



Faculty & Staff Handbook

2026-2027

U-32 Middle & High School ~ 930 Gallison Hill Road ~ Montpelier, Vermont 05602
(802) 229-0321 ~ FAX (802) 223-7411 ~ www.u32.org
SAT Code 460262 ~ ACT Code 225430

Comprehensive Table of Contents

(Each item below is link - simply click on section name)

[WCUUSD Student Learning Outcomes](#)

[Administrative Leadership](#)

[U-32 Faculty & Staff Directory](#)

[WCUUSD Resources](#)

[School Calendar](#)

[WCEU Teacher Agreement](#)

[WCEU ESP Agreement](#)

[Curriculum, Instruction and Assessment](#)

[Section 1: Schedules & Working Hours](#)

[Working Hours](#)

[Cancellation of School](#)

[Emergency Phone Call Distribution List](#)

[Professional Learning & Collaboration: Wednesday Meetings, Inservice, Teams](#)

[Professional Development](#)

[Forms Found in the Main Office](#)

[Schedules: HS & MS](#)

[Payroll Schedule](#)

[Section 2: Employee Expectations](#)

[Classroom Expectations and Teacher Responsibilities](#)

[Communication with Parents/Guardians](#)

[Recording Attendance](#)

[Conducting Classes](#)

[Academic Integrity](#)

[Grading System](#)

[Sub Plans and Teacher Attendance](#)

[When Sub Coverage is Needed:](#)

[Frontline Leave Entry](#)

[Leave requests that DO require a substitute:](#)

[Leave requests that DO NOT require a substitute for any portion of the work-day:](#)

[Professional Development Leave](#)

[Leave Balances](#)

[Emergency Sub Plans](#)

[Faculty Tardiness to School and Class](#)

[Teacher Attire](#)

[Parking](#)

[Supervision & Evaluation](#)

[Mail](#)

[News Outlets/Media Releases](#)

[Video Monitoring](#)

[Notices/Posters/Brochures](#)

[Social Media](#)

[Prohibition of Alcohol, Marijuana, Tobacco, and other controlled substances](#)

[Substance Abuse](#)

[Non-Discrimination and Harassment](#)

[Procedure for Showing an R-rated Film at U-32](#)

[Parent/Guardian Consent Form](#)

[Section 3: Student Behavior](#)

[General Expectations](#)

[U-32 Behavior Report Form in IC](#)

[Students Who Skip Teacher Advisory](#)

[Bullying and Harassment](#)

[Mandatory Reporting](#)

[Section 4: Student Support Services](#)

[Student Services: Philosophy](#)

[Student Services: Program](#)

[Student Confidentiality](#)

[FERPA](#)

[Mandated Reporting Process](#)

[Student Services: Personnel, Areas of Responsibility](#)

[Teacher Advisor \(TA\) System](#)

[Academic Programs](#)

[Career and Technical Education](#)

[College Preparation](#)

[Multi-Layered Systems of Support \(MLSS\) & Educational Support Team \(EST\)](#)

[Overview & Philosophy](#)

[MLSS Team Structures & Collaboration](#)

[The EST Referral & Academic Support Pathway](#)

[Step-by-Step Referral Protocol](#)

[Accessing Forms & Logging Progress in Educlimber](#)

[Section 504 Plans & Implementation Protocols](#)

[504 Overview & Legal Framework](#)

[504 Faculty & Educator Responsibilities](#)

[504 Team Roles & Governance](#)

[Step-by-Step 504 Process](#)

[504s: Common Accommodations Examples](#)

[U-32 Health Services](#)

[Section 5: Student Activities](#)

[Visitors/Guest Speakers](#)

[Field Trips](#)

[Accident Report/Insurance](#)

[Athletics](#)

[Co-Curricular Clubs, Activities](#)

[School Event Approval Request](#)

[Building Use](#)

[Fundraising](#)

[Section 6: Use Of The Building, Equipment And Materials](#)

[Security](#)

[Equipment and Tools](#)

[Loan of School-Owned Equipment](#)

[Recycling and Conservation Of Paper](#)

[Technology Questions and Problems](#)

[Work Orders/Maintenance](#)

[Purchasing, Reimbursement, Materials](#)

[1:1 Technology Policies, Procedures and Information](#)

[Copyright Guidelines](#)

[Procedures For Collection Of Library Materials](#)

[Cellphones and Personal Electronic Devices](#)

[Section 7: Emergency Procedures](#)

[Medical Emergency Action Plan](#)

[Action to be Taken During an Emergency](#)

[Crisis Management Plan](#)

[Emergency Evacuation Of Building](#)

[Place holder for fire drill map](#)

[Place holder for GYM fire drill map](#)

[HOLD Procedure](#)

[SECURE Procedure](#)

[EVACUATE Procedure](#)

[LOCKDOWN Procedure](#)

[U-32 In-School Emergency Phone Line \(4444\)](#)

[Employee Injury/Illness Management Procedure \(Worker's Comp\)](#)

[School Floor Plans](#)

[Section 8: U-32 Lexicon](#)

Purpose

The purpose of this handbook is to provide basic operating information so that faculty and staff may work together to improve student learning in a safe and orderly educational environment. The information provided in this handbook is meant to be supplemented by the student handbook, curriculum documents, program of studies, safety procedures, the supervision and evaluation plans and other documents relevant to procedures and operations. This version supersedes previous versions of the faculty and staff handbook. Please use this as a primary reference for your professional responsibilities. Faculty and staff will be informed if substantive updates to this handbook are made during the school year.

WCUUSD Student Learning Outcomes

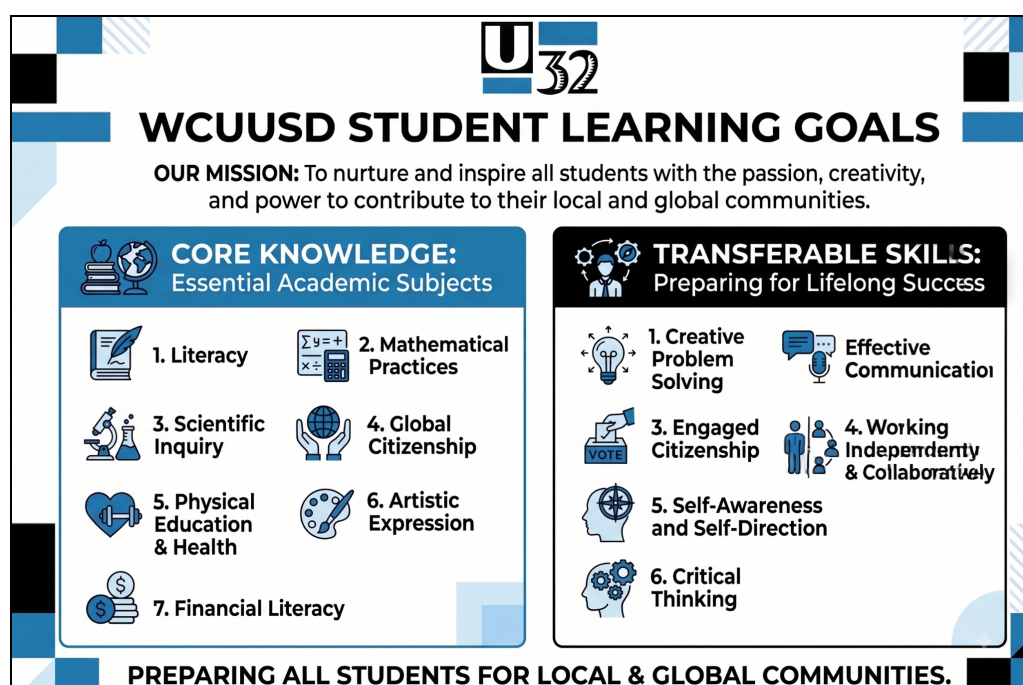
WCUUSD exists to nurture and inspire all students with the passion, creativity, and power to contribute to their local and global communities. More specifically, WCUUSD students will meet or exceed rigorous standards for:

Core knowledge of essential academic subjects, including:

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

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

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



Administrative Leadership

Leadership Team

Elijah Hawkes – Interim Principal
JB Hilferty- Assistant Principal
Jarrod Weiss – Assistant Principal
Lisa LaPlante – Student Services Director
Cat Wheeler – Building Based Director of Special Education

Department Facilitators

(Updates coming fall 2026)

English
Mathematics
Science
Social Studies
Middle School
Business/Career Education (Design & Technology/Library/Mentor-Based Programs)
Physical Education/Health/Driver Ed
Visual and Performing Arts
World Languages
Special Education

Support Services

Athletic & Activities Director ~ Derek Dunning
Athletic Trainer & Assistant Athletic Director ~ _____
WCUUSD Director of Facilities ~ Chris O'Brien
U-32 Director of Facilities ~ David Hannigan
Food Services Director ~ Ron Scholtz
Performing Arts Director ~ Erin Galligan-Baldwin

U-32 Faculty & Staff Directory

Here is a link to a [spreadsheet](#) that is updated throughout the year with all faculty and staff.

WCUUSD Resources

School Calendar

- Can be found on the WCUUSD Website [or HERE](#)

WCEU Teacher Agreement

- Can be found on the WCUUSD Website [or HERE](#)

WCEU ESP Agreement

- Can be found on the WCUUSD Website [or HERE](#)

Curriculum, Instruction and Assessment

- Can be found on the WCUUSD Website [or HERE](#)

Section 1: Schedules & Working Hours

Working Hours

U-32 contract language states: 9.2 (a): Teachers are professional employees. Teachers will meet their professional obligations and structure their workday to achieve this end. The work week for full-time teachers will be thirty-seven and a half (37.5) hours. Start and end times for the work day will be established by the Principal and shall be continuous except as provided in 9.2b. The Principal and the Association may agree, at the building level, to structure work days in a flexible manner to accomplish the objectives of the school and its professional educators.

Due to our health and safety measures, all teachers are expected to be in the building and in their TA rooms at 7:45 a.m., ready for students to arrive. Though TA does not start until 8:00, students must be supervised. Teachers are expected to attend all staffings, 504, and IEP meetings as invited. Teacher voice at these meetings is essential to appropriate plan development and support for students.

During the day, teachers are expected to be in their classrooms when students are present with the exception of passing time. If you should need to leave the room, make sure that an appropriate person supervises your students. If teachers need to leave the building during the school day, they need to make sure that their classes are covered by the office, and they need to sign out when leaving and sign in upon return to maintain accurate attendance records.

Cancellation of School

Whenever school is closed due to inclement weather, road conditions, or any other emergency, a public announcement will be made through Infinite Campus messenger, local radio and television stations, and on our website.

Emergency Phone Call Distribution List

All U-32 personnel will be on an Emergency Phone Call distribution call list that will be used for delayed starts, school closings, and other emergencies. *(Please note that Infinite Campus is the preferred means of contacting people.)* If your number changes, please notify Sara Wolf, the Principal's Administrative Assistant.

Professional Learning & Collaboration: Wednesday Meetings, Inservice, Teams

The annual plan for professional learning and collaboration outlines some of the important teams that collaborate routinely each week or month of the school year and describes their areas of focus, including grade/core teams, faculty meetings, inservice gatherings.

Wednesday Meetings: All Full-Time Faculty Members are expected to attend all Wednesday meetings. (Part-time faculty members are expected to attend at least the number of meetings pro-rated by their FTE, these meetings may be specified.) Meetings take place up to four Wednesdays a month from 2:50 to 4:15 p.m. Paraprofessionals, teaching technicians and aides may be asked to attend specific Wednesday meetings. Permission to miss a Wednesday meeting needs to be obtained from the Principal. You should arrange to obtain pertinent information or materials from an administrator, Department Head, or colleague.

Professional Development

The following information is summarized from the current *Teacher Agreement* and *ESP Agreement*. These agreements may be found, in their entirety, on the WCUUSD website.

Administrative ***pre-approval is required*** for all courses, workshops, and conferences. Courses taken for graduate credit require additional approval by the Superintendent and must be taken at an accredited post-secondary institution. Books, materials, mileage, lodging, lab fees, comprehensive fees, registration fees, etc., are not eligible for payment with a graduate course. Before registration, please submit a Professional Development Request form to HeatherMagoon/Professional Development Coordinator. The form should indicate how the Professional Development is aligned with the Continuous Improvement Plan, along with a completed registration form and a brochure or web link detailing fees and course/workshop description. Also, anyone requesting graduate credits must include the course number on the form.

Full-time/1.0 FTE faculty are entitled to the equivalent cost of six UVM credit hours. Full-time/1.0 FTE ESP employees are entitled to the equivalent cost of four CCV credit hours. Professional development funds are prorated for both part-time faculty and ESP staff.

Professional development funds may be used for approved activities starting on or after July 1st and may not have a start date past June 30th in order to be eligible for payment within the current fiscal year allowance. Funds do not carry over from year-to-year.

Forms Found in the Main Office

Field Trips, Building Use, Fundraisers, Including Overnight/International Trips

Fundraising Application for money raising events or activities	Chaperone Commitment for Dance/Activity
Request for Dance/Event	WCUUSD Bus Conduct Report
U-32 Field Trip Request	First Student U-32 Bus Transportation Request
Field Trip Student Permission Form	Private Vehicle/Driver Information

Professional Leave, Insurance, Travel, Re-licensure, Salary, etc.

Link to district resource page: [here](#)

BlueCross BlueShield of Vermont: VEHI Enrollment and Change Form	Claim Form: Dependent Care Reimbursement
CBA Blue Dental Insurance Enrollment and Change Form	WCUUSD Travel & Expense Form
CBA Blue Dental Claim form	Professional Development Request
Claim Form: Health Care Reimbursement	

Human Resources

Link to district resource page: [here](#).

WCUUSD Name/Address Change Form	WCUUSD Direct Deposit Authorization
WCUUSD Request for Extended Sick Leave	WCUUSD Request for Horizontal Movement on the Salary Scale
Federal or Vermont W-4	TD Ameritrade Payroll Authorization Form for 403b contributions

Schedules: HS & MS

2026-2027 Schedules can be [found here](#).

Payroll Schedule

The payroll schedule can be found [here](#).

Section 2: Employee Expectations

Classroom Expectations and Teacher Responsibilities

The best classroom environment results from intentional community building. Teachers must explicitly share the behavioral and academic expectations of each learning space.

All classes are expected to start and end on time. A four-minute passing time is scheduled between each class for teachers/students to transition from classroom to classroom. There will be music at the start of the school day, after TA, and at the end of the school day. Students need to remain in the classroom for the full class period.

Teachers must take attendance every day, in TA and every class, within the first ten minutes to ensure accurate attendance.

Communication with Parents/Guardians

We encourage each of you to continue to communicate with our families and the greater community, both individually and collectively. As you communicate to families, we want to ensure that the students' FERPA rights, the parents' right to choose media release, and each of you as professionals are protected.

TAs- Please communicate with families every two weeks via email, phone, etc.

Teachers- At a minimum, please communicate with families every quarter via email, phone, etc.

The intent of this table is to outline the different methods of communication and outline the use of the tools we have to increase communication to both students and parents, and to ensure we are aligned with the professional code of conduct for Vermont Educators. Effective communication between school and parents is vital to meeting students' needs and establishing trust in the school. In addition, the smooth operation of the school is best served by timely communication among staff. For those reasons, members of the faculty and staff are expected to respond to e-mail and telephone communications *within 24 hours* (not including weekends and holidays). It is highly recommended that all professionals keep a contact log to keep track of conversations with families.

Type of Communication	Audience	Best types of use	Do not use for
Infinite Campus Messenger	Individuals or groups of parents and/or students through Infinite Campus	To document and/or log communication Assignments or announcements to a group of students and/or parents Individual information about academic or behavior that is protected by FERPA. Examples might be student scores, missing assignments, classroom behavior.	Individual student information shared with groups

General Classroom and School-Wide Updates (eg., Blog, Twitter, Instagram, Canvas, SeeSaw, Class Dojo, Website and Newsletters)	A group of parents and/or students	Assignments, celebrations or announcements to a group of students. May or may not include photos	Sending individual student information or performance to a parent. Note: Must have media release when using any information that can identify a student (i.e. photos or class lists)
--	------------------------------------	--	---

Email	A student's parents or legal guardian that maintain educational rights	General announcements or to schedule meetings	Sending substantive information that may be personally identifiable about a student. This is better addressed through meetings and accompanied by minutes for the student record.
Live Video Streaming or Recorded Video	A group of parents and/or students	Assignments, celebrations or announcements to a group of students. May or may not include photos	Sending individual student information or performance to a parent. Note: Must have media release when using any information that can identify a student (i.e. photos or class lists)
Text Messaging	Best to avoid text messaging	Specific, individualized circumstances require the use of text messaging, with the purpose of teaching and learning per district procedure.	It is highly recommended that staff do not use their personal device to communicate about work. If you do use your personal device, and the information is requested through a legal proceeding, all the information on your device may become discoverable. If you need to text a parent, it is suggested you use e mail or chat through Zoom
Phone Call or in-person meeting with Families	A family member or other individuals with educational rights to a student.	A conversation about personally identifiable student issues with family members.	Make sure to use a contact log to record the date, time and summary of the conversation.
Social media (e.g. Twitter, Instagram, FB)	A group of parents and/or students	School/professional accounts, used for Assignments, celebrations or announcements to a group of students/parents. May or may not include photos	Use of your personal social media/ gaming accounts with students/ families are strongly discouraged. In keeping with the Vermont Professional and Ethical Conduct for Educators: "educators should exercise prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct." 16 V.S.A. § 584 prohibits use of private social media messaging to be used with students.

