

Barre City Elementary and Middle School

Parent/Student Handbook



2026-2027

School Website: www.bcems.org
District Website: www.buusd.org
Telephone Number: (802) 476-6541
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Find us on Facebook at Barre City Elementary & Middle School!

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The following handbook outlines the procedures and expectations of Barre City Elementary and Middle School (BCEMS). The administration of BCEMS, the Barre Unified Union School District (BUUSD) Board and/or the Superintendent of Schools reserve the right to revise the handbook and make individual decisions for unique situations which are not explicitly covered in this handbook.

Our Vision

We envision a dynamic PK-8 school that challenges all students and staff to be caring and contributing members of our society, learning to work together in cooperative and productive teams. We strive for high standards of performance, both academically and behaviorally, for all members of our school community. We see an active, busy, hands-on, creative environment where both staff and students are engaged in meaningful learning experiences. The learning experiences should follow a logical progression that is developmentally appropriate and where students can see the connections among the traditional fields of discipline. We want all members of our school community to feel safe, not just safe from physical harm, but free to respectfully express their own individuality.

We see our school as a community center where the building is used by a variety of organizations. We want our community to play an active role in our school program. We see groups of parent and community volunteers working in conjunction with our school staff to serve our students. We want the community to be knowledgeable about the school programs and we will provide opportunities for the community to formally express their opinions about their school.

Mission Statement

We are committed to providing a challenging educational environment that encourages high performance in a nurturing atmosphere characterized by dignity and respect. We focus on kind, safe and responsible citizenship by all.

Philosophy

Public education assumes an important role in developing all young people to be confident, productive and participating citizens. Our school provides students with the opportunity to develop a foundation of basic skills and the means to evaluate and apply those skills in a variety of ways. We want students to think critically, analyze information, draw rational conclusions, retain meaningful information, read and communicate with a high level of performance and create new ideas from old information. We recognize that student achievement is balanced by the uniqueness of each learner.

We do believe that all students can attain high levels of performance. To accomplish these high levels there needs to be a cooperative effort among staff, parents, and our entire community.

To support our mission and philosophy statements, we outline below the following:

- We believe that all stakeholders - community members, board members, parents/guardians, students, staff - have a role to play in our school community. This is shown by:
 - active participation of all stakeholders to ensure that all students have equal access to an appropriate education
 - helping all young people become confident, productive, and participating members of their local and global community
 - involvement of the student's family for the student's successful growth, development, and educational experience
- We believe that all students in our school have a right to:
 - a student-centered, nurturing, inclusive, and safe environment. All members of the school community will show respect for themselves, others and their environment, and will accept and value differences.
 - a learning environment that is cooperation and collaboration between teachers and students as well as encouraging active learning, problem solving, creativity, self-expression, risk taking, and the use of higher level thinking skills.
 - challenging educational experiences and curriculums that are responsive to student needs and differences while also being relevant and linked to experiences outside the classroom.
 - meaningful, timely feedback and an understanding that learning how to learn is as important as what we learn.
 - developmentally appropriate behavioral expectations, management systems, and age appropriate consequences that foster communication and cooperation within the school setting and between school and home.

General Operations

Regular Day Schedule

The BCEMS campus opens at 8:45 AM with Morning Meetings and Advisory beginning at 9 AM. PreK AM session dismisses at 11:15 AM. PreK arrival for the PM session is 12:50 PM. Dismissal for parent pick up and round one buses begin at 3:20 PM.

School Delay Schedule

In the event of a delayed start, communication will be sent out via multiple media sources, including local media (radio and tv), email and text via *ParentSquare*. A delayed start will mean that the building will open at 10:45 AM for 11 AM student start.

Closings

In the event that school is closed before the regular close of the day, communication will be sent out via multiple media sources, including local media (radio and tv), email and text via *ParentSquare*. Such information will be shared as quickly as a decision is made and will include what time the school will be closing and what time the buses will be sent out. Such decisions are based upon safety and only done when the safety of our students is felt to be in jeopardy by our remaining in session.

We will dismiss students at their regular bus stops; changes to regular stops can not be made in the event of a closing.

Classroom Closings

At times, we are without adequate staff coverage to safely open one or more classrooms. In such a case, parents/guardians of any affected classroom(s) will be sent a message through *ParentSquare* by 7:30 AM. These closures are not made lightly and only when staff can not adequately cover. Parents/guardians of impacted students who arrive on campus will be called to come get their child.

Transportation

School bus transportation to and from school is a privilege offered to all PreK-8 students. Students should be at their bus stops five minutes prior to their scheduled time. All efforts are made to maintain a consistent bus schedule, but traffic, construction and weather can impact times. Whenever possible, notices will be sent via *ParentSquare* when buses are running more than 15 minutes late. The school is only responsible for the student once they board the bus. Fighting and other alterations that occur at the bus stop are a community issue. Parents/guardians are encouraged to supervise their child/ren at their bus stop. In severe cases, the police may need to be contacted by parents/guardians.

We prioritize student safety at BCEMS, which includes students being provided transport to and from school. School transportation is a privilege and it is expected that students maintain appropriate behavior that is reasonable and safe. Bus drivers and bus monitors will work with students to resolve minor behavior as it arises. If a behavior persists, the bus driver and/or bus monitor will fill out a behavioral incident report and submit it to the Transportation Coordinator. The coordinator, behavior staff, or administration, will address the behavior with the student in a manner as outlined by our discipline procedures (refer to page 33 of the Student/Parent Handbook), in an effort to resolve the situation. Egregious or repeated violations may result in consequences, up to and including the loss of bus privileges for a period of time. In the event of any loss of bus privilege, the parents/guardians are responsible for transporting their child/ren to and from school.

Pre-K and Kindergarten children will be released from the bus at the end of the day only to an authorized person who is present at the bus stop. Authorized persons are those who have been entered into the school computer by permission of the parent and/or guardian. If no one is present at the bus stop, the driver will bring the PreK/Kindergarten student back to school to wait for a designated person to pick up the child.

Bus Assignment

Students will be assigned to a bus. If you need to change your child's after school transportation and you know well in advance, send in a note or call the office at (802)476-6541.

Bus Expectations

- Students will follow the directions of the bus driver and/or monitor. This includes substitute drivers and monitors.
- Students will remain seated while on the bus. If assigned seats are given, students will remain in their assigned seat, unless directed to move by the driver or bus monitor.
- Eating is not permitted on the bus.

- Students are expected to engage in communication with others in their own seat. Voice levels are expected to be at a two or below - and at 0 when at railroad crossings. The bus environment needs to be calm and free of distractions.
- Students will not put any objects out the bus windows (including arms, legs, and feet) and carry-on items must be kept out of the aisles.
- Students will not be permitted on a bus with any animals, fire-arms, explosives, or anything of a dangerous nature.
- Students are not permitted to record (audio and/or visual) or take pictures of students or staff.

Students should notify the bus driver and/or bus monitor of an injury sustained while on the bus route.

Parent/Guardian Transportation

Arrival at 8:45 - 9:00 AM: Parents/guardians transporting children to school will enter the north parking lot, follow the arrows and form a line starting at the generator. School Staff will begin greeting students from vehicles at 8:45 AM to enter the building. Students should not be released from cars until a staff member indicates it is time to release.

Dismissal at 3:20 - 3:40 PM: Parents/guardians picking up students at dismissal will enter the north parking lot, follow the arrows and form a line starting at the generator. Students will be dismissed from the building starting at 3:20 PM. School staff will direct traffic flow and check for approved adults picking up. No parents should exit their car when picking up in the North parking lot.

Arrival or Dismissal during school day: Park in Visitor Parking or North Parking Lot and enter campus through the Front Office. Your child will need to be signed in/out.

The visitor parking area is not accessible from 8:00AM - 9:00AM and from 2:30 PM - 3:45 PM. Parking is only available in the North Parking Lot.

Student Walkers

Middle school students (grades 5-8) will have the option to ride the bus or to walk to and from school. A [walking permission form](#) must be completed and on file in order for a student to walk. We encourage students to ride buses to and from school, as this is the best way to ensure their safety. If students walk, they should not arrive on campus before 8:45 AM; students will be dismissed with the first round of buses at the end of the day.

Attendance

We believe that attendance is directly related to success in school, see our updated attendance document [HERE](#). Per Vermont state statute, students from age six to sixteen are expected to attend school for the entire school day.

Tardy

Tardy is the arrival to class or school after the class or the school day has officially started. Students who arrive at school after 9 AM must check in at the main office, then report directly to their classroom. Students who arrive late to class multiple times may be referred to the administration or their designee to develop a plan for timeliness.

