

Williamstown Elementary
School
Family Handbook
2024-2025



100 Brush Hill
Williamstown, VT 05679
(802) 433-6653
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2024-2025 Staff

	Venus Dean, Principal (802) 433-3645 vdean@cvsu.org	Diane Collier, Administrative Assistant (802) 433-6653 dcollier@cvsu.org
PK	Colette Smith, csmith@cvsu.org	Ashley MacCormack, amaccormack@cvsu.org
PK	Kristin Giguere, kgiguere@cvsu.org	
K	Kathleen Flinn, kflinn@cvsu.org	Danielle Hulbert, dhulbert@cvsu.org
1st & 2nd	Naomi Montgomery, 1st Literacy nmontgomery@cvsu.org	Christina Pollard, Science & SS cpollard@cvsu.org
	Julie Carrier, Math jcarrier@cvsu.org	Michelle Doney, 2nd Literacy mdoney@cvsu.org
3rd-5th	Sarah Franklin, Literacy sfranklin@cvsu.org	Sarah Thompson, Literacy sthompson2@cvsu.org
	Katherine Hermsen, Mathematics khermsen@cvsu.org	Glenda Allen, Mathematics gallen@cvsu.org
	Sara Peacock, Science & SS speacock@cvsu.org	

Music & Band	Kathryn Oliver, koliver@cvsu.org	PBIS Analyst	Danielle Kidder, dkidder@cvsu.org
Physical Education	Jay Baitz, gbaitz@cvsu.org	School to Home Coordinator	Chelsea Kidder, ckidder@cvsu.org
Librarian		BCBA	Courtney Scholtz, cscholtz@cvsu.org
Art	Melissa Watson, mwatson@cvsu.org	Occupational Therapist	Jessica Richardson, jrichardson@cvsu.org
School Counselor	Myra Zaimoglu, mzaimoglu@cvsu.org	Nurse	Krista Pettrey, kpettrey@cvsu.org
Special Educator, Early Childhood	Marie Patton, mpatton@cvsu.org	Special Educator, K-5	Erin Gates, egates@cvsu.org
Special Educator, K-5	Trisha Falardeau, tfalardeau@cvsu.org		
Speech Language	Corrie Rilling,	SLP Aide	Cindy Burke

Pathologist (SLP)	crilling@cvsu.org		
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Paraeducators		
Alanea Robbins	Monica Ashline, OG Specialist	Hannah O'Neil, Beh. Specialist
Nicole Olmstead	Susan Morse, OG Specialist	Jamy Galarza, Beh. Specialist
Mikayla Perry	Chelsea Smith	Marissa Hansen, Beh. Specialist
Kristen Deberville	Savannah Hunt	Melody Neun, Beh. Specialist
Emma-Lee Hallock	Jazlyn Locarno	Kendal Garcia-Knowles, Beh. Specialist
Hannah Hayford		Jessica Houle, Beh. Specialist

Facilities		
Brent Edmunds, Day Maintenance	Ian Voyer, Night Maintenance	Josh Bailey, Director of Facilities jbailey@cvsu.org
Substitutes		
Krystle Hebert, permanent	Becky Mitchell	Cathy Trainque
Jaimie Bissell	Lisa White	

Teacher Qualifications

Under 20 U.S.C. § 6311, part of the Every Student Succeeds Act (ESSA), schools receiving federal funding must meet specific requirements regarding teacher qualifications.

Highly Qualified Teachers

All teachers at Williamstown Elementary School meet the state certification and licensing requirements for the subjects and grades they teach. This includes having at least a bachelor's degree and demonstrating competence in their subject area, as required by state law.

Parental Rights to Know

Parents have the right to request information about the qualifications of their child's teachers. This includes:

- Whether the teacher has met state qualification and licensing criteria.
- Whether the teacher is teaching under emergency or provisional status.
- The teacher's degree major and any other graduate certification or degree held.
- Whether the child is receiving services from paraprofessionals, and if so, their qualifications.

Communication and Transparency

Parents who would like any of the above information, regarding the qualifications of their child's teacher(s) must reach out to the building principal, in writing, to make their request. Such requests need to include the name of the teacher(s) and the specific information they are requesting.

The building principal will ensure that this information is provided to the parent within 30 days.

Professional Development

The Central Vermont Supervisory Union is committed to the ongoing professional development of teachers to ensure that they maintain high standards and quality instructional practices.

Compliance with State and Federal Laws

Williamstown Elementary School complies with all state and federal laws regarding teachers qualifications; these qualifications are regularly reviewed to ensure compliance.

Paine Mountain School District (PMSD) Board

Jessica Van Deren - Chair (Williamstown) jvanderen@cvsu.org

Horace Duke - Member (Williamstown) hduke@cvsu.org

Will Eberle - Member (Northfield) weberle@cvsu.org

Mike Macijeski - Clerk (Northfield) mmacijeski@cvsu.org

Danielle Moffatt - Member (Williamstown) dmoffatt@cvsu.org

Dan Morris - Vice Chair (Northfield) dmorris@cvsu.org

Matthew Sullivan - Member (Northfield) msullivan@cvsu.org

Josh Dobrovich - Member (Williamstown) jdobrovich@cvsu.org

Sarah Path - Member (Northfield) spath@cvsu.org

CVSU School Calendar 2024-2025

Northfield Elementary School ♦ Northfield Middle High School ♦ Orange Center School ♦ Washington Village School
Williamstown Elementary School ♦ Williamstown Middle High School

Final 4.10.24 v.5

<u>August 2024</u>					<u>September 2024</u>					<u>October 2024</u>					<u>November 2024</u>					
M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	
					[2]	3	4	5	6		1	2	3	4					1	
					9	10	{11}	12	13		7	8	{9}	10	11	4	(5)	6	7	8
					16	17	18	19	20		[14]	15	16	17	18	[11]	12	13	14	15
19	20	21	22	23	23	24	25	26	27		21	22	23	24	25	18	19	20	21	22
(26)	(27)	(28)	29	30	30						28	29	30	31		25	26	[27]	[28]	[29]
2/2 Student Days					20/22 Student Days					22/44 Student Days					15/59 Student Days					
Aug 22, 23-New Teacher Orientation ● Aug 26-28- Teacher Inservice Aug 29-First Day of School					Sept 2-Labor Day Sept 11-1:00pm Dismissal					Oct 9- 1:00pm Dismissal Oct 14-Indigenous Peoples Day					Nov 5-Teacher Inservice Nov 8-Parent Conference Nov 11-Veteran's Day Nov 26-End of 1st Trimester Nov 27-29-Thanksgiving Break					
ESP:5/5 Teacher:5/5					ESP: 20/25 Teacher: 20/25					ESP:22/47 Teacher: 22/47					ESP:15/62 Teacher: 17/64					
<u>December 2024</u>					<u>January 2025</u>					<u>February 2025</u>					<u>March 2025</u>					
M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	
2	3	4	5	6			[1]	2	3	3	4	5	6	7	[3]	[4]	5	6	7	
9	10	{11}	12	13	6	7	8	9	10	10	11	{12}	13	14	10	11	{12}	13	14	
16	17	18	19	20	13	14	15	16	17	17	18	19	20	21	17	18	19	20	21	
[23]	[24]	[25]	[26]	[27]	[20]	21	22	23	24	[24]	[25]	[26]	[27]	[28]	24	25	26	27	28	
[30]	[31]				(27)	28	29	30	31						31					
15/74 Student Days					20/94 Student Days					15/109 Student Days					18/127 Student Days					
Dec 11-1:00pm Dismissal Dec 23-Jan 1- Winter Break					Jan 1-News Year Day Jan 20- MLK Day Jan 24-End of 1st Semester Jan 27-Teacher Inservice					Feb 12-1:00pm Dismissal Feb 24-28 Winter Vacation					March 3-Winter Vacation Mar 4-Town Meeting Day Mar 12-1:00pm Dismissal Mar 14-Parent Conferences Mar 14-End of 2nd Trimester					
ESP:15/77 Teacher: 15/79					ESP: 20/97 Teacher: 21/100					ESP:15/112 Teacher:15/115					ESP:18/130 Teacher: 19/134					
<u>April 2025</u>					<u>May 2025</u>					<u>June 2025</u>					[] Holiday / Vacation (No school for students and teachers) () Teacher Inservice (No school for students) { } 1:00 pm Dismissal * snow make up days — Parent Conferences (no school for students)					
M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F						
	1	2	3	4				1	2	2	3	4	5	6						
7	8	{9}	10	11	5	6	7	8	9	9	10	11	12	13						
14	15	16	17	18	12	13	{14}	15	16	16	{17}	(18)	19	20						
[21]	[22]	[23]	[24]	[25]	19	20	21	22	23	23	24	25	26	27						
28	29	30			[26]	27	28	29	30	30										
17/144 Student Days					21/165 Student Days					12/177 Student Days										
April 9- 1:00pm Dismissal April 21-25 Spring Vacation					May 14- 1:00pm Dismissal May 26-Memorial Day					June 17 -Last Day of Classes for Student, 1pm Dismissal June 17-End of 3rd Trimester & End of 2nd Semester June 18- Teacher Inservice June 18-24 Snow make up days										
ESP:17/147 Teacher:17/151					ESP:21/168 Teacher:21/172					ESP:12/180 Teacher: 13/185										
Calendar Version Date: 1.16.24																				

Calendar Version Date: 1.16.24

Central Vermont Supervisory Union Mission Statement

The CVSU community of schools is committed to cultivating within all our students the knowledge, skills, and character essential to becoming purposeful, productive and engaged members of their world.

To achieve this mission, the Central Vermont Supervisory Union will uphold a united culture across the communities of CVSU and coordinate services to:

- Ensure a physically and emotionally safe learning environment that fosters mutual respect and the creation of healthy relationships;
- Provide high-quality learning experiences that authentically engage all students; ➤ Develop and support creative and resilient thinkers and problem solvers;
- Foster opportunities for members of the CVSU family to meaningfully contribute, individually and collectively, to school and community life;
- Foster an understanding of and engagement in the democratic process of local, state, and national government as citizens committed to positively affecting their society;
- Develop in our schools, habits of leadership and ethical decision-making;
- Inspire students to confidently advocate for and design growth experiences that help them define who they are and where they are headed as individuals;
- Provide opportunities for students to acquire the essential skills they will need to lead independent and productive lives;
- Craft learning opportunities that nurture environmental stewardship;
- Ensure that our students meet or exceed state and national academic standards;
- Hire and cultivate a team of compassionate, creative, and innovative personnel;
- Foster leadership that promotes innovation, equity, sustainability, and the responsible use of all available community resources.

Final Draft: April 4, 2018

Williamstown Elementary School Values

- ★ We use a comprehensive Multi-Tiered System of Supports (MTSS) to ensure that we reach all students and educate them to their fullest potential in both academic and social-emotional skills.
- ★ We create a positive and enriching environment to cultivate a love of learning.
- ★ We foster a “The Blue Devil Way” attitude through empowering students to be respectful, responsible, safe, learners.
- ★ We prepare students to be lifelong learners and productive global citizens.
- ★ We strive to build a partnership with families and community members to lay the foundation for a positive learning environment.

Non-Discrimination Statement

Central Vermont Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Title IX - Discrimination Compliance Act

The Central Vermont Supervisory Union and its constituent districts, the Paine Mountain School District and the Echo Valley Community School District ensure equal employment and educational opportunities regardless of race, color, creed, handicap, age, national origin, sex, or sexual orientation in compliance with state and federal laws. The district’s Director of Special Student Services is designated as the Title IX Compliance Coordinator.

A grievance procedure for students, parents or employees has been adopted. The grievance procedure is posted on the bulletin board in the office of the Elementary Principal, Middle High School Principal, Director of Special Student Services, and the Superintendent’s Office. Any student or employee complaint relative to Title IX should be directed to the Director of Special Student Services.

General Information

Arrival

For ALL Students: The student starting time is 8.00 a.m. Students are permitted to arrive at school beginning at 7:40 a.m.; at this time, there will be supervision from a WES staff member.

PreSchool & Kindergarten: Prek and Kindergarten students will go directly to their classrooms. Preschool parents can use the Preschool parking lot to park and walk their student inside. Kindergarten parents are asked to park in the 'Kindergarten' lane on the edge of the playgrounds. K parents can walk their children to the door of their classroom until they have established a comfortable routine; eventually, we would ask that parents say goodbye to their child at their car and allow them to walk to the door independently.. There will be a staff member at dropoff to assist any child who might need it. *If you, or your Kindergarten student, would rather they be dropped off with an older sibling in the main drop off line, arrangements can be made for that.*

First-Fifth Grades: Students will have several options of where to go during this time; for breakfast/quiet activities they can choose the music room, art room, library, or a classroom for breakfast. For movement, students may go to the gym or to the lower field for recess. Students who forgo breakfast may still receive their breakfast, but they will need to wait until snack time to eat it. All students will be sent to classrooms at 8:00 a.m.