Professional and Ethical Use of Technology

Excerpt from the Vision for Teaching, Learning, and Leading, Section 5520 on Rules for Professional Conduct
Vermont Rules of Professional Conduct Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately **reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.**

C. The professional educator maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Recording Attendance

TA Attendance - TAs must take and record attendance in IC every day by 8:20 AM. We begin verifying student

absences and send a message home to those who are not in attendance and have not already contacted us. Accurate attendance first thing in the morning makes this process much smoother.

Classroom Attendance - Attendance must be taken for each class and entered into IC **within the first ten minutes** of every class period.

Planned Absences for Students - Students who know in advance that they will be absent for more than one day for field trips related to proficiency-bearing activities or family vacations need to complete a "Planned Absence" form. This form does not mean that the absences will be waived if the student exceeds 10 absences per semester.

Conducting Classes

Maintaining a safe and orderly educational environment contributes to the success of all students. In order to establish and maintain the most productive school environment for our campus please remember the following:

- Teachers are expected to maximize use of instructional time
- Teachers must not leave their classes unsupervised during a class period; should you need to leave for a compelling reason, please ask someone to cover your class (adjoining classroom teacher, department head, administration, etc.)
- In the event a lesson will be conducted in a location other than the regularly scheduled classroom, the teacher will notify the front office and leave a note on the classroom door indicating where the class will be conducted.
- Cell phones and personal devices are not allowed from 8:00am through 2:50pm.

Duty Assignments

As per the most recent [teacher contract](#), teachers at U-32 may be assigned up to 2% of their average work week for supervision duty. Administration considers teacher preferences, assigned work load, and other relevant information in assigning duties. This typically amounts to 30-45 minutes of supervision responsibilities, including the common assignments (lunch, recess, atrium, etc) noted in this document [here](#).

Academic Integrity

It is important to provide clarity around assignments and work that are collaborative in nature and those where students must demonstrate their skills on their own. Cheating and plagiarism are very serious and sensitive issues, which must be dealt with in a consistent and caring manner. If a teacher suspects a student of cheating or plagiarizing, the teacher should:

- Review the [student handbook](#) for rules and consequences
- Inform the student of the concern and ask for an explanation
- Inform the Principal or an Assistant Principal
- Collaborate with administration on a response aligned with expectations for disciplinary interventions

If the student is not academically honest on a given assignment, a plan will be made with the teacher, administrator and student on how to move forward with demonstrating that particular skill.

Grading System

Infinite Campus - is our attendance and grading report system. Students, parents and guardians have access to the Infinite Campus Parent Portal to view their student's attendance. The portal is "live" so that families have up-to-date information.

Reporting Student Progress / Report Cards - Regular and open communication between parents, guardians, and teachers is important to a student's success in school. Student progress should be updated in

Infinite Campus every two weeks. Students receive Semester 1 report cards in TA and Semester 2 report cards and (HS) students also receive transcripts. We encourage teachers to also inform families when students are successful and/or needing some assistance as needed throughout the year. Parents can access student grades throughout the semester at Infinite Campus.

Role of Professionals in Scoring and Reporting
(WCUUSD Leadership Team - August 2018)

Introduction
We are supporting all students to achieve proficiency in the Student Learning Outcomes (SLOs). As such, our curriculum, instruction, assessment, scoring, and reporting practices are grounded in the SLOs. Regarding our scoring and reporting practices, we are continuously in the process of refining our work so that it reflects our expectations for students and our commitment to ensuring that all students graduate under our proficiency based system. All teachers have a role in scoring student work and reporting student performance. We recognize that the expectations for scoring and reporting will vary as our roles vary. We also recognize that some teachers teach or support students in certain classes or with certain services that are not explicitly or separately reflected in the report card. The table below articulates roles and responsibilities regarding scoring and reporting practices in our proficiency-based system.

Role	Action	Frequency	Vehicle for Reporting
Classroom teachers, including elementary art, music, and PE teachers	Engage in ongoing assessment of students, including the creation and scoring of assignments in IC	Updated at least every two weeks in IC (may be less for elementary allied arts teachers depending on how frequently they are meeting with students)	In IC in specific content areas and Transferable Skills
Special educators	Ongoing progress monitoring during Tier III sessions related to IEP goals and objectives. Special educators may choose to track student progress in the electronic gradebook by using the "Individualize" function in the assignment editor. If co-teaching with a classroom teacher, then working in collaboration with classroom teacher to assess students and create and score assignments in IC	During every session of specialized instruction	Share progress monitoring data with teachers and collaborate with classroom teachers on the relevant standards during parent conferences and on report cards and through IEP requirements

Interventionists	Options (to be determined at school level in consultation with principal): Use functions within Infinite campus to track student progress in the electronic gradebook. Operate similarly to special educators. Be assigned the students with whom they are working and create assignments that would feed into the report card.	Progress monitoring during every intervention session	Share progress monitoring data with teachers and collaborate with classroom teachers on the relevant standards during parent conferences and on report cards
Library/Technology Integrationists	Is assigned to Transferable Skills class; creates assignments and scores them accordingly.	Will vary depending on how frequently they are meeting with students	Via Transferable Skills on report card through IC
School Counselors and School Nurses	Could be teaching Health Standards (elementary) or Transferable Skills, in which case they would be assigned to PE and Health classes and Transferable Skills classes	Will vary depending on how frequently they are meeting with students	On report card through IC via Transferable Skills and possibly Health Standards
OT and SLP	Consulting role only with classroom teachers and case managers; progress monitoring similar to special educators	Progress monitoring will happen each session	Meetings with classroom teachers and IEP teams and Docusped/EST process

Sub Plans and Teacher Attendance

It is expected that teachers are present while school is in session. However, in the event that situations arise where teachers must be absent from school, it is their responsibility to ensure that students receive consistent academic programming. Following each absence, it is recommended that the teacher completes a substitute feedback form and submit it to the Substitute Coordinator.

Any teacher who will be out, whether for a class, a day or several days, must enter their leave request in the Frontline Absence Management System as soon as possible, to alert us of the need for a substitute, and to maintain up to date and accurate attendance detail for faculty and staff. The system will allow you to set times you'll be out and request specific subs, if the request is placed in advance and those subs are available. In addition, you should complete the [sub plan template](#) and attach it to your leave request in Frontline, or e-mail the sub plans to the Substitute Coordinator.

The [sub plan template](#) is to provide subs with a common format for the plans they receive which will improve their efforts and provide clear guidelines from the teacher as to expectations for their classes that day. Sometimes one sub will cover the classes of multiple teachers and these forms will help to provide clarity and consistency for our subs. If you decide to use technology for your plans and require a laptop, please email ithelp@u32.org to request a laptop and request set-up specifying those needs and classroom # ahead of time.

All sub plans should include the following:

1. Current roster
2. Seating plan (if applicable)
3. Relevant and rigorous materials that will take students longer than the duration of the class time
4. Work that needs to be turned in at the end of the class for teacher review
5. Clear expectations on student behavior based on your regular class day (i.e. one student out at a time for bathroom, nurse, etc.) and how this occurs (i.e. written on a whiteboard, ask the sub directly, etc.).
6. If your assignment is a link to a movie/documentary or located in IC please:

- a. **Have printed copies** of material students need to complete and hand in based on the movie/documentary being shown
 - b. Have an alternative lesson plan should there be difficulty with the link or if any other technology issue arises
 - c. Provide a printed copy with your sub plans of the IC lesson plan you are asking the students to complete
7. Please keep in mind that subs are not necessarily an expert in your field and make plans accordingly.
 8. Place all sub plans and materials in the **file folder holder located next to the whiteboard** (all classes will have this available). If all materials do not fit, place the majority of your sub plans in the holder and include the location of extra materials in your instructions.

When Sub Coverage is Needed:

When sub coverage is needed, always provide the following Frontline info in “Notes to Substitute”:

1. The times, class & room #'s for each band that day (i.e. 8:14-9:29, Biology, rm 211). However, if all of your classes are in the same room, then you may specify that information.
2. Include duty coverage, if it occurs on the day you are out (i.e. 11:41-1:36, lunch duty, cafeteria).
 - a. Include Call Back needs (and FLEX in Middle School), if you know you already have students signed up, (specify room #).
 - b. Remove students from your Callback group, if possible, and request that your Callback be blocked (if sub needs are outside of a 24-hour window)
 - c. Attached sub plans in Frontline (using the sub plan template), and/or emailed to Nancy Myrto.

Frontline Leave Entry

*Emergency/day-of leave requests **MUST** be entered in Frontline at least two hours before your leave begins, or the system may not accept the entry. Teachers/staff (based on your contract), who will be out for the entire school day, should enter the request by 5:30 am. Due to limited subs, we need to be able to determine whether school will be able to run by 5:45am. The 5:45am deadline allows the Principal to determine if we have enough staffing available to provide adequate student support for the day, and whether or not the Superintendent needs to be informed, so they can start the call process for cancellations. It's also necessary to inform the bus company, as buses leave the depot at 6:00am to pick up students.*

For those who will be out only part of the day, you will still need to enter the request 2 hours in advance, (or earlier) if you know when you expect to be out. If you are not able to enter your leave before the 2-hour deadline, please **email AND call** the Sub Coordinator at ext. 5157 to let them know immediately, or there may not be available substitute coverage for you that day.

Requests that are planned ahead of time should be entered well in advance, for Administrative approval.

Leave requests that DO require a substitute:

Teachers who plan to be out for part or all of the day **and DO require a sub, must enter the class, times, room #'s, and where to find your sub plans in the “Notes to Substitute” section in Frontline.** Also add details for the reason you're out in the “Notes to Administrator” box. Once completed, please be sure the Sub Coordinator knows where to find your sub plans and class rosters, and a contact number for any questions. **(To block Call Back, please include the request in the “Notes to Administrator” box, and email Nancy.)**

Frontline Leave Entry Details:

1. Log-in to your Frontline account.
2. Click on the “Absences” tab.
3. Select “Create Absence”.
4. In the “Absence Reason” drop-down box, select the appropriate reason, (i.e. Sick, Pers., Prof. Dev.).

5. Select the correct DATE on the calendar for when you are/will be out.
6. In the “Absence Type” boxes, enter the start / end times you will be out of work (verify both AM/PM).
7. **Frontline has a “Sub Time” option. All teachers should be using this option when a sub is required. Next to “Absence Type” (times you’ll be out), there is a “Custom” option (the circle with a chain/link) that is connected to the “Sub Times” (snapshot on next page). You will need to click on the chain/link circle, which will open the option to enter “Sub Time” details. Please enter the correct times that you expect your substitute to arrive and leave work.** For example, if your first class does not start until band 2, then you would enter the arrival time as 9:15 am. (*Generally, we request that the subs show up at least 15-20 minutes before class starts to review the sub plans.*) If your substitute is covering your classes through the end of the day, then you would enter the end time at 2:55 pm on a regular day, or 2:05 pm on Wednesdays.
8. Under the “Substitute Required” section, please make sure “YES” is selected.
9. In the “Notes to Administrator”, enter a short note as to the reason you are/will be out. For example, if you are on an interview/curriculum committee, please note which committee. Also, if you need callback blocked (and your list for that day is empty), you may add that request in the “Notes to Admin.” too.
10. In the “Notes to Substitute” section, teachers/staff **MUST enter the class start/end times, the class title, room # for each class, plus Call Back and duty coverage if needed. This information must be included at the time the leave request is entered.** If you have not attached your sub plans with the leave request, please note where your sub plans will be. You may also email them to the Sub Coordinator (Nancy Myrto), and your department head as well.
11. Teachers who know of an upcoming leave and have already recruited another teacher/sub to teach for them – thank you! However, please contact the Sub Coordinator once these arrangements have been made, AND preferably before it’s entered in Frontline. You will need to email/call your Sub Coordinator ASAP once it’s entered, so the Frontline request can be put on hold, so other subs don’t take the job.

If you have questions or need help with entering a leave request, please contact the sub coordinator.

****This is a snapshot of the details needed when entering your leave, especially when a sub is required.***

The screenshot displays the Frontline system interface for entering a leave request. The form is divided into several sections:

- Header:** Includes "Cancel", "Save", and "Delete" buttons.
- Viewing by day:** A dropdown menu set to "Add Day(s)".
- Form Fields:**
 - Date:** 01/07/2021 (Thursday)
 - School:** U-32
 - Absence Type:** Custom
 - Start Time:** 07:45 AM
 - End Time:** 03:15 PM
 - Absence Reason:** Sick
 - Sub Times:** 08:00 AM to 02:40 PM
 - Budget Code:** Select One
 - Accounting Code:** Select One
- Notes & Attachments:**
 - Notes to Administrator:** (Viewable only by Administrator and Employee) - Contains text: "Dr. Appointments. Sub plans and attendance reports are attached." (189 characters left)
 - Notes to Substitute:** (Viewable by Administrator, Employee, and Substitute) - Contains text: "MS PE in Gym, Badminton. Meet students in room # below, then take to gym. Room (18) 8:15-9:11, Room (23) 10:25-11:20, Room (22) 12:25-1:20, Room (21) 1:40-2:35. Sub plans and..." (48 characters left)
 - Admin-Only Notes:** (Viewable only by Administrator)
- Next Steps:**
 - Status:** Unfilled / Held Until: 1/7/2022 7:45 AM
 - Create another Absence for this Employee:** Button
 - Approval Status:** Unapproved
 - Approvals Received:** 0/1
 - Last Approval Action:** Not Available
 - Comments:** Text area (255 character(s) left)
 - Approve/Deny:** Buttons
- Absence Summary:**
 - Substitute Required:** Yes (checked)
 - Date:** Thursday, January 7, 2021
 - School:** U-32
 - Start Time:** 7:45 AM - 3:15 PM
 - Reason:** Sick

Unapproved/On Hold Frontline Requests: With this document in place, we have made the procedures clear for how, when, where and what information teachers and staff should be providing in Frontline. *Our largest issue has been lack of information provided in the “Notes to Substitute” section when a substitute is needed.*

Each teacher should be familiar with their class schedules, and should be able to enter the needed details in the “Notes to Substitute” box, at the time the request is entered.

When a leave request is reviewed, and there is insufficient data in the “Notes to Substitute” section, then we reserve the right to put your Frontline leave request on hold. We will ask that you resubmit your request, providing the necessary details (times/class/room #'s), so we have adequate sub coverage and support for the students. Unfortunately, when the “Notes to Substitute” box is blank, missing key details, or only says, “Sub plans will be on my desk”, then the Sub Coordinator will not know what classes/duties are needed for their coverage. It's also important to understand that providing the “Notes to Substitute” details, as well as entering the “Sub Times”, allows active substitutes in Frontline to decide whether or not they can take or decline the job, based on their availability and background.

****Confidentiality: Please remember, never enter student names/initials in Frontline. That information should only be included in the student rosters or on your sub plans.***

Leave requests that DO NOT require a substitute for any portion of the work-day:

1. Log-in to your Frontline account.
2. Click on the “Absences” tab.
3. Select “Create Absence”.
4. In the “Absence Reason” drop-down box, select the appropriate reason, (i.e. - Sick, Field Trip, Personal).
5. Select the correct DATE on the calendar for when you are/will be out.
6. In “Absence Type” boxes, enter the time(s) you will be out of work (verify both AM/PM are correct). For accounts that have a “Substitute Required” option, make sure to click the “NO” button, for no sub.
7. In the “Notes to Administrator”, enter a short note as to why you are/will be out. For example,
8. professional development leave, please note the conference/workshop you will be attending.
9. After completing your entry details, please select the “Review & Confirm” button. This requires you to verify that your information is correct before the system will accept the request.
10. If your review is accurate, please select “Create Absence”. That will give you a confirmation #. If you do not receive a confirmation #, then you may have timed out and need to resubmit.

*In the event you need to edit your leave request in Frontline before the leave starts, or have general questions entering it, please feel free to contact the Sub Coordinator, Nancy Myrto at ext. 5157.

Professional Development Leave

Any staff/teachers requesting Professional Development leave, must submit the green, [Professional Development Request form](#) to the Professional Development Coordinator, as each request requires approval from the Principal or an Administrator in advance. If you are planning to take a course for credits, then the process will take longer, as it must also be approved by the Superintendent as well. The PD request must be approved before entering your leave request in Frontline.