Early Dismissals

Students are expected to remain at school for the entirety of the day, however, parents/guardians can arrange for students to have an early dismissal for appointments or obligations that conflict with the school day. Students may not leave the building for an early dismissal without an official notice from the office. Students who return to school on the same day as an early dismissal must check in at the office upon returning to campus.

Students who participate in extracurricular or athletic activities have additional requirements. Students must be in school all day in order to participate. Students who are tardy or have an early dismissal will not be allowed to participate in extracurricular or athletic activities that day, unless extenuating circumstances exist, such as therapy or court, and are cleared by administration in advance. Proper documentation in the form of a phone call or in-person visit is expected for students to participate in extra- and co-curricular events.

The dismissal can be presented in person, via phone, or in writing, and should include:

- Student Name (First & Last)
- Date & Time of the dismissal
- Reason for dismissal
- Parent/Guardian's Name/Signature

Absences

We recognize that there are times when a student is too ill to attend school. We want to encourage parents/guardians to keep ill students home. Students that have a fever over 100°, are vomiting or have diarrhea or have a contagious illness, such as chicken pox should not attend school until free of symptoms for **24 hours**. If students are unable to attend school, parents/guardians should notify the school attendance clerk: (802) 476-6541 ext. 4312 and give the student's name and the reason they are not attending. If

students are absent without notification, the office will call to verify with the parent/guardian.

Academic Matters

Chromebooks

Students at BCEMS are provided with a Chromebook in their classrooms. Students are not allowed to bring devices home. BUUSD Chromebooks are expected to be used for academic purposes and are monitored for unsafe or inappropriate actions. The devices are a privilege which may be revoked if the Acceptable Use Policy or the [Chromebook Student User Agreement](#) is violated.

Academic Honesty

Academic integrity represents a student's commitment to honesty and respect for themselves, their teachers, and peers. It also demonstrates a student's responsibility for their own learning. Academic dishonesty is defined as cheating, plagiarism, falsification, interference, and/or complicity and is unacceptable at BCEMS. These are detailed below:

- Cheating – Providing or receiving unauthorized assistance for any school work or tests (ie copying from another student, using unauthorized notes or technology, or stealing copies of tests or exams)
- Plagiarism – Presenting someone else's ideas, words, or graphics as your own without giving credit to the original author (ie copying and pasting from a website without giving credit or submitting another's paper as one's own)
- Falsification – Inventing information, data, or citations in academic assignments; forging signatures on school-related documents; using artificial intelligence (AI)
- Interference – Obstructing another student's academic work (ie stealing notes, tearing pages out of books, hiding resources).
- Complicity – Working in groups or with other students without approval from a teacher, knowingly allowing another student to copy one's work

If an assignment is completed by any means of academic dishonesty, the student will be required to redo the assignment or a modification thereof. A Behavior Referral form will be completed to document the incident. If the student continues to violate academic honesty, they may be subject to disciplinary action.

Controversial and Sensitive Issues

In the course of a student's education at BCEMS, topics may be presented which could cause discomfort in light of a student's or family's beliefs or experiences. If this occurs, students and/or their parents/guardians may request an alternative educational experience. This request should be made in writing to the student's teacher or guidance counselor.

Middle School Music Groups

Middle school students have the opportunity to participate in 3 music performing groups:

Traditional Band (divided into Beginners and Advanced), Modern, Band, and Chorus. All groups will have a small group lesson during the week and will also meet as a large group. Close communication between students, parents, and the instructor is key to the successful participation in a Middle School music group.

Band

Sign up for new and returning band students will happen at the beginning of the school year. It is the student's responsibility to have the instrument in proper playing condition and to have an adequate supply of needed accessories, such as valve oil and reeds.

Financial hardship should not preclude students from accessing a program. Maintenance supplies such as reed and oil may be an additional cost. Please contact the band instructor or the principal if you need financial assistance in order to make it possible for your child to participate in band.

Modern Band

Students in 7th and 8th grade will learn to create and perform music through a variety of styles that are popular today like rap, Hip-Hop, country, and rock. How to sign up and all other information will be provided at the beginning of the school year.

Chorus

Chorus is for students who love to sing! How to sign up and all other information will be provided at the beginning of the school year.

Dances and Social Events

In order to attend school sponsored dances and other social events, students must be in school all day on the event day in order to participate. Students who are tardy or have an early dismissal will not be allowed to participate in dance or social events that day, unless extenuating circumstances exist, such as therapy or court, and are cleared by administration in advance. Proper documentation is required.

If, while attending school sponsored dances and/or other social events, behavior or safety issues arise, the student(s) involved will lose the privilege of attending the next dance or social event and may be handled in accordance with current school procedure as outlined in the Student Conduct section of this handbook.

Field Trips

Field trips are a valuable extension of the curriculum and classroom. Leaving our campus constitutes a "field trip". Because we value outdoor learning opportunities and taking advantage of our spaces adjacent to our campus, we have outlined [general expectations](#) and parents/guardians may opt out of permitting their child to participate in such learning opportunities, which are disseminated at the beginning of the year.

Parents/guardians need to complete the general expectations form to opt out of permitting their child to participate.

When students are transported to other locations, a specific permission slip is required. Such a permission form will outline the trip's date, time, location, and academic purpose. This slip must be signed by a parent/guardian and returned to the teacher before students are allowed to leave campus for the trip. No student shall be required to attend, or be penalized for not attending; however, the student may need to complete an alternative learning task. If students do not have permission to attend, the teacher should be notified as soon as possible.

Administration withholds the right to review students with safety concerns and may disallow such student(s) from participating in a given field trip.

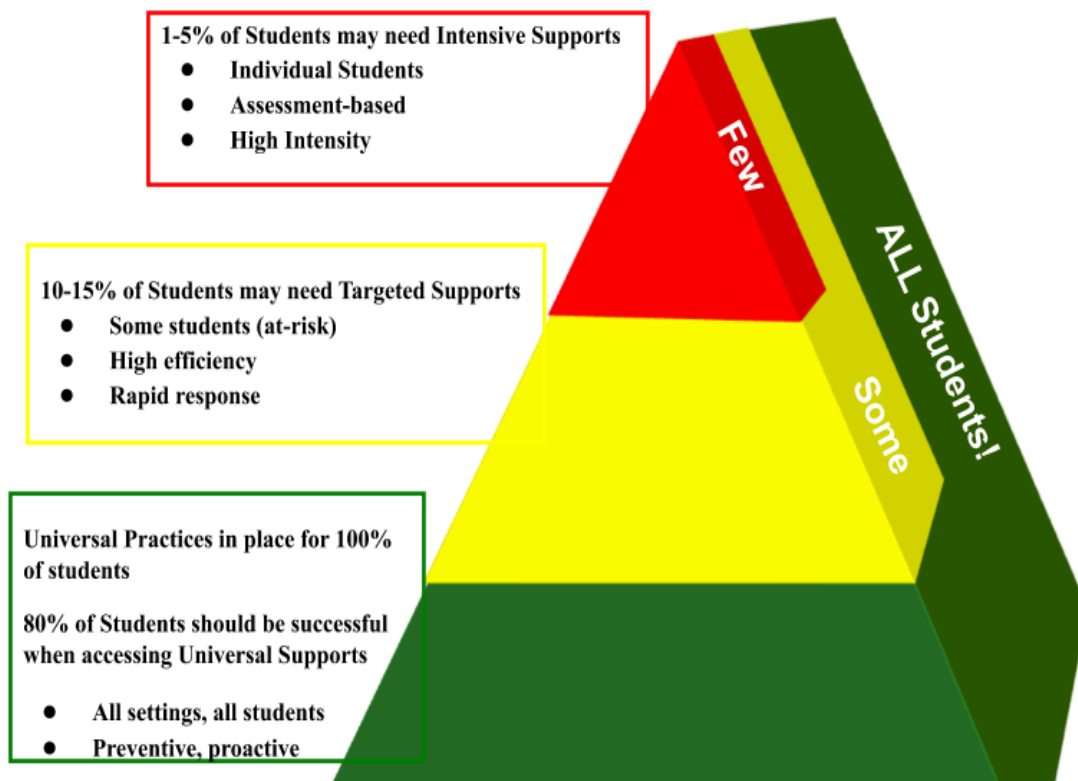
ECO

There are many educationally rich learning opportunities in the world around us. We strive to enhance student learning by providing them with different learning experiences and modalities. Learning about the world around them and having hands-on experiences makes learning rich, relevant and authentic. This may require students to be outside in various weather conditions. Students should expect to have proper attire for different weather conditions - including coats, hats, mittens/gloves, and boots. Change of clothing is also encouraged to be left at school at all times.

Financial hardship should not preclude students from accessing a program. Please contact the classroom teacher or the principal if you need support in acquiring appropriate clothing.

