b and 570c to *annually* designate two or more people to receive reports of harassment, hazing and bullying at each school. The names and contact information of the designated employees, for receiving an HHB incident report, should be included in the school’s handbook to parents and students.

16 V.S.A. §570 requires school boards to develop and adopt harassment, hazing and bullying prevention policies that shall be *at least as stringent* as the model policies developed by the Secretary.

16 V.S.A. §570(c) requires school boards annually, prior to the commencement of curricular and co-curricular activities, to provide to students and their parents or guardians notice of the harassment, hazing and bullying policies and procedures. The notice to students should be age appropriate and should include examples. The notice must “appear in any publication of the school district that sets forth the comprehensive rules, procedures and standards of conduct for the school.”

Here is a link to Secretary Holcombe’s Memorandum on the new Harassment, Hazing and Bullying Prevention Model Policy, as well as a copy of the new HHB Policy:

<http://education.vermont.gov/documents/edu-memo-holcombe-regarding-hhb-model-policies-2015.pdf>

- 2. *School Comprehensive Plan for Responding to Student Misbehavior* - 16 V.S.A. §1161a(a) requires schools to adopt a comprehensive discipline plan. Among the requirements is that the plan must include “procedures for informing parents of the school’s discipline policies, for notifying parents of student misconduct, and for working with parents to improve student behavior.” 16 V.S.A. §1161a(a)(3).
- 3. *Technical Center Offerings* - 16 V.S.A. §1541a(b) provides that high schools are to give technical centers the names and addresses of students and their parents so that they may be contacted and notified of technical center offerings.
- 4. *Wellness Programs* - 16 V.S.A. §216 requires the Secretary of Education to prepare and update a list of school and community programs which have the potential to improve childhood wellness and the list is to be made available to all school districts and community organizations that request it. Here is a link to current information about wellness information on the Agency’s website:

<http://education.vermont.gov/health-education/linking-health-and-learning>

5. *Periodic Release Time Courses* - 16 V.S.A. §1053 requires schools, at the request of a religious group, to publish “periodic release time religious education courses” to be “included in public school catalogs and listings of course offerings.” It is not clear whether such a provision would be constitutional under current First Amendment analysis.
6. *Periodic hearing and vision screening* - 16 V.S.A. §1422 requires schools to test the hearing and vision of students pursuant to research-based guidelines, which can be found at this link:

http://education.vermont.gov/documents/school_health_screening.pdf

16 V.S.A. §1421 required the state to provide equipment to public schools to test the sight and hearing of students; this is no longer required as the statute has been repealed.

7. *School Choice* - Under 16 V.S.A. §563(28), school boards must annually inform students and their parents or guardians of their options for school choice under applicable laws or policy. This includes the required notice under 16 V.S.A. §822a(c) regarding statewide public high school choice: “on or before February 1 each year, the board of a high school district shall define and announce its capacity to accept students under this section.” For further details on capacity guidelines, please see “Attachment A” to this memorandum. Separately, there are several other ways for families to exercise school choice.

The following link provides more details about other school choice laws:

<http://education.vermont.gov/documents/EDU-School Choice Other Options.pdf>

8. *Concussions and other head injuries* -
 - Under 16 V.S.A. §1431 the principal or headmaster of each public and approved independent school shall ensure that statewide concussion and other head injury guidelines are provided annually to each youth athlete and the athlete’s parents or guardians;
 - Each youth athlete and a parent or guardian shall annually sign a form acknowledging receipt of the concussion and the other head injury guidelines; and
 - There are training requirements for all coaches and referees of a contest on how to recognize the symptoms of a concussion or other head injury.Please familiarize yourself with these requirements under 16 V.S.A. §1431(c) and more details regarding the required notice described above.

For further details on the concussion guidelines, please use this link:

<http://education.vermont.gov/documents/EDU-Act 58 Concussion Guidelines.pdf>

9. *Seclusion and Restraint* - State Board Rule 4500 defines the appropriate use of seclusion and restraint. Rule 4500 also sets forth the reporting requirements that flow from any use of seclusion or restraint in school (e.g. - teacher to administrator, administrator to superintendent, and school to parent/guardian of affected student).

