

2023-2024 Berlin Elementary School Family Handbook



Home of the Bobcats!

This handbook is for reference and clarity regarding established practices and procedures within the school.

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Berlin Elementary School Vision

Our Hope and Dream is to improve instruction and student performance in all content areas through continued professional learning, differentiation of instruction for all students, and the setting of high expectations for all. Key to this will be effective communication among students, families, staff, the greater community, and the School Board.

At the Berlin Elementary School, we equally value the social and academic curriculum. We value community service, service learning, volunteers, and opportunities for interaction between students, families, staff, residents, content experts, and the Board, both inside and outside our building, including through the use of technology to expose children to expertise that wouldn't otherwise be accessible.

The entire Berlin community, including students, staff, families and the Board, will provide a respectful environment using the principles of C.A.R.E.S.

C.A.R.E.S.

Cooperation, Assertiveness, Responsibility, Empathy, Self-Control

We will maintain a welcoming building that is aesthetically pleasing, safe, comfortable, and functional that looks to the future in terms of technology, the environment, and supporting our community.

Vision of the Washington Central Supervisory Union

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

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

CENTRAL OFFICE STAFF:

Superintendent	Meagan Roy
Administrative Assistant to Superintendent	Melissa Tuller
District Operations Manager	Tim Couture
Director of Curric/Instruct/Assessment	Jennifer Miller-Arsenault
Director of Special Services	Kerra Holden
Administrative Assistant - Special Services	Renee Bates
Business Administrator	Susanne Gann
Accounts Payable/Financial Accountant	Penny Andrews
Financial Accountant	Holly Poulin
Human Resources Coordinator	Carla Messier
Medicaid Clerk	Rebecca Wilbur

BOARD OF SCHOOL DIRECTORS

The WCUUSD School Board will be meeting on the third Wednesday of the month. Board contact information and meeting resources can be found at the district website at

<https://www.wcsu32.org/domain/36>

WCUUSD Board Members

- Dennis Hill Representative from Middlesex
- Chris McVeigh Representative from Middlesex
- Ursula Stanley Representative from Middlesex
- Diane Nichols-Fleming Representative from Berlin
- Vera Frazier Representative from Berlin
- Jonathan Goddard Representative from Berlin
- Kari Bradley Representative from Calais (Vice-Chair)
- Daniel Keeney Representative from Calais
- Maggie Weiss Representative from Calais
- Eric Anderson Representative from East Montpelier
- Lindy Johnson Representative from East Montpelier
- Flor Diaz Smith Representative from East Montpelier (Board Chair)
- Natasha Eckart-Baning Representative from Worcester
- Jonas Eno-Van Fleet Representative from Worcester
- McKalyn Leclerc Representative from Worcester

Berlin Basics

The school calendar is located in the back of this book, as is a list of staff members, their role, their phone extensions, and email addresses.

Student Day: 9:00 a.m. to 3:35 p.m. & Wednesdays 9:00 a.m. to 3:00 p.m.

Office Hours: 8:00 a.m. to 4:15 p.m.

School Mascot: Bobcat

School Colors: Green and Gold

School Hours

The school day begins at 9:00 a.m. Students may go to their classrooms after 8:45 a.m. Until that time, students are asked to wait, with the adult who is dropping off the children, in the lobby. There is no supervision for children by staff before 8:45 a.m. Community Connections program is available for your convenience, with preregistration.

Students who eat breakfast at school may go to the gym at 8:40 a.m. Students arriving in their classrooms after 9:00 a.m. are considered tardy and will need to have a tardy slip from the office. If your child arrives at school after 9:00 a.m. they must check in with the office before going to class. Students who arrive late to class without a tardy slip will be asked to return to the office to check in.

Contacting the School

Telephone: 802-223-2796

Attendance Line: 802-223-2796 ext. 4 (For leaving a message if your child will be late or absent.)

Front Office: 802-223-2796

Fax: 229-0222

There is a list of staff members, their phone extensions and email addresses in the back of this book. During the school day, classroom telephones are set to have voicemail pick up. Please call the office if you have an emergency.

Please avoid calling the office between 3:15 p.m. and 3:45 p.m. M-T-TH-F and between 2:40 and 3:10 on Wednesday as we are assisting students with dismissal.

Mailing Address: 372 Paine Turnpike North
Berlin, Vermont 05602

Website: www.berlinschool.org

Email: Please see the list in the back of this book. Please do not rely on email for urgent messages. For your child's safety, please do not communicate changes to end-of-day routines via email. Additionally, please be aware that confidentiality requirements prevent teachers from having substantial communications about specific children via email. If you email the office personnel and get no reply, please call the school. If office personnel have received your email, we will reply.

School Newsletter:

Our School newsletter is published once a month to highlight the month's events. Every Friday, we will publish a Calendar of Events to keep you informed regarding upcoming events! The submission deadline is Wednesday at noon. Please email submissions to Doreen Lane dlane@u32.org by that time. Please include all pertinent information for an event you would like placed on the calendar such as, contact info, dates and times, etc.

Inclusion of any material in the newsletter is at the sole discretion of the Principal. The newsletter and the calendar of events are available on our website at www.berlinschool.org, by email or hardcopy if you prefer. There are always extra copies of both at the front office. At the beginning of the school year, families are asked how they prefer to receive these publications, by paper or electronically. These publications are an important way that we communicate with families. If you are not receiving these publications, or need to receive it in a different manner, please let us know and we will be happy to accommodate you. If you requested an email copy and your email changes, please don't forget to notify us so that we can keep correspondence coming your way.

Reporting Absences and Making Safe Calls

If your child must be absent or late, please call the school. You may call 24 hours a day and dial ext. 4 for the automated attendance line to leave a message. If we have not heard from you by 9:30 a.m. and your child is not present, for your child's safety, we will try to contact you and/or the other emergency contacts in your child's file. If we are unable to do so, we may call the police and request that they make a wellness check at your home.

End of Day Dismissal

Dismissal is at 3:35 p.m. M-T-Th-F and at 3:00 p.m. on Wednesday. Students need to know where they are to go after school (bus, pick up, Community Connections, athletics, Homework Club, etc.) It is very helpful for families to be clear about after-school plans in advance. Please remember, any changes in dismissal routines must be provided to the office in writing, except in emergencies. Please do not communicate changes via email. Please do not try to reach the office in the last 15 minutes of the school day as we are working with children on dismissal. In the event that you must make an unanticipated change to your child's routine, please let the office know as early as possible in the day.

- Adults who pick up children early, or at the end of the day, are to wait in the lobby until the children are dismissed from their classrooms. Please check in at the office and we will gladly assist you. This prevents many classroom disruptions and loss of learning time.
- Please sign your child out from the school on the dismissal log located in the gym. This allows us to track who picked up the child. In consideration of the activities that occur in both the classroom and the front office at this time of day, there will be NO dismissals of any student between 3:15 and 3:35 M,T,TH, F – and between 2:45 and 3:00 on Wednesdays as it is disruptive to your student as well as the rest of the classroom. If your student has an appointment please arrive at school BEFORE the times listed or you will be asked to wait until dismissal.

We will dismiss the children from their classrooms and they will proceed to the end of the sidewalk at the parking lot for car pick up. Children who are scheduled for parent pick up, but do not have a parent present at dismissal, will be asked to wait while we begin calling emergency contacts. Children will be released to emergency contacts if a parent cannot be reached. Alternatively, if a parent, guardian or emergency contact cannot be reached, we may need to call Berlin Police for emergency assistance.

No child will be allowed to leave the premises without an adult. Please do not ask us to dismiss your child to the parking lot unless you have come in to sign them out. If there is an acceptable (medical) reason you cannot come inside to collect your child please communicate that with us. We can assist by walking your student out to you as soon as it is feasible given the busy time period.

Picking Up Your Child during the School Day

Whenever possible, please respect your child's need to be present in school all day, every day. Occasionally, families may find it necessary to pick a child up midday for an appointment. Please check in at the office and be certain the child is signed out. Please do not go directly to the classroom. Rather, for your child's safety, we will dismiss your child to you in the lobby. Please let us know in advance, in writing, if someone other than a parent or guardian will be

picking up your child. We will not release your child to another adult without your permission. If we do not receive a written note or phone call, we will have your child follow his/her typical routine. Please do not use email to communicate urgent messages such as these.

Students Calling Home

A child calling home to make end-of-day or other non-emergency arrangements is not allowed. Students may not use a personal cell phone to call or text home to make alternative end of day arrangements. Students may come to the main office to request to call home for forgotten items.

Dismissal Notes

Any time a student will be doing something different than usual for dismissal, a note must be sent in with your child. If there is no note your child will be sent with the details on their default plan.

Last Day of School Half Day Dismissal

On the last student day in June, we will dismiss at 12:30. Lunch will take place on this day.

Dismissal from field trips

A "return to BES" time will be designated and communicated to parents/guardians if a field trip extends past normal dismissal. If a parent or guardian would like to leave with their child from the trip site, the front office must be provided with a note from the parent or legal guardian prior to the trip.

Bussing

First Student, Inc. provides transportation for our students. Call Berlin Elementary if you have questions about the bus schedule or route.

Please have your child at the bus stop 5-10 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 schedule delays. Parents are responsible for students at the bus stop and for their promptness to board on time. Preschool & Kindergarten students will not be dropped off unless an authorized adult (18 years or older) is present to greet them.

WCUUSD and First Student use the Infinite Campus system to notify parents of significant bus delays. Should there be a delay of more than fifteen (15) minutes, parents will receive a notification.

Changes in after school transportation must be called into the school office as early in the school day as possible (no later than **2:45** pm on Wed. and **3:15** pm on all other days). Students cannot change transportation plans without written or verbal parent/guardian permission received by the school office.

For the safety of our children, parents are encouraged to reinforce and support the importance of student's use of seat belts and following all of the bus guidelines. Also, for the safety of our children, no adult is permitted to enter a bus, either at the school or during the route at a bus stop.

First Student, Inc. – Student Transportation Company

1234 U.S. Route 2

Berlin, VT 05602

Phone 229-4404 FAX 229-1817

Snow Days and Delayed Opening Procedures

Washington Central Unified Union School District uses the Infinite Campus system for informing families in the event of a school closing or delay. In the event of a closing or delay before the start of the school day, families will receive a recorded message from the Superintendent of Schools on their primary contact number, as reported to the school on

their emergency forms. Please be certain to keep your contact information current with our office. Closings and delays are also reported on WCAX-TV (Channel 3) and local radio stations WSNO/WORK (1450 AM/107.1 FM) and WOKO (98.9 FM).

In the unlikely event that an emergency necessitates a closing midday, the Infinite Campus system will send a recorded message to all contact numbers indicated for each child. Families have been asked to provide an emergency plan to the school for their children. If this kind of event occurs please only phone the office if you need to change your emergency plan.

Delayed Opening Procedure

When school is delayed for 2 hours, student start time is **11:00 a.m.** Community Connections will open @ **9:30 a.m.**

Back to School Information Packets

An information packet will be sent to families in mid-August. Please return on the first day of school. Additional information including a census form and the Family Handbook will be sent home with students on the first day of school to return as soon as possible.