Multi-Tiered Systems of Support

Multi-Tiered System of Supports (MTSS) is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. At BCEMS, we deliver a variety of services, supports, and programs as part of our overall educational support system. Our goal is to provide support so that all students will achieve academic success. You can find more information about the MTSS system by visiting the [Vermont Agency of Education](#) website.



Tier 1

Morning meeting/TA- This is time for daily connections that focuses on building classroom community.

WIN (What I Need)- This is an academic intervention and enrichment period to target students' specific academic needs.

Parent/Teacher Conferences - Parent teacher conferences are scheduled two times per year, but can be requested as needed by parents, teachers, students, or administrators.

Restorative Practices - Restorative practices are a variety of interventions used to defuse and resolve interpersonal conflicts. These strategies include mediated discussions, reflective personal growth activities, and reparative actions.

School Counselors - School Counselors are assigned per grade level. Counselors provide individual, group, and classroom social emotional support.

Student Assistance Professionals - BCEMS has an SAP who splits their time between BCEMS and SHS. SAP's support students with social and emotional struggles as well as substance use education and intervention.

Tier 2

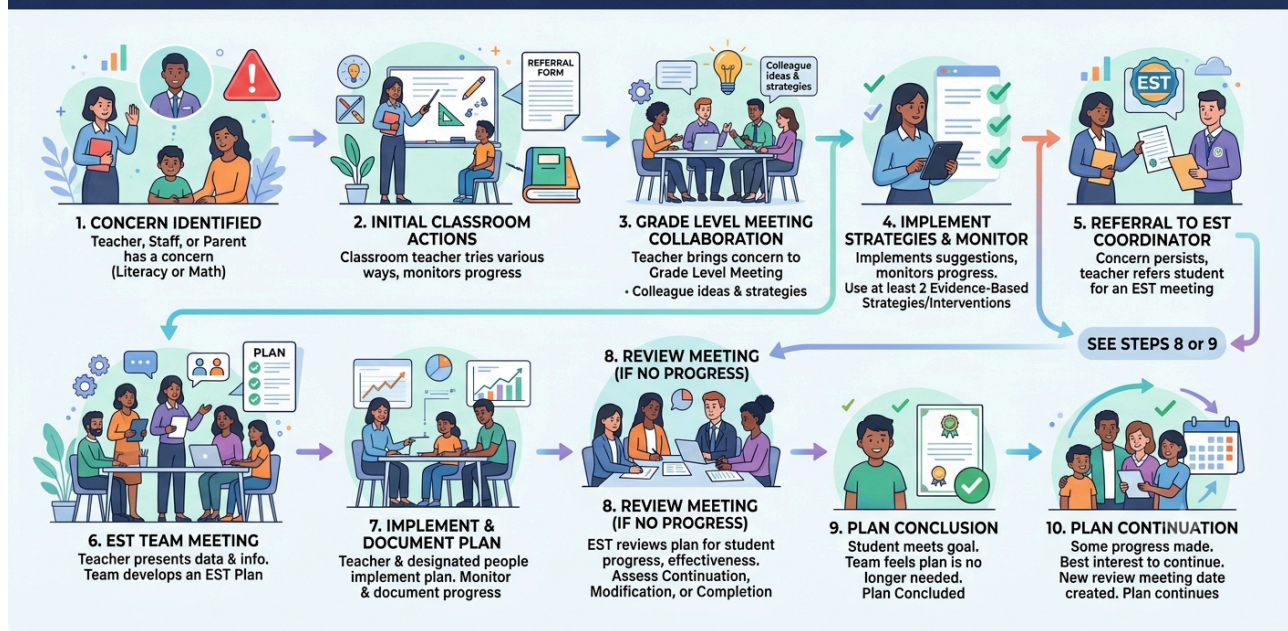
Alcohol, Tobacco and Other Drugs training - Students who violate [BUUSD Policy C2](#) (Student Alcohol and Drugs) may be required to participate in ATOD training as well as engage in additional interventions.

Consultation with Outside Agencies - BCEMS regularly consults with outside agencies to provide support, services, and interventions for students who require additional systems to access their education.

Educational Support Team - EST's are designed to support students through times of academic or behavioral transition and/or challenge. They are independent of Section 504 and Special Education and can provide support that those plans do not. Students are referred by a member of their team to the EST team. Team members include but are not limited to the students' homeroom teacher, special area teacher, guidance counselor, behavior specialists, parent and administrator. The team creates a plan to assist the student with the challenge or transition.

If any questions arise, please feel free to contact your child's teacher.

THE EST PROCESS: ADDRESSING STUDENT CONCERNS IN LITERACY OR MATH



English Language Learners - Barre Unified Union School District has two English Language Learner specialists who help students for whom English is not their primary language. These supports include consultation with teachers, identifying resources for students and families, and helping students to access their education.

Section 504 - [BUUSD Policy C14](#) is a civil rights act which ensures that students are not discriminated against based on their disability. Students must have, or be considered to have, a disability which significantly impacts a life activity to qualify for a 504 plan. Disabilities include but are not limited to: Autism Spectrum Disorder, Attention Deficit Disorder, etc. Accommodations that might be included are such things as administration of medicine, verbal/visual/technology aids, food management for food allergies, modified books or audio-visual materials, or a medical condition that requires specific needs. The student's disability will need to be documented by a medical professional. Parents may request a 504 plan to be created by contacting their child's school counselor. Once contacted, the school counselor will fill out a 504 Request form and schedule a meeting of all members of the students educational team (parent, classroom teacher(s), specialists, school counselor etc). This meeting is to determine eligibility and create an appropriate plan.

BCEMS does not discriminate in any way, including on the basis of real or perceived disability. Please contact Dr. Melody Frank, BUUSD Grievance Director, at

mfrankbsu@buusd.org with concerns regarding compliance with all [Section 504](#) plans, procedures, and complaints.

Social Worker - BCEMS has two school social workers who are available to support students and supplement school counselors. The school social worker is accessed through a referral by school counselors, administration, or other support teams.

Behavior Specialist- The Behavior Specialist consults with student team members (teacher(s), behavior team members, school counselor, administration and parent(s)/guardian(s)) to create a plan which supports the student's social, emotional and behavioral regulation in allowing for them to better access their learning. This plan includes observations and data in its design. The Behavior Specialist works with the student to develop and maintain the skills for increased social, emotional, and behavioral regulation.

Tier 3

Act 264 (Coordinated Services Plan) - CSP teams include multiple agencies including mental health, the Vermont Department of Children and Families, involved clinicians, parent(s)/guardian(s), and other appropriate parties. These teams convene to develop a plan when students are experiencing significant personal struggles.

Special Education - Vermont Rule 2360.2.12 defines special education as specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability. Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability, and to ensure access of the child to the general curriculum, so that the child can meet the education standards within the state that apply to all children.

Vermont Rule 2362(a) states that "a child shall be eligible for special education if: (1) He or she has one or more of the disabilities described in Rule 2362.1; (2) Except for the disability categories of Deaf-Blindness and Specific Learning Disability, the disability results in an adverse effect on the child's educational performance in one or more of the basic skill areas as described in subsection (g), below; and (3) The student needs special education services to access and benefit from his or her educational program and this support cannot be provided through the educational support system, standard instructional conditions or supplementary aids and services provided in the school." ([Vermont Agency of Education-Special Education](#))

Eligibility is determined through a formal evaluation process. Requests for a special education evaluation may be submitted in writing by a parent or member of a student's school team.

ELC (Extended Learning Center) - BCEMS has two Extended Learning Centers (K-4, 5-8) which provide high levels of wrap-around support for students and families as part of a continuum of care. These classrooms offer the direct support of behavior support staff, special educators, social workers and highly skilled teachers.

If parents/guardians have questions regarding any of these services, they should contact their student's school counselor and/or case manager.

If you believe your child could benefit from any of these support programs, please contact your child's school counselor, principal, or special services director by calling the school at (802)476-6541. We will work with you to determine the appropriate programming needs for your child.

Educational Environment

Research tells us that an appropriate educational environment contributes to student success. BCEMS strives to maintain a safe, kind, respectful and welcoming environment where students can focus on academic achievement, personal exploration, and growth.

At BCEMS, we provide support for our students' behavior and learning. We focus on a prevention framework designed to create an effective and responsive school system. This includes:

- schoolwide procedures and processes that promote success for students and staff in all settings,
- teaching important social and emotional skills where students learn and practice ways to take care of themselves and build relationships with other students and their teachers - skills that will set them up for success in their social, academic, and work experiences.

Our approach is to create a kind, safe and responsible learning environment where teachers can teach, and all students can learn.

