



**Doty Memorial  
School  
Family Handbook  
2019-20**

**Mailing Address**

24 Calais Road


Worcester, VT 05682

802-223-5656 (P) 223-0216 (F)

[www.dotyschool.org](http://www.dotyschool.org)

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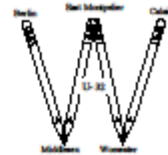
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## Washington Central Unified Union School District

*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
Fax (802) 229-2761

Debra Taylor, Ph.D.  
Interim Superintendent



August 2019

Dear Parents/Guardians,

On behalf of our Board of Education, it is my honor and privilege as Superintendent to welcome you back to school here in Washington Central Unified Union School District! Our recently unified district is home to over 1500 students and is comprised of five elementary schools (Pk-6) and one middle/high school (7-12).

As a school district we believe that it is important to set strategic goals to focus our actions for continuous improvement. In 2016 we developed an implementation plan dedicated to three goals: 1) implement clear learning targets aligned with proficiencies and standards; 2) use multiple assessment methods to ensure mastery; 3) provide high quality instruction and interventions. You may learn more about our five year strategic plan on the district website or by inquiring about it with our school staff and administration.

The first day of school for students will be on Monday, August 26, 2019. Our schools are excited to welcome you and your children to another tremendous school year! There are lots of outstanding things happening at our schools so be sure to check out our school websites and email concerning these exciting events. You can also check out my blog or follow us on social media- all of which are linked from our district webpages.

The most meaningful factor to help students be successful is the concern, participation, and contribution of their parents. To help your children meet their goals, we need your involvement - whether it be through attending parent-teacher conferences, volunteering in your child's school, or most importantly, reinforcing the importance of on-time school attendance, appropriate behavior and class participation, and completion of schoolwork.

We aim to build and strengthen a collaborative atmosphere that is dedicated to working in the best interest of our students. It takes more than our teachers, support staff, and administrators to accomplish this - we need you as a partner for our district to continue the work in reaching our shared goal of excellence for our students and community.

Washington Central UUSD staff continue to work tirelessly to make our schools a place where you child wants to come each and every day to challenge themselves academically and become contributing citizens in our communities. We all care deeply about the success of our children. We are lucky to have such a dedicated and caring staff whose focus and priorities are on building positive relationships with each and every student. I am honored to serve as your Superintendent of Schools and will also work tirelessly to make sure this strong spirit continues to thrive in our district!

On behalf of the Washington Central UUSD team, I wish you the best in the upcoming school year. Thank you for all that you do to support our schools. Please do not hesitate to reach out to me with any questions, comments, or concerns you may have throughout the year. My email is [dtaylor@u32.org](mailto:dtaylor@u32.org) and my office phone number is 229-0553.

Sincerely,  
Debra J. Taylor, Ph.D.  
Superintendent of Schools

## **Title I Assurances Notification for FY20**

Our school is a Title I eligible school. The purpose of Title I is to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close achievement gaps” \*

As a recipient of federal funds, we are required to adhere to some annual assurances, including notifying families about a few things each year.

First, parents of students in Title I schools have the right to request information regarding any State or local educational agency policy regarding student participation in any Federal, State, or locally required assessments.

Second, we are required to let parents know if a student has been assigned or been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification for the assignment.

Third, parents have the right to request information regarding the professional qualifications of their child’s classroom teacher, including State licensing criteria and college major. Also, if a student is being supported by a paraeducator, parents in Title I schools have the right to request information about the qualifications of the paraeducator.

We are also required to provide information and get input about how we use our Title I funds. During our open house this fall, parents will have the opportunity to meet the teachers who provide Title I services. Please plan to visit these teachers to learn more about the services they provide and to share your thoughts with us.

If you have any questions or concerns about these assurances, please contact the principal.

\*<https://education.vermont.gov/student-support/federal-programs/consolidated-federal-programs/title-1a>

**Contact Information****\*\*\*School Phone: 223-5656, then 3-digit extensions****Administration**

Gillian Fuqua	Principal	124	gfuqua@u32.org
Mona Lutz	Admin. Asst.	123	mlutz@u32.org

**Classrooms**

Michelle Brett	Learning Specialist (M-Th)	142	mbrett@u32.org
Mike Sutherby	PE (T/Th)	175	msutherby@u32.org
Michael Close	Music (M/Fri)	136	mclose@u32.org
Christine Hertz	Literacy	131	chertz@u32.org
Allison Fayle	3 <sup>rd</sup> / 4 <sup>th</sup> Grades	140	afayle@u32.org
Lisa Hanna	5 <sup>th</sup> / 6 <sup>th</sup> Grades	138	lhanna@u32.org
Erica Rose	Art (Wed)	136	erose@u32.org
Jennifer Frantz	1 <sup>st</sup> /2 <sup>nd</sup> Grade	129	jfrantz@u32.org
Ben Larrow	Kindergarten	128	blarrow@u32.org
Maureen McDermet	Guidance	135	mmcdermet@u32.org
Holly Newberry	Speech / Lang (W/Th)	141	hnewberry@u32.org
Sonya Rhodes	Math Specialist/SPED	137	srhodes@u32.org
Christina Strobridge	PreK Teacher	126	cstrobridge@u32.org
Alyson Mahony	Library (W/Th)	132	amahony@u32.org
Megan McLane	Occupational Therapist (Tu/F)	141	mmclane@u32.org
Maria Melekos	School Nurse (Th/Fri)	125	mmelekos@u32.org

**Support Staff**

Julie McKinstry	Paraeducator/Math Teacher		jmckinstry@u32.org
Beth Stern	Paraeducator		bstern@u32.org
Jill Drury	Paraeducator		jdrury@u32.org
Neha Shukla Rhianna Weiss	Food Program Assistants	143	nshukla@u32.org rweiss@u32.org
Kim Sturgis	PreK Asst/ Paraeducator	126	ksturgis@u32.org
Joseph Pollard	Facilities Coordinator	127	jpollard@u32.org

**Afterschool Program**

Kim Bolduc	CC Coordinator		kbolduc@u32.org
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**WCUUSD Central Office Contact Information      229-0553, then 3-digit extensions**

Debra Taylor	Interim Superintendent	1309	dtaylor@u32.org
Lori Bibeau	Business Manager	1304	lbibeau@u32.org
Jennifer Miller-Arsenault	Director of Curriculum, Instruction & Assessment	1310	jmillerarsenault@u32.org
Kelly Bushey	Director of Special Services	1308	kbushey@u32.org
Carla Messier	Human Resources	1302	cmessier@u32.org
Michelle Ksepka	Data Manager/Transportation Coordinator	1312	mksepka@u32.org
Krista Metivier	Administrative Assistant	1307	kmetivier@u32.org

**WCUUSD Board of Directors**

Vera Frazier	Berlin – one-year term
George Gross	Berlin – two year term
Lindy Johnson	East Montpelier – two-year term
Flor Diaz Smith	East Montpelier – two year term
Jaiel Pulskamp	Worcester – one-year term
Jonas Eno-Van Fleet	Worcester – three-year term
Dorothy Naylor	Calais – one-year term
Scott Thompson Board Chair	Calais – three-year term
Marylynne Strachan	Middlesex – one-year term
Chris McVeigh	Middlesex – two-year term

**Board Meetings**

The WCUUSD School Board meets the 1<sup>st</sup> and 3<sup>rd</sup> Wednesday of each month at 6:30pm. The location of these meetings will rotate across the six schools of WCUUSD. Meeting agendas and minutes are posted on the district website at [www.wcsu32.org](http://www.wcsu32.org).



# STUDENT LEARNING OUTCOMES



WCSU exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

**Our students will  
meet or exceed rigorous  
standards for:**

## CORE KNOWLEDGE of essential academic subjects



Literacy



Math Content  
& Practices



Physical  
Education  
& Health



Global  
Citizenship



Artistic  
Expression



Financial  
Literacy



Scientific Inquiry &  
Content Knowledge

## TRANSFERABLE SKILLS AND BEHAVIORS

that prepare them for life-long  
learning and success



Creative  
& Practical  
Problem  
Solving



Independent &  
Collaborative  
Work



Informed,  
Integrated  
& Critical  
Thinking



Effective &  
Expressive  
Communication



Self-  
Awareness  
& Direction



Engaged  
Citizenship

Washington Central  
Supervisory Union

### **Doty Vision Statement**

At any point, a student will be able to say: "I value myself, my body, my spirit and my heritage. I have worked with my family, school and community to become who I am. I have learned much and I am still learning. I am resourceful. I can identify and solve problems. I can make responsible choices affecting myself and others. I can contribute to the world in a knowledgeable, sensitive, and effective way."

### **Doty Family School Compact**

*Adopted Fall 2013*

The Doty Memorial School staff and families of students attending Doty Memorial School agree that this compact outlines how the families, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve high standards.

#### **Doty Memorial School staff will:**

- Provide high quality curricula and instruction in a supportive and effective learning environment that enables children to meet the state's student academic achievement standards;
- Hold parent-teacher conferences during which this compact will be discussed as it relates to individual student achievement;
- Provide families with quarterly reports on their children's progress;
- Provide families with reasonable access to staff;
- Provide families with opportunities to volunteer and participate in their child's class and observe classroom activities.

#### **Doty Memorial School families will support our children's learning in the following ways:**

- Encourage our children to put a high priority on education and work with them on a daily basis to make the most of the educational opportunities the school provides;
- Be sure our children come to school each day prepared, rested, and ready to learn;
- Become familiar with our children's school activities and with academic programs;
- Attend scheduled conferences and request additional conferences as needed;
- Volunteer, when appropriate, in our schools;
- Participate, as appropriate, in decisions relating to our children's education;

#### **Doty Memorial School students will:**

- Be safe.
- Use kind and friendly behavior.
- Do your job.
- Do your best.
- You can do these.

## **School Information**

### **School Year Start/End Dates**

The first day of school is Monday, August 27. Please drop your child off by 8:40am in the gym. Teachers will arrive to pick-up their classes from the gym and escort them to their room at 8:55am to begin activities that allow a prompt start of teaching at 9:00am. Children arriving after 9am are considered tardy. *For Kindergartners, the first three days are half-days ONLY.*

### **Voicemail, Email**

Each staff member at Doty has a voice mail extension, as well as email. Both are listed on the contact page. To reach the front office, dial ext. 0, or [mlutz@u32.org](mailto:mlutz@u32.org). The website also has contact information. You may email a teacher directly through the contact page.

### **School Hours**

School officially begins at 9:00am and as such, teachers begin teaching at 9am. As noted above, we ask that every student arrive by 8:45am, but not earlier than 8:30am, so that they can successfully transition and be ready to learn at 9am. Any child arriving after that will be considered tardy, and *must* sign in at the front office. School ends at 3:35pm on Mon/Tues/Thurs/Fri and 3:00pm on Wednesdays.

The front office is open between the hours of 8:00am and 4:00pm.

### **Communication Guidelines**

Successful communication between home and school is one of the keys to a positive experience at Doty. Please note the following:

- If a family has a problem or concern, please first communicate directly with the teacher. This helps families and teachers develop a positive relationship to support the student.
- Feel free to contact your child's teacher via e-mail or phone message to set up a meeting about any behavioral, social or academic concerns.
- If at any time a family is upset about a situation at school, please remember to communicate respectfully, so all parties can work together in productive problem solving.