Enrolling your child at BES

By law, children aged six through sixteen, who are legal residents of Berlin, and not otherwise enrolled in an approved home study or other educational program, are required to be in attendance at the Berlin School for the full number of days each school year.

By School Board policy, children must be five (5) years of age by September 1st of the school year to enter Kindergarten. Children must be three (3) years of age by September 1st of the school year to enter Pre-K.

Parents of any potential student should complete a registration on the district's website: wcsu32.org. The documentation includes important demographic and medical information, as well as a release of records request so that we may obtain your child's records from their previous school. Copies of the child's birth certificate, two proofs of residency and up-to-date immunization verification must also be provided. Please direct any registration questions to Administrative Assistant Lori Renaud, at 223-2796 ext. 101 or lduttonrenaud@u32.org.

We encourage potential Berlin families to visit the school and meet with the Principal. Please call Lori Dutton-Renaud @ 223-2796 ext. 101 to schedule an appointment and tour!

Truancy and Tardy Procedures

Attendance Line: 802-223-2796 ext. 4 (For leaving a message if your child will be late or absent.)

Please Help Your Child Arrive on Time Every Day

Starting the day with community and connection is a cornerstone of your child's experience here at BES. As part of our Responsive Classroom philosophy each classroom starts the day with a morning meeting. This meeting builds community, teaches academic and social skills and sets the tone for the day. Your child's participation in this meeting is critical to your child's sense of belonging, academic success and preparedness for the day. In addition to morning meetings children also have the opportunity to complete tasks that set them up for success for the rest of the day. Tardiness and missing out on these crucial elements of the day can set a stressful tone for your child and their classmates. Teaming up with your child and the school, if necessary, to ensure that your child is at school on time every day and stays for the entire day is a key to success. The school is here to support if this is an area of struggle for your family.

Missing Five (5) or More Days of School

Vacations and non-emergency extended absences are considered unexcused absences. We ask families to carefully consider the instructional and social impact of removing their child(ren) from school.

- If a student misses five (5) or more cumulative days of school the parent/guardian will be notified in person by the Principal, a follow-up letter will be sent and documentation will be kept by the school.
- If a student misses ten (10) but less than twenty (20) cumulative days, a meeting will be called with the parent/guardian to develop a plan to keep the student in school. The administrator will also notify DCF of these absences.
- If a student is absent more than 20 cumulative days an affidavit will be written by the Principal and sent to the State's Attorney.

Tardy Procedures

Continued unexcused tardies (late to school) may result in an affidavit filed with the Washington County State's Attorney's Office.

Driving on School Grounds and Parking

The posted speed limit when entering the school grounds is 15 mph. Please adhere to this strict speed limit (enforceable by police) to ensure the safety of your children.

Please park in the regular parking lot, even if your visit is brief. Parking is prohibited in the front loop of the school at any time of day. Handicapped parking is available. For the safety of your children, the loop in front of the building is reserved for buses and emergency vehicles. Please completely turn off your vehicle's engine during waiting periods.

Visiting the School

Berlin Elementary School welcomes and encourages all visitors to come and see our building. To ensure the safety of our students and staff all guests and visitors must register in the office. Visitors are asked to sign in, obtain a visitors pass, and upon departure, sign out, leaving promptly when their business is completed. No persons will be permitted to be in the building without expressed permission and adherence to our visitor procedures.

If you would like to speak to the Principal, please check in with the front office to make an appointment or wait until she is available. We care deeply about your child's safety. To ensure a safe environment for our students, regular visitors (volunteers) will be required to complete a criminal background and registry check. Students wishing to bring a guest to school must obtain permission from an administrator in advance. Student guests must have a legitimate educational reason for visiting our school.

Reminder: If you are picking up your child for a midday for an appointment or at dismissal, you must wait for your child in the lobby. We will dismiss your child to you after you've checked in at the office. Parents are not permitted to go down to the classroom for dismissal. This is for the safety and education of all of our students.

School Calendar

The school calendar is located on the back page of this handbook, as well as on the website www.berlinschool.org. Please keep in mind that school closings during the year may impact the precise close of school for the year. If you need an additional calendar, please feel free to ask the office.

Communicating Parent Questions and Concerns

BES encourages open communication between teachers and families. Should a concern arise, parents/guardians are asked to first communicate directly with the teacher involved. Should a resolution not occur, or prove to be unsatisfactory, parents/guardians are encouraged to contact the principal to discuss the concern. If the concern is unable to be resolved at the school level, parents/guardians should contact the Superintendent's Office. If and only if the issue is not resolved by the Superintendent, the issue will be then brought to the WCUUSD School Board.

Health and Nursing Services

The school nurse provides health services for Berlin Elementary School. Please be aware that when the nurse is not in or available, there will be a trained nurse delegate available.

Responsibilities of the school nurse include:

- Collecting updated emergency and health information on students annually and maintaining school health records.
- Evaluating student immunization records and facilitating compliance with state immunization requirements.
- Communicating with families regarding health-related issues.
- Preparing, implementing, and evaluating individual student health care plans as needed.
- Collaborating with administration in support of a healthy school environment.
- Providing health services for illnesses and injuries.
- Reporting communicable diseases as required.
- Performing vision and hearing screenings as mandated by state laws.
- Administering medications, in accordance with the Vermont School Health Services Standards of Practice (see under "Medication")
- Reporting suspected child abuse and/or neglect.
- Providing health education information to students and staff.
- Participating as a member of school teams to improve student health outcomes.

Illnesses at School:

- If your child will be absent due to illness, please call the main office (223-2796 ext. 4) in the morning to let us know.
- If a child becomes ill or is injured during the school day and must go home, the school nurse or nurse delegate will phone the child's parent(s) at the number(s) listed on the child's Emergency Information Questionnaire. If the parent(s) cannot be reached, we will phone the emergency contact people listed on the Emergency Information Questionnaire. *Please be sure to let us know when your phone number or emergency contacts have changed!*
- Children should stay home for 24 hours after a fever of a 100°f or higher. Children who are vomiting, have diarrhea, or who have other symptoms of contagious disease should not come to school.

Medication:

Whenever possible, children's medications should be scheduled to be taken at home. When a child must take medication at school, please keep the following in mind:

- ALL medications must be kept in the nurse's office. The only exceptions are for emergency medications such as Epi-Pens and asthma inhalers and only when *written medical authorization* and *written parent permission* are on file in the nurse's office.
- Prescription Medications: *Written medical authorization (separate from the prescription label on the medicine container)* and written parent permission must be on file in the nurse's office before prescription medication will be given at school. These may be faxed to the school at 229-0222.
- Non-Prescription (Over-The-Counter) Medications: Written parent permission must be given to the school nurse before non-prescription medication will be given at school. A doctor's order is not required. The permission may be faxed to the school at 229-0222.
- Medications must be brought to school in their original, properly-labeled containers. Medicine that cannot be identified will not be given at school. If medicine comes to school unlabeled (in a baggie or a rolled up tissue), we will not allow a student to take it.

- Medication must be brought to school by a parent, guardian, or other responsible adult. For safety reasons, students may not carry their medications. (Medically necessary exceptions will be made with a written doctor's order.) Medications may not be given to school bus drivers.
- Medication orders must be renewed each school year. We cannot use last year's paperwork.
- Doctor's orders and parent permission may be faxed to school at 229-0222.
- Medication forms are available on the school's website and in the nurse's office.
- Unused medication may be picked up at school by a parent, guardian, or other designated adult. Medications not picked up by the end of the last teacher workday in June, will be destroyed. Medications cannot be left in school over the summer.

Food Service/Breakfast and Lunch Program

The school breakfast and lunch program is available each school day. Lunch and Breakfast will be free to all students.

Menus will be sent home monthly and are also available online or can be picked up at the front office. We seek to serve wholesome, appealing, and well-balanced meals that limit salt, sugar, and fat intake. Breakfast menus rotate choices, such as unsweetened cold cereal, hot cereal, eggs, bagels, pancakes, or waffles.

Parents are welcome to send in a healthy cold lunch and purchase milk for their child if they wish. If snacks are sent into school, we encourage parents to provide healthy snacks such as fruits, crackers and cheese, etc. Candy and high sugar drinks are not allowed for consumption at school. Please also keep in mind allergies (nut/gluten/etc.) when sending snacks from home.

If your child wishes to purchase milk with their home lunch we operate on a prepaid basis. Please send in payment in an envelope that clearly indicates the child for which payment is made, teacher's name, and the amount of money enclosed. Please always pay ahead.

Statements will be sent home on a regular basis. If more than \$25.00 is owed, a phone call will be made home to reconcile the account.

Our Foodservice Program staff includes Jacob Waffarn and Debra Anderson.

Berlin Elementary School is a "nut-aware" school. Due to severe, life-threatening allergies, there will be a "nut-free" table in the cafeteria this year. Students who have NO NUTS, nut products, or products manufactured in a facility where nut products are produced, may feel free to eat at this nut free table.

Healthy Celebrations

We encourage families to bring in items such as vegetables and dip, fruit, cheese and crackers for any type of classroom celebration. As a school community we strive for nutrition and wellness.

Snack Expectations

- Water in secure topped water bottles are allowed during class time. Snack drinks are allowed during snack only, and not throughout the day. Students who bring in a non-water drink in the morning, will be asked to save it for snack or lunch.
- Students will be given snack time as determined by the classroom teacher.
- Students are not allowed to have candy, soda, energy type drinks, or caffeinated drinks during school hours.
- Students are not allowed to share snacks or lunch.
- Glass bottles are not allowed at school.

School Programs, Curriculum, Academics

Elementary Level Curriculum

Children in Kindergarten through Sixth grade are in self-contained classrooms. All students in the school receive instruction in reading, mathematics, language arts, science, social studies, physical education, music, library, technology, health, guidance, and art. Our curriculum is based on National Common Core Standards, Vermont Grade Expectations, and Next Generation Science Standards.

Student Learning Outcomes and Transferable Skills

WCUUSD exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities. More specifically, WCUUSD students will meet or exceed rigorous standards for:

Core knowledge of essential academic subjects, including:

- Literacy
- Mathematical Content and Practices
- Scientific Inquiry and Content Knowledge
- Global Citizenship
- Physical Education and Health
- Artistic Expression
- Financial Literacy

Transferable skills and behaviors that prepare them for lifelong learning and success, including:

- Creative and Practical Problem Solving
- Effective and Expressive Communication
- Engaged Citizenship
- Working Independently and Collaboratively
- Informed, Integrated and Critical Thinking
- Self-Awareness and Self-Direction

Pre-Kindergarten (Preschool)

Berlin Elementary Preschool is a part-day program. Children who are three years old by September 1st of the school year are eligible to attend, space permitting. We typically have a developmental screening in March. This is an opportunity for children to come in and play and for parents to ask questions about their children's development. This is also a time for parents to fill out applications for the following school year. The number of sessions we offer depends upon the number of children who would like to attend preschool. There are two sessions for this school year.

