Braintree Elementary

Family Handbook

2025-2026

(802) 728 - 9373
66 Bent Hill Road, Braintree, VT 05060

https://braintree.orangesouthwest.org/

A CARING LEARNING COMMUNITY

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Welcome to the 2025-2026 School Year at Braintree Elementary School!

Dear Braintree Elementary Families,

Welcome to the new school year at Braintree Elementary! As we prepare for an exciting year of learning and growth, I want to thank you for being a part of our wonderful school community.

This policy book is designed to provide you with essential information about the guidelines and expectations that help our school run smoothly. Our goal is to ensure that every child has a safe, supportive, and enriching environment in which to learn. By familiarizing yourself with these policies, you're helping us create a positive experience for all students.

We deeply value the partnership between school and home, and we believe that clear communication is key to our collective success. If you have any questions or need further clarification on any of the policies outlined here, please don't hesitate to reach out to me or any of our staff members.

Thank you for your continued support and collaboration. Together, we can make this a fantastic year for all our students.

Warm regards,

Dan Morrison
Principal, Braintree Elementary

Student Hours: 7:45 a.m. to 2:05 p.m.
Arrival for K-6 may begin at 7:20 a.m. with breakfast served from 7:30 a.m. to 7:45 a.m.
Preschool students' arrival window is 7:30 a.m. to 7:45 a.m., with breakfast served afterward.

OSSD Administration
24 Central Street, Randolph VT 05060
802-728-5052

Michael Clark, Superintendent
Robin Pembroke, Business Manager
Kayla Link, Director of Special Education
Brandy Kolling, Asst. Director of Special Education
Wes Gibbs and Bob Worley, Co-Directors of Maintenance and Building Safety
Bray Briton, Director of Food Services
Todd Lewis, Director of Technology
Craig Russell, Director of Transportation
Kyle Southworth, Administrative Assistant

Braintree Elementary Administration
802-728-9373
Dan Morrison - Principal
Rachel Bent - Administrative Assistant

Braintree Staff
Rachel Drury: Preschool Teacher/Director
Tammy White: Preschool Support Staff
Gwen Tremblay: Preschool Support Staff
Michelle Kluskiewicz: Kindergarten
Sara Richards: Grades 1 & 2
Norie Belanger: Grade 2 & 3
Janni Jacobs: Grades 4, 5, & 6 English Language Arts
Emma Janicki: Grades 4, 5, & 6 Science and Social Studies
Stefanie Cole: Grades 4, 5, & 6 Math
Abi Gershon: Interventionist
Amy Barrett: Interventionist
Rebecca Walter: Guidance Counselor
Ray Merrill: Special Education Teacher
Christine Gilbert: Library/Media
Nicole Conte: Science, Technology, Engineering, & Math (STEM)
Lyndley Mittler: Art
Mark Peterman: Physical Education & Health
Addison Daniels: Music and Band
Brooke Gray: School Nurse
Nikki White: Special Education Paraprofessional
Moriah Covey: SEL Interventionist
Emily Huff: SEL Paraprofessional

To contact any staff member, please call the main school number. Staff email addresses use the first initial and last name followed by orangesouthwest.org
Sample: Alice Smith would be: asmith@orangesouthwest.org

Orange Southwest School District

2025-2026 School Calendar

August 2025

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Student	3	Cumulative	3
Staff	8	Cumulative	8

Aug 18-19	New Faculty Orientation
Aug 20-26	In-Service -- (Staff)
Aug 27-29	Kindergarten Half-Days
Aug 27	First Day of School -- Students

September

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Student	21	Cumulative	24
Staff	21	Cumulative	29

Sept 1	Labor Day (No School)
Sept 26	Early Release/Half Day In-Service (Staff)

October

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Student	21	Cumulative	45
Staff	21	Cumulative	50

Oct 13	Indigenous Peoples Day (No School)
Oct 17	Early Release for Fall Conferences
Oct 24	Early Release for Fall Conferences

November

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Student	16	Cumulative	61
Staff	16	Cumulative	66

Nov 11	Veterans Day (No School)
Nov 26-28	Thanksgiving Break (No School)

December

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Student	17	Cumulative	78
Staff	17	Cumulative	83

Dec 24-31	Winter Break (No School)

January 2026

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Student	19	Cumulative	97
Staff	19	Cumulative	102

Jan 1-2	New Years Day/Winter Break (cont'd)
Jan 19	Martin Luther King Day (no school)
Jan 30	Early Release/Half Day In-Service (Staff)

February

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

Student	15	Cumulative	112
Staff	15	Cumulative	117

Feb 23-28	February Break (No School)

March

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Student	19	Cumulative	131
Staff	20	Cumulative	137

Mar 2 & 3	(No School)
Mar 9	Spring Conferences (No School)
Mar 27	Early Release/Half Day In-Service (Staff)

April

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Student	17	Cumulative	148
Staff	17	Cumulative	154

Apr 20-24	Spring Break (No School)

May

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Student	20	Cumulative	168
Staff	20	Cumulative	175

May 22	Early Release/Half Day In-Service (Staff)
May 22	Senior Project Defenses
May 25	Memorial Day (No School)

June

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Student	11	Cumulative	179
Staff	11	Cumulative	185

Jun 12	Last Day for Students if no snow days 1/2 Day In-Service (pm)
Jun 15-17	Last Day for Students if 5 snow days 1/2 Day In-Service (pm)

Key

- First Day (students)
- Holidays and Breaks (No School)
- Staff In-Service (No Class)
- 1/2 Day In-Service Day (Early Release)
- Last Day (Students) if no snow days/ 1/2 Day In-Service (pm)
- Last Day (Students) if 5 snow days/ 1/2 Day In-Service (pm)

Updated 5/8/2025

Ends Statement

In 2009, the school boards of the Orange Southwest School District (encompassing Brookfield, Braintree, and Randolph), embarked on a process to solicit input from community members to identify the skills and knowledge that our students must acquire to be successful in the 21st Century. The result of this lengthy process was distilled into a "mission statement" for the schools of the OSSD, known as the ENDS STATEMENT. This statement was revised in October of 2010. This statement of purpose, along with the standards mandated by state and federal regulation, drives all of our curricular, instructional, and assessment goals and practices.

"Students have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community.

Further, our core focus is on the following:

1.1 **Critical Thinking:** Students creatively apply experiences and critical analysis to solve problems and make informed decisions.

1.2 **Foundational Thinking:** Students possess comprehensive knowledge of a core curriculum in the following areas:

- **1.2.1** Reading, writing, and communication
- **1.2.2** Mathematics
- **1.2.3** Science
- **1.2.4** Social Studies
- **1.2.5** Life Skills
- **1.2.6** The Arts

1.3 **Ability to Adapt:** Students are adaptable, resilient, and can manage change.

1.4 **Information Technology:** Students use and apply information and technology appropriately, effectively, and objectively."

Adopted June 2009
Revised October 11, 2010

Braintree Elementary and Orange Southwest School District

School and Parent Compact For Learning

Created by parents and school personnel

Adopted September 2006

Orange Southwest School District is committed to working with all parents in the best interests of their children. The purpose of this agreement is to provide guidance on the development of an effective partnership between school personnel and parents. Research shows a strong link between parental involvement and academic success for children. Together, we can assist each student to achieve high standards, as delineated in the Vermont Framework of Standards and Learning Opportunities (these standards identify the essential knowledge and skills that should be taught and learned in school), and to develop the ability and desire to learn independently.

The cornerstone of the parent-school relationship is communication. Thus, the school commits to conducting a minimum of two parent conferences each year – one in the fall to learn from you about your child and to share early observations. The mid-year time is devoted to parents and teachers with specific concerns or questions about student progress. Spring conferences are to review student work and to set end of the year goals. The school will communicate frequently through other means such as class and school newsletters, telephone calls, and additional conferences as necessary. Also, the OSSD reporting system ensures communication regarding student progress. School personnel will make themselves available to parents who have questions or concerns and will attempt to work together with parents to resolve any issues.

Parent participation in the goals of this compact is essential. It is important to acknowledge that parental involvement can be achieved in many different ways. Parents are welcome to visit classrooms to observe, volunteer, and otherwise participate in their child's education. Being involved really means making sure that your child gets a clear message that learning is important to you. Parents can accomplish this in a variety of ways. Each family can find its own best way of being involved. Below are some suggestions for how to be involved with your child's education in positive ways.

RESPONSIBILITIES

Each staff member, parent, and student is encouraged to pledge to this compact according to his or her role:

As a staff member, I will strive to:

- Provide a safe, pleasant, and caring learning atmosphere, helping students learn to resolve conflicts;
- Encourage students and parents by providing verbal and written information about the current school programs and about student progress;
- Invite parents to visit classrooms, volunteer, and otherwise participate in their child's education;
- Help each child achieve academic and social success in his/her school experience;
- Make a deliberate effort to get to know and value each child;
- Demonstrate professional behavior and a positive attitude.

As a parent, I will strive to:

- Support my child, the staff, and the school;
- Let the school know when I have a concern so that we may address it together;
- Talk with my child about his/her academic and social successes and challenges;
- Talk with my child about the importance of school and life-long learning;
- Promote learning at home by encouraging reading, problem solving, writing, etc.

As a student, I will strive to:

- Show respect for myself, others, and the environment;
- Cooperate with other students and adults;
- Ask for what I need to be successful;
- Take responsibility for my actions, words, and attitude;
- Always do my best.

Visiting the School

We welcome parents and other community members to be a part of our school and have created the following guidelines in an attempt to have your visit be successful without causing undue distraction to school staff and children.

Please be advised that the school campus has security cameras recording footage of public spaces inside and outside the school.

All Visitors: During school hours, the building will be locked, so you will need to be let into the building at the front door after identifying yourself and the purpose for your visit. All visitors must sign our guest book and check in at the office and complete all necessary forms. If you are not an OSSD employee or contracted vendor, you will be asked to wear a visitor tag, so that school personnel will know who you are and that you have checked in.

Parents/Guardians: Occasionally, caregivers need to stop by before school to touch base with their child's teacher or another staff member. This is understandable and manageable as long as it is infrequent. Obviously, if it happens often it interferes with the staff's ability to get the day off to a smooth start. Please check in at the office-we will contact the teacher to see if they have time to meet with you. If the teacher or staff member indicates that it would be better to meet at a different time, please respect that request. It is best if parents/guardians say good-bye to their children at the front doors and not come into the building or go down the hallway in the morning.