Ability to Access Education

The administration of BCEMS expects that all students are in their learning spaces throughout the day. However, the administration also recognizes that students, for any number of reasons, may have trouble accessing their education at times. These reasons may include, but are not limited to:

- Physical illness
- Lack of sleep
- Emotional distress

Students may access the nurse, the office, their school counselor, or behavior support spaces as a means of

CORE COMPONENTS OF A SCHOOL CLIMATE



Safety

This foundation of safety within schools allows students to be successful academically as well as develop relationships and social-emotional skills that can further boost positive long-term outcomes.



Relationships

Caring relationships among staff and students help form a positive and healthy attachment to the school and a strong foundation for learning.



Teaching & Learning

Whether they are aware of it or not, educators are always teaching and reinforcing social, emotional, civic, and ethical lessons. Even the common practice of setting up rules and expectations at the beginning of the school year teaches students about certain values and norms.



Institutional Environments

Having inviting spaces within a classroom or school for students to gather can also build their feeling of connectedness to their school and help build a sense of community.

support. However, if students are unable to return to class after this break, the administration may determine that they are not in a condition to be at school for the remainder of the day. A call will be made to parents/guardians to discuss the situation and to determine if the student will be going home.

Transgender and Gender Nonconforming Students

All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and school staff when considering the best support for transgender and gender nonconforming students. [The Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students](#) are designed to provide direction for schools to address issues that may arise concerning the needs of transgender and gender nonconforming students.

Acceptable Use Policy

The primary purpose of the school's Computer Network is educational. Users are responsible for ensuring that their activities adhere to generally accepted educational standards. The Computer Network is intended to enhance the established school curriculum. The network serves as a resource for improving and enriching teaching and learning at BCEMS. Per [BUUSD Policy D3](#), student use of the Computer Network is a privilege, not a right. Deliberate, inappropriate use can result in cancellation or restriction of access privileges, as well as disciplinary or legal action.

Access to Campus

The building will remain locked 24 hours a day, and can only be accessed through the main entrance. A staff member will be at the entrance each day from 7:45 AM - 4:15 PM. While school is in session, students who arrive late must check in at the office. Students may not leave the building during the school day without approval. The student academic day is from 9:00 AM - 3:20 PM. All visitors must sign in at the main office and be escorted by staff during their time in the building.

The school operates a modified closed campus meaning that community members can apply to use the facility outside of school hours, for such activities as athletic events and group meetings. The facility use procedures for groups to use areas of the BCEMS facility are attached [Facility Use Document](#).

Breakfast/Lunch

Breakfast for students will be available at the start of each day as a grab and go. All students will have a lunch time scheduled into their day. This year, BCEMS will again be participating in the universal meals which allows all students to receive breakfast and lunch free of charge. Information related to the BCEMS food service, Genuine Foods, and what they offer can be viewed on the BCEMS website.

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited basis will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.htm, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W. Washington, DC 20250-9410 or by fax (202) 690-7442. Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish). Persons with disabilities who wish to file a program complaint, please see information above on how to contact us by mail directly or email. If you require alternative means of communication for program information (e.g. Braille, large print, audiotope, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD.) USDA is an equal opportunity provider and employer.

Cafeteria

Behavioral expectations in the cafeteria include students staying seated unless they are waiting in a food service line or disposing of their garbage, maintaining appropriate speaking volumes, and keeping their hands on their own food and to themselves.

Students are expected to clean up the area they were sitting in. Repeated disruptions may result in restrictions, assigned seating, or eating in an alternative space.

Snacks & Nutrition

We have a nutrition policy that emphasizes the importance of low fat, low salt foods and encourages healthy snacks and meals. Please keep the importance of nutritional foods in mind when you prepare snacks, lunches, and class treats. Students are not permitted to have soda, coffee or energy drinks at school.

Classroom Phone Usage/Message

To minimize interruptions and distractions to the educational process, student use of classroom phones will be only with teacher permission.

So that classes will not be interrupted for routine matters, unless there is an emergency, messages should be left in the staff member's voice mailbox. Please do not leave time sensitive or emergency messages in voice mailboxes because teachers may not have an opportunity to retrieve them until the end of the school day. In the event of an emergency, please leave a message with the front office staff who will communicate it to your child in an appropriate and sensitive manner.

Common Areas Including Halls

While classes are in session, students are expected to be present and engaged in their scheduled area. If a student must be out of the classroom, they must have a school approved pass. If a student does not have a pass, or is in an area other than where the pass specifies, that student will be escorted back to their classroom. A behavior referral may follow for extended or repeated offenses. Students are expected to be respectful while in the hallways at all times in order to maintain a safe environment and ensure that the learning environment for others is not disturbed.

Extension of Campus

Many school sponsored activities and events take place off campus, but are considered extensions of the campus (ie field trips, club activities, and athletics). School expectations, policies, procedures, and consequences remain in effect during these activities.

Guardianship/Parental Rights and Contact Information

It is the parent/guardian's responsibility to provide the school with documentation of legal decisions that affect student custody or parental rights. If there are any changes to custody, access to students, communication with students, or residency please provide administration with legal documentation of the change; changes can not be made without the proper legal documentation. For changes to contact information please notify the registrar.

Lockers & Cubbies

BCEMS makes locker space or cubbies available to students for their clothing, books, and other belongings. Students will be responsible for the care and condition of their locker or cubby. At the end of each year students must empty their locker or cubby; after the close of school in June, the school may dispose of any remaining locker or cubby contents. If reasonable suspicion of a safety or policy violation is apparent, lockers or cubbies may be searched by the administration.

Personal Property

Students are responsible for the care and safety of their own personal possessions; the school is not responsible for the loss or damage of personal property. For security reasons, personal property must be attended to at all times. Unattended property will be secured by administration and may be searched; disciplinary action may result if the contents are prohibited or violate school policy. Students may seek out an administrator to retrieve secured property and unclaimed property may be discarded at the end of the school year.

Posters and Announcements

All posters and announcements must be approved and initialed by administration, and may only be hung in designated areas. Any unapproved postings will be removed. Content should be designed to promote student activities, opportunities and upcoming events including:

- A description of the event/announcement
- Date(s) and Time(s) of the event
- Any associated cost
- Name of the sponsor of the event
- Contact information of the sponsor's representative

Reporting Concerns

Barre City Elementary and Middle School encourages open communication between faculty, students, parents, and community members. Students, parents/guardians, and community members are encouraged to report situations inside and outside of school which may adversely impact student's health, well-being, and/or ability to access their education at school. Concerns can be reported to the administration.

Should concerns arise regarding teacher responsibilities (instruction, grading, student management), parents/guardians are asked to communicate directly and respectfully with the staff involved. Should a resolution not be reached, the administration should be contacted. If the issue cannot be resolved at the school level, parents/guardians should contact the Superintendent's office.



Safe Environment

Student safety and comfort extends across the campus; as such, volume, language, and content of speech is expected to be respectful of all people; aerosols, perfumes, body sprays, and other odors should be used in moderation as they may be offensive, overpowering, or create breathing issues for others; items such as wheeled conveyances (ie. skateboards, hoverboards, Heelies) or athletic equipment should be left in the locker room or office and not carried throughout the day. Items which administration deems may pose risks to others, such as laser pointers or hot/spicy foods, may be confiscated and disciplinary consequences may follow, especially if those items were used in a manner

which could pose additional safety risks or disruptions. Students are expected to maintain a respectful and safe environment; this includes students keeping their hands to themselves, maintaining a calm demeanor, and being mindful that their words and actions are not harmful or hurtful to others. Failure to do so may require restorative or disciplinary action.

Scheduling

All students are expected to be fully scheduled and maximize their learning opportunities. Any students requiring modifications due to extenuating circumstances will be approved through an administrator.

Class Placements & Placement Requests

The assignment of students to classes is based on consideration of the following factors:

- The student's educational needs
- The student's emotional, social and physical needs
- Equitable distribution of students with respect to social and academic needs
- Parent/guardian input with respect to emotional and academic needs

Parents/guardians are encouraged to be involved in their children's education. Parents/guardians may wish to share information about their child's developmental needs (social, emotional, physical and/or academic) and they can share that information with their child's school counselor. This information will be factored in with other needs when placement determinations are made. Requests for particular teachers will not be considered. Final class placement will be made by the school administrator.

School Property

Students are expected to exercise appropriate care for all school property including: the facility, furniture, books, chromebooks, supplies, and athletic equipment loaned to them, and to return all loaned school property in the same condition as it was assigned. Any damages, loss, theft, or failure to account for items issued by the school may result in a financial charge being levied.

