

**Blue Mountain Union
School District #21
Student Handbook**



2026-2027

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This handbook provides important information to parents and students. It is not intended to cover all policies, rules, and regulations used to operate the school. Some policies and administrative procedures are included in this handbook. The Policy Manual for the Blue Mountain Board of School Directors is available at www.bmuschool.org, and in the Superintendent’s Office.

BOARD OF SCHOOL DIRECTORS

Shawn Burroughs	Board Member	Ryegate
Anna Morrison	Board Member	Ryegate
James Jobin	Board Member	Ryegate
Daniel LaCoss	Board Member	Ryegate
Megan Foy	Board Member	Groton
Willis Page	Board Member	Groton
Sasha Emerson	Board Member	Groton
Alissa Smith	Board Member	Wells River
Kelsey Root-Winchester	Board Chair	Wells River

The Blue Mountain Board of School Directors meets regularly on the first Wednesday of each month beginning at 6:00 p.m. You are welcome and encouraged to attend these meetings. Agendas are posted at each town clerk’s office and at www.bmuschool.org.

BMU’s BOARD COMMITMENT TO NON-DISCRIMINATION

The Board recognizes its obligation to respect the legal rights of all students, parents, employees, and applicants for admission or employment, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the school district. The Board will seek to comply with all applicable federal and state non-discrimination laws. The Board will not unlawfully discriminate against any person or group on the basis of race, color, religion, national origin, place of birth, gender, sexual orientation, disability or age.

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Blue Mountain Union School District are hereby notified that this District does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identification, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Blue Mountain Union School District's compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the Superintendent at 802-222-5216.

Orange East Supervisory Union (OESU)
530 Waits River Road
Bradford, VT 05033
802-222-5216

BLUE MOUNTAIN UNION'S MISSION STATEMENT:

The **BLUE MOUNTAIN UNION SCHOOL** mission is to develop citizens who:

RESPECT

others and themselves

THINK

creatively, collaboratively,
and critically

THRIVE

locally and globally

PERSEVERE

through challenges

UNLEASH THEIR POTENTIAL

by finding and using their voice

ACADEMIC HONESTY

Academic Integrity matters at Blue Mountain Union School. It represents a student's commitment to honesty and respect for teachers and peers. It also demonstrates a student's responsibility for his/her own learning. Integrity is an integral part of the school's mission. It is the practice of the Blue Mountain Union School District to facilitate honesty and integrity among the student body. Students must work to be successful in the classroom, with each student's success based upon his/her own merit. To this end, academic misconduct of any kind is unacceptable.

Academic misconduct, intentional or unintentional, is unacceptable at Blue Mountain Union School. Misconduct is defined as cheating, plagiarism, falsification, interference, and/or complicity.

1. Cheating—providing or receiving unauthorized assistance on any schoolwork or test. (Examples: copying from another student, using cheat sheets or technology to cheat, stealing copies of tests or exams).
2. Plagiarism – presenting someone else's words, ideas, or graphics as one's own without giving credit to the original author (Examples: purchasing a term paper online, copying and pasting from a website without giving credit, submitting another's paper as your own, following the original sources too closely).
3. Falsification – falsifying or inventing information, data, or citations in academic assignments, or forging signatures on school-related documents.
4. Interference- interfering with or obstructing another student's academic work (Examples: stealing notes, tearing pages out of books, hiding resources).

5. Complicity – allowing another student to copy academic work, unauthorized collaboration on academic work, working in groups without approval from a teacher.
6. Generative Artificial Intelligence (AI) Usage - Students are only permitted to use AI tools on assignments if the teacher gives a student permission to do so. Using AI tools when not permitted will be treated as an academic honesty violation.

Violators are disciplined on a case-by-case basis depending on the seriousness of the violation, prior violations, and other factors. Disciplinary measures will be determined by the teacher and/or administrator and will be based on the level of the offense.

ACCEPTABLE USE OF COMPUTER NETWORKS (Policy Code D3)

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

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

General Information

The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by members of society, those changes may also enhance instruction and student learning. The Board supports access to rich information resources by students as well as the development of staff instructional skills to analyze, evaluate and utilize electronic resources within the curriculum.

Although traditional print and audio-visual materials are evaluated and selected in accordance with criteria outlined in Policy 2451 – Library Material Selection, the Internet opens classrooms to electronic resources that may not have been screened by educators for use by students of various ages. Educators shall research, develop and articulate the standards students will follow when using electronic resources. The Board believes that the benefit to students from access to information resources and opportunities for collaboration far exceed the disadvantages.

Expectations

Students and staff may access electronic resources for educational purposes only. Activities that are acceptable include classroom activities, career development, and curriculum driven research. The school's electronic resources and access to the Internet shall not be used for commercial or entertainment purposes, or as a public access service or public forum.

Students are expected to follow the rules of personal conduct outlined in the student handbook. Students and staff are expected to abide by state and federal laws in the use of electronic resources and the Internet, and should also be aware that it is the school's policy to monitor Internet activity. The school's designee(s) keeps a log of all Internet activity and it will be periodically reviewed by school administration.

Disclaimer of Liability

Blue Mountain Union School District shall not be liable for unacceptable use of electronic resources or violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users.

Blue Mountain Union School District shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Internet.

Blue Mountain Union School District makes no guarantee that the functions or services provided by or through the School system will be error-free or without defect. The School shall not be responsible for any damages experienced, including, but not limited to, loss of data or interruptions of service. The School may not be held responsible for the accuracy or quality of information obtained through or stored on the system, or for financial obligations arising through the unauthorized use of the system.

Due Process

The Blue Mountain Union School District shall cooperate fully with local, state or federal officials in any investigation concerning to or relating to any illegal activities conducted through the School system. Disciplinary action shall be appropriate to meet specific concerns related to the violation and will focus on helping students learn how to use the electronic network in a responsible manner. Due process procedures shall be followed in all matters pertaining to violations or perceived violations of this policy.

Administrative Responsibilities

The Board authorizes the Superintendent to prepare appropriate Administrative Procedures for implementing this policy, and for reviewing and evaluating its effect on instruction and student achievement. Procedures for determining the consequences for violation of this policy are outlined in the Administrative Procedure that accompanies this policy.

ACCESS TO STUDENT RECORDS (Policy Code C1)

The Blue Mountain Union School District recognizes the importance of keeping accurate and appropriate education records for students as part of a sound educational program and is committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students.

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records. It is the policy of the district to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the district will inform parents, guardians, and students eighteen years and older of their right to inspect, review, and seek amendment of the student's education records. The district will inform parents, guardians, and students eighteen years and older of items considered directory information through notices distributed at the beginning of each school year or when a student enrolls.

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

ACCIDENTS ON SCHOOL PROPERTY OR AT SCHOOL FUNCTIONS

In the event of an accident on school property, specific school personnel are equipped to render first aid. In the event of a more serious accident, parents will be notified and asked to seek medical attention for their child. If parents cannot be located, the student will be taken to the nearest medical facility, which is Cottage Hospital in Woodsville, NH. Costs for medical, dental, hospital services due to injuries sustained by students while on school property and/or during a school function are the responsibility of the parent/guardian.

ASSIGNMENT NOTEBOOKS/TAKE HOME FOLDERS

BMU does not provide students with assignment books. We do encourage students to write down important assignment information; this can be done in their regular folder or notebooks. Folders are used by all K-4 teachers to send home important information on a daily or weekly basis. As teachers expect students to stay organized and get information home and back to school, we ask that all parents check with their children each evening to see what homework or notes they brought home. Please see that any forms or specific information is returned to school on time and that deadlines listed on notes are met. If your child has difficulty staying organized and bringing material home, please contact his/her classroom teacher to set up a meeting.

ATHLETIC AND ACADEMIC ELIGIBILITY

General Provisions

1. Candidates must be full-time students as defined by Policy 2051, or home-schooled students. Parents of home-schooled students must provide proof of their state approved plan.
2. Using the appropriate forms, parents must give written permission prior to a student's participation on a BMU team.
3. All students engaging in interscholastic athletics must have physical examinations at least every two years. Part of this process is the completion of a health questionnaire by parents.
4. Parents must provide evidence of appropriate accident insurance prior to participation.
5. By becoming a member of any team, participants agree to comply with rules and codes of conduct established by the BMU Athletic Department and by the Vermont Principals Association. Specific rules and penalties which are established shall be distributed to each participant in writing prior to the start of each season. Students and parents will provide written verification that they have received this information prior to participation.
6. During an athletic activity season, players who have participated in practice or competition as a member of a BMU team shall not practice or compete as members of non-school organized groups in the same activity. Students may participate in an event as an individual, but not as members of another team. Violation of this rule will be handled as follows:
 - For the first infraction, a warning to the student that the choice of participation on one or the other team must be made.
 - For the second infraction, the student will be dropped from the BMU team.

Requirements for Athletics, Club/Class Officers, and Major Extracurricular Roles

Academic Requirements

1. Students in grades 9 - 12 must maintain a 2.0 GPA and not be failing any classes to be eligible for the season. Grades will be checked prior to the season's first practice. Students will be notified of their eligibility by the Athletic Director.
2. Any student who chooses to participate in an activity or on an athletic team under the auspices of this policy must maintain a minimum 2.0 GPA throughout the season. GPA will be checked at progress report time and at the end of each quarter.
3. Eligibility will be determined at progress report time and at the end of a quarter.
4. Students whose GPA falls below 2.0, or fail a class, will be eligible if they attend 2 weekly 8th period study halls for the remainder of the season. Study Hall credit guidelines are delineated in the Athletic Handbook. *
5. Incoming ninth grade students must have a 2.0 GPA or higher on the fourth quarter report card.
6. Students playing on the middle school teams must maintain a 75% average and not be failing any classes to be eligible for the season. Grades will be checked prior to the season's first practice, at progress report time, and at the end of each marking period. Students will be notified of their eligibility by the Athletic Director.
7. Courses given an incomplete will be evaluated by the Principal on an individual basis.

8. Eligibility of transfer students shall be based on the standards of their previous school until they have been issued a BMU report card.

**In the case of students playing on the middle school teams, a 75% average and no failing grades replaces the 2.0 requirement.*

Behavior Requirements

1. The staff, coaches, and advisors will refer students with inappropriate school behavior to the Principal for eligibility determination.
2. Any school-related, out-of-school suspension will result in suspension from participation during the same time period.
3. The following infractions will result in an immediate declaration of ineligibility:
 - Possession, consumption and/or distribution of tobacco, alcohol, or drugs on/off school grounds.
 - Arriving at school for a regular school day or for school functions after having consumed, and/or being impaired by, alcohol or other illegal substances on or off school grounds. If consumption is suspected, the coach, advisor, and/or Athletic Director may immediately remove a student temporarily from the team or activity for safety reasons.
 - Counseling may be required prior to being allowed to return to the team.
 - Students who violate the school's policies on alcohol, drugs and tobacco while they are members of a school athletic team will be removed from the team for the remainder of the season. If drugs or alcohol are involved, drug/alcohol counseling may be required.

ATTENDANCE (Policy Code C7)

It is the policy of the Blue Mountain Union School District to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing. A student who is out of school for 18 days or who has missed 10% of school will not be evaluated by Student Services for a specific learning disability.

Annually, the superintendent shall ensure that the school board appoints one or more individuals to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the school district. The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

Administrative Rules and Procedures

The procedures will address the following issues and may include others as well:

- A. written excuses;
- B. tardiness;
- C. notification of parents/guardian;
- D. signing out of school;
- E. excessive absenteeism;
- F. homebound and hospitalized students;
- G. early dismissals;
- H. homework assignments;
- I. making up work.

Administrative Responsibilities

1. The principal is responsible for maintaining accurate and up-to-date records of student attendance.

2. The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

HIGH SCHOOL ATTENDANCE

What is the law about school attendance?	A person having control of a child between the ages of six and sixteen years shall cause the child to attend a public school, an approved independent school or a home study program for the full number of days for which that school is held. Vermont Law 1121
How do I report my child's absences?	Please fill out the form on the BMU website or call 802-757-2711 ext. 1122 the school secretary before 8:00 a.m. on the day of the absence.
Are there any excused absences?	For high school students: absences due to college visits, medical appointments with documentation, and administrator approved school-sponsored activities are considered excused absences. Students may submit a request to the principal for an absence to be excused. An absence will be marked as unexcused for all other reasons. It is normal for a student to have up to 10 unexcused absences per year due to sickness, appointments that are not excused, family trips or commitments, etc. If a student skips a class, the teacher has the discretion to not allow the student to make up any missed work.
When is my child too sick to come to school?	The Centers for Disease Control recommends that students who have the following symptoms stay home: Cough, fever, sore throat, vomiting, or diarrhea. • Students need to be fever, vomit and diarrhea free for a full 24 hours before returning to school. • Students who are being treated with an antibiotic need to have taken it for a full 24 hours before returning.
What is truancy?	Truancy is defined by Vermont Law. The Blue Mountain Union School District will cooperate with all other state agencies to solve truancy problems. The Counselors, Principal, Superintendent and any duly appointed Truant Officers shall share responsibilities for investigating and eliminating truancy. Students who miss more than twenty school days may be reported for truancy.
Where can a parent go for help when a student does not want to go to school?	Parents should contact the school counselors as soon as they begin to have difficulty motivating a student to attend school.

The Blue Mountain Union School believes that classroom attendance and academic success are directly related. We believe that students are exposed everyday to many valuable experiences and interactions in the classroom and students need to attend class to take full advantage of those educational experiences. Additionally, we believe there are many long-term benefits resulting from developing and maintaining good attendance, which carry over to other aspects of life and work. The importance of attendance and the impact it has on lifelong learning cannot be overstated.

Class attendance is a joint responsibility shared by the student, parent or guardian, and school personnel. The attendance policy is intended to hold students accountable for their class attendance.

Student Responsibility

It is the student's responsibility to be in school and to attend all classes regularly. It is also the student's responsibility to follow the correct attendance procedures when absent from a class for the school day. It is the student's responsibility to contact the teacher for any missed work assigned or due during their absence.

Parent/Guardian Responsibility

It is the responsibility of the parent or guardian to encourage and monitor his or her student's school attendance, to report all student absences according to the school's attendance policy and procedures, and to work cooperatively with the school and student to solve any attendance problem that arises. Parents are responsible to read and understand the attendance policy/procedures when making decisions about pulling children out of school for appointments. Parent phone calls for an absence due not automatically excuse an absence. Absences are only excused for the reasons in the chart above, or by the discretion of the principal.