If you need to stop in during the day, please state the reason for your visit. In an effort to keep class interruptions to a minimum, we will try to help you first. If you are dropping something off, we'll deliver it at an appropriate time.

If you are picking your child up during the day, please press the buzzer at the front door and we will phone the room to get your child. Only parents/guardians (or those authorized by the parents/guardians) may pick up children. It is always helpful if you let us know ahead of time that your child will be leaving early.

When school is in session, all visitors will be asked to wait outside or in the vestibule to protect student safety and security.

If you are picking your child up at the end of the day, please follow the guidelines under "Dismissal" in the Attendance section. If you arrive early and park, please wait in your car. This is a particularly busy time for teachers, with many important details that require their attention. Visits to the classroom at the end of the day are not permitted.

Volunteers and Chaperones: We welcome and value your commitment to our school. Please note the following guidelines:

Annually, all volunteers and chaperones must fill out the Volunteer Enrollment form prior to the event, preferably at the beginning of the school year. We also require chaperones who will have unsupervised contact with children to go through a fingerprinting process which must be completed and results received by the district prior to working with students. Once fingerprinting is completed and you are cleared to volunteer, you will not need to be fingerprinted again for a whole year. For example, if you were fingerprinted in September and volunteered throughout the school year, you will not need to be fingerprinted until the September of the next year.

Here are the levels of volunteers/chaperones and the necessary paperwork that is required for each level:

- **Level 1:** No contact with children, and therefore **no application or screening required**.
- **Level 2:** Supervised contact with children (e.g., room parent, classroom volunteer, book fair or picture day volunteer - this means you are working with children with a teacher in

the room or space, supervising). Level 2 volunteers will need to complete an online criminal records check and an adult and child abuse registry check. These volunteers will NOT be permitted to be alone with children.

- **Level 3:** Unsupervised contact with children (e.g., volunteer coach/advisor, most field trip chaperone opportunities, after school/summer program volunteer, mentor). Level 3 must complete Level 2 screening AND get fingerprinted. Fingerprinting costs are covered by the district. Please save your receipts and submit them to the central office.

When chaperoning or volunteering time on a field trip or in the classroom, please follow the below responsibilities:

- Treat any information regarding students as confidential.
- Report disciplinary issues to the supervising staff member.
- Conform to the school and district policies, which forbid the use of tobacco, alcohol or drugs by students or adults at school or at school related events.
- Report information of a personal nature or information, which relates to child safety to the supervising staff member or principal.
- Model appropriate and respectful language and behavior.
- Wear clothing respectful to our school environment.
- Seek answers to questions and advice from the supervising staff member.
- Understand that we do not permit younger siblings of our students to be with chaperones on field trips or to accompany a parent when they are volunteering.

Enrollment of Students

When a student enrolls in one of our elementary schools, the office will ask for the following information:

- A copy of the student's birth certificate
- A copy of the student's social security card
- A current immunization record
- A Release of Records to request files from the previous school
- Proof of residency

In accordance with the Vermont Statutes (T. 16, § 1075), Principals and Directors (or designee) of the OSSD will pursue legal residency issues through the following procedures:

- If a child is suspected of being a non-resident of a school district, the Principal/Director (or designee) will contact the central office and superintendent.
- The Principal/Director (or designee) will provide the parents a copy of the statutes (Title 16, § 1075).
- Any or all of the items below may be requested from the parents:
    - The first page of their most recent IRS Tax remittance.
    - A signed affidavit stating their domicile is located within the school district's boundaries.
    - An authorized town document demonstrating the parent's names are on the voting list.
    - A copy of the parent's current driver's license showing the proper address.
    - A copy of a current utility bill (or other bill statement) showing the proper address.

The Principal/Director will ensure there is no "Homeless" issue with another school district.

If the Principal/Director remains unsatisfied with the information obtained, they will contact the Superintendent who may obtain the proper consulting services for further investigation.

When enrolling into Kindergarten, children must be five (5) years old BEFORE September 1st of the enrolling school year.

Attendance

It is the policy of the school district to set high expectations for consistent student school attendance in

accordance with Vermont law in order to facilitate and enhance student learning.

In accordance with 16 V.S.A. § 1121, Act 44, Section 46 (Truancy), and Vermont Department of Education guidelines (March 23rd, 2010 Memorandum), Truancy is defined as a student who is subject to compulsory attendance and who is absent without valid cause or excuse for ten days.

Valid causes for absences include: illness, observance of religious holidays, death in the family, family emergency, situations beyond the student's control as determined by the superintendent (or designee), or other circumstances which cause reasonable concern to the parent or guardian for the health or safety of the student and are confirmed in writing or verbally by the parent or guardian to the student. To view the complete Attendance/Truancy Protocol please go to Appendix R of this handbook.

When it is necessary for a child to be absent from school, the administrative assistant should be informed by phone or email the first day of the absence. When reporting an absence to the school, please do so before 8:15 a.m. You are welcome to leave a message on our voicemail system.

For the safety of the students, if a child is absent and the school has no communication from home, the school will call home or each parent's place of work to verify the absence.

Vacation Absence

Parents of children who miss school due to vacation plans not aligned with the school vacations are asked to notify the school by filling out a planned absence form, providing as much advance notice as possible. Our general procedure is for the classroom teacher to collect missed assignments for a student, so they can be completed upon the student's return, but it may be possible for some assignments to be prepared in advance and sent with the student. The student or parent should consult with the teacher to devise a plan for completing the work and to minimize the disruption of the student's learning.

Tardiness

All students are expected to arrive on time, by 7:45 each morning. Delay of buses due to circumstances beyond the control of the student is an acceptable excuse for tardiness. Parents/guardians providing private transportation are expected to see to it that their children do not arrive late. Chronic tardiness negatively affects the student and is a disruption to the entire class. If a student arrives after the start of the school day, they need to check in at the office before going to their classroom.

Dismissal

The end of the day can be a very stressful time for students if they do not know whether they are to take the bus, walk, be picked up or stay for an after-school meeting or event. **Parents and children should make these arrangements before the start of the school day**. If your arrangements vary from the transportation form, please send in a note or email or call the office in the morning. In the event of an emergency, please call us as soon as possible and we will let your child know of any changes. Please help us keep these last minute arrangements to emergency situations only.

If your child's after school procedures vary in any way, such as waiting for a parent when they usually ride the bus, or riding to a friend's on a different bus, you must send in a note.

Parents should understand that supervision is provided for students after school until students are dismissed to their buses or are picked up. Students should be picked up no later than 2:05.

Curriculum

Orange Southwest School District has developed a K-12 curriculum, which fulfills the requirements of the Common Core State Standards and the OSSD Ends. Please check out the curriculum documents on our website at http://www.orangesouthwest.org/curriculum. Our goals are to establish clear goals and expectations for students, devise effective measures of student progress, report to students, families, and the community about student progress.

In striving to complete our vision of enabling "all students to realize their individual potential" we offer a wide variety of support. Parents concerned about their child's progress are encouraged to bring their concerns to the classroom teacher.

Homework Guidelines

We believe that a planned introduction of homework as a child progresses through the elementary grades will serve to benefit the development of good study habits. We believe in a balanced approach to homework introduction. Your child's classroom teacher will inform you about their specific expectations in accordance with the district homework policy. .

Instructional Support

The Orange Southwest School District (OSSD) is committed to supporting all students in meeting or exceeding state and local standards expectations. OSSD schools participate in the Federal Title I program. This program provides supplementary reading and math instruction to students who are not at grade level based on authentic assessment, teacher observations and other data. Title I services are designed to supplement, not replace, classroom instruction.

Field Trips

Parents should be aware that classes from time to time will leave school grounds as part of their academic program. This may include a trip to the High School for a rehearsal or performance, a visit to Chandler Music Hall or a local business, or in pursuit of a natural resource. Teachers will inform parents of these trips in their newsletters, but may not seek advance permission. We are aware that some parents would rather have the opportunity to grant permission for each excursion from the building. If you would like to use this alternate procedure, please call the school.

Assessment

Assessment and testing has a role in a student's life at school. We believe that assessment should be ongoing, should demonstrate growth and achievement, and should highlight areas of learning which drive our instruction.

We use a variety of assessments to help us understand what students know and in what areas they need to grow. Authentic assessments in reading, math problem solving, and writing assist teachers in understanding what students are able to do independently. Teachers can then design instruction to help students increase their performance in the basic areas of the curriculum.

In addition, federal and state regulations require that our students complete a number of assessments. We complete the Cognia (VTCAP) assessment in the spring for students in grades 3-6. The assessment has sessions for reading and math in all grade levels, as well as an additional science assessment in grade 5. Some years, fourth graders participate in the National Assessment of Educational Progress, called the Nation's Report Card.

OSSD has developed a reporting system that helps parents and students understand each child's progress in learning basic skills as well as growth in social/emotional development. Reports will be sent home in December, March and June. These report cards focus on skills acquired at each grade level. Student self-assessment is an important part of this reporting system. Children are encouraged to reflect on the quality of their work during the learning process.

Transportation

It is our goal to maintain a transportation system that is both safe and efficient and to make sure each student has a safe, comfortable ride to and from school. In order to do this, each student riding a school bus shall follow the expectations listed below:

- Be at the bus stop on time. Bus drivers are not required to wait for a tardy child.
- Load the bus in an orderly manner.
- Take a seat immediately and remain seated.
- Keep aisles clear.
- Talk in low voices, using appropriate language.
- Keep hands, head, and all other body parts inside the bus.
- Do not eat or drink on the bus.
- Report any damage to the school bus promptly.
- Keep the bus clean.
- Sit in their assigned seat.
- Fighting and fooling around on the bus or while waiting is not allowed.
- Students should not have trinkets hanging off their backpacks that could accidentally hit another student or get caught in the bus doors.
- Cooperate with the driver.

Bus Disciplinary Procedures:

In the event a student fails to comply with the rules, a three-step procedure will normally be followed. However, for serious offenses, such as vandalism, fighting, smoking, insubordination, use of drugs or other serious violations, the principal can go directly to step 2 or 3 of the procedures.

1. Upon receipt of a written report from the bus driver, the principal and/or the behavior specialist will discuss the incident with both the driver and the student involved. The principal and/or the behavior specialist will warn the student and notify their parents in writing that a second report will mean a bus suspension for up to five days.
2. Upon issuance of a second report, the student will be suspended from riding the bus for up to five days.
3. Should a third report be issued, the principal may suspend the bus riding privilege for the remainder of the year.