Leave Balances

To review your leave time in Frontline, click on your “Account” tab; then select the “Absence Reason Balances” - the bottom left tab in your Account section. This will give you the information regarding what leave you currently have, what you've used, leave requests pending, and your balance. For additional questions regarding your leave, please contact Lynnea Timpone

Emergency Sub Plans

Every teacher is expected to have an emergency sub plan in the sub holder in their classroom. Additionally, emergency plans consisting of current rosters and worksheet handouts (preferably) should be available, easily accessible and updated on a regular basis. Please keep in mind many substitutes do not have access to a computer which can make video sub plans difficult to execute in many cases. Emergency plans are not to be used when a teacher is out under normal circumstances.

Faculty Tardiness to School and Class

It is the expectation that teachers will be on time to school and for each class. When an unforeseen situation develops that requires a staff person to be late to school, he/she will notify the office as soon as possible. The office staff will then make arrangements to cover the classes until the teacher arrives.

Teacher Attire

A teacher's attire should reflect a model of success. A dress code for teachers has a three-fold purpose: to establish professionalism, to establish credibility and to maintain a level of respect in the classroom. It is the hope that the students will follow suit and reciprocate respectfulness and an attitude of learning.

Parking

Please do not park in the loading dock area. Otherwise, parking on school grounds is first come first serve. All vehicles are expected to be registered with the front office. There are specially marked spots located throughout the campus (i.e. visitor, bus, handicap reserved); staff are expected to abide by these designated spots or risk being ticketed.

Supervision & Evaluation

The supervision and evaluation process for WCUUSD involves a combination of the Danielson Rubrics and walk-through observations. This takes place in TeachPoint. Each Fall, teachers complete a self-assessment and set goals. Throughout the school year they will be observed by their supervisor. In addition, new teachers must participate in formal observations, which include pre and post observation meetings, each semester. In the spring, all teachers revisit the self-assessment and complete a reflection form for the school year.

Mail

Incoming mail will be sorted by office personnel and placed in staff mailboxes. Outgoing mail should be brought to the main office before 11:00 a.m. in order to be mailed that day.

News Outlets/Media Releases

All news releases from U-32 are to be channeled through the principal. This is to prevent duplication of our news articles or contradiction of school policy.

Video Monitoring

U-32 uses security cameras to assist in providing a safe and secure environment. The system is not designed

nor intended to protect individuals from being victims of violent or property crimes, nor to detect other potentially illegal or undesirable activities which may occur, although any information obtained may be used as evidence in such cases. The use of security cameras shall be conducted in a professional, ethical and legal manner, and recorded data shall be handled in compliance with state and federal law, including the Family Educational Rights and Privacy Act (FERPA) where it applies, and according to the following criteria:

Cameras may be installed in both interior and exterior areas where there is a legitimate need for video surveillance. Cameras shall not be installed in classrooms, restrooms, athletic locker facilities, and staff rooms. Cameras shall record images only. Audio shall not be part of the video recordings made, reviewed or stored by the school, with the exception of buses.

All recorded "footage" is to be considered confidential and is to be viewed only on an "as needed" basis by Administration, and in compliance with state and federal law, including FERPA. WCUUSD is currently working on and updating our policies and hope to have them finalized soon. For further details and questions, please contact U-32 directly.

Notices/Posters/Brochures

Notices should not be circulated or posted in the school without the knowledge and consent of the Principal or designee. This policy includes brochures, posters and other materials published or distributed by outside organizations as well as by students. Please have an administrator approve of materials before they are posted.

As a general policy, bulletin board space is reserved for announcing activities sponsored by the school and by non-profit community organizations. Announcement materials must conform to the School Board's policies and/or administrative procedures.

Please do not hang posters or bulletin boards on painted surfaces. Removing them damages the walls. Please use bulletin boards for displaying notices.

Social Media

All official U-32 social media accounts require administrative approval and shared school ownership. When managing these pages, faculty must protect student privacy by strictly adhering to media release lists, avoiding personal tags, and securing confidential information. All content must remain positive, professional, and neutral, and account managers must direct complex issues to official school channels while immediately reporting any threats. Finally, to comply with Vermont Act 72, staff are strictly prohibited from using personal social media or private messaging apps to communicate with students.

When using school-approved social media all staff need to be aware of our [Social Media Guidelines \(Draft\)](#).

Prohibition of Alcohol, Marijuana, Tobacco, and other controlled substances

As per district policy and Vermont State Law, possession or use of alcohol, marijuana, tobacco, and other controlled substances on school grounds is prohibited and may lead to disciplinary action.

Substance Abuse

Information and policies B3 Alcohol and Drug Free Workplace and B7 Tobacco Prohibition, can be found on the WCUUSD website (<https://www.wcsu32.org/domain/148>).

Non-Discrimination and Harassment

A22 Notice of Non-Discrimination and B5 Prevention of Employee Harassment policies can also be found on the WCUUSD website (<https://www.wcsu32.org/domain/148>).

Procedure for Showing an R-rated Film at U-32

If you plan to show an R-rated film/video in your class, you need prior approval from an Assistant Principal or Principal and need to send the official U-32 letter to parents regarding the use of an R-rated film/video. This letter requires a parent signature to grant permission to view the film. For those students whose parent does not give permission, or if the form is just not returned at all, the teacher will provide a relevant and appropriate alternative assignment. This procedure and form, which can be found in the faculty handbook, will be included as part of the new teacher orientation and will be part of the scheduled agenda for all departments at the beginning of each school year.

*** Use the below draft to send to parents/guardians. Remember to replace the required information.**

Dear U-32 Parent/Guardian:

Your student is currently studying **[Topic/Unit]** as part of their coursework in my **[Class Name]** class. To enhance your child's learning experience and understanding of **[Specific Concept]**, I am planning to show the film (or excerpts from the film) "**[Film Title]**" on **[Date of Viewing]**.

Though the film is rated R, I am convinced of its educational value. The rating is due to **[Reason for Rating, e.g., language, historical violence]**. I assure you that the film will be shown in an appropriate context, accompanied by discussions and activities before and after viewing. I sincerely believe that my students have the maturity to view this film.

Please complete the form below to either authorize or exempt your child from viewing "**[Film Title]**". Unless I receive this signed permission slip, I will not permit your child to view the film. If you prefer that your student not view it, I will gladly provide a relevant and appropriate alternative assignment.

Feel free to phone or email me if you have any questions!

Sincerely,

[Your Name] [Your Title/Department] Email: [Your Email Address] Phone: [Your Phone Number]

Parent/Guardian Consent Form

*Please complete and return this section by **[Due Date]**.*

Student Name: _____

Please check one of the following:

- ☐ **I GRANT PERMISSION** for my child to view the film/excerpts of the film "**[Film Title]**".
- ☐ **I PREFER THAT MY CHILD NOT VIEW** the film/excerpts of the film "**[Film Title]**". I understand they will receive an alternative educational assignment.

Parent/Guardian Signature: _____

Date: _____

Section 3: Student Behavior

General Expectations

All faculty & staff members at U-32 have the responsibility of supervising students at some point during the school day. During that time, and whenever appropriate, we need to ensure that students are following the health and safety requirements as well as meeting expectations set forth in the student handbook. Specific expectations for student behavior are detailed in the “Behavior, Rights, and Responsibilities” section of the *U-32 Student/Parent Handbook*. Working with your students to develop an engaging classroom atmosphere, build relationships, and clarify classroom expectations are important steps.

In some cases, a student may be accompanied by a Behavior Interventionist (BI). These adults accompany students throughout their U-32 school day and track their behaviors. Some BIs are WCUUSD employees and may, depending upon their current assignment, be able to support their assigned students and others. However, WCMH BI’s are not U-32 employees and are not expected to take a role in their student’s educational progress beyond getting the student to class and assisting with behaviors that are above and beyond that of any other student in the classroom (i.e. removing from the classroom and de-escalating). Classroom management is the responsibility of U-32 faculty and staff, not WCMH Behavior Interventionists.

If a student’s behavior does not improve after informal communication with the teacher, there are several further steps to take and can include:

- Communication with grade/core team
- Communication with TA, Counselor, Case Manager
- Communication with parents
- Consultation with Assistant Principal(s) or Principal.

If the behavior doesn’t improve or help is needed to repair a student-teacher or student-student relationship, please inform the Principal or Associate Principals who will initiate a behavioral/disciplinary intervention and also document the behavior incident in Infinite Campus. Please consult the student/family handbook for a detailed description of typical consequences/responses to infractions of rules and disruptions of the community.

U-32 Behavior Report Form in IC

Find the Behavior Referral tab under Behavior Office in IC. Select New

Behavior Referral ☆

New

Incident Referral Editor

Title	Date/Time	Location Code	Time Code
-------	-----------	---------------	-----------

Step #1 – Check date and time and correct if submitting on a different date/time than behavior occurred

Step #2 - Add the student name or names in the TITLE box

Step #3 – Select (under Notify) RISE (for all) and either JB (HS) or Jarrod (MS).

Step #4 - Description of the event, problem or behavior

STEP #4 – Click on the submit button (at the top)

DO NOT ADD PARTICIPANT(S)

Behavior Referral ☆

Save Draft Submit Delete New

Incident Referral Editor

Title	Date/Time	Location Code	Time Code
-------	-----------	---------------	-----------

Incident Detail Information

This section stores information specific to the incident and will be shared on all participants behavior tab.

*Alignment Discipline ▼

*Date of Incident 08/16/2024

*Time of Incident 07:41 AM

*Notify (CTRL-click or SHIFT-click to select multiple) Hilferty, JB Molina, Amy Snow, Anthony

Title Marsha Mellow and Barry Cudda

Time Code ▼

Time Desc

Location Code ▼

Location Desc

Details

Marsha and Barry were arguing in the hallway outside Rm 44 and Marsha pushed Barry causing them to drop their chromebook on the floor.

Damages \$

Events and Participants

This section will store event and participant information. Event Details will be shared across participants. Participant Details will only be displayed on that person's behavior tab.

Add Event/Participant Add Behavior Response

Student Behavior, Rights and Responsibilities

The text below can also be located in the Student/Family Handbook.

Institutional Discretion Statement

Administrative Flexibility and Operational Guidelines: The disciplinary guidelines and responses outlined in this handbook serve as a standard framework for student expectations. To maintain a safe and orderly environment, school administration reserves the right to adapt, escalate, or modify disciplinary measures based on the specific context, severity, repeat nature, or impact of the misconduct. All disciplinary actions will be implemented in accordance with applicable laws and established school fair-hearing procedures..

Due Process Framework

Disciplinary evaluations conform to the Vermont Department of Education Regulation 4300 (Sections 4311-4313) and School Board Policy F1. Standard due process ensures:

1. **Presentation:** The student is fully informed of the specific behavioral charges.
2. **Hearing:** The student is provided an opportunity to present their perspective.
3. **Fairness:** Outcomes and assignments match the evidence.

Emergency Exception: If a student's presence poses an immediate threat to self, others, or institutional stability, administration may order immediate removal from campus. Formal notice and hearing procedures will follow as soon as practicable.

Behavioral Classification Matrix

Level 1 and 2 Infraction Examples (Typically Handled at Classroom/TA Level)	Level 3 Infraction Examples (Require Administrative Intervention)
Inappropriate Language: Low-intensity, non-directed profanity.	Verbal Aggression: Targeted profanity, harassment, or intimidation. (Profanity of any sort, directed at a faculty/staff member) Verbal Threat: Stated expression to cause physical or mental harm
Interpersonal Unkindness: Actions intended to cause minor distress.	Theft: Unauthorized removal or possession of another's property.

Minor Disruptions: Actions interfering with immediate instruction.	Controlled Substances: Possession, use, or distribution of drugs/alcohol.
Refusal to Cooperate: Brief, low-intensity non-compliance with staff.	Repeated, Refusal to Comply: Continued, intense non-compliance with staff, Dean of Students, and/or administration.
Minor Physical Contact: Minor roughhousing or "fooling around."	Property Destruction / Vandalism: Willful defacement of school property.
Technology Misuse: Unapproved personal electronic use during class.	Physical Aggression: Fighting or credible threats of physical harm.
Unauthorized Presence: Being in a restricted zone without a pass.	Insubordination: Defiant refusal to follow safety directives or reasonable requests from staff and/or administration.
Tardiness: Unexcused lateness to assigned environments.	Academic Integrity: Severe plagiarism, forgery, or cheating.
	Harassing / Bullying Behavior: Behavior targeting protected identities.
	Non-School Issued Devices: Cell phone, ear buds, or a personal device that connects to the internet are prohibited by law from bell to bell.

Restorative, Clear, and Fair Support for Every Student

At U-32, our goal is to create a safe, respectful, and supportive environment where everyone can learn. We believe mistakes are opportunities to learn and grow. When behaviors get off track, we use a **progressive framework**—focusing first on support and resetting, and moving to higher levels of intervention when necessary.

Proactive Supports: How We Set Everyone Up for Success

Before issues arise, our team works to create a positive environment:

- **Building Relationships:** Connecting with students and families early to establish trust.
- **Positive Presence:** Deans and RISE Coordinators being present in hallways and classrooms.

- **Targeted Support:** Using past patterns to ensure adult support is available where and when it's needed most.
- **Restorative Circles:** Offering class discussions to build community and resolve minor conflicts proactively.

Level 1: Classroom-Level Supports & Minor Adjustments

What it is: Minor, everyday disruptions or choices that get in the way of learning. These are handled directly between the student and the teacher in the classroom.

Examples of Behaviors

- Being off-task, unprepared, or distracted by phones/tech.
- Arriving late to class (less than 10 minutes).
- Minor disruptions, non-responsiveness, or minor physical "fooling around."
- Unkind words or low-level inappropriate language (not directed at anyone).

What Happens (Logical Next Steps)

Teachers will focus on helping the student reset and get back on track:

- Friendly reminders and redirects.
- A quick side-chat outside the classroom.
- In-class self-regulation breaks (e.g., quiet space, breathing break).
- A check-in with the student's Teacher Advisor (TA) or a phone call home to partner with parents.

Communication Loop:

- Teacher will inform TA with concerns and follow up with TA/admin as appropriate, please use teacher discretion.
- TA will determine the next steps, i.e. communicate with school counselor and/or AP

Level 2: Administrative Support & Guided Plans

What it is: Continued or repeated Level 1 behaviors, or more serious actions that significantly disrupt learning or safety. These involve school leadership working with the student and family to repair harm and create a success plan.

Examples of Behaviors

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Repeated Level 1 behaviors or refusal to cooperate. ● Cheating, plagiarism, or misuse of AI. ● Skipping class or chronic tardiness. ● Unkind behavior targeting specific groups or individuals. | <ul style="list-style-type: none"> ● Swearing at someone (not including faculty), aggressive behavior, or physical altercations. ● Property damage or unauthorized use of technology |
|--|--|

What Happens (Logical Next Steps)

Administration steps in to provide co-regulation, support, and accountability:

- **Parent Involvement:** A call home to discuss what happened & build a support/safety plan together.
- **Learning & Reflection:** Educational modules (focusing on impulse control, digital citizenship, empathy, or healthy choices).
- **Restorative Work:** A meeting with support staff to understand the impact of the behavior and repair relationships.
- **Support Consequences:** Temporary alternative space/breaks, after-school community time, or potential short-term In-School Suspension (ISS).

Communication Loop: IC referral initiates communication with AP or principal, who will follow up with teacher and TA with plan/consequences/parental contact.

Level 3: Serious Safety & Policy Concerns

What it is: Behaviors that pose a major risk to physical or emotional safety, break state laws, or involve severe/chronic refusal to follow school rules.

Examples of Behaviors

- Continued, severe non-compliance across Level 1 and 2.
- Use of profanity towards any employee or faculty member
- Leaving school grounds without permission.
- Substantiated bullying, harassment, or severe verbal/physical aggression.
- Possession, use, or distribution of drugs, alcohol, tobacco, or vapes.
- Possession or threat of a weapon.
- Significant vandalism or theft.
- Use of Non-School Issue Devices

What Happens (Logical Next Steps)

Immediate administrative action focused on safety, repair, and long-term planning:

- **Immediate Parent Notification:** Guardians are contacted immediately to partner on urgent safety planning.
- **Formal Consequences:** In-School Suspension (ISS), Out-of-School Suspension, or alternative program placement.
- **Long-Term Planning:** Safety plans, interagency support, or (for extreme situations) recommendations to the School Board.
- **External Reporting:** Where required by law, reports to civil services (DCF) or law enforcement.

Communication Loop: IC referral initiates communication with Principal/AP, who will follow up with teacher and TA with plan/consequences/parental contact. If a student is on a behavior or safety plan, the coordinator will communicate weekly with TA.

Students Who Skip Teacher Advisory

Teacher Advisory (TA) is an integral part of U-32 culture and history. TA affords students an on-going teacher advocate and a small, supportive community that lasts for the whole of a student's life at U-32. Strong TA's provide significant student support at many levels. In addition, this is the time to take and record accurate attendance.

For all of these reasons, attendance at TA is mandatory. Please use the following sequence of steps to report and address any/all attendance problems.

