



Salisbury
Community School

Family Handbook

A HANDBOOK FOR SCS STUDENTS AND FAMILIES

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ACSD Vision & Mission Statement

Vision

All students will reach their full academic potential and be prepared for success as engaged citizens.

Mission

Our mission is to provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy, responsibility, and international-mindedness.

Salisbury Community School Philosophy and Mission Statement

Salisbury Community School is a community of learners, both child and adult. Professionals, parents, children and community members working together can create an environment which promotes a positive self-image, a willingness to take risks, and an ability to communicate effectively --all essential ingredients for success in learning and life.

Working with our parent partners, the school will model and teach respect and empathy for individual differences, constructive problem solving, and community service and citizenship. As learners in this environment, students will develop confidence and curiosity, a solid foundation of knowledge and skills, critical and creative thinking abilities, and an enduring life-long joy in learning. As successful learners in this environment, students will be inspired to set goals and take risks, learn from mistakes, and persevere toward excellence and independence in learning.

The International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



School-Wide Agreements

Be safe

Be respectful of myself, others and our community

Be prepared to learn

International Baccalaureate (IB) Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers/Courageous - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced - We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

SALISBURY COMMUNITY SCHOOL FACULTY AND STAFF
2025-2026

Tracey Harrington	Principal
Casey Fitzgerald	Kindergarten teacher
Ann Rubright	G1 Teacher
Melissa Giroux	G2 Teacher
Jenn Larocque	G3 Teacher
Amy Clapp	G4 Teacher
Emmaleigh Sabol	G5 Teacher
Lili Foster	Academic Interventionist
Amy Pyfrom	Special Educator
Julie Berg	Special Educator
Sally Nadeau	Math Instructional Specialist
Eileen Gombosi	Art Teacher
Melissa O'Neill	School Librarian
Rodrigo Placencia	Spanish Teacher
Sarah Metcalf	Music Teacher
Sierra Thornton	Physical Education Teacher
Tammie Johnson	School Counselor
Haysal Jones	School Nurse
Brandi Corbett	PYP Coordinator
Donna Simpson	Administrative Assistant
Sandy Hayes	Instructional Assistant/Health Designee
Sue Quesnel	Instructional Assistant/ Health Designee
Jennifer Armstrong	Food Service Manager
Peter Maloy	Custodian

SCHOOL AND HOME COMPACT

The ACSD School and Home Compact is an agreement between home and school regarding the commitments to successful learning. This is necessary to fulfill our educational purpose and mission to provide each student with the knowledge and skills necessary to become an independent learner, a contributing member of the community, and a responsible citizen. Sharing responsibilities and becoming a Home-School Team can make the winning difference in student success.

The ACSD Title I Schools have a common School and Home Compact which highlights shared responsibilities among students, home, and school to enhance academic achievement.

Please share your thoughts, suggestions, questions, and/or ideas regarding this compact. It is hoped that this compact will be helpful for discussions between teachers and parents/guardians about how better student performance can be encouraged and achieved.

Student Commitment

ACSD students will:

- Do their best in class and complete all work on time.
- Respect themselves, their teachers, and others, and be a cooperative learner.
- Make sure that they clearly understand teacher directions and assignments.
- Keep parents and guardians informed about their progress in school.
- Be responsible in bringing all school communications home and back to school as needed.

Home Commitment

ACSD parents/guardians will:

- Send their children to school prepared to learn.
- Attend parent/teacher conferences in order to discuss the academic progress of their children and visit the school or call in order to keep lines of communication open.
- Follow the “chain of command” in expressing concerns (begin with the teacher).
- Provide a regular place, time, and support for their children in order for them to complete their homework responsibilities.
- Help support the school in various ways.

School commitment

ACSD staff will:

- Convene an annual meeting to inform parents/guardians of school’s participation under Title 1.
- Provide interactions with students that enhance the learning environment.
- Demonstrate knowledge of content and methods of teaching.
- Monitor and evaluate student progress/achievement and communicate that information with families on an ongoing basis.
- Exhibit creativity and vision toward the pursuit of goals for school improvement.
- Demonstrate continued professional development and commitment.
- Provide opportunities for parents/guardians to meet periodically with school staff to promote positive communication between school and community.

THE SCHOOL DAY

School Hours

Our student day begins at **7:45AM and ends at 2:45PM**. No student should arrive prior to 7:30 a.m.

7:30-7:45AM. Drop off in the morning occurs in the lower lot, in front of the Main Entrance. Cars enter around the perimeter of the parking lot and students are dropped off along the sidewalk in front of the school. Students arriving before 7:45 should go directly to the gym.

All students report to their classrooms starting at 7:45. Students riding the bus from Ripton will be arriving between 7:50 or 7:55, therefore we will have a "soft start" each morning. This will be a time when students can eat breakfast and settle in with a quiet activity. **Students arriving after 8:00 are considered tardy and should sign in at the office.** Chronic tardiness is detrimental to all students' learning. Please ensure students arrive on time to school.

2:45PM. Students are dismissed. Students riding buses are dismissed from the front of the school. Students in K-2 are dismissed to cars parked in the upper parking lot, along with their siblings. Students in grades 3-5 are dismissed to cars in the lower parking lot, following the same traffic pattern as the morning drop off.

Please turn your car off to reduce emissions and fuel consumption when waiting to pick up your child(ren).

Extended School Day Program. There is an extended school day option from 2:45 - 3:45 PM to help accommodate families' work and/or schedule challenges, and for students riding the late bus to Ripton. This extended day program will be open to all, however is limited to 20 students, and will prioritize those whose afternoon schedules make a 2:45 bus or pick up option difficult. Families will need to sign up in advance to participate.

After school plans: Students' plans for after school must be communicated with the school by the parent/guardian. Emails should be sent to Donna Simpson at dsimpson@acsdvt.org prior to 2:00PM. If there has not been a reply to the email, please call the school ((802) 352-4291) to verify the dismissal plans were received. Children will not be allowed to call home during the day to make plans. Please do not relay a verbal message through your children. If we've not heard from you by the time the bus is ready to depart, we'll proceed with the children's regular dismissal plan.

Parental supervision at dismissal and after school: If you are picking up your children after school and choose to stay so they can play on the playground, please move to the playground area (away from the driveway/front of the school) and actively supervise them. While students are learning that the school-wide agreements are important across contexts, they are more likely to internalize them if all adults embody them and encourage students' practice of them.