Students who arrive at school after 8:00 a.m. will be marked **Tardy**. Tardiness makes the morning more difficult for students, teachers, and the Main Office staff, so we strongly encourage parents to have their children to school on time. **Preschool and Kindergarten parents must check-in at the Main Office if they are bringing in a tardy student.**

Departure

Dismissal from classrooms is 2:50 p.m. for students who ride the bus and 2:55 p.m. for students going to **ONWARD!** or being picked up. WES staff will send students to the appropriate locations. Students who have not been picked up will be brought to the office at 3:00 p.m.

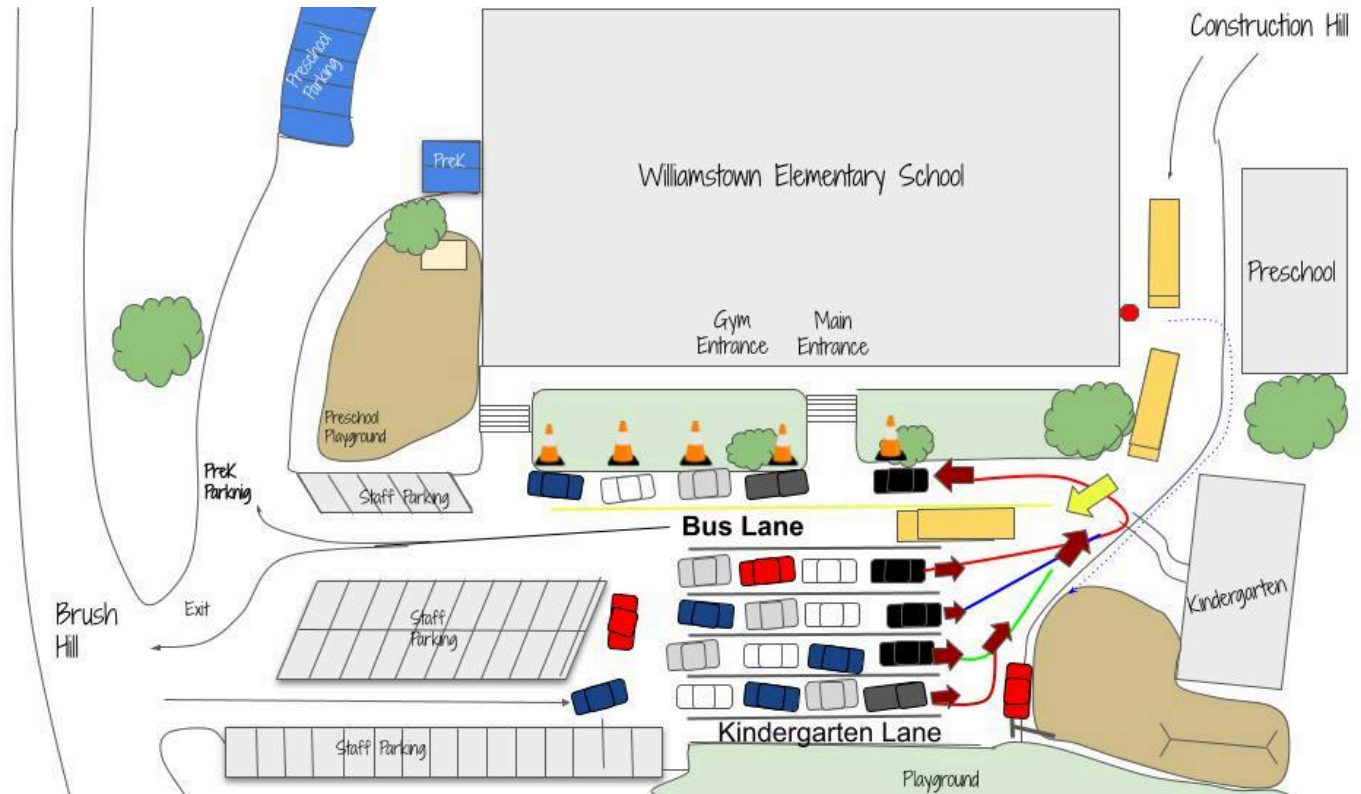
Parents who are picking up their children will use the same traffic patterns and procedures as arrival.

Transportation Changes:

At WES we understand that last minute things happen, but the end of the school day is a busy and stressful time in the Main Office. That is why this year, **no transportation changes will be made after 2:00 pm.**

If you need to request a transportation change, please send your child, in the morning, with a note. The classroom teacher will make sure this information goes to the Main Office. You may also send an email; if you send an email, please be sure to send it to the Main Office dcollier@cvsu.org and the classroom teacher. Please DO NOT rely on a voicemail or email to just the classroom teacher; teachers are busy throughout the day and often don't check voicemails and emails until the end of the day, and if there is a substitute teacher for the day, neither of these messages will be seen. As a general rule, all transportation changes that occur during the day need to be addressed to the Main Office.

Traffic Pattern:



We, here at WES, are constantly searching for ways to make the traffic pattern the safest for our students. If families follow the traffic pattern seen above, cars stay in a **single** line in front of the school. This ensures that students are not getting in/out of their vehicles while cars are pulling in/out near them. We ask that you follow these guidelines:

- **Stay in your car.** If you want to walk your child to the door, please park in a parking spot and walk them to the door.
- **Do NOT drive around cars in the drop off/pick up lane in front of the school.** The line goes quickly, so you shouldn't have to wait for long.
- **Pull all the way up.** As you can see in the diagram above, there are 5 pick up/drop off spots in front of the school. This system only works if each car pulls all the way forward. This allows for five families to load/unload, at the same time; after these five cars have pulled out, another group of 5 vehicles can take their place.
- **Follow the directions given by staff directing traffic.**
- **Large trucks should avoid the inner lanes** (closest to the school). If K families are parked in the Kindergarten lane, sometimes larger vehicles have a more difficult time making the turn.
- **Be kind.** Remember, everyone is doing their best.

Breakfast, Snack, Lunch and Recess

Every student at WES for the morning has access to a **FREE breakfast**. Breakfast begins at 7:40, when student drop off begins and goes until 8:00. Students who choose to go to recess, instead of breakfast, will have the option of signing up to get their *breakfast* at snacktime.

All grades preK-5 will have a **snack** during their day; the time of this snack will be determined by teaching teams, based on lunch times and transitions. Milk is available from the cafeteria. The Fresh Fruit and Vegetables Grant provides all students with a healthy fruit or vegetable each day. Parents/guardians are encouraged to send in an additional healthy snack each day for their child.

All K-5 students will have a 30 minute **recess** each day. This is an important time, as it allows students to have fresh air and physical activity. The removal of recess time, as a consequence, will be used sparingly by the principal or behavior support, and only as a direct result of inappropriate behavior *at recess*.

Every K-5 student will have a 30 minute **lunch** during their school day. Once again this year, ALL students at WES will have access to **FREE** lunch. As with snacks, students may choose to eat food provided by the school, or they may bring their own.* Students will be eating lunch in their classrooms, with their teachers. This will provide an additional opportunity for them to practice positive peer interactions and more time to connect with their teachers in a relaxed, non-academic setting.

Caffeinated and High Sugar Drinks

In alliance with the CDC and American Academy of Pediatrics, which states that “caffeine and other stimulant substances contained in energy drinks have no place in the diet of children and adolescents,” our school policy will be that **no students at WES will consume, or possess, drinks with caffeine during the school day or during school-sponsored programs, such as ONWARD!** Sodas, and other high sugar drinks, are also prohibited with alliance with the CDC and Vermont School Wellness Policies. (<https://www.healthvermont.gov/>).

Students with additional dietary needs will have these needs met in conjunction with the School Nurse; outside of one of these plans, if a student is in possession of an energy drink, or high sugar drink, it will be confiscated and disposed of, and a parent will be contacted.

Nutrition Guidelines for School Celebrations and Fundraising

The CVSU Wellness Policy was developed to promote healthy lifelong habits for students and staff in the Williamstown Schools. The policy encourages students and staff to engage in physical activity and to practice good nutrition. It states that “all school activities, including fundraising activities and school celebrations will be consistent with the sound nutrition practices promoted in this policy.”

The intent of the above guidelines is not to ban certain foods from being sold or consumed, but to raise awareness about the nutritional quality of foods that are consumed at school and school-sponsored activities.

School Celebrations

For celebrations, such as classroom parties, parents may be asked by classroom teachers to provide a treat for the class. Given the number of allergies that exist now, and the intricacies of those allergies, WES is asking that treats sent into school be store bought; this allows the school nurse to see ALL of the ingredients, the exact number of carbs, etc. which are essential to keep some of our students safe. It also ensures that there is no cross contamination of allergens.

In addition to the sweet treats that we all love, some healthy alternatives include: veggie platter, crackers and cheese, pretzels, graham crackers, vanilla wafers, animal crackers, Chex mix/trail mix, popcorn, 100% fruit juice, cider. Please let the classroom teachers know if you plan to send in treats.

Birthday Parties

Birthdays are a time of great excitement and expectation. You are welcome to send in a whole-class treat to be shared during regular snack time. As with school celebrations, the preference is for store bought treats to protect all of our students. Please let the classroom teachers know if you plan to send in treats.

To help avoid hurt feelings please **do not** send invitations for out-of-school birthday parties to school, unless the entire class is being invited

Early Release Days

There will be seven early release WEDNESDAYS this year. On the following Wednesdays students will be dismissed at **1.00pm**: September 11, October 9, December 11, February 12, March 12, April 9, and May 14. Students without alternate care can stay for ONWARD! from 1:00-3:00 p.m.

Teacher Inservice Days, Holidays and Vacation Days

September 2nd – No school for Labor Day

October 14th – No school for Indigenous Peoples' Day

November 5th – No school for Teacher Inservice

November 8th – No school for Parent Teacher Conferences

November 11th – No school for Veterans' Day

November 27-29 – No school for Thanksgiving Break

December 23-January 1st – No school for Winter Break

January 20th – No school for MLK Day

January 27th – No school for Teacher Inservice

February 24-Mar 4th–No school for Winter Vacation

March 14th–No school for Parent Teacher Conferences

April 21-25–No school for Spring Vacation

May 26th–No school for Memorial Day

June 17th*--Proposed last day of school **(this date is subject to change)**

Emergency School Closing or Delays

School cancellations, delays, or other changes in the school day will be communicated through our "Blackboard Connect" system, which includes an email, an automated phone call, and/or a text message.

It is essential that WES always have current contact information (emails and phone numbers) for all legal guardians. To update this information, guardians can use the PowerSchool Portal or call the WES Main Office. In addition to Blackboard messages, the CVSU and WES will advertise any change to the normal school day via the radio, the WES facebook page, the school/CVSU website and television news stations such as WCAX.

Non-School Activities at School

The school cooperates with outside agencies in providing space for services such as Brownies, Cub Scouts, youth and adult sports, etc. If you are interested in using the school facilities, please complete a "Building Use Form" that is available in the Main Office. The building can be used at no cost for non-profit groups. **Reminder: Smoking or use of alcohol is not permitted in the school building or on school grounds at any time of the day or night.**

Student Permanent Record

By law, both biological parents may review the contents or request copies of their child's permanent record, regardless of the custodial situation. Please call the office if you wish to review your child's file.

Materials and Equipment

The building administration will determine whether or not the gift of materials and/or equipment is appropriate for the school. In the case of equipment that is outdated, costs money to run or maintain, or needs to be housed in specific spaces, the administrator shall consult with the superintendent. The building administrator will consult with the superintendent as to whether the gift should be accepted, declined, or brought to the PMSD School Board for further discussion.

Equipment that is accepted shall be inventoried and accounted for as required by statute and district procedures.

Students' Personal Items

Electronic Devices

Cell phones, tablets, and other electronic devices are permitted at school, but are not allowed to be accessed from 7:40 am- 3:00 pm. It is a risk to bring personal devices to school, and the school can't guarantee the safety/security of a student's device. The school will not be responsible for lost, stolen or broken electronic devices that are brought to school. Students who access their device during school hours may have their devices confiscated until the end of the day. Students who continually break this rule may have their device confiscated until such time as a parent or guardian can come to school to retrieve it.

Toys, Spinners, Trading Cards, and Sporting Equipment

Toys, spinners, stuffed animals, trading cards, etc. are not allowed at school unless they are brought for the specific purpose of sharing with the class during share time or are part of an academic unit. If they are brought as part of share time, they should be put away during academic learning activities. Parents will be contacted if a student needs to be reminded more than once about bringing toys to school.

Personal sporting equipment is also not allowed to be brought to school for the purposes of using it at recess or ONWARD! WES and the ONWARD! program have footballs, soccer balls, basketballs, etc., so students should not bring their personal equipment. Students who bring their own equipment out to recess may have it confiscated for the remainder of recess, the remainder of the day, or until a parent picks it up; this will be situation dependent.

Dress Code

Williamston Elementary school's dress code prohibits clothing that would distract others, interfere with the instructional programs, or otherwise cause disruption or that displays profane language, symbols of hate/bigotry, drugs, tobacco, or alcohol advertisements, sexual innuendos or anything else deemed offensive.

Head coverings are permitted in common areas (hallways, gymnasium, etc.) and at the teacher's discretion. Head coverings are defined as hats, bandanas, visors, skull caps, etc.