Bullying and Harassment

Definitions

Bullying is any overt act or combination of acts directed against a student by another student or group of students. It is repeated over time and is intended to ridicule, humiliate, or intimidate the student. When bullying occurs on school property during the school day, or on a school bus or at a school-sponsored activity at any time, it becomes a school issue. It may also be a school issue if it happens outside of school but has the effect of interfering with students' ability to access their education. This is especially true in instances of cyber-bullying. Consequences may include mandatory counseling, LOFT, community, or suspension.

Harassment means verbal or physical conduct that has the purpose or effect of substantially interfering with a student's performance or creating an intimidating, hostile, or offensive environment. Furthermore, the actions must be based on or motivated by an individual's or family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, or disability. Consequences may include mandatory counseling, LOFT, community, or suspension.

For more complete information about bullying, harassment, and hazing including a legal definition and procedures for reporting it, refer to the *C10 Prevention of Harassment, Hazing & Bullying* in the policy section of the Student/Parent Handbook, information below, or on the WCUUSD school board policy website at - <https://www.wcsu32.org/domain/148>.

Mandatory Reporting

Any school employee who witnesses what may be bullying/harassment or receives a bullying/harassment complaint is required to report it to one of the Designated Employees (Jarrod Weiss, JB Hilferty or Elijah Hawkes) or report it using the behavior referral form in IC.

The following provisions are taken from WCUUSD's bullying and harassment policy, C10 Prevention of Harassment, Hazing & Bullying.

- A. When a student reports such conduct [harassment] to a school employee, other than a designated employee, that school employee shall refer the report to a designated employee.
- B. An employee who witnesses conduct that s/he believes might constitute student harassment under this policy shall take prompt and appropriate action to stop the conduct and immediately report the conduct to a designated employee.
- C. Any other person who witnesses conduct that s/he believes might constitute student harassment under this policy should report the conduct to a designated employee.

In addition, any school employee who receives a sexual harassment complaint or who witnesses what may be

sexual harassment is required to report it to the designated employee, Lisa LaPlante. For more information about the sexual harassment policy, including a legal definition and procedures for reporting it, please refer to the C12 Prevention of Sexual Harassment as Prohibited by Title IX policy, also found at the end of the Student/Parent Handbook.

Section 4: Student Support Services

Student Services: Philosophy

In alignment with the U-32 philosophy, the U-32 Student Services Office recognizes and focuses on the individual student. With consideration for the environment, resources and interests of each student, we have developed comprehensive programs to satisfy the educational and personal needs of our population. Our goal is to help our students develop responsibility, independence and good decision-making abilities that will help them lead successful lives.

- We promote a sense of equity and respect between students and their peers, students and their TAs, students and their teachers, students and their parents, and students and the community.
- We act as facilitators, advisors, supporters, educators, listeners, advocates and models. We create a link between the segments of our population as stated above.
- We extend an open door policy; we are available and easily accessible.
- We balance outreach and referrals and maintain respect for student privacy and the right of students to have the opportunity to make choices.
- We measure success by the standards established by the American School Counseling Association.

Student Services: Program

The Director of Student Services, three full-time counselors, one part time Student Assistant Professional, 1.4 school nurses, two full-time administrative assistants and 62 teacher advisors staff the U-32 Student Services program, uniquely designed to support the U-32 philosophy. The teacher advisor (TA) system at U-32 is the center of virtually every facet of student services. It is designed to recognize and emphasize the worth of each individual student and provides every student with the potential for positive interaction with a caring adult who counsels and communicates with teachers, parents, and administrators about the concerns and problems confronting that student in the school and its environs. As such, the TA system is an extension of the guidance program and calls for each TA to be a sensitive advocate and advisor to each of his/her 9 - 15 advisees in what can become a very trusting and intense relationship over a period of six years.

The counselors in the Student Services Office are master's level, licensed, experienced professionals who serve as resources for the TA's and for the students in the areas of educational, career, and personal counseling. TA's may choose to refer their students directly to the counselors for more in-depth assistance as needed, or may decide to use the counselor as a resource for themselves as they help their advisees to work through issues. The Office is supervised by the Director of Student Services.

The Director of Student Services, as leader of the counseling team, serves as a member of the school's Leadership Team and is responsible for supervising the development and implementation of counseling programs which are responsive to the needs of the students in the U-32 community. The Director is also responsible for the TA system, outside agencies, and off-campus programs, budget, scheduling, records and student information management. As the individual responsible for the TA system, he/she is responsible for the training and support of the TA's and the management of student services staff and programs.

The school nurses serve as an integral part of the counseling team in relation to student needs, problems and

health records. Through their participation in meetings and in special "Staffings" for students, the nurses serve as another resource in the determination of need and offer valuable insight into understanding the "whole child."

The department serves the entire student population and provides a support system for TA's at all levels. Counselors work closely with other community agencies to create the broadest possible base for family support.

The main Student Services Office is centrally located in an area that is easily accessible to students. The Office consists of six offices and a multi-functional work area which houses two Administrative Assistants, as well as space for HS students to access the Zen Den. The Zen Den is a calm room for students and staff to access if they need a calm, safe space to regulate. In addition, the space provides room for students to gather to meet with each other, or with a variety of college admission representatives, military recruiters, and other business or community representatives who visit U-32. The Student Services Office is open from 7:30 a.m. until 3:30 p.m. daily. In addition there is one satellite office in the Middle School for easy access to the 7th & 8th grade School Counselors.

The Student Services Office at U-32 is a support service, an information service, and a consulting and referral service. It also serves as the registrar's office, the student records maintenance and storage center, and the management center for the student information management system. Records are stored in keeping with FERPA security requirements. Services are provided through groups, individual counseling, classroom discussions, consultation with staff and parents, and in many less formal settings. The counselors are available and accessible to the U-32 community.

Student Confidentiality

All information that is directly related to a student or former student, both verbal and written, must be kept confidential. Information may be shared among school personnel ONLY IF THERE IS A LEGITIMATE EDUCATIONAL REASON TO DO SO. Communication about a student may take place between school personnel and the parent or Court Appointed Legal Guardian, ONLY. If a student is eighteen or over, that student has the right to determine who can receive information about him/her. However, if the student is eighteen or older, but still a legal dependent of the parent and claimed on the parents' income taxes, the parent has the right to continue to receive information.

- Confidential information covers almost all personal or academic information about a student. Grades, test scores, family circumstances, especially hearsay information should not be discussed except with others who are privileged to have the same information. Concerns about a student should be expressed to the TA or to the student's adopted counselor.
- Please use discretion about where you are when you discuss a student. Places like the cafeteria, mailroom, hallways and general office space may not be the best for a confidential discussion.
- Sometimes a student may be staying with a friend's family. If the adult in the house does not have legal (from the court and on file in Student Services) custody, you cannot discuss that child with anyone but his/her parent or legal guardian.
- There are times when you may have important information about a student or family and wish to share it for the benefit of the student. In these cases, speak to a member of the Counseling staff regarding your concerns and how to proceed. In all cases it is best to have permission from the family before information sharing takes place.
- If you need information from a student's files, you must access those files through Student Services and acknowledge your use of the file. Information may not be copied without permission.
- Anyone who wishes to view student records must make arrangements ahead of time to view the file in the presence of a counselor.

FERPA

The Family Educational Rights and Privacy Act (FERPA), protects an individual from having others share information that is unique to that person and personally identifiable. FERPA requires that school personnel at no time can share personally identifiable information with individuals outside of the school system unless the parent(s)/guardian(s) have granted express, written permission to do so. School personnel include school board members and anyone employed by the district to carry out the educational functions of the district. Under FERPA, parents or eligible students have a right to 1) Inspect and review educational records 2) Request amendments to these records 3) Provide or withhold consent for sharing of these records 4) File complaints with the US Dept. of Ed. regarding failure to comply with the Act and 5) Review protocols and policy related to student records.

Schools may release "directory" information unless a parent/guardian or eligible student informs the principal, in writing, that any or all of the information designated should not be released without prior consent. U-32 designates the following types of information as personally identifiable directory information and may disclose this information without the prior consent of the parent or eligible student: *Student's name, town, photograph, grade level, participation in officially recognized activities or sports, weight and height of members of athletic teams, dates of attendance and/or degrees, honors, awards received.* Persons allowed access to a student's files under the statutes are normally those directly responsible for the student's educational progress at U-32: the student's teachers, TA, counselors, and administrators. Contact the Student Services for more information about these privacy laws.

Additionally, Congress has passed legislation that requires high schools to provide to military recruiters, upon request, access to directory information. For military purposes, "directory information" is defined as student name, address, telephone listing and year of graduation. U-32 must comply with a request by a military recruiter for access to this information.

Pupil Privacy Rights: It is the intent of the U-32 School Board to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) governing the administration of certain student surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education. The student and/or his or her family shall be notified annually of the student's right not to take part in a survey, analysis, or evaluation 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; sex 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.

Mandated Reporting Process

AS EDUCATORS, WE ARE MANDATED REPORTERS. THIS MEANS WE ARE REQUIRED TO FOLLOW UP ON SUSPECTED AND REPORTED ABUSE.

IN CASE OF KNOWN OR SUSPECTED ABUSE, THE FOLLOWING PROCESS MUST BE FOLLOWED:

- If the student has physical marks (bruises, scratches, etc.) take the student to the nurse and have them check the student. This provides another adult to support your findings and the student's report.
 - Bring the student to a counselor to talk about the situation and create a plan.
 - In most cases, after the abuse has been substantiated, the following process will occur.
1. The person reporting the incident will call the Department of Children & Families (DCF) in tandem with a school counselor to report the incident. This meeting is necessary because any report that comes from U-32 comes from us as an institution rather than coming from any specific individual. This protocol is for

your protection; when you make a personal report, your name is listed on the case and the family can access that information.

2. If DCF chooses to investigate the case, a caseworker will come to U-32 and interview the student. This interview always happens in the presence of a counselor. The TA may also be invited to attend.
3. Depending upon the situation, we may never hear from DCF about the outcome of the interview and investigation. (This is a confidentiality issue for them.)
4. Please know that any allegation of abuse MUST be reported to DCF within 24 hours of the student/person disclosing this abuse.

TALK TO A COUNSELOR ~ It is always helpful to have a second opinion.

ALWAYS INFORM THE STUDENT OF WHAT YOU ARE GOING TO DO. It is important for them to know what to expect. They may not agree and that is OK, but they need to know.

Student Services: Personnel, Areas of Responsibility

Lisa LaPlante – Director

Admin., Super. & Evaluation of Counseling Servs
Health Services
Teacher Advisor Program
Master Schedule
Program of Studies
Concurrent college classes
Testing – NAEP, VTCAP, PSAT, SAT, ACT, AP
TA Liaison – 12th Grade
Exchange, School Choice & Tuition
VTVLC
Webpage

Ellen Cooke

Central VT Career Center Liaison
Transition 8-9
TA Liaison – 9th Grade
Post High School Planning
Personal/Social Counseling
Group Counseling
Seminars
Correspondence
Publications
Schedules & Report Cards

Jackie Batten

TA Liaison – 10th & 11th Grade
Post High School Planning
Personal/Social Counseling
Group Counseling
Seminars
Correspondence
Publications

Schedules & Report Cards
NCAA
Youth Build Liaison

Jade Walker

Middle Level Programs
Transition/Orientation Grade 6-7
TA liaison – 7th & 8th Grade
Schedule Adjustments – Middle Level Personal/Social Counseling
Next Step

All

Academic Counseling
Post High School Planning

Lauren Cleary (Student Assistance Professional)

Tracy Martin

Office Management and Organization MMS Data Management & Input
State & Federal Reports

Autumn Wheeler

Administrative Asst to Student & Special Services
Student Files Management
College/School Appl./Transcripts TA Staffings

Katherine Dawes/

Health Services
First Aid/Emergency
Wellness Advising

Teacher Advisor (TA) System

Student Services at U-32 are unique as they are enhanced and extended by the teacher advisor system. The TA system is an expression of the belief that every student is worthwhile. The system serves as the primary connection between the school, the student, and the family and is the focal point of all aspects of student services. The TA system provides every student with the opportunity to build a positive, supportive relationship with an adult within the school. It also encourages daily interaction with a caring adult who can advise the student and communicate with teachers, parents and administrators about the concerns and problems of the student, both in and out of school. Within this system is the potential for an extraordinary level of sensitivity.

This is possible because of the small ratio of students to TA's and because the system creates an opportunity for the development of long-term relationships which, in most cases, last for the duration of a student's enrollment at U-32. The administration supports the teacher advisor system by involving the teacher advisor and the parents whenever possible, in any issues which affect a student's education.

Highlights

- All Faculty - .6 FTE or more are expected to be TA's. Size of TA group varies from 9-15 advisees.
- There is an attempt to balance the TA groups by gender, town of residence, and special needs of incoming 7th grade students.
- There is a clear intent to have students stay with the same TA for all six years; however, students may request a change of TA if the relationship is not working, or if the student has developed a very positive relationship with another teacher who has agreed to accept the student as an advisee. There is a process required for this request to change TA's. Please contact the Director of Student Services to initiate this process. (Process can be found in [TA Manual](#))
- Ordinarily, new faculty members are assigned to 7th grade TA groups. Each new teacher advisor is assigned a mentor and a support counselor.
- The Director of Student Services is responsible for the supervision of all teacher advisors. The U-32 evaluation process addresses the TA role.

Please consult the Teacher Advisor's [Manual](#) and the TA Rubric for further information.

Academic Programs

The Student Services Office works in conjunction with U-32 to provide appropriate information and planning for students at all levels. Students are required to "Adopt a Counselor" at the end of 8th grade for this work.

7th Grade All students create a PLP using Naviance Family Connection	8 th Grade Continue PLP
College Fairs	Post HS Field Trips (Colleges, Career Ctrs, etc)
Quarterly seminars	9th – 12th Continue PLP
Ongoing career information	Individual Career and Educational Counseling

Career and Technical Education

U-32 sends interested students to the Central Vermont Career Center and Randolph Technical Center . The U-32 Student Services works closely with the Central Vermont Career Center (CVCC) to coordinate vocational services and placement for U-32 students. Generally, Career center representatives make several visits to U-32 to meet with interested students and their TA's. Please check out the CVCC website at cvtcc.org for more information. U-32 will provide a field trip for any seriously interested sophomore/junior students to look at programs. Students who pursue technical education work closely with their TA and school counselor to create a workable schedule. Some highlights of enrolling in a CTE program include:

- Small student/teacher ratio;
- Individualized instruction with "hands-on" experiences;
- Placement of students in internship/apprenticeship situations;
- Students may earn graduation credit through companion courses taken at Spaulding High School.
- Matriculation into college and/or career pathways

College Preparation

College preparation is an ongoing process that starts even before students arrive at U-32 and occasionally continues well past graduation. All the counselors in U-32's Student Services are directly involved, and teacher advisors, teachers, and parents all play a significant role in this process. Vermont Student Assistance Corporation (VSAC), in addition to making financial aid information available, provides an outreach counselor who encourages first generation, needy students who might not otherwise consider college as an option. This counselor has a caseload of thirteen students but offers a wealth of support and information to the entire school population. Listed below in chronological order are programs that address the college process. Information is given to TA's during the teacher in-service days as well as on an "as needed" basis throughout the school year. TA Liaisons are available during the school day and from 2:45-3:15 pm.

Grade 7 – During the transition from 6th to 7th grade, students and parents are first introduced to the counselors. Students begin their PLP. Career exploration happens in core classes via the 7th grade counselor culminating in a career fair at the end of the year.

Grade 8 - Curriculum is delivered to all 8th graders for SEL and continued career exploration . This curriculum will cover personal, social, emotional and academic issues, relevant to grade 8 students' lives. Our goal is for students to learn more about themselves and begin to think about options for high school and beyond. All 8th grade students are given an opportunity to get to know each counselor which will help with adopting a counselor in May of 8th grade.

Grade 9 - Ninth Grade orientation provides an opportunity to talk about things like GPA, required courses, courses related to college/technical programs, transcripts, etc. Ninth graders take part in four small seminars with their adopted counselor in addition to individual meetings. PLPs are updated.

Grade 10 - Course selection process allows students, parents, and TA's an opportunity to discuss and update the four-year plan. PLPs are updated. Counselors are available to answer specific questions. 10th graders take part in four seminars with their adopted counselor in addition to individual meetings. Pre ACT is offered.

Grade 11 - An opportunity to meet with visiting college representatives is available. Juniors are encouraged to attend as interests and programs warrant. The PSAT is offered. This test gives juniors an opportunity to take a shortened version of the SAT under a similar testing setting. The results from the PSAT may make a student eligible for a National Merit Scholarship. Discussion of future plans and, if needed, methods of obtaining the necessary training, is provided. TA's are supported in their work to make sure juniors have the necessary courses to meet the requirements of any institute of higher learning. College Night offers an opportunity for general information and questions and answers to students and parents. 11th graders take part in four seminars with their adopted counselor. PLPs are updated.

Grade 12 - Continuous and informative support is given to TA's of seniors during their in-service days as well as on an "as needed basis" throughout the school year. Senior in school field trip offering Common App help, Essay writing, interview skills, resume writing and financial aid/scholarship options. Seniors are encouraged to work with their counselor to finalize a list of prospective colleges. Deadlines for applications, testing, and supportive materials are discussed. Encouragement and suggestions are offered as often as needed. Help with decisions regarding which college is "right" continues throughout the school year. VSAC provides an overview of the financial aid process.