Teacher Responsibility

It is the teacher's responsibility to maintain an accurate record of daily attendance, to report students' attendance to the attendance office, and to hold students accountable for absences. It is also the teacher's responsibility to communicate attendance concerns to students' parents/guardians and the Administrator and School Counselor.

Administrator Responsibility

It is the administrator's responsibility to monitor the attendance policy and procedures and to assist teachers in their efforts to improve student attendance. It is also the administrator's responsibility to work cooperatively with students, teachers, and parents/guardians to promote acceptable attendance habits.

Administrative Procedure

Notifying the School

If a parent/guardian knows that his/her student will be absent, s/he should inform the school secretary in advance. If prior notification cannot be given, the parent/guardian should call the school on the day of the absence and leave a voice message on the attendance extension, which is available 24 hours a day.

If a student is absent without prior notification, his or her parent/guardian will be notified at home/work by the school secretary as soon as possible to verify absence.

If a student requests early dismissal, he/she must bring a written note from his or her parent/guardian or the school secretary must receive a telephone call. If a student arrives with no note or phone call, parents/guardians will be called.

Classroom Tardiness

Each student and teacher have the right to expect a class time free of interruptions, such as a student coming to class late without a verifiable excuse. Therefore, tardies will be treated in the following manner:

- Students will be allowed at any time to enter class without any consequences with a pass. This is considered an 'excused' tardy.
- Students without a pass will be allowed to enter class. This is considered an 'unexcused' tardy.

AUTOMATED PHONE CALL SYSTEM

BMU subscribes to a computerized phone calling system through Infinite Campus that will provide parents with recorded messages about important school events and snow days. It also serves as our warning system for unexpected emergencies. If a parent wishes to change the Infinite Campus status or phone numbers, s/he needs to let the Main Office know. The changes will go into effect within 48 hours.

BACKPACKS

Backpacks should be kept in lockers (grades 6-12) and in a designated area of the classroom (grades prek-5) during the school day. Exceptions may be made on a case-by-case basis.

BUTLER BUS DISCIPLINE PROCEDURES

Riding a school bus is not a right; it is a privilege. The following rules are enforced:

- Follow the driver's directions the first time they are given.
- Observe all school rules.
- Be courteous to each other and the bus driver while boarding, while on the bus, and while disembarking the bus.
- Do not eat or drink on the bus.
- Waste paper and other articles are not to be thrown on the floor or out the windows.
- Do not smoke, use tobacco products, or obtain tobacco paraphernalia.
- Do not damage or tamper with bus equipment.
- Stay seated.
- Keep hands, head, and legs inside the bus at all times.
- Do not push, shove, or fight.
- No pets, open glassware, flammables, or oversized projects allowed on the bus.
- Alcoholic beverages and/or illegal drugs are not allowed on the bus.
- Loud, vulgar, and other improper language is not tolerated.
- Lunch boxes, books, and other bundles will be kept on the seat or put in a driver-designated place.

Bus riders should also be on time at the designated school bus stop to keep the bus on schedule. They need to stay off the road at all times while waiting for the bus and wait until the bus comes to a complete stop before entering the bus.

After leaving the bus riders should cross the road only when necessary. They should do this after getting off the bus and moving at least ten feet in front of the bus. Then they need to look to be sure that no traffic is approaching from either direction. Older students should help look after the safety of all small children. Everyone should be alert to the danger signal from the driver.

Please note:

Students should be at their designated bus stop ten minutes before the "scheduled time" to allow the bus driver the "window" of road conditions etc. The bus driver has the authority to assign seats and will be doing so regularly. Drivers are in frequent contact with the Principal or the Dean of Students about behavior on the bus. Remember that riding the bus is a privilege that can be taken away. Students are not allowed to change buses unless it is a daycare situation for younger children. A student will not be allowed to ride any bus other than the one documented on file unless a parent/guardian contacts the school via phone or signed note.

The bus driver will not discharge riders at places other than the regular bus stop at the home or at school unless by proper authorization from a school official. The bus driver will not discharge students in 3rd grade or lower at a single residence unless he/she is certain an adult is at home or they are accompanied by a sibling in 4th grade or higher.

The following stages of discipline consequences will be used. These stages are not necessarily sequential. If a student's behavior is harmful, destructive, harassing, or demeaning, verbal warnings and 1st degree written reports may be by-passed.

Verbal Warning: When a rider causes a distraction to the driver by improper or excessive noise, getting out of proper riding position, improper language or gestures, or disruptive actions toward other riders, a verbal warning is given to the offender.

Written Reports: When a verbal warning is disregarded, a write-up will be issued by the driver to the student. A copy of this report will be given to the Dean of Students.

Level I Write Up: 1 day suspension from the bus or alternative on bus consequence. These are issued for less serious violations, such as continuation of improper or excessive noise, getting out of proper riding position, disrespect, etc.

Level II Write Up: 3-5 day suspension from the bus and/or alternative in-school consequence. These are issued for more serious bus violations, aggression, continuation of Level I behavior, destruction of property, defiance, inappropriate language, etc.

Level III Write Up: May result in suspension of bus privileges for remainder of the school year. These are issued for major bus violations, such as assault, serious threats, harassment, bullying, adamant refusal to obey the driver, fighting, drugs, excessive vandalism, etc.

Suspension from one bus may mean suspension from all buses, including those used for field trips and athletic games. This decision will be made by administration.

CELL PHONES & PERSONAL ELECTRONIC COMMUNICATION DEVICES

In 2025 the Vermont Legislature passed a law that cell phones are not to be used in schools. As a result, Blue Mountain Union School is implementing a new policy for the 2025-2026 academic year and beyond. Phones and other personal electronic devices (Apple Watches, wireless/bluetooth earbuds, etc) are not to be used during school. Every student is assigned a personal Yondr Pouch to safely and securely store their devices. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

DAILY PROCESS - Grades 7-12

As students **Arrive to School**, they will:

1. Turn their phone and other personal electronic devices (watches, ear buds, etc) off.
2. Place their phone and personal electronic devices inside their Pouch and secure it in front of school staff.
3. Store their Pouch in their backpack or locker for the day.

At the end of the day, students will open their Pouch, remove their phone and put their Pouch in their backpack. Students must bring their Pouch to school with them each day.

- Students arriving late or leaving early will pouch/unpouch their phones in the **Main Office upon signing in/out of the building.**
- Students who have earned Open Campus Privileges will pouch/unpouch their phones in the **Main Office upon signing in/out of the building.**
- Students who depart BMU to attend a tech center will pouch/unpouch their phones when entering and exiting the building.
- Student athletes will pouch/unpouch their phones when entering and exiting the building during the school day. Student athletes may have phones at the Coach's discretion.

VIOLATIONS

Pouch Damage / Lost or Forgotten Pouch / Using Phone During School/Violations

Consequences:

- **1st Offense** – device taken to the office and the parent / guardian is required to pick it up at the end of the school day. A copy of the policy will be provided to the family upon the return of the device.

- **2nd Offense** - device is taken and kept until a parent / guardian meeting can be scheduled and a plan is agreed upon on how to proceed for the rest of the school year. Additional disciplinary action may be taken for repeated offenses up to and including suspension.

If a student damages or loses a pouch they may be liable for the replacement cost of \$30.

Upper Classmen who have earned Upper Level Privileges will have their privileges revoked for violations of this policy.

Teachers will report violations in Infinite Campus.

Examples of damage:



- Deep scratches on the globe and on the green ring around it
- Intentional pen marks on the inside of the Pouch
- Bent pins
- Pin and button not fully recessing, due to pin damage

CHANGE OF PHONE NUMBER/ADDRESS

If your address, phone number, or other information on your registration form changes during the school year, the office must be notified. In case of emergency, it is vital that the office has up-to-date information, especially a work and home phone number. This is especially important when it comes to keeping our automated system updated.

Parents/guardians have the responsibility to notify the school of any change in a student's address or name. If a move takes place within the district this information is still needed and should be supplied.

Any legal name changes should be accompanied by a copy of a lawyer's letter or other legal / court document.

CHECKS

Please make checks payable to Blue Mountain Union School. If you are paying for lunches, those checks may be made payable to BMU Lunch Program.

CHILD ABUSE AND NEGLECT

All school employees are mandated by law – VSA 33 §4911 to 4920 – to report to a local child protective agency, known or suspected child abuse within 24 hours of notification or suspected child abuse. Parents or guardians who wish to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site may contact the school district office. The parent or guardian may also file a formal report with a local child protective agency.

CLASS TRIPS

Class trips are a privilege and, if necessary, the Administration may determine eligibility based on a student's behavior log. If a student has demonstrated behaviors that could upset a field trip experience for others, the student may be kept from the trip or required to have a parent present on the trip.

CLOSING ANNOUNCEMENTS

If the Blue Mountain Union School is to be closed during a regularly scheduled school day, the decision is usually reached before 6:00 a.m. All school closing announcements will be announced on WCAX, WNNE, and on all Vermont radio stations. You can also check www.vermontpublic.org. Families will receive an Infinite Campus message on their designated phone number.

AGREEMENTS/SIGNATURE SHEETS

There are many times when students are asked to sign an agreement. Such agreements or signature sheets do not have the same legal status as a formal, binding contract. They are, however, important to maintaining the operation of a safe and fiscally sound school system. Examples of these documents are textbook check out cards, science safety rule sheets, music performance contracts, and athletic agreements. Parents with concerns about these agreements should talk with the Principal, the Dean of Students, the specific teacher, or the Athletic Director. This has been reviewed by the school's attorney and found to be an appropriate and legal procedure.

CUSTODY CONCERNS

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological / adoptive parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designees. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer will be required to intervene. Parents are asked to make every attempt not to involve the school in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

DIRECTORY INFORMATION

Schools in the Orange East Supervisory Union may disclose designated directory information on students and eligible students* without the prior consent of the parent of eligible students, and without any record of such disclosure. The following types of personally identifiable information have been designated directory information:

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

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

If you are the parent of an eligible student currently attending any of the schools in the Orange East Supervisory Union, 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 types(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), not later **than 15 working days of receipt of Annual Notice Regarding Student Records.**

DISCIPLINE

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by each school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student, and other relevant factors.

The Blue Mountain Union School discipline procedure provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach and support students.

BEHAVIORAL MANAGEMENT PROCEDURE

Level I (minor) discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process. These behaviors can usually be handled by an individual faculty or staff member but may sometimes require the intervention of other school support personnel. Faculty and staff may utilize any of the following disciplinary management techniques appropriate for the situation, including, but not limited to the following.

Student Offense	Procedural Responses	Behavioral Intervention Options
Disruption	There is immediate intervention by the adult who is supervising the student or who observed the behavior	Reteach expectations
Tardiness		Verbal warning
Off task		Life space interview (LSI)
Inappropriate language	Repeated behavior requires that a parent/guardian be contacted	Redirection
Lying	A conference with the parent/guardian may be arranged with the involvement of other school personnel including a school counselor and/or the dean of students	Seating adjustment or assigned seating
Improper behavior in hallways		Alternate work completion options
Non-defiant failure to complete assignments or follow basic directions		Classroom break or safe space
Physical contact/Horseplay without intent to harm		Detention after-school with teacher
Dress code violation	A proper and accurate record of the offense and disciplinary action is maintained by the staff member	Restitution
Misuse of property		Loss of recess or other free-choice time
Technology violation		Lunch without peers in a designated area
Cell phone violation		Student participation in conference with parent/guardian and teacher
		Participation in a school-service project that enables the student to be engaged in

		the desired character trait(s) Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s) Any other disciplinary technique that positively promotes pro-social alternatives and desired character trait(s) that is approved by the building administrator.
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Level II (blend of minor/major) discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated acts of minor misconduct and behaviors directed against persons or property that do not seriously endanger the health, safety, or well being of others. Consideration of necessary behavior support services should be given, if not already provided. In collaboration with faculty and staff, administration may utilize any of the following disciplinary management techniques appropriate for the situation, including, but not limited to the following.

Student Offense	Procedural Responses	Behavioral Intervention Options
Continuation of repeated Level I behaviors	The student is referred to the Dean of Students using Infinite Campus referral form as well as calling the main office for support	Student participation in conference with parent/guardian, teacher, and/or dean of students
Disruptive classroom behavior	The Dean of Students initiates an investigation into the infraction	Walk and talk with Dean of Students or School Counselor
School tardiness, unauthorized presence in a restricted area, or absence from one's assigned area (i.e. cutting class).	The Dean of Students meets with the student and teacher (jointly or separately)	Restriction from programs and special assemblies
Failure to sign in/out of one's assigned area.	The teacher remains informed by the Dean of Students of the steps that follow when applicable	Assignment of after-school or lunch detention
Repeated technology/personal device violation	A proper and accurate record of the disciplinary action is maintained by the Dean of Students	Functional behavioral assessment (FBA)
Defiant behavior	Parent/guardian contact by Dean of Students	Behavior support plan (BSP)
Use of forged notes or excuses		Educational support team (EST) referral
Inappropriate location/Out of bounds		Referral to Little Rivers or Clara Martin
Refusal to identify oneself		Lunch group with School Counselor
Disrespectful behavior toward others		Partial/Full day in-school suspension (ISS)
		Out of Suspension (OSS) from school for up to three school days, which shall include any time during which the student

Harassment/Hazing/Bullying		was subject to suspension pending investigation
Aggression with intent to harm		Financial restitution/community service
Repeated unexcused absences/tardiness		Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)
Fighting (simple)		Participation in a school service project that enables the student to be engaged in the desired character trait(s)
Threats to others		Any other disciplinary technique that promotes pro-social alternatives and desired character trait(s)
Use of obscene or threatening language		Any of the preceding disciplinary options under Level I.
Vandalism (minor)		
Stealing/possession of stolen property		
Possession of tobacco/vape		
Cheating		
Repeated dress code violation		

Level III (major) discipline offenses represent the most serious acts of misconduct. These offenses must be reported immediately to the administration. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school sponsored activities for up to five school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with administration is a required element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given if not already provided. Administration may utilize any of the following disciplinary management techniques appropriate for the situation, including, but not limited to the following.