It is the responsibility of the parents or legal guardians to ensure the safety and well being of their child until they enter the school bus each morning and to again resume that responsibility when the child leaves the bus at their bus stop after school each day. (see Transportation policy #9201)

Students must have a note from their parent or guardian if they are to ride a bus to a location other than their usual drop off. If it is on a different bus, parents should contact the Transportation Supervisor, Craig Russell, at 728-9276 to determine if there is room.

At the discretion of the bus driver, music may be played on your child's bus. Maintaining a safe, positive environment for the children is our goal.

Positive Behavior Interventions and Supports (PBIS)

Learning how to be a successful member of a diverse community is one of the most important elements of a child's public school education. At Braintree Elementary, we have embraced the principles of PBIS. This approach to helping students be successful at school is based on the idea that children benefit when expected behaviors are taught explicitly, just as we teach academics, and that we respond to behavior errors in the same way that we respond to academic mistakes. In short, we are clear about what successful behavior looks like and we reteach, model, and support students who are having difficulty achieving the expected behavior.

We believe in helping children learn from behavior errors through reflection, making amends if necessary, and planning what to do moving forward so that the same error isn't repeated. ALL students make behavioral errors at times. It is a learning process.

At times, there are appropriate consequences imposed for repeated behaviors when a child is struggling to put "good citizenship" rules into practice or is intentionally ignoring those expectations. For example, a child who is repeatedly inappropriate with peers during soccer games at recess, despite discussions and second chances, may be "benched" from playing soccer for a period of time in order for them to understand the need for good sportsmanship. Parents will always be informed of repeated behavior concerns or serious consequences. However, the vast majority of minor behavior-learning situations are simply part of growing up and learning how to be a friend. Your child's teacher is your best resource for concerns about your child's specific behaviors or if your child shares a concern with you regarding a classmate's behavior.

Tapping into the symbolism of our school mascot, the Braintree Catamount, we have created an acronym to help our students remember our school-wide behavior expectations - "PAWS", which stands for:

- P - Prepared for Success
- A - Attitude of Respect
- W - Willing to Help
- S - Showing Responsibility

As you will see below, every area of our building has specific behavior expectations aligned with this acronym to help create consistency and common understandings for adults and children alike.

P.A.W.S.

	Prepared for Success	**A**ttitude of Respect	**W**illing to Help	**S**howing Responsibility
All Settings	* Be prepared to follow instructions * Be aware of yourself and what you need to do	* Respect yourself * Respect others * Respect Property	* Look for opportunities to be helpful	* Take care of your own materials * Take care of school materials * Follow rules

Hallways	* Focus on where you are going * Be aware of what you need to do * Listen for directions	* Walk at all times * Keep your hands and body to yourself * Quiet	* Report any concerns to an adult	* Keep hallway clean and clear
Outdoors	* Be ready to spend ~30 minutes outdoors * Know the outdoor rules	* Include everyone; be kind; share * Respect personal space * Be a good sport	* Be a problem solver * Help younger students * Pick up items left behind	* Follow recess rules * Use structures as designed and safely * Take care of equipment * Leave No Trace
Cafeteria	* Wash your hands * Bring everything you need to lunch * Fuel your body	* Use indoor voices * Sit in one place * Ask permission if you need to get up * Use good table manners	* Clean up your table area even if you didn't make the mess	* Eat your own food * Take your things with you * Compost correctly
Buses	* Be on time at the bus stop * Know the bus rules and follow them	* Use a quiet voice * Stay in your seat * Allow the driver to focus on driving	* Pick up any trash or lost items	* Keep belongings in your seat * Make sure you don't leave anything on the bus
Bathrooms	* Ask to use the bathroom * Knock before opening the door	* Keep the bathroom clean * Flush	* Report any problems you find in the bathroom	* Wash your hands after using bathroom * Quietly return to your next activity
On Computer or Online	*Wash hands prior to using computer *Know password *Wait for instructions	*Carry Chromebook closed with 2 hands *Keep water bottle on the floor *Place the computer on a level surface * Stay on assigned sites	* Offer to help others	*Respect passwords - yours and others *Follow online rules *Take care of the computer

Behavior and Consequences

When very serious behavior problems arise, the teachers and principals will do everything possible to make sure the student is handled in a fair and consistent manner, according to the Student Conduct and Discipline policy #6202. Copies of the policy are available by calling the school and are posted on our school website. We are required by state regulation to publish this rubric for your information. However, in an elementary school, the vast majority of student behavior errors never reach this level. In most cases, even serious behaviors are an opportunity for teaching and supporting a student. Research into student learning shows that the traditional avenue of punishment is NOT effective in teaching students the preferred behaviors to be successful at school.

Note that bullying and harassment are serious. Often, students will share what they perceive to be bullying behaviors with parents before we hear about it at school. Please call us as soon as you hear your child describing behaviors of this nature!

Behavior	First Time	Second Time	Third Time
Physical Aggression: Pushing, hitting, punching, grabbing, kicking, throwing objects that could harm someone or similar behaviors that result or could result in someone getting injured **Certain extreme behaviors with violence or weapons can move the consequence directly to the procedure for a "third time" column.**	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home.	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home. • Possible in-school suspension for a portion of the day.	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home. • In/out of school suspension the rest of the day and possibly the following day • Team meeting with the parents/guardian
Verbal Aggression: Students using inappropriate language, cussing to themselves, name calling, and profanity towards others. **Certain extreme language can move to a bullying and/or harassment investigation. See Appendix M and N.**	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home.	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home. • Possible in-school suspension for a portion of the day.	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home. • In/out of school suspension the rest of the day and possibly the following day • Team meeting with the parents/guardian
Bullying: Bullying means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which: (A) is repeated over time; (B) is intended to ridicule, humiliate, or intimidate the student;	See Appendix N for state procedures for "bullying."		

and (C)(i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity; or (ii) does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs. Sec. 36. 16 V.S.A. § 11(a)(32)			
Harassment: Harassment means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, gender identity, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment. Sec. 35. 16 V.S.A. § 11(a)(26)(A)	See Appendix L for state procedures for harassment.		
Vandalism: Causing damage to or destroying school or another individual's private property, using graffiti on school and or private property	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home. - Students may be asked to clean up the vandalism.	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home. • Possible in-school suspension for a portion of the day. - Students may be asked to clean up the vandalism.	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home. • In/out of school suspension the rest of the day and possibly the following day • Team meeting with the parents/guardian - Students may be asked to clean up the vandalism.
Illegal Substance: Knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance (including			- The local police department is contacted. - The Superintendent is informed and

tobacco products) or alcohol on any school property, or at any school sponsored activity away from or within the school. **The possession or use of illegal substances goes directly to 'third time' consequences.**			decisions/consequences will be made at an administrative level.This may include, but is not limited to suspension.
Theft: Students taking property from staff, school or other students is prohibited.	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home.	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home. • Possible in-school suspension for a portion of the day.	• Reflection and Process, Reteach Expectations • Complete Think Sheet and/or Re-entry Process • Communication home. • In/out of school suspension the rest of the day and possibly the following day • Team meeting with the parents/guardian
Weapons: Weapons of any kind are prohibited in the school. Weapons are considered any object that could be used to harm themself or others. **If the weapon was intended to harm someone, the consequences would go directly to the 'Third Time' consequence.** Administration may contact local law enforcement regarding this offense.	- Reflection and Process - Complete think sheet and/or reentry process -Communication home -Confiscate weapon(s) and ask parents to pick them up at the end of the day.	- Reflection and Process - Complete think sheet and/or reentry process - Communication home - Student assigned a pass for designated areas -Confiscate weapon(s) and ask parents to pick them up at the end of the day.	- The local police department is contacted. - Superintendent is informed and decisions/consequences will be made at an administrative level

Maintaining a positive approach to behavior expectations in our elementary school is very important. When behavior in the school is positive and responsible, students learn more and teachers are able to teach better. OSSD believes the following principles create a strong framework for school expectations:

- The right of all to learn and teach
- Emotional safety for all
- Physical safety for all
- Respect for school and personal property
- Responsibility for attendance, work completion, and cooperation in the classroom and other school environments

Student Rights

All students have the right to learn in an environment that promotes:

- Intellectual development
- Emotional safety
- Physical safety
- Social development

Protocol for Addressing School/Student Problems

At times, parents will ask us who they should talk to if there is a serious question, concern, or complaint regarding their child. First, please call sooner rather than later. Don't let your concerns or anger fester. Our school, as part of the Orange Southwest School District, has a step-by-step procedure in place to help you through this process.

How to address a serious school concern regarding your child:

- For a concern regarding a classroom/playground/cafeteria issue, speak first directly with the supervising teacher. Ninety-nine percent of parent concerns are resolved at this step. Call as soon as you have the concern.

- If your concern is not resolved, or it is a bigger issue outside of your child's classroom, have a conversation with the principal. The principal may include teachers or other staff members in this discussion. Transparency and trust are critical to all of us working together as a team to support your child.

- If you still do not feel your concern has been adequately addressed, the next step is to set up a meeting with the Superintendent of Schools, Michael Clark (728-5052). Before meeting with you, he will speak with the principal and any other relevant staff members to understand the scope of the problem and to be sure the previous steps have been followed.

- If, after speaking with the superintendent, you still feel that your concern has not been addressed, you would then request that the superintendent set up a meeting with the School Board chair to further discuss the issue.

Health Services

The American Academy of Pediatrics: Bright Futures recommends that all infants, children and adolescents have an annual well care visit with their pediatrician.

The OSSD is committed to aligning its handbook with the Vermont Department of Health recommendations in order to protect the wellbeing of our students. The following sections are informed by the Standards of Practice: School Health Manual. If there are any questions or concerns about the medical information please contact your school nurse directly.

Healthier Schools Initiative

As a district, we are working to create an even safer and healthier environment for our students, especially those with asthma and allergies. In order to show our commitment to this initiative, the district is adopting some changes in all school buildings. These changes include:

- **Green Cleaning Products:** Our facilities team will be using only **environmentally friendly cleaning products** throughout the school district. This means less exposure to potential irritants and better air quality for everyone.
- **Reducing Asthma Triggers:** To help students with asthma breathe easier, we're **eliminating certain items** from school buildings and grounds. This includes things like essential oil diffusers, candles, scented plug-ins, personal cleaning products (including Lysol wipes), humidifiers, and classroom pets. We also kindly ask that you **avoid excessive perfume or cologne** and please **do not idle your car** in drop-off and pick-up zones.