These sessions are:

Monday/Tuesday/Wednesday/Thursday 9:00 -11:15 a.m.

Monday/Tuesday/ Thursday 12:50-3:35 p.m. Wednesday 12:50-3:00 p.m.

All sessions offer programs that are play-based and help children to develop their social-emotional skills and early academic skills. We have a lot of fun as we play and work together in our community at Berlin Elementary School. Community Connections offers a Pre-K program at Berlin to accommodate families that wish to have their Pre-K student stay at Berlin for the entire day.

Please note there is an additional charge for this service which is provided by Community Connections. Please contact Community Connections @ 223-2796 ext. 149 or ddeforge@u32.org directly for more information.

Health Education

The school nurse and school counselor act as resources to teachers in providing wellness promotion and disease prevention. Topics include nutrition, dental health, hygiene, family living,

HIV/AIDS and other communicable diseases, puberty, making healthy choices, and anti-tobacco education. Health topics are also incorporated by classroom teachers in their classes. Additionally, students in grades K-6 will have the opportunity to participate in a stand alone health class once a week.

Allied Arts

Berlin Elementary's Allied Arts program includes library, guidance, physical education, vocal and instrumental music, and visual arts. It is important for students to dress appropriately for the Allied Arts class (i.e., sneakers for P.E. and appropriate clothing for art, etc.) Please note the days your child has each class and support his/her success with appropriate attire. Our Allied Arts schedule necessitates that some classes meet at the end of the day; consequently, please try to avoid removing students from school early. One missed art class, for example, means that a child would go without art instruction for an entire week.

Art Program

Art education at Berlin Elementary School is built upon the Framework of Standards and Learning Opportunities and the CCSS (Common Core State Standards). The art activities and learning experiences are related to the students' lives and contain developmentally-appropriate skills, techniques, and materials. Students are provided the experience of creating art with a wide range of media and materials, such as painting (with watercolor, tempera, and acrylics), drawing (with drawing pencils, colored pencils, crayons, and oil pastels), printmaking, paper arts, weaving, bookmaking, paper mache and mixed media, ceramics, and sculpture. Students also learn about various techniques, the elements and principles of design, artists, media, art history, and subjects in art. With the art room Smart Board, students in all grade levels use this piece of technology to interactively learn about art making, art history, critique, and aesthetics.

Students in kindergarten through sixth grade have art class once a week. Due to the limited time that we have class, it may take several weeks for a project to reach completion. The art work is then put on display in the school and may be used in an Art Show at the end of the year. Making art can be messy. Paint shirts are available for students to protect their clothing but wearing "play clothes" on art class day is recommended. If you have questions about any aspect of the art program, please contact our Art teacher, Erica Rose at 223-2796 ext. 108.

Physical Education Program

The physical education curriculum focuses on the individual child and his/her accomplishments. We strive to develop each child's locomotor, non-locomotor, manipulative, and social skills at all grade levels. The kindergarten through second grade curriculum focuses on movement activities and cooperative games to help develop these skills. The fourth through sixth grade students participate in a more sports-oriented program that concentrates on lifetime games and activities. Third grade is a transitional year where students leave the more movement-oriented program of kindergarten through second grade, for the lifetime activities taught in grades four through six. Our average gym class consists of three parts. We start the day with a five- to seven-minute warm up. Next, we spend 15 to 20 minutes on the lesson of the day. We end each class with a two- to four-minute cool down period.

Physical Education units consist of: Archery, Creative Dance, Folk Dance, Badminton, Adventure Based Education, Ultimate Frisbee, Striking Skills, Locomotor/Non-Locomotor Skills, and Throwing and Catching Skills.

Music Program

The music program at Berlin Elementary School centers around the concept that music is a universal language and scaffolds musical development throughout the grades. Students can expect to read, perform, listen and move during each class. Kindergarten through second grade focuses on the development of the ear while incorporating Suzuki and Feierabend's "First Steps" approach. Utilizing folk songs, students will explore their voices while learning contour, duration and beat. As students progress through the program, instruments will be introduced as well as basic song form and dance. By third grade students will use Orff instruments to compose their own music and learn new musical concepts. Throughout the general music experience, students will use technology to interact, move and compose music.

All students in grades five and six have the option to take band and chorus. Beginning and Elementary Band gives students the opportunity to learn instruments in the context of a musical ensemble while receiving supplemental small group lesson instruction. By the end of sixth grade, students will be prepared to participate in a musical ensemble at the middle school level. In chorus, students are taught appropriate vocal technique and two to three part singing.

Music Education at Berlin Elementary School has always, and will continue to, work to instill a love, appreciation, and understanding of music and the arts. The program strives to inspire creativity through children's innate curiosity, joy and a sense of play, moving toward responsibility, skill and accomplishment.

After School Athletics Program

The focus for Berlin Youth Sports is on skills, rules, good sportsmanship, and FUN! The Berlin Elementary sports program is dependent upon parent volunteers to coach and referee the various levels, with an Athletic Director for assistance with sports management.

We offer soccer and basketball. These two sports opportunities are offered at three different levels:

- K-2nd grade – skills and drills clinic on Saturday mornings – 6 weeks
- 3rd/4th grade practice and games after school – no more than 2 games/practices per week and no more than 8 games a season.
- 5th/6th grade practice and games after school – no more than 2 games/practices a week and no more than 12 games per season.

Students must be in school for the complete day to participate in practices and/or events unless excused by the Principal during that day.

Theater Program

We offer a theater program for students, typically in the spring. Under a director, a play is chosen and students meet often to prepare for a late spring performance. Volunteers are needed and encouraged.

School Counseling Services

The mission of the Berlin Elementary School Counseling Program is to provide a comprehensive Guidance program that will assist all students in acquiring the skills, knowledge and attitudes necessary to become effective students, responsible citizens, productive workers, and lifelong learners. The School Counseling Program is an integral part of the school's total program with a commitment to individual uniqueness and understanding multicultural diversity. The program addresses the personal/social, educational, and career needs of all students through brief individual counseling, small group counseling, classroom guidance and consultation with staff members, families, and outside agencies. Each class receives one 35- 45 minute guidance class per week throughout the school year. More information about Berlin's school counseling services may be found on our school website at: www.berlinschool.org. You may call 223-2796 ext. 118 to speak with Jessica Heinz or Karen Chesser, School Counselors, at any time.

Library and Learning Center Services

The Library and Learning Center is staffed by Librarian and Technology Integration Specialist Amy Young. Students in preschool through grade six visit the Library and Learning Center weekly for lessons and time to borrow books. The goals of the Library and Ed Tech program are to:

- Provide access to quality books and electronic resources.
- Foster skills for life-long learning and a love of reading.
- Integrate information literacy into the school curriculum.
- Connect students with books that are at their "just-right" reading level for practice as well as books to inspire reading, knowledge and personal growth.
- Teach students how to use and be responsible for books.
- Help learners become responsible and creative users of information and ideas.
- Collaborate with staff, students, and families to meet the needs of individual learners.

Technology at Berlin Elementary School and the WCUUSD Vision

All students in WCUUSD will demonstrate information technology skills that support learning, communication, personal productivity, and decision making.

Goal

Information technology will become an integral tool for learning and communicating.

Mission

As information processing and communication technologies continue to evolve, they are becoming integral activities in all areas of daily life. We believe that an introduction to, training in the use of, and acquiring proficiency in these technologies is crucial for Berlin students, who must be increasingly self-directed and adept at solving real-world problems. Information processing technology in the school will be used to transform and improve the education process, complementing and augmenting, rather than replacing, the learning practices established at Berlin and WCUUSD. In addition, such technology will be used to expand our resources beyond the school walls by enabling and enhancing connections to other schools and communities. The Berlin Elementary School internet website is www.berlinschool.org. Please visit for updates and other important information.

Speech and Language Services

The Speech-Language Pathologist supports the speech (articulation and voice) and receptive/expressive language development of students from preschool to sixth grade. This occurs through the collaboration of families, teachers, and special educators, in order to determine the student's communication strengths and challenges and how to best meet the student's needs.

Language development incorporates the understanding and use of phonology (sounds in words), morphology (prefixes/suffixes), syntax (sentence formulation), semantics (word meaning), and pragmatics (social awareness /conversational cues). These factors also impact oral and written expression. Curriculum-based materials are used, whenever possible, so that students can practice and apply newly-learned speech and language skills in the classroom among their peers. Intervention can occur in or out of the classroom, one-on-one, or in a small group.

Educational Support Team (EST)

The school's EST committee is designed to bring parents and school staff together to brainstorm and implement strategies designed to meet students' specific learning and behavioral needs. We recognize that each student is an individual. Sometimes, accommodations in the school program and/or increased coordination with home are needed to help students be successful at school.

The EST committee meets on a regular basis, generally in the mornings. School staff or parents can make referrals. Parents will be invited to participate in any EST meetings about their child. EST referral meetings include the child's teacher, guidance counselor, principal, parents, and a special educator. Others are included, as needed. The EST referral meeting results in a plan for success with specific assignments for staff, parents, and the student to carry out as part of the plan. An EST follow-up meeting is scheduled after approximately six weeks to review successes (progress) and plan further steps.

ESTs within WCCUSD serve two primary purposes: monitoring of student progress and collaborating with educators to ensure the right supports are in place. The goal is always to help children perform on grade level and succeed in the regular classroom. We offer extra support in reading , mathematics, and behavior based on assessment data.

Multi-Level Systems Of Support (MLSS)

Schools in WCUUSD utilize Multi-Layered Systems of Support for students. In this way, we ensure that we are responding to student needs and utilizing our school resources equitably.

Layer 1: Classroom Instruction

Layer 1 is quality instruction in the classroom that uses clear learning targets, multiple methods of assessment, and high quality instruction and interventions.

Layer 2: Short Term Interventions To Support Students in Achieving Grade Level Expectations

Layer 2 supports are available for students who are in need of extra support. When a student is struggling, initial level 2 supports are delivered in small groups. Support may be delivered by classroom teachers, paraprofessionals, or a content Interventionist. Interventions typically last six weeks and the effect of the support on student achievement will be monitored. If students do not appear to be progressing with this initial support, an Educational Support Team meeting will be

convened in order to continue intervention services.

Level 3: Individual or small group supports

A student who is eligible for special education may have an identified disability in one or more areas.

If the student is eligible for special education services, an individual education program (IEP) is developed to address the individual needs of the learner. This is based on information gathered in the evaluation and classroom. Parent input is an important part of this process.

For a copy of Parental Rights in Special Education, contact Berlin's Special Educators or the WCUUSD Director of Support Services (Kerra Holden 229-0553).

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.

Special Education Services

Special Education services can take a variety of forms depending on individual needs and strengths, with consideration for allowing the child to remain in the least restrictive environment. Special Educators work with students in classrooms, in small groups and individually, depending on the student's program. Special Educators also work closely with para-educators to support students across the curriculum.

Special Education Process

Special Education at Berlin Elementary School is designed to address the needs of students who meet one or more disability categories. Students must be identified as being in need of special education. A student is in need of special education when: 1) a disability is present, 2) the disability has an adverse effect on educational performance under standard instructional conditions, and 3) when the student needs specialized instruction to benefit from the regular educational program and this support cannot be provided through standard classroom accommodations or EST.