Student Offense	Procedural Responses	Behavioral Intervention Options
Unmodified/repeated Level III misconducts.	The student is referred to the Dean of Students using Infinite Campus referral form as well as calling the main office for support	In-school suspension (ISS) for up to 10 school days
Possession of alcohol, drugs and drug paraphernalia, weapons, combustibles	The student is immediately removed from the school environment	Out of school suspension (OSS) from school for up to ten school days, which shall include any time during which the student was subject to suspension pending investigation
Under the influence of drugs or alcoholic on school property or at school sponsored events	The Dean of Students initiates an investigation into the infraction	Placement in an alternative education program for up to two semesters and until such a time as the student meets the exit requirements for the alternative education program
Use of nicotine dispensing device or tobacco product		

Unmodified/repeated Level II Offenses.	Parents are notified	
Bomb threat/False alarm	Law enforcement officials may be contacted	Recommendation of drug/alcohol counseling
Assault/battery		Diversion program
Sale of stolen property	The Dean of Students verifies the offense, confers with the staff involved, and meets with the student	Long-term suspension
Arson		Financial restitution for the repair of any damage caused to the school related environment
Fighting	The Dean of Students meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action	Community service
Vandalism		Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)
Extortion	A proper and accurate record of offenses and disciplinary actions is maintained by the dean of students	Participation in a school-service project that enables the student to be engaged in the desired character trait(s)
Flagrant or continued failure to follow the reasonable rules of the school		
Transfer or sale of alcohol and/or drugs	A complete and accurate report is submitted to all required parties	Any other disciplinary technique that positively promotes pro-social alternatives desired character trait(s)
Harassment/Hazing /Bullying		Long term out-of-school suspension (greater than 10 days at the discretion of the School Board).
Any unlawful act or criminal offense not previously stated	Upon request the student will be given a full due process hearing before the Board	Any of the preceding disciplinary options under Levels I and II.

When a situation arises that requires the School Board to consider a long-term suspension or expulsion, the student will be suspended pending a School Board hearing. If the student is on an Individualized Educational Plan, a manifestation hearing will be held, and the results provided to the School Board. The hearing will be held within two weeks' time. School work during this suspension will be provided by the professional staff. The superintendent will write the letter to the student and his/her parents or guardians outlining the charges, the specifics related to the School Board hearing, and the student's rights at the hearing. Once the hearing is held, the superintendent will write the letter on behalf of the School Board explaining the outcome of the hearing.

Parents of students may elect not to contest whether a student has violated the school discipline policy or the appropriate discipline, and in such cases, an agreement may be negotiated which would include parents or students waiving a right to a hearing before a disciplinary tribunal.

Before a student is suspended for ten days or less, the Principal or designee will inform the student of the offense for which the student is charged and allow the student to explain his or her behavior. If the student is suspended, the student's parent/guardian will be notified if possible. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student vehicles brought on campus, student book bags, school lockers, desks and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book bags, lockers, or any vehicle brought on campus. Metal detectors and drug or weapon sniffing dogs may be utilized at school or at any function, including activities which occur outside normal school hours or off the school campus at the discretion of administrators.

Parents and students should contact the Dean of Students if specific questions arise related to the school discipline process. The school discipline process specifies within its standards of behavior various offenses which may result in a school staff member's request that a parent or guardian come to the school for a conference. Parents are encouraged to visit the school regularly, and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior.

DRESS CODE

Blue Mountain Union School provides a quality instructional program and learning opportunity for every student. The personal appearance of everyone is an important component of establishing a safe environment for optimal learning and respect for one another. Students and staff are expected to dress in an appropriate manner while on school property or representing the school. Student violations of this policy shall be handled by the Principal or Principal's designee, in accordance with the Blue Mountain Union School's disciplinary procedures. In the event that someone's dress fails to meet these expectations they will be asked, in a discreet manner, to make appropriate adjustments. If they are unable to do so, clothing that meets these expectations will be provided. Unwillingness to follow these steps for positive self-expression and appropriate dress or repeated offenses will constitute a refusal to comply with a faculty request.

Expectations for positive self-expression and appropriate dress at school are:

- Clothing does not display offensive, violent or threatening messages and/or inappropriate language
- Clothing does not display sexual innuendo
- Clothing does not endorse and/or advertise alcohol, drugs, tobacco, or weaponry
- Clothing covers buttocks, bellybuttons, and undergarments
- Footwear must be worn at all times
- Head coverings may be worn but only at the teacher's discretion within classrooms

The School Board has given the responsibility of adjusting the dress code when necessary to the Principal.

DRIVING CARS, MOTORCYCLES, AND SNOWMOBILES TO SCHOOL

The option for high school students to drive to school is a privilege, which may be revoked at any time. This includes all motorized vehicles, such as cars, trucks, snowmobiles, ATV's, motorcycles and dirt bikes.

All students driving to school must register their vehicles with the school before being permitted to park on school grounds in areas designated for student parking. Students must obey all state driving regulations, and any driving regulations adopted by BMU.

Registration tags must be displayed in the car window at all times. A vehicle that is not registered with the office may be towed at the owner's expense.

Students must park their vehicles in the designated area (large lot behind the cafeteria) and come into school immediately. Students are not allowed to go to their vehicles during the school day (7:30 a.m. – 2:30 p.m.) except when granted permission by authorized administrative personnel.

Students are expected to follow all driving and safety rules while on school premises – especially the 10 mph speed limit.

Driving privileges can be revoked if students do not follow such safety precautions. A student who loses his/her driving privilege or bicycle riding privilege will be unable to park his/her vehicle on school property during that time. The usual consequence is 20 school days without driving privileges.

DRIVING CARS TO RIVER BEND CAREER AND TECHNICAL CENTER

All students are expected to ride the River Bend bus. Only under rare circumstances will a student be able to drive to River Bend. Proper forms must be signed by the Career and Technical Center Director at River Bend, the Principal at BMU, and parents/guardians in advance of the student taking his/her vehicle to the Center. If a student misses the River Bend bus, they shall come into the office and make arrangements for getting to River Bend for the day. Students who break this rule will have their driving privileges revoked for a period of time determined by the administration.

EIGHTEEN-YEAR OLD STUDENTS

Eighteen year-old students are subject to all school policies, rules and standards. Except as provided in this policy, report cards, discipline, reports and other communications from the school will be provided to responsible parents or guardians of all students regardless of the age of those students.

Permission slips for participation in field trips or other activities may be signed by 18 year old students. Eighteen year old students may sign their own absence and late notes, but parents will be notified of absences and tardy incidents for their 18 year old children on the same basis as other students, unless communications from the school are limited to the student only in accord with this policy.

Communications with Parents/Guardians

Students who are 18 years old or older may request, in a manner designated by the Superintendent that communications to their parents or guardians be provided to them as well. The school will comply with these requests.

Students who are 18 years old or older may request, in a manner designated by the Superintendent that all communications from the school be made to them and not to their parents. These requests will be granted by the Superintendent or his/her designee only when the student's responsible parents or guardians agree in writing, or when the student shows that he/she is not a dependent student as defined in section 152 of the Internal Revenue Code of 1954.

The maintenance and distribution of documents defined by the Family Educational Rights and Privacy Act of 1974 as student records will be governed by the Act and the regulations promulgated pursuant to that Act.

EIGHTH GRADE PROMOTION

For a student to participate in the 8th Grade Promotion Ceremony, the student must meet or exceed the standard for the Eighth Grade Exit Project and other mandatory benchmarks. Any student that does not meet the necessary benchmarks shall be referred by the middle school team for retention via Blue Mountain Union's EST process.

EMERGENCY FORM

Blue Mountain Union School requires that the parent or guardian of every student complete and sign the emergency information form. This is to ensure that in the case of an emergency, the school has accurate information on each student and his or her parents and/or guardians. This enables school personnel to notify parents as quickly as possible in the event of an emergency. These forms are sent home on the first day of school. Other forms may be required for extracurricular activities, field trips, or overnight trips. These forms

will be sent home on an as needed basis.

ENTRANCE TO THE PRIMARY GRADES

Learning is a lifelong process. For students to acquire the necessary concepts, skills, and attitudes during their relatively short span in formal education, it is essential that a positive relationship between students, parents, and the school exist before students enter first grade.

Three Year Old Program

Services are limited to students who have an educational need for early intervention and typically developing students as required by special education guidelines. The program may be provided to a child who has reached the age of three by August 31st if deemed eligible through a screening process in accordance with Act 62, A Law Related to Prekindergarten education. Students receiving EEE services may enter the three-year-old program on their 3rd birthday if their transition team determines they need preschool services.

Four Year Old Program

BMU offers a Pre-school program to in-district students who have reached the age of four by August 31st. In the spring, parents will be provided with the opportunity to sign up for this program which includes a screening and interview. Acceptance into the program will be in accordance with Act 62, a law related to Pre-kindergarten education.

Kindergarten

Students must be five years of age by August 31st to enter kindergarten.

First Grade

Students must be six years of age by August 31st to enter first grade.

Appeals:

If parents wish to appeal the entrance age, the following procedure needs to be followed:

1. Any appeal of the Blue Mountain Union School Board will be in the form of a written letter to the Principal requesting the appeal and the rationale for appeal of the entrance policy using specific and concrete examples for criteria. These may include:
 - a) Date of birth of the child
 - b) Teacher and/or child care staff recommendations
 - c) Prior assessments
 - d) Summary of learning levels, such as books read independently
2. The Eligibility Team (composed of the Principal, Primary Teachers, Special Educator, Guidance Counselor, and School Psychologist) will convene to recommend appropriate information gathering instruments and assess the student under consideration. These assessment tools may include but not be limited to the following:
 - a) Observational Survey
 - b) Test for Early Reading Ability
 - c) Screening Instruments
 - d) Primary Observational Assessment
 - e) Fountas and Pinnell Benchmarks
 - f) DIAL (Developmental Indicators for Assessment of Learning)
 - g) Battelle Test
3. The Eligibility Team will review the assessment results and provide the parents with a written summary and decision.
4. If a parent disagrees with the decision of the Eligibility Team, he/she may appeal to the Superintendent.

FERPA POLICIES (Policy Code C1)

The Blue Mountain Union School District recognizes the importance of keeping accurate and appropriate education records for students as part of a sound educational program and is committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students.

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records. It is the policy of the district to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the district will inform parents, guardians, and students eighteen years and older of their right to inspect, review, and seek amendment of the student's education records. The district will inform parents guardians, and students eighteen years and older of items considered directory information through notices distributed at the beginning of each school year or when a student enrolls.

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

Definitions: All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that Act.

FIELD TRIPS

A field trip is an educational experience that enriches learning. In order to participate, students must have parental permission. Permission slips will be sent home, need to be signed, returned, and will be on file in the office. No student will be allowed to leave the school without a signed permission slip on file. Students who have displayed inconsistent behavior may be excluded from field trips. In order to participate in the senior class trip, students must be able to graduate on the designated graduation date.

FIRE, BOMB THREAT

The emergency plan calls for students and staff to evacuate to the business park next to the school. Arrangements have been made for our students to be sheltered from inclement weather at businesses within this park. If it is determined that students will be sent home for the day, parents will be notified. We will send students home on the buses as soon as the buses arrive. Parents can meet their children at home. If a bus driver is not able to leave a child due to his/her grade level, the driver will bring that student back to the business park and phone calls will be made to his/her parent/guardian. Students and staff with cars parked at BMU may not retrieve them until the situation is over. Students and staff will practice this at least once a year.

FIREARMS (Refer to Policy Code C5 and VSA 13 § 4004)

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

Definitions: For the purposes of this policy, the terms "firearm" "school" and "expelled" shall be

defined consistent with the definitions required by state and federal law.

Sanctions: Any student who brings a firearm to school, or who possesses a firearm at school shall be brought by the superintendent to the school board for an expulsion hearing. A student found by the school board after a hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that he or she had brought a firearm to school.
2. The student did not intend to use the firearm to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Aiding Other Students: A student who in any way encourages another student to bring weapons to school also endangers the safety of others. The Supervisory Union/District expressly prohibits any such action. No student shall knowingly or willfully cause, encourage, or aid any other student to possess, handle, or transmit any weapons or facsimiles of weapons. No student shall knowingly or willingly cause, encourage or aid any other student to make, issue, or otherwise communicate by any means, a threat that a dangerous or deadly weapon has been or will be placed or used on school grounds or property. A student found to have violated this provision may be subject to the same sanctions as a student who brings a weapon to school, or who possesses a weapon at school.

Policy Implementation: An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the superintendent or his or her designee. The superintendent shall refer to appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the school district. The superintendent may also report any incident subject to this policy to the Department of Social and Rehabilitative Services. The superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.

WEAPONS

A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nun chucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

No person shall use articles designed for other purposes (e.g., lasers or laser pointers, belts, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/DISTRIBUTION

The school district takes a position of “Zero Tolerance” in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the Superintendent of dismissal for a period of time not to exceed one year.

FOOD/CANDY/CLASSROOM SNACKS/GUM AND DRINKS

As a school, BMU promotes a healthy environment and we encourage students to eat healthy snacks and lunches and to drink water as their primary beverage. In the interest of promoting healthy habits, BMU prohibits consuming commercially packaged beverages that contain caffeine and other supplements commonly found in energy drinks while on school grounds. Beverages such as Monster, Red Bull and Celsius and similar brands are not permitted. Coffee and tea are allowed if a student is over the age of twelve per recommendation by the American Academy of Pediatrics.

GYMNASIUM

At no time, including after school, may the gym be used without a staff member present. Gym privileges may be revoked at any time.

HALL PASSES

With the exception of transition times between classes, before the first class of the day, and after school, all students must be accompanied with a “pass” while in the halls. Additionally, students must sign out of class if leaving without direct supervision during class time. If a student returns to class, he/she must sign back in.

HARASSMENT, HAZING AND BULLYING OF STUDENTS (Refer to Policy Code C10)

I. Statement of Policy

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

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

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

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

II. Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline. Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

III. Constitutionally Protected Speech

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

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

- A. "Bullying" means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - a. Is repeated over time;
 - b. Is intended to ridicule, humiliate, or intimidate the student; and
 - c. (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
(ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.
- B. "Complaint" means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

C. “Complainant” means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.

D. “Designated employee” means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.

E. “Employee” includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.

F. “Equity Coordinator” is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.

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

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

(i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or

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

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

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

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

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

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

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

(1) The goals are approved by the educational institution; and

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

With respect to Hazing, “Student” means any person who:

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

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

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

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

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

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

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

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

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

APPENDIX A

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

Dean of Student: Parrish Eiskamp

Principal: Scott Blood, Elementary Principal & Leigh Guenther, Middle/High School Principal

Address: 2420 Route 302 Wells River VT 05081

Telephone number: 802-757-2711

HEALTH SERVICES

The School Nurse is on duty during each school day. Students should come in when ill or injured. If necessary, arrangements will be made for students to be taken home or to the doctor. Health services include more than help when a student is not feeling well. Students may visit the nurse's office during study halls or lunch to discuss problems and/or to get health information. The nurse has a responsibility to question any newly acquired bruises.