BREAKFAST AND LUNCH

Breakfasts and lunches are free to all students through federal and state allocation of funds. Salisbury participates in the National School Breakfast and Lunch programs and must follow the regulations, guidelines and requirements in order to receive funding. Adult lunches are \$5.00 and Adult breakfast: \$2.50.

The district asks families to fill out a Household Income Data Collection form each year. This helps us qualify for funds to assist with nutrition, and academic programming. This form is completely confidential. Application forms will be distributed at the beginning of the school year but may be obtained at any time throughout the year from the office.

If students choose to bring in breakfast or lunch, they are encouraged to bring healthy food from home. Suggestions for snacks include fresh fruit, muffins, crackers & cheese, carrots & celery. We do not allow soda or candy.

SCHOOL/HOME COMMUNICATIONS

We truly value hearing any questions and concerns. Direct and early communication helps to ensure that we all have accurate information and that we can provide a supportive learning environment for the children.

Questions/Concerns: If you have questions or concerns, it is important to communicate directly with the school as promptly as possible.

- Please direct any inquiries concerning classroom activities first to the appropriate teacher/s.
- Concerns about school-wide practice or school-related activities (for example, transportation or recess) should be directed first to the principal.

Please call or email to schedule a time to talk about your question or concern with the appropriate person. If your question or concern is not answered or resolved at the first level of inquiry, it is then appropriate to proceed to the next level. (See order of communication below.) If the established order of communication has not been followed, you will necessarily be directed back to the appropriate person.

Classroom question/concern → Teacher → Principal → Superintendent → School Board (if law or policy allows further action)

School-wide/related question/concern → Principal → Superintendent → School Board (if law or policy allows further action)

Weekly Newsletter: A newsletter about school events is emailed to each family weekly on Friday as well as posted to the school website, under Our School. Menus, calendars and other forms will be linked. Paper copies of newsletters and notifications may be sent home with students upon request by calling Donna at (802) 352-4291.

Classroom Communications: Each classroom connects regularly with families via email. Please contact your child(ren)'s classroom teacher if you are not receiving these or wish to receive them in a different format.

Social Media: The school will do its best to maintain an Instagram channel where photos about what students and teachers are doing in school is posted regularly. Follow us at @salisburycommunityschool

Website: Check our website for important documents and information. It will be updated regularly.

<https://salisbury.acsdvt.org/>

POSITIVE AND PRODUCTIVE LEARNING ENVIRONMENT

The goal of our School-wide Agreements is to create and maintain a physically and emotionally safe environment. We are teaching that behavior is both the individual's and the community's responsibility. We believe that behavior is a form of communication used to express basic needs, such as the need to belong. It is our responsibility as adults to help students identify accurately and clearly what it is they need and develop skills to communicate these needs appropriately and effectively. Most often a child's underlying need is reasonable, however, the behaviors aimed at meeting the need may not be productive, respectful, or safe. For example, a child who "acts out" may earn negative attention instead of satisfying their need to belong. Just as with academic skills, learning social skills requires clarity of expectations, direct instruction, interactive modeling, practice and time.

Logical Consequences

Time is a valued currency among students and teachers alike. When students have made a choice that results in time-in during recess, they have generally not fulfilled one or more school or classroom expectation and/or have not used their or

their classmates' time appropriately. Owing recess time serves as a logical consequence. A student is required to stay in a designated time-in room with supervision for the following reasons:

- to complete class work s/he has not done during class due to misbehavior/refusal. (If a student has worked diligently to complete classwork or homework, but has not been able to, there will be no consequence. Additional time within the day will be used for work completion, for example, before/after lunch.) Time in: until work is completed.
- as a consequence for behavior that has disrupted classroom focus or impinged upon other students' ability to focus and learn. (Ways to participate appropriately in different kinds of learning activities - whole class, cooperative groups, pairs, individual research, etc. - are taught and practiced at each grade level. Expectations for behavior relative to different types of activities are communicated clearly by the teacher.) Time in: 10 minutes/incident.
- as a consequence for hurtful language, aggressive physical behavior, or misuse of materials or property during any school related activity on or off school grounds. Time in: full recess (intensity or repetition of such behavior would result in suspension – see below).

If a student is required to stay in several times in close succession, we will contact parents and talk about the underlying function of the student's behavior and how to support them. Data regarding time-in is reviewed each week as part of the classroom Student Support Team meetings to identify and interpret patterns of behavior and consider how best to support the student. We try to ensure that, in the rare case a student has lost a full recess, students have an opportunity for a planned physical activity some other time during the day.

Processing and Planning

In the event a student is verbally or physically aggressive or repeatedly chooses not to follow rules, they will have an opportunity to regroup, become calm, and reflect on the incident. The student will formulate and practice a plan (sometimes written or scribed) for handling a similar situation in the future and for making restitution to the person/s targeted by aggressive behavior. The teacher or principal will call parents regarding the incident/s. We don't expect parents to impose home consequences, but encourage discussions with your child and practice alternative ways of resolving conflict/problems. We also ask that parents contact the teacher or principal at school the next day if there are questions regarding an incident.

Suspension

A student may receive in-school or out-of-school suspension for a designated period of time if s/he engages in behavior that:

- is determined to be bullying
- hurts another student physically
- uses verbal and/or physical aggression repeatedly to solve problems
- is physically aggressive toward an adult
- destroys or damages school property or is otherwise out of control

When a student behaves in these ways, a suspension is seen as a safety measure and an important part of a student's educational program. It is not an end step but a next step. Anytime a suspension occurs, parents, school staff and the student will become directly involved in a process to support the student gaining self control and developing skills so that their return to school/classroom will be safe and productive. If a child receives in-school or out-of-school suspension, they will not be allowed to participate in after school activities for the duration of the suspension.

Leaving School Grounds

With the safety of the students in mind, no student will be allowed to leave the school grounds at any time during the school day unless as part of a supervised school project/field trip. In the unlikely event that a student leaves without permission, the state police and the parents will be notified as soon as possible.

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).

Frequently Asked Questions about Rule 4500 are available online:

<http://education.vermont.gov/sites/aoe/files/documents/edu-rule-4500-questions-answers-rebranded.pdf>

Salisbury Bullying Prevention Plan

We will not bully others.