Students are considered eligible for special education once they have met the qualifying criteria, in accordance with state and federal regulations.

Referral for special education may result from EST recommendations, after other in-class strategies have been tried or from parent requests for an evaluation. Parent input is an important part of this process. Parents are asked to provide information about their child, both socially and academically, in both home and school environments and to address any other areas of concern.

With parental and school consent, an evaluation plan is developed based on parental input and questions developed by the Evaluation Planning Team (E.P.T. includes classroom teacher, parents, and other specialists, who would work directly with the child). A comprehensive report documents student needs and learning styles. Eligibility is determined by the team according to special education criteria. An Individual Education Plan (I.E.P.) is developed for qualified students to address individual learner needs. The I.E.P. is reviewed and developed annually. A three-year

re-evaluation documents and updates a student's eligibility status and educational needs. Parental rights are honored throughout this process. (Progress reports from the SPED department are included in the trimester report card process.)

Student Assessment

It is important to remember that assessments capture a "snapshot" of student performance on a given day. Assessment scores may be impacted by many factors, such as social interactions, personal health and emotional wellness, various learning issues, whether or not a child has had breakfast or lunch, etc. Assessments are one piece of information and must be combined with classroom observations, review of daily work, and close communication with families, in order to gain an accurate and complete profile of any student.

Our assessment data is being used in two important ways. The first is to publicly hold ourselves accountable to families and the community. The second is to have a reliable means of evaluating our programs and practices. In this way we are also able to monitor individual student growth and more effectively adjust instruction to meet particular needs.

Measuring student achievement is an important way of determining the quality of a school. In addition to that measure, a school is successful when all children are held to high expectations in their learning, as well as their behavior. School quality means competent, committed teachers, and staff who consistently seek more effective ways to engage students in thinking and learning.

What are the Common Core State Standards (CCSS)?

The CCSS provide specific benchmarks for English, Math and Social Studies. They provide guidance for the design of local curriculum, instruction, and assessment. Our Math and Writing non-negotiables are aligned with these expectations. More information on the Common Core Standards is available at: <http://commoncore.org/parents> or <http://www.pta.org/parents/content.cfm?ItemNumber=2583>

iReady Math and Reading Assessments

The iReady is a kindergarten through sixth grade assessment of students' understanding of mathematics and reading. It is a web based assessment that provides diagnostic information which helps staff plan for math and literacy instruction and interventions.

Whole-School Meetings

Once a month, the entire school gathers for a fun and educational group meeting. During that time, various classes present projects and lead the school through activities. Occasionally, we will have guest speakers or entertainers. Please reference the calendar in the school Calendar of Events and on the website for upcoming Whole-School Meetings.

Homework

Teachers have the autonomy to assign homework as they wish. We do not have a specific homework policy.

Make up due to absence

Teachers are responsible for making arrangements with parents and students in order to make up homework that is missed due to student absence.

Report Cards

All original Report Cards are kept in student files in the Main Office. At the end of the school year, report cards are printed and a copy is placed in the student's file. A copy is also sent to parents.

Infinite Campus

"IC" is our on-line reporting system. Teachers are responsible for inputting assessments throughout the year. Parent Log-In information is available in the main office.

Report Card and Parent Conferences

The Berlin School operates on a quarterly system. Parent conferences take place in November and April. Report cards are issued in January and June.

Parent/Teacher Conferences

Parent/Teacher conferences are held twice a year, in November and April. Teachers will individually arrange conferences with parents during the conference day or at other designated times.

School Rules, Behavior, and Discipline

The Responsive Classroom Philosophy

Berlin Elementary is a Responsive Classroom school. This means that we believe in, and implement, the Responsive Classroom philosophy of teaching and learning, which relies on seven Guiding Principles to create a caring, respectful and responsible community of adults and children. It is our goal that expectations – both social and academic – are high, and we challenge ourselves and each other to achieve not only basic skills, but also our Hopes and Dreams as learners, community members and leaders. We celebrate both the academic and social successes of our school community, and value social and academic learning equally.

The seven guiding principles of Responsive Classroom include:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- The greatest cognitive growth occurs through social interactions.
- There is a specific set of social skills that children need to learn and practice in order to be successful academically and socially. They include: Cooperation, Assertiveness, Responsibility, Empathy, and Self-control (C.A.R.E.S.).
- Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence.

We practice these principles, in part, by:

- Designing and teaching a developmentally appropriate curriculum, noting that individuals' rates of development and learning styles differ.
- Holding daily classroom Morning Meetings that include a Greeting, Sharing, Activity, and Morning Message. These meetings allow us to build a sense of community, teach and model respect, tolerance and other social skills, as well as practice academic skill.
- Using the school's PBIS expectations we work with our students to create Rules and Logical Consequences in our classrooms. We believe the creation of school and classroom rules is a collaborative process that involves the adults and children of our school, and begins by identifying our Hopes and Dreams for learning.
- We also aim to organize our classroom spaces in a way most conducive to learning. Rules are then created that allow us to meet our goals. Logical consequences allow us to tailor our responses to individual misbehavior to those specific circumstances, and create a meaningful and connected response and plan of action. Rules are frequently discussed and reviewed. We strive to help students connect their behaviors and the outcomes of those behaviors, fix problems caused by misbehavior, make amends and preserve relationships, and avoid similar problems in the future. We aim to give students a chance to regain control, preserve the dignity of the child and group, and keep everyone safe and productive.
- Communicating with families and promoting open dialogue. Through our school website and online newsletter at www.berlinschool.org, our conferences, performances and special events, volunteer opportunities, Whole-School Meetings, and other events, we aim to make

Berlin Elementary School the hub of the community, a place where staff, students, families, and the expertise of the greater community work together to educate children.

After reviewing the Guiding Principles of Responsive Classroom, if you have suggestions for ways families and the school can better work together to support children, please let us know. We value our partnership with families. Please also check out: www.responsiveclassroom.org for more information.

Positive Behavior Interventions and Supports: PBIS

PBIS is a structure to help support our Responsive Classroom philosophy. The purpose of PBIS in our school is to create a positive school culture through promoting school-wide behavior expectations, teaching of expectations, consistent responses to problem behavior and use of data to make decisions.

As an identified Tier 3 PBIS school we support students and staff at the Universal (Tier 1), Targeted (Tier 2) and Intensive levels (Tier 3). This means that at the Universal level, all students are receiving the same behavioral management strategies. If a student doesn't respond to the Universal strategies, then they will be recommended to receive Tier 2 targeted interventions. If those strategies don't work, then we provide an intensive wrap around team approach that is designed specifically for the student's needs.

Guiding Principle: Social Behavior and Academic Achievement are Linked...

- To improve the academic success of our children, we must improve their social success.
- Academic and social failures are reciprocally and inextricably related.
- As a result, systems to support academics and behavior need to be integrated.

In order to change student behaviors....

- Adults must model behavior
- Students must experience academic success
- Students must be formally taught the behavior

Supporting systemic change in a school community is a long-term journey that begins with hopes, dreams and ideas which can be embraced by faculty, administrators, families and community members, that....

- Initially begins with words,
- Which develops into actions and behaviors,
- Then becomes habits through practice,
- To ultimately form a *climate* and *culture*.

What is Positive Behavior Intervention and Support? Positive Behavior Interventions and Supports (PBIS) is a process for creating safer and more effective schools. By teaching and reinforcing positive behaviors through this research-based approach, students are more accessible for academic learning and exist in an environment of respect and rapport. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans for academic and social success. PBIS includes school-wide expectations, procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What does PBIS look like at our school? We have adopted a unified set of school wide expectations. Similar to the comprehensive discipline plan, these rules define our expectations for behavior in our school. You will see these expectations posted throughout the school and your child will be learning them during his or her first days at school and throughout the year. Our school wide expectations, found in every classroom and non-classroom setting in the school, are as follows:

Be Safe

Be Respectful

Be Ready

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on track with the school wide expectations in a positive manner, we do the following when teaching academics and behavior:

- Constantly teach and refer to our school wide expectations.
- Provide students with more praise than correction.
- Talk to students with respect using a positive voice tone.
- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting, and redirecting as we teach.
- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

How will PBIS co-exist with the Responsive Classroom Approach?

PBIS aligns with and supports the Responsive Classroom philosophy. Both Responsive Classroom and PBIS are approaches that support the proactive and ongoing teaching of social skills. Both approaches include the use of positive strategies to help children develop appropriate behaviors. Both approaches focus on establishing a positive school environment that discourages negative behaviors. Perhaps most importantly, both PBIS and Responsive Classroom support the explicit teaching of social skills and providing feedback to students when they are successful, and in ways that respect children.

Responsive Classroom believes that positive teacher language and other non-tangible supports are the best way to support behaviors. PBIS utilizes more tangible recognition. We believe that both philosophies can co-exist as a result of thoughtful planning on our part.

PBIS Classroom Behavior Practice Supports

Our school has worked hard to build systems of behavioral supports for all students, ranging from Universal to Intensive levels. Our goal for the future is to increase classroom behavior strategies and support for classroom teachers.

CBPS (Classroom Behavior Practice Supports) are evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies for teachers. These strategies should be used classroom-wide, intensified for support small-group instruction, or amplified further for individual students. They can help teachers capitalize on instructional time and decrease disruptions, which is crucial as schools are held to greater academic and social accountability measure for all students.

Berlin Elementary School has 2 trained behavior coaches; Lucia Burke and Jessica Heinz, to help teachers implement the CBPS into their classrooms. They will meet with classroom teachers to provide strategies and supports that will help them become more confident with their classroom behavior management practices.

Behavioral Expectations and Procedures/Protocols/Communication

BES School Wide Expectations are:

Be Safe

Be Respectful

Be Ready

These school wide expectations should be prominently displayed in classrooms, specials, and any other settings students regularly visit or attend, and should guide classroom rules.

Also, Berlin school wide expectations will be found in specific settings (i.e. bathrooms, buses, playground, lunchroom and hallway) outlining how to follow the codes in specific settings.