Multi-Layered Systems of Support (MLSS) & Educational Support Team (EST)

Overview & Philosophy

Our school utilizes the district-wide framework to ensure all students receive high-quality core instruction and timely, targeted intervention tailored to their academic, behavioral, and social-emotional needs.

- **District MLSS Guidance:** For detailed descriptions of layers, dosage, intervention focus, and decision rules, please refer directly to the [WCUUSD MLSS Description & Prioritization Document](#).
- **Core Principle:** Interventions build upon strong universal instruction (Layer 1) and targeted classroom supports (Layer 2) before escalating to formalized intervention tiers.

MLSS Team Structures & Collaboration

Student progress and intervention needs are regularly reviewed within our established team meeting structures:

- **Core / Grade Level Team Meetings:** The primary hub for reviewing student screening data, discussing classroom-based Layer 1 and 2 supports, and identifying students needing additional help.
- **General Education Interventions & Provider Consultations:** Team meeting times provide dedicated blocks for collaborative problem-solving with interventionists, specialists, and special educators.
- **Team Meeting Agendas:** Refer to the [Core/Grade Team Collaboration Planning Schedule & Agendas](#) and [Team MLSS Running Agenda](#) (this is an example of Team A in the high school. Refer to the U-32 Core Teams Drive) to structure data reviews and provider consults.

The EST Referral & Academic Support Pathway

*Note: The referral and intervention process is handled through the **Educational Support Team (EST)** framework. We no longer use the historical "Staffing" model or terminology.*

None

Layer 1/2: Universal & Classroom Support (Core/Grade Team Review)



Layer 3: Targeted Academic Support / Intervention (Form A via Educlimber)



Layer 4: Intensified Support / EST Review (EST Checklist via Educlimber)



Layer 5/6: Evaluation & Special Education Referral (Forms B & C via Educlimber)

Step-by-Step Referral Protocol

1. **Classroom Supports (Layer 1 & 2):**

- Classroom teachers deliver core instruction and provide targeted follow-up (small group reteaching, pre-teaching, or call-backs).
 - Track progress and discuss student concerns during weekly Core/Grade Team meetings.
2. **Targeted Intervention (Layer 3):**
- If a student requires targeted instruction beyond classroom callback time, submit **Form A (Documentation of Classroom Supports)** in [Educlimber](#). (Our district code is 2559)
 - The student is scheduled for targeted support (e.g., Academic Support classes, reading/math intervention groups).
 - Interventionists track baseline and bi-weekly progress directly in [Educlimber](#). (Our district code is 2559)
3. **EST Review & Intensified Support (Layer 4):**
- If sufficient growth is not met after the intervention cycle, complete the **EST Checklist** in [Educlimber](#). (Our district code is 2559)
 - The EST team convenes to adapt and intensify the intervention plan.
4. **Special Education Referral Consideration (Layers 5 & 6):**
- If intensified Layer 4 interventions show inadequate progress, the EST team completes **Form B & Form C** in [Educlimber](#). (Our district code is 2559)
 - to initiate a Special Education evaluation referral.

Accessing Forms & Logging Progress in Educlimber

All documentation, progress monitoring, and referral forms are housed within [Educlimber](#). (Our district code is 2559)

- **Form A (Classroom Supports & Layer 3 Referral):** Document universal classroom accommodations, Tier 2 interventions, and refer to Academic Support/Intervention.
- **EST Checklist (Layer 4 Review):** Request formal EST plan review and intervention intensification.
- **Forms B & C (Special Education Evaluation Referral):** Initiated by the EST team when multi-layered general education supports have been fully exhausted.

***All forms (A, B, C, and EST) are located in Educlimber under smartFORMS.**

Section 504 Plans & Implementation Protocols

504 Overview & Legal Framework

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law designed to protect students with disabilities from discrimination. At our school, a Section 504 plan ensures that students with a documented physical, mental, or medical impairment that substantially limits one or more major life activities receive the accommodations, accessibility support, and auxiliary aids needed to access the general education curriculum and school environment on an equal basis with their peers.

Unlike an Individualized Education Program (IEP), which provides specialized instruction, a 504 plan provides **accommodations and modifications to the environment, instruction, or testing** within general education settings.

504 Faculty & Educator Responsibilities

All classroom teachers, specialists, and school staff who interact with a student are legally required to review and implement the accommodations outlined in that student's active 504 plan.

- **Review Active Plans:** Review all 504 plans for students on your class rosters at the start of each semester and whenever a plan is updated.
- **Faithful Accommodation Implementation:** Provide accommodations consistently during daily instruction, formative assignments, and summative assessments.
- **Maintain Confidentiality:** Section 504 information is sensitive student data under FERPA. Discuss student accommodations only with staff members who have a legitimate educational interest.
- **Data & Observation Sharing:** Provide feedback and observations on how accommodations are supporting the student prior to annual review meetings or when requested by the 504 Coordinator.

504 Team Roles & Governance

Role	Primary Responsibilities in the 504 Process
504 Coordinator	● Serves as the primary contact for compliance. ● Assignment of case managers ● Schedules and facilitates initial eligibility meetings.
504 Case Manager	● Serves as the primary contact for inquiries and plan management. ● Schedules and facilitates annual reviews and re-evaluations. ● Drafts, updates, and distributes active 504 plans to teachers and caregivers.
Classroom Teachers	● Implement all instructional, classroom, and testing accommodations. ● Provide feedback to the 504 team regarding accommodation effectiveness and classroom progress.
Teacher Advisor (TA)	● Relationship & Support: Maintains an ongoing relationship with the student over time as a consistent adult connection. ● Course Registration & Planning: References the 504 plan during annual scheduling to ensure selected classes align with the student's needs. ● Team Participation: Participates in 504 team meetings as a familiar adult offering longitudinal perspective. ● Note: TAs do not serve as 504 case managers or take primary responsibility for implementing academic accommodations.
Student/Caregivers	● Participate in eligibility, review, and planning meetings. ● Share perspectives on progress, home environmental factors, and accommodation effectiveness.

Step-by-Step 504 Process

Step 1: Referral Screening → Step 2: Evaluation & Eligibility → Step 3: Plan Development & Distribution → Step 4: Annual Review & Monitoring

1. Referral:

- A referral can be initiated by a caregiver, teacher, administrator, or through the MLSS/EST process.
- If you suspect a student has an impairment impacting their learning or school access, contact the 504 Coordinator or submit a referral.

2. Evaluation & Eligibility:

- The 504 team gathers data from multiple sources (medical documentation, teacher observations, grade reports, and screening data).
- The team convenes to determine if the student meets federal eligibility criteria under Section 504.

3. Plan Development & Distribution:

- If eligible, the team drafts a 504 plan listing specific, actionable accommodations.
- Finalized plans are stored in our student information system and distributed to all current instruction staff.

4. Annual Review & Re-evaluation:

- 504 plans are reviewed annually to determine if accommodations remain appropriate or need adjustments.
- Re-evaluations occur every three years or as needed when a student's needs significantly change.

504s: Common Accommodations Examples

Accommodations must be individualized to address the specific functional limitations of the student. Accommodations are ideally worded so there is clarity about what action the teacher will do to address the specific limitation. Common examples include:

- **Environmental/Instructional:** Preferential seating, reduced visual distractions, provision of guided notes or digital presentation copies.
- **Testing/Assessment:** Extended time on exams, quiet testing environment, breaks during long assessments.
- **Organizational/Behavioral:** Chunking long-term assignments, use of visual schedules, check-ins at the start/end of class periods.
- **Physical/Health:** Access to water/snacks, scheduled nurse visits, permission to pass in hallways outside peak transition times.

U-32 Health Services

The health services office operates based on the Standards of Practice of the School Health Services Manual developed by and endorsed by the Vermont State Medical Society, School Health Committee, Vermont State School Nurses' Association, Inc., Vermont Department of Education, and Vermont Department of Health.

Communicable Disease Control

The school will take steps to control communicable diseases within the school.

1. Immunization Audits

2. Reportable Diseases
3. Nuisance-type Diseases

First Aid and Emergency Care

The school provides emergency and first aid care to the school population consisting of individuals of a wide range of ages and physical well being who participate in a variety of activities. Therefore, the potential for illness and injury exists. Every school should have a planned written policy related to first aid and emergency care for students, employees and others on school property.

Health Appraisal

It is recognized that in some areas of the state numbers of children have no source of primary care. The school nurse shall make the family aware of sources of on-going care. The objectives of the periodic health appraisal of the school-aged child are to identify important health problems and provide remediation.

Student and Staff Health Records/Emergency Form

The health services office maintains health records for each student and also maintains an emergency form for each staff member in the building.

Health Counseling

The school nurses provide health counseling which enables pupils, parents, and school personnel to plan action for eliminating or minimizing the health problems of pupils that interfere with effective learning and lends support in promoting and maintaining the student's optimum growth and development. Referral to appropriate resources should occur when the school nurse's assessment of a situation indicates a need for expertise beyond the function of the school nurse (one-on-one, interpreting doctors' orders to students and families).

Medication Administration

It is recognized that many children are able to regularly attend school because of the effective use of prescribed medication in the treatment of chronic disabilities or illnesses. It is more desirable for medication to be administered in the home; however, any pupil who is required to take prescribed medication during the regular school day must comply with school policies.

Special Needs Students

The policy of the State of Vermont is to ensure equal educational opportunities for all children in Vermont. At all levels Health Services are provided to every student. Adaptive devices are accessible, maintained, and appropriately used. Many students with special needs require assistance with emotional and physical health problems associated with varied disabilities. The school nurse shall be an integral part of the appropriate teams (IEP's, 504's, Staffings, Individual Health care Plans --asthma, diabetes, bee sting allergies, seizure disorders).

School Personnel Health Services

The physical and mental health of school personnel influences the well-being of students. The school nurses maintain an interest in the health of all full and part-time school personnel (flu vaccines, tetanus, blood pressure monitoring, counseling, encourages period physical exams appropriate to age, maintains emergency cards for each employee).

Child Abuse and Neglect Intervention

The school nurses shall be educated in the prevention, detection and reporting of abuse and neglect according to VT State law and the school policy (serves on a reporting team, follow-up care of students).

Special Initiatives

- Wellness – to encourage and support students/faculty/staff in their quest to become knowledgeable consumers of healthcare

- EPSDT (Early and Periodic Screening, Diagnosis and Treatment)

Health, Universal Precautions and Infection Control

The Occupational Safety and Health Administration (OSHA) has developed standard rules and regulations for exposure to blood-borne pathogens (Blood-borne Pathogens Standard, Title 29 CFR, Part 1910.1030, Federal Register 56 (235): 64004-64182, December 6, 1991). Compliance with the standards was required as of July 1992. OSHA regulations pertain to all non-public employers whose employees may have exposure to body fluids or blood while on the job. The standards mandate that employers must provide a written Exposure Control Plan, which includes procedures for training and protection of employees and housekeeping standards. These concern the use of Universal Precautions by staff, the labeling and handling of potentially infectious waste, needles and laundry, and the use of gloves, goggles and other protective clothing when appropriate. Employers are also required to offer, at no expense to the workers, Hepatitis B vaccinations to all employees who may have occupational exposure.

Sexual Abuse (Act 1)

Vermont is now among the many states that include definitions of sexual violence prevention in their health education statutes. Act 1 of 2009 amended the definition of “health education” in Vermont education law, 16 V.S.A. to include the study of: “how to recognize and prevent sexual abuse and sexual violence, including developmentally appropriate instruction about promoting healthy and respectful relationships, developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources.”

Section 5: Student Activities

Visitors/Guest Speakers

Please check with Sara Wolf in Main Office least one month before a guest speaker is scheduled to be on campus to check in regarding the need for background checks, paperwork, etc.

On the day of visits, all visitors to U-32 must sign in at the main office. Authorization to be in the building during the school day must be obtained from the Principal or designee.

Faculty/staff members who have made arrangements for guests/speakers should notify the Office staff in the morning of the day the guest is due.

Student visitors from another school must gain permission by having their parent/guardian contact the Director of Student Services via phone or email in advance of the day of the visitation. Please know that student visitations may be denied if the time is not deemed appropriate or if the student's school is in session.

Assemblies

When we have a regular senior high, middle school or full school assembly, you will be notified in advance and be asked to have your students sit in assigned seats. You will be requested to sit with them and actively supervise them throughout the assembly program.

Unless otherwise instructed, you should meet in your classroom first and then accompany your students to the assembly location, taking attendance there.

If the assembly is optional, you will receive notice in advance and will be asked to let the appropriate Assistant Principal know if you will be attending by a specific date. Please do not ask to attend if you have not made a reservation in advance.

Do not tolerate inappropriate student behavior at assemblies. Students who cannot conduct themselves properly should be referred to the administration.

All assemblies should be arranged through the Tandem Calendar on the u32.org calendar. Teachers who are

interested in planning assemblies should let the administration know as soon as possible.

WE WILL TRY NOT TO SCHEDULE ASSEMBLIES DURING THE LAST WEEK OF A MARKING PERIOD.

Field Trips

General information

Field trips are a way to enhance educational experiences for students. If a teacher, a TA or another U-32 adult wants to take one or more students off campus and/or outside of time when the students are scheduled to be with him or her, that is a field trip and requires administrative approval. Although planning a field trip can be time consuming for a teacher, it also affects many other people, so we have procedures in place to help to make the trip a sound and smooth experience for all. (Athletic events, assemblies and some other special events are also approved by the administration but are not field trips.)

When the administration reviews a field trip request, several factors are considered. Curricular and educational value are primary, of course; however, cost, the effects on other classes, the timing of the proposed trip in relation to other school events, and the availability of substitutes, space in the school or buses are among the other considerations.

The information below is a general summary. Please read the board policies (on the website and in the policy manuals that each department heads have), the field trip request forms, and related informational pages for complete info. Forms are in the back of the main office.

When planning a field trip, please follow these steps and requirements:

- Plan well in advance; check calendar dates on Tandem. For an overnight or extended field trip, this is months or even a full year ahead of time. For field trips of one day or less, it is a few weeks; the “single day” request form must be submitted at least 15 calendar days prior to the event.
- Secure preliminary approval from the principal or designee before you make any commitments or distribute information or permission forms to parents. Final approval will be given after review of the field trip packet.
- Submit the completed field trip request packet. This is a google form that will go to an AP or the Principal for approval. A completed packet includes:
 - Field trip request form;
 - list(s) of student participants;
 - Leave forms for ALL chaperones; and
 - Transportation forms/details and any other relevant paperwork.
- If a field trip is a required part of a class, there should be no required costs; we cannot bar a student in financial need from participating. If there is a cost requested of students, make sure you have a plan for assisting any students who may not be able to afford it.
- If your trip involves fundraising, you need to complete paperwork for that as well. The fundraising form is on the wall by the back door to the admin offices.
- The last week of each semester is considered a ‘black out’ window. Generally, field trips may not occur during this time. Exceptions may be made for trips that cannot be scheduled on alternative dates.

Once your trip is approved, the office will enter it on the school calendar. This will reserve the space you need and will initiate the process for special equipment, etc. If we need more information, you will be contacted.

Students must complete field trip permission forms (and often emergency forms) in advance; you should take them with you on the trip and turn them in at the office upon your return. The school nurses will review field trip lists in advance and let you know if you are taking students who have special medical needs or concerns. Refer to Field Trip Health Policy. Remind students that all school rules apply on field trips, regardless of the location. If any part of the field trip plan changes after it is approved, promptly notify Tammy Hoermann.

If your trip is off campus, on the day of the field trip a list of the students and chaperones attending must be given to the front office before you leave.

Chaperones for Field Trips

All non-school employees serving as chaperones must go through background checks (see Sara Wolf for details). Note: for overnight trips, volunteer chaperones must go through a criminal records check which can take 30 days or more.

Remind chaperones that all school rules and expectations for adults apply on field trips, regardless of the location. For overnight trips, give chaperones a copy of U-32 Extended Field Trip Guidelines for Chaperones.

If chaperones (including school employees) drive on a field trip, they must provide proof that they have a valid driver's license and that their vehicle is registered and has adequate insurance coverage. See the field trip request form for details.

Field Trips & Co-Curricular Student Transportation Procedures

Please see: [Field Trips & Co-Curricular Student Transportation Procedures](#)

When a curricular or co-curricular event, activity, practice or rehearsal takes place somewhere other than the campus of U-32 and the school does not provide transportation, coaches, teachers, and advisors are responsible for ensuring that students are transported to and from the event, activity or practice in accordance with U-32 Board Policy 63a. Students may drive themselves, be transported by their parent or guardian or by parents or guardians of other participants.

If the activity occurs once (e.g. field trip), the organizer or advisor must ensure that every participating student has turned in a signed "Student Transportation Permission Slip for One Time Event" at least 24 hours prior to the event. The advisor or organizer should turn these forms into the Main Office immediately after the event. If the activities are ongoing, the advisor must ensure that each participating student turns in a signed "Season Student Transportation Permission Slip", at the beginning of the season.