We will help anyone who is being bullied.

We will tell an adult at school and an adult at home when we think somebody is being bullied.

Each year students and staff participate in ongoing training/discussion about resolving conflict in safe and constructive ways and how to recognize and respond to bullying behavior as a target, bystander/observer or the recipient of a report.

Sometime during their school careers, students, even close friends, are likely to fight with each other; hear and say mean things; feel hurt, sad, mad, worried. It would be unusual if that weren't the case, since learning how to engage socially and maintain a healthy sense of self is a huge part of growing up. While adults and students alike need to be ever attentive and responsive to the possibility of bullying, we also need to take care not to characterize all negative and hurtful behavior between children as bullying – this can be counterproductive for the students directly involved and the overall school environment. Best practice also suggests that we not label students as “bullies” or “victims”, but instead describe behaviors.

The definition of bullying provided below serves as a helpful guide when various harsh behaviors are experienced, observed or reported. What is implied in the definition of bullying (see Procedure JFJB - Prevention of Hazing, Harassment, and Bullying), but not explicitly stated, is a noted power differential between the students involved. Examples include the following: a group of children ganging up on one child, an older student overpowering a younger student, a student who is deemed “popular”, “dissing” a student who is less empowered socially, a group of students tricking a new student, a student getting others to exclude another student. The power differential between students is an important criterion in determining if a behavior constitutes bullying or rather, rough play or fighting.

It goes without saying that any behaviors of concern should be reported by students, staff, and parents. All reports/inquiries will be taken seriously and addressed. Supporting all students in the development of responsible social behavior is complex work that requires all of us working together.

ACSD REPORTING SYSTEM

Progress Reports: The current ACSD reporting system references the Common Core State Standards - Mathematics and English Language Arts; the Next Generation Science Standards; the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, and state/national standards for music, art, and P.E. The reporting system has undergone review and revision to reflect state standards, ACSD curricula and IB goals with the implementation of the International Baccalaureate (IB) framework and units of study.

Reporting System Calendar - 2025-2026

Components	Purpose	When
Fall Conference	<ul style="list-style-type: none"> Set/share goals Report progress to date Review how the reporting system relates to standards, how proficiency is determined; what behavior checklist entails. 	For all students K-5 10/6-11/7: conference window 10/24: conference day (no school)
Mid-Year Report	<ul style="list-style-type: none"> To provide parents with information about their child's <i>current</i> performance relative to grade level standards and behavior checklist. 	Reports sent home 1/30/26
Spring Conference - K-1 - parent conferences Grades 2-6 – student-led parent conferences	<ul style="list-style-type: none"> To report progress over year relative to standards and behavior checklist. Collection of work samples/portfolios to be shared. 	For all students K-5 3/2 -3/27: conference window 3/20: conference day (no school)
End-of-Year Report	<ul style="list-style-type: none"> To provide parents with information about their child's performance relative to end-of-year grade level standards and the behavior checklist. 	Reports sent home at least 3 days before the last day of school <i>with students</i> in backpacks

Parents and teachers may request additional conferences for a student at any time. The classroom Educational Support Team (see pp. 16-17), in concert with parents, may establish a plan for additional home/school communication to support a child's success in school.

EDUCATIONAL SUPPORT

In compliance with state law, Acts 230, 157 and 117, Salisbury Community School has a goal that all students will succeed in the general education classroom. The school is committed to provide a comprehensive system of education services, including an Educational Support System for all students.

Salisbury Community School offers a range of support and remedial services for students, including the following:

- ACSD services:
 - Essential Early Education (EEE) for children with disabilities and children at risk, ages 3-5
 - annual preschool screening for children, ages 3-4
 - evaluation team
 - literacy specialist
 - speech and language pathologist
 - school psychologist

- behavior specialist
- occupational therapist
- physical therapist
- other specialists as needed
- School based services:
 - school nurse and health assistant
 - school counselor and school based clinician
 - math and literacy specialists
 - special education teacher

Educational Support Team (EST)

In addition to the above services, the school has an Educational Support Team (EST) for each classroom to assist teachers as they work with all students to identify strengths, needs, resources, and strategies to support resiliency, engagement and learning. The goal of the EST is to assist in the on-going process of ensuring each student's well-being and academic success.

The school's student support team meets regularly and consists of the principal, the learning specialist, academic interventionist and classroom teachers. Other staff who work with the student/s being discussed also participate. The team seeks input from parents and, when needed, from the specialists listed above. EST plans may be developed for some students and may include services and/or accommodations. These plans are developed and shared with parents. Any accommodations included in an EST plan are shared with staff members working with the students.

Parents' Guide to Title I Programs in Addison Central School District

What is Title I?

Title I is a federally funded program that provides financial assistance to states and school districts to meet the needs of educationally at risk students. Some Title I schools offer school wide programs available to all students, while some offer a targeted assistance program for eligible students. Both program types provide extra educational assistance beyond the regular classroom.

What is the purpose of Title I funding?

According to the US Department of Education, the purpose of Title I funding *"is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments."*

What do Title I programs offer?

Supports offered through Title I include

- small group instruction in or outside the classroom to supplement and support practices to increase classroom learning
- extra time for teaching students the skills they need
- a variety of teaching methods to reach academic goals
- additional teaching materials which supplement a student's regular instruction
- instructional goals targeted to your student's needs
- opportunities for professional development for school staff

How can I get involved?

You can influence the success of your child by becoming an active participant in your child's school.

Communicate: Stay informed and respond in a timely fashion to communications from your child's teacher and school and from Addison Central School District.

Be an example: Demonstrate the importance of education by reading, attending school events (like parent teacher conferences and open houses), and chatting with your child about school.

Volunteer: Volunteer at your child's school. Consider helping with extracurricular activities and field trips. Participate in and support parent involvement at school.

Provide Support: Help your child with class work, homework, and future education plans.

Get involved: Join parent committees (like your school's PTO) and district and school planning teams.

Collaborate with the community: Participate in parent activities with other families. Tap into local community resources (e.g., libraries, universities, community centers) to increase awareness of services and opportunities available to your child.

Celebrate your student's progress: Acknowledge your child's progress when new skills are learned and goals are met.

SCHOOL COUNSELING SERVICES

Counseling services are available at Salisbury Community School to help provide social, emotional, and behavioral support to students. The goal of these services is to help students contribute to and gain from a variety of learning opportunities within the school community.