We appreciate your partnership in making our school a healthier and safer place for every student. If you have any questions about these changes, please don't hesitate to contact our school nurses. Together, we can ensure a great learning environment for all!

School Nurse

The school nurse works part time at our school. Her office is located in the lobby and is well equipped for routine school health care. She sees many students each day for chronic health needs, illnesses, injury and medication administration. The school nurse does vision and hearing screenings each school year. Our school nurse welcomes parents to call or visit to consult and discuss any health concerns they may have regarding their child.

Medication

If your physician requests that your child receive medication at school, the medication needs to be in the original pharmacy container and accompanied by a Prescription Medication Order Form signed by your physician. An adult must transport the medication to and from school and hand it to the nurse or administrative assistant. Students receiving antibiotics need to be on medication for 24 hours and be feeling well before coming back to school. On field trips, individual doses will be packed by the nurse and sent with the classroom teacher or individual assistant to administer. Permission for general medicationl administration is included on the Annual Health Questionnaire.

Immunizations

Vermont's immunization law requires vaccination of all children enrolled in childcare or school. Immunizations protect both individuals and the community. An official immunization record must be presented to the school upon admission. If a student does not meet the vaccination requirements they may be admitted provisionally only after the school nurse approves a compliance plan for the child. Failure to meet requirements may result in exclusion.

During the 2012 legislative session, changes were made with regard to Vermont law that allows for immunization exemptions. In order to claim a medical exemption, the child's health care provider must complete a medical exemption form. If a parent or guardian chooses to exempt their child on religious grounds, they must sign an exemption form annually acknowledging they have read and understand evidence-based information regarding immunizations, and are aware of the risks associated with not vaccinating their children. All exemption forms need to be completed, signed, and returned to the school. Students who claim an exemption may be excluded from school during the course of a disease outbreak. Additional information about immunizations and required forms may be found at:
http://healthvermont.gov/hc/imm/schoolentry.aspx

Illness

We expect children to come to school relatively healthy and fever free. However, because of the number of students we have, parents should assume that their children will be exposed to many communicable and nuisance diseases, such as the flu, whooping cough, strep and head lice. Should there be several cases in a classroom, parents of the children in that classroom will be notified. Please notify the school nurse if your child contracts something contagious. Children are not kept in from recess for health reasons unless there are unusual circumstances. If your child is well enough to be at school, they are well enough to participate in recess. An exception would be if a child has a note from their doctor that excludes them from physical activity. If your child gets ill during school, the parent (or the emergency care person named on the Annual Health Questionnaire) will be called to come pick the student up.

When to Stay Home

We are all responsible for the health and safety of our students. Please reference the following list of symptoms that will help determine whether your child needs to be kept home from school:

- Fever >100.4 degrees, currently or within previous 24 hours
- Diarrhea or vomiting, currently or within previous 24 hours
- Persistent sore throat with fever or enlarged tonsils/glands
- Undetermined rash

- Red, itchy eyes with drainage
- Severe persistent cough

Please do not send your child back to school until they have been symptom-free of the list above for at least 24 hours. Adhering to these guidelines will help to keep all of our students and staff members healthy throughout the school year. Children learn their best when they are well rested, feel well, and have eaten a healthy meal. Children who have a fever, symptoms of vomiting or diarrhea, acute viral symptoms or severe persistent cough will be sent home to rest and receive care by their families.

Injury

Please notify the school nurse of any significant injury your child receives at home. Should your child be injured at school, they should report it to an adult. The child will be referred to the school nurse for treatment and assessment. If there is a concern that the injury is serious, the parent will be contacted. If it is an emergency, the ambulance will be called for treatment at our local facility.

Annual Health Questionnaire

Each school year parents will receive an Annual Health Questionnaire. This enables us to have current information regarding your child's latest health needs, whom to call in case of illness or injury and whether you would like your child to be able to receive medicine should they request/need it. Please help us by filling it out promptly. Parents should also inform the school of a change in phone number or email, place of employment, or emergency contact so we can reach you in case of emergency.

Head Lice

Head lice can be a nuisance but they have not been known to spread disease. Our goal is to educate and support families in controlling and eliminating head lice, decrease school absenteeism related to lice management and to maintain student privacy.

Procedures For Head Lice Detection And Management At School

- When a student is found to have live lice:
    - The parent/guardian will be notified by phone, the student may remain in school to the end of the day and a letter will be sent home regarding treatment.
    - The parent/guardian will be instructed that the student should be treated before returning to school.
    - Parents/guardians are reminded to remove nits as possible and retreat 8-10 days or as suggested by manufacturer's labels.
    - Follow up head checks will be done by the school nurse to conform lice management efforts.
- When a student is found to have nits present (no live lice detected):
    - The parent/guardian is notified and encouraged to remove nits as possible and monitor for live lice.
    - Information about head lice will be sent home with the student.

*Full Classroom screenings for head lice are NOT done: "Current evidence does not support the efficacy and cost-effectiveness of classroom or school-wide screening for decreasing the incidence of head lice among children '' (CDC, May 2007).

Notification Procedures:

- Notification of nits or live lice will be given to the parent/guardian of the affected student.
- Classroom Notifications are NOT done with typical head lice cases. (NASN Position statement)
- In unusual cases, the school nurse and in consultation with the school principal, may consider sending a classroom notification letter for a high number of identified cases of head lice.

School Health Clinic

Our school health clinic, in partnership with Gifford Medical Center, is staffed by Gifford nurse practitioner Kathleen Bryant and the school nurse. The purpose of this program is to provide quality healthcare in a friendly setting, at a time that is convenient to the student and family. The OSSD School Health Clinics are open and available to ALL students, including sending school students. The clinic will be available on a rotating schedule a few days a week in each school. Please call Gifford Pediatrics or our school nurse, Brooke Gray, to schedule an appointment.

Health Hub Dental Van

HealthHUB is a nonprofit organization with a mission to improve access to healthcare. HealthHub's Dental Hygiene trailer, in collaboration with Gifford Health Care, will be visiting RES twice a year. Students from Braintree would be bused to RES for the following services: dental cleanings, oral evaluation, necessary x-rays, fluoride treatments and sealants. Students are eligible if they have NOT had their teeth cleaned within the last 6 months. Your dental insurance including Medicaid will be billed or you may self-pay. The fee schedule is posted on the HealthHUB website at healthhubvt.org.

School Nutrition Program

Our kitchen offers Breakfast and Lunch each school day in the cafeteria. All breakfast and lunch meals are created with a focus on fresh and local foods that meet USDA Meal Pattern guidelines to include fruits, vegetables, grains, protein and milk. Breakfast is served each school day morning 7:30 a.m. to 7:45 a.m. Students that arrive later than 7:45 am but before 8:30 am may access a cold breakfast to bring to their classroom. Lunch, also served each school day, will always have a choice of a hot entree or sandwiches with unlimited offering of fruits and vegetables.

The OSSD Foodservice also wants to make every effort to accommodate any dietary needs our students may have. If you have any concerns around this, I would appreciate you reaching out to me so that our staff can make sure we are accommodating your student.

OSSD begins its second year cycle (we have a four year cycle) of CEP (Community Eligibility Provision) which allows all our students to eat free , both at breakfast and lunch. Adults Breakfasts are $3.50 and Adult Lunches are $6.00

OSSD Food Service is also offering our Fresh Fruit and Vegetable offerings on Monday, Wednesday and Friday with samples and tastings being dropped off in the classroom on those mornings.

We look forward to serving your children this coming school year. Know that I welcome communication, so please do not hesitate to contact me.

Bray Britton
OSSD School Nutrition Director
802-728-3397 extension 1109
bbritton@orangesouthwest.org

Recess and Playground Guidelines

Recess is a vital part of the elementary school program. It is a time set aside for children to develop social skills in a semi-structured setting. Whenever possible, students go outside for their recess time. Factors such as weather, the outside temperature, wind-chill and the conditions of the playground are considered before a decision to go outside is made. Students must come dressed appropriately for the weather.

The playground at school provides a valuable play area for our students. All children are expected to follow the PAWS expectations, the directions of the supervising staff, and to respect the equipment. Children will lose their privilege to play outside at recess if they fail to follow the rules. It is our responsibility to be good neighbors and to respect the property of others. Please impress upon your

children the need to take care of their school grounds, equipment, and building and to report problems to the staff on duty or the office.

Parent Square Notification

OSSD uses the Parent Square Notification Service to enhance parental communication. This service allows us to send a voice message to ALL of our students' parents on ALL of their contact numbers within minutes and also allows us to send you an email and a text message.

We anticipate using this service for

- Emergency Notification
- Inclement weather cancellations or delays
- Early dismissals due to inclement weather
- Early release reminders
- Transportation messages, such as late bus routes or field trips
- Event reminders

The ability to deliver a message is only as successful as the contact information we have for our families, so please make certain we have the most up-to-date direct dial numbers and email addresses. If this information changes, please let us know immediately.

What you need to know about receiving calls sent through Parent Square

1. Your caller ID will display OSSD or one of the district's school names anytime an emergency call is being sent. Examples of an emergency include evacuation from our site or if we've needed to lockdown our facility.
2. Your caller ID will display OSSD or one of the district's school names anytime a non-emergency call is generated. Caller ID will not display a name with the number.
3. Parent Square will leave a message on your voicemail or answering machine.
4. If you have such things as Telemarketer Zapper or Privacy Director on your telephone lines, you may not receive the call.
5. Parent Square will attempt to call extensions. If you have a live operator at the switchboard where you work, you should inform them of this system. If you have a direct dial number at work, you should provide us with that number rather than the main number plus the extension.

We sincerely appreciate your cooperation, and if you have any questions, please don't hesitate to contact us.

Emergency School Closings

When conditions warrant it, the Transportation Supervisor travels roads and contacts the town road foreman to help decide whether or not to close school. The Superintendent will make the decision by 6:00 a.m., if possible, and report to the Vermont Association of Broadcasters which posts our school closings on local radio and TV stations. You can also check http://www.vpr.net/apps/school-closings/. You will receive notification of school closings from our Parent Square Emergency System.