### **School Access and Visitation**

We care deeply about your children's safety. All exterior doors are locked during the school day. Please use the intercom at the main entrance in order to gain access to the building during school hours. Visitors are asked to sign-in and obtain a visitor's pass. Upon departure visitors are asked to sign-out and return their visitor's pass.

Family members are welcome to visit the school. Advance notice for visits during school hours is a courtesy and can assure your time spent at school is most productive. All visitors should check in with the office upon arrival and obtain a visitor's pass.

Student visitors who do not typically attend Doty Memorial School should have a legitimate educational reason for their visit. Please contact the Principal to discuss and schedule your educationally related visit. Students missing time at their own school to visit Doty is strongly discouraged.

## **General Information**

### **Volunteers**

Doty depends on the efforts of volunteers to be successful. Volunteers take on regular commitments in classrooms, like helping with reading one day a week, or occasional commitments like helping make costumes for a play, or helping with enrichment programs. Contact your classroom teacher for information about volunteer opportunities.

As part of our welcoming approach to all, those interested in being at the school or joining field trips without the responsibility of supervision of students, may be free to do so without filling out any paperwork or forms. These people are viewed as guests and wear a guest pass (as everyone else who is a guest to our building).

However, those interested in helping out the school or teachers in the supervision of students, and may be alone with students for any period of time, must complete a Volunteer Application Form and Consent for Release of Registry Information form before volunteering. In special instances when a volunteer will be alone with students, such as overnight activities, a volunteer must complete and pay for a background check.

### **School Materials**

Many school materials are provided for students with the understanding that they will take care of them. If a student loses or damages textbooks, library books, sports equipment, or other instructional materials, (s)he will be charged for replacement or repair. If a child consistently breaks pencils, erasers, compasses, etc., (s)he will no longer receive them from the school. A notice will be sent home should this occur.

### **Recess**

The healthiest place for students to have recess is outdoors. In addition, students' afternoon school participation is greatly helped by midday physical activity and fresh air. For these reasons, we go outdoors in most weather, as long as it is safe. For example, in the winter months, students will not go out when the temperature drops below 0° (with wind chill) or if the playground is too icy. Please dress your child appropriately (i.e. jackets, boots, hats, etc.). A note from a physician is required when a child needs to stay indoors for recess.

### **Information Requests**

Families have the right to request documentation of a teacher's or paraprofessional's qualifications. All teachers are required by law to meet the state HQT (Highly Qualified Teacher) requirements. The school will notify families if their child will be taught four or

more consecutive weeks by a teacher who is not HQT. Families also have the right to request information on their child's level of achievement in each of the state's academic assessments. We kindly ask you to please put all requests for documentation in writing and to give us a reasonable amount of time to respond to your request.

## **Doty Protocols**

### **Morning**

*Dropping off students:* Children should arrive at or before 8:45am, but not before 8:30am, and wait in the gym, where they are supervised starting at 8:30am. At 8:50am, teachers will pick-up students and escort them to classrooms. Classroom lessons begin promptly at 9:00am.

*Breakfast:* If your children would like breakfast, they should arrive at 8:30am. Please note that breakfast will be provided to the bus-riders upon arrival.

*Tardy students:* Should your child arrive after 9am, they will be marked tardy. Arriving on time is critical to student success. Chronic lateness impacts the tardy child's education and it disrupts the rest of the class. *When a student arrives late, they must sign in at the office.*

### **End-of-Day**

*Dismissal:* Every family is asked to complete the Important Student Information form for their children including the After-school Destination portion. This tells us where your child is going and how (for ex., bus or pick up), each day. If there is any change to that schedule, please send a note with the change or call/email the school by 2:00pm.

Students may play in the gym afterschool *only* if they have their family supervising them, as there is no staff supervision available at this time.

### **Attendance**

State Law requires that children attend school unless they have an excused absence due to their health or a family emergency. Children who are sick should remain at home until they are well enough to return. A child is required to be fever free, without medication, for 24 hours before returning to school.

It is the policy of Doty Memorial School to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. This includes the expectation that the student will be in the school by the designated start time. Students absent for more than 10 cumulative days in the school year are missing a great deal of instructional time. When students are absent (excused or unexcused) for a total of 10 school days, the student's families/guardians, the child's teacher, and the principal will meet to address the student's needs. When students are tardy to school or leave for early dismissal for a total of ten days (excused or unexcused) their families will also need to meet with the principal and the child's

teacher to address the student's needs.

Vermont law requires regular attendance at school by children between the ages of six and sixteen years

Vacations during school time are strongly discouraged and are considered unexcused. If students must attend a vacation during school, parents should communicate with the classroom teacher and Principal at least two weeks prior to the planned/unexcused absence. The teacher will make every reasonable effort to provide work for the child to complete during his or her time away. Please understand that some assignments will not be available in advance. Work that is incomplete, of poor quality or late will be marked as such and reflected on the child's progress report or report card. Students whose attendance is regularly impacted by a documented health issue should set up a meeting with the teacher and Principal early in the year to discuss a plan to address the student's learning needs

### Absences

Please call or email by 9:05am to notify us that your child will be absent. You may choose to leave a voice mail message at 223-5656 ext. 0, or email [mlutz@u32.org](mailto:mlutz@u32.org). If you know in advance that your child will be absent, please send a note to school. We will aim to contact you before 10am if we haven't heard from you and your child is not at school. Students who arrive after 1:00pm are considered absent.

### Early Dismissal

Children who need to leave school early for any reason (e.g., a doctor's appointment) should bring a note from their families/guardians to the office. The note should state who will pick up the child and at what time. Please try to make these appointments outside of school hours; many school activities are not easy to make up. Students must be signed out at the front office when leaving early. Excused early dismissals are reserved for matters of student health or family emergency. All other early dismissals are marked as unexcused.



### Cancellation of classes / late start / early dismissal

School closings, delayed starts and early dismissals are determined by the superintendent. Families are notified of closings, delays and early dismissals by way of our automated phone system.

If school is cancelled, all classes and all school activities, such as concerts/plays, sports events, etc, are also cancelled (or postponed).

If school is dismissed early, Community Connections remains open at Rumney 1hr from the dismissal time to allow families time to make arrangements (e.g., if classes are cancelled at 12pm, CC will be open until 1pm).

If school is delayed, PreK will be cancelled for the day along with PreK CC.

### Emergencies

**We will notify** families/guardians immediately should an emergency occur at school through our automated phone system as well.

## **Safety Threats and Crisis Situations**

### **Safety Threats**

Doty Memorial School is committed to maintaining a positive and safe learning environment for all. Staff has regular trainings in how to respond in a variety of situations. Students and staff practice both fire and clear the hall drills on a regular basis.

### **Crisis Situations**

For crisis situations ranging from the death in the community, to bomb threats, or weapons offenses, Doty follows the practices outlined in the Vermont School Crisis Guide. This includes specific contact information, procedures for action, and documentation.

### **Mandated Reporting**

According to 33 VSA § 4913, Doty staff members are “mandated reporters.” Any staff member who has reasonable cause to believe that any child has been abused or neglected shall report or cause a report to be made to Vermont Department of Children and Families within 24 hours.

### **Report Cards and Conferences**

Written progress reports are prepared by teachers in November and April. Report cards are sent home by the end of January and June.

### **Family Concerns**

Please do not let concerns build up. Addressing concerns early is almost always easier and more effective than letting them fester. Also, be sure that you communicate directly with the teacher. If this is not possible, please contact the principal. We need to work together for the benefit of your child and others. Good communication is a shared home and school responsibility.

### **After School Transportation**

Changes in afterschool transportation plans must be called into the school office as early in the school day as possible and *no later than 2:00pm*. Students cannot change their own transportation plans without written or verbal family/guardian permission received by the school office.

### **Parking**

We ask those families picking up children or visiting the school to park in the designated area next to the staff parking lot. Please do not block the travel lane in front of the school. Please respect the HANDICAP parking near the building. *Please do not leave the motor running in an unoccupied car.* This presents a great hazard to all who are walking in the parking lot.

## **Bus Information**

### **Student Transportation Procedure**

First Student, Inc. provides transportation for our students. Cluster pick-up and drop-off points may be assigned to minimize the amount of time students spend on the bus or to avoid dangerous roadways or stops. Call the school if you have questions about the bus schedule or route.

Please have your child at the bus stop 10 minutes prior to the scheduled pick up time depending on the weather. If the bus does not come to your child's stop, wait 10 minutes after the scheduled time before calling the school. Traffic or road conditions sometimes cause delays. Families are responsible for getting students to the bus stop on time and for supervising students until they board the bus. Pre-K and Kindergarten students will not be dropped off unless an authorized adult (18 years or older) is present to greet them. Pre-K and Kindergarten students will be returned to the school if there is no adult present at the afternoon bus stop, and families will be called to pick up the child(ren) at the school.

WCSU and First Student use an automated communication system to notify parents of significant bus delays. Should there be a delay of more than 15 minutes; families will receive notification at the primary phone number provided.

Changes in afterschool transportation must be called into the school office as early in the school day as possible (or no later than 2:00 P.M.). Students cannot change transportation plans unless written or verbal family/guardian permission has been received by the school office. Students are not allowed to call families to change transportation plans for last-minute playdates.

WCSU requires that students riding the bus **wear seat belts at all times**. Families are asked to reinforce and support the importance of students' use of seat belts and following all of the bus guidelines.

Pre-K students may ride the school bus. Pre-K students riding the bus must be comfortable getting on and off the bus themselves and buckling their own seatbelt. Pre-K families are responsible for providing transportation both ways if students are not able to ride the bus independently.

### **First Student, Inc. – Student Transportation Company**

1234 U.S. Route 2 Berlin, VT 05602  
Phone 229-4404 FAX 229-1817



### Expectations for School Bus Safety

Daily transportation is a privilege afforded to each WCSU student. It is the responsibility of every person riding the bus to follow the rules. Bus riders will behave in a way that supports the physical and emotional safety and well-being of all passengers. All busses are equipped with cameras that can be viewed only by the principal or designee.

Riders shall:

- wait for the bus at a safe distance away from the road;
- stay well away from the bus until it stops, line up and take your turn boarding the bus;
- stay seated, facing forward with seat belts fastened while the bus is in motion;
- leave your seat only when the bus comes to a full stop at your destination;
- use a gentle voice with respectful language and actions;
- follow all reasonable requests of the school bus driver;
- have parent permission on file (in the office) if changing your after school destination;
- follow the bus evacuation procedures during practice drills and emergencies;
- avoid physical conflicts;
- keep arms, legs, head and/or other objects out of the aisles and inside windows;
- respect property;
- not eat and drink on the bus.

### **Bus Discipline Procedures**

At Doty Memorial School we view the bus as an extension of the school. All bus discipline issues will be handled in accordance with the school-wide comprehensive discipline plan.

Bus transportation is a privilege, not a right. Please support your child to make sure she/he can be successful getting to and from school.

## Community Connections



## Community Connections

July 29, 2016

Dear Doty Families,

I am writing this letter to let you know of significant changes that will be happening with our after school program at Doty Memorial School this year.

After many years of offering after school care at Doty we will not be operating our program this year.

Instead, Doty students looking for care after school will be able to ride the bus to Rumney Memorial School in Middlesex and join our program there. The bus will leave Doty at 3:40 (3:05 on Wednesdays) and arrive at Rumney around 3:55 (3:20 on Wednesdays). Our program at Rumney will run until 5:30 each day.