Substitutes

In the event that a teacher is unable to cover their class(s), an alternate plan for coverage will be implemented. BCEMS employs permanent substitutes in an effort to maintain greater consistency and create stronger relationships with our students. Students are expected to abide by all standard classroom academic and behavioral expectations as well as any directions given by the substitute teacher.

Teacher Credentials and Experience

Parents/guardians have the right to access their student's teacher's credentials and experience. Please contact the principal to request this information.

Visitors to School

Every visitor with an appointment/business at BCEMS must sign in upon arrival and receive a Visitor Pass to be in the building. Visitors are expected to wait in the rotunda of the main entrance. The host will be called to come meet the visitor at the office and escort them to the appropriate location. Before leaving, every visitor must sign out and return the Visitor Pass to the office. Any visitor who wishes to visit a classroom must notify the teacher whose class they intend to visit at least 24 hours in advance, may be subject to background checks at their expense, and must comply with FERPA regulations. Photo and video and voice recording is not allowed without explicit permission from all parties, including administration.

Prospective students may shadow a current student at the school only with permission by administration and staff.

Individuals or groups may be denied access, or asked to leave the campus if administration determines the individual(s) are acting, or can reasonably be anticipated to act, in a manner which disrupts normal educational function. Administration may refuse campus access to those without legitimate business on campus.

Student Conduct and Discipline

Alcohol and Drugs

Per [BUUSD Policy C2](#), no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.

If the administration has reasonable suspicion that a student is in possession of alcohol and/or drugs, or is under the influence of alcohol and/or drugs,

- The student will be escorted by an adult to the nurse's office or an administrator's office where the student's vitals will be taken to ensure that they are not in immediate danger.
- The student will be assessed by staff that are trained through Drug Information Training for Educational Professionals (DITEP). If the student is deemed to be under the influence of alcohol or drugs, the student will be removed for at least the remainder of the day.
- The student, if searched, will be searched by an administrator.
- The parent/guardian of the student will be called and informed of the incident, the consequences involved, and the expectations for the student moving forward.
- The student will need to set up a Drug and Alcohol Assessment (a list of providers will be distributed to the student and made available to parents/guardians by the administrator), if determined to be in possession or under the influence.
- Parents/guardians will be required to come pick up the student and take them home for the remainder of the day.
- If the student continues to violate the policy, an educational meeting will take place to create a plan to assist the student in accessing their education in a healthy way.

Cannabidiol (CBD)

At this time, CBD products are not monitored or regulated by the FDA; in some cases THC (the active chemical in cannabis) may be present in CBD products. BCEMS is not able to determine which CBD products may or may not have THC present (regardless of packaging), therefore the use or possession of any CBD products by students while at school is not permitted. Failure to follow this expectation may result in disciplinary action by the administration.

Vaping/Tobacco

Students who are in possession or use vaping/smoking devices in school will be subject to [BUUSD Policy B7](#). Violations may result in disciplinary consequences including suspension and educational activities.

Knives and Other Tools

No knives or sharp-bladed objects are allowed on school property. Specific courses or programs may provide appropriate tools, and those tools are to remain in the classroom, lab, shop, or worksite where they are to be used. These tools are not to be removed, brought home, taken on breaks, or otherwise in the unsupervised possession of the student.

Personal Defense Items

Mace, pepper spray, electrical tasers, or other personal defense items are considered weapons and are not permitted on school property.

Personal Photo, Video, and Audio Recording

To protect student's right to privacy, photo, video, and audio recording is not allowed on campus except as explicitly approved by a teacher or administrator for academic purposes only. Violation of this expectation could lead to disciplinary action and/or being referred to the School Resource Officer and with a potential charge of Disturbing the Peace by Electronic Means.

Cell Phones and Electronic Devices Including Metaglasses and Watches

Per the district-wide expectations, cell phones and/or electronic devices (including headphones and earbuds) need to be off and away - to be stored in the student's backpack or school locker. Devices are not be visible or used during the school day. The school is not responsible for the loss or damage of personal property, including electronic devices.

If a student uses their cell phone or electronic device, it is a violation of our school's conduct expectations and will be managed as follows:

- reminder,
- device held in the office to be picked up by the student at the end of the day,
- device held in the office to be picked up by the parent/guardian,
- device plan created with the student and parent/guardian,
- repeated violations may result in the student not being allowed to bring their device(s) to school.

If parents/guardians need to contact their student for any reason, they are expected to contact the office and we will either have the student come to the office to call the parent or we can give the student a message. If a student needs to reach out to a parent, they should come to the office to make the call.

Inappropriate Material

Students are prohibited from creating, possessing, or sending obscene or sexually oriented material including via electronic media such as text, video, or photo, which causes a substantial disruption to the educational environment. Violation of this expectation could lead to consequences, including but not limited to, law enforcement involvement.

Not Where Assigned

Students who have been marked *present* at school, but are not present in a class, and do not have a valid reason (early dismissal, nurse, guidance, etc), will be considered to be *Not Where Assigned*. Efforts will be made to locate them within the building, but if they cannot be located, a school representative will call the parents/guardians to indicate that they are not in their class. Disciplinary consequences may result, up to and including suspension.

If it is suspected that the student has left campus but their whereabouts are unknown, the police department may be alerted after the parent/guardian is contacted.

Disciplinary consequences may result, up to and including suspension when a student is not where assigned and/or leaves campus.

Off-Campus Behavior

Disciplinary action may result for behaviors that occur off campus if that behavior:

- is exhibited at a school function
- degrades the school's image or reputation
- can be shown to pose a clear and substantial interference with another student's equal access to educational programs

Public Displays of Affection

Lewd or inappropriate public displays of affection (extended/prolonged kissing, touching, fondling, etc.) are not allowed and may result in disciplinary action including sexual harassment and/or restrictions. This is also an expectation in less public areas such as bathrooms.

Dress Code

School dress should reflect our commitment to promoting a Kind, Safe, and Responsible learning environment for all. Students are to arrive at school or related events dressed for the activity and weather with clothing that is practical for the learning environment. Clothing items with obscene or offensive terms, messages of hatred, violence, sex, unfair treatment of others, or related to the use of alcohol, drugs, and tobacco are not permitted. Additionally, clothing and/or accessories that cause a distraction or disruption, will not be allowed. Parents/guardians are responsible for making sure their student(s) meet these expectations.

If a student is not meeting these expectations,

- The student will be given the opportunity to change into appropriate clothing or call home if they need to get clothing. Once they are dressed appropriately they will be allowed back into class.
- If the student refuses to wear additional/alternate clothing, the parent/guardian will be contacted.

Student Management Procedures

Behavior expectations at BCEMS are intended to promote a safe, orderly, and civil school environment in which learning can take place. Students are encouraged to share responsibility for creating a positive school environment. BCEMS is committed to the personal growth of each student and views inappropriate behavior as an opportunity for learning. Responses include the use of restorative practices, reflection, and discussion, but may also include exclusionary consequences to ensure the safe and orderly operation of the school. Our goal is to be proactive and provide positive discipline which is a method of teaching students appropriate behavior through kindness and firmness, focusing on connection, respect, and teaching life skills rather than punishment. It emphasizes understanding the reasons behind a student's behavior and guiding them towards positive choices. The goal is to foster a student's sense of belonging, significance, and capability, ultimately promoting self-discipline, responsibility, and problem-solving skills.

There are times, however, when students are not responsive to these efforts and their continued behavior does not meet expectations, posing disruption to the learning environment. In such cases, students will be referred to the Behavior Support space for a Level II or III infraction, where they will have the opportunity to work with behavior support staff and/or administration to regulate and process the infraction. Every effort will be made towards resolution by the end of the day or at the earliest possible time. Communication regarding the infraction will be shared with the parent/guardian.

BCEMS does NOT practice corporal punishment, or any other type of discipline which is intended to cause physical discomfort. However, if a situation requires that physical intervention must be used to ensure the safety of students or others, all Rule 4500 requirements will be followed. These procedures comply with [BUUSD Policy C70](#). If a student is needing physical intervention, the parent/guardian will be contacted as soon as possible. Contact will be followed up by Rule 4500 paperwork.

The following provides examples of behaviors and possible responses. This serves as a guide, and the administration reserves the right to consider all aspects of the situation when determining responses to behaviors; such aspects may result in modification of the school's response.