Behavior Matrix

	Be Safe	Be Respectful	Be Ready
Hallways	<ul style="list-style-type: none"> • walk to the right • safe body • self-space 	<ul style="list-style-type: none"> • Quiet voice (Level 0, 1) • self-space • respect school property and displays 	<ul style="list-style-type: none"> • walk quietly with purpose • follow adult directions • walk hands by side, face forward
Classroom	<ul style="list-style-type: none"> • Safe body • Self-control 	<ul style="list-style-type: none"> • Act appropriately • Follow directions • Use tools appropriately 	<ul style="list-style-type: none"> • Be prepared • Brain on
Playground/Recess	<ul style="list-style-type: none"> • safe body • play in supervised areas • use equipment as stated in guidelines 	<ul style="list-style-type: none"> • Follow directions • Share • Honor differences 	<ul style="list-style-type: none"> • Have appropriate clothing • Go out, play, come in

Lunch room	<ul style="list-style-type: none"> • using utensils properly • self-control • follow directions 	<ul style="list-style-type: none"> • use restaurant manners • be polite • clean up after self 	<ul style="list-style-type: none"> • have lunch or lunch card with you • eat more talk less • listen to adults
Buses	<ul style="list-style-type: none"> • face forward • stay buckled and in seat • keep aisle clear • no food 	<ul style="list-style-type: none"> • follow directions • kind, quiet voices • self-space 	<ul style="list-style-type: none"> • face forward • buckle up • feet and body out of aisle
Bathrooms	<ul style="list-style-type: none"> • Self-control: 1. voice 2. body 3. behaviors • check in/check out • wash and dry hands 	<ul style="list-style-type: none"> • quiet • keep space clean 	<ul style="list-style-type: none"> • lift or drop seat • be timely
Assembly/ Performance	<ul style="list-style-type: none"> • sit on your bottom • Level 0 voice during performance • Level 1 voice before and after performance 	<ul style="list-style-type: none"> • Quiet feet • Be attentive • Clap respectfully 	<ul style="list-style-type: none"> • Be attentive • Level 0 voice during performance • Level 1 voice before and after performance
Garden	<ul style="list-style-type: none"> • Adult must be in garden with students at all times • Walk only on the paths and not on the bed • Sit and Read in the Lending Library 	<ul style="list-style-type: none"> • Pick only what you need. • Respect classroom signs that are in the garden beds • Lending library, books and bench are for reading and sitting only. • Tools are for gardening use only. 	

Hands-on as a result of aggressive behavior may result in a level of suspension determined by the administration.

In-School/Out-of-School Suspension

- In-School Suspension – The student is removed from the normal classroom setting but remains in school for the entire day. The exclusion from the classroom shall be for no more than 10 consecutive days. The student will be notified of the charges of misconduct and of the proposed disciplinary action, and will be given an opportunity to be heard by the Principal. The parent or guardian will be notified immediately of the suspension and urged to come in for discussion with the Principal or Assistant Principal. In short, informal due process will be followed.
- Out-of-School Suspension – The student is removed from the school setting. Exclusion from school shall be for a specified time period. In the event of a short-term suspension,

the above informal due process procedures will occur. In the event of a long-term suspension (more than 10 consecutive days) the student has a right to notice in writing of the alleged charges and a hearing before the School Board as set forth in the district policy manual section: CODES F1-F6.

Expectations for School Bus Safety

Riding the bus is a privilege extended to students at Berlin Elementary School by the School Board. Students are welcome to ride the buses both to and from school, and may choose to take advantage of this service either on a daily basis or as needed. State law ultimately makes transportation to and from school a parental responsibility.

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;
- No eating and drinking on the bus.

Bus Discipline Procedures

The classroom teachers and bus drivers periodically review the “Expectations for School Bus Safety” with all students. Students receive specific, positive feedback on their safe bus behavior. If a student does not demonstrate appropriate bus behavior the following procedures will be used:

- Initial verbal reminder: The bus driver clearly states the bus behavior guidelines and the expectation that the student needs to follow in order to ride the bus.
- 1st referral: After verbal reminder(s), the bus driver (at her/his discretion) completes a behavior report form and delivers it to the principal. The principal will meet with the student to review the expectations and parents/guardians will be contacted.
- 2nd referral: The principal will conference with the student and contact a parent/guardian; the student will be suspended from the bus for one day (*i.e. parent/guardian must provide transportation for one school day*).
- 3rd referral: The principal will conference with the student and contact a parent/guardian. The student will be suspended for multiple days. Furthermore, the student may have a hearing with the Berlin Board of School Directors. The Board determines when/if the student may ride the bus again.

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.

Dress Code and Appropriate Attire

As per [Vermont Agency of Education](#), WCUUSD has a legal obligation to provide a safe, orderly, civil and positive learning environment. Thus, student dress must be viewpoint neutral.

Students are not allowed to wear clothing with a printed message, word, phrase, picture or graphic that contains profanity, obscenity, or the promotion of any illegal activity or violence. Further, such articles of clothing may not contain communications that violate school policies (e.g., Title IX or the District's Policy for the Prevention of Hazing, Harassment and Bullying).

Students wearing an article of clothing that is deemed to be in violation of this administrative rule by the building Principal, after considering First Amendment protections for free speech, will be required to change or cover the clothing.

These rules also apply across all school settings (physical education class, after school clubs, co-curricular activities and dances).

Please note: According to the State Department of Education's General Counsel, courts have, as a rule, supported school's rights to implement dress codes that conform to reasonable standards of appropriateness and decency. It has generally been accepted that these codes are not an infringement of free speech.

Chromebooks

We are fortunate to have 1:1 Chromebooks as part of our school and we aim to keep them in the best condition possible.

Chromebook misuse will be treated similar to a behavior infraction. Student misuse may be, but is not limited to;

- Not using the Chromebook as or when directed by a teacher.
- Going on websites that are not allowed or not part of the activity directed by a teacher.
- Improper handling and/or not showing care of the Chromebook (dropping, tossing, sliding, slamming the cover, not carrying properly in case).
- Using the Chromebook out of class time (hallway, cafeteria, etc.).
- Minor damage (picking, peeling, scratching, gouging, writing on the Chromebook).

A behavior referral will result in Chromebook misuse and proper consequences will be issued which may include loss of use for a certain number of days.

Chromebook Damage

If it is found that a student is willfully damaging a Chromebook, a replacement cost of \$250.00 will be billed to parents/guardians. This constitutes damage to school property.

Cell Phone and Personal Device Use

Students are *only* permitted to use their cell phones and/or electronic devices under teacher direction. If not, the following procedures apply:

1. If a student is caught using a device when not permitted by a teacher, paraeducator, or staff member, the staff member will confiscate the device and bring it to the main office. The student may pick up their device at the end of the day.
2. If a student is caught using a cell phone and/or device for a second time during the school year, when not permitted, the teacher, paraeducator, or staff member will confiscate the device, bring it to the main office and the Principal will call home and ask that a parent or guardian pick up the device.
3. If a student is caught using a cell and/or device for a third time during the school year, when not permitted, the teacher, paraeducator, or staff member will confiscate the device, bring it to the main office, the Principal will call home and ask that a parent pick it up and it not be brought back to school for the remainder of the school year.

Whole School Meeting Guidelines

- Assemblies will be posted on the BES Google Calendar.
- Teachers should review meeting etiquette and school rules for behavior with their class prior to any concert/assembly.
- Assembly attendance is required of all faculty, staff, and students.
- Classes may be called down for assemblies 5-10 minutes prior to the assembly start time.
- Faculty and staff will sit with their students and oversee behavior and concert etiquette.
- If misbehavior occurs, a student will be given one warning. If the behavior continues students will be dismissed to the office.
- At the end of assemblies, all will remain quiet and seated until the authorized person (administrator or teacher in charge), has given dismissal directions.
- Assemblies requiring set ups may need use of the gym space just prior to the assembly. This will be coordinated by the appropriate faculty members.

Concert Etiquette

As an audience, you are an important part of concerts. The audience's responsibility at formal concerts is to honor the efforts of the performers by providing a listening atmosphere in which their performance can be appreciated by all. To that end, we ask for your cooperation:

- While the performance is in progress, remain seated and quiet. (If it becomes necessary to leave the gymnasium, please do so between musical selections.)
- If very young children become restless and disrupt others' ability to listen, please take them from the gymnasium until they are quiet.
- Please do not hum or clap along with the performers, unless specifically invited to do so.
- It is impolite to talk, or even whisper, while the music is being performed. Listeners and performers are also distracted by sounds from programs, candy wrappers, jewelry and other objects. Remain still and be thoughtful of others by talking or making sounds only between numbers.
- Do not leave as soon as your child's portion of the concert is over. All of the students deserve a full audience for their performances.
- Watch the conductor when the music stops to determine when to applaud. Some musical works have several parts or movements and the audience is expected to applaud only after all movements have been performed.

Source: MENC (National Association for Music Education)

Behavior at After School Events

- Students are not allowed to be present in the building after 3:45PM unless supervised by a parent/guardian, or unless they are attending a club or school activity where school staff is supervising the activity.
- For after school sporting events and practice, students are not allowed to wait in the building until practice or game time.
- For any event type, students are to be in the designated area of the event and not roam the building, loiter in the halls, or enter classrooms.
- During athletic events, students are asked to behave appropriately in the stands/bleachers. Taunting or physical aggression or play is not allowed.

Off-Campus Misconduct

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.” When discipline for off-campus misconduct is 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, discipline consistent with misconduct procedures may be imposed.

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

1. Bullying, including cyber-bullying
2. Harassment
3. Hazing
4. Criminal conduct
5. Possession, consumption, or sale of illegal substances
6. Violations of rules governing eligibility to participate in school-sponsored activities

Toys

Toys are not permitted at school, except for show and tell. Fidget spinners and fidget toys are not allowed.

Gum Chewing

Gum chewing is not permitted in the school building or on the school grounds from the time a student arrives in the morning until the conclusion of his/her obligations at the end of the school day. Only under certain circumstances and approved by administration is gum chewing allowed.

Authority of School Personnel

Teachers and other members of the school staff are responsible for enforcing appropriate standards of behavior and established rules of conduct. Consequently, they will remind students when their behavior conflicts with the standards established by the school. This means that teachers, substitute teachers, and other members of the school staff have authority over students

in the school building, on school grounds, and at school-sponsored events, regardless of whether or not the adult is one of the student's teachers. Each student is responsible for complying promptly with a teacher's or a staff member's requests, including requests that the student identify himself or herself, and directions to report to the office or behavior intervention room. Failure to comply promptly will be considered insubordination and may result in consequences.

Family and Community Involvement

Visitor Procedures

All individuals coming into the school must sign in the Visitor's Book in the Main Office. Once visitors have signed in, they will get a visitor's pass, which must be worn while at the school. Upon leaving school, they will relinquish their visitor pass in the front foyer.

Berlin Elementary School PTNA (Parent, Teacher, Neighbor Association)

The Berlin PTNA is a group of parents, teachers and neighbors who share the common goal of enriching the lives of children. We encourage everyone in our community to become involved with the PTNA. There are a wide variety of activities that the PTNA sponsors throughout the year and we welcome new ideas. Please come to one or all of our monthly meetings, though meeting attendance is not required and we welcome any level of participation. It is a great way to become more involved in the school lives of the children.

Following is a list of programs in which the PTNA has been involved. In the fall, we are looking for volunteers to sign up for the things they like to do so that we can match people's interests with our activities.

- Arts Enrichment
- School Yearbook
- Teacher Reimbursement Fund
- Game/Movie Night
- Teacher Appreciation Breakfast
- End-of-Year School-wide Picnic
- 6th Grade Graduation Corsages
- Swimming Lessons
- Playground Improvement
- Halloween Dance
- Holiday Bazaar

In order to have such an extensive list of programs, the PTNA does several fund-raising events throughout the year. The events vary but have included wrapping paper sales, this year through Genevieve's (<http://www.genevieves.com>), plant sales, spirit wear and concessions.