If a student has to take medication at school, there is an important procedure that s/he must follow. All medications must be kept locked in the nurse's office. The student will need a doctor's order for the medication prescribed, and the medication must be in a properly labeled container. A student is requested to see the nurse if taking any medication and/or has questions. There is a form available to attain a doctor's permission for medicines dispensed in school. A student who takes medicine prescribed by a physician is required to follow Blue Mountain Union School Board Policy #2430 (Health Services) currently in use.

A student who has a special health condition such as allergies, epilepsy, chronic illness, etc. should inform the nurse. Any information a student wishes to be kept confidential will be kept confidential, barring statutory obligation to report abuse.

Narcotics Procedure

Blue Mountain Union does not allow students who are currently taking a narcotic pain medication to attend school. This is for the following reason related to the health and safety of the student:

- Narcotics are controlled substances that should only be taken for a short period of time for a specific condition and under the close supervision of a physician.
- If a student's pain level requires the use of narcotics then they need to be at home recovering and under the care of a family member/guardian to ensure that they are properly monitored for side effects and given adequate time to heal.
- Narcotics are mind altering substances. While taking this type of pain medication it is unlikely that the student will be able to focus, engage in learning, participate fully and safely in school activities.

When student's pain can be controlled by means of over the counter medications, they are welcome to return to school.

Diarrhea and Vomiting

According to the American Academy of Pediatrics *Managing Infectious Disease in Child Care and Schools*, vomiting and diarrhea have many causes and it is not always from infection (Aronson + Shope, 2017, p. 52, 58, 171). An evaluation from a medical provider, along with written correspondence from the medical provider, is necessary to determine if a child with diarrhea and/or vomiting is well enough

and not contagious and thus cleared to remain in school. To stop the spread of illness, BMU requires students and staff to be 24 hours free of diarrhea and/or vomiting, without the use of medication to stop these symptoms, before returning to school or extracurricular activities. This policy is to encourage sufficient rest in the sick person in order to recover and also to contain the illness to reduce the spread to others.

Source: Aronson, SS., + Shope, T.R. (2017). *Managing Infectious Disease in Child Care and Schools: A Quick Reference Guide*. Elk Grove Village, IL: American Academy of Pediatrics.

Fever

According to the American Academy of Pediatrics *Managing Infectious Disease in Child Care and Schools*, fever is an elevation of the normal body temperature, greater than 100.4 degrees Fahrenheit (Aronson + Shope, 2017, p. 89). A fever is a way that the body may respond to a viral or bacterial infection. While children with a fever are not always contagious and the child may not feel ill, an evaluation from a medical provider, along with written correspondence from the medical provider, is necessary to determine if a child with a fever is well enough and not contagious and thus cleared to remain in school. Children and staff with a temperature of 100.4 degrees Fahrenheit or greater will be sent home. Blue Mountain Union School requires that a child or staff member be fever free for 24 hours without the use of fever reducing agents like Tylenol and NSAIDs before they are allowed to return to school and extracurricular activities. Blue Mountain Union School also requires staff to follow this policy. Requiring students and staff to remain home who are symptomatic with a fever will reduce the spread of illnesses in school, especially to those who are immunocompromised. Following this policy provides safety to other students and aids in preventing the spread of illness.

Source: Aronson, SS., + Shope, T.R. (2017). *Managing Infectious Disease in Child Care and Schools: A Quick Reference Guide*. Elk Grove Village, IL: American Academy of Pediatrics.

Flu/Covid

Blue Mountain Union School requires that students and staff with flu/covid-like symptoms be sent home or stay at home until they are feeling better or being cleared by a physician to return to school. If a student or staff member has signs and symptoms they may be sent home.

Lice - Managing Head Lice Outbreak

Procedures for Managing a Head Lice Outbreak

- The Department of Health does not recommend sending students home who show signs of nits or lice until the end of the school day.
- Check all heads in affected classrooms daily until all evidence is eliminated.
- Vacuum carpeted classrooms daily during outbreak.
- Discontinue temporarily “dress-up” activities and other activities that involve close person-to-person contact. Place all “dress-up” clothes in sealed plastic bags for two weeks.
- Do not spray with pesticides.
- Encourage families to contact health care providers if they suspect treatment has failed.
- Siblings and close personal contacts should be examined, and if infected, should be instructed on treatment.
- Send general fact sheet and a notice of the outbreak home to all parents. Elicit help of all parents to check for head lice daily.
- Encourage parents to notify the school, childcare provider, and other close personal contacts when head lice have been identified.

HONOR ROLL

The Blue Mountain Honor Roll for students in grades 6-12 has been established to recognize a high level of academic achievement. The Honor Roll requirements are as follows:

High Honors: Grades in all subjects must be A's. (90% or above)

Honors: Grades in all subjects must be A's and B's (80% or above)

All percentages are to be rounded to the nearest whole number. At the end of each marking period, students are recognized for outstanding academic achievement, outstanding effort and/or significant improvement during the marking period. Recognition may be given for good citizenship, as well. The list of students receiving recognition is published in area newspapers.

INSURANCE AND STUDENT INJURIES

Blue Mountain Union School does not provide medical insurance coverage for school accidents. This means that parents/guardians are responsible for all medical bills (including ambulance expenses) if your child gets hurt during school activities. The school does, however, make a low-cost affordable program for Student Accident and Health Insurance available for you to purchase that would help pay those expenses. It would also be enough insurance to permit your child to play sports. The information for this insurance program is available in the Main Office.

LEAVING SCHOOL GROUNDS

With the exception of upper level privileges, students may not leave school grounds during the school day, including lunchtime. If a student is to be dismissed early, they must bring a parental permission note to the office. This note is to specify the time of dismissal and to whom the student may be released. Any student leaving school grounds without the proper permission will be reported to the Dean of Students for appropriate action.

Students are to be picked up at the main office entrance when they are dismissed during school hours by a parent/guardian unless approved by an administrator. Students may not leave the school building to go to cars or other outside designations without the approval of a staff member.

LIBRARY AND MEDIA SERVICES

The library is open from 7:30 a.m. to 3:30 p.m. every day.

Students have a set library time each week in which to learn specific skills and check out reading material. Reading is very important at BMU, and we encourage parents to take time to read with their children at home. Children who lose or damage library books will be assessed a replacement cost. Library privileges will be revoked until a book is returned or replaced. All materials and equipment must be checked out and returned to the circulation desk. A student may sign materials in and out of the library as often as he or she wishes, but at any given time the total number of items signed out must be equal to or less than the number of the student's grade level – fourth graders can have four books, ninth graders can have nine, etc.

Books are signed out for two weeks, but they must be renewed if no one else is waiting for them. If a student has overdue materials, they must be returned before he or she will be allowed to sign out or renew anything else. Reference books and magazines must be used in the library. The Librarian will provide photocopies of these materials as needed. The audiovisual room and the library office are not public spaces. Students who need items from these areas should check with a Librarian.

Six students from each study hall may sign up for passes to the library on a first-come, first-served basis.

Students who want passes need to come to the library to get one before the beginning of the block, so that they may take it to their study hall teacher to sign. If students need materials that the BMU library does not own, they may be borrowed through the Vermont Automated Library System. This network provides access to all of the libraries in the state. This process takes time however, so planning ahead is required.

All persons using the library are expected to behave so that they do not in any way distract or disrupt other people who are present.

LOCKERS

Lockers are available to students at no charge. They are school property and are to be used for storing school materials. A student should not expect privacy regarding items placed in school property, as school property is subject to search at any time by school officials. Valuables must not be left in lockers at any time. The school is not responsible for lost or stolen materials. Anyone found to be damaging a locker will be expected to pay for the damage and be subject to a consequence according to the BMU discipline procedures. Locker privileges may be revoked if found in violation of proper usage.

LOST AND FOUND

Any items found in school, on the bus, or on the playground should be turned in to the main office. Every effort will be made to find the owner of the found items. Students are asked to check the lost clothing box located in the office periodically. At the end of each marking period, or when the box is filled, unclaimed items will be given away. Money turned in to the office will be returned to the finder if not claimed after seven school days. The school does not accept responsibility for lost or damaged personal items.

SCHOOL MEALS

School meals are Free. Thanks to the current State allowances we can offer all meals free of charge to students. Please take time to complete the Free and Reduced Meals Application – even if you are sure, you will not qualify. This form allows Blue Mountain to draw down additional federal funds that support programs and offset expenses for the local taxpayer. The information in the forms is kept confidential. Please fill out a form and submit it to Marie Winchester. Students are expected to show good manners, both in the lunch line waiting to be served, while eating and while cleaning up. During high school lunch, students are to report to the cafeteria for the first fifteen minutes. After that time, the gym will be available for student use. Students are not allowed in any other areas except under the direct supervision of a staff member. While all meals are free à la carte items are not part of the meal. An à la carte item would be any item outside of the meal. For example, a second milk or an additional slice of pizza will be considered à la carte items. Any food not included with the meal will need to be purchased from the BMU food service and will be paid for at the time of purchase, either in cash, or by deduction from a prepaid account. Credit will not be extended to students for A la carte items.

NATIONAL HONOR SOCIETY

Membership in this society is an honor granted by a majority vote of the Administrative Council. To be eligible for consideration, a student must have attained a minimum cumulative grade point average of 3.500 or higher. Students who meet this standard will be asked to describe his/her leadership, character, and service qualities. Completion of an application does not guarantee membership into The National Honor Society. Once selected, members have the responsibility to continue to demonstrate the qualities listed above as well as maintaining high academic standards.

National Junior Honor Society

Membership in this society is an honor granted by a vote of the Administrative Council. To be eligible for

consideration, a student must be in the eighth or ninth grade. The ninth graders must have attained a minimum cumulative grade point average of 3.500 or higher. The eighth graders will have to have been on the honor roll for the four grading periods of their 7th grade year and the first two grading periods of their 8th grade year. Students who meet this standard will be asked to provide evidence of their leadership, character, and service qualities. Completion of an application does not guarantee membership into The National Junior Honor Society. Once selected, members have the responsibility to continue to demonstrate the qualities listed above, as well as maintaining high academic standards.

NATURAL DISASTER

If there is a threat of a natural or other disaster such as a blizzard, flood, earthquake, or tornado, buses will be called in and students will be sent home if time permits. If time does not permit, students will be kept at school and the radio stations will be notified. All parents who can come for their children will be encouraged to do so.

NEW STUDENTS

Parents are an important part of BMU. This is especially true when a new student comes to Blue Mountain. Many of our children have been together for years, so we work extra hard to make the transition into our school a good one. New students may start one day after all of the enrollment procedures have been completed. This allows time for the classroom teachers to prepare for the arrival of a new student. Upon arriving for a student's first day, s/he will have a "buddy" to ensure that the student knows how to use the computerized lunch system, log onto the computer network, etc.

DISRUPTIVE GADGETS

Students are asked to leave all personal games, toys, and collector cards at home. BMU is not responsible for items that are brought to school and are broken, go missing, or are lost.

PARENT CONFERENCES

Parents may schedule a conference at any point throughout the school year. Please contact the guidance counselor or classroom teacher. The Principal, Dean of Students, and/or guidance counselor may participate in the conference as appropriate. Feel free to request others to participate. Please call the school secretary at 757-2711 for an appointment. Two parent conference times are pre-scheduled for all students. Phone calls and appointment letters are used to ensure that parents know about these conferences.

PARENT-SCHOOL COMPACT (Policy Code E1)

The Blue Mountain Union School District maintains programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in school district and school level compacts. Definition:

Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

School District Parental Involvement Compact: The superintendent or his or her designee shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A requirements. The LEA Compact shall include: (1) the school district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions required by law. The superintendent or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I Part A.

School Level Parental Involvement Compact: Each building principal or his or her designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement Compact shall include: (1) a process for continually involving parents in its development and

implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and parents build and develop a partnership to help students achieve the State's standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

Title I, Part A Parental Involvement Policy: Appendix A.

Sample School District Parental Involvement Compact. This school district compact outlines the joint responsibility of the School District. And parents. The following opportunities for parental involvement are provided by the Oxbow Unified Union School District.

1. The school district involves parents in the joint development of its plan to help low-achieving students meet challenging achievement and academic standards (NCLBA §1112), and the process of school review and improvement (NCLBA §1116) by:

- A. Establishing a school district committee with parents and representatives of other impacted programs, including Head Start.
- B. Establishing communication between the school district staff and parents.
- C. Developing a school district process, through newsletters, electronic communications of other means, to communicate with parents about the plan and to seek their input and participation.
- D. Training personnel on effective collaboration strategies for parents with diverse backgrounds that may impede participation, such as language difficulty.

2. The school district provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance by:

- A. Providing workshops to assist schools in planning and implementing strategies.
- B. Establishing training programs for school personnel and parents responsible for communication strategies at the school level.
- C. Providing information to parents about the assessment tools and instruments that will be developed to monitor progress.
- D. Seeking input from parents in developing workshops and other activities.

3. The school district builds the capacity of schools and parents for strong parental involvement by:

- A. Providing ongoing communication about the school district committee through newsletters or other written or electronic means.
- B. Utilizing the schools' parent-teacher organizations to assist in identifying effective communication strategies.
- C. Providing a master calendar of school district meetings to discuss pertinent topics.

4. The school district coordinates and integrates parental involvement strategies under this Compact with parental involvement strategies under other programs by:

- A. Sharing data from school and other programs to assist in developing new initiatives to improve student achievement and school improvement.

5. The school district conducts, with involvement of parents, and annual evaluation of the content and effectiveness of its parental involvement policy in improving the academic quality of schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities authorized by Title I, Part A or the parental involvement policy and compact of the district. (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies by:

- A. Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal meetings with staff, parents and teachers.
- B. Identifying potential policy and compact changes to improve and revise programs.

6. The school district involves parents in the activities of the schools served under Title I, Part A by:
 - A. Providing communication and calendar information to parents of planned meetings, discussions or other events and encouraging participation.
 - B. Providing school and parent-teacher organization coordination of events.