Here is a link to s “Q & A” about Rule 4500:

<http://education.vermont.gov/documents/EDU-Questions and Answers on Rule 4500.pdf>

10. *Flexible Pathways* - Act 77 of 2013 expanded the availability of “flexible pathways” for students. Some features include

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

<http://education.vermont.gov/flexible-pathways>

Federal Items

1. *FERPA Policies* - 34 C.F.R. Part 99(the federal regulations promulgated pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g *et seq.*) require an annual notification to parents of their rights under the Act. Such notice must include that parents have the right to:
 - a. Inspect and review their children’s records
 - b. Seek amendment of the record if it is inaccurate or misleading,
 - c. Consent to disclosure of personally identifiable student information except as provided in 34 C.F.R. §99.31, and
 - d. If they believe the Act has been violated, file a complaint with the Family Policy Compliance Office of the United States Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

In addition, the annual notice must include:

- a. The procedure for exercising the right to inspect and review education records,
- b. The procedure for requesting amendment of the records, and
- c. The criteria the school uses for the disclosing student records to persons within the school who have legitimate educational interests in reviewing the records.

Finally, if the school does disclose “directory information” (e.g. names and addresses of students, date of birth, field of study, academic or other honors attained, participation on sports teams, etc.), and most schools do in some form or another, the school must notify parents of:

- a. The types of directory information that will be released,
 - b. The right to refuse to let the school release particular or all directory information on their own children, and
 - c. The period of time within which the parent has to notify the school that he or she does not wish to have the school designate some or all of the information about the parent’s child designation as directory information.
2. *Protection of Pupil Rights Act* - The Protection of Pupil Rights Act, 20 U.S.C. §1232h (hereinafter “PPRA”), requires parental notification in a number of respects:
 - a. 20 U.S.C. §1232h(C)(2)(A)(i) requires local education agencies to notify parents annually, at the beginning of the school year and within a reasonable time after any amendment thereof, of the adoption or continued use of PPRA policies. These local policies must include the following:
 - i. The rights of parents to inspect surveys created by a “third party” (meaning not federally funded) before it is administered,
 - ii. Procedures for such inspection of surveys,
 - iii. Arrangements to protect student privacy with respect to surveys on sensitive matters,
 - iv. The right to inspect any instructional materials used as part of the educational curriculum,
 - v. Procedures for inspecting the instructional materials,
 - vi. The administration of any physical examinations or screenings,

- vii. The collection of disclosure of student information for marketing purposes,
 - viii. The right of a parent to inspect any instrument used in the collection of personal information for marketing purposes before such information is collected or disclosed, and
 - ix. Procedures for obtaining access to such instruments in a timely fashion.
-
- b. 20 U.S.C. §1232h(C)(2)(A)(ii) requires an annual notice to parents of the right to opt out of certain activities including collection of personal student information for marketing purposes, administration of certain surveys, and non-emergency invasive physical examinations or screenings.
 - c. 20 U.S.C. §1232h(C)(2)(B) provides that schools notify parents, at least annually at the beginning of the school year, of the specific or approximate date when any of the following will occur: collection of information for marketing purposes, administration of surveys containing sensitive questions, and any non-emergency, invasive physical examinations or screenings.
 - d. 20 U.S.C. §1232h(d) provides that schools must “give parents and students effective notice of their rights under this section [PPRA].”
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- 3. *Military/Postsecondary Recruiters* - 20 U.S.C. §7908(a)(2) requires schools to notify parents, presumably each year although the time period is not specified, that they may request that their child’s name, address and telephone listing not be released to military or postsecondary recruiters without prior written parental consent.
 - 4. *Section 504 Grievance Procedures* - 34 C.F.R. §§104.7 AND 104.8 require schools to notify parents and others that the school does not discriminate on the basis of handicap; the school’s notice shall identify the responsible employee designated to coordinate compliance with Section 504 and of the availability of a grievance procedure to address complaints regarding Section 504 of the Rehabilitation Act.

NOTICE OF THE REHABILITATION / ACT OF 1973: SECTION 504

No otherwise qualified handicapped individual in the MMMUSD/MMUUSD shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the District. If any person believes that the MMMUSD/MMUUSD or its employees has inadequately applied the principles and or regulations of: (1) Title VII of the Civil Rights Act of 1963; or (2) Section 504 of the Rehabilitation Act of 1973, he or she may bring forward a complaint to a Designated Coordinators. The Designated Coordinators are as follows:

John R. Alberghini, Ed.D., Superintendent

Address: [211 Bridge Street, Richmond, VT 05477](#)

Phone: 802-434-2128

Email: john.alberghini@mmuusd.org

Rebecca Thibault, Director of Human Resources

Address: [211 Bridge Street, Richmond, VT 05477](#)