When a curricular or co-curricular event, activity, practice or rehearsal takes place somewhere other than the campus of U-32 and the school does provide transportation, by bus or van, it is expected that all students will ride the bus or van to and from the event. Exceptions to this will be made only for:

- Unusual circumstances.
- Transportation home from the event when to do so is significantly more convenient. In either case, permission will be granted only for the student to ride with his or her parent or guardian.
- Coaches/Advisors must receive written notice of such alternate arrangements. Notice must include:
 - a. The name of the student;
 - b. Date and location of the event; and
 - c. Signature of the parent or guardian.

The coach/advisor must retain these notices until the end of the season.

Requests for permission to be transported to or from an event by anyone other than a parent or guardian must be submitted in writing to Administrator or Athletic Director at least 24 hours in advance of the event. If the administrator approves the request, she/he will sign it and return it to the student. The student must present it to his/her coach/advisor/teacher in a timely manner. The request must include the following information:

1. Name of the student;
2. Date and location of the event;
3. Reason for the request; and
4. Signature of the parent or guardian.

Bus Supervision on Field Trips

1. Students will be allowed to talk at a conversational level (no shouting or screaming).
2. Group singing is allowed (with the permission of both chaperones and the driver).
3. If chaperones use earphones, at least one will not do so in order to be able to hear clearly at all times.
4. All school rules regarding substance use/possession apply.
5. Food is not permitted on the bus due to allergy concerns. Special cleaning of buses after a field trip will be charged to the cost of the field trip.
6. No glass bottles are allowed. (Only water in plastic containers is permitted.)
7. There will be no irregular movement on the bus. While a student may walk from one place to another to change seats, he/she is not permitted to walk around and visit. No one is allowed to be standing on the bus while it is in motion.
8. Drivers will communicate concerns to chaperones as they occur. To do so effectively, they may find it necessary to pull over and stop the bus, meeting with the chaperones outside. This method of dealing with problems is encouraged.
9. If a driver needs to reprimand a student, he/she will communicate with the chaperone.
10. Bus drivers will avoid directly reprimanding students on a field trip.
11. Complaints from bus drivers and chaperones dealing with discipline will be given to the principal/assistant principal. All other transportation issues will be directed to the appropriate administrator.
12. Chaperone seating: Center or rear of bus, NOT front.
13. No changing of clothes on the bus.

Accident Report/Insurance

Any serious accidents or injuries are to be reported to the school nurse. The teacher, coach, or advisor in charge of a group of students is responsible for filling out an accident form Main Office or Nurse in the event of any injury. This should be done immediately after the injury has been treated. Teachers should not hesitate to summon aid in case of serious accident or illness. Under no circumstances should any student who is seriously ill be dismissed from the classroom to go anywhere without being accompanied by another student.

Athletics

U-32 offers three seasons of sports for Grades 7 – 12 and has a full time Athletic Director and Athletic Trainer. Derek Dunning, the Athletic Director, has an extensive [Athletic Handbook](#). Rather than duplicate efforts, please get a copy of that handbook for specific information about athletics.

Co-Curricular Clubs, Activities

Through voluntary activities after school, teachers are able to get to know students in a way that is not possible in the confines of a classroom. Often, these contacts are responsible for dramatic improvements in student attitudes and performance.

It is hoped that all teachers will become involved in co-curricular work. This might mean advising a club, coaching a team, chaperoning an activity, advising a class, or just taking the time to sit and talk with students outside of school. When you spend your own time with students, you are sending a very clear message to them that you care, and that education is more than a job but an avocation as well.

Teachers are urged to attend as many school functions as possible. Again, your presence at these functions will reap rewards in your classroom.

In cases where co-curricular activities are remunerated, every effort will be made to give you those assignments at contract time. You will be responsible for carrying out your co-curricular responsibilities in the same professional manner with which you approach the classroom.

If you would like to start a new club (science, student service, school spirit, etc.), we would give you every encouragement to do so. It would be advisable to make an appointment to sit down and talk with the administration to see to it that the activities get started properly.

Administration has established a time limit for all evening activities. Events must end no later than 10:00 p.m. on nights in which school is in session the next day, or 11:00 p.m. on nights when there is no school the next day. Any exceptions to this practice require prior approval by the Principal /designee.

School Event Approval Request

All student-sponsored events at U-32 must receive administrative approval before they can be scheduled and advertised. Green request forms are in the main office. An advisor or coach must sign request forms. In addition, see below for information about Building Use Requests.

Building Use

Any use of the building during school hours, after-school hours or on weekends/vacations, other than for regularly-scheduled classes, should be requested via the [Building Use Form](mailto:U32BuildingUse@u32.org), which is emailed to U32BuildingUse@u32.org. Please note that the building is not available for use on Sundays.

Fundraising

All high school and middle school student clubs and organizations must have approval from the building principal, before undertaking a fundraising effort. Please read the [fundraising policy](#) before submitting a request.

Note: At no time should two similar fundraising efforts be scheduled in a way to compete with one another.

Students may make these requests, but must have the written approval of an advisor or coach. [Pink](#) request forms are in the main office. Requests should be submitted at least two weeks in advance.

Some fundraising activities are traditionally conducted by certain groups and are usually reserved for those groups.

Section 6: Use Of The Building, Equipment And Materials

Security

Teachers are encouraged to lock their areas when possible when they are not in use. Also, do not leave valuable items visible and unattended. Regularly lock all cabinets and closets.

Every year, complete sets of keys are lost, stolen or misplaced. Please make every effort to keep track of your keys. Do not lend them to students. Never give your ID swipe card to another person!

If you lose a key please inform the Director of Building and Grounds immediately.

Equipment and Tools

All equipment and tools are for instructional use only. Each staff member is responsible and accountable for equipment and tools used in the individual programs. Mark all equipment clearly and report any losses immediately to department heads.

Loan of School-Owned Equipment

The loaning of any equipment to organizations outside of U-32 is not allowed without approval. Before requests are honored, one must get permission from the Principal or their designee. The sign-out list in the office will include a description of the equipment to be loaned, the date loaned and the person responsible. Equipment will not be loaned for personal reasons.

Recycling and Conservation Of Paper

We encourage recycling. Please be aware of confidentiality. All paper, cans and plastic bottles should be recycled in the single-stream container placed in your room. This container is emptied daily.

Technology Questions and Problems

To report problems with computers and any related equipment (e.g, document cameras and projectors), do one of the following:

- **Preferred:** Send an e-mail to "ithelp@u32.org" describing the problem.
- **If time is of the essence:** Call x5555.

Work Orders/Maintenance

For general support with maintenance, rooms, furniture, etc, please send requests to the "Facilities Help" email address: u32buildingsandgrounds@u32.org

Purchasing, Reimbursement, Materials

Reimbursement of Funds

For items purchased with personal funds for use of U-32 High School / WCUUSD:

Travel:

- Complete a WCUUSD Travel/Expense Form. (Please note that we are unable to reimburse sales tax).
- Attach the original receipt with the WCUUSD Travel and Expense Form (linked below)

[Travel Reimbursement Procedure](#)

[Travel & Travel Expense Reimbursement Form.pdf](#)

- Submit the paperwork to: Heather Magoon

Supplies:

In collaboration with administration, Department Heads help oversee budgets and purchasing priorities for their departments. If a teacher desires materials, he/she should get pre-approval from the Principal in consultation with Department Head.

- To request pre-approval for a purchase with personal funds, email: u32orders@u32.org and cc the Department Head and Principal.
- If approved the U-32 Finance and Accounts Payable will prepare a purchase order.

All receipts, packing slips and invoices need to be returned with a copy of the purchase order to the U-32 Bookkeeper, Heather Magoon. All shipments of goods and materials authorized by purchase orders by the are to be checked by the office before being distributed.

Book And Material Accountability

Each teacher who distributes books and materials is responsible to see that these are stamped with U-32 identification and numbered, and that an accurate list is kept indicating which students are responsible for which numbered book or materials. Before books are distributed, department members should check with their Department Heads to assure accountability for distribution and collection of all department books.

- You may check out library materials for a two-week period. Materials may be renewed twice. Reference materials must be used in the library, and cannot be checked out.
- The limit for the number of materials that anyone may have out at any one time is five. This will assure that our materials are available to everyone. This number can be overridden at the librarian's discretion.

Students will be required to pay for lost books, tools or equipment issued to them. Therefore, it is necessary to identify books, etc., issued to the students. Books will depreciate at a rate of 1/5 of their purchase price per year.

Student services will notify families to check their students' Infinite Campus portal to determine if they owe money for lost, missing, or unreturned school property. Seniors who owe for books, materials, or property need to clear all missing items prior to receiving their cap & gown.

Grant Writing

Purpose: To provide a standardized process for seeking and managing grant funding. This ensures all projects align with district goals, budgets are accurately developed, and the district remains in compliance with state and federal regulations.

- [Grant Application and Award Procedure](#)
- [Grant Request Form](#)

Submit paperwork to the Building Administrator (*Required for grants serving a school building*) AND to the Business Administrator at least 2 weeks prior to the application deadline.

Gift Cards

Purpose: To ensure that all staff and student incentives and awards meet local, state, and federal guidelines, including the IRS Guidelines related to Fringe Benefits.

- [Gift Card Procedure](#)

1:1 Technology Policies, Procedures and Information

The focus of the One-to One Technology Program at U-32 Middle/High School is to provide current tools and resources to our learners. Excellence in education requires that technology be seamlessly integrated throughout the educational program.

RECEIVING AND RETURNING A CHROMEBOOK

- Students are responsible for attending an orientation session as part of callback within the first two weeks of school to receive their equipment. Each student will receive a Chromebook and a USB cable/AC charger.
- Parents/guardians and students are responsible for reviewing the Responsible Use Policy (RUP) before a Chromebook is issued to the student.
- Chromebooks will be labeled in a manner specified by WCUUSD. Students must not remove their name tag or inventory labels.
- The Chromebook is the property of WCUUSD and as a result may be subject to inspection at any time. The student should have NO expectation of privacy of materials found on a Chromebook or a school supplied or supported email service.

EXPECTATIONS FOR USE

- It is the policy of the School District to use electronic resources, including the Internet, to support and enrich the curriculum.
- Users may access electronic resources, including the Internet, for educational purposes only. The term "educational purpose" applies to the use of the system for classroom activities, which may include e-mail communication, video conferencing, web content development and publishing, and web logging ("blogging"). The District may provide e-mail access accounts for staff and/or students. Students and/or staff will not use real-time electronic communication, such as chat or instant messaging, except for specifically organized educational activities.
- All software/apps must be district provided. Data storage will be through Google Workspace, etc. Internet games are not allowed.
- Misuse of the school internet access or a school computer shall result in loss of privileges of use.

RETURNING A CHROMEBOOK

- Chromebooks and all related accessories will be returned during the final week of school so they can be checked for serviceability.
- Chromebooks must be returned immediately when a student transfers out of U-32 Middle/High School, is suspended or expelled, or terminates enrollment for any reason.

FINES RELATED TO A CHROMEBOOK

- Chromebooks and USB cable/AC charger will be turned in at the end of the school year or whenever requested, and must be in satisfactory condition.
- Chromebooks can be inspected for damage at any time. If a Chromebook is damaged or missing an accessory, the student/parent/guardian will be charged a fee for needed repairs or replacement, not to exceed the replacement cost of the Chromebook.
- If a student fails to return the Chromebook, the student/parent/guardian will pay the replacement cost of the Chromebook. Failure to return the Chromebook will result in a theft report filed with local law enforcement authorities.
- Students are responsible for the general care of the Chromebook they have been issued by U-32 Middle/High School.
- Chromebooks that are broken or fail to work properly must be given to the WCUUSD Technology Department for an evaluation of the equipment. Care must be taken to protect the screen. Students are responsible for anything done using their assigned Chromebook or their login. Chromebooks are the property of WCUUSD and all users will follow these procedures and the Responsible Use Policy.

GENERAL CARE

- Chromebooks are assigned to individual students who are responsible for the care of that Chromebook. Students must adhere to the general guidelines for care and expected use.
- Do not lend your Chromebook to another person.
- Use care in carrying and storing the Chromebook - do not throw or slide it around. • Do not use any sharp object(s) on the Chromebook.
- Do not apply liquids to the Chromebook.
- Cords and cables must be inserted carefully into the Chromebook to prevent damage.
- Chromebooks must remain free of any writing, drawing, stickers, or labels that are not the property of the U-32.
- Chromebooks have the ability to be remotely located. Modifying, disabling or attempting to disable the locator is a violation of the Acceptable Use Policy and grounds for disciplinary action.
- Chromebooks have a unique identification number and at no time should the numbers or labels be modified or removed.
- Chromebooks must never be left in an unlocked locker, on top of a locker, in an unlocked car, or in any unsupervised area.
- Chromebooks should be placed in a backpack/book bag to avoid putting any pressure on the screen.
- Chromebooks must not be left in a vehicle or a location that is not temperature controlled.

- Chromebooks must be charged for school each day. This is the student's responsibility.
- The Chromebook can be cleaned with a soft, slightly water-dampened, lint-free cloth. Avoid getting moisture in the openings. Do not use window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives to clean the Chromebook. Use of unapproved cleaners may remove the protective film covering the face of the Chromebook. Do not attempt to gain access to the internal electronics or repair a Chromebook. If a Chromebook fails to work or is damaged, report the problem to the U-32 Technology Department via a teacher.

*PLEASE DO NOT ATTEMPT TO CONTACT THE MANUFACTURER DIRECTLY FOR REPAIR QUESTIONS.
PLEASE CONTACT THE WCUUSD TECHNOLOGY DEPARTMENT.*

CARRYING CHROMEBOOKS

- Students are responsible for bringing their Chromebook to all classes unless specifically instructed not to do so by a teacher.
- Chromebooks must be brought to school each day in a fully charged condition.
- If a student leaves the Chromebook at home, the student is responsible for getting the coursework completed as if the Chromebook were present.
- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. • Students should provide their own headsets. If necessary, headsets will be available for purchase through WCUUSD Technology.
- Music is only allowed on the Chromebook at the discretion of the teacher.

HOME INTERNET ACCESS

Parents/guardians, please take the necessary precautions for internet safety with your student! WCUUSD provides internet filtering the same way at home and at school. WCUUSD suggests the use of a household technology contract to be used at home. Examples are available on the U-32 website. Regardless, it is the parent/guardian's responsibility to monitor student use of the internet outside of the school setting.

USING THE CHROMEBOOK CAMERA

The Chromebook comes equipped with both camera and video capacities. As with all recording devices, it is best practice and common courtesy to ask permission before recording an individual or group and notifying the individual or group if the image will be posted online. Chromebook cameras may never be used in a locker room or restroom per state statute.

ACCEPTABLE USE

Acceptable Use of the Chromebook is in accordance with the School District's Acceptable Use policy as outlined in policy [D3 Responsible Computer, Internet & Network Use](#).

Copyright Guidelines

Music and School Performances

Permissible Uses:

1. Emergency copying to replace purchased copies for an imminent performance is permissible, provided replacement copies be substituted as soon as possible.
2. For academic purposes other than performance, multiple copies of excerpts of works may be made, provided the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than ten percent of the whole work.

3. For academic purposes other than performance, a single copy of an entire performable unit (section, movement, etc.) that is confirmed by the copyright proprietor to be out of print or unavailable except in a larger work, may be made for a teacher solely for the purpose of his/her scholarly research or in preparation of teaching a class.
4. Printed copies may be edited or simplified if the work is not distorted or the lyrics altered, provided the works have been purchased.
5. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution.

Prohibitions:

1. Copying without inclusion of the copyright notice which appears on the printed copy.
2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheet(s).

Computer Software

1. Employees will be expected to adhere to the provisions of Public Law 96-517, Section 7(b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a backup copy of computer programs. This states that "...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:
 - a. That such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or
 - b. That such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."
2. Illegal copies of copyrighted programs may not be made or used on school equipment.
3. Students may bring in software for educational purposes only. However, no copies of personal software may be copied on school equipment.
2. The Superintendent or Director of Technology are designated as the only individuals who may sign license agreements for software.
3. Multiple loading or booting from one disk into multiple machines at the same time, in the absence of a license, is a violation of the copyright law.

School personnel should keep in mind:

1. School employees who violate the copyright law are liable for their actions. Legal and insurance coverage may not be available for violators.
2. The use of school equipment for the duplication of illegal software is not permitted.
3. U-32 educators are responsible for educating students in the field of legal and ethical use of all software. Failure to do so will result in disciplinary action. (Title 17, U.S. CODE).

Procedures For Collection Of Library Materials

You may check out library materials for a two-week period. Materials may be renewed twice. Reference materials must be used in the library, except that they may be borrowed overnight with permission from the librarian. The limit for the number of materials that anyone may have out at any one time is five. This will assure that our materials are available to everyone. This number can be overridden at the librarian's discretion.