A student may request counseling or may be referred by parents/guardians or teachers. These services are confidential and are provided as part of an overall team effort involving teachers and families as much as possible. If parents have not made the initial referral, a student may meet with the counselor up to three times before parents are notified and brought into the process.

Individual, small group, and classroom interventions are delivered with focus on support, prevention, and skill building. In addition to providing direct services for students and families, a counselor works in classrooms to present aspects of the health curriculum and support the students and teachers in the development of a safe and supportive learning environment, as well as participating on Special Education and the Student Support Teams. Consultation to both teachers and families is also available. Should the student's or family's needs extend beyond the scope or resources of the school, the counselor will provide information and referrals, and will remain available to continue as part of a larger team effort.

GENERAL INFORMATION A to Z:

Animals at School

Animals brought to school must neither pose a possible health risk to students (e.g., rabies, salmonella, poisoning, allergic reactions, etc.) nor be prohibited by the Vermont Department of Health. Proof of rabies vaccination must be submitted before any individual may bring a dog or cat to school. This applies to animals brought onto the playground after school. If you do bring a dog onto the grounds, please be sure to clean up any waste. If your children wish to bring a pet to school, please confirm plans with the teacher.

Attendance and Absences

If your child is going to be absent or tardy, please be sure to call the school (802-352-4291) or email Donna at dsimpson@acsdvt.org by 8:15 a.m., so we know this is a planned absence.

Vermont education law states that it is a parental obligation to make sure that children attend school the full number of days (175) for which school is in session. Excessive absences may result in the initiation of truancy proceedings.

See: [Policy C7 - Student Attendance/Truancy](#) [Addison County Truancy Protocol](#)

An absence is considered excusable when it is the result of:

- Personal illness;
- Appointments with health professionals that cannot be made outside of the regular school day;
- Observance of recognized religious holidays when the observance is required during a regular school day;
- Emergency family situations such as a death in the family;
- Planned absences for personal or educational purposes which have been approved.
- Absences due to suspension or expulsion

Tardiness: Students arriving late can disrupt or delay instruction for others and also put children in a stressful, catch-up position. Parents of children who have a pattern of tardiness will be contacted and a plan developed with them to establish home routines that will support arriving at school on time. If it is the case that the children are responsible for their frequent tardiness, a plan may include that they stay in for at least 10 minutes of a recess. Children are not held accountable for tardiness beyond their control. If you have a planned delay, such as a doctor's appointment, please let us know in advance.

Attendance at school ensures that students have access to instruction and the full opportunity to develop and maintain a sense of belonging and responsibility within the school community. Missed instruction and experiences with peers and adults cannot be “made up.” Ongoing absence due to illness may require documentation from a physician. Family trips that cannot be scheduled during the school vacations need to be communicated with the principal.

Parents need to send written notice (email or letter) to the principal regarding planned absences for up to 2 consecutive school days. For more than 2 days of planned absence due to personal or educational purposes, parents need to provide written notice to the Superintendent.

Cellphone and Telephone Use:

- Students may use the front desk telephone with adult permission to contact their family in some instances. We do not allow students to call to arrange after-school play dates or other social activities.
- Students may call home for school or after school materials or equipment they forgot, like musical instruments and sports equipment, however, it is discouraged. The school has shoes and outerwear for students to borrow if they forget theirs at home. Calling home regularly for forgotten items will be discouraged.

- Cell phone use is not permitted in school. If a cell phone is being used in school it will be held for the student in the office until dismissal. Parents will be notified.
- Area emergency: If there is an emergency, such as a hazardous material spill nearby, please do not call the school, as we will need to keep the lines open to communicate with emergency services. We will contact you as soon as the situation permits. Please listen to local radio stations and check the ACS D webpage for updates. The School Messenger/Communicate (automated call) system will be activated if appropriate and possible.

Communicating with Staff:

- During the day the front desk phone will ring 4 times before going to voicemail. If the message is time sensitive, please call back to make direct contact with someone in the main office.
- Teachers will let you know how and when it is best to contact them. Only in the case of an emergency will they be called away from their classes. Voicemail is available for each staff and faculty member. Do not call teachers at home.
- E-mail may be used to request and schedule phone conferences or meetings.
- Please do not use email to hold conversations about your child and/or other children. Email often increases the odds of miscommunication and raises significant issues relative to confidentiality and FERPA.

Confidentiality

While visiting the school or volunteering in the school, in order to protect children's privacy and dignity, there may be times when it would be helpful for you as a guest to proactively leave a room or an area if a child is under stress and working on a problem with a staff member. Please don't be offended if a staff member asks you to leave an area.

Sometimes volunteers acquire confidential information simply by being in the school and observing interactions. Please do not disclose child specific information to anyone outside of school - spouses, friends, neighbors, etc. It is easy to remember this if you think about how it would feel if community members shared confidential information about your child.

In a small school and community maintaining confidentiality may be harder than in a big, seemingly "anonymous" community. Maintaining confidentiality for each child is not a simple task. Please talk with Tracey if you feel unclear about issues of confidentiality (related Policy JO: Student Records).

Dress Code/ Dressing for the Weather

Everyday school clothing should be comfortable and functional.

Language and graphics on clothing should be appropriate for school: For example, no profanity, violent or vulgar images or language, or references to alcohol or other drugs.

Please send in an extra set of clothes for your children to keep in school. This is especially important for younger students, but students of all ages may occasionally need a change after a soggy soccer game or a lunchtime spill.

Children should wear shoes that are safe and do not limit physical activity indoors or outdoors. Sneakers are recommended for everyday wear. For physical education days, students are expected to bring clean "indoor" sneakers or keep a pair at school.

It is our practice that students go outside for recess unless the "feels like" temperature drops below 0 degrees Fahrenheit, if it is raining steadily, or there is thunder and lightning. Students should come to school appropriately dressed for rain or snow conditions. CLEARLY LABELED rain or snow boots, hats, mittens, and jackets are important. Let us know if we

can help with this. During the winter months, please send your children with an extra pair of labeled shoes so that they do not have to wear boots in school all day.