Occasionally, it may be necessary to close school early for various reasons. When this decision is made, it will be reported to these radio stations, and the Parent Square Emergency System will be used as soon as possible. Please talk with your children about procedures to follow in case school is closed early. **It is important to keep all emergency information up-to-date.**

Emergency Response Plan

As we have seen in recent years, school violence can happen anywhere, even in rural Vermont. Schools are required to be prepared as much as possible for situations where we may have to act quickly to protect students and staff. Each school creates a School Crisis Plan to provide specific direction in the event of an emergency. The plan is developed and updated yearly by a team of teachers, administrators, the school nurse, guidance counselor, and our facilities manager. The team gathers information from our local police and rescue as well as planning facilitators provided by Homeland Security, to ensure that the

plan is flexible enough to respond to a variety of potential crises – including fires, severe weather events, power outages, chemical spills, or intruders. All school staff are trained to implement this plan.

The experts have taught us that there are four basic initial responses that apply in most crises: Clear the Halls, Secure the Building, Lockdown, and Evacuate the Building. We practice one of these responses monthly to keep our skills sharp. These drills help our students learn how to respond instinctively and without question when an alarm sounds, which may be critical in the event of an actual emergency. Staff and students are told when these drills will take place which allows them to follow the procedures without concern that there is an emergency.

It is our intention to create friendly and welcoming schools that are also a safe and secure learning environment for our students and staff. With this in mind, we respectfully ask all visitors to check into the office when entering the building during school hours.

Items Not Allowed on School Grounds

Due to their dangerous nature, the following items are not allowed on school grounds: guns, knives or other sharp objects, any kind of weapon, including toy weapons. Parents are requested to assist the school by not allowing your child to take such items to school. These items will be confiscated if found at school and may be picked up by parents.

Weapons (see Weapons Policy Appendix L), alcohol, tobacco, unauthorized drugs, or other such items are also forbidden in school. Parents and visitors should be aware that the use of tobacco on school grounds is a violation of state law and is therefore prohibited (see Appendix J). Violation of these rules will result in a suspension for up to five days.

Telephones

We are fortunate to have a voice mail system in our school. You may call during the school day or after hours to leave a message for any staff member. If your call is an emergency, please let the administrative assistant know how they can help. Please keep in mind that we do not want to disrupt classroom teachers while they are teaching.

Students are only allowed to use the phones with special permission, and are not allowed to use them to arrange after school visits with friends. We ask for your assistance in helping your child plan ahead.

Electronic Resources

Students and staff use a variety of electronic resources such as the internet to support their learning and to enhance their knowledge of information technology. The following are examples of appropriate student activities:

- Searching for information using approved search engines
- Participating in supervised web-based projects
- Using electronic resources and software (digital camera, word processing application) for school projects
- Reading daily news or using other real-time resources

The OSSD has developed a policy (Acceptable Use Policy for Electronic Resources – Appendix G) establishing guidelines for appropriate use. Use of electronic resources is a privilege that can be taken away if these guidelines are not followed.

OSSD Chromebook Procedures

The OSSD may provide and assign students a chromebook for use at school as a means to promote academic achievement and provide flexible learning opportunities. This policy provides guidelines and information about district expectations for students who are being issued these one-to-one (1:1)

computing devices. Additional rules may be added as necessary and will become a part of this procedure.

We expect and believe that students will use these devices and any district technology responsibly. Students need to understand the appropriate and acceptable use of both the technology and district network resources. We also expect that students will make a good faith effort to keep their district-issued devices safe, secure and in good working order. Our policies and procedures for district-issued devices include the following specific student responsibilities and restrictions.

Responsibilities

In order to keep devices secure and damage free, it is your responsibility to follow these guidelines each time the device is used.

- You are responsible for the device. Do not loan it to anyone else.
- Charge your 1:1 device daily by connecting it to its charging cable before the end of the school day.
- Handle the device with care. There are many fragile components that can easily be damaged by dropping, twisting or crushing the device.
- Keep the device away from unsafe locations like table edges, floors, or seats.
- Transport computer in sleep mode, with the screen closed.
- Make sure hands are clean. Wash hands after eating and before using your chromebook.
- Do not eat or drink while using the device OR have food or drinks in close proximity. Any liquid spilled on the device may very well cause damage (often irreparable) to the device.
- Do not stack objects on top of the device.
- Do not store or transport papers between the screen and keyboard.
- Do not close pencils, pens, etc. between the screen and keyboard.
- Do not write on, mark, or place stickers on the device.
- Do not pick on keys or otherwise damage the device.
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth provided by your teacher.

It is expected that students will apply common sense to the care and maintenance of district-provided 1:1 technology.

Computer Damages Procedure

We strongly encourage families to take advantage of the School Device Coverage insurance offered at the start of the year. If a computer is damaged, the school must be notified immediately. If a student damages a computer due to negligence, the student/student's family is responsible for paying repair costs determined by the OSSD technology department, up to the full cost of a replacement device. OSSD reserves the right to charge the Student and Guardian the full cost for repair or replacement when damage occurs due to negligence as determined by the administration.

Examples of negligence include, but are not limited to:

- Leaving equipment unattended and unsecured. This includes damage or loss resulting from an unattended and unsecured device at school.
- Lending equipment to others.
- Using equipment in an unsafe environment.
- Using equipment in an unsafe manner.
- Ignoring common sense guidelines delineated above

Personal Electronic Devices

Students are not permitted to use personal electronic devices for any purpose during the school day (including cell phones, MP3 players, etc.). If a student brings such a device to school, it should be turned

off and stored in a backpack. There may be some exceptions to this rule with teacher permission only if these items are used for educational purposes. These devices may be confiscated and returned to parents if they are being used inappropriately. Students do not need a phone at school. They are permitted to use a designated phone in the office if they need to call a parent/guardian.

Teachers may choose to allow the use of certain devices on field trips when there is a long bus ride. This is at the teacher's discretion and may include certain rules that must be followed.

The school is not responsible for lost, stolen, or damaged electronics that students bring to school or on a field trip.

Clothing Expectations

The way students dress, when attending or representing the school, affects the opinion of all with whom they come in contact. We expect that student clothing will be clean; cover all private body parts; be appropriate for the weather; be safe and respectful of themselves and their school. Clothing with sexual innuendos, violent or offensive language, promoting or depicting items that are not allowed at school such as alcohol, tobacco or firearms, any pictures or wording that promotes discrimination or harassment, is banned from school grounds. Clothing should completely cover students' underwear, and see-through or revealing clothing is not allowed. Shirts, dresses or attire that covers the chest and midriff should be worn on school grounds. Swimsuits are only permitted on field trips involving swimming. If at any time, a staff member feels that an article of clothing does not meet these clothing expectations, students may be required to cover the clothing or change into something that we provide. Your role, as a parent, is to be sure that your child's clothing is appropriate for elementary school.

Your child has recess daily and scheduled PE classes on Tuesdays and Thursdays, so please be sure that they wear or bring sneakers to participate in lots of fun physical activities. During the winter months, students are expected to have appropriate outdoor clothing which includes a hat, mittens, jacket, snow pants, and boots.

Lost and Found

Please mark everything your child brings to school.This helps to prevent loss of personal items. Please check your child's classroom and the Lost and Found bench/bear. Any items not claimed will be brought to the Thrift Shop.

Jewelry

Jewelry worn by students should be appropriate for school. No spikes or sharp protrusions (including belts). Any jewelry that is a symbol (peace sign, cross, etc.) should be appropriate for elementary school. Students may be asked to remove some jewelry during PE for safety reasons (such as large hoop earrings). Students should not wear or bring expensive jewelry to school. The school is not responsible for lost or stolen jewelry.

Asbestos Management Plan Availability

The Asbestos Hazard Emergency Response Act (40CFR 763.93 [g] [4]) requires that written notice be given that our school has a Management Plan for the safe control and maintenance of asbestos-containing materials found in our building. This Management Plan is available and accessible to the public in our school.

Appendix A
Parent/Student Rights in Identification, Evaluation & Placement
(Section 504 of The Rehabilitation Act of 1973)

Following is a description of rights granted by federal law to students with handicaps. The intent is to keep you advised of decisions about your child and inform you of your rights if you disagree. You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of handicapping condition;
2. Have the school district advise you of your rights under federal law;
3. Receive notice;
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school related activities;
5. Have your child educated in facilities and receive services comparable to those provided non-handicapped students;
6. Have evaluation, educational and placement decisions made, based upon a variety of information sources, by persons who know the student, the evaluation data and placement options;
7. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student was placed in a program operated by the district;
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district;
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and educational program placement;
10. Obtain copies of educational records at a reasonable cost, unless the fee would effectively deny you access to the records;
11. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
12. Ask for amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or in violation of your child's privacy rights. If the school district refuses, it will notify you within a reasonable time and advise you of the right to a hearing;
13. Request mediation of an impartial due process hearing related to decisions about your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have legal representation;
14. File a local grievance.

The person in this district who is responsible for assuring that the district complies with Section 504 is:

Kayla Link
PO BOX 250
Randolph, VT 05060
728-9844

Appendix B
Act 158: An Act Relating to Life-Threatening Allergies and Chronic Illnesses in Schools

In 2006, the legislature passed Act 158 to address safe and supportive environments for students with life threatening allergies or chronic illnesses.

Act 158 also requires the Orange Southwest School District to annually inform parents of students with life-threatening allergies or chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal/state statutes and regulations and state rules. Other students may not only be protected by Section 504, but may also be eligible for special education.

If your student has a life-threatening chronic illness, please notify either your school's nurse or Kayla Link (Section 504 Coordinator for OSSD) at 728-9844.

Section 504 protects students from discrimination due to a disability that substantially limits a major life activity. Not all students with life-threatening allergies and chronic illnesses may be protected under Section 504. The OSSD District may also be able to meet a student's needs through the Educational Support System with an individualized health plan.

Appendix C
Grievance Procedure

I. **Definition:**

A. A grievance will be construed for the purpose of implementation and administration of Title IX of the Educational Amendments, and Section 504 of the Rehabilitation Act, to mean any claim made by a person involved with the Randolph School District due to a denial of the benefits of, or discrimination under, any program or activity based on sex or handicap.

B. A grievant will be a student(s) and/or parent(s) or employee(s), applying for access to educational programs or activities within the OSSD School District.

II. **Intent:** Nothing contained within the grievance procedure will be construed as limiting the right of an aggrieved person(s) to informally discuss a problem with the school administration or staff.