Other ways to help the PTNA are to save and send in product labels and Box Tops for Education, and participate in the Price Chopper receipt programs.

More information regarding Berlin's PTNA, including meeting minutes, can be found on the school website: <https://www.wcsu32.org/Domain/280>. You may also give your email address to the PTNA to have information emailed to you.

Volunteering and/or Chaperoning

Level 1 procedure: Anyone who wishes to volunteer in any capacity and/or chaperone a field trip needs to complete a volunteer application and a form consenting to an online child/adult abuse and sex offender registry check.

Level 2 procedure: If any volunteers are approved to be unsupervised with students, the volunteer needs to complete the Level 1 requirements plus a finger-print supported criminal background check through the National Child Protection Act Program (requires completion of two additional forms and a check for FBI processing in the amount of \$13.25 payable to WCUUSD. There is an additional \$35.00 fee for fingerprinting, payable to the Washington County Sheriff upon your arrival there). It is important to us that these fees do not prevent anyone from volunteering or chaperoning. If the fees present a hardship, please notify the Principal.

All paperwork is available at the school and may be processed here, regardless of the level of volunteer. Two forms of identification, including one with a photo, are required. Regardless of the level you plan to apply for, we suggest you complete the requirements well in advance, giving everyone ample time to process your request. Examples of Level 1 volunteers include classroom volunteers (reading with children, accompanying a field trip, etc.). A Level 2 volunteer includes sport coaches, student teachers, employees, and anyone working alone with students.

Field Trips

Parents or others who chaperone and/or provide transportation for field trips are important role models for children. It is expected that healthy, appropriate behavior will be modeled.

A signed permission slip is required in order for a student to attend a field trip. Please support your child by promptly signing and returning permission slips.

In order for you to drive for a field trip, the school must have a copy of your current insurance and registration cards, as well as a copy of your driver's license and a volunteer application on file with the school. Also, there must be two adults in the vehicle with the students at all times. The vehicle used must have proper safety equipment. In order to avoid the last-minute rush, we welcome getting a copy of your license, registration and insurance cards at the beginning of the year to have on file. You may submit this at the same time as your volunteer paperwork. Insurance coverage must be comprehensive and in the amount of \$100,000 / \$300,000 per injury/accident.

A child weighing more than twenty pounds and over one year old, until his/her eighth birthday, must use a belt-positioning car seat or booster seat, as appropriate. A child eight through fifteen years old must use a car seat or seat belt, as appropriate. The driver of the vehicle is responsible for the appropriateness of the restraint system and being sure children are lawfully secured. No students should be positioned in the front seat of any vehicle.

Field Trip Expectations for Chaperones

1. All students and chaperones are expected to abide by school rules as set forth in this handbook, including the dress code.

2. Chaperones will be expected to attend a meeting to discuss rules and responsibilities while on field trips. Teachers orchestrating the trip will conduct this meeting. During the meeting policies and procedures pertaining to the trip will be distributed and discussed.
3. Chaperones are responsible for all students they are assigned to, not just their own child(ren).
4. Chaperones may not bring siblings or other children on trips or to classroom events.
5. Chaperones will not use tobacco, alcohol, or drugs while on trips.
6. Chaperones must have a Level 1 Volunteer Application on file with the school.

Fundraising

Please contact the main office for a fundraising request form. This must be filled out and approved before any fundraising is to take place.

Community and Family Involvement

Meaningful and intentionally-planned family and community involvement is a hallmark of all effective schools. Knowing this, we strongly encourage parents and other members of the community to contact a teacher, the school Principal or any other school personnel to let us know of your interest in helping out. Whether it is assisting a teacher by preparing materials for a project at home or teaching classes in your area of expertise (and we all have at least one!), we want you to be meaningfully involved in the educational process. Please contact your child's classroom teacher to find out how you can help. Please remember that any volunteers or chaperones need to complete the background check process and a volunteer application. A volunteer application can be obtained in the office. Level 1 Volunteer forms are good for three years so you may be asked more than once in the duration of your student's time at Berlin Elementary to complete the form.

Performances – Adult and Student Expectations

Several times a year students participate in public performances and we frequently invite guest performers to the school. We expect that adults and children will model appropriate audience behavior. Please see our Concert Etiquette section of this handbook. We appreciate your help in supporting our respectful climate.

Use of School Facilities

Berlin Elementary School is a community facility primarily used for the education of students from the Town of Berlin. It is also a resource for use by citizens, town government, and organizations, and for other opportunities that benefit our community and children. The School Board encourages the use of the school building by the community as long as it does not distract from the regular school program or activities. Use of the building is at the sole discretion of the Principal, within school policy. Fees may be charged for security and/or custodial coverage. Anyone wishing to use the facility should apply at least two weeks in advance by completing a Building Use Form available in the main office or on our website.

Berlin Elementary is a "nut-aware" school. Due to severe, life-threatening allergies, there will be a "nut-free" table in the cafeteria and we ask that ONLY students with no nuts or nut products or products produced in a facility where nuts exist, may sit at this table. We have also extended that to any outside entities that use the facilities.

-Other-

Procedures for Grade Advancement/Retention

If a teacher is considering requesting advancement/retention, they will meet with the principal. Teachers will need to bring strong evidence to support their request. If administration supports moving forward with the request, a meeting with parents will be scheduled in which the administration will attend. Any student being considered for advancement/retention will have had to have gone through the Educational Support Team (EST) process.

Student Placement/Class Lists

We strive to create balanced classrooms for students through assessment of the whole child. The criteria for the placement of students in classrooms, advisories and other groupings include the student's learning style, the educational needs (both special and regular education), gender balance, and the need to make heterogeneous groups. Placements are made with input from teachers, counselors, special educators, and administrators. We do not honor any teacher requests from parents. However, if a parent/guardian has a student related concern, it must be put in writing and submitted to the principal no later than April 1st. Approval of the class roster is the responsibility of the principal whose decision shall be final.

Party Invitations

Students may bring in invitations for classmates. However these must be clearly marked with the invitee's name. Parents or students must give invitations to the teacher who will kindly and discreetly distribute in student take home folders or backpacks.

Lost and Found

Missing items can be located in the "Lost and Found" area located in the lobby. Items not claimed will be donated to charity throughout the year.

Student Phone Use

Students may only use the main office phones provided the main office has contact and reason from the student's teacher. When students are asking to use the phone, it must be for a legitimate reason, i.e., call home for homework, shoes, clothing, etc. Students may use classroom phones with teacher permission. Students may not call home to arrange for alternative transportation. Please remember that if any transportation plans are altered, the front office staff must be made aware of the changes.

Money, Personal Property and Cellular Phones

Students are strongly encouraged to leave such items at home, particularly electronic devices such as tablets or cell phones. These items may be used in the classroom under teacher supervision for specific school projects (see technology rules). If your child must carry an electronic device to school, we ask that it is kept in their backpack for the day and ONLY used for aforementioned school-based projects under adult supervision. If your child is using their device outside of these guidelines, they will be asked to turn it in until the end of the day. Loss of, or damage to, items is the responsibility of the student and family, not the school. All such items are brought to school at the student's own risk.

After-School Activities

The only students who may remain at school after hours are those who are officially enrolled in a school-sanctioned, after-school activity or Community Connections. There is no other supervision for children after school except by special arrangement with a teacher or school employee. If students are signed up for Community Connections, or another after-school activity (e.g. Homework Club), they must remain at school unless a written note to the office indicates otherwise. No student is allowed to leave the school unless signed out by the individual who is picking up the student. If the student is signed up for an after-school sport, this sport MUST begin before Homework Club or Community Connections ends. Example: Homework Club ends at 4:40 but soccer does not begin until 5:00pm—there must be a coach/parent/guardian with the child from 4:40 – 5:00. The student must not be left unattended by an adult between activities.

Community Connections Before & After School Program

Community Connections will offer 4 programs this year to support Berlin Elementary School families. We are a state licensed program so we accept state childcare subsidies and are often a families' cheapest and most convenient childcare option.

1. Before care - Before care starts at 7:30 every day that school is in session and runs until 8:45. Before care will be held in the gym or outside. At 8:45 students are dismissed to their classrooms. Fees are on a sliding scale and start at \$7/day to use this program. If there is a delayed start at Berlin, before care will begin 1 hour before the new start time. For example, if the delayed start time is at 11am, before care will start at 10am that day.
2. After care – After care runs from 3:35 – 5:30 Monday, Tuesday, Thursday and Friday, and 3:05-5:30 on Wednesday. Afternoon program runs every day that school is in session. After care students will come to Community Connections during their regular dismissal. After care programs will take place in the cafeteria, gym, library and outside. Fees are on a sliding scale and start at \$12/day. We allow same day drop-ins with approval from Miss Fassett if we have space that day and we are able to get your registration paperwork before the program starts. If there is an early dismissal at Berlin, the after-care program will be canceled.
3. Preschool – CC preschool is a state licensed daycare located at the school. We care for preschool aged students (3, 4 and 5 years old) for the part of the day that they are not attending Pre-Kindergarten. This year we are operating 2 sessions to complement the 2 different Berlin Pre-Kindergarten sessions. The CC preschool will be in session on every day of the school year from 8:45 – 3:35.
4. In-service and vacation day camps - Community Connections offers day camps during vacations and in-service days to give parents a convenient option for care during days that Berlin is not open. These camps typically involve some type of field trip and run from 8:00 - 5:30. Fees are on a sliding scale and range from \$45-60/day. We will distribute information about these camps a few weeks before they occur.

We are always looking for new staff and volunteers to help with our programs. We offer competitive salaries and a 50% discount on fees for children of staff members.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (Title 40 CFR Part 763.93 [g][4]) requires written notification to families that the Berlin School has a management plan for the safe control and management of asbestos-containing materials. The plan is available at the school or by calling Washington Central Supervisory Union at 229-0553.

Suspected Child Abuse and Neglect

Any school personnel who has a reasonable cause to believe a child is, or has been, abused or neglected must, by law, report the suspected abuse or neglect to the Department for Children and Families (DCF – formerly SRS.) As a matter of protocol, by the request of DCF, the school will not inform families in such cases.

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 the Principal's 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.

Significant Threats or Crisis Situations

Berlin Elementary School uses research-based strategies to help de-escalate a behavioral crisis and respond to dangerous behaviors when necessary, in a manner that preserves the safety and dignity of all involved. Appointed staff members have been trained in these techniques and attend refresher training annually.

For crisis situations (ranging from the death of a student, to bomb threats, or weapons offenses), Berlin Elementary School follows the practices outlined in the "Vermont School Crisis Guide." This includes specific contact information, procedures for action, and documentation.

Board Policies and Disclosures

WCUUSD provides policies to ensure clear expectations for fair and equitable opportunities for all members of the learning community. Many of these policies speak directly to the rights and responsibilities of students and parents. We believe that these policies can assist parents and the school in effectively meeting the needs of our learners. This is not a comprehensive list of all WCUUSD School Board Policies. All policies can be found on the WCUUSD website.