Emergency Contact Information

It is important for the school to have accurate emergency information about each child. Please keep the office informed of any change of address, e-mail or telephone. Names and phone numbers of contact people (other than parents) should also be provided in case an emergency occurs. Please be sure we know how to reach you easily and quickly in case of sickness or emergency. (See "School Health Services")

Field Trips

Planned field trips are an integral part of the educational program; all students will have access to them. Information about field trips will be sent home with students prior to scheduled trips. Students must have signed parental permission on file to go on field trips. For many of our trips we rely on staff and parent drivers. Drivers must have a valid driver's license and adequate insurance, and agree not to text or talk on a phone while driving. Students under 8 must have a booster seat to ride with teachers or parent drivers. Parent drivers are required to undergo a criminal record check including fingerprints. All individuals wishing to volunteer as a driver will complete an electronic volunteer application located on the [ACSD website](#) and complete a Volunteer Driver checklist form.

Homework

We have moved away from traditional thinking that rigorous schools require rigorous homework. Current research and international practice recommends that any homework assigned should be directly related to classroom instruction. We strongly recommend reading nightly at home --for pleasure and building background knowledge, including bedtime stories. We also encourage plenty of time for outdoor play, family dinners, and lots of sleep (9-10 hours).

Library

The library is located in the heart of the school and provides resources to support the curriculum as well as recreational reading. The library resources are made possible through school budget, grants and donations. All acquisitions (including those donated) are made following the Instructional Materials Policy. The library is open every day during school hours and is staffed by a school librarian Mrs. O'Neill. As an elementary school library, we provide materials to interest, stimulate, and challenge all levels of readers—ages 3 to 13—in grades K-5. Print resources are available to all staff, preschoolers, students and Salisbury families.

Teachers schedule weekly class visits to the library. During that time students will receive library instruction and have an opportunity to browse and borrow books. Annually, students will be introduced to books from two Vermont reading award lists: The Red Clover Award, intended for younger students, and the Golden Dome Award, designed to interest older students. Students may take out as many as 6 books at a time and there are no fines for overdue books. We do charge for damaged books and books that are not returned.

In addition to borrowing from our collection, parents and community members are encouraged to volunteer. Volunteer activities include shelving, processing new books and repairing older books. Other ways to support the library include direct donations, and donating clothing and household items to Neat Repeats. If you donate items to Neat Repeats, tell the volunteers at Neat Repeats that you are a supporter of Salisbury Community School Library, and a portion of sales will benefit the library.

Please feel free to contact Mel O'Neill at moneill@acsdvt.org with any questions.

Money & Personal Belongings

Students may bring money to school for school pictures and school sponsored fundraisers.

Fund-raising projects must be sanctioned and overseen by the principal or a designee. Sales through organizations should not sell directly to teachers or other students.

Students should not bring in personal possessions, such as toys, unless specifically requested by the teacher for a classroom activity. Buying, selling, swapping of possessions in school or on the bus are not permitted unless at an organized event.

Students are responsible for careful treatment of school materials. There may be replacement costs due to intentional negligence, damage or loss of materials.

Play-dates, Parties and Invitations

We ask that all out-of-school plans be made ahead of time and that any invitations, written or verbal, be sent from home, not initiated or delivered at the school.

We look to you for support and help in creating a safe and respectful environment at school. Out-of-school socializing (including electronic networking) has a significant impact on in-school social climate. We rely on you to keep inclusion in mind as you plan playdates and parties with and for your children. Please remind children they should keep any gifts for parties in their backpacks while on the bus or during school.

If a party puts several additional students on the bus, please contact the school to ensure there is space. Parent/guardian permission for a dismissal plan change is still required.

Recess

Students at Salisbury are fortunate to have at least a 30-minute recess each day. It is our experience and belief that the best place for recess is outdoors. Students' health, ability to focus on academics and capacity to cope socially are all enhanced by natural light, fresh air and exercise. Every student is expected to go outside unless a medical plan is in place or they are not feeling well. Students do sometimes engage in actions that result in loss of recess time.

If students communicate problems related to recess at school, please let us know. We will work with students to resolve all playground and peer to peer issues.

Safety Plans

Crisis Plan and Safety Drills: The school maintains a crisis plan in accordance with state guidelines. Regular safety drills are held as required by state law. The drills practiced are evacuation, clear-the-halls, and secure-the-building. Fire safety instruction is provided in the fall by the Salisbury Volunteer Fire Department.

School Cancellation, Delayed Openings and Early Closings

In the event of a school closure or delayed opening, each family will receive an automated phone and/or text message on each of the numbers listed with the school through the School Messenger/Communicate system. School closures, delayed openings and early closings will also be posted on the ACSD website and local radio and TV stations. There will be no breakfast program in the case of a delayed opening. In the rare event of an early closing, the School Messenger/Communicate system will be activated to inform parents of the closing. Students will be sent home or to those households you have designated as emergency backup. Every effort will be made to reach you to verify where your children should go.

School Pictures

Parents have the opportunity to purchase school photos of their child every fall.

Transportation

(See THE SCHOOL DAY section on p. 7 for explanation of drop off and pick up procedures in private vehicles)

Walking or Riding to school

If a student bicycles to school, the student must wear a helmet. Bicycles are to be left at the bike rack by the front entrance. Please send in a note giving your child permission to bike ride to and from school. If a student is observed riding unsafely, after one warning, they will not be allowed to bicycle to school for the rest of the season.

Students who walk, or ride their bikes should not arrive before 7:40 A.M. and should leave the grounds promptly at the end of the day. When school is not in session, we discourage students playing on school grounds without adult supervision.

Riding the Bus

Most of our students are transported to and from school by bus. It is important that you discuss safe and appropriate bus behavior with your children. Students are required to use seat belts. It is an expectation that an adult or older sibling meet the student in grades K-2 getting off the bus. If an adult is not present when the bus drop off occurs, the bus will not wait and will continue with its route. The bus driver will contact the school, and the school will alert the parents about the situation and find resolution. When students are in 3rd - 5th grades, they may get off the bus without an adult there to meet them. This will need to be verified by the parents/guardians.

There are times when some students (K-12) may engage in inappropriate behaviors and language. Bus drivers have been asked to be alert to this and report problems to the principals (Elementary, Middle School or High School administration). If you hear of any bus problems, student or driver related, please contact the principal immediately. The bus is an extension of the school day and we need to work to ensure a good beginning and closure to each day.

[ACSD Bus Behavior Protocol](#)

[C3 - Transportation Policy Bus Behavior Protocol](#)

Bus Pick up and Drop off

Please be patient, extra observant, and cautious in the school parking lot and driveway.