Should such an informal process fail to resolve the situation, a formal filing of a grievance may be made in accord with the following policy:

Step 1: The grievant will forward a written copy of the grievance to the administrator who has immediate jurisdiction over the school involved. The 504 Coordinator is available to assist in proper filing. If the grievance is general in nature, it will be addressed to the Superintendent of Schools.

The recipient administrator and/or the superintendent, will hold a meeting on the grievance within a reasonable period of time. Both parties involved may be represented by an individual of their choice, at their own expense.

Within five (5) school days following the meeting, the administrator involved will render his decision in writing.

Step 2: If the grievant is not satisfied with the disposition of the grievance at Step 1, s/he may request a formal meeting before the Board of School Directors at its next regular meeting. The School Board Chair will preside at the meeting, and both parties may have representatives present.

The Board will render its decision in writing within ten (10) school days following the meeting. This decision will be final and binding to the extent of the jurisdictional limits and authority of the Board of School Directors.

Step 3: If the grievance is not satisfactorily resolved at this level, either of the parties may then submit a request in writing to the Commissioner of Education for the State of Vermont, who will then appoint a hearing officer. The hearing officer's decision is final; except, that either party may seek resolution in the courts.

Appendix D
Notice of Nondiscrimination

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Orange Southwest School District are hereby notified that this District does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission or access to, or treatment, or employment in, its programs and activities. Any person having inquiries concerning the Orange Southwest School District School District's compliance with the regulations implementing Title VI, Title IX, or Section 504, is directed to contact:

Kayla Link
Special Education Coordinator
P.O. Box 250
Randolph, VT 05060
728-9844

She has been designated by the School Districts of the Orange Southwest School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX and Section 504.

Appendix E
Americans with Disabilities Act of 1990

The Orange Southwest School District does not discriminate against individuals with disabilities in the provision of services, programs, activities, or employment. Under the Americans with Disabilities Act of 1990 (A.D.A.), any qualified individual with a disability is eligible to participate in or benefit from any service, program or activity provided by the Orange Southwest School District. Likewise, the A.D.A. requires equal employment opportunities for qualified individuals with disabilities.

If you believe you have been denied access to a benefit, service, program or activity offered by the supervisory union, because of a disability, you may file a complaint with:

Vermont Attorney General
109 State Street
Montpelier, VT 05602

If you feel that you have been discriminated against in any aspect of your employment with the supervisory union because of a disability, file a personnel grievance. If you feel that you have been discriminated against as an applicant for employment with the supervisory union, write to:

Commissioner of Personnel
120 State Street
Montpelier, VT 05602

Any person having inquiries concerning the Orange Southwest School District School District's compliance with the A.D.A. regulations, is directed to contact:

Kayla Link
Special Education Coordinator
P.O. Box 250
Randolph, VT 05060
728-9844

Ms. Link has been designated by the school districts of the Orange Southwest School District to coordinate the district's efforts to comply with the regulations implementing A.D.A.

The School Board adopts policies to meet state and federal legal requirements as well as specific local needs. Many policies are designed to ensure a safe, orderly, civil and positive learning environment in which all members of the school community are treated with respect. Excerpts

from required policies are included below. Full policy texts, as well as additional district policies, can be obtained by contacting the school office or viewed online at http://www.orangesouthwest.org/policies.

Appendix F
Student Record Access

According to the provisions of the "Family Education Rights and Privacy Act of 1984" passed by Congress, parents and legal guardians have the right to see all student files and records upon request. This includes psychological tests and reports, achievement testing, folders, health records and any other records maintained by the school.

Parents, guardians or eligible students have a right to:

- Inspect and review the student's education records;
- Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that the Act authorizes disclosure without consent;
- File with the U.S. Department of Education a complaint concerning alleged failures by the school to comply with requirements of the Act; and
- Obtain a copy of the school's policy and written procedures or protocols related to student records.

Within the OSSD we collect directory type data: The following information is collected on each pupil. It is personally identifiable, designated as directory type data, which may be disclosed without parent permission:

Name, address, and telephone number
date and place of birth
dates of school attendance, grades enrolled
name, address, and telephone number of parent/guardian
honors and awards received
photographs

Children may be photographed during the school year. Pictures could appear in our School Newsletter, website, or on our Facebook page.

The parent may, within five (5) school days of this annual notification of access to school policy, notify the supervising principal or the school official in charge of pupil education records, of any refusal to permit part, or all of this information to be designated as directory information for the pupil. This notification must be in writing.

Appendix G

Acceptable Use of Electronic Resources Policy # 5203

Background: The increasing use of information technology has fundamentally changed the classroom and workplace. The Internet, Intranets, cellular telephones, fax machines, digital cameras and email have trans-formed data management and communication. Users utilize this valuable resource in many innovative ways. The Board fully supports the access of these electronic resources by students and staff.

Application: This policy applies to all users who subscribe to services through the OSSD.

Policy: It is the policy of the School District to use electronic resources including the Internet to support and enrich the curriculum. The Board believes that the benefits to students and staff from access to electronic resources far exceed the disadvantages. Students, staff and community who agree to act in a considerate and responsible manner and abide by the requirements of this policy and District procedures will be allowed to access District electronic resources.

Each school principal, in consultation with the Superintendent, is responsible for establishing procedures governing use of electronic resources consistent with the provisions of this policy. Procedures will

include use by faculty and staff, and community if applicable, as well as students. The guidelines and procedures may be periodically reviewed and revised. It is the responsibility of the Superintendent or designee to ensure that any local Acceptable Use Procedures do not contravene this policy.

Access to electronic resources is a privilege and users who are found in non-compliance of this policy and the procedures developed in accordance with this policy will be subject to a range of disciplinary actions, up to and including discontinuation of services, referral to local, state or federal law enforcement officials, dismissal from employment, and/or suspension and/or expulsion from school.

In considering appropriate disciplinary action the following may be taken into consideration:

1. The user was unaware that he or she had inappropriately used electronic resources.
2. The user did not intend to inappropriately use electronic resources.
3. The user is disabled and the misconduct is related to the disability.
4. The user does not present an ongoing threat to the electronic resources system and severe disciplinary action would not serve the best interests of the user or the District.

Implementation: The Acceptable Use Policy ("AUP") will be provided to all parents and students as part of each school's handbook. In the case of community use, it is the users' responsibility to employ the system in a manner that is consistent with the mission of a publicly funded educational institution. Access to the system may be terminated if abuse is evident.

There are two usage types: Acceptable and Unacceptable

Acceptable: Acceptable uses are activities that promote academic excellence in reaching the District's educational objectives, access to research findings, and opportunities to satisfy intellectual curiosity. Acceptable use is any application used in the delivery of services that does not disproportionately consume available resources.

Unacceptable: Unacceptable use impedes the work of others and may unintentionally damage the infrastructure. Unacceptable usage may generate extra costs for the OSSD.

The following activities are unacceptable. This list is in no way intended to be exhaustive and the school administration may add to this list in the development of procedures. It is unacceptable to:

- Use, copy, or otherwise access anyone else's files without authorization.
- Use the OSSD information technology infrastructure for activities that contravene the law, any existing School District policies, or regulations.
- Use any part of the OSSD information technology infrastructure for personal financial gain.
- Infringe copyright or proprietary rights.
- Access abusive or pornographic Internet sites, or provide information about such sites to others, except to help avoid such sites.
- Permit unauthorized access.
- Create or propagate computer viruses.
- Damage files, equipment, software, or data belonging to others.
- Use or attempt to use unauthorized access methods or abilities.
- Compromise the privacy or personal data of any member of the OSSD.
- Damage the integrity of a computer system, or the data or programs stored on a computer system.
- Bring OSSD into disrepute.
- Disrupt the intended use of system or network resources.
- Put unjustifiable demands on OSSD infrastructure.
- Facilitate unauthorized access attempts on other computer systems.
- Result in the uploading, downloading, modification, or removal or files on the network for which such action is not authorized.
- Unauthorized downloading of anything that requires a fee for any service or program. Persons doing so are liable for any and all charges.
- Use the computer to annoy or harass others.

Without specific authorization, as outlined in District procedures, users must not cause, permit, or attempt any installation of hardware or software, destruction or modification of data or equipment that will affect other users of the OSSD.

The OSSD infrastructure provides access to outside networks. Users may encounter offensive or objectionable material. The OSSD does not assume responsibility for the content of any of these outside

networks.

Monitoring: Users should not expect privacy in the contents of their personal files or record of web research activities. Routine maintenance and monitoring of system resources may lead to discovery of violations of the District policy, disciplinary code, or state and federal law. Users should be aware the computer usage can be traced by site logs and other tracked information. OSSD reserves the right to access the contents of all files stored on its systems and all messages transmitted through its information technology infrastructure.

E-Mail: Users must not attempt to read another person's email unless otherwise authorized. The e-mail system is a function of OSSD. Users should have no reasonable expectation of privacy in e-mail transmitted, received, and stored on and/or through the system.

Many users access email through web-based accounts hosted on external commercial sites such as user@hotmail.com, user@msn.com, or other free/commercial web based email services. If irresponsible use of web-based e-mail compromises OSSD services, permission to access web-based e-mail from within the network will be reviewed on an individual basis.

Liability: The District cannot be held responsible for any lost resources or damages incurred through the use of any form of District Electronic Resources.

Appendix H

Protection of Student Privacy

No student shall be required, without parental consent, to take part in a survey, analysis, or evaluation funded by the U.S. Department of Education that reveals information concerning:

- political affiliations or beliefs of a student or a student's parents;
- mental or psychological problems of a student or student's family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating and demeaning behavior;
- critical appraisals of other individuals with whom student respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians or members of the clergy;
- income (other than that required by law) to determine eligibility for participation in a program for receiving financial assistance under such program; or
- religious practices, affiliations, or beliefs of the student or the student's parents.

Parents shall have the right to inspect any survey created by a third party before the survey is administered or distributed to a student. Requests for inspection shall be in writing, and shall be made in sufficient time to allow a response at least two weeks in advance of any survey to be given.

Parents/guardians or students 18 years of age or older, have the right to "opt out" of the following activities:

- the collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational services for, or to students such as:
    - college or other postsecondary education recruitment, or military recruitment;
    - book clubs, magazines and programs providing access to low cost literary products;
    - curriculum and instructional materials used in schools;
    - tests and assessments;
    - student recognition programs; and
    - the sale by students of products or services to raise funds for school-related activities.

  a. the administration of any survey that includes the subject areas listed above; or
  b. the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of a student or other students and not

otherwise permitted or required by state law.