This change is necessary because of two reasons:

First, we lost a substantial federal grant in June of 2015 that paid for a large portion of the costs to operate the after school program at Doty. The loss of this grant caused the Doty site to have a \$6,000.00 loss last year. Community Connections used funds from other programs to cover this loss. The site currently has no cash balance to start up operations this year and we cannot transfer any additional funds from our other sites.

Second, we have had very low attendance at Doty; especially on Mondays and Fridays when we often had only 1 or 2 students stay after school. Our numbers on Tuesdays and Thursdays were slightly better with an average of 3 - 6 students a day. Wednesdays have been the most well attended day with 6 - 10 students attending. Unfortunately, when we exceed 6 students, state regulations require us to have 2 staff on site which eliminates any potential to break even on those days as well.

I believe that we will be able to provide a better experience for students by combining these two programs at Rumney. We will be able to offer the students a greater variety of age appropriate activities. Students will be grouped with peers their own age and will have the opportunity to form new friendships.

In order to have your child participate you will sign up through Rumney Community Connections. We have included the sign up packet with this letter. Then you will let the Doty office know which days your child will be going to Rumney by using a bus note. A Community Connections staffer will meet the bus each day.

Although, we regret having to close the onsite program at Doty we are thankful that we were able to come up with a solution for families that need care after school. We hope that one of the benefits of this change is that the communities of Worcester and Middlesex will be brought a little closer by their children.

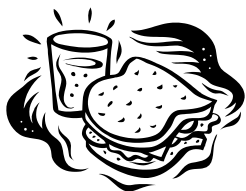
Please let me know if you have any questions, concerns, or comments at [arob@u32.org](mailto:arob@u32.org).

Best,

Alexander Rob  
Executive Director – Community Connections

PO BOX 155, Montpelier, VT 05601-0155 ~ (802) 223-3456  
[communityconnections@u32.org](mailto:communityconnections@u32.org) ~ [www.communityconnections.us](http://www.communityconnections.us)

## **School Meals**



Each class will have a midmorning snack. In order to help insure that your child has a clear head for learning, the staff and Board encourage you to provide healthful snacks, such as fruits, vegetables, cheese.

We serve breakfast and lunch at school. We urge everyone to give serious consideration to the merits of these meals. In many cases, it is extremely difficult to provide a comparable meal at the same price. As you review the menus with your children each week, encourage them to try new things.

Breakfast is served at the beginning of the morning (8:30am). Milk is available for purchase at 50 cents per container for snack and lunch. Adults are welcome to join us for any meal; a few days' notice would be appreciated.

<u>COSTS</u>	<u>Full Price</u>	<u>Reduced</u>
<u>Price</u>		
Breakfast	\$ 3.00*	No charge
Lunch (includes milk)	\$ 4.00*	No charge
Snack or Lunch Milk (without meal)	\$ .50	
	*Adult Lunch - \$5.50	
	*Adult Breakfast - \$4.00	

## **Applications for Free and Reduced Price Meals**

Applications were sent home to students. One application is used for both meals. If you have a Medicaid number or are receiving benefits through 3SquaresVT or Reach-Up assistance, you need only fill out your name and address and put the appropriate case number on the form. If you would like help with this paperwork, the office and food program director would be happy to help. All free and reduced price meal information is kept strictly confidential. If you would like another application, please call the office.

## **Electronics**



Electronic devices (cell phones, portable electronic games, MP3 players, etc.) are not permitted on school grounds. If students bring them to school, they are to be turned in to the office at the beginning of the day and will be returned as students leave at the end of the day. Doty does not condone any unsupervised Internet access.

## **Phone calls home**

Occasionally children will need to get in touch with families/guardians or a family/guardian may need to talk with a child. These communications should be limited to EMERGENCY situations; this does not including scheduling play dates for after school. Students must ask adult permission before placing calls with school phones. If permission is granted, those calls will be made from the front office during lunch.

### **Toys, Cards and Games**

Unfortunately, toys are easily lost or broken at school and we seek to avoid hurt feelings and misunderstandings among students. For this reason, toys from home are not allowed on school property unless a teacher has asked for something particular for a lesson. In particular, students should not bring collector cards or items to display or trade at school. ***NOTE:** The bus is an extension of the school; all school rules on electronics and toys apply to the bus ride to and from school each day. Please see page 14 for our bus behavior expectations.*

### **Appropriate Clothing**

In order to promote a climate of respect and a strong focus on learning, students are asked to observe the following guidelines as they dress for their school day:

1. Clothing should cover the entire front and back midriff areas during all activities including those where active movement is involved (PE, recess, etc.). Shoes are required at all times.
2. All clothing should conceal all undergarments during all school activities including PE and other times that include physical activity. Short shorts are not appropriate attire.
3. Clothing should be free of references to alcohol, tobacco, other drugs, violence, offensive behavior, speech or topics that might be offensive to others.
4. Students should avoid haltertops, strapless or single strap garments and spaghetti straps. Shirt straps must be the width of two adult fingers.
5. Students should avoid wearing shorts that are too short. Shorts should at least be at mid thigh length.
6. Students should be aware of seasonal weather and dress appropriately.
7. Students should be aware of the day during which art, PE and other classes or projects require particular shoes (i.e. sneakers for PE) and dress for the occasion. Please check with your child's teacher to see when they have PE class. Students should wear shoes with non-marking soles when using the gym.

### **Health Office Information**

Our certified school nurse is here every Thursday and Friday to provide a variety of health services to students and families. Responsibilities of the school nurse include:

- Delegating and monitoring medications taken at school
- Managing communicable diseases
- Conducting annual hearing and vision screening
- Assessing and planning for students with health related concerns which may affect learning
- Communicating with families regarding health related issues
- Providing families with health-related resources and referrals
- Promoting school-wide wellness through health education

### **Illnesses at School**

If a student has a fever without medication of 100 degrees or above or the teacher observes that the student feels too sick to participate in class, the nurse will send the

child home. We will first try to contact a parent, then the people listed as emergency contacts.

Please do not send children to school who have a fever or who seem ill. It is difficult for the child, disruptive to the class and contributes to the spread of viral illness throughout the school. It is expected that when students come to school they are well enough to participate in all school activities including gym and recess.

Please do not send cough drops to school with your student, as they are not allowed to eat cough drops at school.

### Student Illness

We will contact parents at home or at work if their child becomes too ill to stay at school. If a child appears ill before school, please keep him/her home that day. We understand how complicated juggling work and sick children can be, but the school is not the place for ill children. **Students need to be symptom-free (fever, vomiting, diarrhea, etc.) without medication for 24 hours before returning to school.** If your child will be out of school, please call the office (at ext. 0) and let us know, or leave a message.

### Immunization Requirements

VT law states that to enter school, children must meet the requirements below.

Immunization	Doses Required
Hepatitis B .....	3
Varicella (chicken pox) .....	2 (unless acquired disease)
Polio .....	4
Measles Mumps Rubella (MMR) .....	2
DTaP .....	4

The school must be provided with an immunization record from a school, health department, or physician showing that your child has received these vaccinations. Immunization exemptions for medical, religious or moral reasons may be obtained. Exemption forms are available at school and must be signed. Families sign for religious reasons. A physician's signature is needed for a medical exemption. The school nurse can provide you with protocols for immunization compliance.

### Health Screenings

The School Nurse conducts a yearly screening of all students' vision, hearing, height, weight and blood pressure. If any unusual information is noticed, families will be notified. If families wish for their child to not participate in this annual screening, they should notify the main office. A reminder notice will be sent prior to the screening.

### Seatbelts

Your child must be properly restrained in a car seat or seatbelt when they are dropped off or picked up from school (either by car or by bus). Here are guidelines:

- All children under the age of one, and all children weighing less than 20 pounds, regardless of age, shall be restrained in a rear-facing position, properly secured in a federally-approved child passenger restraining system, which shall not be installed in front of an active air bag;
- A child weighing more than 20 pounds, and who is one year of age or older and under the age of 8 years, shall be re-strained in a child passenger restraining system (This means convertible, combination and booster child safety seats);
- A child age 8 through 15 years old shall be restrained in a belt system seat or a child passenger restraining system.

### Medications

All medication must be dispensed by the health office. Students may not keep medication in their backpacks or desks. In order to administer any medication the school nurse must have:

- the medication in the original container;
- a written note from the family stating type of medicine, dates and time it is to be administered, dosage, and medical reason for the medication;
- a written doctor order for prescription medication. Both the school and the doctors have school permission forms.

Any medication should be brought in by parents/guardians. Do not send it with children on the bus. Please do not send in Tylenol or Advil. We supply these over-the-counter medications through the health office.

Non-FDA approved treatments may be administered at the discretion of the student's physician and the school nurse. Doty respects the individual values of each family; we must also follow state regulations regarding medication administration in public schools.

Medications which are ordered for three times a day should be given before school, after school, and before bedtime.

### Head Lice Prevention

The school will:

- Develop and publicize educational materials. Information can be accessed on school and supervisory union websites or distributed by hard copy to staff and families as needed.
- Encourage families to report incidences of lice among family members to the school nurse.
- Conduct student or staff head inspections at the discretion of the school nurse.

Management:

- Any staff member who suspects a student has head lice will report this to the school nurse or principal.
- When a nurse or designee initially finds a student with head lice and/or nits, the family will be contacted. The nurse or designee will verify if treatment was performed and/or discuss treatment options.

- The nurse may recommend that other members of the family receive inspections for head lice. The nurse will encourage families to notify any childcare providers and other close personal contacts when an active case of head lice has been identified.
- The nurse will exercise her discretion in carrying out head inspections of other students and staff associated with the identified student.
- The school nurse in consultation with the school administration reserves the right to additional steps should a family not be able to adequately treat head lice and the situation does not resolve itself in a reasonable amount of time. Additional steps may also be taken should the situation become a detriment to the student, i.e. there is prolonged exposure to chemicals or emotional/social distress is caused to the student.

When cases of lice are diagnosed, the school and classroom teachers will institute practices that can include, but are not limited to:

- Assigning individual hooks for student belongings where there are no individual lockers or cubbies.
- Having students store their hats inside their coat sleeves.
- Discouraging head to head contact between students as well as sharing of hats, combs, brushes, and hair ornaments.
- Removal of classroom pillows and stuffed animals. Upholstered furniture may need to be covered, cleaned, or removed.
- Discontinuing temporarily “dressup” activities and other activities that promote close person to person contact.

### **Educational Support Team (EST)**

#### **Core Team**

Principal  
Guidance Counselor  
Student’s Classroom Teacher  
Special Educator  
Nurse  
Student’s Family/Guardian

#### **Others who may attend if relevant**

Speech Language Pathologist  
Reading Specialist  
Occupational Therapist  
Others

### **What is MTSS (Multi-Tiered System of Support)?**

MTSS is a comprehensive, systemic approach to teaching and learning designed to meet the academic and non-academic needs and improve learning for all students through increasingly differentiated and intensified assessment, instruction and intervention provided by qualified professionals with appropriate expertise.