In Vermont, local School Boards are responsible for enacting policies in many areas which affect students' education. In addition, the superintendent is responsible for seeing that schools comply with both federal and state laws and policies. We are required to restate certain laws and policies, which are included in this handbook. All policies are warned and discussed by the Board and interested citizens before they are adopted.

Act 1

Vermont is now among the many states that include definitions of sexual violence prevention in their health education statutes. Act 1 of 2009 amended the definition of "health education" in Vermont education law, 16 V.S.A. to include the study of: "how to recognize and prevent sexual abuse and sexual violence, including developmentally appropriate instruction about promoting healthy and respectful relationships, developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources." In an effort to comply with Act 1, all Rumney Memorial School personnel will be trained in recognizing the signs of sexual abuse as well as the legal mandates for reporting to the Department of Children and Families. WCUUSD Guidance and Health Curricula will also include activities that promote healthy and respectful relationships. If you have any questions about Act 1 and how we are implementing it, please feel free to contact the principal. The complete Policy Handbook is available on the [district website](#).

Board policies listed:

1. Responsible Computer, Internet & Network Use (Policy D3, 7/1/19)
2. Notice of Non-Discrimination (Policy A22, 2/15/20)
3. Rehabilitation & Americans with Disabilities Act
4. Prevention of Hazing, Harassment or Bullying of Students
5. (Policy) Prevention of Harassment, Hazing, and Bullying (Policy C10, 6/13/20)
6. Procedures for addressing reports of Hazing, Harassment or Bullying (C10-P, 6/3/20)
7. Dissemination of Information, Training, and Data Reporting
8. Reporting to Other Agencies
9. Transgender and Gender Nonconforming Students
10. Mandated Reporting
11. New Americans
12. Wellness Programs (Nutrition and Wellness, Policy C9, 7/1/19)
13. Periodic Release Time Courses
14. Periodic Hearing and Vision Screening
15. Concussions and Other Head Injuries
16. FERPA
17. Use of Restraint and Seclusion (C34)
18. Asbestos Management Plan
19. Tobacco Prohibition (Policy B7, 3/15/20)
20. Drug Free and Alcohol Free Workplace (Policy B3, 5/13/20)
21. Alcohol and Drug Abuse (Policy C2, 6/13/20)
22. Weapons/Firearms (C5)
23. Free Public Education
24. Access to Information (See Student Education Records WCUUSD policy, C1, 5/20/20)
25. Equal Opportunity

26. Title IX

1. Responsible Computer, Internet & Network Use (Policy D3)

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

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

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

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

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

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

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:

Respects One's Self. Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.

Respects Others. Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.

Protects One's Self and Others. Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.

Respects Intellectual Property. Users suitably cite any and all use of websites, books, media, etc.

Protects Intellectual Property. Users request to use the software and media others produce.

4. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

5. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.

6. Methods to address the following:

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

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

Policy Application

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

Limitation/Disclaimer of Liability

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

Enforcement

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the school district will handle the allegation consistent with the student disciplinary policy. Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

2. Notice of Non-Discrimination (Policy A22)

The board will not unlawfully discriminate in its programs and activities against any person or group on any basis prohibited by federal or state law, and will provide equal access to the Boy Scouts and other designated youth groups.

The district shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the district can demonstrate that the accommodation would impose an undue hardship on the operation of its program or activity.

The superintendent or their designee shall prepare for board review and approval guidance to applicants and employees regarding requests for reasonable accommodations, including provisions for undue hardship.

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Washington Central Unified Union School District are hereby notified that this district does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, political affiliation or marital status in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

A person has been designated by the WCUUSD to coordinate the district's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. The designated coordinator is identified in the procedure accompanying this policy along with information on how that person may be contacted.

Any person having inquiries concerning the WCUUSD's compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator described above.

3. Rehabilitation & Americans with Disabilities Act 34 C.F.R SS 300.125, 300.503 & 300.504

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 ethics to protect its students, employees, parents 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 that substantially limits one or more major life activities. A 504 coordinator has been appointed in each school, along with procedures for supporting students and guaranteeing a free and appropriate education. Parent/student rights, along with a grievance process for disagreeing with any decisions, are available through the school office. 34C.FR § 104.7 & 104.8

4. Prevention of Hazing, Harassment and Bullying (HHB) of Students

Bullying, Hazing, Harassment, and Retaliation are behaviors that our school is obligated to take steps to prevent and legally bound to respond to if they occur. Procedures relating to these behaviors are strongly guided by state statute, school board policy, and procedures recommended by the State Agency of Education. Because of this, only those trained to identify and investigate inappropriate conduct are qualified to determine what is or is not ultimately HHB. As with any type

of student misconduct, early interventions and supports are key. If there is a problem between students, please talk to teachers, the Behavioral Specialist, Karoline May, or Sharon Spector early as delaying deprives students of the opportunity to learn before it builds to something significant or “repeated.”

Because we have a legal obligation to follow through in very specific ways you may find the explanations and letters related to this area of discipline very formal, and as such, not as approachable as our typical school communication- especially for elementary aged children. I want to make you aware that this area is heavily prescribed and procedures/communications are crafted to uphold the law and ensure a safe environment for all to learn in. While the policies and procedures are formal, we strive to make them as developmentally appropriate as possible, while still following the letter of the law in the documentation. If you have questions about this area, please reach out to the Behavior Specialist or Karoline May and we would be happy to explain it in plain terms. Below are the Policies as well as the Procedures for HHB.

5. School Board of Directors’ Policy: Harassment, Hazing, and Bullying (Policy C10)

The Washington Central Unified Union School District 1 (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

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

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

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's code of conduct.

The procedures are expressly incorporated by reference as though fully included within this policy. The procedures are separated from the policy for ease of use as may be required.

Implementation:

The superintendent or his/her designee shall

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Washington Central Unified Union School District Procedures on the Prevention of Harassment, Hazing and Bullying of Students.)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and

standards of conduct for the school.

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

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

Constitutionally Protected Speech:

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

Definitions:

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

- A. "Bullying" means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - a. Is repeated over time;
 - b. is intended to ridicule, humiliate, or intimidate the student; and
 - c. (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
(ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

- B. "Complaint" means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
- C. "Complainant" means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. "Designated employee" means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. "Employee" includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.
- F. "Equity Coordinator" is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District's Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.
- G. "Harassment" means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

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

(1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:

- (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
- (ii) Submission to or rejection of such conduct by a student is used as a component of the

basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

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

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

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

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

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

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

With respect to Hazing, "Student" means any person who:

(A) is registered in or in attendance at an educational institution;

(B) has been accepted for admission at the educational institution where the hazing incident occurs; or

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

I. "Notice" means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or

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

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

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

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

M. "School administrator" means a superintendent, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District's Equity Coordinator.

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

Designated Employees

The following employees of the Washington Central Unified Union School District have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A § 570a(a)(7) and 16 V.S.A § 570c(7) and under Federal anti-discrimination laws:

Name: Karoline May

Title: Principal

Contact Information: kmay@u32.org 802-223-5429

Name: TBD

Title: Behavioral Specialist

6. Procedures for Addressing Reports of Hazing, Harassment or Bullying (Refer to WCUUSD, C10-P for full procedures)

All reports of student to student misconduct are summarized in writing and submitted to the school main office. Each report is reviewed by the Behavioral Specialist and Karoline May (Principal). The nature of the allegation is brought to the attention of the principal, and an initial determination is made as to whether the allegation may constitute bullying, hazing or harassment. This determination is made by considering the nature of the offense, and any past history of similar events, or history of conflict between the students. If it does meet the criteria to be investigated as HHB, the incident is followed up with according to the WCUUSD Comprehensive Discipline Plan. If the incident might constitute bullying, hazing, or harassment, then the Behavioral Specialist and Principal Karoline May will investigate the allegation as a team, making use of the principal designate when necessary. Once an investigation has begun, an attempt will be made to notify the parent/guardian of the alleged target(s) and the alleged perpetrator(s). If this contact is not made during the school day it will be made that evening or the following day, with letters sent within 24 hours. Students being investigated will have the opportunity to hear the allegation, express their side of the story, and suggest possible witnesses to the incident. In addition, school administration will interview relevant students, witnesses and bystanders. During this process all students and parents are advised that retaliation is not acceptable and can result in another infraction of the school code of conduct. At this point administration also looks at relevant evidence.

If a safety plan is required to keep students safe, school administration can institute the safety plan at any point in this process, which may include the use of increased supervision and zones at recess . A safety plan does NOT mean a determination of Bullying, Hazing or Harassment has been substantiated. It means that it is determined by the principal or the principal designee at the time that it is necessary in order to prevent further student to student misconduct. A parent request for a safety plan will be seriously considered, but not automatically honored. Within 5 school days from the assignment of an investigation, the investigation will be concluded and parents/guardians and students will be notified of the determination. The nature of consequences and other disciplinary actions is confidential and cannot be shared with other students/families. The school will take actions and assign consequences reasonably calculated to stop the bullying, hazing or harassment.

Immediately following we look forward to working with families to begin the process of restoration with students so they may learn and grow from this incident in authentic ways.

For information on the appeal process, regarding HHB determination, please see the AOE model procedures at

<http://education.vermont.gov/documents/healthy-safe-schools-hhb-model-procedures>

7. Dissemination of Information, Training, and Data Reporting:

A. Notice to parents and employees: Annually, prior to the commencement of curricular and cocurricular 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 parents 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. SS 11(a) (32) and 31 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 parents 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: WCUUSD delegates the responsibility of data collection to the principal. They 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 Agency of Education.

8. 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.

1. 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.

9. Transgender and Gender Non-conforming Students

All students need a safe and supportive school environment to progress academically and developmentally. Our school is committed to the following core principles:

1. All students have a gender identity which is self-determined.
2. All persons, including students attending school, have privacy rights.
3. All students have a right to feel safe at school.
4. All students have a right to a school environment free from discrimination.

10. Mandated Reporting

As educators and mandated reporters it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of time information regarding the suspected abuse or neglect was first received or observed.

11. New Americans

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

Public schools may not:

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

12. Wellness Programs (See full WCUUSD policy, C9)

16 V.S.A. §216 requires the Secretary of Education to prepare and update a list of school and

community programs which have the potential to improve childhood wellness and the list is to be made available to all school districts and community organizations that request it. Current information about Vermont wellness programs is available online. Resources can be found here <http://education.vermont.gov/student-support/healthy-and-safe-schools/health-services>

13. Periodic Release Time Courses

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

14. Periodic Hearing and Vision Screening

16 V.S.A. §1422 requires schools to test the hearing and vision of students pursuant to research-based guidelines.

15. Concussions and Other Head Injuries

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

16. FERPA (Family Educational Rights and Privacy):

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 share personally identifiable information with individuals outside of the school system unless the parent/guardian has 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. Parents 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 United States Department of Education 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, parent/guardian names and address, grade level, participation in school activities, and awards and honors received will be released unless a parent/guardian informs the Principal, in writing, that any or all of the information designated should not be released

without prior consent.