Lost and Found

Any items found around the school or on the campus (clothing, lunch boxes, etc.) that are not clearly marked will be placed in the lost and found wardrobe in the front hall. Watches, jewelry, cell phones, etc. will be in the Main Office. If your child has lost something, have him/her check the lost and found or with the administrative assistant. Parents are encouraged to come to school periodically to check the

lost and found, especially if their children come home with missing articles of clothing. Any lost items that are not claimed within a reasonable amount of time will be donated to a worthy cause.

Curriculum and Academics

The reporting of student progress should be consistent, transparent, and communicated in a way that clearly describes student achievement of the defined graduation proficiencies/performance indicators. These reports will be completed three times per year (aligned to the defined trimesters). Parents/guardians should expect additional communication in the event that students aren't demonstrating expected rates of growth; no parent/guardian should be surprised by what is being reported on a report card. WES will be sending home these reports electronically, or by mail if requested, within 2 weeks of the end of the trimester.

Graduation Proficiency Profile (aka Report Cards)

Dates for 2023-2024 reporting period are as follows:

Trimester 1 (August 29, 2024 – November 26, 2024)

Trimester 2 (December 3, 2024 – March 14, 2025)

Trimester 3 (March 18, 2025 – June 17, 2025)

Curriculum

The academic curriculum at Williamstown Elementary School is aligned with the Central Vermont Supervisory Union (CVSU) academic curriculum. The CVSU academic curriculum is closely aligned with the Common Core State Standards, the College, Career, and Civic Life Framework for Social Studies, and the Next Generation Science Standards.

CVSU has identified the Graduation Proficiencies, Performance Indicators, and Learning Intentions in all content areas, as well as the Graduation Proficiencies known throughout the CVSU as the Habits of Success. These graduation proficiencies have several performance indicators that ensure that teachers, students, and parents understand the meaning of being a *Respectful, Engaged and Effective Learner*.

Literacy

Literacy will be taught a minimum of 90 minutes per day following the CVSU ELA curriculum and instructional guidelines. It is the expectation that teachers follow the ELA curriculum to ensure continuous learning as students move through the grades. i-Ready Diagnostic assessments will be administered yearly in September, January and May to track progress. Local assessments will be used, as well, to provide data to monitor student progress and address student needs.

Mathematics

Mathematics will be taught for a minimum of one hour per day, following the CVSU Math Curriculum, instructional guidelines, and planning guide. It is the expectation that teachers follow the i-Ready math program, as well as the Main Lesson Menu math structure ensure continuous learning as students move through the grades. The use of Menu as a part of math class helps ensure differentiation to accommodate student needs and allow for small group instruction with a teacher. i-Ready Diagnostic assessments will be administered yearly in September, January and May to track progress. Local assessments will be used, as well, to provide data to monitor student progress and address student needs.

Science/Social Studies

The CVSU curriculum for science has been updated to ensure alignment to the Next Generation Science Standards. The Social Studies curriculum has been aligned with the College, Career, and Civic Life Framework for Social Studies.

Allied Arts

Art

Students in Grades PreK – 5 will attend art class for, at least, 45 minutes a week. The art curriculum is designed to help students learn to express themselves abstractly and creatively through various mediums. The art curriculum includes references to art history as well as instruction in the basic elements of design, color, shape, form, line, and texture. The art teacher also works with classroom teachers to integrate art projects into the academic curriculum. Student artwork is showcased on the walls around the school.

Music

Students in Grades PreK – 5 will have at least one 45 minute music class a week, taught in the music room, where the curriculum is based on the National Standards for Music Education. There is a focus on all forms of performing arts including (rhythmic fundamentals and dance).

Band

Students in grades 4 & 5 will have the opportunity to play a band instrument as one of their specials; they will also have one additional time each week to do instrument-specific lessons. Families who cannot afford an instrument rental are asked to reach out to the music teacher as WES has several alternatives available to allow all students access to this program.

Concerts and Fine Arts Nights:

Preparing for and participating in concerts is an important part of the music curriculum. It gives students the opportunity to work in a group, produce an artistic product, and become comfortable performing in front of others. In addition to these concerts, there are Fine Arts Nights which feature a collaboration of allied arts teachers.

Library

The WES Library is located centrally in the school. All students at WES will have access to the library as part of their school day. The librarian teaches weekly classes geared to the developmental level of the different grades and to help students learn how to use the library and its resources. The librarian assists teachers in locating resources for units of study, as well as integrating technology into their classroom instruction.

Wellness

The School Counselor will provide explicit instruction aligned to our social/emotional curriculum for all students in grades PreK-5. The counselor will also be responsible for providing ACT I training, which is required by law, to help protect students from abuse by teaching them about boundaries and healthy relationships.

Physical Education

All students in Grades K – 5 have two physical education classes per week, each lasting 45 minutes. Preschool students will have 4 physical education classes per week, each last 25 minutes. The curriculum promotes the development and understanding of why physical fitness and good health are essential for today's youth. The program focuses on the development of fine and gross motor skills. Students learn the importance of team play while demonstrating respect for others, themselves, and our school equipment. Physical skills and team-building are developed through games and adventure-based activities.

Academic Curriculum Assessment

At Williamstown Elementary School, assessments are used to help determine student progress toward their academic goals. They are also used to communicate to the community, the state, and the federal government how students are progressing toward proficiency of our identified performance indicators. A variety of assessments are utilized based on the content and the information that is being sought.

Ongoing Classroom Assessment

The most common assessments are formative; these quick checks of understanding take many forms, including oral responses and exit/entrance tickets. Teachers use these regular and ongoing assessments to determine if students have learned/achieved the learning intentions/performance indicators that were taught a lesson. The teacher uses the information gained from these assessments to plan future instruction so that students continue to have opportunities to gain mastery prior to the end of the unit. These assessments help teachers track student progress toward learning goals.

Literacy/Math Assessments

At each grade level, starting in Kindergarten, students are assessed in math and literacy (reading or pre-reading and writing skills). Local assessments are analyzed in data teams and used, by teachers, to inform instruction (whole class and small group) that meets the needs of all students. Students who do not meet the benchmarks will be progress monitored and receive targeted instruction. All students are assessed in September, January and May to measure progress.

For students identified as significantly below relevant benchmarks for age/grade level typical development, a school team will determine which actions in the general education program will meet the students' needs, including differentiated and/or supplementary reading instruction and ongoing progress monitoring. **Parents or guardians will be notified, in writing, within 30 days that their child was identified, and what response the school is taking to support their child.**

VTCAP Assessments

Each child in Grades 3 – 5 are assessed annually in Reading, Writing, and Mathematics. Students in Grade 5 are assessed in Science. The VTCAP, which was piloted in March-May of '25, is aligned to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The results from these assessments will be published and will determine whether our school meets the criteria set forth in the Every Student Succeeds Act.

Multi-Tiered System of Supports

All students are progress monitored for achievement/learning throughout the school year at WES. Through this process, educational teams compare a student's expected and actual progress; teams use this information to identify supports that individual students may require.

Targeted Support

All content area classes will include a time for students to receive small group instruction. The duration of this time, as well as its frequency throughout the week, will be determined by the needs of individual students. Targeted Intervention occurs if a student is flagged as someone who may need extra support in order to fill achievement gaps or to gain prerequisite foundational skills in either reading or math to achieve/access the instruction that is occurring in the classroom.

Students may be provided a Targeted Intervention; this is a formal recording of attempts to provide remediation for students who are needing additional support. These students are progress monitored weekly for *at least* 6 weeks in order to track whether or not they are making adequate gains in achievement. If students aren't making the expected gains, or if students are flagged for intervention, the data team works together to ensure that a successful intervention plan is implemented.

Intensive Support

One form of intensive support occurs through the Special Education program; these services are funded through monies appropriated by the federal and state government. They provide the support needed to implement Individual Educational Plans (IEPs) for eligible students. Eligibility is based on the identification of a disability, its adverse effect on a child's educational success and a need for a specialized education. The Special Education Department at WES consists of a dedicated team of professionals including two Special Educators, a Speech/Language Pathologist (SLP) and an SLP Assistant, an Early Essential Education professional, and a variety of Paraprofessional Support Staff. These individuals provide services to children from Pre-K through Grade 5. They work to ensure the academic plan for each student meets their needs in the most effective way possible.

Preschool Programming

Williamstown Elementary School Preschool will run the same schedule as the K-5 school beginning September 2, 2024. This means it begins at 8 am and goes until 3 pm, five days a week. The purpose of this program is to provide the young children of Williamstown with developmental appropriate learning, and developmental experiences that are responsive to each child's strengths, interests, and needs, and aligned with the Vermont Early Learning Standards (VELS).

Student Attendance

Student Tardiness to School

Students are expected to be in their classrooms by 8:00 am. Getting to school late makes it difficult for your child to begin his or her day feeling confident and competent. It can also be disruptive for other students. If your child does arrive after 8 a.m., please be sure to walk them to the Main Office and sign them in. If frequent tardiness occurs, a meeting with the parents/guardians, the principal, the school counselor, the homeroom teacher, and the school home coordinator will be called.

Student Absence

Students are expected to attend school for the full number of scheduled days. If your child is going to be absent, please let the office know. A phone call to parents will be made for any student whose absence is not accounted for. **When your child returns to school, he/she MUST bring in a written excuse or an email must be sent to the administrative assistant in the Main Office at dcollier@cvsu.org.** Absences without notes are recorded as unexcused. Excused absences include illness, medical or dental appointments, and family emergencies. If a student is to be absent for more than one day, parents should inform the office regarding the approximate length of absence. In cases of prolonged illness or family trip, arrangements should be made with the classroom teacher for work to be done at home. Please note, prolonged absences due to illness will require documentation from a doctor; these absences will be excused.

Prolonged absences due to family trips, etc. will be considered unexcused. In situations where your child will be out of school for an absence, such as a vacation outside of the school vacation windows, please do not ask your child's teacher to send work. The academic experience—instruction, dialogue, and collaboration that are built into each lesson—cannot be replicated. Pulling together 'busy work' for your child's extended absence is time consuming and, usually, unnecessary because families find themselves so busy that the work doesn't get done. If you are interested in supporting your child academically when your child is not at school, have them keep a journal, practice math facts, and read a book.

If your family is experiencing regular, or chronic, difficulties getting your child to school, please reach out to the School Home Coordinator, Chelsea Kidder, at ckidder@cvsu.org, to discover what resources are available to support you and your child. You can also reach out to your child's teacher or to the building principal

Frequent absences from school disrupts the learning experience for your child; they lose the benefit of regular instruction that cannot entirely be regained, even with extra instruction. Should a student be chronically tardy or absent from school, parents will receive a letter outlining the CVSU attendance policy, DCF Policy 60 and the Vermont Statute that provide information about expectations for attendance.

[CVSU Student Attendance](#)

[DCF Policy](#)

[VT Statute \(Subchapter 3\)](#)

Parents are urged to schedule trips, etc., to coincide with school vacations, thus minimizing any unnecessary absences. School begins on August 29, 2024, and is scheduled to end on June 17, 2025. If there are snow days or emergency days that are unscheduled, the days will be added to the end of the

school year. Please refer to the 2024-2025 school calendar that is at the front of this handbook for scheduled holidays, early release days, etc.

Students Leaving School Early

Please write a note or call the office in the event your child needs to be dismissed from school during the day. Parents or an approved adult must sign their child out at the office. Children will meet their parents in the office, not in the classroom. Students will not be released to another adult without written permission from the parent/guardian.

Preschool Attendance

Daily attendance, as in all school programs, is very important. We strongly encourage that your child attend school each day, except for illnesses that prevent their inclusion. Regular attendance helps ensure that your child fully benefits from the social, academic, and developmental programming that occurs each day; it allows them to better develop relationships with students and staff; and it sets the strong foundation that school is important! While attendance in Preschool is not compulsory, please understand that there are a limited number of preschool spots available, which means that there may be children who were not able to get into the program. Therefore, if absences for your child become chronic, your child may lose their spot to a child who will more fully utilize it.

New Americans

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.

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.

STUDENT HEALTH

Sick Days

Please call the main office at 433-6653 if your child is absent for any reason. If the absence is due to an illness, please inform the school of the symptoms (fever, sore throat, etc.), as student absences and illnesses are tracked for infection control purposes.

Please keep your child home for the following symptoms:

- Fever (100 degrees or higher)
- Flu-like illness
- Vomiting/diarrhea
- Infectious diseases, such as strep throat, flu, mononucleosis, pink eye, etc.

In the event that your child is ill, please adhere to the following back-to-school guidance:

- **Fever:** Students should stay home until they are fever-free for **at least 24 hours without the use of fever-reducing medications**.
- **Vomiting:** Students may return to school **24 hours after the last episode** of vomiting and once they are feeling well enough to participate in school activities.
- **Diarrhea:** Similar to vomiting, students should stay home for **at least 24 hours after the last episode** of diarrhea before returning to school.
- **Contagious Illnesses/Infectious Diseases:** Students must be properly treated, or medically cleared by a healthcare provider, before returning to school.