- Remember when the bus is displaying flashing red lights, you must not pass the bus. (This is true any time you see a school bus with flashing red lights.)
- Do not use the bus circle at any time. Park only in the marked parking spaces in the upper or lower lots.

Visiting the School

Visitors are welcome at school during the day. Please make arrangements in advance and check in at the office when you arrive. All visitors must wear a Guest name tag when in the building. Visiting during the school day is not an opportunity to talk with teachers about your child(ren). Please schedule a time so they may give you full attention without interfering with instruction, supervision, or the arrival and dismissal process.

Volunteering

We welcome volunteers to help out around school in a variety of ways, like helping in the library or lunch program, coaching sports, instructing arts and movement activities, maintaining the buildings and grounds, and driving/chaperoning for field trips. The school will ask for volunteers at different times in the year and for different purposes. Most of the roles for volunteers require that the volunteer be fingerprinted and have a criminal record check. All individuals wishing to volunteer will complete an electronic volunteer application located on the ACSD website.

SCHOOL HEALTH SERVICES

The health services are designed to assist children so that they are physically and emotionally ready for learning. Haysal Jones, the school nurse, is at SCS three days a week, and works in other schools in the district on the other days. She is generally available by phone in either building. On the days she is not at Salisbury, Suzie Quesnel and Sandy Hayes serve as the health assistants. They work directly under Nurse Jones' supervision and are required to keep CPR/First Aid certification current. Suzie and Sandy also meet frequently with the school nurse for medical updates and information. Please remember Sue and Sandy are not nurses and should not be asked for medical advice. For any consultation, they will need to refer you to Nurse Jones.

In order to provide the best care for all students, we ask that parents share information about their children, which will ensure that all their needs are met. Our goal is to have healthy children in school as much as possible and to keep absenteeism to a minimum.

Services include:

- *Providing care for acute illnesses and injuries
- *Coordinating the care of children with health related special needs
- *Coordinating and monitoring of medications given during school time (see guidelines below)
- *Monitoring and tracking communicable diseases within the school
- *Assisting families in finding appropriate medical and dental services
- *Inservice education for staff on health related topics
- *Health screenings (vision, hearing, blood pressure, height and weight)
- *Monitoring immunization status of students
- *Classroom preventative health education

Student Health forms:

At the beginning of every school year, student health forms are sent home. It is extremely important that this form be completed and returned to school as soon as possible. These forms are used to update your child's health records and to make sure your child is receiving the optimum health care while at school. It is very important to list all medications your child is taking, so in an emergency we are able to provide complete and accurate information to service providers, e.g., Emergency Medical Technicians.

Medication Procedures: ALL MEDICATIONS, PRESCRIPTIONS and OVER THE COUNTER (OTC), MUST BE DISPENSED and/or SUPERVISED BY THE SCHOOL NURSE or HER DESIGNEE.

Students sometimes need to take medications at school for various health-related reasons. In an effort to ensure these medications are administered safely, The following guidelines are in place.

Prescription Medication (ordered by a physician):

All prescription medications taken in school must have a written order from the physician with the name of the medication and times to be given. There are physician medication forms available at school and in most cases at your doctor's office.

- Medications are not to come in with the child. A parent or guardian needs to bring them in a container that is properly labeled by the physician or the pharmacist.
- A child with chronic illness who self-administers emergency medications at home may be allowed to do so at school under the supervision of the school nurse if it is deemed safe for the child and safe for other children. To do so, the student's parent or guardian must provide the school with written documentation from the student's physician stating the student has one or more life-threatening allergies or asthma or both, as well as the name of the emergency medication, its dosage and the times and circumstances under which the medication is to be taken; also affirming the student is capable of, and has been instructed by the physician in, the proper method of self administration. The age and maturity of the student and the nature of the medicine are criteria that will be

considered in such cases. (For example, questions we would ask include the following: Would overdose or missing a dose harm the child? Would the medicine endanger other children if they mistakenly took the medicine? Are there sharps involved? Is there a possibility of other students being exposed to blood?) In order for a child to self-administer, the parent, school nurse, and classroom teacher must meet first to create a formal plan which will be reviewed with the student and kept on file in the nurse's office. Self-administered prescription medications will be monitored on a daily basis by the school nurse or her designee.

Over the Counter Medications (OTC):

- If you wish your child to have an OTC medication while in school, please bring in the medication with a note explaining why, when, and how much is to be given. Please bring the OTC medication in the original container, not in baggies or envelopes.
- The school provides some OTC medications at school such as Tylenol, Benadryl, Antacids, and Ibuprofen. These medications can only be administered if the parent gives permission and signs the student emergency form. Any time your child receives an OTC medication from us, s/he will be given a health office note or you will receive a phone call. Please note that our philosophy regarding medications is to try non-medications first (rest, snack, fluids, gargling, etc.) If the symptoms do not subside, then OTC medication may be administered.
- Cough drops: If your child needs cough drops during the day, please send a dated note to that effect for that day. A blanket permission will not suffice.

Illness

Throughout the school day children may come to the health office with a variety of physical complaints. A brief assessment will be conducted to determine the validity and extent of the problem. Parents will be notified by phone or health office note of any complaint or problem that is deemed significant. If the child has a fever of 100 or greater, is vomiting, or is otherwise too ill to be in school, we will contact you or your emergency contact and ask you to pick up your child as soon as possible.

In an effort to keep the spread of contagious illnesses to a minimum, we ask that a child who has the following symptoms remain at home until symptoms subside:

- Temperature of 100 or higher (must be fever free without medication for at least 24 hours)
- Vomiting, or diarrhea (must be symptom free without medication for at least 24 hours)
- Persistent loose cough
- Unusual skin rashes
- Flu type symptoms (muscle aches, headache, sore throat)
- Red eyes with drainage

Also, if your child is prescribed antibiotics, s/he needs to stay home for 24 hours after taking the first dose.

Concussions

A concussion is a type of brain injury that temporarily changes the way the brain normally works. It is caused by a bump, blow or jolt to the head or may also occur from a fall or blow to the body that causes the head and brain to move rapidly back and forth. Even what may appear to be a mild bump to the head can be serious.