Title I, Part A Parental Involvement Policy

Appendix B School Level Parental Involvement Compact

This parental involvement compact outlines joint responsibilities of the school and parents. Opportunities for parental involvement are provided by the school by:

1. Convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, inform parents/guardians of their school's participation under Title I, Part A and to explain the requirements of Title I, Part A and the right of the parents to be involved. The principal or his or her designee shall:
 - a. Invite all parents of participating children to the annual meeting at school.
 - b. Explain the rights of parents to be involved in establishing this compact.
 - c. Introduce and involve the building representatives on the S.U.-level committee.
 - d. Provide an overview of Title I and give parents an opportunity to express questions and concerns.
 - e. Indicate mechanisms by which the committee work will be communicated to parents.
 - f. Seek the involvement and input of parents.
 - g. Provide child care so that all parents who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evenings, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. The principal or his or her designee shall:
 - a. Provide parents with opportunities to ask questions and discuss informally student academic achievement and school performance.
 - b. Engage school-based parent organizations to assist with communication and implementation needs.
 - c. Develop and use outreach programs to involve community groups and organizations.
3. Involving parents in an organized, ongoing, and timely way, in the planning, review, and involvement of programs under Title I, Part A, including the planning, review, and improvements of the school parental involvement compact and the joint development of the school wide program plan under NCLBA, except that if the school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. The principal or his or her designee shall:
 - a. Identify and establish a process by which an adequate representation of parents of participating children can occur.
 - b. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the S.U. parent involvement policy.
4. The principal or his or her designee shall:
 - a. Provide parents of participating children timely information about programs.
 - b. Communicate updates through the use of school newsletters, the school web site, email and telephone contact, and home visits if needed.
 - c. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - d. Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - e. Develop means for parents to ask questions and receive answers.
 - f. If the school plan developed under Section 1114(b)(2) of the NCLBA is not satisfactory to parents of participating children, submit any comments from parents to the S.U. board when the plan is made available to the S.U. board, and provide a process consistent with board policies and procedures on complaints, for parents to express their concerns to the school district board of directors.

5. Shared Responsibilities for High Student Academic Achievement.

a. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards. Each parent of a participating child is responsible for supporting their children's learning by:

I. Monitoring attendance, homework, and television viewing.

II. Volunteering in their child's classroom and participating as appropriate in decisions relating to their children's education and extracurricular activities.

b. Communication between teachers and parents occurs through:

I. Parent-teacher conferences in elementary schools at least annually, during which the compact shall be discussed as it relates to the individual child's achievements.

II. Frequent reports to parents on their children's progress.

III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

6. Building Capacity for Involvement.

A. To ensure effective involvement of parents and to support a partnership among the school's involved, each school shall:

I. Provide assistance to parents of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.

II. Provide materials and training to help parents work with their children.

III. Educate teachers and other staff in the value and utility of contributions of parents and how to effectively communicate with and work with parents as equal partners, implement and coordinate parent programs that will build ties between them.

IV. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instructions Programs for Preschool Youngsters, the Parents and Teachers Program and public preschool and other programs and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

V. Ensure that information is sent to the parents of participating children in a format and language that can understand.

B. To ensure effective involvement of parents and to support a partnership among the school's involved, each school may:

I. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.

II. Provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training.

III. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions.

IV. Train parents to enhance the involvement of other parents.

V. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.

VI. Adopt and implement model approaches to improving parental involvement.

VII. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I supported programs.

VIII. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

IX. Provide other reasonable support for parental involvement activities under this section as parents may request.

7. In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or disabilities, including

providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

PARTIES

Parents often wish to send a treat for the class for their child's birthday. Please make these arrangements with the classroom teacher. To avoid hurt feelings, do not send party invitations to school unless the entire class is invited.

PHYSICAL EDUCATION

Regular physical education classes will be scheduled at BMU. These classes are part of the school curriculum, and all students are required to participate. Proper shoes and clothing are required for the safety of your child. For questions, please contact our PE Department.

POOR ROAD CONDITIONS

If road conditions are poor in your area, use your discretion when sending children to school. This absence may not be considered excused unless approved by the principal on a case by case basis. Remember to call in if your children are to be absent.

PROGRAMS OF STUDIES: contains the following information

CREATING YOUR HIGH SCHOOL SCHEDULE
PERSONAL LEARNING PLAN
SAMPLE SCHEDULE
COURSE PROFICIENCY LEVELS
ELECTIVE COURSES
AUDITING COURSES
INDEPENDENT STUDY
COURSE ADD/DROP PROCEDURE
EARLY COLLEGE
EARLY GRADUATION
DUAL ENROLLMENT COURSES
SNHU & CCV IN THE HIGH SCHOOL
ACADEMIC GRADING
GRADE/CREDIT ALIGNMENT
BLUE MOUNTAIN HIGH SCHOOL GRADUATION REQUIREMENTS
BMU GRADUATION PROFICIENCIES & TRANSFERABLE SKILLS
DETERMINING GPA
ACADEMIC TRANSCRIPTS
ELECTIVES
ENGLISH
FINE ARTS
HEALTH
MATH
MULTI PATHWAY STUDIES
PHYSICAL EDUCATION
SCIENCE
SENIOR SEMINAR
SOCIAL SCIENCES
TECHNOLOGY
WORLD LANGUAGE

PROMOTION, RETENTION, AND ACCELERATION

The Blue Mountain Union School District believes that promotion and retention should be based on the best interest of each student. In general, students will be placed at the grade level of their same age peers. Occasionally a student will benefit from an additional year's instruction at a particular grade level or benefit from accelerating a grade. Often students will benefit from required summer and/or after school instruction before being promoted to the next grade level.

Definitions:

1. Acceleration is the advancement of a student by more than one grade beyond the current grade level.
2. Promotion is the single grade step most students take from year to year.
3. Retention allows a student to repeat a part of a grade in order to prepare more fully for the work of the next grade.

The decision to retain or accelerate a student should result from careful study and evaluation by the teacher, Principal, parent and Educational Support Team.

In all cases of retention or acceleration, an intervention plan must be developed according to Educational Support Team procedures to document the instructional interventions or modifications that will occur. In the case of a student with a disability, the decision must meet the special education regulations or Section 504 laws.

PROMOTION IN GRADES K-5

No student shall be promoted in grades K-5 unless the student has satisfied the following criteria:

1. Achieved standard on the skills and knowledge listed on the final report card, AND
2. Achieved standard at the primary observation assessment and developmental reading assessment and/or an acceptable score on the mandatory State tests; OR
3. Produced a portfolio of work that demonstrates mastery of the grade level To Know and To Do skills and knowledge; OR
4. Received a written recommendation from the classroom teacher based upon academic achievement in language arts and mathematics.

Accommodations to these requirements may be made for students with exceptional educational needs or requirements consistent with state and federal law and established district policies and procedures, including students with disabilities and those with limited English proficiency.

The Educational Support Team shall determine whether a student has satisfied the criteria of this policy. Any questions regarding the team's decision as to whether a student has satisfied the criteria in this policy shall be directed to the Principal within ten working days of receiving notice of the team's decision.

Appeal Process

If the parent or guardian wishes to pursue the matter further, an appeal may be filed requesting a meeting with the Superintendent within ten working days after the decision described above has been rendered. The Superintendent shall review the matter with the appropriate parties and provide a response to the appeal as soon as practical.

Promotion – 6th-8th grades

For a student to be promoted the student must meet mandatory benchmarks. Any student that does not meet the necessary benchmarks shall be referred by the academic team for retention via Blue Mountain Union's

EST process.

Accommodations to these requirements may be made for students with exceptional educational needs or requirements consistent with state and federal law and established district policies and procedures, including students with disabilities and those with limited English proficiency.

The Educational Support Team shall determine whether a student has satisfied the criteria of this policy. Any questions regarding the team's decision as to whether a student has satisfied the criteria in this policy shall be directed to the Principal within ten working days of receiving notice of the team's decision.

Appeal Process

If the parent or guardian wishes to pursue the matter further, an appeal may be filed requesting a meeting with the Superintendent within ten working days after the decision described above has been rendered. The Superintendent shall review the matter with the appropriate parties and provide a response to the appeal as soon as practical.

Retention in Grade

A recommendation for retention must be based upon information (i.e. benchmark data, test data, etc.) that indicated that an additional year of instruction at the same grade level would benefit the student.

The decision to retain is made by the Educational Support Team. In the case of a student with a disability, the student's IEP or Section 504 Team is the group to consider any decision to retain in grade. The parent or guardian must be designated a member of all teams considering retention.

The Educational Support Team will develop interventions and/or modifications to be put in place during the school year prior to the year of retention.

PROTECTION OF PUPIL RIGHTS ACT (Policy Code C8)

Policy

It is the intent of the Blue Mountain Union School District to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) and Vermont State Board of Education Rules governing the administration of certain student surveys, analyses or evaluations.

Administrative Responsibilities

The superintendent of his or her designee shall develop administrative procedures to ensure school district compliance with applicable federal and state laws related to pupil privacy. The administrative procedures shall include provisions related to the following legal requirements.

1. The right of parents or eligible students to inspect surveys created by third parties before administration or distribution of the surveys to students.
2. Any applicable procedures for granting request by a parent for access to such survey within reasonable time after a request is received.
3. Arrangements of protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal Pupil Privacy Rights Amendment.
4. The right of a parent to inspect any instructional material used as part of the educational curriculum for the parent's child, and any applicable procedures for granting access to such material within a reasonable time after the request is received.
5. The administration of physical examinations or screenings that the school district may administer to a student.
6. The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, including arrangements to protect student privacy in the event of such collection, disclosure or use.
7. The right of a parent of a student to inspect any instrument used in the collection of personal information under subparagraph (6) above, and any applicable procedures for granting a request for such inspection within a reasonable time after receiving the request.
8. Provisions to ensure that parents are notified of the school district policies and procedures adopted to comply

with federal and state laws and regulations governing pupil privacy, including, but not limited to, notification of activities involving the collection of personal information from students, the administration of surveys containing items specifically listed in the Pupil Privacy Rights Amendment.

PUBLIC DISPLAY OF AFFECTION

Public display of affection is limited to hand-holding only. Students will be asked to stop behaviors that are inappropriate. If these behaviors continue, parents will be notified and appropriate discipline steps will be taken. Everyone needs to remember that this is a community building with young children in attendance.

PSYCHOLOGIST

The school psychologist is a related service provider for meeting the educational needs of the students as it impacts their educational progress. The practice of school psychology at BMU includes:

- Evaluation, assessment, diagnosis, or test interpretation limited to assessment of intellectual ability, learning patterns, achievement, motivation, or personality factors directly related to learning problems in an educational setting
- Counseling services for students for amelioration or prevention of educationally related learning problems
- Educational or vocational consultation or direct educational services
- Development of programs such as designing more efficient and psychologically sound classroom situations and acting as a catalyst for teacher involvement in adaptations and innovations

REPORT CARDS

Elementary report cards are designed to show student progress over the year. Students are marked using standards in each subject area related to the Common Core. This system helps parents understand how their child is doing in comparison to what is expected in Vermont for a child at this grade level. It also provides both parents and teachers with knowledge about specific areas of strength or weaknesses that need further assistance. Each grade level has prepared a list of the most important items that a student must know and/or be able to do.

- Kindergarten through fourth grade will receive report cards twice per year.
- Fifth through twelfth grade will receive report cards quarterly.

SCHOOL COUNSELOR

The school counselors provide counseling services to meet the various academic, social, and emotional needs of students in grades Pre-K through twelve. Counseling services fall into three general areas:

1. Academic/Career Counseling - Helping the student establish and progress toward educational and career goals consistent with his or her abilities, aptitudes, and interests.
2. Testing Services - Individual and group testing for the purpose of making educational and career decisions.
3. Personal Counseling - Exploring the student's feelings, thoughts, and needs in order to gain self-awareness and to solve problems through self-understanding. This is provided on a very limited basis, usually no more than four sessions.

School Counselor – Elementary

The elementary guidance program is developmental in design. It is based on the premise that there are needs and concerns that are common to everyone. These common needs can best be met through a carefully planned and sequenced program that is provided to all students. As with other programs at

BMU that are designed for all children, special written permission to meet with students is not required, however parental permission will be necessary for special individual counseling.

Life skills are developmental and the guidance program's primary focus is assisting in the development of these skills. The emphasis is on understanding how humans behave, developing good interpersonal relationship skills, learning how to cope, and practicing good decision-making skills.

SCREENINGS

Vision, hearing, and weight screenings are conducted at BMU. A refusal permit for height and weight will be given to the students for parents/guardians to sign a couple of weeks before their scheduled screening if you do not want your child to participate. It will explain in detail what occurs during these screenings. You may also refuse the screenings by sending a written note at any time.

SEARCH AND SEIZURE

Desks, lockers, textbooks, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened by school employees for cleaning, maintenance or emergencies. 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 the Principal who will determine whether further investigation is warranted.

School property may also be searched by school employees upon reasonable suspicion on the part of the administration that a law or school policy is being violated. Searches of school property in the possession of students will extend to areas or items reasonably calculated to aid in the enforcement of specific policies or laws.

Searches of students' persons or vehicles will be conducted if there is reasonable cause to believe that a breach of school policy or law is being committed. Search of a student's person will be conducted by a school employee of the same sex and in the presence of another school employee.

USE OF SECLUSION AND RESTRAINT (Policy Code C70)

It is the policy of this school district/supervisory union that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district/supervisory union's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district/supervisory union of appropriate interventions by district staff.

USE OF SURVEILLANCE CAMERAS STATEMENT

1. Surveillance cameras may be installed in situations and places where the security of either property or people would be enhanced.
2. When appropriate, cameras may be placed campus-wide, inside and outside of buildings.
 - Cameras will be used in a professional, ethical, and legal manner consistent with all existing District policies.
 - Camera use will be limited to situations that do not violate the reasonable expectation of privacy as defined by law.

REASON

1. The purpose of this policy is to regulate the use of surveillance cameras to protect the legal and privacy interests of the school community.
2. The function of surveillance cameras is to assist in protecting the safety and property of the school community.
3. The primary use of surveillance cameras will be to record images for future identification of individuals in the event of legal or policy violations.

REQUIREMENTS

1. Only authorized personnel will be involved in, or have access to, surveillance camera data.
 - Administrators and designated staff may have access to surveillance camera data in their areas of responsibility.
 - Vermont State police officers will have access to all surveillance camera data when investigating criminal conduct.
2. When an incident is suspected to have occurred, designated personnel may review the images from surveillance camera data.
3. A log will be maintained for a period of 12 months as to who has accessed the camera data.

RELATED INFORMATION

1. Surveillance cameras will not record or monitor sound.
2. Recorded surveillance camera data must be retained for a period of 30 days.

All requests from sources external to the School District to release information obtained through surveillance cameras must follow established procedures to request that information be released.

OPEN CAMPPUS PRIVILEGES (JUNIOR/SENIOR)

The goal of Open Campus Privileges is to allow juniors and seniors to take responsibility for their time while providing a good model for younger students. Upper level students will soon be going on to other settings where they will be required to organize their time and resources independently. Open campus privileges are, however, given only with permission of a parent/guardian and through the meeting of specific expectations. Violation of the agreement could result in the loss of privileges as well as additional disciplinary action.