Chronic Illnesses/Extended Absences

Please inform the nurse if your child has frequent absences due to a documented medical condition, or if they have had, or will be having, a procedure or hospitalization that may require accommodations. In some cases, students with chronic illnesses may be eligible for a 504 Plan to ensure they have equal access to their education.

504 Plans

Section 504 of the Rehabilitation Act in 1973 protects individuals with disabilities from discrimination; it guarantees that students with disabilities who qualify must have equal access to all academic and non-academic activities and programs, including after school programs. This law requires that:

- individuals with disabilities be given access to programs and activities in public buildings;
- schools provide a Free and Appropriate Public Education (FAPE) to students who qualify;
- schools provide related services and accommodations to qualified students with disabilities regardless of eligibility for special education.

To qualify for a 504, a student must have 1) have a disability that 2) substantially limits one or more major life activities.

Section 504 defines disability as a physical or mental impairment including, but not limited to:

- Learning impairments or disabilities.
- Emotional or psychiatric disabilities.
- Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity (ADHD).
- Severe allergies, chronic asthma, or health impairment.
- Cosmetic disfigurement or amputation.

- Injuries or broken bones.
- Communicable diseases, such as HIV.

Section 504 major life activities include certain acts a person does and a person's bodily functions. The following is a list of major life activities included, but not limited to, under Section 504:

Caring for oneself	Performing manual tasks	Seeing
Hearing	Eating	Sleeping
Walking	Standing	Lifting
Bending	Speaking	Breathing
Learning	Reading	Concentrating
Thinking	Communicating	Working

Bodily functions are also major life activities and include functions of the bowel, bladder, and brain; normal cell growth; and the immune, endocrine, respiratory, reproductive, circulatory, digestive, and neurological systems.

For additional information, please see the following resources:

[DOE 504 Parent & Educator Guide](#)

[VT 504 Manual for Parents, Families, and Schools.](#)

[A Parent's Guide to Section 504 in Schools.](#)

For questions, contact Venus Dean, the 504 Coordinator at Williamstown Elementary School.

vdean@cvsu.org

Grievance

A parent with a grievance related to a Section 504 plan should discuss their concerns directly with the teacher, 504 coordinator, or their child's school administrator. If the issue is not resolved, the parent may **file a formal grievance**, in writing; this complaint should be submitted to the 504 Coordinator. The 504 Coordinator will **investigate** the grievance, which may include meeting with the parents and relevant school staff. Following the investigation, a written **decision** will be provided to the parent, outlining the findings and any corrective actions, if necessary. If the parent is not satisfied with the decision, they have the right to **appeal**. The appeal should be directed to the CVSU Superintendent, or their designee. The Superintendent will review the case and make a final determination.

These steps are designed to ensure that grievances are handled promptly and fairly, in accordance with federal regulations concerning Section 504 of the Rehabilitation Act.

Medications

The Vermont State School Nurses Association recognizes that at the present time, many children are able to attend regular school because of the effective use of medication in the treatment of chronic illnesses. We believe that it is more desirable for medication to be administered in the home. However, any student who is required to take medication during the regular school day must comply with the following:

The school nurse must have on file written orders from the physician detailing the name of the drug, dosage, and time interval that the medication is to be taken. The parent or guardian of the pupil must provide written permission to comply with the physician's order. Medications will be brought to the nurse's office in the ORIGINAL container labeled appropriately by the pharmacy or physician. Students should not carry ANY medication with them or take medications by themselves. Students can self-carry with MD orders and with parents & students demonstration to self medicate. This includes cough drops and inhalers. The school nurse or designee will be responsible for dispensing medication.

Student Illness or Accident During the School Day

Williamstown Elementary School has a school nurse or designee on site every day from 7:45-3:00. When a student becomes ill during school hours s/he will be sent to the nurse's office by the adult in charge. The school nurse or designee will confer with the child and take the necessary action. Parents will be contacted at the nurse's discretion.

If a student is injured during the school day, the nurse is notified immediately. If necessary, first aid is given and parents are notified as to the circumstances of the accident, the extent of the injury, and any other action (medical follow-up) that is recommended.

Concussions

The Central Vermont Supervisory Union and its member districts Orange, Washington, Northfield and Williamstown, are committed to the health and safety of its students. Concussions are one of the most commonly reported injuries in children and adolescents who participate in athletic and recreational activities. Therefore, in accordance with Vermont State Statute (16 V.S.A. §1431) students will not be permitted to continue to participate in any training session or competition associated with a school athletic team if the coach has reason to believe that the student has sustained a concussion or other head injury during a training session or competition. The student must be examined by and receive written permission to participate in athletic activities from a health care provider licensed and trained in the evaluation and management of concussions and other head injuries.

Screenings

The Agency of Education requires vision and hearing screenings for all students in preschool, kindergarten, 1st, 3rd, and 5th grades. The school nurse will complete these during the first few months of school. If your child does not meet the screening standards, the school nurse will send home a copy of the report with further recommendations.

HealthHUB & Dental Van

Williamstown Elementary School participates in the HealthHUB and the Ronald McDonald Care Mobile. We understand that getting to healthcare and dental appointments can be challenging, and children taken out of school for these appointments miss out on what is happening in their classrooms. Through the Health Hub and the Care Mobile, students are able to receive this important care at school, with minimal disruption to their school day, and parents have peace of mind knowing their children are receiving necessary care.

HealthHUB is a collaboration with the South Royalton Health Center, which offers medical services, such as: well-child checks, diagnosis, treatment, and follow-up of illness, prescriptions and medications, monitoring of chronic health conditions, immunizations, hearing and vision screenings, sports physicals, as well as resources, referrals, and communication with your family physician. Students who participate in HealthHUB do not need to switch their primary care provider to enroll in the program.

The Care Mobile is a mobile dental van that partners with Planfield Dental and provides dental hygiene for students during their school day; services include, but not limited to, teeth cleaning, fillings, sealants, fluoride treatments, x-rays, and extractions.

Student insurance, including Medicaid, will be billed for services, or families may choose to self pay.

To enroll in either program, contact the school nurse kpettrey@cvsu.org for paperwork.

BackPack Program

The Backpack Program is provided in collaboration with the Vermont Foodbank. For students who participate in the program, a free bag of non-perishable snacks and kid-friendly, easy to prepare, food will be provided each Friday. These food bags will be distributed from the nurse's office at the end of the day. The bags will be placed in your child's backpack, and they are intended to be opened at home. This program will begin in October and will continue throughout the remainder of the school year. Participation is voluntary and discreet.

To enroll your child in the program you must complete an enrollment form and return it to the school nurse. Please contact the school nurse for an enrollment form, as well as any questions you may have.

Emergency Numbers for Families

It is imperative that the school has emergency numbers to reach parents if their child should become ill or injured or if school is unexpectedly closed early. The emergency number can be a work phone, a friend, relative, neighbor, day-care provider, etc. Please notify the school office throughout the school year of any changes in emergency contact phone numbers or enter the numbers yourself in our PowerSchool student database.

Wrap Around Services: School - Home Coordinator

Williamstown Elementary School shares a School-Home Coordinator with Williamstown Middle High School. The School-Home Coordinator provides an array of services to children and their families who are having social/emotional challenges at home or at school. Services vary depending on a family's needs, but usually include supportive counseling to both children and parents at school, at home, and in the community. Services may also include identifying, securing and coordinating multiple services to a child, providing support during crises, or lending an ear when parenting becomes difficult. The School-Home Coordinator can also help families access programs that help with daycare, transportation, food, housing, fuel, and special needs. The School-home Coordinator can help parents advocate for their child's needs, increasing communication by providing a personal link between home and school. For more information about this program, please contact Chelsea Kidder at ckidder@cvsu.org.

School Counselor

Williamstown Elementary School employs a full time school counselor. The counselor provides guidance classes for all students Prek-5th, which includes the ACT I curriculum, as dictated by the VT State Law. The counselor is also available for students to see individually or in small groups. While the school counselor is not a long term substitute for a regular mental health clinician, she may be utilized by students for short periods of time to help them with specific problems they may be experiencing.

Parents who would like to request that their child see the school counselor should complete a request form.

Students Experiencing Homelessness/Unstable Housing

Students experiencing homelessness may qualify for protections under the McKinney-Vento Homeless Assistance Act.

McKinney-Vento defines homeless as children or youth who lack a fixed, regular, and adequate nighttime residence, including children and youth:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
- Living in emergency or transitional shelters, or are abandoned in hospitals
- Living in a public or private place, not designed for or ordinarily used as regular sleeping accommodation for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children living in the above circumstances

Rights of Students eligible for McKinney-Vento:

- Equal access to the same free, appropriate public education, including public preschool education, as is provided to other children and youth
- Immediate enrollment, even when records normally required for enrollment are not present
- Remain in the school of origin, if it is in the student's best interest, in order to maintain educational stability*
- Access all educational and related services for which they are eligible, including Title I services and free school meals
- Full participation in school, which may include participation in extracurricular activities
- Transportation, provided by the LEA, to and from the school of origin

*Homeless children and youth have the right to attend the school of origin for the **duration of homelessness, or**

- In any case in which a family becomes homeless between academic years or during an academic year
- For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year.

Families experiencing unstable housing can reach out to Chelsea Kidder ckidder@cvsu.org; she will work in conjunction with the CVSU Homeless Liaison to support your family and ensure that their educational rights are protected.

Mandated Reporting

As educators and mandated reporters, all staff members at WES have a duty to help protect students from abuse and neglect. Any mandated reporter who reasonably suspects abuse or neglect of a child shall report to DCF within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed.

Food Service and Nutrition

Williamstown Elementary School offers three healthy meals, breakfast, lunch, and a healthy fresh fruit or vegetable snack. An additional afternoon snack will be served at 3:00 daily during the after school for students participating in the ONWARD! program).

The goal of the food service program is to provide delicious, healthy, nutritious meals to all students and staff of our school. The meals are provided for all students upon request by the USDA for families.

Breakfast is served from 7:40 to 8:00 daily, or during snack time as a "breakfast in a bag;" breakfast includes options such as a daily "hot" item, bagels, muffins, fruit, cereal, etc. A hot lunch is available every day as well as salad bar, sandwiches, fruit, and yogurt. White/Chocolate, skim milk and non-dairy milk are available. Our healthy fresh fruit or vegetable snack is provided at no cost as part of our Fresh Fruit and Vegetables Grant.

More information regarding our food service program provider can be found at <http://www.abbeygroup.net/> and inquiries via info@abbeygroup.net.

Free Meals

All meals are free this school year. *An application still needs to be filled out and returned to the school.* The information you fill out on the application is kept confidential. Your application helps WES receive Federal subsidies and grant allocations based on the number of students who would be eligible for free or reduced lunch. Our Fresh Fruit and Vegetables Grant, After School Meal Program, and Back Pack Program are examples of this. Applications also help ensure families eligible for pandemic EBT (P-EBT) are receiving this temporary food benefit approved by the federal government to help households affected by COVID-19.

School Communication

Digital Communication

Most of the communications that come from school, including report cards, testing results, newsletters, event flyers, and updates regarding emergency/unexpected events, etc. are communicated through email, Facebook, the WES website, and text and phone calls via Blackboard.

If you do not have access to email, and you need printed versions of communications from the school (when possible), please complete the [Request for Non-Electronic Communication](#) and return it to the WES Main Office.

Newsletters

The building administrator will send out regular school newsletters to all families. This newsletter will include general information about what is happening at WES, as well as important dates to make notes of. It is primarily available via email, Facebook, and on the WES website.

Classroom teachers will also be communicating classroom news on a bi-weekly basis.

Facebook

We believe that proactive communication via social media is crucial to providing our community with timely information. Therefore, please consider following the WES Facebook page. We post school events, announcements, and educational learning experiences on a regular basis.

School Website

The WES Website aims to provide you with the information you will find useful: a calendar of events, the WES parent newsletter, school lunch menus, the family handbook, and other information. The school webpage can be accessed by going to <https://www.cvsu.org/wes>.

Ongoing Communication

At Williamstown Elementary School, we encourage regular parent/teacher communication. Each teacher has a voicemail and email through the school. Email links are provided via the WES website under Staff Directory.

Communicating with WES Staff

At WES we value communication with families, but our teachers' primary focus during the school day is student safety and great instruction. Your child's teacher is fully engaged with their students throughout the school day, and not checking email frequently. If you have immediate concerns, or time sensitive information to share, please contact the front office. The administrative assistant will gladly get a message to the classroom teacher.

In addition, please be respectful in all communication with WES staff in person, on the phone, and via email. Disrespectful language and/or raised voices create a climate of unrest for students and staff and is not the type of communication that is condoned at WES. I reserve the right to request that communication be directed through me, as the building principal, if the volume or tone of communication becomes disrespectful, abusive, or a distraction to the teacher's ability to perform their job responsibilities.

Please DO NOT communicate with teachers regarding **your child and school business** on any platform outside of their school email or school phone. Texting or calling a teacher's personal cell phone, or sending Facebook messages, can put staff at risk of liability; all WES staff have been told to **avoid** engaging in communication with families outside of their school emails or phones.