Overdue Books: All materials should be returned when due. All materials must be returned at the end of the school year. Failure to do so will result in the loss of further borrowing privileges until the materials are returned. At the end of the school year in June final notices will be sent home billing students for non-returned

materials.

Lost Materials: You are responsible for all materials checked out in your name. If materials are lost they should be reported to the library staff immediately. If they are not found, then you will be assessed a reasonable fee based on the current value of the items. If materials turn up at a later date a refund will be given to you.

Senior Year Obligations: Seniors must meet all obligations before graduation. All materials must be returned or paid for if lost.

Cellphones and Personal Electronic Devices

Vermont Law [\(link\)](#) now requires schools to prohibit “student use of cell phones and non-school-issued personal electronic devices that connect to cellular networks, the internet, or have wireless capabilities at school from arrival to dismissal.” In response to this, we have researched what other schools are doing, and built upon past practice here at U-32. Below are some of the core elements of the new procedure we will have in place at U-32 this fall. There are similarities to last year - and some important changes, especially for the high school grades:

- **Increased prohibition:** The use of devices is not allowed during the school day at U-32. (Last year, high school students were allowed to use devices during non-academic time. This is no longer allowed.)
- **Increased consequences:** Under the updated procedure, devices will be confiscated on the first violation and must be picked up by family. (Last year, this consequence came only after the third violation; now it is the first level consequence). A second violation will result in suspension from school, which aligns with rules on other prohibited items.
- **Legally required exceptions:** The law allows exceptions in rare situations, for instance, if a student’s IEP team or 504 team writes it into the student’s plan. Cat Wheeler, Student Support Services Director, is your point person for questions about this.
- **Student & Family Commitments:** Students and families will be asked to commit to how they will follow this procedure. Options include: 1) not bringing devices into school; 2) keeping devices concealed and turned off; 3) having electronics locked in the office each day. I will send a separate note next week with a link to a form families and students will fill out to let us know how you plan to follow the procedure.
- **At a glance:** here is a [link to an infographic](#) explaining the core elements of our procedure. (We will also provide a “Frequently Asked Questions” guide and other support for students and families.)

Devices must remain at home, in vehicles, stored in the office, or powered off and concealed at all times between 8:00am and 2:50pm (2:00 PM on Wednesdays). If a student violates this expectation, the following consequences will be instituted by an Administrator:

- **1st Offense:** Administrator confiscation; parent/guardian must come to school to retrieve the device.
- **2nd Offense:** Administrator confiscation parent/guardian must come to school to retrieve the device; Suspension (ISS or OSS) of one (1) day.
- **3rd Offense:** Administrator confiscation Confiscation by staff; parent/guardian must come to school to retrieve the device; Suspension (ISS or OSS) for more than one (1) day.
- **Refusal Protocol:** Refusal to surrender a device to staff constitutes insubordination. Parents/Guardians will be called and Administration will follow the above consequences.

** Administration has discretion with regards to In-School or Out-of-School suspension and discipline.*

Link to Cellphones & Personal Electronics [FAQ](#).

Section 7: Emergency Procedures

Medical Emergency Action Plan

Medical emergency situations may arise at any time. Expedient action must be taken in order to provide the best possible care for someone who sustains emergency and/or life threatening injuries. The development and implementation of an emergency action plan will help ensure that the best care will be provided in a timely manner.

Action to be Taken During an Emergency

The immediate care of injured persons is of primary importance. Assure the safety of yourself and any bystanders. Render first aid as trained. Check the person's airway and breathing. The person should **never** be moved until supervised by the School Nurse, Certified Athletic Trainer (ATC), or Emergency Medical Technician (EMT).

The school nurse and/or athletic trainer will lead the response team once they have arrived. He/she will be responsible for communicating with the EMTs, administration, and TA/parents or other involved parties. The Principal or administrator on duty will be notified as soon as possible. The school nurse or ATC should notify the principal as soon as possible once the situation is stabilized. An administrator or other designated person will be responsible for clearing the scene and crowd control.

During school hours the school nurse should be contacted first. The extensions for the nurse's office are 5134 or 5103. If there is no answer dial "4444" to ring into the main and Student Services or send a student to notify the nurse.

After school hours the athletic trainer should be contacted. This can be done by radio or by contacting the main office (dial "4444") who will then contact the ATC.

Activation of EMS – Call 911. Once the school nurse or ATC has arrived and assessed the situation **he/she will be the one to make the decision to call 911.** In the absence of the school nurse or ATC, the administrator on the scene will lead the response team.

If the School Nurse or ATC directs you to call 911, here are the procedures:

1. The person who calls 911 should be someone calm under pressure and who communicates well over the telephone. They should be prepared to give the following information:
 - a. Caller's name
 - b. Location of incident – U-32, 930 Gallison Hill Road, East Montpelier
 - c. Telephone number – 229-0321
 - d. Nature of Emergency – **Medical**
 - e. Age and gender of the person
 - f. Condition of the person – breathing, not breathing, conscious, unconscious, etc.
 - g. First aid treatment initiated by first responder
 - h. Specific directions as needed to locate the emergency scene
 - i. Any other information requested
 - j. The person making the 911 call will confirm with the person in charge (school nurse or ATC) that the 911 call was completed.
2. In situations where a student has been/is being transported to Central Vermont Medical Center, every attempt should be made to reach the parents as soon as possible to inform them of the injury and the

action being taken. The parents should be told to meet their student at the hospital.

3. One adult should be responsible for meeting emergency medical personnel as they arrive at the site to direct them where to go. There may need to be more than one person at different points.
4. An adult (i.e. TA, guidance counselor, or concerned teacher) or member of the nursing staff must accompany the student as he/she is transported to the hospital unless parents accompany the student. This adult should be given a Call Return card so that they know how to contact the school should other people need to be notified.
5. A follow-up call will be made to the parents by the leader of the response team in coordination with the principal or his/her designee within 24 hours of the incident.
6. If there are classes beyond or off the playing fields, the teacher is responsible for having the following items with them at all times.
 - a. First aid kit;
 - b. Radio or cell phone;
 - c. List of health problems, if any (check for students with epi-pens or inhalers and have these close by).
7. If there is an emergency beyond the playing fields the following procedures should be followed:
 - a. Radio the School (nurse or main office);
 - b. School nurse or ATC will respond to site (via maintenance vehicle);
 - c. No injured student should be sent into the school unattended (by an adult);
 - d. School nurse or ATC will take appropriate measures as outlined above.
8. There are AED (Automatic External Defibrillator) devices located in the Athletic Training Room, the Health Office, the Atrium, and the Events Lobby.

Communication is the key to quick delivery of emergency care in trauma situations. Access to a working telephone or other telecommunication device, whether fixed or mobile, should be assured. It is of primary importance that all faculty and staff know where the nearest phone or radio is.

The importance of being properly prepared when medical emergencies arise cannot be stressed enough. A student's survival may hinge on how well trained and prepared we are.

Through the development and implementation of a Medical Emergency Action Plan, U-32 helps ensure that the student body will have the best care provided when a medical emergency does arise.

Crisis Management Plan

U-32's Crisis Management Team consists of a leader and four other members. As well as functioning as a team to advise appropriate action and to implement a plan, members of the team may serve in a liaison capacity to the media, family, community, and to a variety of resource people. For this plan to function effectively it is the request, and the expectation, that the team leader be informed before action is taken. Steven Dellinger-Pate is currently the Crisis Management Team leader.

In the event of a death or other crisis, the team leader will be informed and the team will be activated. An appropriate plan will be initiated with the approval of the administration. If school is not in session, the following format will be followed:

1. The team leader, after informing the Principal or another administrator, will initiate the telephone tree.
2. If it is appropriate, community resource people will be informed. (Community resource people are those who will enhance the efforts of school personnel, i.e. clergy, additional counselors or specialists.)
3. An emergency staff meeting will be held before school to inform the entire staff. (It is important that everyone be given the same information at the same time, whenever possible.) It is also important for members of the staff to understand that there are many different ways of responding to a crisis, and to ensure that people are allowed to assume roles which are comfortable for them.

4. TA's will be asked to identify those students who might be seriously at risk due to the nature of the incident.
5. If appropriate, subs will be called to relieve teachers of their teaching responsibility and make them available to support the efforts of the Student Services Office by being with students, helping to facilitate groups, etc.
6. Any other appropriate community contacts will be made.
7. A written announcement will be prepared for all TA's to read to their TA groups when the students arrive at school.
8. Areas of the school will be designated as available meeting places for groups, individual counseling spaces and quiet time. Adults will be assigned as support persons in each area.

If a crisis occurs during school time, the team leader will be informed. The leader will then inform the Principal and other members of the team, as needed. The team will assist in decision-making with regard to the existing situation, as requested by the team leader. Team members will circulate through the building to request that teachers who are free be available to help monitor the building and grounds. If needed, outside resources will be engaged to assist in making the staff available or to help deal with students. An emergency faculty meeting will be held after school to provide follow-up information for the faculty.

Students will, under most circumstances, be informed through the TA.

Follow-up

An after-school staff meeting will be held at the end of the day when this plan has been in place. The purpose of this will be follow-up and support.

1. It is important for staff members to be aware of the need to support each other. It is also important for people to recognize that they may have issues, which are going to be triggered by certain kinds of crises. One area of follow-up that is critical is to allow time to process and relax after a stressful day.
2. Follow-up on students.
3. Review any policies related to the situation if necessary.
4. Critique the day; evaluate the process.

The Crisis Team will also meet when appropriate for follow-up, adjustment, and support.

Emergency Evacuation Of Building

Evacuation Procedures

All staff members should review the plan developed for building evacuation. Staff should determine the exact location where their TA group will meet and discuss it with their TA's on the first day of school. There will be a drill each month.

In the event of an emergency evacuation, all students and staff members are to leave the building in a quiet and orderly manner. Close all windows and doors.

A repeating sound will signal an emergency evacuation of the building. Other emergency evacuations may be announced over the P.A. system.

General Overview

1. Teachers are responsible for ensuring their area is clear.
2. Follow signs for the correct emergency exit from your teaching area.
3. Once outside the building, **students will meet and remain in their TA groups**. Refer to the attached diagram to locate specific areas where TA groups are to meet.
4. Take attendance; report to the appropriate administrator.

- a. Keep your TA's with you.
 - b. **Re-entry** to the building will be signaled by an administrator.
5. Students will re-enter the building and will normally proceed to their regularly scheduled activities unless otherwise directed.

It is possible that, under certain circumstances, alternative evacuation areas within the building will be designated by an announcement over the public address system.

Fire Drill / Building Evacuation Procedure

State law requires that schools have a emergency drills on a scheduled basis throughout the school year. When determining the date and time of fire drills, every effort will be made to:

1. Avoid conflicts with scheduled performances, rehearsals and/or major testing dates, etc., and
2. Hold drills during different bands over the course of the school year.

All drills will be announced and communicated to all students and staff before the drill commences.

EVERYONE (students, faculty, staff, substitutes, visitors and any others in the building) must leave the building using the **closest exit possible**. Move quietly, quickly and calmly to the assigned TA or reporting point along the bus loop. Talking should be kept to a minimum. This is not a social time.

Faculty TA's

Please stand on the curb so that you are visible to your TAs and will be nearer the administrator with whom you must check in. Please keep your TA group together on the sidewalk the whole time that we are outside. Please keep a list of your back-up TAs, as well as your own TAs, available at all times and bring it with you.

TA CHECK - IN WITH ADMINISTRATORS – PLEASE COMPLETE YOUR TA ATTENDANCE (& BACK-UP IF NECESSARY) AND CHECK-IN WITH YOUR ADMINISTRATOR IN THE BUS LANE A.S.A.P.

TA's in Section I – report to Tammy Hoermann and Sue Verchereau

TA's in Section II – report to JB Hilfery and Jessie Dall

TA's in Section III – report to Lisa LaPlante and Autumn Wheeler

ALL OTHERS: MEET IN THE DROP OFF AREA ON THE PARKING LOT SIDE OF THE BUS LOOP.

Food Services staff & substitutes check-in with Brian Fischer. All non-TA faculty, support staff, substitutes & visitors, as well as Special Education non-TA staff & substitutes please check-in with Lynnea Timpone, or Heather Magoon if she is out. Brian Fischer will check-in with Lynnea Timpone regarding the Food Service staff & subs.

- MAIN OFFICE PERSONNEL – Will bring the red “GO BAG” with all available radios, cell phone and all of the Evacuation Checklist clipboards, staff absent/daily substitute and staff sign-out clipboards and visitor sign-in/out log outside.
- The Attendance Clerk (or backup) will bring the daily attendance information.
- Cat Fair and Tony Snow will stand at the front gate to ensure that only emergency vehicles enter.
- Tucker Cruikshank and Tracy Martin will stand at the back gate to control arrivals and departures.

BUILDINGS & GROUNDS STAFF – Will do a building sweep to see that everyone has vacated.

RETURN TO THE BUILDING - Once all TA's have checked in, the three section leaders will contact each other by radio, verify that all students, faculty, staff, substitutes and visitors are accounted for, and confirm with David Hannigan that the building evacuation is complete.

Once the all clear is given, everyone will return **THROUGH THE MAIN ENTRANCE ONLY** (not the door from which they exited) and return to class for continuation and/or dismissal to their next scheduled class.

Place holder for fire drill map

Place holder for GYM fire drill map

HOLD Procedure

“Hold in your room or area. Clear the Halls. Hold in your room or area. Clear the Halls.” (Repeated twice)

The goal of this emergency call would be to clear all hallways and open areas in a timely fashion, to identify

issues of concern and to provide a safe environment for all members of our school community. This procedure would be used, but not limited to the following situations; a medical emergency within the building, a safety threat within the building or an uncooperative student or adult in the building.

When the "Hold in your room or area. Clear the hallways" announcement is made over the intercom system all teachers will go into their immediate hallway, gather any nearby students into their classroom, lock their door, move students away from hallway windows and wait for further announcements.

- **Atrium** - All students in the atrium will go into the library. These students, along with those already in the library, will move to the back of the library near the computer lab and reference room and have a seat in a chair or on the carpeted floor.
- **Cafeteria** - All students in the cafeteria will go to room 104 or Tech. Ed. areas. A cafeteria staff member will be selected to lock the cafeteria doors.
- **Gymnasium** - A Safety and Security Committee representative will communicate the "clear the hallways" information to students and staff in the gym. All students in the gym will be moved away from the main entrance doors. A member of the PE department will lock all entrances to the gym and wait for further instructions.
- **Auditorium** - A Safety and Security Committee representative will communicate the "clear the hallways" information to students and staff in the auditorium. All entrances will then be locked and everyone will remain in the area until further instructions are given.
- **Outdoor Classes** - Classes that are outside should gather together and move to a safe location away from building exits. Staff and students should remain together in their chosen location until given further instructions. *If you plan on being outside where you cannot hear the intercom system, you should always have a radio with you.*
- **Front of Building** - A building administrator will assure that all students outside the main entrance will be relocated to a safe area.
- **Outdoor Basketball Court** – A member of the music department will call students into the music area and relocate them to a safe area.
- **Amphitheater/Courtyard** – The adult on duty will get all the students from the amphitheater and courtyard and bring them into the closest D Wing classroom.
- Any students in an unsupervised classroom need to report immediately to the closest supervised classroom.

SECURE Procedure

"Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors." (repeated twice)

- The Secure Action demands bringing people into a secure building and locking all outside access points.
- Where possible, classroom activities would continue uninterrupted.
- Classes being held outside would return to the building and, if possible, continue inside the building.
- There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

EVACUATE Procedure

"Evacuate! To [a Location]" and is repeated twice each time the public address is performed.

- Evacuate is called when there is a need to move people from one location to another for safety reasons.
- An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.
- An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat.
- If there has been a violent event at the school, an off-site evacuation will always be necessary.

LOCKDOWN Procedure

“Lockdown! Locks, Lights, Out of Sight!”

- Lockdown is called when there is a threat or hazard inside the school building.
- Lockdown uses classroom and school security actions to protect students and staff from the threat.
- The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.
- There is no call to action to lock the building’s exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders’ entry into the building.
- If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.
- If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.
- Training reinforces the practice of not opening the classroom door once in Lockdown.
- No indication of occupancy should be revealed until first responders open the door.
- Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured.
- In the event someone cannot get into a room before doors are locked, they should hide or even evacuate themselves away from the building or area.
 - Students and staff will receive training on where to go if they self-evacuate so they can be safe and accounted for.
- If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made.
- During a Lockdown, if a Fire Alarm sounds, DO NOT evacuate the building.
- Go to the closest room.
- Close and lock classroom and exterior doors.
- Turn off lights and shut curtains/blinds.
- Stay away from doors and windows.
- If outdoors, move away from building to a safe location.
- Remain quiet. Silence all cell phones. Direct students not to use cell phones.
- Implement RUN, HIDE, FIGHT based on situational awareness.
- CELL PHONES DURING AN ACTIVE LOCKDOWN MUST NOT BE USED and MUST BE SILENCED.
- Once the initial crisis is over and the threat is mitigated, stress can be reduced by allowing students to text loved ones.
- Text/phone calls could be used to let families know about reunification plans.