Qualifications

1. Have turned in the appropriate permission slip signed by their parent/guardian
2. Have passed all classes for the final quarter of the previous year
3. Seniors: All A's and B's may leave campus, A's, B's, & C's may have access to the senior lounge, but may not leave campus. This includes on-line coursework.
4. Juniors: All A's and B's, including any on-line coursework may leave campus.
5. Have earned enough credits to be a member of the Junior or Senior Class
6. Be in good standing if enrolled at RBCTC or STJA or LI
7. Be in good standing regarding daily school attendance - Students with more than five tardies will not earn privileges. Tardies will be checked half way through the quarter and when the quarter closes
8. Be in good standing regarding behavioral referrals (no major behavior violations)

Rules:

1. Sign one's self out in the main office to leave campus during study hall/lunch & during unscheduled period(s)
2. Can drive their own insured vehicle but may not transport other students
3. Sign one's self back in at the main office when arriving to/back to campus
4. Spend free time on campus (library/outside on campus/senior hallway; adhering to school expectations)

5. Be a responsible citizen within the school and broader community
6. Return to campus on time for the next period class
7. On occasion, students may be asked to stay on campus for various reasons including safety

****Only seniors are eligible for provisional privileges and plans**

SENSITIVE AND CONTROVERSIAL ISSUES

BMUSD recognizes that some of the material covered in our curriculum may be sensitive for some individuals. Public schools, however, are charged with responsibility to educate children broadly for a diverse society. Within that responsibility, we believe that parents/guardians have a right to inform us of aspects of their value system which may be compromised by such a charge. Furthermore, we believe that parents have a right to ask that their children not participate in particular content.

Content which has been of concern in the past has included: the human reproductive system, including transmission of the HIV virus; family life, including roles and responsibilities; stages of life, including birth and death; diverse family patterns in other cultures and ours; varying cultural belief systems; individual responsibility for behavior, including working things out with peers.

In addition, there are daily exchanges between children, and between children and teachers. These exchanges are unplanned and may touch on deeply personal and controversial issues. When a staff member is party to such an exchange, it is that adult's responsibility to minimize fear and confusion, and then to advance the discussion toward an area of general constructive educational worth.

We have established the following procedures for parents to follow should they have a concern about an area of the curriculum, a school expectation or an instructional procedure.

1. **Teacher Newsletters:** Teachers will make a concerted effort to be alert to the issues about which parents might, in general, be concerned. They will inform parents/guardians of upcoming lessons that might be sensitive.
2. **Prior Notification:** If you can anticipate an area which might cause your child or you significant distress, please send us a letter each year stating the concern.
3. **Informational Meetings:** In the case of units where we can realistically predict parental questions, the school will hold informational meetings at which parents may hear about the topic and the instructional approach. These meetings provide parents with an opportunity to ask questions and to review materials.
4. **Permission to Participate:** For material that is considered a potentially controversial addition to the regular curriculum, we will ask parental permission. In these cases, if we do not receive your permission, your child will not be allowed to participate. The school remains responsible for your child's welfare during these times. For material that is a regular part of the curriculum, however, such as most of the issues listed above, we will not ask parental permission.
5. **Right NOT to Participate:** You may ask to have your child withdrawn from a particular lesson or unit. We will usually try to speak with you about our reasons for including the material in the curriculum, but will respect your final decision.

SPECIAL SERVICES OESU (Policy Code D7)

Policy: It is the policy of the Orange East Supervisory Union to meet the needs of students with disabilities, as defined in federal and state law and regulations, and to provide a free and appropriate public education (FAPE) to these students in the least restrictive environment that will allow all students

to benefit educationally.

The Agency of Education (AOE), as the State Education Agency (SEA), is responsible for the overall provision of a Free Appropriate Public Education (FAPE) to eligible Vermont students with disabilities and does this through the implementation of the Individuals with Disabilities Education Act (IDEA).

The Orange East Supervisory Union will use the guidelines developed by the Vermont Agency of Education in its most current edition of the Vermont Special Education Procedures and Practices Manual (Manual) regarding special education issues. The Manual is designed to assist Vermont school districts in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements. The Manual can be found on the Vermont Agency of Education's website.

Special Education Services: Child Find Notice

In accordance with state and federal laws Orange East Supervisory Union, serving the towns of Bradford, Corinth, Groton, Newbury, Ryegate, Topsham, Thetford, and Wells River serves notice that special education and related services are available to appropriately identified individuals between the ages of birth through twenty-one. Any individual wishing to take advantage of these services or desiring additional information may contact Alison Kidder, Director of Student Services at (802-222-5216 x6111)

If there are parents within the school districts who should have this information interpreted or written in other languages, please notify the Orange East Supervisory Union and/or school district.

English Language Learners

ELL is provided to students when needed to help them function in an English-speaking environment.

504 Plans

Section 504 of the Federal Rehabilitation Act of 1973, and the American with Disabilities Act, prohibits discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aids designed to meet their needs as adequately as the needs of non-disabled students are met.

The guidance department is designated by the district as responsible for implementing Section 504. Parents and guardians will be informed of screening and evaluation procedures used whenever there is a reason to believe that a student has a disability that limits his or her ability to attend or function at school, the right to a written accommodation plan if the student is found to have a disability that requires service under Section 504, the right to be educated with non-disabled students to the maximum extent appropriate to the student's individual needs, and notice of the procedure safeguards guaranteed by law.

Special Education – Rights and Responsibilities (IDEA)

Special education services are available to preschool and school-age children with eligible disabling conditions. Infants to age 3 who have hearing impairments, visual impairments, and/or severe orthopedic impairments are also eligible for services. Referrals for school-age children may be made to Blue Mountain Union School through the special education office. Blue Mountain Union School also services eligible students, ages 3-5 years old. The services may include speech and language, occupational and/or physical therapy, and preschool educational services. For more information regarding infant and/or preschool programs, contact Blue Mountain Union School's special services director.

Title 1

Title 1 is a federally funded program for children who need extra help in reading or math. The Title 1 teacher uses test results to determine academic strengths and weaknesses. The classroom teacher and the

Title 1 teacher work out an education plan for each child. This education plan is shared with the parent. At BMU, this service focuses on literacy and math skills. The Reading Recovery program is a part of this and provides daily services to qualified students in grade one.

Essential Early Education

EEE provides services to preschool children, ages birth through five, with disabilities. The goal is to support young children and their families, so that all children come to school ready to learn.

Educational Support Team - EST (Policy Code D21)

Policy

It is the policy of the Orange East Supervisory Union to provide a continuum of educational services through a comprehensive Educational Support System to increase the ability of the school to meet the needs of all students in the general education environment.

Implementation

The superintendent (or principal) shall be responsible for developing written procedures to establish and implement the educational support system. The procedures shall comply with the requirements of Act 117 of 2000 and State Board of Education Rules 2194 and 2120.8.3.

SUBSTITUTE TEACHERS

Our school is fortunate enough to have individuals who are willing to help us whenever our regular teachers are absent. A substitute teacher is an important visitor whose impressions of our school will be carried into the community. Let us be certain that these are good impressions by being polite, helpful, and considerate. Students understand what is expected when their regular teacher is present, and no less is expected when a substitute teacher is with us for the day.

SUMMER READING

Education is a continual process; it does not end with the last day of the academic school year. In order to ensure that our students continue their education, the Blue Mountain Union School District implements a summer reading program for all students. The purpose of this program is to encourage students to enjoy quality literature and to continue developing their reading skills.

Student participation is recommended for grades for PreK-6 and required for grades 7 -12. At the high school level, the summer reading is dependent upon the Language Arts class in which students are enrolled for the fall.

Students in grades K-4 are involved in a Reading Celebration at the beginning of the year to recognize their summer reading efforts. Students in middle and high school will receive credit in their Language Arts class for completion of summer reading.

Information about the summer reading will be mailed home to parents, given to students, and posted on the district's website.

SUPPLIES AND MATERIALS

Paper, notebooks, pens, pencils, etc. are not supplied regularly by the school. Students are expected to come to school prepared with supplies necessary to complete ordinary assignments. Students who continually show up unprepared will be assigned mandatory overtime (detention).

SURVEYS

No student will be required to submit to a survey, analysis, or evaluation that reveals sensitive, personal

information (political affiliation, psychological problems, sexual behavior or attitudes, illegal or self-incriminating behavior, religious practices, etc). Surveys are open to parental review.

TELEPHONES

Families need to make arrangements prior to the beginning of the school day. It is difficult to have the phone lines tied up with students calling home to make arrangements for after school activities. If a student is ill, they should report to the nurse, who will be responsible for calling his/her parent or guardian. It is recommended that a note be sent to school for your child's teacher if there is an appointment or other change in the regular school day. We realize a follow-up call may be necessary due to the age and responsibility of the child. There is one telephone in the main office available for student use. Students are not to use the other office phones.

TEXTBOOKS

Textbooks are loaned to the student by the school and shall be returned in good condition and free of writing. Students themselves must return the book to the teacher; do not expect the summer staff to search for your book. Any book judged by a teacher to show excessive wear or marking shall be paid for by the student to which the book is assigned. Any book lost or judged not fit for use by next year's classes shall be replaced on a prorated basis at the expense of the student. BMU's lawyer has reviewed the BMU procedure and found that it is legal and appropriate for the school to require students to sign a textbook card prior to be given a school's textbook. If a parent does not wish his/her child to sign the form, the parent needs come into school during school hours and sign the card himself/herself. The book will not be issued until the card is signed.

TOBACCO/VAPE PROHIBITION

It is the policy of the Blue Mountain Union School District that no student at any time shall possess, use, sell, give or otherwise transmit tobacco/vape, tobacco/vape products, or tobacco/vape paraphernalia on school owned property or leased property or at any school-sponsored activity on or off school grounds.

Any tobacco/vape product in the possession of a student in violation of this policy shall be confiscated immediately by an employee and reported to the Dean of Students, who will start procedures towards disciplinary action. The police will be notified of any illegal aspects, such as underage possession of tobacco/vape or the sale of tobacco/vape. Consistent with state statutes no person, including adults, shall be permitted to use tobacco/vape on school grounds.

The procedures and penalties set forth in the Blue Mountain School District shall apply to incidents in which a student has been reported to have possessed, used, or transmitted tobacco/vape products in violation of this policy. The consequence for breaking this rule is out of school suspension and notification to the Vermont State Police.

Any student involved in an extracurricular activity/athletics, who is in possession of a tobacco/vape product, will be removed from the activity/team for the remainder of the season.

In addition to any disciplinary measures taken under the above-mentioned policy, a student after a first offense shall be referred to the school nurse or other qualified educator for a discussion about the health effects and legal consequences of possession, use or transmittal of tobacco/vape products as well as provision of information on the availability of smoking cessation programs.

VISITORS

Parents and adult visitors are welcome at the Blue Mountain Union School, and we encourage you to visit. All visitors are requested to stop in the office to sign in when entering the school. BMU staff members have been instructed to stop any visitor who isn't displaying a BMU pass and request that the visitor return to the Main Office to obtain one. This procedure is for the safety of all students at Blue Mountain and allows us the pleasure of knowing you are here. Visitors are requested to check with the office when leaving as well.

Parental Visits: In the absence of a court order denying visitation rights to a parent, both custodial and non-custodial parents may schedule visits to their children's classes. Contact the Principal to make arrangements for visiting classrooms. The Principal will consult with the teacher involved and may grant the request or suggest a more convenient time for a visit. Requests by parents to visit classes may be denied by the Principal when the visit would result in disruption to the learning process in the classroom.

Student visitors are allowed during the school day if approved by administration.

VISITING SCHOOL

We welcome parents and other visitors to our facility. When visiting, all parents and visitors must register in the BMU office upon entering the building. All doors are locked during school hours. Please go to the main entrance door to be buzzed in by staff. If you plan to pick up your child after school, please wait in the MAIN corridor's visitor waiting area located next to the office and have your child meet you there. Do not stand outside classroom areas or block hallways.

VISITING – STUDENTS BRINGING FRIENDS TO SCHOOL

Students may not bring friends or other students to visit in the classroom or at lunchtime. Only enrolled BMU students are allowed into their specific classroom. This rule is for the protection of all students and the instructional program. Classroom interruptions can be very detrimental to the learning process.

VISITING – PARENT CLASSROOM VISITATION

Having parents visit the classroom is an important part of the elementary school experience. The BMU staff values the concept of parents as partners in education and understands that the student's education extends beyond the school. Parents will have the option of signing up to assist as a room parent for special projects and parties and performing special school activities, as well as volunteering to assist on field trips. It is up to the individual teacher to determine his/her classroom needs and to make any necessary arrangements for parent volunteer assistance.

Parents wishing to visit the classroom to observe specific academic instruction need permission from the Principal and must provide 24-hour notice and state the purpose of the visit (identify what you wish to accomplish by the visit). This rule is for the protection of all students and the instructional program as many children in the classroom setting receive special services during the school day due to their individual academic needs. This information is extremely confidential. This type of request is different than volunteering time to help with a classroom project, party, or field trip. When you come, please:

- Sign in at the office to receive a nametag and be directed to the classroom.
- Refrain from engaging the attention of teachers or students through conversation or other means.
- Do not record data that is considered confidential about how other children are learning or the services they receive based on IEP and other criteria.
- Remain inconspicuous and non-disruptive to the instructional process.

WELLNESS PROGRAMS

An updated list of school and community programs that have the potential to improve childhood wellness will be made available to all school districts and community organizations that request it. Below is a website listing current information about wellness: <http://education.vermont.gov/health-education/linking-health-and-learning>

RESIDENCY REQUIREMENTS

Our school is here to ensure that every student who lives in our community can access public education. We also have to confirm that all students who come to our school live in the towns that send students to BMU.

When a student first enrolls, we will ask for proof of residency. We may also ask for it again if you move, or if we have questions about where you live.

“Residency” means you live in a home within the BMU school district (Groton, Ryegate, Wells River). If you are staying somewhere temporarily, it still counts if you plan to make it your permanent home.

A student is a legal resident if they live with their parent(s) and the parents can show one of these:

- A tax bill
- A lease agreement
- A rent receipt
- A mortgage statement

Or, two of these:

- Voter registration
- Automobile registration
- A letter from your employer with your current home address
- Mail sent to your home address (no P.O. Boxes)
- A utility bill from the last 30 days

If a student doesn't live with both parents, we will need a copy of the court custody agreement. At least one parent must live in town and show proof of residency.