Parent/Guardian Conferences

There will be at least two conferences scheduled during the school year. Each conference will be approximately 20 minutes long, and both students and parents/guardians are encouraged to attend. The conferences can be scheduled within a two-week window of the conference date. The conferences will be scheduled with the teacher and can be before school, after school, during school when a teacher has planning time, or during the scheduled Parent Teacher Conference Day. Conferences are encouraged to be in person, but teachers can make accommodations for families needing virtual or phone conferences.

This year's conference dates are:

November 8th, 2024 and March 14th, 2025.

Computers and other Technology

This year you, and your child, will be asked to read and agree to CVSU's Acceptable Use Agreement Policy. This policy was adopted in an effort to communicate our commitment to education in regards to being a respectful and responsible digital citizens, and to the commitment of internet safety for our students and staff.

- Parents of students using the WES computer network and internet will be required to fill out a usage agreement. The WES computer network has filtering software to ensure that students cannot access inappropriate sites. Also, students may only use computers under adult supervision.
- We will also ask parents to sign a form giving (or denying) permission to post pictures of their children and/or student work examples on the Williamstown Elementary School Website and Facebook/Twitter Pages.

Social/Emotional Systems

Responsive Classroom

Williamstown Elementary School has adopted *Responsive Classroom*, which is an approach to teaching and learning that consists of practical strategies for bringing together social and academic learning throughout the school day. The approach was developed in 1981 and has been used nationally, with schools that use the approach reporting increases in student investment, responsibility, and learning, as well as decreases in problem behaviors.

It is our belief at WES that fostering a positive climate for learning improves achievement for all students. Research evaluating the effectiveness of the *Responsive Classroom* approach corroborates that belief. More information on the program can be found on their website at www.responsiveclassroom.org. All professional staff at our school are required to attend professional development workshops to learn the basic tenets of the *Responsive Classroom*.

Seven basic principles underlie the *Responsive Classroom* approach:

- Teaching social and emotional skills is as important as academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
- Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

The *Responsive Classroom* approach includes the following main teaching practices:

- *Morning Meeting*: A daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills.
- *Rules and Logical Consequences*: A clear and consistent approach to discipline that fosters responsibility and self-control.
- *Guided Discovery*: A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment.
- *Academic Choice*: An approach to giving children choices in their learning that helps them to become invested, self-motivated learners.
- *Classroom Organization*: Strategies for arranging materials, furniture, and displays to encourage independence.
- *Working with Families*: Ideas for involving families as true partners in their children's education

Social-Emotional Learning

WES will continue using the Character Strong program to meet the social-emotional needs of our students; this program has partnered with PurposeFull People to embed bullying prevention into their lessons. Character Strong will continue to emphasize the Blue Devil Way: Respectful, Responsible, Safe Learners, while helping kids develop/enhance their self-regulation skills, as well as their view of

themselves and others. Classroom teachers will be focusing on Character Strong lessons during their morning meetings and Blue Devil Time, and the School Counselor will be reinforcing these skills in her weekly guidance classes with each grade level.

Each month of the school year will focus on a different theme from Character Strong:

September– **Kindness & Respect**

October– **Responsibility**

November– **Gratitude**

December–**Empathy**

January– **Perseverance**

February– **Honesty**

March– **Cooperation**

April– **Courage**

May– **Creativity**

June–Wrapping up with **Kindness**

School-wide Approach to Behavior

Behavior expectations are an essential part of school/classroom life and the foundation for a caring, supporting community. These expectations:

- contribute to a predictable and safe learning environment for all children.
- teach our students to value and care for themselves and others.
- help our students develop ethical and effective problem solving skills.
- guide our students in the development of self-discipline, which is essential to their success in school and life.

The school expectations at Williamstown Elementary are:

- We are respectful
- We are responsible
- We are safe
- We are learners

All School Morning Meeting

All School Morning Meeting, held on the last (school) Friday of each month, is when all K-5 classes come together with the school principal to celebrate their month of learning. During this time, Student of the Month Awards are handed out, birthdays for the month are recognized, and other accomplishments are acknowledged/highlighted. This year, there will be a “kick-off” to the monthly theme (see above) at ASMM. All School Morning Meeting is live-streamed via Facebook each month.

Student of the Month

At the All School Morning Meeting, each teacher will select a Student of the Month based on the Character Strong theme; the chosen student will be the one who they believe best exemplified the trait of the month.

2024-2025 Character Strong Student of the Month Criteria

Month	Character Strong Topic	Student of Month Criteria
1- September	<u>Respect</u> - <i>We are Respectful</i> “Seeing value in all people and things”	<ul style="list-style-type: none"> ● <i>Treat others how you want to be treated</i> ● <i>Treating people and things with care</i> ● <i>Includes others</i> ● <i>Listen to adults and peers</i> ● <i>When told to “stop” the student follows that expectation</i>
2- October	<u>Responsibility</u> - <i>We are Responsible</i> “Taking action and understanding the impact of our choices.”	<ul style="list-style-type: none"> ● <i>Do my own work</i> ● <i>Do my personal best</i> ● <i>Follow directions</i> ● <i>Take ownership of behaviors and choices</i> ● <i>Clean up after myself</i>
3- November	<u>Gratitude</u> - <i>We are Learners</i> “Choosing to appreciate the people and things in our lives.”	<ul style="list-style-type: none"> ● <i>Shows appreciation for their classroom</i> ● <i>Shows appreciation to peers when working in small groups and contributes</i> ● <i>Acknowledges when someone does something kind for them</i> ● <i>Uses manners- please and thank you</i>
4- December	<u>Empathy</u> - <i>We are Safe</i> “Understanding and connecting to other people's feelings.”	<ul style="list-style-type: none"> ● <i>Recognizes when wrong</i> ● <i>Stands up for others</i> ● <i>Understands and recognizes emotions</i> ● <i>Safe body and space</i>
5- January	<u>Perseverance</u> - <i>We are Learners</i> “Pushing yourself to work through challenges and obstacles.”	<ul style="list-style-type: none"> ● <i>Continues to try</i> ● <i>Uses Growth Mindset (home/school)</i> ● <i>Able to ask for help</i> ● <i>Resisting temptation of peers or distractions</i>
6- February	<u>Honesty</u> - <i>We are Responsible</i> “Is being truthful in what you say and do.”	<ul style="list-style-type: none"> ● <i>Owning up to mistakes</i> ● <i>Being sensitive to when and how to tell the truth</i> ● <i>Understanding the consequences of not being honest</i> ● <i>Being honest about your feelings</i> ● <i>Ensuring your work is original and not copied from others</i>

7- March	<u>Cooperation-</u> <i>We are Respectful</i> “Working together to reach shared goals.”	<ul style="list-style-type: none"> • <i>Being an active member of your team</i> • <i>Accepting constructive criticism</i> • <i>Listening to others while being self-aware</i> • <i>Willing to try others’ ideas</i> • <i>Showing respect for others</i> • <i>Participating to help maintain a clean learning environment.</i>
8- April	<u>Courage-</u> <i>We are Safe</i> “Choosing what is helpful, right, and kind even when it’s hard or scary”	<ul style="list-style-type: none"> • <i>Push themselves: Even if it means making a mistake, students can try to achieve a goal.</i> • <i>Ask for help</i> • <i>Take responsibility: Students can take responsibility for their educational success</i> • <i>Respectfully stand up for what they believe in</i> • <i>Admit mistakes</i>
9- May	<u>Creativity-</u> <i>We are Learners</i> “Using your imagination to create something new or solve a problem.”	<ul style="list-style-type: none"> • <i>Engaged in curiosity and play</i> • <i>Participates in brainstorming</i> • <i>Willing to try multiple processes to complete a task</i> • <i>Has ideas outside of the box</i>
End of year- June	Finish the year with <u>Kindness-</u> <i>We are Blue Devils!</i> “Acting with understanding, generosity and care.”	<ul style="list-style-type: none"> • <i>Helping Others</i> • <i>Sharing</i> • <i>Showing appreciation</i> • <i>Showing Empathy</i> • <i>Including others</i>

Classroom Expectations

Each classroom teacher works with their students to co-create classroom rules, phrased positively to state the expected behavior (what you want vs. what you don’t want), that are correlated to the school expectations. Each classroom will post their rules/expectations for behavior. During the first six weeks of school, teachers are expected to discuss, model and practice expectations.

Both classroom rules and schoolwide expectations are to be revisited as needed throughout the year. To support and guide childrens’ efforts to live the classroom rules, teachers **reinforce** appropriate behaviors, **remind** children when they start to get off track, and **redirect** them when they’re clearly off-track. In the *Responsive Classroom* program, these are referred to as the **3R’s**.

Positive Behavior Interventions and Support

Vermont Positive Behavior Interventions and Supports (VTPBiS) is a State-wide effort designed to help school teams form a proactive, school-wide, systems approach to improving social and academic competence for all students. PBiS is the overarching system under which Responsive Classroom practices will be supported and students requiring additional behavior interventions will be addressed. This is a School-wide plan designed to clearly define and explicitly teach students expected behaviors in all areas, clearly communicate expected behaviors and responses to student behaviors to all adults within the school day, and deliver clear consistent responses to student behavior by all staff.

Early Intervention

“Take a Break”/ “Peace Place”

A child who is beginning to lose control in a way that is disruptive or that compromises safety is asked to move their body to the Peace Place. During the time away from the group, the child’s job is to regain self-control so that he/she can come back to the group and participate in a positive way.

It is important to note that “take a break” **should not be viewed as a punishment**. It is merely a time for students to stop what they are doing and self-regulate.

Red Pass

After a teacher has utilized the Peace Place and Buddy Classroom, and student behavior persists, the teacher may need to utilize a Red Pass.

Procedure:

1. Student behavior continues to be displayed after a redirection, Peace Place break, and the use of a Buddy Classroom.
 2. The teacher completes the Red Pass with the student’s name and a brief description of what the student behavior was. Please use respectful language on these passes, as students and other adults read them. Remember, adults are expected to model behavior for students at all times.
 3. The student will go to the Student Support Center where they will process with the student.
 4. Once the student is regulated, the Student Support Center will allow the student to return to class.
 5. The teacher should welcome the student back when they return regulated; something as simple as “welcome back” ensures that the student knows that he/she is still welcome in that space.
 6. The SSC will track Red Pass Data and communicate with teaching staff.
 7. Before the end of their day, the sending teacher should **call** the family to discuss the Red Pass.
- ★ If a student reaches THREE Red Passes in a class, in a trimester, that teacher should arrange a family meeting to discuss student behavior.
 - ★ If a student reaches FIVE Red Passes in a class, in a trimester, another family meeting should occur; this meeting will include the building administrator and representation from the SSC.

Logical Consequences

In the *Responsive Classroom* program, teachers help children notice and reflect on the connections between their actions and the consequences of those actions. But sometimes, teachers need to intervene with “logical consequences,” which can either be protective or restorative. The goals of logical consequences are to help children:

- regain their self-control.
- recognize the connection between their actions and the outcomes of those actions.
- fix problems caused by their mistakes or misbehavior.
- make amends and preserve their relationships.
- avoid similar problems in the future.
- preserve the dignity of the child and the integrity of the group.
- stay safe.

Logical consequences need to be respectful, relevant and realistic:

Respectful: The teacher’s words and tone of voice communicate respect for the children. Focus is on the behavior rather than on the child’s character. For example, when one child pushes another, the teacher tells the child to “stop pushing” rather than telling the child to “stop being a bully.”

Relevant: The consequence is directly related to the children’s actions. For example, if a group of children are supposed to be working together on a project, but spend the time talking about the weekend, a relevant consequence would be that they don’t work together any more that day.

Realistic: The consequence must be something the children can reasonably do and that the teacher can follow through on. For example, a child who writes on a desk could be asked to clean that desk, but not twenty desks and not at a time that’s a hardship for either the child or the teacher.

Logical consequences cannot be set in stone, because they depend upon the situation. However, logical consequences usually fall into two main categories:

“You break it – you fix it.”

Children take responsibility for fixing, as best they can, any problem or mess that they have created. This could be cleaning up an actual mess, or, if a student is running in the hall, the student could be asked to start over and show the proper way to move in the hall. “Apology of Action” is a form of “you break it – you fix it” that attempts to fix hurt feelings and damaged relationships. Children go beyond saying “I’m sorry” to making amends for hurtful behavior.

Loss of Privilege

Establishing rules together implies trust amongst everyone in the group. With this trust comes the privilege of the classroom: using materials and work areas, working with friends, choosing a learning activity, joining a reading or math group. When a student (or group of students) breaches that trust, for example, by being careless or unsafe, a logical consequence is for the teacher to take away the related privilege until the child shows a readiness to handle the privilege. The teacher also provides a process that helps the child learn and demonstrate that she is ready to try again.