Confidentiality, Directory Information and FERPA

It is the policy of the WCUUSD to release Directory Information without prior written consent unless a parent or guardian informs the Principal in writing that any or all of the information designated below should not be released without prior consent:

- *Student's name, town of residence and dates of enrollment;*
- *Student's grade (classroom grade level, not academic grades);*
- *Student's participation in school activities and sports;*
- *Weight and height if member of athletic teams;*
- *Student's diplomas, certificates, awards and honors received.*

As your Principal, it is my obligation to notify you of your rights under the Family Educational Rights and Privacy Act (FERPA) of 1974: You have the right to limit or deny the disclosure of any or all of the above, except when the school is obligated to provide information to a person or agency with a legitimate educational or safety interest; You have the right to inspect and review your child's records; You have the right to request an amendment to your child's records; You have a right to consent to the disclosure of your child's records, except to the extent that FERPA authorizes disclosure without consent; You have a right to file a complaint with the US Department of Education concerning alleged FERPA violations; You have a right to obtain the policy regarding the maintenance and release of student records and information.

The school may also release information, without consent, to officials of another school in which a child seeks or intends to enroll, or under court order or subpoena. Non-custodial parents or guardians shall have access to their child's records and information, except when prevented by a court order. It is the intent of the school to display, within and outside the school, photographs and/or video of our students engaged in learning, along with identifying information, samples of student work, and other relevant information, for the purposes of informing the larger community about our programs. We will do this without consent unless a request is made, in writing to the Principal, that we request consent prior to the release of such materials.

Your child's and family's confidentiality is important to us. Our staff received training on confidentiality and our obligations to FERPA.

17. Department of Education Rule 4500 - Use of Restraint and Seclusion in Schools

The Vermont 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.

18. Asbestos Management Plan:

The Asbestos Hazard Emergency Response Act (Title 40 CFR Part 763.93 [g][4]) requires written notification to families that the RMS has a management plan for the safe control and management of asbestos-containing materials. The plan is available at the school or by calling Washington Central Unified Union School District at 229-0553. There is an approved Asbestos Management Plan in the office of the Principal that is open for public inspection. The school has non-friable asbestos in the floor tiles. This receives the lowest priority for removal.

19. Tobacco Prohibition (See full WCUUSD policy, B7):

In accordance with state law, it is the policy of the Washington Central Unified Union School District to prohibit the use of tobacco or tobacco substitutes on district or school grounds or at school sponsored functions. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products, tobacco substitutes or tobacco paraphernalia at all times while under the supervision of school staff or at school-sponsored activities.

20. Drug Free and Alcohol Free Workplace (See full WCUUSD policy, B3):

It is the policy of the Washington Central Unified Union School District to maintain a workplace free of alcohol and drugs. No employee, volunteer or work study student [4] will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug on or in the workplace. Nor shall any employee, volunteer or work study student be in the workplace while under the influence of drugs or alcohol. If there are reasonable grounds to believe that an employee, volunteer or work study student is under the influence of drugs or alcohol while on or in the workplace, the person will be immediately removed from the performance of their duties. (See full policy)

21. Alcohol and Drug Abuse (See full WCUUSD policy, C2):

It is the policy of the Washington Central Unified Union School District that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school. It is further the policy of the district to make appropriate referrals in cases of substance abuse. (See full policy)

22. Weapons/Firearms (See full WCUUSD policy, C5):

It is the intent of the board to comply with the federal Gun Free Schools Act of 1994, and the Vermont state laws (16 V.S.A. §1166 & §1162) requiring school districts to provide for the possible expulsion of students who bring or possess dangerous weapons or firearms at school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

23. Free Public Education:

All school age children have a right to receive an education. If there are school age children in any home in the Washington Central Unified Union School District who are not registered or attending school, please contact the Office of the Superintendent of Schools so that services may be provided.

The Washington Central Unified Union School District provides a free, appropriate public education at the elementary and secondary levels for each qualified handicapped person including extra-curricular services and activities. If you know special needs persons aged 3 through 21 who need services, please contact the Superintendent's Office at 229-0553.

24. Access to Information (See Student Education Records WCUUSD policy, C1)

As an eligible student or parent enrolled in the Washington Central Unified Union School District, you have certain rights concerning the education records which the school district maintains. These rights are afforded by the Family Education Rights and Privacy Act (FERPA), the Education of the Handicapped Act (P6L.94-142) and policies and procedures of the individual school districts within the Washington Central Unified Union School District.

Parents and legal guardians have full and free access to information regarding their children collected by personnel in this district. The school district will assume that either parent of the student under the age of 18 has the right to inspect, review, and release the student's education records unless it is provided with evidence that there is a legally binding instrument which provides to the contrary.

In the Washington Central Unified Union School District, directory information which may be released without parent or student permission is defined as student name, degrees and awards received, officially recognized activities and sports, weight and height of the members of athletic teams, and dates of separation from the school system.

25. Equal Opportunity (1964 Civil Rights Act) 34 C.F.R. § 100.6(d)

The Washington Central Unified Union School District and its constituent districts of Berlin, Calais, East Montpelier, Middlesex, Worcester, and U-32 Middle & High School ensure equal employment and educational opportunities regardless of race, color, creed, special needs, age, national origin, or sex, in compliance with state and federal laws.

26. Title IX 34 C.E.R. SS 106.8 (b) & 106.8 (a) (1)

Title IX of the Education Amendments of 1972 prohibits discrimination, on the basis of sex, for any person involved in any education program or activity receiving federal financial assistance.

STAFF CONTACT List

Anderson, Deb	Food Service Assistant	Kitchen	119	danderson@U32.org
Audet, Lisa	Para Educator	Office	101	laudet@u32.org
Bates, Dawn	EEE	EEE Office	158	dbates@u32.org
Bruno, Alicia	Custodian	Office	101	abruno@u32.org
Burke, Lucia	Behavior Technician	124	159	lgburke@u32.org
Burnell, Amber	Para Educator	Office	101	aburnell@u32.org
Chamberlain, Marc	PE	Gym	124	mchamberlain@u32.org
Chambers, Jessica	Special Educator	127	127	jchambers@u32.org
Chesser, Karen	Guidance Counselor	118	118	kchesser@u32.org
Cousins, Sarah	Speech/Language	Office	101	scousins@u32.org
Dessureau, Amber	Kindergarten Teacher	104	104	adessureau@u32.org
Downing, Mary Beth	3 rd & 4 th Grade Teacher	109	109	mdowning@u32.org
Dutton-Renaud, Lori	Admin. Asst. to Principal	Office	101	lduttonrenaud@u32.org
Egizi, Jessica	5 th & 6 th Grade Teacher	114	114	jegizi@u32.org
Deeann Deforge Fassett	Community Connection	CC Office	149	ddeforge@u32.org
Fleury, Marcus	Custodian	Office	101	mfleury@u32.org
Gibson-Davis, Christine	Para Educator	Office	101	cgibsondavis@u32.org
Gregoire, Deb	Para Educator	Office	101	dgregoire@u32.org
Grenier, Kathy	Para Educator	Office	101	kgrenier@u32.org
Guggemos, Celia	Principal	Office	120	cguggemos@u32.org
Heinz, Jessica	Guidance Counselor	Guidance	118	jheinz@u32.org
Knapp, Kimberly	5 th & 6 th Grade Teacher	115	115	kknapp@u32.org
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Maring, Melissa	1 st & 2 nd Grade Teacher	106	106	mmaring@u32.org
Martin, Chuck	Lead Maintenance	125	125	chmartin@u32.org
McCauley-Flippin, Katherine	4th Grade Teacher	110	110	kmccauleyflippin@u32.org
Meacham, Michelle	Para Educator	Office	101	mmeacham@u32.org
Mitchell, Megan	Math Intervention	111	111	mmitchell@u32.org
Mullaney, Erin	Nurse	Nurse	117	emullaney@u32.org
Pellegrini, Rebecca	Para Educator	Office	101	rpellegrini@u32.org
Powers, Bess	EEE	158	158	bpowers@u32.org
Rob, Kate	1st & 2nd Grade Teacher	102	102	krob@u32.org
Robinson, Nancy	Health Teacher	Office	101	nrobinson@u32.org
Rogers, Sarah	Kindergarten Teacher	105	105	srogers@u32.org
Rose, Erica	Art Teacher	107	107	erose@u32.org
Schmidt, Heidi	Speech/Language	Office 101	101	hschmidt@u32.org

Smith, Ashlyn	Literacy Intervention	102	102	asmith@u32.org
Smith, Tyler	Math Interventionist	Math	129	tysmith@u32.org
Turcotte, Michele	1 st & 2 nd Grade Teacher	103	103	mturcotte@u32.org
VanDerlip, Betsy	Special Educator	Sped Office	157	bvanderlip@u32.org
Velez, Daniel	Literacy Interventionist	Lit Office	174	dvelez@u32.org
Waffarn, Jacob	Head Chef/Food Service	Kitchen	119	jwaffarn@u32.org
Wagner, Lynn	5th & 6th Grade Teacher	128	128	lwagner@u32.org
Walczak, Kathryn	Pre-School Teacher	113	113	kwalczak@u32.org
Wheeler, Addie	Para Educator	Office	101	awheeler@u32.org
Wilson, Lisa	Para Educator	Office	101	lwilson@u32.org
Wissman, Kirby	Special Educator	127	127	kwissman@u32.org
Young, Amy	Library-Media/Tech.	Library	123	ayoung@u32.org

***Please remember that teachers will not answer their phones during the teaching day.
Please call the office (ext 101 or 121) and we will connect you to the classroom if needed.

Town of Berlin Information

Town of Berlin 802-223-4405 www.berlinvt.org



Berlin Resource Line 802-552-8805
Recorded message of Town information updated each Friday



Berlin, Vermont



www.facebook.com/Berlin-Vermont-205922199452224



Berlin News to Know

News & Events in Berlin and our greater Central Vermont Community, emails sent about 2 – 4 times per month. To be included, send an email to corinnestridsberg@gmail.com



Berlin Elementary School 802-223-2796 Pre-K–6th gr. www.berlinschool.org
Monthly newsletter available online or ask to be on their email list



U-32 High School 802-229-0321, East Montpelier 7th– 12th gr. www.u32.org Monthly newsletter available online or ask to be on their email list.



Bus Stop Conversations

Neighborhood news about Washington Central Supervisory Union schools of Berlin, Calais, Doty Memorial (Worcester), East Montpelier, Rumney Memorial (Middlesex) & U-32 www.u32.org/grades9-12/resources/publications/bus-stop-conversations




Front Porch Forum in Berlin, sign-up at www.frontporchforum.com

Emails are received almost daily with posts from you and others in the community regarding events, sales, lost pets, local issues, recommendation requests, and more.



Berlin Historical Society

Preserving and sharing Berlin's History. Contact: historicalsociety@berlinvt.org

Information on www.berlinvt.org and on  Berlin, Vermont Memories www.facebook.com/groups/BerlinVermontMemories



ORCA Media www.orcamedia.net School Board, Selectboard, and other Berlin events on line or view on their TV Channels www.orcamedia.net/schedules