If a student lives with a guardian, the guardian must show proof of residency and a copy of the court order that explains the type of guardianship, what the guardian is responsible for, and any rights the parents still have.

Students and families with temporary or unstable housing may be entitled to extra help. Please let administration or a school counselor know if you have this situation.

OPENING CEREMONIES

During the beginning day activities all classes will have the opportunity to recite the Pledge of Allegiance. Students are not required to participate but shall remain quiet during this time. Any student who does not participate shall not be retaliated against.

**Exceptions to any standards within the Student Handbook may be made at the discretion of the school Principal. Updated: 8/2026*

ANNUAL NOTIFICATIONS



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

2026-2027 Annual Notification **Designation of Directory Information & Right of Refusal**

Schools in the Orange East Supervisory Union may disclose designated directory information on students and eligible students* without the prior consent of the parent 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 member 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 the parent of an eligible student currently attending any of the schools in the Orange East Supervisory Union, 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 types(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), **not later than 15 working days of receipt of Annual Notice Regarding Student Records.**

**You are an eligible student if you are at least 18 years of age or are attending an institution of post- secondary education.*



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

August 2026 **Notice of Non-Discrimination**

It is the policy of Orange East Supervisory Union not to discriminate in admission or access to or treatment or employment in educational programs and activities, on the basis of race, color, religion, national origin, sexual orientation, sex, gender identity, disability, age, or marital/civil union status under the provisions of Title VI of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; and the Individual with Disabilities Education Act.

Any persons having inquiries concerning Orange East Supervisory Union's compliance with the regulation implementation Title VI, Title IX, ADA or Section 504, are directed to contact Heather Lawler, Superintendent of Schools, 64 Main Street, PO Box 396, Bradford, VT 05033 (802-222-5216), who has been designated by the District to coordinate efforts to comply with these regulations.



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

Special Education Services: Child Find Notice

In accordance with state and federal laws Orange East Supervisory Union, serving the towns of Bradford, Corinth, Groton, Newbury, Ryegate, Topsham, Thetford, and Wells River serves notice that special education and related services are available to appropriately identified individuals between the ages of birth through twenty-one. Any individual wishing to take advantage of these services or desiring additional information may contact Sabrina Brown, Director of Student Services at (802-222-5216 x6111)

If there are parents within the school districts who should have this information interpreted or written in other languages, please notify the Orange East Supervisory Union.



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

August 2026 Asbestos Management Plans

In accordance with Section 763.93, pertaining to the Asbestos in Schools Identification and Notification Rule, of 40 CFR Part 763 of the Asbestos Hazard Emergency Response Act (AHERA), Orange East Supervisory Union notifies all parties of the availability of the asbestos management plans at the administrative offices of each affected facility.



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

To: Parents/Guardians of students and eligible students of Orange East
Supervisory Union

From: Heather Lawler, Superintendent of Schools

Date: August 2026

RE: ANNUAL NOTICE REGARDING STUDENT RECORDS

As an eligible student (18 years or older) or a parent of a student enrolled in the Orange East Supervisory Union, you have certain rights concerning the education records, which the district maintains. These rights are afforded by the Family Educational Right and Privacy Act (FERPA), and other legal requirements.

You have the right:

- A. To a list of the types and locations of student education records maintained by the district and the titles and addresses of the school officials responsible for those records.
- B. To inspect and review your education records within a reasonable time after such a request (no more than 45 days after the request is made, and before any IEP meeting or hearing related to the identification, evaluation, or placement of a student with a disability). This includes the right to:
 - i. a response to reasonable requests for explanations and interpretations of the education record.
 - ii. have a representative of your choice (i.e. an advocate, relative, etc.) inspect and review the records on your behalf.
 - iii. a copy of any of your education records free of charge if the established fee effectively prevents you from exercising your right to inspect and review the records.
- C. To seek the correction of your education records through a request to amend them, or through a hearing procedure provided for by law, including the right to a copy of the Orange East Supervisory Union's "Procedures for Request to Amend Information in Education Records".
- D. To review the access log (record of disclosure of personally identifiable information) from your record.



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

to inspect, review, and release the student's education records unless the district is provided with evidence of a statute, court order or other legal document that specifically resolves these rights.

In order to request inspection and review of your education records, or if you have any questions concerning your rights in this matter or if you wish to have a copy of the district's policy, contact the principal of the school the student is enrolled in for an appointment.

For a complete copy of Parent's Rights in Special Education please contact Sabrina Brown, Director of Student Services, Orange East Supervisory Union (802-222-5216 x6111).



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

Notice of Destruction of Special Education Records

July 9, 2026

Individual student special education records which have been collected by the Orange East Supervisory Union related to the identification, evaluation, educational placement, or the provision of special education in the district must be maintained under state and federal laws for a period of five to seven years after special education services have ended for the student. Special education services end when the student no longer is eligible for services, graduates, completes his or her educational program at age 22 or moves from the district.

This notification is to inform parents/guardians and former students of the Orange East Supervisory Union's intent to destroy the special education records effective September 15, 2026 of students who are no longer receiving special education services and whose graduation year is prior to or inclusive of 2019. These records will be destroyed in accordance with state law unless the parent/guardian or eligible (adult) student notifies the school district otherwise.

Special education records may be useful to former students and/or their families when applying for Social Security benefits, rehabilitation services, college admission, or other purposes. Eligible adult students and/or their legal guardian may contact the Special Education office to request a copy of these records before they are destroyed.

Your request for the original file must be received by September 15, 2026. For more information call 802-222-5216 ext. 6114.



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

August 2026- Annual Public Notice of Non-Discrimination

(As required by the 1979 Guidelines for Eliminating Discrimination in Vocational Education Programs (34 CFR part 100, App. B, IV-OO))

River Bend Career and Technical Center is pleased to announce that it is offering, among other programs, the following Career and Technical Education Programs of Study for the school year 2026-2027:

21st Century Media & Design, Automotive Technology, Construction Technology/ Residential Energy (CTRE), Cosmetology, Culinary Arts, Cybersecurity, Diversified Agriculture and Natural Resources, Emergency Services and Fire Management, Health Science Technology, Heavy Equipment Operations and Management, Teacher Education – Multiple Levels.

Admission to these programs is open to all students enrolled in Blue Mountain UHS, Rivendell Academy, Thetford Academy, Woodsville HS, Oxbow HS, and home school students throughout the region.

The Orange East Supervisory Union/River Bend Career & Technical Center does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, gender identity, age, and marital/civil union status in admission or access to, or treatment or employment in, its programs and activities. The Supervisory Union/Technical Center provide equal access to the Boy Scouts and other designated youth groups.

The ORANGE EAST SUPERVISORY UNION/RIVER BEND CAREER AND TECHNICAL CENTER offers additional services to students with limited English language skills or with disabilities so that they may benefit from these programs. Individuals wishing to obtain information about the existence and location of accessible services, activities, and facilities should contact the 504 Coordinator (information below).

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Tracy Puffer, Title IX Coordinator
Phone Number: 802-222-5212
Address: 36 Oxbow Drive, Bradford VT 05033
Email: Tracy.puffer@oesu.org

Donna Hatch, 504 Coordinator
Phone Number: 802-222-5212
Address: 36 Oxbow Drive, Bradford VT 05033
Email: Donna.Hatch@oesu.org



Orange East Supervisory Union

64 Main Street | PO Box 396 | Bradford, VT 05033

August 2026 **Educational Support System**

All Vermont schools are required to have a tiered system of academic, social emotional and behavioral supports commonly referred to as "MTSS." Therefore, per policy, all schools within Orange East Supervisory Union must develop and maintain, in consultation with parents, a comprehensive system of education that includes a wide range of layered supports. This system of support is designed to enhance, supplement and intensify classroom instruction resulting in practices that support, to the greatest extent possible, the success of all students in the general education classroom. This approach recognizes that both high quality instruction and additional layers of support may be necessary for some students. The schools of Blue Mountain, Bradford, Newbury, Oxbow, Thetford, and Waits River Valley have developed an educational support system and educational support teams. Parents, teachers and/or students may make a referral to school based teams through their classroom teacher when a student is at risk of failure or requires additional assistance in order to succeed in the general education environment. This system is designed to provide all students with the supports and interventions they need to be successful regardless of eligibility for categorical programs.



Orange East Supervisory Union

PO Box 396 | Bradford, VT 05033 | Ph. 802-222-5216

Civil Rights Complaint Procedure Specific to Child Nutrition Programs

Individuals and groups are never discouraged from submitting a complaint of discrimination. Complaints may be written or verbal. Complaints may be anonymous. Orange East Supervisory Union instructs program participants to send complaints of discrimination directly to the USDA Office of the Assistant Secretary for Civil Rights (OASCR). The complainant must file within 180 days of the alleged act of discrimination. The superintendent or appointed designee is responsible for implementing the Civil Rights Complaint Procedure. The complainant can file on their own directly with the USDA or report the complaint to the School Food Authority (SFA) or sponsor.

The contact information is found on the "And Justice for All" nondiscrimination posters which are prominently displayed in all required areas.

1. All complaints alleging discrimination on the basis of race, color, national origin, age, sex, or disability will be forwarded to the USDA Office of the Assistant Secretary for Civil Rights immediately.

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

fax:

(833) 256-1665 or (202) 690-7442

email:

Program.Intake@usda.gov

Complaints should be put into writing, by the complainant, using the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: <https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint>.

2. In the event that a complainant makes the allegations verbally or in person and refuses or is not inclined to place such allegations in writing, the person to whom the allegations are made must record the details of the complaint for the complainant. Every effort will be made to have the complainant provide the following information:
 - a. Name and contact information for the complainant.
 - b. The date(s) during which the alleged discriminatory actions occurred or, if continuing, the duration of such actions.
 - c. The specific location and name of the entity delivering the service or benefit.
 - d. The nature of the incident or action that led the complainant to feel that discrimination was a factor.
 - e. The basis on which the complainant feels discrimination exists within any of the protected classes.
 - f. The names, titles, and business addresses of persons who may have knowledge of the discriminatory action.

Bradford Elementary School | Blue Mountain Union School
Newbury Elementary School | Oxbow High School | River Bend Career & Technical Center
Thetford Elementary School | Waits River Valley School



Orange East Supervisory Union

PO Box 396 | Bradford, VT 05033 | Ph. 802-222-5216

3. If the USDA determines that a civil rights complaint warrants an investigation, it will occur based on established FNS policy and procedures, and then finalized into a report. They will investigate the complaint and this is the sole responsibility of the USDA.
4. In addition to submitting the complaint to the USDA, the SFA will keep a Civil Rights Complaint Log on site. Use of the [Civil Rights Complaint Log Template](#) is recommended. Maintaining confidentiality is crucial. As much information as possible will be documented, including:
 - Name and contact information of complainant
 - Description of incident including date, time, location, and persons present
 - Relevant Protected Base(s)
 - Name of organization and individuals alleged to have engaged in discrimination
 - Date of referral to USDA
 - The findings of any investigation conducted
 - Description of the final disposition of the complaint including any corrective action planned or taken
5. The SFA will also notify Child Nutrition Programs at Vermont Agency of Education of any complaints of discrimination. The State Agency maintains the information in a confidential database with limited access. Child Nutrition Programs does not investigate complaints of discrimination, but ensures complaints are received by the USDA and will cooperate in the tracking, processing, and resolving of complaints of discrimination.
6. The Vermont Public Accommodations Act ([9 V.S.A. Chapter 139](#)) protects against discrimination in places of public accommodation. This law protects against discrimination based on race, creed, color, national origin, citizenship, immigration status, marital status, sex, sexual orientation, or gender identity. Places of public accommodation include any school, restaurant, store, establishment, or other facility at which services, facilities, goods, privileges, advantages, benefits, or accommodations are offered to the general public.

**Please reach out to your legal counsel if you have questions about whether you are considered a place of public accommodation.*

Complaints related to these state-protected bases may be filed with the [Vermont Human Rights Commission](#).

This institution is an equal opportunity provider.

Bradford Elementary School | Blue Mountain Union School
Newbury Elementary School | Oxbow High School | River Bend Career & Technical Center
Thetford Elementary School | Waits River Valley School

Orange East Supervisory Union

CODE C70 (Formerly C34) Use of Restraint and Seclusion (Policy to Consider)

Date Warned: 10-01-19, 02/15/22

Date Adopted: 11-05-19

Date Revised: 03/15/22

Date Reviewed:

Use of Restraint and Seclusion

Section 1. Statement of Purpose

1.1 It is the policy of this school district/supervisory union that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district/supervisory union's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district/supervisory union of appropriate interventions by district staff.

Section 2. Definitions.

The following terms are defined in State Board Rule 4500.3 and shall apply to this policy.¹

- 2.1 Behavioral Intervention Plan
- 2.2 Chemical Restraint
- 2.3 Functional Behavioral Assessment
- 2.4 Mechanical Restraint
- 2.5 Parent
- 2.6 Physical Escort
- 2.7 Physical Restraint
- 2.8 Positive Behavioral Interventions and Supports
- 2.9 Prone Physical Restraint
- 2.10 School
- 2.11 School Personnel
- 2.12 Seclusion
- 2.13 Substantial Risk
- 2.14 Supine Physical Restraint
- 2.15 Student

¹ Each of the terms defined in this model policy is defined in State Board Rule 4500.3.

Section 3. Policy

3.1 The superintendent or his or her designee shall develop administrative procedures to ensure district/supervisory union compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components.

3.2 Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.

3.3 Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.

3.4 Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.

3.5 Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.

3.6 Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and Secretary of the Vermont Agency of Education under circumstances and within the time limitations required by State Board of Education rules.

3.7 Processes to ensure that each school in the district/supervisory union maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.

3.8 Procedures to ensure that each school in the district/supervisory union implements follow-up procedures that are consistent with the requirements of State Board of Education rules.

3.9 Annual notification procedures to ensure that each school in the district/supervisory union informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.

3.10 Processes for the filing, investigation and resolution of complaints by school personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The

procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by the Board in Policy.

Section 4. Implementation

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Agency of Education unless he or she submits a plan to the Secretary of Education demonstrating how a training program not recommended by the Agency of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include in his or her report recommendations for changes, if any, to related school district/supervisory union policies or procedures.