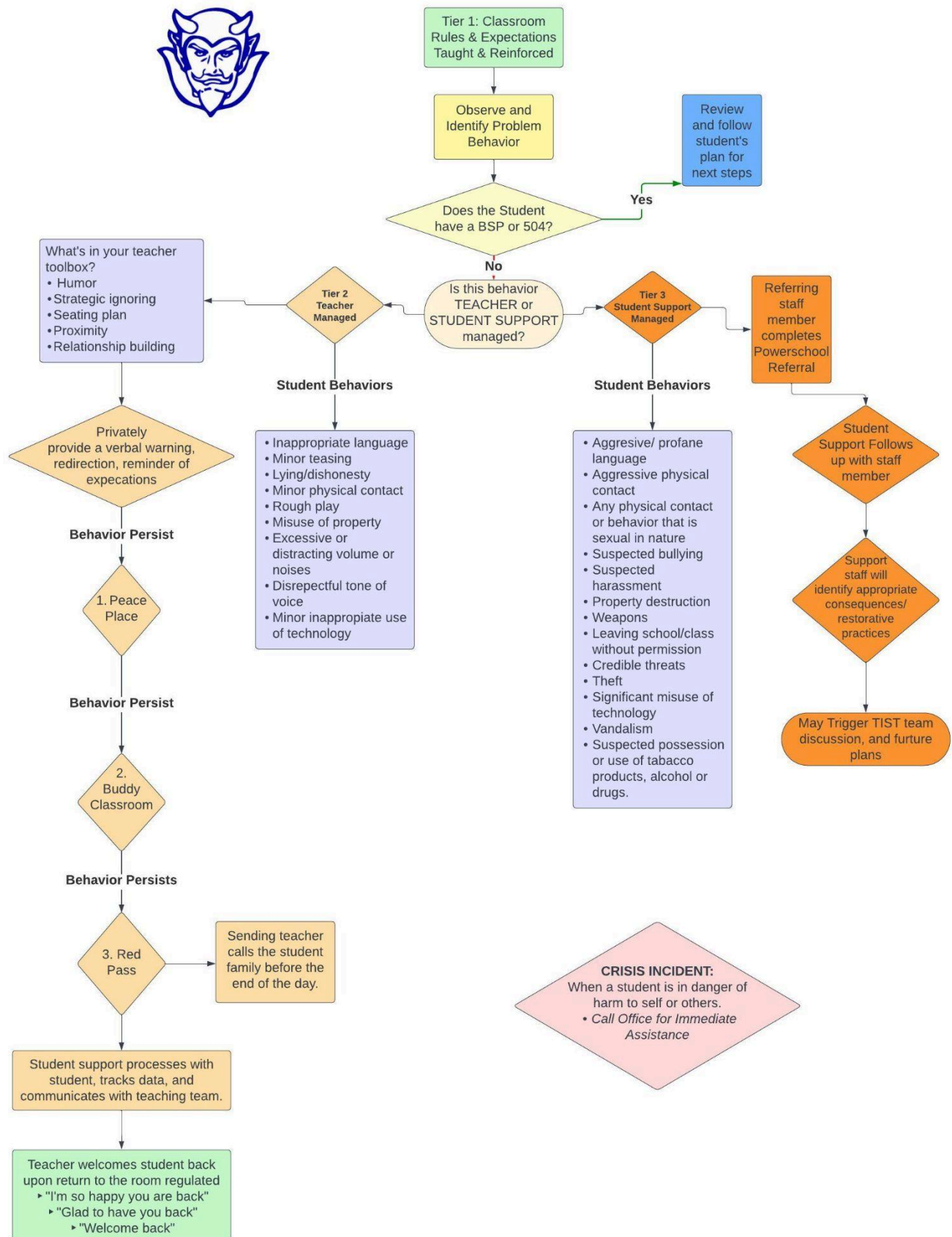
One Size Does Not Fit All

Although we have procedures in place to appropriately respond to student misbehavior, we always err on the side of making sure that the individual student's needs are taken into consideration. Each child is an individual, with a unique social and emotional maturity. While we try to be as consistent as possible when assigning consequences, one size does not fit all. Fair is not always equal. This means that what may work for one child does not work for another.

Confidentiality

Often a parent will ask about the consequences doled out to a child who was also involved in a behavior incident with their child. All discipline issues are handled confidentially. Only those who *need* to know, and have the *right* to know, are notified of the consequences following inappropriate behavior. If two or more students are involved in an incident involving inappropriate behavior, the parents of each child will be notified of the consequences facing *their* child, not the consequences of any other children involved. As stated earlier, the consequence imposed upon a student is based not only on the severity of the current incident, but also on the child's previous discipline history as well as other individual needs of the child. Therefore, two students involved in the same incident may receive different consequences.

WES Behavior Support Systems



Busing and Transportation

RIDING THE BUS IS A PRIVILEGE, NOT A RIGHT

School Bus Expectations

The following rules are for the safety of all. It must be remembered that anything that distracts the bus driver from his/her primary duty of driving the bus endangers all the people on and around the bus.

We Are Respectful

- Follow Bus Driver and Bus Aides Directions
- Use Kind Words and Actions
- Be courteous

We Are Responsible

- Take Care of Yourself and Others
- Keep Bus Clean
- Save Snacks and Drinks for Home or School

We Are Safe

- Keep Hands, Heads and Other Body Parts Inside the Bus
- Sit in your seat appropriately, and stay in your seat
- Hands and Feet to self
- Keep your personal belongs in your own space
- Use Level 2 voice (Only the person in your seat should hear you)

We Are Learners

- Be on time
- Listen to the driver

Follow any additional safety rules from the school or the driver

- If a student is having a problem on the bus, he/she should notify the driver. Problems with other students should be told to the driver at the next stop. If it is an emergency, call it to the driver's attention immediately.
- The bus company does not always provide door to door service and some stops may need to be combined. You need to call the school to request a stop (address) to be added to the route and the bus company has 48 hours to review and determine if it will or will not be added.

Behavior incidents are categorized into three tiers. Consequences for documented behaviors are issued by the school principal or the principal's designee.

- At no time shall the bus operator assume authority for suspending bus privileges or taking disciplinary action. Bus drivers should take preventive steps such as assigned seats or seat changes.
- A student who damages a school bus shall be subject to restitution in addition to discipline consequences.
- If the bus incident involves students from multiple schools (WES/WMHS) each school building level principal or design will consult with each other to discuss the facts of the case. Each school is responsible for determining the appropriate punishment for the student that attends their school .Major Bus infractions such as fighting, drugs, weapons, inappropriate bodily contact, may

warrant more severe consequences that could include but are not limited to suspension from the bus or out of school suspension. The school level principal will make the determination of consequences after assessment protocols and thorough investigation of the events have been completed.

Bus Stops

Students must have a note signed by a parent/guardian and the school if they are getting off at a stop other than their normal one. They should also have a note to get on at a stop other than their normal one, and, whenever possible, it should be cleared with the school in advance, to insure that they may ride, as some buses run near capacity.

Parents are responsible for their children's behavior while waiting for the bus. The general expectations for behavior at the bus stop while waiting or after discharge is as follows:

- No obscene language or gestures to others at the stop or to passing motorists.
- Do not throw anything at passing vehicles.
- Stay out of the road.
- Students should cross the line at the driver's signal, and be able to see the driver at all times while crossing (about 10 feet in front of the bus).

Meeting Younger Students at the Bus Stop

Children in Preschool, Kindergarten or First Grade must be met at the bus stop by an adult or an older responsible student or they will be returned to the school.

Walking Permission

Parents may provide written permission for their child to walk once they are in 4th grade. Students who are walking toward Construction Hill will be sent by the teacher on 'bus duty' only once all buses have cleared. Students who are walking toward Brush Hill will be sent by the teacher once all car "pick-ups" are done, and the parking lot has been deemed safe.

Transportation Changes:

At WES we understand that last minute things happen, but the end of the school day is a busy and stressful time in the Main Office. That is why this year, **no transportation changes will be made after 2:00 pm.**

If you need to request a transportation change, please send your child, in the morning, with a note. The classroom teacher will make sure this information goes to the Main Office. You may also send an email; if you send an email, please be sure to send it to the Main Office dcollier@cvsu.org and the classroom teacher. Please DO NOT rely on a voicemail or email to just the classroom teacher; teachers are busy throughout the day and often don't check voicemails and emails until the end of the day, and if there is a substitute teacher for the day, neither of these messages will be seen. As a general rule, all transportation changes that occur during the day need to be addressed to the Main Office.

Visitors and Volunteers

Visitor Parking During School Hours

Please do not drive through or around the cones in the parking lot at any time. These are there to protect all of the children at WES. Prek parking is available on the left side of the building closest to the Prek classrooms.

Visitor Sign-In and Sign-Out

Safety is of the utmost importance. For this reason, during the school day all visitors must stop at the Main Office, sign in, and wear a visitor name tag. Visitors and parents need to sign in so we can be aware of who is in the building at all times. By keeping track of visitors, we can better ensure the safety of our children, faculty/staff, and visitors. Parents with an established purpose are welcome to visit their child's class; this should be arranged with the classroom teacher, and approved by the building principal, to ensure that the integrity of the learning environment remains intact.

Volunteers and Chaperones

All adults who would like to chaperone or volunteer at WES **MUST** complete a background check and be fingerprinted. This is a two-step process:

- 1) Step 1: Schedule a time with Diane Collier for the paperwork; fill it out in front of her, and provide her with your license. This usually takes about 10-15 minutes. If you are an existing chaperone/volunteer that has already completed the fingerprinting process in the past three years, contact Diane to send the (1) necessary form home. She will run the annual background check from that.
- 2) Step 2: Two more State of Vermont forms will need to be filled out in front of her as well. Then you can get your fingerprints done – this requires you to make an appointment at the Sheriff's Office. Then you take one of the forms Diane gives you to them and get your fingerprints done. They will NOT take your fingerprints without this original form that she has to sign. **The processing time for fingerprints can be extensive (several months), so please do not wait until the last minute to start this process.**
- 3) The Sheriff's Office will ask you to pay the \$35 fee. Get your receipt, bring it to Diane, and she will reimburse you. OR, if it is a financial hardship, ask Diane before you go, and she will write a check to the Sheriff's Office on your behalf.

Please note, only volunteers/chaperones that have been background checked AND fingerprinted will be allowed to attend field trips as per the CVSU policy. We will not be allowing chaperones to attend field trips who have not had fingerprints completed.. Chaperone/volunteer paperwork should be completed yearly.

Reminder: no younger siblings are allowed to attend field trips with chaperones. A chaperone's full attention/responsibility needs to be on supervising the students he/she is assigned to chaperone.

After School Program

ONWARD!

The ONWARD! program is partially funded by a 21st Century Community Learning Center Grant and supported by participation fees, fundraising activities, and local funds. The goals of ONWARD! are to provide opportunities for students in grades K-5 to receive academic support as well as to offer high-quality enrichment and recreational activities. ONWARD! supports working families by providing enrichment and intervention programming from 3:00 - 5:00 pm. Families will be asked to contribute a nominal fee for their child/children to participate in the program. Scholarships are available to help families who qualify for free or reduced lunch. Child care subsidy is also accepted for families who qualify. No child will ever be denied access to the program due to financial circumstances. For information on programming, contact Cara Sargent at csargent@cvsu.org or 433-3646.

Student behavior expectations are set by the ONWARD! Program, as are their consequences. Students who do not abide by the rules and expectations of this program may be sent home or asked to leave the program entirely. ONWARD! is highly sought after program, so we encourage students who want to be there, and need to be there, to enroll.

CVSU, State, or Federal Policies

Please see here for a full list of [CVSU Board Policies](#). Here are a few of note:

Weapons Policy

I. Policy

The School Board determines that possession and/or use of a weapon by students, individuals and/or staff is detrimental to the welfare and safety of the students and school personnel.

II. Conduct Prohibited

Possession and/or use of any dangerous weapon or facsimile of any dangerous or deadly weapon in any school building, on school grounds or property, or at any school sponsored activity, is strictly prohibited. It is a violation of this policy for any person to make, issue, or communicate by any means, a threat that a dangerous or deadly weapon has been, or will be placed or used on school grounds or property. This policy is in effect before, during and after school, as well as at any school sponsored activity. This policy does not apply to a law enforcement officer while engaged in law enforcement duties or to weapons or facsimiles used in school approved functions or ceremonies.

III. Definitions

A. "Dangerous or deadly weapon" means:

1. Weapons are defined in section 921 of the Federal Gun-Free Schools Act including the following:

A) any weapon which will or is designed to or may readily be converted to expel any projectile by the action of an explosive; b) the frame or receiver of any weapon described above; c) any firearm muffler or firearm silencer; d) any explosive, incendiary, or poison gas

1) bomb 2) grenade 3) rocket having a propellant charge of more than four ounces. 4) missile having an explosive or incendiary charge of more than one-quarter ounce 5) mine; or 6) similar

device 7) unless under the supervision of a teacher and used as part of the curriculum with the approval of the principal, e) any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant; f) any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled. g) A hoax device, defined as any device so designed, assembled, fabricated or manufactured as to convey the physical appearance of an explosive or incendiary bomb or the physical appearance of any of the devices enumerated in subdivision (a) – (f) of division 1 of this section which is lacking an explosive or incendiary charge.

2. Other devices/items that are intended to incapacitate or cause bodily injury or death including but not limited to chemical and electrical stun devices.