Level	Behaviors	Staff Responses
1	• Minor Disruptions • Minor Defiance • Minor Disrespect • Minor Inappropriate language • Irresponsible roughness in play • Minor property misuse/Taking things that don't belong to you	Classroom teachers: • Planned ignoring • Proximity • Signal/non-verbal cue • Direct eye-contact • Praise appropriate behavior in others • Re-direct • Re-teach
2	• Continued or chronic level 1 behaviors • Leaving designated space • Inappropriate language or gestures • Physical aggression • Computer/internet misuse • Misbehavior with a substitute • Disrespect/undermining the authority of a staff member • Inappropriate display of affection	Classroom teacher/behavior staff: • Teach alternative behavior • Restorative practices • Loss of privileges • Lunch or recess time in alternative location • After school detention • Write plan for change
3	• Continued or chronic level 2 behaviors • Fighting • Major physical aggression • Major verbal aggression • Threats of harm or violence • Inappropriate sexual contact • Creating a hostile environment • Weapons policy violations • Substance policy violations ◦ Substance use or possession ◦ Tobacco use or possession • Weapons possession • Hazing/Harassment /Bullying • Truancy • Assault	Behavior staff/ Administration/ Student Resource Officer: • Planning room • Detention (Middle School Only) • Contact parent • Parent conferences and/or re-entry meetings • Restorative practices • In-school suspension (Admin Only) • Out-of-school suspension (Admin Only) • Intensive alternative support services • Responses per State, Federal Law and local policy

Classroom Expectations

Teachers are responsible for teaching and managing classroom expectations, procedures and behaviors and will post their classroom expectations where they are visible and easily referred to. Teachers will address students related to these expectations and may contact the parents/guardians to keep them informed. If the behavior persists or is disruptive to the learning environment, the student may be referred to the behavior support room.

Due Process

Due process is the opportunity for an individual to respond with their perspective of an incident that is a violation of school conduct. A staff person and/or administrator documents the student's perspective of the incident, along with gathering the input from relevant sources (witnesses, surveillance cameras, screen shots, other parties involved in the incident, etc.)

Once information is gathered from witnesses and those involved, an administrator or their designee will determine the appropriate response. Parents/guardians will be notified about such incidents via the behavior incident report and/or via phone.

When an incident warrants suspension,

- Consequence is reasonable and in line with the school's discipline procedures
- Notification to parent/guardian

For egregious incidents, a Long term (10+ consecutive days) suspension may be warranted. A formal board hearing will be scheduled and includes a short term suspension until the hearing.

- Written notice of allegations (may be via email)
- Prior notice of hearing
- Right to legal counsel at all appropriate stages (school does not pay for any legal fees incurred)
- Hearing before the school board
- Right to provide witnesses to attend
- Right to testify on one's own behalf
- Right to have the notes of proceedings for use on appeal

Investigations and Interviews

BCEMS takes safety and order seriously. When behavior violates those expectations, the administration or their designee is obligated to investigate and resolve them in a timely, efficient, and thorough manner. Interviews and searches will be conducted at the discretion of the administration, and be in compliance with due process, confidentiality, and other legal requirements.

During an investigation, administration or their designee may conduct student interviews without prior parent/guardian permission due to the fact that the school is legally charged with timely and appropriate resolutions for student safety and FERPA confidentiality. Refusal to participate in an investigation may result in disciplinary action.

Harassment/Hazing/Bullying

BCEMS does not condone any form of student conduct that may constitute Harassment, Hazing, or Bullying as defined below and takes appropriate and mandated actions when accusations are made. Examples of prohibited behaviors are available in the [BUUSD Policies C10](#) and procedure [C10-P](#).

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

Bullying is defined as any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

- is repeated over time;
- is intended to ridicule, humiliate, or intimidate the student;
- shows an imbalance of power;

and either:

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

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

Reporting concerns involving student conduct can be made to a teacher, school counselor or administrator. The Designated Employees for investigations are:

- Clayton Squires, Assistant Principal (csquibce@buusd.org)
- Suzanne Jacobs, HHB Coordinator

Title IX

BCEMS does not condone any form of student conduct that may constitute Title IX and takes appropriate and mandated actions when accusations are made. BCEMS is Federally mandated to follow policy [BUUSD Policy C12](#). Title IX relates to unwelcome conduct determined by a reasonable person to be so severe, pervasive, AND objectively offensive that it effectively denies a person equal access to education programming or activity.

Examples include but not limited to:

- Making sexual comments about a person's body or making sexual innuendos.
- Unwanted touching or physical contact
- Unwelcome sexual advances/gestures
- Making sexualized jokes

Any person may report sexual harassment, whether relating to themselves or another person. A report of Sexual Harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Reporting concerns involving student conduct can be made to a teacher, school counselor or administrator. The Designated Employees for potential Title IX investigations are:

- Clayton Squires, Building Based Coordinator
- Carol Marold, BUUSD Coordinator

Search and Seizure

Desks, lockers, textbooks, Chromebooks and other materials or supplies loaned by the school to students remain the property of the school, and may be accessed by any school administrator. When prohibited items are found in the course of routine cleaning or maintenance, or in the case of an emergency, they will be confiscated and a report will be made to an administrator who will determine whether further action is warranted.

Per federal law and [BUUSD Policy C21](#), searches of a student's person (including clothing, pockets, backpack, purse, etc.), vehicle, or electronic device while on school property may be conducted if there is reasonable suspicion to believe that a breach of school policy or law is being, or has been, committed. Searches of a student's person will be conducted by an administrator and in the presence of another school employee (the other school employee shall be the same gender as the student). Searches of electronic devices may result from the above suspicions as well as threats to the school or other's safety and be limited in scope to the nature of the concern (for example, a cell phone would not be searched if the concern involved possession of substances).

Any actions, including refusal, which impede a reasonable search will be considered serious offenses and may result in significant consequences up to and including referral to the school board for long term suspension or expulsion.

Any items found by administration during a search which are deemed to be inappropriate, unsafe, or illegal will be confiscated by the administration and will not be returned to the student. Any time a search is conducted by the administration, regardless of the outcome of the search, the parent/guardian of the student will be notified of the circumstances and outcomes surrounding the search.

In-School Suspension (ISS)

In-school suspension (ISS) is designed to keep students in school, remove them from the social milieu, and provide an opportunity for them to reflect upon how their actions impacted others. It will take place during the school day.

While in ISS, students will be afforded time to make amends as appropriate, and contemplate alternatives should the same situation arise in the future. Academic work will be provided from the student's current teacher(s) and time will be made available for them to complete current and missed work as allowed by the teacher.

Students who are unable to successfully engage in ISS will be sent home for Out of School Suspension.

Out of School Suspension (OSS)

Out of school suspension (OSS) is reserved for those behaviors which are so egregious that the presence of the student on campus immediately following the behavior would reasonably be expected to detract from the learning environment for other students. During an OSS, students are prohibited from being on campus, as well as from attending any school-related or extracurricular activities (including any athletic events and practices) for the day(s) of the suspension (including events over the weekend if the suspension spans those days). Following each OSS, students and their parents/guardians may be required to meet with an administrator to review the school expectations prior to their reentry into classes. Students may be referred to the BUUSD Board for consideration of "long term suspension" after multiple suspensions.

Suspensions for up to 10 days per incident may be assigned by an administrator. Suspensions of longer than 10 days may be imposed only with the approval of the superintendent who shall determine, based on the facts and circumstances of the infraction, whether a longer suspension is in the best interests of the student or the school system.

Long-term Suspension

If evidence indicates that a long-term suspension is warranted, the BUUSD Board may determine that students need to be suspended for a period longer than 10 days (up to the remainder of the school year, or one calendar year if a weapon is involved). In this event, a

hearing will be held at which the BUUSD Board will hear both parties before making a decision.

Emergency Preparedness

School Emergencies and Preparedness

Student safety while at school is of paramount concern. In order to carry out effective and efficient “options-based responses” in a real event, BCEMS trains, rehearses, and discusses emergency preparedness with staff and students. Student refusal to comply with adult directions during these exercises may result in disciplinary consequences.

During a legitimate emergency, families and the community will be updated as the situation develops to the best of our ability. The following steps will allow the school and assisting agencies to effectively address the needs as they arise:

- Monitor your phone, text and email; information and guidance will be shared via automated calls, texts, and/or email (please ensure the school has your most current contact information)
- Monitor TV, radio, and Internet; information and guidance will be disseminated as appropriate
- **Please do NOT call the school;** phone lines can become overloaded and may be needed to communicate with emergency providers. Staff will not share information beyond what is sent out via telephone/email/media, and may not be available to answer phones
- **Please do NOT come to the school to pick up your student, unless officially requested.** An emergency may require emergency vehicles and personnel, during which time the campus will be completely closed to visitors. If relocation is required, parents/guardians will be notified of next steps.

Administration should be called upon whenever a situation develops which threatens to become a major disruption or safety issue on campus. In the event of emergency situations requiring significant medical or law enforcement response, contact 911 first, then notify administration as soon as possible.

A.L.I.C.E.