Phone: 802-434-2128

Email: rebecca.thibault@mmuusd.org

Mary Lundeen, Special Services Director

Address: [211 Bridge Street, Richmond, VT 05477](#)

Phone: 802-434-2128

Email: mary.lundeen@mmuusd.org

[Public Complaints Administrative Procedures](#)

[Notice of Non-Discrimination Administrative Procedures](#)

5. *Civil Rights Act Procedures* - 34 C.F.R. §100.6(d) requires “recipients” of federal funding to provide information to the “beneficiaries” regarding the nondiscrimination requirements of the Civil Rights Act as applied to the recipient’s operations.
6. *Title IX Grievance Procedures and Dissemination of Policy* - 34 C.F.R. §§106.9(b) and 106.9(a)(1) provide that recipients of federal funding publish their grievance procedures with respect to discrimination on the basis of sex and that each recipient “implement specific and continuing steps to notify....students and parents of elementary and secondary school students....that it does not discriminate on the basis of sex in the educational program or activity which it operates, and that it is required by Title IX....not to discriminate in such a manner.” The latter section requires publication of this notice in a variety of ways, including in bulletins, catalogs, or application forms.
7. *Notices to Parents Under the No Child Left Behind Act* - Local education agencies are required to notify parents in a variety of circumstances. Here are a few of the more significant ones:
 - 20 U.S.C. §6311(h)(2)(A)(i) requires local education agencies receiving Title I assistance to prepare and disseminate to all parents an annual “report card.” At minimum, it must contain the number and percentage of schools identified as needing improvement, for how long they have been so identified, and information on how students achieved on state assessments compared to students in the state as a whole. Please note, there should be no change in the reported scores from the 2013-2014 school year. The 2014-2015 scores will be collected, and we will report score to the districts; however, we won’t use them for any consequential purpose, including making new determinations under the NCLB. The U.S. Department of Education has granted Vermont a waiver to “stay in place” for the 2014-2015 reporting of state assessment test results, since we have used 2014-2015 as a transition year to implement the SBAC test instrument.
 - 20 U.S.C. §6316(b)(6) requires a local education agency “promptly” to notify parents of children in attendance that its school has been identified as a school in need of improvement with an explanation of what it means and what will happen as a result, as well as notifying parents of the option for public school choice (where available) and supplemental educational services.
 - 20 U.S.C. § 6311(h)(6) requires notice by a school district receiving Title I funds at the beginning of the school year to the parents of each student regarding the qualifications of the school’s teachers. The notice is to include the right of parents, upon request, to obtain information as to whether the child’s teacher has met state qualifications and licensing criteria, whether the teacher is teaching under a waiver or provisional license, and what the major of the teacher was in his or her baccalaureate degree. If the child receives services from a paraprofessional, the paraprofessional’s qualifications must also be furnished. And, the notice will also contain a statement as to whether the student will be taught by a teacher for four or more consecutive weeks who has not met the federal requirements for “highly qualified teacher.” Finally, this notice must also alert parents to their right to obtain information as to the level of achievement of their child in each of the state’s academic assessments;
 - 20 U.S.C. § 6312(g)(1) provides that parents of students who are of limited English proficiency must be notified not later than 30 days after the beginning of the school year that their child has been identified as in need of services. The statute contemplates a very specific and detailed listing of information to be provided in an understandable manner to the parents of the child; and
 - 20 U.S.C. § 6318(a)(2) requires each local education agency with Title I schools to “develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy.” Again, the required content of the policy is spelled out in great detail in the statute.
8. *Notices Under the Individuals with Disabilities Education Act* - The Federal special education law, 20 U.S.C. §§1400, *et seq.*, requires notice to parents in a variety of ways. However, the most prominent requirements are found in 34 C.F.R.

§§300.111, 300.503 AND 300.504.

- a. 34 C.F.R. §300.111 relates to “child find” activities. As interpreted in Vermont regulations, child find includes, among other activities, notifying the public of the availability of special education services for children with disabilities aged 3-21. Similar provisions address child find for students aged birth-3. *See* Rule 2360.3 and Rule 2360.5.2 of the Vermont State Board of Education Manual of Rules and Practices.
- b. The provisions of §300.503 require written notice to a parent of a student with a disability within a reasonable period of time before the school district proposes to initiate or change the identification (eligibility), evaluation or educational placement of the student or the provision of a free, appropriate, public education to the student or the provision of a free, appropriate, public education to the student, or whenever it refuses to do the same. The content of the notice is, again, very detailed. *See* Rule 2365.1.1 of the Vermont State Board of Education manual of Rules and Practices.
- c. The requirements of §300.504 involve the provision of a notice of “procedural safeguard” whenever a child is initially referred for a special education evaluation, whenever an Individual Education Plan meeting is called, whenever a reevaluation is sought, and whenever a due process complaint has been filed.