Parents shall be notified, through U.S. Mail, email or other direct means, at least annually at the start of each school year of the specific or approximate dates of any activities described in this policy, and shall be provided an opportunity to opt out of participation in those activities.

Parents shall have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

Appendix I

Alcohol and Drugs Policy #6203

It is the policy of this District that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.

Appendix J

Tobacco and Related Paraphernalia Policy #6201

It is the policy of this District to prohibit the use of tobacco on school grounds in accordance with state law. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products at all times while under the supervision of school staff or at school sponsored activities.

Appendix K

Weapons Policy #6003

It is the policy of the Board to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at school. It is further the intent of the Board to maintain a student discipline system consistent with the requirements of the Federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definition

For the purposes of this policy, the terms “firearm,” “destructive device,” “school” and “expelled” shall have the following meanings:

- “Firearm” means a firearm as defined in Section 921 of Title 18 of the United States Code and 13 V.S.A. §4016, including:
  (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
  (B) the frame or receiver of any such weapon;
  (C) any firearm muffler or firearm silencer; or
  (D) any destructive device. Such term does not include an antique firearm. A firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the School District shall not be considered a firearm for the purposes of this policy if the appropriate safeguards to ensure safety as adopted by the District are followed.

1. “Destructive Device” means
   a. any explosive, incendiary or poison gas, including a(i) bomb,
      i. Grenade,
      ii. Rocket having a propellant charge of more than four ounces,
      iii. Missile having an explosive or incendiary charge of more than one quarter ounce,
      iv. Mine, or
      v. Similar device.
      1. Any type of weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.

2. Any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

Appendix L

Hazing Policy #6205

Hazing has no place in the District's schools and will not be tolerated.

Hazing means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the District; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. "Hazing" also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds.

Examples of hazing include:

- Any type of physical brutality such as whipping, beating, striking, branding, electrical shocks, placing a harmful substance on or in the body, or other similar activity; or
- Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, or other activity that creates or results in an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; or
- Any activity involving consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects a student to an unreasonable risk of harm; or
- Activity that induces, causes, or requires a student to perform a duty or task, which involves the commission of a crime or an act of hazing.

Students and staff who have reason to believe that an incident of hazing might or did occur shall report such belief to any coach of an extracurricular team, teacher, school nurse, guidance counselor, or school administrator. The report may be in writing or orally.

Appendix M

Harassment Policy #6002

Harassment is a form of unlawful discrimination as well as disrespectful behavior that will not be tolerated. This policy covers incident(s) and/or conduct that occur on school property, on a school bus or at a school-sponsored activity, or misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school community can be demonstrated.

The purpose of this policy is to prevent harassment as defined in 16 V.S.A. § 11(a)(26) and amended by Act 91 of 2004, and to ensure that the District's responses to allegations of harassment comply with 16 V.S.A. §565 as amended by Act 91of 2004, Title VI and IX of the Civil Rights Act.

It is the further purpose of this policy, when it is found that harassment has occurred, to ensure that prompt and appropriate remedial action, reasonably calculated to stop harassment, is taken by District employees.

A person may make a complaint of harassment to the Vermont Attorney General's Office or the federal Equal Employment Opportunity Commission.

Definitions

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

(2) Harassment includes conduct that violates subsection (1) of this definition and constitutes one or

more of the following:

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

(i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.

(ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

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

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

Reporting, Investigating, and Notifying Parents of Incidents of Harassment
OSSD encourages parents and students to report suspected incidents of harassment to:
at Braintree Elementary: Dan Morrison, Principal; Brookfield Elementary: Cara Houston, Principal and/or Sonya Cattanach, Social Worker; Randolph Elementary: Kristen Morrison, Behavior Specialist, Melinda Robinson, Principal.

Appendix N
Bullying Prevention Plan

Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated. Bullying may involve a range of misconduct that, based on the severity, will warrant a measured response of corrective action and/or discipline. Behaviors that do not rise to the level of bullying, as defined below, still may be subject to intervention and/or discipline under another section of the discipline plan or a discipline policy.

Definition Sec. 36. 16 V.S.A. § 11(a)(32)
Bullying" means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

(A) is repeated over time;

(B) is intended to ridicule, humiliate, or intimidate the student; and

(C)(i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity; or (ii) does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

Braintree Elementary School recognizes that students should have a safe, orderly, civil and positive learning environment and that bullying has no place and will not be tolerated in our school. Braintree Elementary School shall:

(a) Make students aware of the prohibition against bullying, the penalties for engaging in bullying, and the procedures for reporting bullying.

(b) Develop strategies for school staff to prevent and intervene in bullying.

<u>Reporting, Investigating, and Notifying Parents of Bullying Reports</u>
To address bullying, Orange Southwest School District:

(a) Encourages students to report personally or anonymously to teachers and school

administrators' acts of bullying. Each school has established the methods for such reporting: Braintree Elementary: Dan Morrison, Principal; Brookfield Elementary: Cara Houston, Principal and/or Sonya Cattanach, School Counselor; Randolph Elementary: Kristen Morrison, Behavior Specialist, Melinda Robinson, Principal.

(b) Encourages parents or guardians of students to notify above personnel of suspected bullying.

(c) Requires teachers and other school staff who witness acts of bullying or receive student reports of bullying to promptly notify at Braintree Elementary: Dan Morrison, Principal; Brookfield Elementary: Cara Houston, Principal and/or Sonya Cattanach, School Counselor; Randolph Elementary: Kristen Morrison, Behavior Specialist, Melinda Robinson, Principal.

(d) Requires Braintree Elementary: Dan Morrison,, *Principal*; Brookfield Elementary: Cara Houston, Principal and/or Sonya Cattanach, School Counselor; Randolph Elementary: Kirsten Morrison, Behavior Specialist, Melinda Robinson, Principal to accept and review all reports of bullying, including anonymous reports. If, after initial inquiry, an anonymous or oral report appears to warrant further investigation, each school shall promptly continue with an investigation.

(e) As with any other disciplinary action, school staff members are required to notify the parent or guardian of a student who commits a verified act of bullying, the response of the school staff and consequences that may result from further acts of bullying.

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

Appendix O

Suspension or Expulsion of Pupils Sec. 37. 16 V.S.A. § 1162

(a) A superintendent or principal may, pursuant to policies adopted by the school board that are consistent with state board rules, suspend a pupil for up to 10 school days or, with the approval of the board of the school district, expel a pupil for up to the remainder of the school year or up to 90 school days, whichever is longer, for misconduct:

(1) on school property, on a school bus, or at a school-sponsored activity when the misconduct makes the continued presence of the pupil harmful to the welfare of the school or for misconduct;

(2) 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; or

(3) not on school property, on a school bus, or at a school-sponsored activity where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

(b) Nothing contained in this section shall prevent a superintendent or principal, subject to subsequent due process procedures, from removing immediately from a school a pupil who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process of the school, or from expelling a pupil who brings a weapon to school pursuant to section 1166 of this title.

(c) Principals, superintendents, and school boards are authorized and encouraged to provide alternative education services or programs to students during any period of suspension or expulsion authorized under this section.

Appendix P

OSSD Wellness Policy Section III & IV

Policy Statement. It is the policy of the school district to establish goals for nutrition education, physical activity and other school based activities that are designed to promote student wellness. With the objective of promoting student health and reducing childhood obesity, the district will also establish nutrition guidelines for all foods available at school during the school day

III. Goals for Other School Based Activities.

- The district shall ensure that guidelines for reimbursable school meals are not less restrictive

than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 10 of the Child Nutrition Act and section 9(f)(1) and 17a of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.
- The district shall provide adequate space for eating and serving school meals.
- The district shall provide a clean and safe meal environment for students.
- The district shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.

IV. Nutrition Guidelines.

- No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B and 7 CFR 220, Appendix B shall be sold in food service areas during breakfast and lunch periods.
- The sale of foods during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organizations sponsoring the sale.
- To the extent practicable, the district shall ensure that foods offered at school other than through the National School Lunch or School Breakfast programs, including foods sold through vending machines, shall comply with the A la Carte and Vending Guidelines established by the Vermont Departments of Health and Education.

*Source: **http://www.orangesouthwest.org/policies***

Appendix Q
Seclusion and Restraint -- Rule 4500 Procedures

School personnel prohibitions include: mechanical, chemical and physical restraint.

Permissible use of physical restraint includes:
- when a student's behavior poses an imminent and substantial risk of physical injury to self or others
- within the limits set forth in 16 VSA #1161a
- less restrictive interventions have failed or would be ineffective in topping imminent danger of physical injury or property damage
- in accordance with a school wide safety plan in accordance with these rules
- in a manner that is safe and sensitive to a student's severity of behavior, age, physical size, gender, ability to communicate, cognitive ability and any known history of medical, physical, emotional, sexual abuse or trauma
- prone and supine physical restraints are more restrictive but may be used only when the student's size and severity of behavior requires it because a less restrictive restraint has failed or would be ineffective.