### **What is an EST?**

The purpose of an Educational Support Team (EST) is to ensure that all students experience high standards and opportunities for success, and has appropriate access to demanding content standards and excellent instruction. EST teams in the WCSU schools are one component of the Educational Support System (ESS). EST teams within WCSU serve two primary purposes:

- 1) They provide a solutions-oriented think tank where teachers and families brainstorm, plan, and collaborate, sharing knowledge and expertise across both social and academic arenas in order to ensure success for students; and
- 2) They assist in continuous improvement efforts by routinely analyzing data to identify and monitor trends in classroom instruction and student progress.

### **EST REFERRING STEPS**

1. Classroom teacher follows Pre EST Process Flow Chart (Families can request that their child be referred to EST)
2. If concerns persist, teacher and/or other staff member completes EST Referral Form in Infinite Campus.
3. Once complete, teacher and/or other staff member informs Elementary Principal that referral is complete.
4. Elementary Principal confirms completion and schedules an EST meeting.
5. EST meeting convenes.
6. EST uses the EST plan template to brainstorm strategies to support student and develop an EST plan.
7. EST plan will be housed in IC for school staff to access. A copy will be printed for family/guardian.
8. Follow-up meeting will be scheduled for no more than 12 weeks.
9. Teacher and any designated others implement plan and monitor progress.
10. Elementary Principal checks in with teachers implementing at the 4 week mark
11. EST review meeting help.
  - a. If plan is successful, monitor through school data teams
  - b. If plan is NOT successful, re-write EST plan for different intervention or continue intervention for specific time frame.

### **Referring Teacher**

- Contacts student's family and completes Guidelines for Gathering Parent Input
- Completes and submits EST Referral Form and attaches Parent Input and data
- File review
- Collects data: work samples, assessment results, current levels of performance
- Clearly defines and prioritizes the concerns for the EST
- Identifies focus question or problem for EST
- Advocates for students strengths and needs
- Advocates for what is do-able for teachers
- Implements EST plan
- Asks for support, if needed
- Continues to monitor progress and record data



## EST TERMINATION PROCESS

When should an EST be terminated?

A plan can be terminated if the team (including teacher and families) determine that the child is making progress without EST assistance and no longer needs EST support. A designated person from the EST core team will send a form letter home to families informing them of their student's EST status. A copy of the letter will be placed in their EST file. (Please see EST termination letter).

## Philosophy on Discipline

### **Washington Central Unified Union School District Comprehensive Discipline Plan**

#### **Introduction:**

WCUUSD exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities. Our schools' Student Discipline Plan has been created with this mission in mind. Learning how to be part of our school community is an integral part of achieving proficiency in our WCUUSD Student Learning Outcomes, particularly in the area of Transferable Skills. The Comprehensive Discipline Plan includes all students, is intended to teach expected behaviors, and help students learn the skills necessary to make a positive contribution to our school community.

#### **Training for Teachers and Staff:**

Training in the use and application of this Comprehensive Discipline Plan will be provided at the beginning of each school year to assure that all staff are aware of their responsibilities when encountering student misconduct. Training in Responsive Classroom strategies is offered annually and all professional staff must be trained in this approach within their first two years of employment in WCUUSD.

#### **Informing Parents and Students of the Comprehensive Discipline Plan:**

The Family Handbook includes a complete description of the Comprehensive Discipline Plan. One copy of the Family Handbook will be provided annually to each family, either at the beginning of the school year or upon enrollment. The plan is also available on our school website and in hard copy at the school office.

#### **Philosophy:**

We believe in a positive and safe environment where the values of belonging, respect, and trust are encouraged and practiced. Parents, students, school personnel, the school board, and community members are valued partners in fostering this environment. We believe that every person in the school community is responsible for his or her actions and the consequences for both positive and negative behaviors.

Given that the word, 'discipline' comes from the Latin word '*discere*' "to learn"; we believe that discipline is a process that all students can learn to use independently. The goal of school discipline is to support the development of essential internal values and controls that help learners succeed in all aspects of their lives.

**Positive Behavior Intervention and Supports (PBIS):**

The purpose of PBIS in our schools is to create a positive school climate by explicitly teaching, modeling and promoting school-wide behavioral expectations. In addition, by providing specific, actionable feedback along with the use of data, we are able to make decisions about resources and supports that will enhance student learning.

The PBIS Leadership Team supports this purpose by developing structures for teaching expected behaviors, creating student behavioral support systems, and applying data-based decision making to discipline, academics and social/emotional learning. Our Team promotes staff, family and community involvement at all levels of implementation.

**Responsive Classroom (RC):**

Responsive Classroom is a research-based approach to teaching that offers schools practical strategies for bringing social and academic learning together throughout the school day. The premise of RC is that continual teaching, modeling, and reinforcement of positive behavior will support children's positive behaviors, reduce discipline problems, and promote a climate of greater productivity, safety, and learning. The 7 principles of RC

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction,
- There is a set of social skills children need in order to be academically and socially successful: cooperation, assertion, responsibility, empathy, and self-control. Knowing the children we teach - individually, culturally, and developmentally – is as important as the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's educations.
- How the adults at school work together is as important as individual competence
- Lasting change begins with the adult community.

These principles are manifested through key teaching strategies including morning meeting, rules and logical consequences, guided discovery, academic choice, classroom organization, and family communication to develop true partnerships. The guidance program provides small group and classroom instruction to develop social skills for problem solving and conflict resolution. RC strategies reinforce these skills through their emphasis on students "using their words" and developing assertiveness rather than aggression to express feelings and needs.

**School-Wide Expectations:**

Here at Doty we are working on streamlining our expectations and developing a school-wide social contract that aligns with both the PBIS and Responsive Classroom models. This social contract and the expectations will work together to achieve the following two goals:

1. To ensure that all members of our community feel physically and emotionally safe in school so that they can learn at their best.
2. To ensure that all members of our community develop self-discipline and the skills they need to learn and work cooperatively with others.

### **Feedback System:**

It is widely accepted that it takes about seven to ten positive comments to achieve the same salience as (or, “outweigh”) one critical comment. Accordingly, PBiS includes specific procedures and strategies for making positive feedback frequent and highly visible. For us, this positive feedback system tracks meeting expectations for classroom and whole-school celebrations. All staff members are trained to highlight examples of meeting and exceeding behavioral expectations. Students work together to earn classroom celebrations as well as All School celebrations.

### **Targeted/Secondary Prevention Components of PBiS:**

Also called “Tier 2” supports, these program components are designed for students who need additional, somewhat individualized strategies to meet behavioral expectations, and are provided based on data around student need to ensure equity. Typically, 10-15% of students will require this level of support to be successful in meeting expectations. Often, Tier 2 supports appear to be amplified Tier 1 strategies like setting a daily goal for an individual student. Below is a sample of some Tier 2 supports:

<i>Support Name</i>	<i>Description</i>
Check-In/Check-Out (CICO)	Students are paired with a “point person” – a trusted adult other than their classroom teacher – with whom they set goals each morning and reflect on successes and challenges each afternoon.
Social Cognition Groups	Students work individually or in small groups with teachers trained in Social Cognition to support the development of skills needed to have positive and successful peer interactions.
Academic Supports – small group and individual tutoring with reading specialist, classroom teachers, and paraeducators	Students will continue to receive the academic supports they need to meet academic standards through general and special education programming. Individual and small group work on academics is considered a behavioral support in cases where academic struggles lead to problem behaviors.
Simple Behavior Plans	Simple, classroom teacher-managed behavior plans may be developed for students who need a little extra support, but for whom CICO is not a good fit. These will most typically be developed through the EST (Educational Support Team) process.

### **Restorative Practice (RP):**

Restorative Practice (RP) is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. Restorative Practices can be applied to a variety of settings including schools.

The basic tenets of Restorative Practices include:

- Restoration - the primary aim of Restorative Practice is to address and repair harm.
- Neutrality - restorative processes are fair and unbiased toward participants.
- Safety - processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.
- Accessibility - restorative processes are non-discriminatory and available to all those affected by conflict and harm.
- Respect - restorative processes are respectful of the dignity of all participants and those affected by the harm caused.

Restorative Practice is used with fidelity at U-32 and is a practice we are beginning to explore in greater depth at the elementary level as it aligns nicely with Responsive Classroom. In order to positively grow this practice, teachers are provided opportunities to receive this training annually.

### **Trauma Informed Practices-**

WCSU has been working to transform our system to include a “trauma-informed” approach. . So many of our students have issues around trauma (poverty, neglect, abuse, illness, family crisis, grief, disability, etc.) and it is important for us to reframe our thinking about trauma in education - describing developmental trauma as chronic, early exposure, often perpetrated by people in caretaking roles. The concept of trauma, in a broader sense, can be categorized in a number of ways: abuse (physical, sexual, emotional); neglect and deprivation; domestic violence in the home; and preoccupied parents (mental illness, substance abuse, internet addiction.) The positive note to remember is the brain is regenerative and resilience is something that can be developed when our approach with children is trauma-informed or trauma-transformed. We are learning that trauma can impact the way the brain functions and when children are impacted by trauma early in life or over long periods, this toxic stress can challenge the way children learn and relate to their world. When we look at the demographics of our student population, it is clear that the number of risk factors that our students are experiencing is greater than they have been in decades, and these numbers are only expected to rise. In response to this need, our staff is engaging in professional development to differentiate our approach to challenging behaviors to be more trauma-informed. This is similar to how we differentiate in math and literacy to be more responsive to our students’ academic needs, and requires a lot of work around reframing how we see challenging behaviors while responding to students’ social and emotional needs.

When challenging behaviors occur at school that interrupts the learning for individuals or peers, they need to be addressed in a way that stops the interruption from learning and repairs any damage. Our traditional model of pairing a problem behavior with a consequence can be really effective for many issues, however, it is more challenging when there is an underlying factor of toxic stress or trauma causing the behavior. Oftentimes, it can be unclear if a child has been impacted by trauma or chronic stress.

Part of the professional development we have been engaging in focuses on identifying the difference between *misbehavior* versus *stress behavior*.

### MISBEHAVIOR VERSUS STRESS BEHAVIOR

Misbehavior	Stress Behavior
Explainable by the youth...	Lack of reasonable explanation...
...In a reasonably linear fashion	...which is not linear and clear, and...
Once they are calmed down to baseline	The story often sounds implausible and abounds with self-protection in the form of...
In a way that generally makes sense	Circularity, time traveling, primitive defenses
The youth can usually state his/her motivation and has some awareness of <b><u>stressor</u></b>	The youth often cannot state clear motivation and often cannot identify accurate <b><u>stressor</u></b>
The behavior typically responds to traditional discipline: FBA, Incentives, Threats (often stated as if-then statements)	The youth is typically non-responsive to traditional discipline
Actions are motivated by fear, anger, desire, connection seeking	Actions and behaviors are motivated by survival

Adopting a trauma-informed approach does not mean we are throwing out traditional discipline. It means we are learning to be goal oriented and responsive in our practice. If the traditional response to a challenging behavior works, use it. You can tell it is working if the behavior is not repeated. For example, if a child runs down the hallway to be the first in line at lunch and is asked to walk back, and they follow the direction and do not repeat the behavior. However, what if this child is lacking food security and is running down the hall because he is hungry? Directing him to walk back will not address the underlying stressor and he will likely keep running down the hall.