C. 2015 Legislative Session

The 2015 Legislative session adjourned on May 16, 2015. Here is a summary of various education bills that were passed by the Vermont Legislature and enacted into law:

H.361 (Act No. 46) An act relating to making amendments to education funding, education spending, and education governance

This legislation provides incentives and tools for districts to partner with others to improve student outcomes, operational efficiency, and governance reform with the goal of consolidation into larger, more efficient districts by 2020; as well as spending pressures designed to keep school spending down.

S.44 (Act No. 45) An act relating to creating flexibility in early college enrollment numbers and to creating the Vermont Universal Children’s Higher Education Savings Account Program

This bill provides flexibility in the early college enrollment cap of 18 students, which is in effect through fiscal year 2017, by permitting one of the three state colleges, or any two of them, to exceed the cap, provided that the total early college enrollment among the three schools does not exceed 54 students. It also creates a universal higher education savings program for Vermont students.

H.490 (Act No. 58) An act relating to making appropriations for the support of government

Also known as the Budget Bill, this several hundred page bill includes all appropriations made for operating State government, and also often includes studies and other work or statutory changes.

The bill included language regarding the Dual Enrollment program funding. This program, established in 2013 by the Legislature, entitles all publicly funded high school junior and seniors in Vermont to two free college courses. The change made this legislative session ensures the bill for the tuition will not go to the districts, but will be paid directly from the state Education Fund.

H.480 (Act No. 48) An act relating to making miscellaneous technical and other amendments to education laws.

Largely technical corrections, this bill also includes language that will allow schools to count their prekindergarten students towards federal E-rate reimbursement; aligning language regarding multi-tiered systems of support to improve outcomes for all students; and creates an Extended Learning Opportunities fund.

S.9 (Act No. 60) An Act relating to improving Vermont’s system for protecting children from abuse and neglect

This bill firms up statutory language regarding mandatory reporting and responsibilities for reporting abuse. It modifies 33 V.S.A. §4913, the mandatory reporting statute, in several ways. The effect of changes on school districts will be provided in a

separate communication

H.489 (Act No. 57) An act relating to revenue

The revenue bill for the entire State also updates our Educator Licensure Fees and moves licensure for clinical Speech-Language Pathologists and Audiologists to the Office for the Professional Regulation. In order to work within a school, SLPs would still need to carry a license through our office.

(Related bill: H.282 (Act No. 38) An act relating to professions and occupations regulated by the Office Professional Regulation)

H.98 (Act No. 23) An act relating to technical corrections

This bill made corrections to the definition of “educational records” in 1 V.S.A. §317 (Exemptions to Public Records Act) which removed the reference to “an educational institution or agency receiving state revenue.”

This bill also corrected statutory references to “education quality standards” in Title 16.

J.R.S. 9: “Joint resolution encouraging public high schools to explore recruiting and enrolling international students on F-1 student visas in order to promote tuition based income while also exposing F-1 students and our public school K-12 Vermont students to enriched cross cultural learning experiences.”

Appendix

[MMUUSD Student Behavior Policy](#)

[MMUUSD Student Behavior Guidelines--General](#)

[MMUUSD Firearms Policy](#)

[MMUUSD Student Behavior Guidelines--Firearms & Weapons](#)

[MMUUSD Prevention of Harassment, Hazing and Bullying of Students Policy](#)

[MMUUSD Prevention of Harassment, Hazing and Bullying of Students Guidelines](#)

[MMUUSD Information Technology Policy](#)

[MMUUSD Acceptable Use of Computers and Internet for Students](#)

[MMUUSD Bring Your Own Device \(BYOD\) Rules](#)

[MMUUSD Student Education Records Policy](#)

[MMUUSD Use of Restraint and Seclusion Policy](#)

[MMUUSD Protection of Pupil Rights Act \(PPRA\)](#)

Please note: All school policies are available online on our school website under the School Board section.

Richmond Elementary School and Mount Mansfield Unified Union does not discriminate on the basis of handicap.