3. Any edged or pointed weapon, device, instrument, material or substance, whether animate or inanimate, which in the manner it is used or is intended to be used is known to be capable of or producing death or serious bodily injury.

4. Weapons of impulse.

B. “School grounds or property” means: facilities, buildings, fields, and grounds areas; vehicles owned, leased or used by the District to transport students to and from school or school activities; parking lots (including vehicles in the parking lots); or any other setting which is under the permanent or temporary supervision and/or control of the School District.

IV. Sanctions

A violation of the terms of this policy will require that the following disciplinary action be initiated, in addition to the possible legal action:

1. The student, individual and/or staff member who is in possession of a “dangerous or deadly weapon” shall be referred to a law enforcement agency.

2. The “dangerous or deadly weapon” will be confiscated.

3. The student and/or staff member may be suspended until a school board hearing can be conducted. (Following due process procedures set forth in Orange North Supervisory Union Student Conduct & Discipline policy).

4. A student found by the board after a hearing to have violated the provisions of this policy shall be expelled for at least one (1) calendar year. However the Board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

a) the student was unaware that he/she had brought a weapon to school;

b) the student did not intend to use the weapon or threaten or endanger others;

c) the student is disabled and the misconduct is related to the disability;

d) the student does not present an ongoing threat to others;

e) a lengthy expulsion would not serve the best interests of the student.

Violations that fall under definitions 3 and 4 will be assessed by the administration prior to initiating the process outlined in IV. Sanctions. Students who were unaware s/he had brought a weapon to school or did not intend to use, threaten or endanger others with the weapon may be considered for alternative sanctions based on the student conduct policy.

V. Reports to the State

As required by state law, the Superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsion imposed under this policy, the number of students expelled, and the type of weapons involved.

VI. Aiding Other Students

A student who in any way encourages another student to bring weapons to school also endangers the safety of others. The school district expressly prohibits any such action. No student shall knowingly or willfully cause, encourage, or aid any other student to possess, handle, or transmit any of the weapons or facsimiles of weapons listed above. No student shall knowingly or willfully cause, encourage, or aid any other student to make, issue, or otherwise communicate by any means, a threat that a dangerous or deadly weapon has been or will be placed or used on school grounds or property. A student found to have violated this provision of the policy by causing, encouraging, aiding, etc. will be treated in accordance with the provisions of section IV, Sanctions.

Prevention of Harassment, Hazing and Bullying of Students

Williamstown Elementary School 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 policies and procedures linked below, 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. Please access the following policy/procedure via the electronic version of this handbook on our website.

[Policy on the prevention of harassment, hazing, and bullying](#)

[Procedures on the prevention of harassment, hazing, and bullying](#)

Williamstown Elementary School has two designated employees whose role it is to receive complaints of hazing, harassment and/or bullying. These individuals are:

- Venus Dean, Building Principal (vdean@cvsu.org)
- Danielle Kidder, PBIS Analyst (dkidder@cvsu.org)

Transgender and Gender Nonconforming Students

All students have the right to privacy. Consistent with those rights provided under the Family Educational Rights and Privacy Act of 1974 a transgender or gender nonconforming student will be able to discuss and express their gender identity and gender expression openly and to decide when, with whom, and how much of their private information to share with others.

In addition school staff will respect any requests to use a name and pronoun that corresponds to the student's gender identity that the student asserts or wishes to assert at school. Students will not be required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.³

There may be times when disclosure to school staff or employees of a student's transgender status is necessary in order to fulfill a school's obligations to the transgender student with respect to safety and health, education and anti-discrimination efforts. In all cases the school will work closely with students and families in devising an appropriate plan regarding the confidentiality of a student's transgender status that works for both the student and the student's family while meeting competing legal requirements. To the extent possible and consistent with all competing legal requirements, school personnel will endeavor throughout to maintain the confidentiality of the student's transgender status.⁴

³ Under Title IX, a school must treat students consistent with their gender identity even if their education records or identification documents indicate a different sex. The Departments of Education and Justice have resolved Title IX investigations with agreements committing that school staff and contractors will use pronouns and names consistent with a transgender student's gender identity. (From *Dear Colleague* letter of May 13, 2016).

⁴ Even when a student has disclosed the student's transgender status to some members of the school community, schools may not rely on this FERPA exception to disclose PII from education records to other school personnel who do not have a legitimate educational interest in the information. Inappropriately disclosing (or requiring students or their parents to disclose) personally identifiable information from education records to the school community may violate FERPA and interfere with transgender students' right under Title IX to be treated consistent with their gender identity. (From *Dear Colleague* letter of May 13, 2016).

Student Records

The superintendent will adopt procedures that ensure that all students' personally identifiable information is maintained in compliance with FERPA and state and federally mandated reporting requirements.

To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school will use the name and gender preferred by the student.⁵

Where a student's record(s) may not be changed absent court order due to state and federal law, efforts will be taken to maintain those records in strictest confidentiality in order to preserve the student's transgender status and, where appropriate, for an amended version to be maintained which preserves the confidentiality of that transgender status where a review of the record is

required for educational purposes by either school personnel education the student or personnel who will be evaluating the student (for eligibility purposes for example).

A student (or parent in the case of a minor student) who is currently enrolled may request retroactive changes to that student's record including name and gender. Such requests will be handled on a case by case basis with consideration of the need to maintain legally accurate records consistent with state and federal mandated reporting requirements with the school's ongoing efforts to maintain internal student confidentiality regarding a student's transgender status.

Former student permanent pupil records will be changed by request of a parent of a minor student, or former students who have reached the age of majority, upon receipt of documentation⁶ that such legal name and/or gender have been changed pursuant to applicable state law.⁷

⁵ There is no medical diagnosis or treatment requirement that students must meet as a prerequisite to being treated consistent with their gender identity. Because transgender students often are unable to obtain identification documents that reflect their gender identity (e.g., due to restrictions imposed by state or local law in their place of birth or residence) requiring students to produce such identification documents in order to treat them consistent with their gender identity may violate Title IX when doing so has the practical effect of limiting or denying students equal access to an educational program or activity. (From *Dear Colleague* letter of May 13, 2016).

⁶ See, 18 V.S.A. § 5112 for Vermont law governing the process for obtaining a new birth certificate following a sexual reassignment.

⁷ Under Title IX, a school must respond to a request to amend information related to a student's transgender status consistent with its general practices for amending other students' records. (From *Dear Colleague* letter of May 13, 2016).

Use of Gender Segregated Facilities

A transgender student will not be required to use a locker room or restroom that conflicts with the student's gender identity.⁸

Any student who expresses a need or desire for increased privacy will be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall restroom. Any alternative arrangement will be provided in a way that protects a student's ability to keep their transgender status confidential.

In all cases the use of restrooms and locker rooms by transgender students requires schools to consider numerous factors, including, but not limited to: the transgender student's preference; protecting student privacy; maximizing social integration of the transgender student; minimizing stigmatization of the student; ensuring equal opportunity to participate; the student's age; and protecting the safety of the students involved.

⁸ *G.G. v. Gloucester Cnty. Sch. Bd.*, (4th Cir. Apr. 19, 2016)

School Activities

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students will be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors listed above.

Physical Escorts/Restraints

It is the policy of the Central Vermont Supervisory Union (CVSU) and its member districts Orange, Washington, Northfield and Williamstown that students not be subjected to inappropriate restraint or seclusion as defined by the Vermont State Board of Education Rule 4500. It is our intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district/supervisory union of appropriate interventions by district and local staff.

Positive Behavioral Interventions and Supports means an approach to preventing and responding to targeted behavior that:

- a. Is based on evidence-based practices;
- b. Is proactive and instructional, rather than reactive;
- c. Can operate on individual, group, classroom, or school wide levels;
- d. Includes a system of continual data collection; and
- e. Relies on data-driven decisions.

Physical Restraint means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
 - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
 - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or
- d. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment.

In the event that it is necessary to restrain or seclude a student according to policy, parents/guardians will be notified. All concerns and complaints should be placed in writing and delivered to the building Principal. The procedures for resolving complaints require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent.

See here for more information, and to read the complete policy on [The Use of Restraint and Seclusion](#). A paper copy will be provided by Williamstown Elementary School at your request.

Search, Seizure, AND Interrogation of Students by School Personnel

The Central Vermont Supervisory Union and its member districts Orange, Washington, Northfield and Williamstown, seek to provide a safe learning environment, and maintain school property to assure the safety and enjoyment of students, school employees, and the general public, and extend the useful life of school facilities.

To carry out this policy the school retains the right to examine its property at any time. In addition, school officials may search students and search or seize student property upon reasonable grounds for suspecting that the search will reveal evidence of a violation of law or a school rule[i] In evaluating the reasonable grounds for a search, the school officials should consider the reliability of the information he or she has received, the availability of corroborating evidence, the severity of the suspected infraction, and the intrusiveness of the search to be carried out.[ii]

Copies of this policy will be distributed to students when they enroll in school, and will be included in the student handbook given to students and parents at the beginning of each school year. This policy is meant to explain the legal rights of the school district, but is not meant to limit them in any way.

Searches and Seizure of School Property

Desks, lockers, textbooks, computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time. When prohibited items are found on school property they will be confiscated and a report will be made to the Principal or designee who will determine whether further investigation is warranted.

Search of Student and Seizure of Student Property

Searches of a students' person and personal effects including personal electronic devices and vehicles[iii], may be conducted where there are reasonable grounds for suspecting at the time of initiating the search, that the search will reveal evidence of a violation of law or school rules. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and sex and the nature of the infraction⁶.

The school retains authority to conduct routine patrols of parking lots and inspections of the exteriors, and visible interiors of automobiles on school property. The interiors of vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without consent, and without a search warrant.

A search of a student's person will be conducted by the Principal or designee of the same sex and, except in the case of immediate danger, in the presence of another school employee. The student will be informed as to the reason for the search as it is taking place.

When prohibited items are found on a student's person/personal effects, or vehicle, they will be confiscated and may be turned over to the proper legal authorities.

Search, Seizures, and Interrogations of Students by Law Enforcement Personnel or Other Non-School Personnel

The Central Vermont Supervisory Union and its member districts will work with law enforcement officers and other non-school personnel as necessary to provide a safe school environment and a safe community.

School district officials may invite law enforcement officers to assist them in an emergency. Under certain circumstances, law enforcement officers may also have independent lawful grounds to enter school property and to conduct criminal investigations.

School officials who assist law enforcement officers in a search, seizure, or interrogation must follow the laws applicable to law enforcement. **Generally, officers may conduct searches and seizures of school property or student property if they have probable cause to believe such action will produce evidence of criminal activity.**

If a law enforcement officer presents a proper warrant for the search or seizure of property, or for the arrest of a person, school officials must comply with the warrant and the officer's request. However, there are exceptions to the warrant requirement, and it will be up to the officer to determine whether a warrant is needed in the circumstances.

Interrogation of Students

School district employees may detain students to question them regarding violations of law or school rules if reasonable in light of the possible infraction and the degree of suspicion.[iv] School officials may act on information related to violations received from outside law enforcement personnel. School officials are not required to notify parents of questioning or interrogation of students by school personnel.[v]

The School Resource Officer is not considered a school district employee for the purpose of interrogations.

School officials may request the assistance of law enforcement officers to deal with an emergency potentially affecting the safety of the school population, and may give law enforcement officers permission to interview students as necessary. No advance notification of parents or guardians is required in this circumstance.[1] If a student is placed under arrest or removed from the school by a law enforcement officer, the student's parent(s) or guardian(s) should be notified of this action by school officials as soon as possible, as described below.

Non-school personnel may also question students under the age of eighteen without notification of parents if such questioning (1) is part of a child abuse or neglect investigation conducted by the Department for Children and Families in accordance with Chapter 49 of Title 33 of the Vermont Statutes Annotated or (2) concerns possible criminal activity by the parent or guardian.

If school officials have not requested the assistance of law enforcement officers, there is no emergency potentially affecting the safety of the school population, and the questioning is not part of a child abuse or neglect investigation or an investigation of possible criminal activity by the parent or guardian, no questioning by non-school personnel of a student under the age of eighteen shall occur without the knowledge of the school administrator and the knowledge and permission of a parent or guardian who will have been given the opportunity to be present at the time of the questioning.

Arrest

If a law enforcement officer presents reasonable grounds for the arrest of a student or a subpoena for the student's appearance, school officials shall cooperate in locating the student within the school. Before releasing a student to law enforcement authorities under these circumstances, school officials shall ask for proper identification and require the officer to sign a form indicating the reason for the removal of the student from school.

If a student is placed under arrest or removed from the school by a law enforcement officer, the student's parent(s) or guardian(s) should be notified of this action by school officials as soon as possible.

Theft

Personal property must be respected at all times. The taking of anything against one's will is prohibited and is considered a serious offense. An act of theft may result in a suspension and may be referred to local law enforcement authorities.