Whenever a student experiences a potential head injury:

- the student will be sent to the nurse or designee who will follow the ACSD concussion procedure, using the ACSD Signs and Symptoms Checklist
 - Nurse Jones, Sue or Sandy will notify the student's parent/guardian on the day of incident and share the results of the Signs and Symptoms Checklist
- Diagnosis of a concussion may only be done by the student's health care provider or emergency health care facility

When a student has been diagnosed with a concussion, s/he should follow the recommendations from their doctor/medical provider. When s/he returns to school, paperwork should be submitted from the doctor/medical provider that states the diagnosis and any treatment recommendations for school. Academic activities can significantly increase the symptoms of the concussion even after the symptoms have begun to resolve.

A student returning to school after a concussion, regardless of where the concussion happened, will need to check in with the nurse and continue to communicate with the nurse and teachers to monitor symptoms. The student should be encouraged to return to school, even if the day is shortened, when the student can tolerate cognitive activity or stimulation for approximately 30-45 minutes. The student needs to be cleared by a medical professional for any physical activity (i.e. recess, movement breaks) after a concussion.

First aid

Children are carefully supervised in the building, at PE, and on the playground, but accidents do happen. The care of these injuries is the responsibility of the child, the school nurse, and the health assistant. The children will be learning how to properly care for themselves under the guidance of the health assistant and/or the school nurse. Injuries will be assessed in the health office and parents notified by phone of any injury that is determined to be significant or requiring follow-up care. If immediate medical care is needed, 911 will be called, the school's safety protocols will be followed and the family will be notified.

Immunizations:

For the safety of all, the State of Vermont requires that all students entering school must meet and provide documentation of the following immunizations.

Incoming Kindergarten:

- 5 doses of DTP (Diphtheria, tetanus, and pertussis) vaccine
- 4 doses of polio vaccine
- 2 doses of MMR (measles, mumps, and rubella) vaccine
- 3 doses of hepatitis B vaccine
- 2 doses of chickenpox (varicella) vaccine. (If the student has previously had chickenpox disease no vaccine is needed. Parents must submit documentation or sign a Health Department Form.)

If your child has received all the required immunizations, please obtain a copy of their immunization record from the child's primary care provider's office and send it to the school nurse as soon as possible.

Exclusion: Students who are not in compliance with these regulations shall not be allowed to enter school until they are in compliance. Parents or guardians must receive written notification by mail or in person that their child is in noncompliance with these regulations.

Exemptions: 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. Exemption forms are available in the school's health office.

- **Philosophical exemptions will no longer be accepted.**
- Medical exemptions: Children with medical exemptions need to have a medical exemption form filled out and signed by the physician.

Students have been exempted may be excluded from school during the course of a disease outbreak.

Additional information about immunizations and required forms may be found at

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

Dietary Restrictions, Substitutions, and Modifications

Per USDA regulations, ACS D food service programs will provide substitutions or modifications in school meals for children whose disabilities restrict their diets when that need is supported by a statement signed by a licensed physician.

This physician's statement must identify:

- The child's disability;
- An explanation of why the disability restricts the child's diet;
- The major life activity substantially limited by the disability;
- And the food or foods to be omitted from the child's diet, and the food or choice of foods that must be substituted.

Definitions:

- An individual with a disability under Section 504 of the Rehabilitation Act of 1973, means any person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such as impairment.
- Major life activities include, but are not limited to; self-care, manual tasks, walking, seeing, speaking, sitting, thinking, learning, breathing, concentrating, interacting with others, working, reading, standing, lifting, bending etc.
- While substantial limitation is not defined in the federal regulations, a letter from the Office for Civil Rights (OCR), states that "this is a determination to be made by each local school district and depends on the nature and severity of the person's disabling condition".

Screenings

The school nurse does vision and hearing screenings for students in K-5 about once a year and for any child referred to the nurse by a parent, physician, or teacher. Screenings are a way to help identify physical conditions that may impede learning or affect their health. Screening results will be sent home in the case of a recommendation for follow up with a specialist. Screening results may be requested at any time.

Please contact the school nurse should you need financial assistance or help making an appointment for follow-up care for vision or hearing. The vision screening is not meant to replace a comprehensive eye examination, which should be performed every two years by an eye doctor.

Head Lice

Per the recommendation of the Academy of Pediatrics, the school does not do random head checks for lice. The Academy of Pediatrics has deemed head lice a nuisance and not a public health threat. We do recognize that head lice are uncomfortable for children and therefore the following procedures are in place to try to minimize the spread of head lice:

- Head lice information will be sent home to educate families about managing head lice issues.
- If a parent notifies the school that their child has head lice, the school can check that child upon request.
- If a child is demonstrating obvious signs of discomfort and itchy scalp, the parent will be contacted for permission to check the student for head lice.
- If the child has siblings in the school, the parent will be asked permission to check them as well.
- A notice that we have head lice in the school may be sent home to individual classes.

APPENDIX

ACSD BOARD POLICIES

It is the responsibility of the school board to determine the education policies of the School District. The policies of the School District are formulated under the authority granted by the statutes of the State of Vermont and under the regulations of the State Board of Education; they are intended to be interpreted within these parameters. The school board is required to give public notice of its intent to adopt a board policy, stating the substance of the proposed policy, at least ten days prior to its adoption. Policies and procedures can be found on the ACSD web site

<https://www.acsdvt.org/school-board/policies-procedures>.

Prevention of Harassment, Hazing and Bullying of Students

File Code: C10

Warned: January 6, 2017

Adopted: January 17, 2017

Statement of Policy

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

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity, or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

Procedure JFJB - Prevention of Hazing, Harassment, and Bullying (reporting and responding to claims):

<https://www.acsdvt.org/cms/lib/VT01918853/Centricity/Domain/4/ACSU%20Memo%20HHB.pdf>

According to the procedures accompanying this policy, the District shall address all complaints of harassment, hazing, and bullying and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy.

Nothing herein shall be construed to prohibit punishment of a student for conduct that otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct even though it does not rise to the level of harassment, bullying, or hazing as defined herein.

Implementation

The superintendent or their designee shall:

1. Adopt a procedure directing staff, parents, and guardians how to report violations of this policy and file complaints under this policy.
2. Annually, select two or more **designated employees to receive complaints** of hazing, bullying, and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school. The following employees of ACSD have been designated by Salisbury Community School to receive complaints of bullying and/or harassment pursuant to this policy:

Tracey Harrington and Tammie Johnson.