U-32 In-School Emergency Phone Line (4444)

1. The Emergency Phone Line should be used when there is a perceived or actual threat to yourself or others that warrants an immediate response. For example:
 - a. Physical confrontation or threat
 - b. Medical emergency
2. Receiver of the call has access to and will make an radio call or an intercom announcement, if needed, or could make an immediate announcement for the Leadership Team to report to the mailroom.
3. The Leadership Team will then:
 - a. Respond to the incident
 - b. Call in appropriate staff for help
 - c. Make necessary announcements and phone calls
4. Should there be an emergency after normal school hours, 8:00 a.m. - 2:55 p.m., anyone in the building can dial 911. You don’t need to dial 9 to access an outside line, but 911 will still work in the event that

you do dial 9 first.

Employee Injury/Illness Management Procedure (Worker's Comp)

U-32 is committed to providing a safe work environment for our employees. Despite the best efforts that we may implement, employees may get injured or ill. In recognition of this, U-32 has created an injury/illness procedure that is consistent with our philosophy of returning the injured/ill employees back to health and to a productive position within our organization. To accomplish this, U-32 requires the assistance of all employees, especially administrative and supervisory personnel.

U-32 has partnered with *Concentra Medical Centers (VT)* as our preferred provider for treating and managing work related injuries and illnesses. All administrative and supervisory personnel will be expected to comply with reporting requirements and accommodations of all work-related injuries and illnesses as defined in the following procedure.

Procedure – When a work-related injury/illness is suspected/reported

All employees will notify their immediate supervisor and report to the school Health Office (during regular school hours), or contact *Concentra* (after-hours) when a work-related injury/illness is suspected and/or when they deem medical care may be required. Health Office personnel will complete the WCUUSD Incident Report and the employee will complete their sections of the Employer's First Report of Injury (unless life threatening injury) with the assistance of Health Office personnel if necessary. The Health Office, Administrative Assistant to the Principal or designee will distribute the Employer's First Report of Injury as soon as possible but no later than seventy-two (72) hours from the first report. For after-hours work-related injury/illness, the employee's supervisor must notify the Health Office to facilitate completion of the required forms.

Medical Care

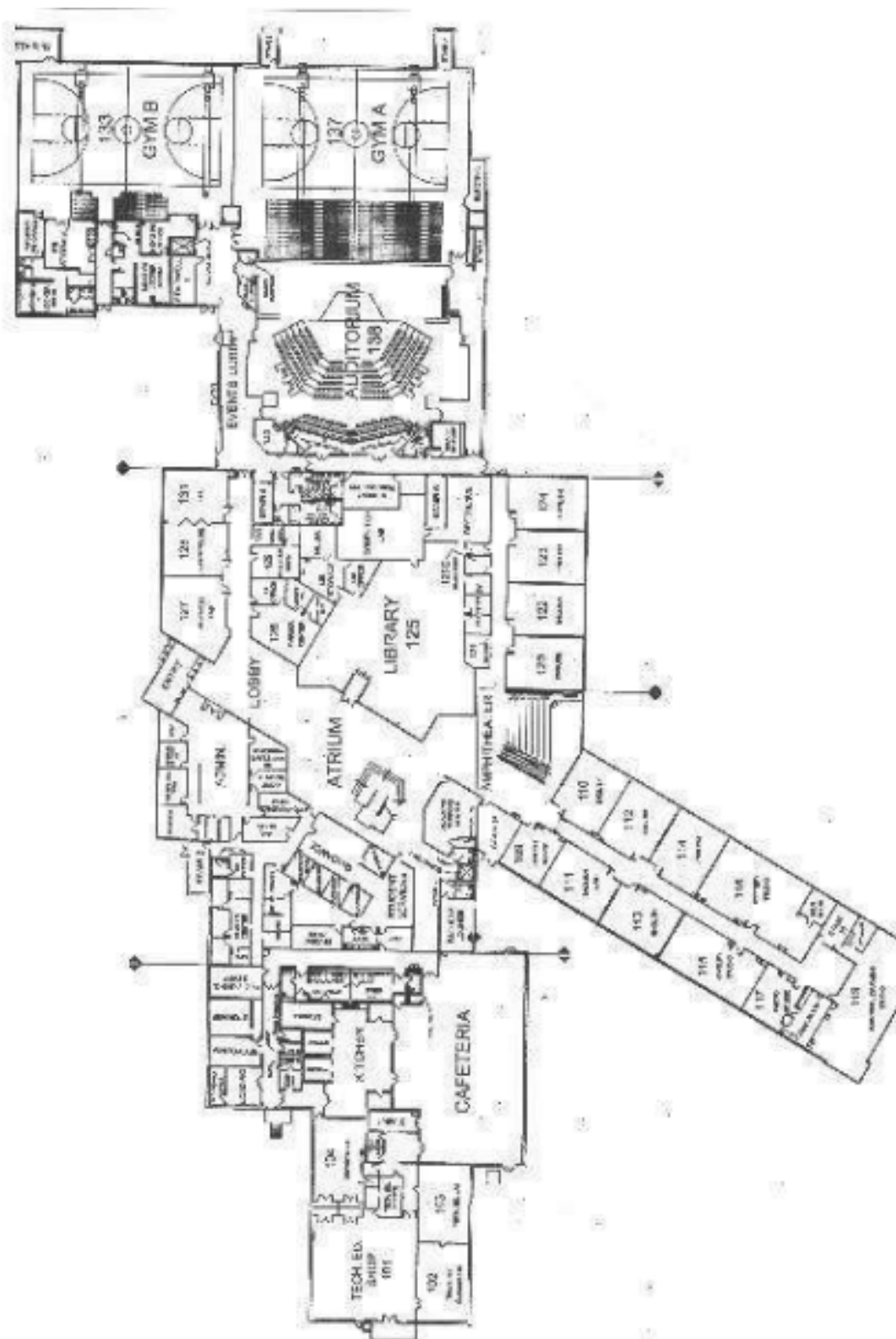
If the School Nurse, Supervisor or employee deems medical care is necessary, *Concentra Medical* is U-32's designated facility and should be called for an initial evaluation: **Monday through Friday 8:00 am to 5:00 pm, 1-802-223-7499. After hours, holidays, and on weekends, the Supervisor or employee should call the Concentra After Hours Program at 1-888-542-4455.** Please be prepared to provide the employee's name and social security number and the nature of the injury. A follow up visit should be scheduled at *Concentra* for the following working day.

Transitional Duty

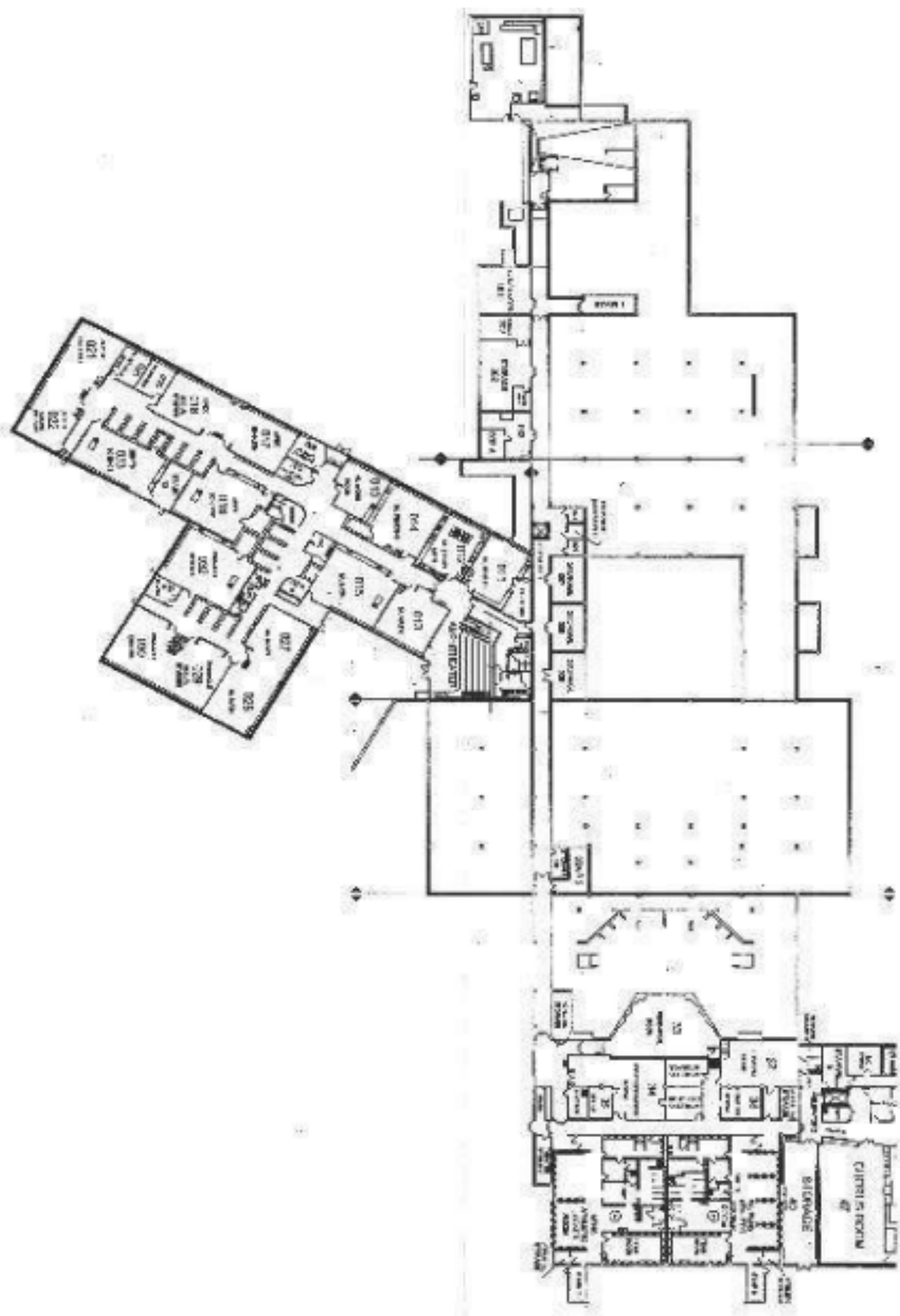
Alternate duties available must be defined to comply with work restrictions. Supervisor should be held accountable for ensuring that the employee adheres to assigned work restrictions and that peer employees understand the importance of transitional duty assignments. The use of a transitional duty work agreement may be of value.

School Floor Plans

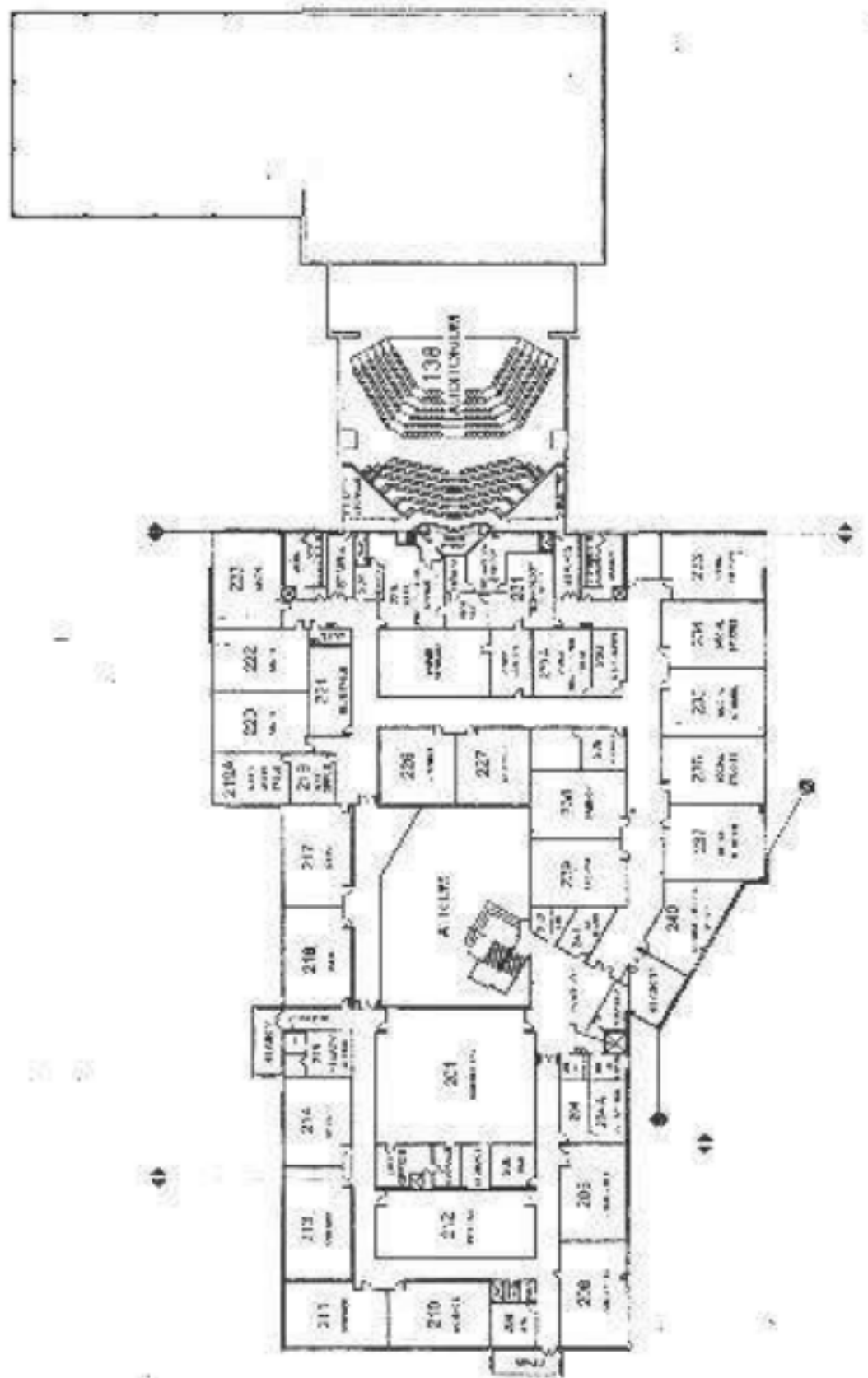
Ground Level Map



Lower Level Map



Upper Level Map



Section 8: U-32 Lexicon

A working vocabulary of words, terms and phrases in use at U-32

504 Plan - An individual plan for students in need of accommodation.

Add/Drop - The procedure used by students to change their courses by adding or dropping classes.

Amphitheater - The sitting steps area leading down to the middle school.

Atrium - The two story area that is surrounded by the library, Student Services and the main office. **Band A** period of time that is 75 minutes in length.

Behavior Form - A form completed by a teacher or administrator when a student has cut class, acted in a negative manner or is disruptive.

Blue Table - Assigned academic support for high school students who need additional help in all subjects. The Blue Table is located upstairs in the High School area.

Boosters' Club - A group of citizens from the five towns who support school-related activities.

Bus Pass - A slip provided by the main office after a student brings a note from parents requesting that the student get off at a different bus stop or ride a different bus.

Callback - Five days a week the U-32 schedule includes a 30 minute band where students may be called back to a class for the purposes of intervention.

CCSS - Common Core State Standards provide a consistent, clear understanding of what students are expected to learn and are designed to reflect the knowledge and skills our students need for success beyond high school.

CIP - The Continuous Improvement Plan guides our work both for PD as a school community, it's a living document that acts as our action planning tool.

CVCC - Central Vermont Career Center where U032 students can attend school

DCF - Vermont Department of Children and Families; the department to whom we report instances of suspected neglect or abuse.

Delayed Start - A delay of two hours for the opening of school on those days when weather or other conditions are uncertain. School ends at the usual time.

Department Heads - Teachers who, in addition to teaching classes and serving as a TA, also are responsible for curriculum development, teacher supervision and budget control.

DI - Differentiated instruction is a method of teaching in a heterogeneous classroom that allows the teachers to meet the needs of a variety of learning styles, interests and abilities.

Fine & Performing Arts - Courses offered in the areas of art and music.

Free Time - When a high school student does not have an assigned class, time may be used for study, lunch, being in the library, working with teachers, being in the Atrium or outside in appropriate areas.

IEP - Individual Education Program for students in need of special education.

LOFT - Loss Of Free Time. The consequence for behavior issues and class cuts.

MLSS - Multi-Layered System of Supports designed to meet the academic and non-academic needs and improve learning for all students through quality instruction and interventions as needed.

Peer Tutoring - Students working with each other for the purpose of teaching and learning.

PD - Professional development, much of which is provided "in-house" by teacher leaders and administration in areas that support our CIP goals.

TA Teacher Advisor responsible for a group of students as a student advocate, contact with parents, record keeper, etc. This also is a meeting time each morning.

TA Rep - A student chosen to represent their TA in decision making for their grade level should opportunities arise.

Design & Technology - Courses offered in woods, metals, plastics, electricity, drafting and technology education.

UBD Understanding by Design is the framework we use to map curriculum units within our school. **U-32** The official name of the school.