BUUSD and BCEMS have adopted the A.L.I.C.E. Program for responding to dynamic threats to student safety. ALICE stands for Alert, Lockdown, Inform, Counter, and Evacuate. This program empowers each person to evaluate and respond to threats in the way they believe to be the most effective for survival. Responses are listed in the recommended priority they should be used (NOT the acronym).

Alert

Staff and students are encouraged to remain alert to their surroundings and environment, including features such as where the exits are located. If a threat is observed, students and staff are expected to immediately alert administration in person or phone; do not leave messages or emails regarding threats which require an urgent response.

Lockdown

A "Lockdown" situation occurs when an emergency exists so near to the location of the individuals that evacuation is not an option for them. Lockdown includes:

- move to the nearest enclosed space or classroom
- securely lock and barricade doors quietly
- turn off classroom lights
- spread out throughout the room with something to throw in hand; remain out of sight of windows
- prepare to evacuate or counter

Inform

If a threat exists, and the office is made aware, an announcement will be made which clearly informs the community of the situation. Staff and students are then empowered to take actions which they believe will increase survivability. Whenever possible, the suggested response order is evacuate, lockdown, and then counter (as a last resort).

Counter

Students and staff are empowered to "counter" a threatening intruder at their discretion. The goal of countering is to distract, disrupt, and/or otherwise render the individual unable to focus or complete harm on people. Remember that evacuation is always the recommended response to a threat if it is feasible. A counter attack is always a measure of last resort.

Evacuate the Building

Evacuation is the most effective and preferred response to threats inside the building. For those situations and exercises which do not require relocation, the following preparation measures and procedures should be implemented:

Evacuation (Student Responsibilities)

- Take your valuables that are immediately within reach outside with you; do not go elsewhere to gather your valuables
- Follow the instructions posted in each classroom area for evacuation directions
- Stay with your class for the entirety of the evacuation
- Remain quiet and calm, listening for updated information as the situation develops
- If you are not with the class you are supposed to be in when the alarm sounds, exit the building through the closest outside doors. If your class is in that section, check in with your teacher. If your class is not in that section, find the teacher with the fluorescent vest and clipboard and check in with them. DO NOT wander – we will be looking for you to make sure you got out of the building safely
- Administration will determine when students and staff are safe to reenter the building

Parents should have arrangements made for their children in the event of any early dismissal due to the need for evacuation or weather. Students should know where to go if parents are not home when they get there. This "emergency home" must be on the child's

same bus route. Because we would not have time to contact all families, a bus pass for a stop other than the normal stop will not be honored in the event of an emergency evacuation/dismissal.

Relocation

If the situation dictates that remaining near the building is unsafe, students and faculty should make their way to the Reunification Site. This will serve as the staging area where emergency personnel will support and help with the accountability and re-unification process.

Clear the Halls

Medical, behavioral, or other issues in public areas such as hallways or lobbies may require privacy; "Clear the Halls" is announced to have teachers and students move to a classroom or workspace, and out of public areas. Doors do not need to be locked and lights can remain on. Teachers and students are expected to stay in the classroom or workspace until the "All Clear" is announced; instruction should continue during the "Clear the Halls".

School Resource Officer

Our School Resource Officer (SRO) is a certified police officer who is assigned to our school. The SRO acts as a law enforcement officer, an instructor, and an advisor. The SRO is a positive role model and works in a mentoring role with students from several grade levels. Security and safety within the school campus are a primary focus for the SRO.

The SRO may visit classrooms to make presentations on topics such as: constitutional law, drug and violence prevention, personal safety, bicycle safety and other related topics. The SRO is available for conferences with students, parents, and school staff members regarding law related problems, crime prevention techniques or safety issues. The SRO supports the principals, counselors, and bus coordinator.

Athletics and Co-Curricular Activities

Barre City Elementary and Middle School is committed to providing quality extracurricular activities. We strive to engage students in multiple learning opportunities beyond the classroom. After school clubs and athletic opportunities provide a great way for students to develop social skills, work ethic, collaboration and to represent themselves in the larger community.

Currently, middle school students have the opportunity to participate in a number of clubs including but not limited to Students on the Move, Art Club, Magic Club, Drama Club and Yearbook Club. Athletic opportunities include soccer, cross country, basketball, baseball, softball and track & field. Please visit the [Barre City Athletics](#) webpage for more information.

Students and Parents/Guardians should address concerns with the Coach/Advisor. If clarity or resolution is not achieved, further questions should be directed to the Principal.

Extra-Curricular Eligibility Requirements

Athletics and clubs are considered extra-curricular activities and students wishing to participate in those groups must meet eligibility requirements. The requirements are:

- All students at BCEMS are expected to represent the school in a responsible and appropriate manner at all times; this is especially true for students who act as ambassadors to the public at co-curricular events.
- Students should take particular care in the areas of language, tone, content, dress, and physical demeanor toward teammates, coaches/advisors, officials, opponents, and spectators.
- Students must abide by all reasonable expectations made by supervisors.
- Students who participate in extracurricular or athletic activities must be in school all day in order to participate - this includes tardies as well as early dismissals. Some instances may require a student to miss a portion of the day - medical, therapeutic, court, etc appointments - an administrator can excuse the absence with the proper documentation.
- Students must maintain an appropriate code of conduct. Violations of Code of Conduct may result in warning, probation, suspension from practice(s) and/or game(s) or dismissal from the team. This may be in addition to regular school consequences.
- Students who are suspended either in-school or out-of-school will be declared ineligible to participate in any practices or competitions occurring during their suspension.

Violation of these expectations may result in consequences such as probation, suspension, or dismissal from the group/team depending on the severity and circumstances of the violation. Administration reserves the right to amend the following guidelines as

appropriate and in conjunction with [BUUSD Policy C22](#); hardship or extenuating circumstances may be brought forward to the Administration for consideration.

Student Health Services

BCEMS employs two full-time school nurses. They provide health appraisal and supervision, health counseling, emergency and first aid care, control of contagious illness, and serve as advocates for students. School nurses are available for consultation with parents on health issues and serve as resources for faculty and staff. The nurse's office hours are 8:30 AM - 3:30 PM.

Parents are asked to complete a health questionnaire and a Student Emergency Information card at the beginning of each school year. This provides valuable information to the School Nurse regarding the health status of each student. The forms will be sent home with each student at the beginning of the school year and will be returned to the child's Classroom Teacher or Homeroom Teacher. If your child's health information changes at any time throughout the school year please keep the nurse and/or your child's teacher informed.

Concussion and Return to Learn Protocol

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt that causes the head and brain to move rapidly back and forth. This sudden movement can create chemical changes in the brain and/or damage brain cells.

Most students will only need help through informal, academic adjustments as they recover from a concussion. However for students with ongoing symptoms, a variety of formal support services may be available to help them during their recovery.

Following a concussion diagnosis, it is important to let the school nurse know so that the "Return to Learn Protocol" can be initiated. The protocol outlines the series of steps and description of the progressions that take place to move forward with a return to full academic participation. The nurse will notify the student's teachers, guidance counselor, advisory leader, and administration so all can provide the coordinated approach needed for academic success.

Until students are symptom free and the concussion has resolved, it is expected that they will check in with the nurse each morning before school to determine what supports, if any, are needed. The nurses office has a space for students to rest as needed, should symptoms worsen at school. Once symptoms are better, they may return to the classroom; if symptoms worsen, the school nurse will determine next steps.

Immunizations

Pursuant to [18 V.S.A. § 1122](#), students attending a Vermont public school are required to have the following vaccinations on file with the school nurse unless an exemption is requested for medical, or religious reasons:

- 5 DtaP - 4 if the 4th dose was given on/after the 4th birthday
- 4 Polio - 3 if the 3rd dose was given on/after the 4th birthday

- 2 Measles
- 2 Mumps
- 2 Rubella
- 3 Hepatitis B
- 2 Varicella (Chickenpox) - waived if the parent or guardian presents a [VT Dept of Health supplied form](#) indicating the student has a history of disease. This form can also be obtained through your school nurse.
- 1 Tdap booster (tetanus and pertussis combination) within the previous 10 years.

Students may be admitted to school provisionally if a health care practitioner (who is authorized to prescribe vaccines) or a health clinic indicates the student is in the process of complying with all immunization requirements. Such provisional admission shall be for a reasonable length of time, but shall not exceed 6 months. Transfer students will be given a reasonable amount of time to provide proof of immunization.

Special Notice Regarding Measles: Due to the measles outbreak in the United States, it is important that all children attending public school be adequately protected from measles. Please see the [link from the CDC](#), which will give you information regarding the measles vaccine.

Injury and Accident

Any person recognizing a medical emergency must report it immediately to the faculty member in charge of the class/activity. The adult in charge shall carry out emergency care procedures, retaining responsibility until relieved by a school or medical authority. After every injury, an official accident report form will be completed by the faculty member and turned in to the office. The nurse will provide first aid emergency care or connect with additional service providers for emergency care as needed during the school day.