Some key understandings for identifying and responding appropriately to misbehavior versus stress behavior:

- Traditional discipline was never designed for youth who are at-risk
- Punishment and the threat of punishment activates the ***stress response system***—the very system that likely causes the acting out
- Traditional discipline creates an “us versus them” feel and increases stress
- Traditional discipline focuses on the negative attributes of the child, again increasing stress and alienation
- Responsive, trauma-informed practices:
  - Focuses on the importance of co-regulation, connections, and calming strategies

- Focuses on intentional use of language, and what certain words mean to the youth exposed to trauma
- Tries to work with instead of in opposition to the youth
- Prioritizes the preservation of the relationship
- Examines deficits in skill and unmet needs, not lack of will or negative intention

### **Response to Behaviors:**

All WCUUSD schools classify problem behavior into three tiers or levels. In general, Level 1 behaviors will be addressed by the teacher or other supervising adult. Level 2 behaviors may be handled by an administrator and will result in a write up. Level 3 behaviors are dictated by school board policies. Please note that repeated incidents of Level 1 behaviors can, and often should, be treated as Level 2 incident.

### **Behavior and Consequence Rubric:**

Please use the following chart as a menu of possible outcomes. It is not meant to be an exhaustive listing of all the possible behaviors or consequences, nor should it be read as a prescriptive set of responses.

#### **Level One Behaviors: Primary Responsibility - Teacher or Supervising Adult**

<b>Student Behaviors</b>	<b>Teacher/Staff Response (calm voice, calm body)</b>	<b>Repair and Restore</b>
<ul style="list-style-type: none"> <li>● Off-task behaviors</li> <li>● Minor to moderate disruption in class, hallways, cafeteria, etc.</li> <li>● Inappropriate verbal and non-verbal interactions (minor)</li> <li>● Non-responsive to initial teacher/staff direction</li> <li>● Inattention to classroom work</li> <li>● Unprepared for class</li> <li>● Minor violation of school-wide behavior expectations</li> <li>● Improper use of school and/or others' property including minor property damage</li> <li>● Minor prohibited physical contact</li> </ul>	<ul style="list-style-type: none"> <li>● Reminder - direct, concise directions in as few words as possible: "Who can remind me how...What does it look like to...Can you show me..."</li> <li>● Redirection - non-verbal cues (i.e., eye contact, proximity, shoulders touch, etc.), supportive guidance back to task</li> <li>● Ignore behavior</li> <li>● Reflective/empathic listening</li> <li>● Modeling, problem-solving, practicing behaviors, offer limited choices</li> <li>● Access in-class self-regulation activity (by choice or teacher reminder)</li> </ul>	<ul style="list-style-type: none"> <li>● Access the option of in-class self-regulation break</li> <li>● Work accountability</li> <li>● Restitution/Apology of Action</li> </ul> <p><b>Logical Consequences for Inappropriate Actions</b></p> <ul style="list-style-type: none"> <li>● Related to the misbehavior</li> <li>● Respectful of the child</li> <li>● Reasonable response</li> <li>● Revealed ahead of time</li> </ul> <p><b>Potential Adult Next Steps</b></p> <ul style="list-style-type: none"> <li>● Parent notification and involvement by the teacher</li> <li>● Positive reinforcement for following school-wide expectations</li> </ul>

**Level Two Behaviors: Primary Responsibility - Teacher, Staff and Student  
Response Team (i.e., Behavior Support, Guidance, Other Teachers, Principal)**

<p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li>• Includes all Level 1 behaviors in which student's behavior remains <ul style="list-style-type: none"> <li>◦ Non-compliant</li> <li>◦ Uncooperative</li> <li>◦ Disruptive to their learning or other students' learning</li> </ul> </li> <li>• Threats against persons or property</li> <li>• Physically/verbally aggressive</li> <li>• Prohibited physical contact</li> <li>• Major violations of school-wide expectations</li> </ul>	<p><b>Teacher/Staff Response</b></p> <ul style="list-style-type: none"> <li>• Direct student to classroom self-regulation intervention</li> <li>• Set clear limits consistent with school-wide behavior expectations</li> <li>• Document behavior with Office Discipline Referral</li> </ul> <p><i>*If two attempts at self-regulation are unsuccessful a member of the Student Response Team will be called to help co-regulate the student's behavior</i></p> <p><i>*Office Discipline Referrals are filled out when the Student Response Team is called</i></p>	<p><b>Repair and Restore</b></p> <ul style="list-style-type: none"> <li>• Work accountability</li> <li>• Restorative Circles/Processing</li> </ul> <p><b>Logical Consequences for Inappropriate Actions</b></p> <ul style="list-style-type: none"> <li>• Related to the misbehavior</li> <li>• Respectful of the child</li> <li>• Reasonable response</li> <li>• When possible, revealed ahead of time</li> </ul> <p><b>Potential Adult Next Steps</b></p> <ul style="list-style-type: none"> <li>• Call response team for co-regulation support</li> <li>• Development of individual plan with student (proactive steps)</li> <li>• Develop informal behavior plan (check in, check out, scheduled in-class self-regulation breaks)</li> <li>• Parental notification and involvement</li> </ul>
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**Level Three Behaviors: Primary Responsibility - School Administration**

<p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li>• Includes all Level 1 and 2 behaviors in which the student remains non-compliant, uncooperative and/or disruptive to their learning responsibilities</li> <li>• Weapons possession, threat, or actual use</li> <li>• Possession or use of alcohol, tobacco, or other drugs</li> <li>• Harassment</li> <li>• Serious verbal aggression or threat</li> <li>• Serious damage to property</li> <li>• Serious physical altercations</li> <li>• Chronic violation of school</li> </ul>	<p><b>Teacher/Staff Response</b></p> <ul style="list-style-type: none"> <li>• Referral to Administrator</li> <li>• Seek help of EST and other school-wide supports</li> <li>• Participation in parent conferences and re-entry meetings</li> <li>• Provide work for in-school or out-of-school suspension</li> <li>• Provide documentation of student behaviors to Administration, Educational Support Team, Special Education, and/or others as needed</li> <li>• Participate in formulation of Functional Behavioral Assessment and Behavioral Intervention Plan</li> </ul>	<p><b>Repair and Restore</b></p> <ul style="list-style-type: none"> <li>• Due process hearing</li> <li>• Restorative Circles/Processing</li> </ul> <p><b>Logical Consequences for Inappropriate Actions</b></p> <ul style="list-style-type: none"> <li>• In-school suspension (ISS), suspension, or reassignment</li> <li>• Assignment of school improvement tasks or restitution</li> <li>• Consideration for placement in alternative program</li> </ul> <p><b>Potential Adult Next Steps</b></p> <ul style="list-style-type: none"> <li>• Parental notification and</li> </ul>
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or class rules <ul style="list-style-type: none"> <li>• Potential bullying</li> <li>• Leaving school grounds</li> <li>• Flagrant insolence</li> <li>• Unlawful activities</li> </ul>		involvement <ul style="list-style-type: none"> <li>• Referral for behavioral evaluation</li> <li>• Interagency referral and planning</li> <li>• Recommendation to School Board for long-term suspension or expulsion</li> <li>• Home-school coordination and support</li> <li>• Denial of annual advancement or grade-level based on attendance requirements</li> </ul>
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*In the case of immediate threat to person or property, the Crisis Team will be convened to create a response plan appropriate to the situation.*

### **Plagiarism:**

Plagiarism is not permitted at our school. Plagiarism is defined as copying the thoughts, writings, inventions, etc., of another person without acknowledgement in order to claim credit for those ideas or creations as one's own original work. Elementary students who plagiarize will receive a consequence determined by the classroom teacher and the principal.

### **Department of Education Rule 4500 - Use of Restraint and Seclusion in Schools:**

The VT Department of Education adopted a rule that became effective August 15, 2011 regarding the use of seclusion and physical restraint in all Vermont Schools. By seclusion, the rule is referring to the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he/she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision. By physical restraint the rule is referring to the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Restraint and seclusion will only be used as a last resort, in situations in which a student is at risk of harming themselves or others. This rule requires schools to have a crisis team that is trained in state-approved physical intervention techniques and inform parents' in the event that seclusion or physical restraint is required, and develop proactive and de-escalating interventions.

Our school maintains a "Handle With Care" team of personnel trained to respond to situations involving highly agitated students. These staff members receive regular training in both verbal de-escalation strategies and the safe and appropriate use of restrictive interventions. In keeping with Rule 4500 and best practice, this team uses seclusion and restraint extremely infrequently and only when there is no other way to protect the physical safety of a child in crisis and/or those around him or her.

For more information, please contact the Principal.



**Off Campus Behavior:**

Students may be disciplined for misconduct that does not occur on school property, on a school bus, or at a school sponsored activity where direct harm to the welfare of the school can be shown. For purposes of this plan, such misconduct is referred to as “off-campus misconduct.” Discipline that follows this plan may be imposed when off-campus behavior has the effect of interfering with another student’s ability to learn or teacher’s ability to teach. Discipline for off-campus misconduct may be necessary to protect the safety and well-being of other students, teachers, school property, or the student’s own physical or emotional safety, or when the misconduct has a direct and immediate tendency to subvert the authority of the school by encouraging disorder or insubordination. When such impact in school is found, discipline consistent with Student Misconduct Procedures may be imposed.

Examples of off-campus misconduct that impacts the school may result in disciplinary action include but are not limited to:

- Bullying, including cyber-bullying that impacts students in the school
- Harassment
- Hazing
- Criminal conduct
- Possession, consumption or sale of illegal substances
- Violation of rules governing eligibility to participate in school sponsored activities

**Participation in School Sponsored Activities:**

Participants in school sponsored activities, members of athletic teams or clubs and students planning to attend field trips may be barred or suspended from those activities or otherwise disciplined by school authorities for on or off-campus misconduct that violates the rules governing participation in those activities.

A student who is barred or suspended from participation in school sponsored activities due to misconduct, but is not suspended from school, may appeal the action to the principal. The principal, or if the principal is not available, his/her designee, will discuss the circumstances of the action and the allegations of misconduct with the student and with the student’s parents or guardian if requested. The principal may ask others who have relevant information to be present for the discussion. The suspension will remain in effect until the principal has discussed the incident with the student and has explained his/her decision to the student and/or the parent/guardian. The decision of the principal will be final.

**Due Process for Disciplinary Action:**

Our school follows the rules and procedures as set forth in the Vermont Department of Education Regulation 4300 Disciplinary Action, Section 4311 Procedures when dealing with suspensions and expulsions of a student as well as School Board Policy F1, Student Conduct Discipline Policy. The school follows 4312 for students who are or may be qualified individuals with disabilities under Section 504 as well as all federal

requirements. The school follows section 4313 for procedures for students eligible for special education as well as all relevant federal requirements.

### **Conflict Resolution and Anger Management**

The school provides opportunities for students to learn conflict resolution, mediation and social skills, including anger management. The guidance teacher and behavior coach coordinate instructional and non-instructional activities in the school to ensure that students are provided with these opportunities as part of the school day at some point during the year.

Fair, thorough and appropriate discipline is an important part of the educational process and should positively impact a student's educational experience, now and in the future.

### **Bullying Prevention Plan**

#### **Statement of Bullying Prohibition**

The Washington Central Supervisory Union, including Doty Memorial School, recognizes that students should have a safe, orderly, civil and positive learning environment and bullying will not be tolerated in its schools. Bullying is a form of dangerous and disrespectful behavior that will not be permitted. Bullying may involve a range of misconduct that, based on the severity, will warrant a measured response of corrective action and/or discipline. Behaviors that do not rise to the level of bullying, as defined below, still may be subject to intervention and/or discipline as described in our discipline plans or policies.