Vandalism

In the event that a student in the school system causes loss or damage to the buildings, grounds, equipment, books, materials, or property belonging to the school, the parent or guardian of the student shall make restitution for such loss or damage. In the case of loss, the standard value shall be assessed at 100% of the replacement cost minus 20% per year of use with a minimum replacement cost of 20%. In the case of damage, the standard value shall be assessed at 100% of the cost including parts and labor, of restoring the item to its condition at the time of damage. Such replacement costs may be levied and collected by the principal if the costs are \$100 or less. If the replacement costs exceed \$100 the case shall be referred to the Superintendent of Schools. An act of vandalism may result in a suspension and may be referred to local law enforcement authorities.

Suspension

Per [S.11 Student Conduct and Discipline](#):

2. Suspension or expulsion of students shall be imposed in accordance with state and federal law and regulations, due process requirements, and the following rules and procedures.
 - A. The Principal or his or her designee may assign a student to in-school detention for up to 10 consecutive school days for any infraction of school rules. As provided in the school's overall discipline plan, students assigned to in-school detention will be provided with reasonable opportunities to complete academic assignments and to benefit from counseling or other activities designed to bring about improvements in their behavior.

- B. A student who poses an immediate danger to persons or property or a significant threat of disrupting the academic process of the school shall be removed from the school or to a place within the school determined by the Principal, Superintendent, or their designee, to be sufficiently secure to ensure the safety of students and school personnel and the continuation of the academic process. The Superintendent or Principal or their designee shall notify a parent or guardian of a student who is removed from school without undue delay. If the parent, guardian or other responsible person designated as an emergency contact by the parent or guardian cannot be notified, the student will be detained at school or at another safe and secure setting for the remainder of the school day.
- C. No student will be removed from school for more than the remainder of a school day unless the student and his or her parents are given an opportunity for an informal hearing pursuant to paragraph “D” of this policy. When immediate removal of a student is necessary prior to a hearing, the hearing shall be held as soon as possible following the removal.
- D. The Superintendent or Principal may suspend a student from school for a period of 10 days or less for misconduct occurring on school property, on a school bus or at a school sponsored activity, on or off school grounds. Except as provided in paragraph “B” above, prior to such a suspension, the student and his or her parent or guardian shall be given an opportunity for an informal hearing with the Principal or his or her designee. The student and his or her parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his or her side of the story, and a decision in writing to the parent or guardian.
- E. The Superintendent or Principal may, with the approval of the Board and in accordance with 16 V.S.A. §1162(a), impose a long-term suspension or expulsion of a student (for longer than ten days and up to 90 school days or the remainder of the school year, whichever is longer) for misconduct on school property, on a school bus or at a school-sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school.
- F. In accord with the overall discipline plan developed under 16 V.S.A. § 1161a, short-term (ten days or less) or long-term suspension or expulsion may be imposed for misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated.
- G. Long-term suspension or expulsion must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the School Board. The Superintendent or designee shall notify the student and his or her parents or guardian in writing of the nature of the charges, the date, time and place of the hearing, the right to legal representation, and the disciplinary action to be recommended to the board. This notice shall be provided in sufficient time to allow the student and his or her parents to prepare for the hearing. At the hearing, the student and parent/guardian shall be given an opportunity to present evidence and to cross-examine witnesses. The Board shall issue a written decision within 7 days of the conclusion of the hearing.

3. Notwithstanding the above provisions, a legal pupil who has a disability or is suspected of having a disability and is eligible for special education services or Section 504 services, may be removed from his or her current educational placement for disciplinary reasons for more than 10 consecutive days, or for more than 10 cumulative days in a school year only in accordance with Vermont State Board of Education Rules 4313 or 4312. The school Principal, with the agreement of a special education administrator (who can be the case manager), may impose short-term disciplinary sanctions on special education students as provided in Vermont State Board of Education Rule 4313. The Superintendent and coordinator of special education will develop additional procedures as needed to govern the discipline of students with disabilities.
4. In the event a student brings a weapon to school, the procedures set forth in the District's Weapons policy shall apply.

Prohibition Against Suspension or Expulsion of Students Younger Than Eight

Act 35 of 2021 prohibits the expulsion or suspension of students under eight years old, except in cases of imminent harm or danger.

16 V.S.A 1162 Suspension or Expulsion of Students

(d) Notwithstanding anything to the contrary in this chapter, a student enrolled in a public school, approved independent school, or prequalified private prekindergarten program who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.

Suspension or expulsion of a student under eight years old may be warranted if the student's behavior meets both the definition of "imminent" and "harm or danger to others" below.

Definition of Harm or Danger to Others

Harm or danger in this context can be defined as physical injury or bodily harm but is not limited to physical injury or bodily harm.

"Physical injury or bodily harm" is defined as harm severe enough to cause any of the following:

- a cut, abrasion, bruise, burn or disfigurement
- physical pain
- illness
- impairment the function of a bodily member, organ, or mental faculty

Whereas verbal threats, harassment and bullying are serious and can cause emotional/ psychological harm to students and adults, these behaviors in young children (i.e., under the age of eight) less frequently rise to the level of harm or danger to others. They are best addressed by in-school measures to mitigate the harm, to tend to the needs of the targeted student, and to support the accused student in engaging in restorative practices and/or learning new skills.

Definition of Imminent

A threat of harm or danger to others is “imminent” if it meets each of the following criteria:

1. The effects of the child/student’s behavior are or will be immediate or could occur at any time.
2. The child/student has the ability or the means to enact physical injury or bodily harm through their behavior.
3. Even after adults have provided interventions that are less restrictive than suspension or expulsion to de-escalate the event, the child/student’s behavior persists or cannot be prevented.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual

means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Directory Information Policy/Procedure

The CVSU and its member districts designate the following information as directory information:

- Student's name, mailing address, birthday (month and day only), dates of enrollment
- Parent or legal guardian's name and mailing address
- Student's grade level classification
- Student's participation in recognized school activities and sports
- Weight and height of members of athletic teams
- Student's diplomas, certificates, awards and honors received

The CVSU and its member districts will release directory information ***without*** prior written consent unless the parent or eligible student informs the principal or superintendent in writing that any or all of the information designated above should ***not*** be released without prior consent.

The building principals will be the custodian of all educational records in their given schools. The Superintendent has overall responsibility for education records throughout the district and for assuring that adequate systems are in place to maintain such records and to provide access to them in accordance with state and federal law. The Superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure and destruction of education records.

Definitions

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that act. [1] **Please remember to complete the Educational Records Permission to Release information form that is sent home on an annual basis.**

Protection of Pupil Rights Amendment (PPRA)

Rights of Parents under PPRA

PPRA (20 U.S.C. § 1232h, 34 CFR Part 98) affords parents of students certain rights regarding, among other things, participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following eight protected areas (protected information survey) if the survey is funded as part of a program administered by the U.S. Department of Education (Department) (applicable program) –
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any protected information survey administered or distributed to a student by an local educational agency that is a recipient of funds under an applicable program (LEA) if the protected information survey is either not funded as part of a program administered by the Department or is funded as part of a program administered by the Department but to which a student is not required to submit;
 2. Any non-emergency, invasive physical examination or screening required by an LEA as a condition of attendance; administered by the school and scheduled by the school in advance; and, that is not necessary to protect the immediate health and safety of a student, with some exceptions; and
 3. Activities of an LEA involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or to otherwise distribute such information to others for that purpose), with some exceptions.
 - Inspect, upon request –
 1. Protected information surveys and surveys created by a third party, before the administration or distribution by an LEA of the surveys to a student;
 2. Any instrument used by an LEA to collect personal information for the purpose of marketing or sale (or otherwise distributing such information for that purpose), before the instrument is administered or distributed to a student, with some exceptions; and
 3. Instructional material, excluding academic tests or academic assessments, used by an LEA as part of the educational curriculum for a student. These rights transfer from the parents to the student when the student turns 18 years old or becomes an emancipated minor under applicable State law.

Requirements of LEAs under PPRA

LEAs are required to develop and adopt policies, in consultation with parents, to address the protection of student privacy and parents' rights under PPRA, including those discussed above. In addition, LEAs must directly notify parents of these policies at least annually, at the start of each school year, and within a reasonable period after any substantive change to the policies.

LEAs must also directly notify, such as through U.S. Mail or email, parents of students who are scheduled or expected to be scheduled to participate in any of the activities or surveys listed below and must provide an opportunity for parents to opt their child out of participation. LEAs must make this notification to parents at least annually at the beginning of the school year, and this notification must include the specific or approximate dates when the activities or surveys are scheduled or expected to be scheduled. For activities or surveys that are scheduled after the school year starts, LEAs must provide parents with reasonable notification and an opportunity to review, as well as an opportunity to opt their child out. These activities and surveys involve:

- Collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or otherwise distributing such information to others for that purpose), with some exceptions;
- Administration or distribution to a student of any protected information survey not funded as part of a program administered by the Department or funded as part of a program administered by the Department but to which students are not required to submit; and
- Certain non-emergency, invasive physical examinations or screenings, as described above.

Parents who seek additional resources on student privacy under PPRA may visit the Department's Student Privacy Policy Office website at <https://studentprivacy.ed.gov/>. Parents who believe their PPRA rights have been violated may file a complaint online by selecting the PPRA complaint form option at <https://studentprivacy.ed.gov/file-a-complaint> or by mailing the form to the following address:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Notification of Video Surveillance

It is the policy of the Williamstown School District to use security cameras in facilities and on grounds to protect school district property and assets from theft and vandalism, through deterrence and video documentation. **The system is not designed nor intended to protect individuals from being victims of violent or property crimes, nor to detect other potentially illegal or undesirable activities which may occur, although any information obtained may be used as evidence in such cases.** It is the policy of Williamstown School District to use audio and video security cameras on the school buses to ensure safety and the protection of property. The use of security cameras shall be conducted in a professional, ethical and legal manner, and recorded data shall be handled in compliance with state and federal law, including the Family Educational Rights and Privacy Act (FERPA) where it applies.

Location of Cameras

Cameras may be installed in both interior and exterior areas where there is a legitimate need for video surveillance. Cameras shall not be installed in classrooms, restrooms, athletic locker facilities, or staff rooms.

Memorials and Dedications

Requests for a memorial or a dedication of a building or ground or item must be made in writing to the Board in care of the Superintendent. The Superintendent will bring the request to the appropriate Board for consideration. The request must allow for adequate time for consideration. A majority of the Board must formally approve a request including its location.

The request or proposal may provide:

- Biographical and/or historical information about the individual;
- The location of the building or ground where the memorial will be placed or dedication will occur;
- The reason(s) for establishing the memorial or dedication;
- All available plans or designs for the memorial or dedication;
- A description of any physical impact on the buildings or grounds;

- Description of maintenance and additional costs associated with the memorial or dedication to be incurred by the school district.
- A description (if any) of the impact on existing memorials or dedications;
- A description of the costs and source(s) of funding for the memorial or dedication; and
- Date(s) and time of dedication or memorial.

Williamstown Elementary School
Title I Parent Compact
2024-2025 School Year

Purpose:

This compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also details how the school and parents will build and develop a partnership to help children achieve the state's high standards.

School Responsibilities

Williamstown Elementary School will:

1. High-Quality Curriculum and Instruction:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards.
- Ensure that lessons are engaging, rigorous, and aligned with state standards.

2. Parent-Teacher Communication:

- Hold parent-teacher conferences at least annually, during which this compact will be discussed as it relates to your child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, we will send home reports [frequency, e.g., quarterly, biannually].
- Provide parents reasonable access to staff. Staff will be available for consultation by [methods of communication, e.g., email, phone, scheduled meetings].
- Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.

3. Supporting Student Achievement:

- Offer Title I meetings, workshops, and resources to help parents understand the curriculum and state standards.
- Provide necessary academic support, including tutoring and interventions, to help students who are struggling.

Parent Responsibilities:

As a parent, I will support my child's learning by:

1. Monitoring Attendance:

- Ensure that my child attends school regularly and arrives on time.

2. Engaging in Education:

- Encourage my child to read daily and discuss what they are learning in school.

3. Staying Informed:

- Participate in parent-teacher conferences and communicate with the school whenever I have a concern or question.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district.

4. Volunteering and Participating:

- Volunteer in my child's classroom or school activities when possible.
- Participate, as appropriate, in decisions relating to my child's education.

Student Responsibilities:

As a student, I will:

1. Take Responsibility for Learning:

- Do my homework every day and ask for help when I need it.
- Read at least [specify time, e.g., 20 minutes] every day outside of school time.
- Give my parents or guardians all notices and information received from my school.

2. Respect School Rules and Environment:

- Follow school rules and show respect for teachers, staff, and fellow students.
- Take care of my learning materials and my school environment.

3. Strive for Academic Success:

- Set goals for my learning and work hard to achieve them.
- Participate actively in class and engage in learning.

This Parent Compact ensures that all stakeholders—school, parents, and students—understand and agree to their roles in supporting the educational success of students at Williamstown Elementary School, a Title I school.

Parent Signature Page

The signature below indicates that I have read the WES 2024-2025 Family Handbook. If I have any questions or concerns, I will either contact my child's classroom teacher or the building Principal.

Child's name _____

Child's homeroom teacher _____

Parent's Name (please print) _____

Parent's Signature _____

PLEASE RETURN SIGNED SIGNATURE PAGE BY 9/13/24