Transportation of the ill or injured student shall be provided by parents/guardians unless the illness or injury is such that the use of an emergency vehicle is required, or the parents/guardians are unavailable. Parents/guardians are responsible for any costs associated with emergency transportation, as well as any follow up medical care.

Medications

With the exception of medications to treat life-threatening illnesses (i.e. epi-pen), students are not permitted to carry or self-administer medications (over the counter such as acetaminophen, ibuprofen, cough drops etc. or prescribed) while on campus. The school stocks a limited supply of certain over-the-counter medications to be given at the discretion of the school nurse, and with parent/guardian approval. Forms can be found on the [school's website](#) or in the nurse's office.

The school nurse should be notified by parents/guardians if students are on any long-term medication whether it is taken at school or not. If necessary, and with parent/guardian

approval, the nurse will notify teachers of any significant side effects of the medication. If medication needs to be given during school hours, the following regulations apply:

- Medication must be brought to the school nurse in a container labeled by the pharmacy or physician, with the name of the student, the name of the medicine and the prescription number, dosage, and the time to be administered.
- Prescription medicines must be accompanied by a doctor's written instruction. Written permission from the parents/guardians is also necessary.
- The medication will be kept in a locked cabinet in the health office and given by the school nurse at the proper time.
- The parents/guardians have the option of coming to school and personally administering the medicine.

Reporting New Illness

Students should report any new illness, including allergies, to the school nurse. Students must also inform the school nurse of any physical disability or chronic illness that requires daily medication.

In case of illness at school, the parents/guardians will be notified and requested to come pick up the student. After the parent/guardian has been contacted, they assume responsibility for the student leaving school. If a parent/guardian is not available, emergency contacts may be called; administration will make the decision if a student is to be released to emergency contacts care on an individual basis.

Screenings

Pursuant to [16 V.S.A. Section 1422](#), students will be screened by the school nurses for visual and auditory acuity.

Sexually Transmitted Infections (STI) and Pregnancy Prevention Education Policy
Per [BUUSD Policy C43](#), the BUUSD provides Sexually Transmitted Infections (STI) and Pregnancy Prevention Education programs that are integrated into the health curriculum of the supervisory union. One component of this program is to make available latex condoms (or other protective barrier options as they become available) in schools in an age appropriate manner. Barriers are available to students in the nurse's office.

Federally Required Notifications

Civil Rights Provisions

BCEMS complies with the Civil Rights Act Provisions under 34 C.F.R. Section 100.6 - A recipient under any program to which this part applies may not, directly or through contractual or other arrangements, on grounds of race, color, or national origin:

- Deny an individual any service, financial aid, or other benefit provided under the program;
- Provide any service, financial aid, or other benefit to an individual which is different, or is provided in a different manner, from that provided to others under the program;
- Subject an individual to segregation or separate treatment in any matter related to his receipt of any service, financial aid, or other benefit under the program;
- Restrict an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit under the program;
- Treat an individual differently from others in determining whether he satisfies any admission, enrollment, quota, eligibility, membership or other requirement or condition which individuals must meet in order to be provided any service, financial aid, or other benefit provided under the program;
- Deny an individual an opportunity to participate in the program through the provision of services or otherwise or afford him an opportunity to do so which is different from that afforded others under the program (including the opportunity to participate in the program as an employee but only to the extent set forth in paragraph (c) of this section).
- Deny a person the opportunity to participate as a member of a planning or advisory body which is an integral part of the program.

Family Educational Rights and Privacy Act (F.E.R.P.A.)

BCEMS takes student confidentiality seriously. Only administrators and staff members who are charged with direct support, services, education, or maintenance of student records are allowed access to that student records.

Under 34 C.F.R. Part 99, parents/guardians have the right to:

- Inspect and review their children's records - Contact the registrar
- Seek amendment to the record if it is inaccurate or misleading - Contact the registrar
- Consent for disclosure of personally identifiable student information except as provided in 34 C.F.R. Section 99.31
- Refuse to let the school release particular or all directory information on their own children (notify administration of this request). Directory information includes, but is not limited to: names and addresses, date of birth, academic or other honors, graduation announcement, participation on teams or clubs.
- If a parent feels any part of the Act has been violated, file a complaint with the:

Family Policy Compliance Officer of the United States Department of Education
400 Maryland Ave, S.W.
Washington, DC 20202

Annual Notification of Designation of Directory Information and Right of Refusal

Schools in the BUUSD may disclose designated directory information on students and eligible students without the prior consent of the parent/guardian of eligible students, and without any record of such disclosure. The following types of personally identifiable information have been designated directory information:

- Student's name, address, date of birth, dates of enrollment;
- Parent or legal custodian's name and address;
- Student's grade level classification;
- Student's participation in recognized school activities and sports;
- Weight and height of members of athletic teams;
- Student's diplomas, certificates, awards and honors received.

Disclosure may include such personally identifiable information contained or reflected in photographs.

If you are an eligible student and are currently attending any of the above-named schools, or if you are the parent of a student currently attending school in any of the Supervisory Union school districts, you have a right to refuse to permit the designation of any or all of these types of information as directory information concerning your child or (if you are an eligible student) yourself, by providing written notice of your refusal, listing the type(s) of information which you refuse to have so designated, to the principal of the school your child attends (or the school you attend, if you are an eligible student).

Intra-District Transfer

The Barre Unified Union School District offers Intra -District transfers for students in grades K-8 ([see Policy C41](#)). Parents can apply for an Intradistrict School Transfer by sending a written request to the Superintendent's Office. The request may be submitted via email, postal mail, or the written request can be dropped off at the Ayers Street central office.

Special Education - Individualized Education Program (IEP)

If a student requires specialized instruction that cannot otherwise be provided through the system of support available to all students, an Individualized Education Program (IEP) may be an option. The federal [IDEA law](#) guarantees a free and appropriate public education (FAPE) in the least restrictive environment (LRE) based on the needs of the student.

To qualify for an IEP, a student must:

1. have a disability as determined by the Evaluation Planning Team
2. show adverse effect in a basic academic skill area; **and**
3. have a need for specialized instruction **that cannot** be provided through the educational support system or standard instructional conditions.

Students with IEPs have goals directly related to their area(s) of need, accommodations in the classroom, measurable and observable goals, and specific, targeted intervention services.

Parents' Rights To Student Information

Unless restricted by a court order, all natural and adoptive parents have a right to access information related to school activities. If a parent is not receiving newsletters, handouts, or mailings from the school, please contact the office at (802)476-6541 to be placed on the mailing list.

Title I Intervention Services

Schools in which children from low-income families make up at least 40% of enrollment are eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students.

School Reports to Parents and Communities Annual Student Performance Results

16 V.S.A. §165(a)(2) requires that each school report to its community, on a format selected by the school board on the following:

- Progress of students generally toward meeting academic standards,
- Progress toward meeting the goals of the continuous improvement plan developed for that year,
- Contextual information about student performance,
- Availability of career counseling and technical center program information,
- Information on district students with respect to student attendance, discipline and for secondary schools, drop-out and graduation rates, and
- Data allows comparison with other schools on cost-effectiveness.

[BCEMS Title I Home-School Compact](#)

Financial and Other Information

16 V.S.A. §563(10) and (11) requires annual reporting to voters on various financial and other matters. More specifically, subsection (10) requires a report on the conditions and needs of the district school system, including the following, provided at least 10 days before the school district's annual meeting:

1. Superintendent's report,
2. Supervisory union treasurer's report,
3. School district treasurer's annual report for the previous school year, and

4. Balance of any reserve funds.

16 V.S.A. §563, Subsection (11) requires the distribution, at least 10 days in advance of the budget vote, of a proposed budget for the upcoming year that includes:

1. All revenues from all sources and expenses, including as separate items any supervisory union assessment, The Vermont School Administrator Handbook (Revised: August 23, 2022) Page 3 of 9
2. Any amount of deficit for the most recently closed fiscal year and how it was or will be remedied,
3. Anticipated homestead tax rate and the percentage of household income used to determine the income sensitivity in the district, broken down to include rates attributable to supervisory union assessments,
4. The definition of "education spending," the number of pupils and equalized pupils, and the amount of spending per equalized pupil in the preceding three years, and 5. If a union school district, the amount of the assessment to the member districts and the amount of the assessments per equalized pupil in the preceding three years.

New Americans

We have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents (*Plyler vs. Doe*, 457 U.S. 202 (1982.)). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcomed. Public schools may not:

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

All School Policies: <https://www.buusd.org/district/policiesprocedures>