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

It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

Constitutionally Protected Speech

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

Definitions.

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

- A. "Bullying" means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - a. Is repeated over time;
 - b. Is intended to ridicule, humiliate, or intimidate the student; and
 - c. (i) occurs during the school day on school property, on a school bus, or at a School-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
(ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.
 - B. "Complaint" means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
 - C. "Complainant" means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment, or bullying, or a student who is the target of alleged hazing, harassment, or bullying.
 - D. "Designated employee" means an employee who has been designated by the school to receive complaints of hazing, harassment, and bullying pursuant to subdivision 16 V.S.A. 570a (a)(7).
- The designated employees for each school building are identified in Appendix A of this policy.

E. "Employee" includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.

F. "Equity Coordinator" is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District's Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.

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

Harassment includes conduct as defined above and may also constitute one or more of the following:

1. Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment.

A hostile environment exists where the harassing conduct is severe, persistent, or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

2. Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

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

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

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

"Student" means any person who:

- a. is registered in or in attendance at an educational institution;
- b. has been accepted for admission at the educational institution where the hazing incident occurs; or

- c. intends to attend an educational institution during any of its regular sessions after an official academic break.

I. “Notice” means a written complaint or oral information that hazing, harassment, or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

J. “Organization” means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

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

L. “Retaliation” is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

M. “School administrator” means a superintendent, principal, or their designee assistant principal or their designee and/or the District’s Equity Coordinator.

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

APPENDIX A

Designated Employees:

The following employees of the Addison Central Supervisory District have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: Dr. Wendy Baker

Title: Superintendent

Contact Information: 802-382-1274

Name: Dr. Sonya Oefelein

Title: Director of Equity, Inclusion and Restorative Practices

Contact Information: 802-382-1274

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:

(<http://education.vermont.gov/documents/best-practices-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).

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.

Supervision and Evaluation

In accordance with board policy, the principal is supervised and evaluated by the superintendent using an established procedure that is reviewed periodically. Formal evaluation is completed each year.

The principal is responsible for the supervision of all professional staff using the supervisory district's agreed upon supervision/evaluation procedure (available for review in the principal's office). The principal provides the superintendent with a general review of personnel performance evaluations. Because a teacher, as part of the Teachers' Association master contract with the board, may refer a grievance to the board for a formal hearing, it is essential that board members refrain from becoming involved in the supervision and evaluation of professional staff. The board's responsibility is to ensure that appropriate policy and procedure are in place and being followed.

Family Educational Rights and Privacy Act (FERPA)

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.

ACSD Policy C1: Education Records:

<https://www.acsdvt.org/cms/lib/VT01918853/Centricity/Domain/76/C1%20Education%20Records.pdf>

The following is brief summary of issues and commonly asked questions related to the confidentiality and maintenance of education records. The purpose FERPA is to set up requirements for the protection of privacy of parents and students, and for allowing access by parents to their child's education records. The law applies to all teachers, administrators, support staff, central office and school board members. The law governs the creation, maintenance, disclosure and destruction of educational records of all students.

As an eligible student or parent of a student enrolled in an ACSD school, you have certain rights concerning the education records, which the school maintains.

Education records are defined by law as any records that are directly related to a student and are maintained by the school. Examples include, but are not limited to the following: academic courses, grades, anecdotal reports, health records, parental correspondence, special education records, pictures, pupil progress reports, narratives, school activities, test results, discipline records, teacher correspondence, video tapes, etc.

Personally identifiable information is any information that identifies, or readily allows identification of, the student. The student's name is the most obvious example. A picture of the student, though unlabeled, would be personally identifiable information, as would the student's social security number.

Generally, under FERPA, rights of parents of students, include the following:

1. to have access to a list of the types and locations of student education records and the name of the school officials responsible for those records.
2. to inspect and review their child's education records within a reasonable time (no more than 45 days from the request), and for special education students, before an IEP meeting or hearing.
3. to have responses to reasonable requests for explanations and interpretations of education records.
4. to have a representative of the student or the parent inspect and review records.
5. to attain a copy of the educational records at no more than the school district's copying costs.
6. to expect that no destruction of records will occur by the school and its personnel if there is a request to inspect or review records.
7. to have access to a procedure for amendment of their child's educational records.
8. to not have information from their child's educational records disclosed without prior consent, except for the exceptions defined in policy.
9. to file a complaint with the U.S. Dept. of Ed. concerning alleged failure to comply with FERPA.
10. to have annual notification concerning directory information collected by the district.
11. to have access to procedure concerning destruction of education records.
12. to have a copy of the school's procedures concerning the school's policy and procedures regarding education records.

If you have questions about maintenance of student records, contact the Christina. If you believe the Act has been violated, file a complaint with the Family Policy Compliance Office of the United States Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202.

Social Media and FERPA: The following are guidelines for use of e-mail:

- Sensitive or confidential information about students must not be communicated via social media including email.
- Using social media to arrange for a meeting is acceptable, but it is critical not to identify either the student or sensitive information in the correspondence.
- Communicating about a student via social media should be recognized as an "educational record" as defined by FERPA. As such, a hard copy of all such correspondence will be retained and placed in the student's permanent record.
- Messages should never reference or name other children.

It is important that parents, as well as staff members, are mindful of these guidelines regarding e-mail

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.

ACSD Policy C8 - Pupil Privacy Rights:

<https://www.acsdvt.org/cms/lib/VT01918853/Centricity/Domain/76/C8%20Pupil%20Privacy%20Rights.pdf>

Notice of Non-Discrimination:

Applicants for admission and employment, students, parents, employees, sources of referral for applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the ACSD are hereby notified that this school does not discriminate on the basis of race, color, national origin, gender, sexual orientation, age, handicap or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Salisbury Community School compliance with the regulations implementing Title VI (discrimination on the basis of race, color or national origin), Title IX (discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (discrimination on the basis of handicap or disability) is directed to contact the principal, Salisbury Community School, 286 Kelly Cross Rd., Vermont, 05769 (phone 802-352-4291), who has been designated by the Salisbury Community School to coordinate the school's efforts to comply with nondiscrimination laws and regulations.

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 notice is, again, very detailed. *See* Rule 2365.1.1 of the Vermont State Board of Education Manual of Rules and Practices.
3. The requirements of §300.504 involve the provision of a 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.