#### **Bullying Definition**

By state definition, "bullying" means any overt act or combination of acts 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) 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.

*The teachers and staff of Doty Memorial School will not tolerate bullying. If you or your child feel bullying has occurred, we ask that you report honestly and immediately the incident to an adult. School staff will respond to all reported incidents of bullying.*

### **Procedures to Report, Investigate, and Respond to Bullying**

#### **1. Reporting:**

To address bullying, the Doty Memorial School will receive bullying reports by:

- A. encouraging students to report personally or anonymously to teachers and school administrators acts of bullying,
- B. developing an anonymous reporting system, (See sample reporting forms)
- C. encouraging families and guardians of students to file written reports of suspected bullying and

- D. requiring teachers and other school staff who witness acts of bullying or receive student reports of bullying to promptly notify school principal or principal's designee. All reports or complaints must be submitted Maureen McDermet, the school counselor, or the principal, Matt Young, direct.

## 2. Investigating

A. Doty Memorial School requires the school principal or designee to accept and review all reports of bullying, including anonymous reports. If after an initial inquiry, an anonymous or oral report appears to warrant further investigation, the school district will promptly continue with the investigation. School administrators shall investigate any written reports.

B. Guideline for a Bullying Investigation. The principal or principal's designee shall:

- speak individually with each person involved in order to gather information,
- determine with best judgment what took place,
- consult with appropriate staff (i.e. administrator, counselor, teacher)
- All steps in the investigation will be documented appropriately.

## 3. Notifying Families

A. As we feel families or guardians are an important partner in disciplinary action, families or guardians of students who have bullied will be notified of the incident. They may be asked to attend a family conference to discuss the incident.

B. To the extent permitted under the Family Educational Rights and Privacy Act (FERPA), the school administrator will notify the family or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

## 4. Interventions

The school may intervene in confirmed bullying incidents by taking actions that are deemed appropriate for the behavior, such as:

- A. removal from activity
- B. loss of privileges
- C. apology of action
- D. student completed success plan
- E. classroom strategies
- F. family/guardian conference to develop family-based interventions
- G. community service activity (e.g. presentation on bullying)
- H. referral to individual or group counseling for student who bullied or target of bullying
- I. referral to community or in-school resources (e.g. mentoring programs)
- J. in-school suspension

K. out of school suspension

5. Prevention

To prevent bullying at school, on the bus, or during school-sponsored events, Doty will:

- A. regularly assess the school climate
- B. closely supervise all areas of the school
- C. utilize multiple means for publicizing clear behavioral expectations/rules
- D. consistently and fairly enforce standards/rules
- E. encourage family and community involvement in bullying prevention
- F. use classroom management techniques for response to classroom behavior and when needed, use appropriate discipline
- G. facilitate classroom guidance discussion about bullying and appropriate ways for students to respond to bullying.

**Doty Memorial Elementary School  
Harassment or Bullying Complaint Intake Form and Case Log**

Today's date: \_\_\_\_\_

School: \_\_\_\_\_

Name of designated employee completing this form: \_\_\_\_\_

Name(s) and age(s) of complainant(s)/target(s):  
\_\_\_\_\_

Name of person reporting incident(s) (if different from complainant/target):  
\_\_\_\_\_

Name(s) and age(s) of accused:  
\_\_\_\_\_

Description of incident(s) (who, what, where, when, how) (use back of sheet if necessary):  
\_\_\_\_\_

Names of any witnesses:  
\_\_\_\_\_

Other people involved in the incident(s):  
\_\_\_\_\_

Nature of relationship between complainant and accused (related, friendships/relationships, older/younger, etc.):  
\_\_\_\_\_

Has this kind of incident happened before to the complainant? Yes No  
If yes, please describe (who, what, where, when, how):

Has this kind of behavior been previously reported about the accused? Yes  
No  
(Check disciplinary records of the accused.)

Was that behavior substantiated? Yes No  
If yes, what consequences were applied? (Do not attempt informal resolution if previous attempts at informal resolution have been unsuccessful with the accused.)

Have there been any related incidents of cyberharassment/cyberbullying? Yes No  
If yes, attach any printouts of e-mail messages, text messages, webpages, etc. if available.

**Are any protected category/ies involved (circle more than one if necessary)? If yes, this is a complaint of possible harassment.**

Race Color National Origin Sex Sexual Orientation Disability Gender Identity

Creed/Religion Marital Status

**If there are no protected categories involved, does the reported behavior meet all three of the elements (below) of bullying? If yes, this is a complaint of possible bullying. If no, this may be some other form of misconduct and should be addressed according to the discipline policy.**

Repeated over time                      Yes    No

Directed at a particular student    Yes    No

Intended to ridicule, humiliate, or intimidate the target                      Yes    No

**If this is a complaint of possible harassment or bullying and if informal resolution is not appropriate, you must start an investigation within one school day and finish it within five school days.**

Was a reminder given to the complainant and the accused about the prohibition against retaliation?

Yes    No

Was a reminder given to the complainant about the prohibition against filing a false complaint?

Yes    No

### **Fundraising**

School fundraising projects help support such things as visiting artists, field trips, playground equipment, and special events. We are committed to better coordination of fund raising efforts. Friends of Doty (our PTA-type organization led by families of students) is working to lead this effort.

### **Field Trips**

Field trips are planned as part of the school curriculum and are extensions of classroom activities. All are expected to participate as they would in any other school program. Because students are leaving the school grounds, families will receive advance notice of each trip and must give written permission in order for their children to participate.

Some programs have a fee involved and we will be asking for a donation toward this. Remember your donation to the fee is voluntary and that no child will be denied access to the programs for failure to pay. Your contributions extend our ability to go on future field trips.



### **Sports**

There is an after school sports program for the soccer and basketball seasons. When enrollment and interest allow (and volunteer coaches are available), we field co-ed teams in soccer at the K-2, 3-4 and 5-6 levels. There are boys and girls basketball teams at the same grade levels. In the spring, we provide information from our local little league,

*Central Vermont Little League*, which provides the towns with youth baseball and/or softball opportunities.

The focus of these activities is skill development and fun. Students who participate are expected to maintain appropriate effort in both behavior and studies. If you have any questions, please contact Matt Young (myoung@u32.org)

We also field co-ed teams in basketball at grades 3-4 and 5-6. Students in grades 1-2 are offered an opportunity to learn skills in a structured setting preparation for competition in older grades.

## **Plans / Policies**

### **Asbestos Plan**

The school district has an asbestos plan; it is available for public review in the school office.

### **Policies**

One of the primary functions of the Worcester School Board (and the WCSU Executive Committee) is to set policy that guides the business of the school. The Worcester Board of School Directors sets all policies governing the operation of the school. Copies of these policies are available in the school office and the town clerk's office. In order for a policy to be adopted or revised, readings of the draft policy or revisions must occur at not less than two regular meetings, so that the public has an opportunity to give input. If school is in session, a summary of the draft policy or revisions must be outlined in the weekly newsletter; the full draft policy or revisions must be posted in school and in the Town Clerk's office. The complete text of all policies is filed in the school office, the Town Clerk's Office and the Superintendent's Office. All policies are also posted online at [www.dotyschool.org](http://www.dotyschool.org) on the School Board webpage.

There are a few policies that the board is committed to providing annual notification of listed below.

1. Commitment to Non-Discrimination (WCSU Policy: C9)

The board recognizes its obligation to respect the legal rights of all students, families, employees, and applicants for admission or employment. The board will not unlawfully discriminate against any person or group on the basis of race, color, religion, national origin, place of birth, gender, sexual orientation, disability or age. Any person who believes that he or she has been subjected to discrimination through actions of the school board or its employees may submit a grievance, in writing, to the Superintendent of Washington Supervisory Union to begin the formal grievance process.

2. Rehabilitation & Americans with Disabilities Act (G10)

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act are civil rights statutes that were enacted to eliminate discrimination on the

basis of disabilities in any program or activity receiving federal financial assistance or otherwise offered by a public school. The school district is bound by civil and professional ethic to protect its students, employees, families and members of the public from discrimination on the basis of disability. An individual with disabilities is one who has a physical or mental impairment, which substantially limits one or more major life activities. The school principal is the Section 504 coordinator for Doty Memorial School. Doty Memorial School has established procedures for supporting students and guaranteeing a free and appropriate education. Family/student rights, along with a grievance process for disagreeing with any decisions, are available through the school office.

### 3. Weapons (F21)

It is the intent of the board to comply with the federal Gun Free Schools Act of 1994, and Act. No. 35 of the 1995 session of the Vermont General Assembly requiring school districts to provide for the possible expulsion of students who bring weapons to school. Any student who brings or possesses a dangerous weapon (weapon, device, instrument, material, or substance, animate or inanimate, that is used for, designed for, or is readily capable of, causing death or serious bodily injury) while at school shall be brought by the superintendent to the school board for consideration of an expulsion hearing.

Pocketknives with a blade of up to 2 1/2 inches in length are excluded, unless used in a threatening manner) unless prior permission has been provided.

### 4. Hazing (F24)

It is the policy of Doty Memorial School to provide a safe, orderly, civil and positive learning environment. Hazing has no place in the school and will not be tolerated. "Hazing" is defined as any act committed by a person, whether individually or in concert with others, 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 the District; 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 student. "Hazing" also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds. Procedures, including an investigation, have been established to maintain confidentiality and promptly address such matters.

### 5. FERPA - Family Rights and Privacy (F5)

The Family Educational Rights and Privacy Act (FERPA) protects an individual from having others share information that is unique to that person, and personally identifiable. Such information is considered personal property. FERPA requires that school personnel at no time can share personally identifiable information with individuals outside of the school system unless the family(s)/guardian(s) have granted expressed, written permission to do so. School personnel include



school board members and anyone employed by the district to carry out the educational functions of the district. Families have a right to 1) Inspect and review educational records 2) Request amendments to these records 3) Provide or withhold consent for sharing of these records 4) File complaints with the US Dept. of Ed. Regarding failure to comply with the Act and 5) Review protocols and policy related to student records. "Directory" information, which includes name, address, date of birth, family/guardian names & address, grade level, participation in school activities, and awards & honors received will be released unless a parent/guardian inform the principal, in writing, that any or all of the information designated should not be released without prior consent.

Families or eligible students also have the right to seek protective action for the student's education records if the agency or institution receives a judicial order or lawful subpoena that would otherwise require disclosure of a student record.

Please send any written requests to the office if you would like to exercise any of the above rights in relation to your child's file.

#### 6. PPR - Pupil Privacy Rights (F27)

The Pupil Privacy Rights Amendment protects the rights of families and students in two ways. First the PPRA ensures that all instructional materials intended for use in connection with any survey, analysis, evaluation, or other research or experimentation program, are available for inspection by a student's family or guardian. Second, it requires schools or contractors to obtain written family or student consent before requiring a minor student to participate in any such survey, analysis, or research program.