Permissible use of seclusion includes:
- may only be used when a student's behavior poses imminent and substantial risk of physical injury to the student or others
- when less restrictive interventions have failed or would be ineffective
- as a temporary intervention
- when physical restraint is contraindicated
- when there is no known developmental, medical, psychological or other contraindication to use it
- when a student is visually monitored at all times
- in a space large enough which permits safe movement, is adequately lit, heated, ventilated, free of dangerous objects and in compliance with fire and safety codes

Physical restraint or seclusion may be included in a safety plan only if all of the following conditions apply:
- school personnel have reviewed and agree with the safety plan
- use of physical restraint and seclusion complies with Rule 4500
- the student has a documented history from the preceding six months showing a series of behaviors that have created an imminent and substantial risk of physical injury to self and others
- a FBA (functional behavioral assessment) has been comprehensively conducted with data
- a BI (behavioral plan) emphasizing positive behavioral interventions has been implemented
- the EST (educational support team, IEP or Section 504 team)has reviewed the student's program/placement to determine if it is sufficient in meeting the needs of the student

- criteria for use are clearly identified
- any contraindications for use are identified
- staff implementing the plan have received training from a state approved program
- the parents are fully informed of the inherent risks of using restraint/seclusion
- the parents provide informed consent to the use of restraint/seclusion which shall be revocable at any time
- the need for an ongoing individual safety plan is reviewed/revised at least once per year and as appropriate

Physical restraint/seclusion shall only be imposed:
- by trained school personnel or contract service providers unless due to the unforeseeable nature of the danger, trained personnel are not immediately available
- when a restrained student is monitored face-to-face
- if personnel safety is significantly compromised by face-to-face monitoring or seclusion, staff are in direct visual contact with the student

Physical restraint/seclusion shall be terminated as soon as:
- the student demonstrates that they are in unnecessary pain or significant physical distress indicating a possible need for medical assistance or breathing/communication is compromised.
- the student's behavior no longer poses an imminent danger
- less restrictive interventions would be effective in stopping such imminent danger

Following termination of physical restraint/seclusion, the student:
- shall be evaluated/monitored for the remainder of the day
- shall include a routine physical/medical assessment by someone not involved in the restraint/seclusion
- documentation of any student injury

Reporting restraint/seclusion:
- to School Administrator: any school personnel who use restraint/seclusion, must report to the building administrator as soon as possible but no later than the end of the school day
- to Parent: the administrator shall document an attempt to inform parents verbally or electronically as soon as practical but no later than the end of the school day
- the administrator shall provide parents 24 hour written notice that includes: date/time of intervention, description of restraint and other interventions used, the date/time of the debriefing session including notice to the parents that they have the opportunity to participate, and the name/number of the person who can provide further information.
- to Superintendent: the administrator must report to the superintendent when there is death, injury or hospitalization to staff or student; school personnel have used restraint/seclusion three or more times on one or more students; a student has been restrained or secluded more than once in a school day; a student who is not on a behavioral intervention plan; or a violation of these rules.
- to the Commissioner of Education: the superintendent shall report within three school days of receipt of a report indicating the following: there is death or injury requiring medical treatment or hospitalization to staff or student; restraint or seclusion has been used for more than thirty minutes; or in violation of these rules.

Documentation: The school administrator shall maintain written records of restraint/seclusion which includes:
- name, age, gender and grade of student
- date, time and duration of restraint/seclusion
- any injuries, death or hospitalization to staff or student
- location where it occurred
- the precipitating events leading up to the restraint/seclusion
- list of school personnel who participated in the application, monitoring and supervision
- type used
- description of all interventions used prior to
- if the student has a BIP, IEP, 504 or EST plan
- date of notification provided to parents

Debriefing: The school administrator shall implement follow-up procedures after each incident that include:
- a staff review of the incident with student within two school days to discuss the behaviors that precipitated the use of restraint/seclusion
- a review with the staff who administered the restraint/seclusion within two school days to discuss whether proper procedures were followed including procedures to prevent restraint/seclusion
- an opportunity for parents to participate in the incident review within four school days. Parents shall receive prior written notice of the meeting which shall be convened at a mutually acceptable time and place
- with parent consultation, determining any specific follow up actions

Annual notification:
- before or at the beginning of the school year, each school shall inform all staff and parents of the policies pertaining to the use of restraint/seclusion and the intent to emphasize the use of positive behavioral interventions and supports intending to avoid the use of physical restraint or seclusion.

Complaints/investigations:
- a parent or school personnel may file a complaint regarding the use of restraint/seclusion any time in accordance with school district policy.
- the complaint shall be in writing and forwarded to the school administrator
- if the person filing the complaint is unable to submit in writing, a verbal complaint form may be submitted
- all complaints shall be investigated by the district and findings issued within (30) days
- unresolved complaints shall be directed to the Superintendent in accordance with the school board's established complaint process
- any student on an IEP or Section 504 plan may also use the dispute resolution options available under rules (2365.1.4-1.6) if appropriate

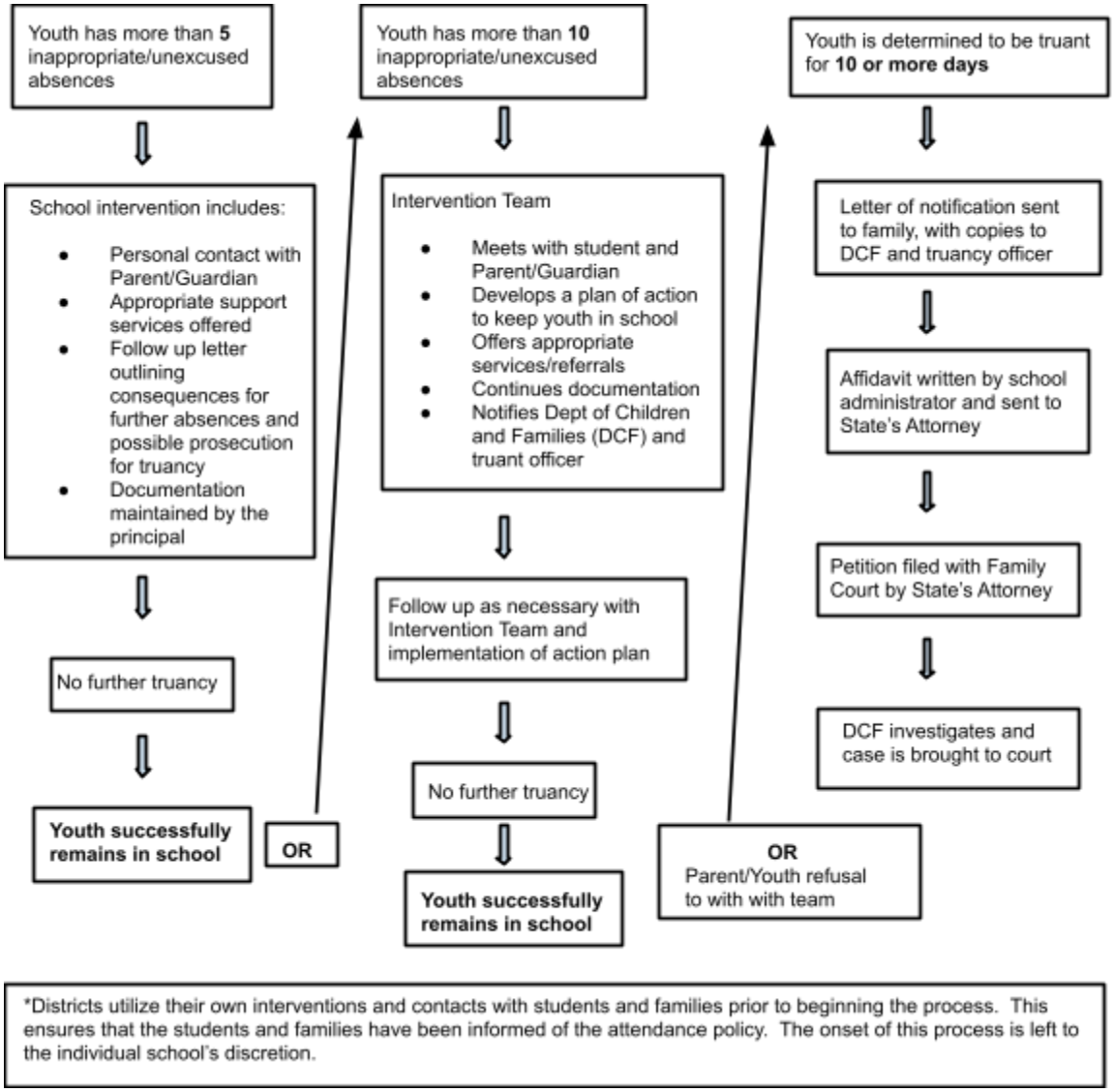
Monitoring and corrective action:
- the Commissioner of Education shall review reports received and identify those schools in need of additional training or shall direct the school to work with the department to develop a corrective action plan when reports reflect an overuse of these interventions.
- the department of education shall maintain a directory of recommended physical restraint training programs which include:
  - appropriate procedures for preventing the need for restraint/seclusion, use of alternatives, de-escalation of dangerous behavior and relationship building
  - identification of dangerous behaviors that may indicate the need for restraint and methods for evaluating if restraint is warranted
  - simulated experience in administering and receiving a variety of restraint techniques, across a range of increasingly restrictive interventions
  - instruction regarding the effects of restraint on the person restrained, including monitoring physical signs of distress and how to obtain medical assistance
  - instruction regarding investigation of injuries and complaints
  - a school may use a training program not on the department's recommended list if it submits a plan to the Commissioner demonstrating how the program meets the purposes of these rules and contains the necessary elements.

Effective date of rules: August 15, 2011

Appendix R
Attendance/Truancy Protocol

Staying in school is the first step to a good education. Students cannot learn if they are not in school. Absences from school for any reason (illness, vacation, religious holidays, family deaths and others) affect a student's ability to learn and succeed. Truancy is inappropriate absence from school, which is defined as unexcused or insufficient excuse for absence. After five inappropriate absences, the procedures will be followed:

PROCEDURE:



*Districts utilize their own interventions and contacts with students and families prior to beginning the process. This ensures that the students and families have been informed of the attendance policy. The onset of this process is left to the individual school's discretion.

Policy: Volunteers and Work Study Students
Personnel 4204**Volunteer Enrollment ProceduresVolunteer Form**
The school district recognizes the valuable contributions made to the schools by volunteers and work study students. It further recognizes that appropriate supervision of volunteers and work study students will enhance their contributions as well as fulfill the responsibility that the school district has for the education and safety of its students.

Definitions:

For the purposes of this policy and administrative rules and procedures developed pursuant to this policy:

- **Volunteer** means an individual not employed by the school district who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits.
- **Work Study Student** means a post secondary student who receives compensation for work performed at a school operated by the district as part of a work experience program sponsored or provided by the college or university at which he or she is enrolled. A student working toward a teaching credential who is placed as a teacher-intern at a school district is not a work study student.

Policy:
The Superintendent shall develop administrative rules and procedures to ensure that volunteers and work study students are appropriately screened prior to entering into service in the school district, and that only volunteer and work study students who have been screened and approved by the Superintendent (or designee) have extended unsupervised contact with students. The screening process utilized by the school district shall minimally include a name and birthday check with the Vermont Internet Sex Abuse Registry for any person being considered for service as a work study student. A person who is on the Vermont Internet Sex Abuse Registry shall not be eligible to be a work study student.
Warned (8/25/03, 11/10/03)

Orange Southwest School District	Adopted (1/26/04)	Revised (8/10/09)	
Braintree Elementary School	Warned (12/9/03)	Adopted (2/10/04)	Revised (8/18/09)

Legal Reference(s):

16 V.S.A.§ 260 (Supervision policy requirement)