#### 7. Acceptable Use of Electronic Resources and the Internet (G11)

It is the policy of Doty Memorial School to use electronic resources including the Internet to support and enrich the curriculum. This policy complies with the statutory requirements of the Children's Internet Protection Act (CIPA) and promotes the safe, ethical, responsible, and legal use of District electronic resources including the Internet, to support the effective use of these resources for educational purposes. Access to district electronic resources including the Internet will be available to users who agree to act in a considerate and responsible manner and abide by the requirements of this policy and other relevant school policies. The district may monitor usage of electronic resources and the Internet, including listings of sites accessed by the user. Violation of this policy and the procedures developed in accordance with this policy may result in disciplinary action, revocation of access privileges, and/or referral to local, state, or federal law enforcement officials at the discretion of the school administration. The following activities are prohibited by users at all times: inappropriate language, interference, illegal acts, solicitation, private or personal financial gain, pornography or indecent language, unauthorized

access. Families/guardians must sign an agreement to allow their children to access district electronic resources, including the Internet, and return this agreement to the school before access will be granted.

8. Department of Education Rule 4500 – The use of restraint and seclusion in schools

The Vermont Agency of Education adopted Rule 4500, which became effective on August 15, 2011. This rule established guidelines regarding the use of seclusion and physical restraint in all Vermont schools. By seclusion, the rule is referring to "the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving." Seclusion does not include time-out where a student is not left alone and is under adult supervision. By physical restraint the rule is referring to "the use of physical force to prevent an imminent and substantial risk of bodily harm to the students or others." Restraint and seclusion are mandated to only be used as a last resort. Rule 4500 also requires schools to have a crisis team that is trained in state-approved physical intervention techniques. (Doty Memorial School and the Washington County Supervisory Union subscribe to Handle With Care: Behavior Management System.) Proactive and verbal/non-verbal de-escalation strategies are required and procedures are in place to inform guardians in the event that seclusion or physical restraint is necessary. For more information please contact the principal.

9. Prevention of Bullying (F33) (see attached below)

10. Harassment of Students (F24) (see attached below)

**Required****DOTY MEMORIAL SCHOOL****Board of Directors' Policy****PREVENTION OF BULLYING OF  
STUDENTS****POLICY:** F 33**WARNED:** 12/6/12**ADOPTED:** 1/9/13**EFFECTIVE:** 1/10/13**LAST REVIEWED BY THE POLICY COMMITTEE:** 11/19/12

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**Policy**

The Doty School District recognizes that all students should have a safe, orderly, civil and positive learning environment. Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated. Bullying may involve a range of misconduct that, based on the severity, will warrant corrective action and/or discipline. Behaviors that do not rise to the level of bullying may still be subject to intervention and/or discipline under another section of the discipline plan or policy.

For the purposes of this policy, "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 student; 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.

Examples of bullying include:

- Name-calling and verbal taunts
- Physical threats or actual physical harm
- Off-campus electronic communication that ridicules or intimidates to the extent that the targeted student is not able to fully access the school's programs

In order to be bullying, incidents such as the ones described above must be repeated over time, directed at a particular student, and intended to ridicule, humiliate or intimidate.

In some cases, acts of bullying may constitute unlawful harassment, where the conduct is based on or motivated by a student's or student's family member's actual or perceived:

Race	Sexual Orientation	Sex
Creed	Gender Identity	National Origin
Color	Marital Status	Disability

Any allegations of harassment will be addressed under the Doty School District's Policy on the Prevention of Harassment of Students.

### **Reporting Bullying Complaints**

The principal of the Doty School District will annually designate two employees to receive complaints of bullying and harassment. The names and contact information for those designated employees can be found in the school handbook.

For the purposes of this policy, "school employee" means 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. "Agent of the school" includes supervisory union staff.

- A. Student reporting: any student who believes that s/he has been bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute bullying, is encouraged to report the conduct to a designated employee or to any other school employee.
- B. School employee reporting: Any school employee who witnesses conduct that s/he reasonably believes might constitute bullying shall take reasonable action to stop the conduct and to prevent its recurrence and shall immediately report it to a designated employee. Any school employee who directly receives information about conduct that might constitute bullying shall immediately report it to a designated employee.
- C. Family reporting: Any family or legal guardian/custodian who witnesses conduct that s/he reasonably believes might constitute bullying or who reasonably believes his/her child or ward is being bullied should promptly report the conduct to a designated employee or any school employee.
- D. Documentation of the report: If the complaint is oral, the designated employee shall reduce the complaint to writing, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator(s), and any witnesses.

- E. False complaint: Any person who knowingly makes a false accusation regarding bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of bullying when the person has a good faith belief that bullying occurred or is occurring.
- F. Confidentiality and Record Keeping: The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the Districts' obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

### **Response to a Bullying Complaint**

For the purposes of this policy "school administrator" means a superintendent, principal, or his/her designee.

- A. Notification: Upon receipt of a complaint of bullying the designated employee will immediately notify the school administrator of the complaint. If either the complainant or the accused individual is under the age of 18, his or her family or guardian(s) shall be promptly notified that a complaint of bullying has been filed and be provided with a copy of this policy.
- B. Investigation: Unless special circumstances are present and documented, such as reports to the Department for Children and Families ("DCF") or the police, school vacations, or other witness absence/unavailability, the school administrator shall:
  - a. No later than **one school day** after the filing of the complaint with a designated employee initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator.
  - b. No later than **five school days** from the filing of the complaint with the designated employee, the investigator shall submit a written determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes bullying.
- C. Consequences for Violations of This Policy
  - a. If, after investigation, the school finds that the alleged conduct occurred and that it constitutes bullying, the school may take prompt and appropriate disciplinary action and shall take remedial action reasonably calculated to stop the bullying and prevent any recurrence of bullying. Examples of remedial action include: mediation between the parties, education and counseling for the bully, and safety planning.
  - b. Violators of the bullying policy shall - based on relevant surrounding facts and circumstances, including but not limited to a consideration of prior

instances of similar behavior and the student's overall disciplinary history - be subject to the following potential discipline and/or remedial action(s):

- i. Awareness/Education/Counseling;
- ii. Acts of restitution;
- iii. In-school suspension;
- iv. Out of school suspension; or,
- v. Expulsion.

c. **Safety Planning**

- i. A safety plan shall be developed in all instances where a student has been the target of bullying that results in physical harm and/or the student is known to be expressing suicidal ideation as a result of bullying. A safety plan shall not be considered a substitute for in-school procedures and policies that apply to students experiencing mental health crises.
- ii. A safety plan should be considered in instances where the targeted student is known to have difficulty accessing the educational programs at the school as a result of bullying.
- iii. A safety plan may include such measures as checking in with the target and his/her family on a regular basis, identifying a safe in-school person for the target to seek out when s/he feels threatened, informing teachers to pay particular attention to interactions/dynamics between identified students and rearranging the schedule of the perpetrator, and providing additional supervision in areas ordinarily subject to lesser supervision (e.g., lunchroom, playground).

D. **Family notification:** Upon completion of the investigation, the school administrator will notify the family or guardian of the complainant and accused individual(s) of the outcome of the investigation. In cases where the school determines that bullying has occurred, a school administrator may seek a waiver of the confidentiality rights of the perpetrator(s) in order to inform the complainant of any specific disciplinary action taken.

E. **Appeal of Discipline Decisions:** A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the District's disciplinary policy, applicable statutes, or collective bargaining agreements.

## **Reporting to Other Agencies**

A. **Reports to Department of Children and Families:** When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.

- B. Reports to law enforcement: Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed to local law enforcement without prior parent approval except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.
  - a. Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials. Such conduct includes but is not limited to: physical attacks resulting in bodily harm, sexual assault, and simple assault.
- C. Continuing Policy to Investigate: Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute bullying.

### **Dissemination of Information, Training, and Data Reporting**

- A. Notice to families and employees: Annually, prior to the commencement of curricular and co-curricular activities, the School District shall provide notice to custodial parents or guardians, staff members, and contracted employees of its prohibition against bullying, the procedures concerning reporting and investigating bullying and the possible disciplinary consequences for bullying.
- B. Notice to students: The superintendent shall develop and initiate age-appropriate programs to annually inform students about the substance of the policy and procedures in order to help prevent bullying. Notice to students shall be in age appropriate language and will include examples of bullying. Such notice shall inform students and families that bullying that *does not* occur during the school day, on school property, on a school bus, or at a school-sponsored event still may be subject to disciplinary action, pursuant to 16 V.S.A. §§ 11(a) (32) and 1162(a)(3), if the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

Notice to families and students shall state that any student who knowingly makes false accusations regarding bullying may be subject to disciplinary action.

- C. Training: The superintendent shall implement training for school staff within the context of an annual professional development program. Such training shall be designed to enable staff to prevent, recognize, and respond to bullying.
- D. Data reporting: The Doty School District delegates the responsibility of data collection to the superintendent or designee. S/he shall collect data on the number of reported incidents of bullying and the number of incidents that have

been verified and shall make such data available to the Vermont Department of Education.

*Legal References:*

- 16 V.S.A. §570(a)
- 16 V.S.A. §11(a)(32)
- 16 V.S.A. § 570c(5).
- 16 V.S.A. § 570c(4).
- 20 U.S.C. § 1232g(a)(4)(A).
- 34 C.F.R. § 99.31(a)(9)(ii).
- 34 C.F.R. § 99.36(c)



<b>Required</b>	
<b>DOTY MEMORIAL SCHOOL</b>	<b>POLICY:</b> <u><b>F20</b></u>
<b>Board of Directors' Policy</b>	<b>WARNED:</b> <u><b>1/3/14</b></u>
<b>PREVENTION OF HARASSMENT OF STUDENT POLICY</b>	<b>ADOPTED:</b> <u><b>4/9/14</b></u>
	<b>EFFECTIVE:</b> <u><b>4/10/14</b></u>
<b>LAST REVIEWED BY THE POLICY COMMITTEE:</b>	<u><b>4/15/13</b></u>

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## **Policy**

The Worcester School District ("the 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. This policy addresses incident(s) and/or conduct that occurs on school property, on a school bus or at a school-sponsored activity, or incident(s) and/or conduct that does not occur on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

Harassment is a form of unlawful discrimination that will not be tolerated. It is the policy of the district to prohibit the unlawful harassment of students based on race, creed, color, national origin, marital status, disability, sex, sexual orientation, and gender identity, to the extent required by law. In addition, retaliation is a form of unlawful discrimination that will not be tolerated. Consistent with these purposes, annually, each school district shall select two or more designated employees to receive complaints and shall publicize their availability in any publication of the district that sets forth the comprehensive rules, procedures, and standards of conduct for the school.

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 harassment policy is to prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that is likely to substantially disrupt the educational learning process and/or access to educational resources, or create a hostile learning environment.

The District shall promptly and effectively address all complaints of harassment in accordance with the procedures established by this policy. In cases where harassment is substantiated, the school shall take prompt and appropriate remedial action reasonably calculated to stop the harassment. Such action may include a wide range of responses from education to serious discipline. Such serious discipline may include termination for employees and, for students, expulsion or removal from school property.

Nothing herein shall be construed to prohibit punishment of a person for conduct which, although it does not rise to the level of harassment as defined herein, otherwise violates one or more of the school's other disciplinary policies or codes of conduct.

## **I. Definitions**

A. **"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, sex, sexual orientation, gender identity, 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. Harassment includes conduct as defined above and may also constitute one or more of the following:

(1) Sexual harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual, or physical conduct of a sexual nature 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.

(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, sex, sexual orientation, gender identity, or disability 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.

B. **"Complaint"** means an oral or written report 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 harassment.

C. **"Complainant"** means a student who has filed an oral or written complaint with a school employee or a student who is the target of alleged harassment in a report made by another person.

D. **"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.

E. **“Designated Employee”** means an employee who has been designated by the school to receive complaints of harassment pursuant to 16 V.S.A. § 565(c)(1).

F. **“Notice”** means a written complaint or oral information that harassment may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the harassment, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred.

G. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment 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.

H. **“School Administrator”** means a superintendent, principal/head of school/technical center director or his/her designee.

## **II. Reporting of Student Harassment**

A. Student reporting: Any student who believes that s/he has been harassed under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute harassment, should promptly report the conduct to a designated employee or any other school employee.

B. School employee reporting: Any school employee who witnesses conduct that s/he reasonably believes might constitute harassment shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee. Any school employee who overhears or directly receives information about conduct that might constitute harassment shall immediately report the information to a designated employee. If one of the designated employees is the person alleged to be engaged in the conduct complained of, the complaint shall be immediately filed with the other designated employee or the school administrator.

C. Other reporting: Any other person who witnesses conduct that s/he reasonably believes might constitute student harassment under this policy should report the conduct to a designated employee.

D. Documentation of the report: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a harassment complaint form, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator, and any witnesses.

E. False Complaint: Any person who knowingly makes a false accusation regarding harassment may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of harassment when the person has a good faith belief that harassment occurred or is occurring.

### **III. Procedures Following a Report**

A. Notification: Upon receipt of a complaint of harassment the designated employee shall immediately inform the school administrator of the complaint. In addition, the designated employee shall immediately provide a copy of this harassment policy to the complainant and accused individual. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be: (1) promptly notified that a complaint of harassment has been filed and provided with a copy of this policy; (2) notified if an alternative dispute resolution method will be offered and, if it occurs, of the outcome of any such attempt; and (3) notified in writing of the results of the complaint investigation. All notification letters shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. A school administrator may seek waiver of confidentiality rights of the accused in order to inform the complainant of any disciplinary action taken in cases where the school determined that harassment or other misconduct occurred.

B. Investigation: Unless special circumstances are present and documented, such as reports to the Department for Children and Families ("DCF") or the police, the school administrator shall, no later than one school day after the filing of a complaint with a designated employee, initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.

No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes harassment. When the initial determination concludes that an accused student has engaged in harassment, the school administrator shall use his or her discretion to decide the appropriate disciplinary and/or remedial action. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies.

All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after the review is requested.

C. Action on a substantiated complaint: If, after investigation, the school finds that the alleged conduct occurred and that it constitutes harassment, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment and prevent any recurrence of harassment. Such action may include warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee.

D. Alternative dispute resolution: At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. The following should be considered before pursuing alternative dispute resolution methods: (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual. If an alternative dispute resolution is either not appropriate or is unsuccessful, the school administrator shall initiate or cause to be initiated an investigation of the allegations in accordance with the timelines established in this policy.

E. Appeal: A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the District's discipline policy, applicable statutes, or collective bargaining agreements.

F. Independent Review: A complainant may request an independent review if s/he: (1) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the incident because the school believed the alleged conduct did not constitute possible harassment, (2) is dissatisfied with the final determination following an investigation as to whether harassment occurred, or (3) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem. The complainant shall make such a request in writing to the superintendent of schools/head of school. Upon such request, the superintendent/head of school shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 565(f), and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation. Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations

of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Commissioner. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.

G. Retaliation: It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may not violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

#### **IV. Confidentiality and Record Keeping**

A. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

B. The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. All investigation records, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept for at least six years after the investigation is completed.

#### **V. Reporting to Other Agencies**

When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.

If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under the State Board of Education Rules for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner.

Nothing in this policy shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

## **VI. Dissemination of Information, Training, Comprehensive Plan for Responding to Student Misbehavior and Data Gathering.**

A. Dissemination of Information: Annually, prior to the commencement of curricular and co-curricular activities, the District shall provide notice of this policy and its procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.

B. Training: The school administrator shall use her/his discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent harassment. The school administrator shall implement training for school staff within the context of professional development to enable staff to recognize, prevent and respond to harassment.

C. Data Gathering. Public school districts shall provide the Vermont Department of Education with data requested by the Commissioner.

## **VII. Complaints to the Vermont Human Rights Commission and the U.S. Office of Civil Rights.**

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission  
14-16 Baldwin St.  
Montpelier, VT 05633-6301  
(800) 416-2010 or (8092) 828-2480 (voice)  
(877) 194-9200 (tty)  
(802) 282-2481 (fax)  
Email: [human.rights@state.vt.us](mailto:human.rights@state.vt.us)

Office for Civil Rights, Boston Office  
U.S. Department of Education, 8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
617-289-0111 (voice) 877-521-2172 (tdd)  
617-289-0150 (fax) Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.;  
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d;  
Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§1681 et seq.;  
Family Education Rights Privacy Act; 20 U.S.C. 1232g;

Public Accommodations, 9 V.S.A. §§4500 et seq. ;  
Education, Classifications and Definitions, 16 V.S.A. §11a (26);  
Education, Harassment, Notice and Response, 16 V.S.A. §14;  
Education, 16 V.S.A. §140(a)(1);  
Education, 16 V.S.A. §166(e);  
Education, Harassment and Hazing Prevention Policy, 16 V.S.A. §565;  
Education, Discipline, 16 V.S.A. §1161a;  
Education, Suspension or Expulsion of Pupils, 16 V.S.A. §1162;  
Child Abuse, 33 V.S.A. §§4911 et seq.;  
Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.

*Washington v. Pierce*, 179 VT 318 (2005)

**Cross References:**

1. See Doty Memorial School Policy D12 for Harassment of Employees.
2. See Doty Memorial School Policy F8 for Reporting Suspected Child Abuse or Neglect.
3. See Doty Memorial School Policy F1 for Student Conduct and Discipline.
4. See Doty Memorial School Policy F5 for Confidentiality of Student Records.
5. See Doty Memorial School Policy F33 for Prevention of Bullying of Students.
6. See Doty Memorial School's Comprehensive Plan for Responding to Student Misbehavior, including Anti-Bullying Provisions.

**IDEA**

Under the federal Individuals with Disabilities Education Act, or IDEA, Vermont is required to identify and evaluate students who have disabilities and to offer them individualized education programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes a student's classroom teacher, special educator, parent(s) and a representative of the school district who is empowered to commit resources such as staff time or funding. By law, schools are required to carry out provisions outlined in a student's IEP. To access parent resources on special education in Vermont, please go to this website: <http://education.vermont.gov/special-education/parental-resources>



## **A Guide for 6th Grade Families**

Among the many amazing Doty School traditions, becoming a 6th grader (and a family of a 6th grader!) ranks high up there. In addition to finally getting to be the oldest in the school, there are also some pretty exciting 6th grade traditions to look forward to.

Many of these traditions are events that are coordinated primarily by students and families, with some logistical support from the school. The purpose of this guide is to help 6th grade families navigate the planning and orchestration of these events. Know that these are recommendations about traditions - any of which may be embraced completely or altered to fit your particular cohort!

**Coordination:** It is often helpful if 1-2 adults volunteer early on to be “point-people” for coordination purposes, as there are a few events throughout the year that require some planning and logistics. It seems to go smoother when there is someone to head up that process. It can also be helpful to designate someone “Treasurer,” so that money can be coordinated and kept track of as fundraisers happen throughout the year.

### **Year-end traditions:**

- **6th grade trip:** 6th graders and their families often plan and take a special trip to honor their cohort before students transition to U32. Trips vary from being overnight trips to day trips filled with fun. They are not school field trips, and therefore happen on non-school time (weekends or after school gets out for the summer.) Also, staff does not chaperone - it is purely a 6<sup>th</sup> grade family trip. Students and families work together throughout the year to propose ideas, decide on a plan and fundraise (see below for fundraising ideas.) Planning meetings happen after school or adult volunteers sometimes come in to meet with students during lunch/recess. Past trips have included:
  - Overnight camping trip in White Mountains, near Bretton Woods - hiking, ziplining, go carting
  - Day-trip locally full of fun - bowling, pizza, laser tag, etc.
  - Overnight trip to Jay Peak, hotel stay and waterpark festivities
- **6th grade gift:** the 6th grade traditionally chooses and purchases a gift to present to Doty School at the graduation ceremony. This gift is also organized by students and families - from decision making to fundraising. Depending on the choices, options are sometimes run by school administration to make sure they are fitting. Some past gifts have included:
  - A tree for the schoolyard
  - A whole school set of stainless cups for use at breakfast and lunch
  - Portable soccer goals for the playground
  - Wooden benches for the front of the school
  - A sound system for school events

- **Graduation:** And of course, there is graduation. The 6th grade graduation date is set by the policy laid out in our Family Handbook:  
*“The date for the Sixth grade graduation across the Supervisory Union alternates between the evenings of the last day of school and the day before the last day. The last day is determined by the Superintendent after snow days have been taken into account and is announced in the spring. Even years, it will fall on the last day. Odd years, it will be held on the evening before the last day of school. As soon as the last day is announced, notices will go home confirming the graduation date and time.”*

The graduation ceremony is planned by students and the 6th grade teacher. Students work together at school to plan the events, decide on a Commencement speaker, coordinate student presentations and other details. Students and families work together to plan decorations and refreshments. Families usually come early on the day of graduation to decorate. School staff sets up chairs, stage and equipment.

### **Fundraising:**

Both the 6th grade trip and the gift usually necessitate fundraising by 6th grade families. This usually happens over the course of the year. There are some tried-and-true traditional fundraisers, and some new ones that pop up based on the needs of the group and creativity of the families! Here are some of fundraisers that have happened in the past:

- **Haunted Hallway** - the Haunted Hallway happens at the end of October, in conjunction with Halloween. Students and families work together in the month of October to plan and organize the orchestration of the event. Planning meetings happen outside of school hours, or sometimes family members come in to help plan during lunch/recess in the weeks before the event. Families then come to set up for the event the afternoon of the Haunted Hallway.
- **Bottle/Can Redemption:** families often coordinate with the Worcester Transfer Station to pick up bottles and cans on a weekly basis to bring to the redemption center in Montpelier. Families work together to work out a schedule and expectations with the Transfer Station.
- **Bottle/Can Drive:** some years, classes have organized 1 or 2 bottle or can drives throughout the year to solicit direct donations. Often there is a drop-off designated on a certain day at the school for families to pick up.
- **Bake Sales**
- **Pancake Breakfast** - in 2016, 6th grade families held a springtime pancake breakfast at the Town Hall that was very successful in their fundraising efforts!

### **Other 6th Grade Logistics:**

- Transition Session @ U32 (for families/guardians only) - this happens in *January* and is an introduction for families to upcoming events, expectations and paperwork

- Folders - The infamous FOLDERS are given to students in *January*. Included in the folder is course selection information, TA paperwork, sports info and lots of other paperwork! This paperwork is **DUE** back to us at Doty in February.
- Unity Day/Move Up Day - students travel to U32 for an introduction to their schedules, teachers and cores and for some exciting team building!
- TA Information doesn't come out until the summertime - oh, the suspense!

There is so much to look forward to for 6th graders and their families. And it also can be both an exciting and anxious time for everyone. Hopefully this guide can provide some clarity on roles and events that happen during this transformational year! Good luck, have fun and enjoy it!