Orange East Supervisory Union

Restraint or/and Seclusion Procedure

Statement of Purpose

Restraints may be used only when a student's behavior poses an imminent and substantial risk of physical injury to the student or others. Substantial risk is defined as an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

Summary

Orange East Supervisory Union has adopted Crisis Prevention Institute's Nonviolent Crisis Intervention (CPI) model for school staff who have been identified as supports for physical restraints. CPI is a program which encourages the use of verbal interventions whenever possible and physical restraints only as a last resort. Physical restraints will only occur to ensure the imminent physical safety of persons when there is a substantial and imminent risk of serious bodily injury as stated above and only when all other appropriate interventions have failed or have been deemed inappropriate.

OESU and its contracted providers do not utilize the following physical restraints:¹

- Medication restraint
- Mechanical restraint
- Any physical restraint that limits breathing or communication, causes pain or is imposed without maintaining direct visual contact.

Restraints shall not be used:

- By staff that are not trained to implement physical restraints;²
- For the convenience of staff;
- As a form of discipline or punishment;
- As a substitute for adequate staffing or training
- In response to a student's use of profanity or other verbal or gestural displays of disrespect; or
- In response to a verbal threat unaccompanied by demonstrated means or intent to carry out the threat.
- In cases where such intervention is contraindicated by a medical condition³

Additionally, OESU uses a trauma informed approach to physical interventions which prohibit the use of seclusion.⁴

In the case where a student is supported by contracted staff and that staff person utilizes a different physical restraint model, school staff will assume supportive roles only. At no time

¹ See Use of Restraint and Seclusion Policy 3.2, 3.3 & Vermont State Board of Education Manual of Rules and Practices Rule 4501.1

² See Use of Restraint and Seclusion Policy 3.5

³ See SBE Rule 4501.2

⁴ See SBE Rule 4502.1.e.vii

should the school staff engage in a physical restraint with the child unless otherwise identified through the student's Behavior Intervention Plan (BIP).

1. This is only in cases where the use of physical restraint or seclusion may be necessary due to a student's pattern of dangerous behavior that is not responsive to less restrictive interventions and only when the following conditions apply⁵:

- a. School personnel have reviewed and agreed to the safety plan;
- b. The use of restraint complies with the rules;
- c. The student has a documented history showing a series of behaviors in the preceding six (6) months that have created an imminent and substantial risk of physical injury to the student or others in the school;
- d. A comprehensive, data-driven, functional behavioral assessment has been conducted;
- e. A behavior intervention plan, emphasizing positive behavioral interventions and supports, has been implemented;
- f. The educational planning team, IEP team or section 504 team has reviewed the students program and placement to determine whether it is sufficient to meet the student's needs;
- g. The criteria for use are clearly identified;
- h. Any contraindications are identified
- i. Parents are fully informed of the inherent risks of the use of restraint, which shall be revocable at any time; and
- j. The ongoing need for an individual safety plan is reviewed and revised quarterly and minimally annually.

In the event that all interventions have been exhausted and a restraint is warranted the following procedures must be followed⁶:

I. Notification

1. The school administrator must be notified as soon as possible, but in no event later than the end of the school day of its use⁷.
2. The school administrator will make a documented attempt to provide notification of the restraint to parent/guardian(s) either in person, by phone or email as soon as practical but in no event later than the end of the school day of its use⁸.
3. The school administrator will provide notification of the restraint to the Superintendent by phone or email no later than the end of the day of the occurrence.
4. The school administrator will provide [written notice](#) to the parents within 24 hours of each use of restraint that includes:
 - a. Date and time of its use;
 - b. Description of the restraint and other interventions utilized;

⁵ See SBE Rule 4502.3

⁶ See Use of Restraint and Seclusion Policy 3.6

⁷ See SBE Rule 4503.1

⁸ See SBE Rule 4503.2.a

c. Date and time when debriefing will be occurring; including notifying parents of the opportunity to participate in debriefing;⁹

d. Name and telephone number of the contact person as appointed by the school administrator, who can provide further information regarding the restraint¹⁰.

5. If the student is supported through a behavior intervention plan, the student's team will

convene within 5 school days to review such plan through a creative problem solving approach and document.

6. In the event that the impacted student is not on a behavior intervention plan (BIP) a referral will be made to the school's designated educational support team (EST) for a functional behavioral analysis (FBA).
7. If the student is on an individualized education plan (IEP), the student's case manager and the Director of Student Services will be notified of the restraint, and a team meeting will be held to review the students' current supports. If the student with an IEP does not have a current BIP, a referral for FBA and BIP will be completed within 5 school days.

II. Documentation

1. [Rule 4500: Restraint Documentation Report](#) must be filled out no later than the end of the school day by the individual who engaged in the restraint and who has the most information regarding the incident.
 - a. Upon being completed, individuals involved or present for the restraint must review the document and sign it acknowledging they are in agreement with the information provided and that it is accurate.
2. Upon those involved or present signing off, the report will be submitted to the school administrator for review.
 - a. The school administrator is responsible for providing a copy of the report to the Superintendent within 2 school days of occurrence.
 - i. In the case where the student is on an IEP, the Building Administrator will provide a copy to the Director of Student Services
 - ii. In the following cases, the Superintendent will notify the Secretary of Education within 3 school days of the incident:
 1. An individual employee or contracted service provider has engaged in the use of physical restraint or seclusion three (3) separate times on one (1) or more students
 2. Physical restraint has been used for more than 15 minutes
 3. Any student has been restrained or secluded three (3) or more times per school year
 4. Any student has been restrained more than once in a school day
 5. A student is restrained or secluded who is not on a behavioral intervention plan
 6. Restraint or seclusion has been used in violation of these rules, including the use of any prohibited form of restraint.¹¹
3. Debriefing will be documented as identified below on the appropriate forms.

⁹ See SBE Rule 4505.c

¹⁰ See SBE Rule 4503.2.b

¹¹ See Use of Restraint and Seclusion Policy 3.7 & SBE Rule 4504

III. Debriefing¹²

1. Following any incident where restraint and/or seclusion is used, the student must be seen by the school nurse for evaluation.
2. Within 2 school days, a staff person, as appointed by the school administrator shall review the incident with the student in a manner that is appropriate for the students age and developmental ability. This will include discussion of the behaviors that precipitated the

restraint and a [Life Space Interview \(LSI\)](#). This will be documented and submitted to the SU on the same day the processing occurred utilizing the restraint processing form.¹³

3. Within 2 school days, the [Building Administrator or designee](#) will review the incident with the staff member(s) who engaged in the restraint following the [Debrief Guide](#).¹⁴
4. Within 4 days, an opportunity will be provided to the parents to participate in a review of the restraint.
 - a. Parents will receive prior written (including email) notified of the review meeting.
 - b. The meeting will occur at a mutually acceptable time and place.
 - c. In consultation with the parents, any specific follow up actions will be determined.
 - d. The Meeting will be documented through meeting minutes.

IV. Critical Incidents with Restraints

The school administrator shall report the use of restraint to the Superintendent of the Supervisory Union the same day the incident occurred whenever:

1. There is death, injury or hospitalization to staff or student as a result of a restraint¹⁵.

The Superintendent of the supervisory union shall report the use of restraint to the state Secretary of Education within 3 school days of receipt of a report indicating any of the following:

1. There is death, injury requiring outside medical treatment or hospitalization to staff or student as a result of a restraint.
2. Restraint has been used for over 30 minutes.
3. Restraint has been used in violation of these rules, including the use of any prohibited restraint.

¹² See Use of restraint and Seclusion Policy 3.8

¹³ See SBE Rule 4505.a

¹⁴ See SBE Rule 4505.b

¹⁵ See Use of restraint and Seclusion Policy 3.6 & SBE Rule 4503.3

V. Storage and Maintenance of Records

Documentation shall be maintained in the students' Cumulative File. If the student is receiving special education services, documentation shall be maintained in their special education records. At such time a student begins special education services, restraint/seclusion documentation will be transferred to their special education records.¹⁶

VI. Complaints and Investigations

1. A parent as defined in 4500.3(13) or school personnel may file a written complaint regarding the use of restraint or seclusion at any time to the school principal or other identified administrator.¹⁷
2. If the person filing the complaint is unable to submit the complaint in writing, the recipient of the complaint shall complete the form based on a verbal complaint. In this case, the complainant shall be provided with a copy of the complaint.¹⁸
3. All complaints shall be investigated by the Director of Social Emotional Learning in collaboration with the School administrator and written findings issued within (30) days.¹⁹ 4. Unresolved complaints shall be directed to the superintendent of the Supervisory Union where the student resides. A student on an individualized education plan (IEP) may also dispute resolution options under rules 2365.1.4-2365.1.6, if appropriate.²⁰

¹⁶ See Use of Restraint and Seclusion Policy 3.7

¹⁷ Use of restraint and Seclusion Policy 3.10

¹⁸ See SBE Rule 4507.1

¹⁹ See SBE Rule 4507.2

²⁰ See SBE Rule 4507.2



219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

Vermont State Board of Education

Manual of Rules and Practices

Series 4500 - Use of Restraint and Seclusion in Schools

4500 USE OF RESTRAINT AND SECLUSION IN SCHOOLS

4500.1 Statement of Purpose.

The purposes of these rules are to:

- a. Create and maintain a positive and safe learning environment in schools;
- b. Promote positive behavioral interventions and supports in schools; and
- c. Ensure that students are not subjected to inappropriate use of restraint or seclusion.

4500.2 Applicability.

These rules are applicable to all learning environments that receive public funding, or over which the Vermont Department of Education has regulatory authority

4500.3 Definitions.

For purposes of these rules, the following definitions apply:

1. Behavioral Intervention Plan means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.
2. Chemical Restraint means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:
 - a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
 - b. Administered as prescribed by the licensed physician.

3. Functional Behavioral Assessment means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

4. Mechanical Restraint means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes.

The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

- a. Restraints for medical immobilization,
- b. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment;
- c. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or
- d. Seat belts in wheelchairs or on toilets.

5. Parent means:

- a. A biological or adoptive parent of the child;
- b. A legal guardian of the child;
- c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child's welfare;
- d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational surrogate Parent Program; or
- e. An educational surrogate parent.

6. Physical Escort means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

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

a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either

i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or

ii. to remove a disruptive student who is unwilling to leave the area voluntarily;

b. The minimum contact necessary to physically escort a student from one place to another;

c. Hand-over-hand assistance with feeding or task completion; or

d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

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

a. Is based on evidence-based practices;

b. Is proactive and instructional, rather than reactive;

c. Can operate on individual, group, classroom, or school wide levels;

d. Includes a system of continual data collection; and

e. Relies on data-driven decisions.

9. Prone Physical Restraint means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.

10. School means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.

11. School Personnel means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.

12. Seclusion means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

13. Substantial Risk means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

14. Supine Physical Restraint means holding a student on his or her back using physical force for the purpose of controlling the student's movement.

15. Student means a student enrolled in a school as defined in paragraph 10.

4501 Prohibitions:.

4501.1 School personnel and contract service providers are prohibited from imposing on a student any of the following as defined in rule 4500.3:

- a. Mechanical restraint,
- b. Chemical restraint,
- c. Any physical restraint, escort or seclusion that restricts or limits breathing or communication, causes pain or is imposed without maintaining direct visual contact.

4501.2 Physical restraint or seclusion shall not be used:

- a. For convenience of staff;
- b. As a substitute for an educational program;
- c. As a form of discipline or punishment;
- d. As a substitute for inadequate staffing or training;
- e. In response to a student's use of profanity or other verbal or gestural display of disrespect; or
- f. In response to a verbal threat unaccompanied by demonstrated means of or intent to carry out the threat.

4501.3 The restraints and seclusion prohibited by these Rules shall not be considered "reasonable and necessary force" as that term is used in 16 VSA §1161a(c).

4501.4 Schools may have policies and procedures for the use of physical restraint and seclusion in school-wide safety plans, provided such plans are consistent with these Rules.

4502 Permissible Use of Restraint and Seclusion.

4502.1 Permissible Use of Physical Restraint

Physical restraint, not otherwise prohibited by these Rules, may be used only:

- a. When a student's behavior poses an imminent and substantial risk of physical injury to the student or others;
- b. Within the limits set forth in 16 VSA § 1161 a;
- c. Less restrictive interventions have failed or would be ineffective in stopping such imminent danger of physical injury or property damage;
- d. In accordance with a school-wide safety plan that is consistent with these rules; and
- e. In a manner that is safe, proportionate to and sensitive to the student's:
 - i. Severity of behavior;
 - ii. Chronological and developmental age;
 - iii. Physical size;
 - iv. Gender;
 - v. Ability to communicate;
 - vi. Cognitive ability; and
 - vii. Known physical, medical, psychiatric condition, and personal history, including any history of physical, emotional or sexual abuse or trauma.

4502.1.1 Prone and supine physical restraints are more restrictive than other forms of physical restraint and may be used only when the student's size and severity of behavior require such a restraint because a less restrictive restraint has failed or would be ineffective to prevent harm to the student or others.

4502.2 Permissible Use of Seclusion

Seclusion, not otherwise prohibited by these rules, may be used only:

- a. When a student's behavior poses an imminent and substantial risk of physical injury to the student or others;
- b. When less restrictive interventions have failed or would be ineffective in stopping such imminent risk of physical injury;
- c. As a temporary intervention;
- d. When physical restraint is contraindicated;

e. When there is no known developmental, medical, psychological or other contraindication to its use;

f. When the student is visually monitored at all times by an adult; and

g. In a space large enough to permit safe movement that is adequately lit, heated, ventilated, free of sharp or otherwise dangerous objects; and in compliance with all fire and safety codes.

4502.3 In rare circumstances where the use of physical restraint or seclusion may be necessary due to a student's pattern of dangerous behavior that is not responsive to less restrictive interventions, physical restraint and/or seclusion may be included in an individual safety plan only if all of the following conditions apply:

a. School personnel have reviewed and agreed to the safety plan;

b. The use of physical restraint and seclusion complies with these Rules;

c. The student has a documented history showing a series of behaviors in the preceding six (6) months that have created an imminent and substantial risk of physical injury to the student or others in the school;

d. A comprehensive, data-driven, functional behavioral assessment has been conducted;

e. A behavioral intervention plan, emphasizing positive behavioral interventions and supports, has been implemented;

f. The educational planning team, IEP team or Section 504 team has reviewed the student's program and placement to determine whether it is sufficient to meet the student's unique needs;

g. The criteria for use are clearly identified;

h. Any contraindications for use are identified;

i. Staff implementing the individual safety plan have received training from a state-recommended training program;

j. The parents are fully informed of the inherent risks of using restraint and seclusion;

k. The parents provide informed consent to the use of restraint and/or seclusion, which shall be revocable at any time; and

l. The ongoing need for an individual safety plan is reviewed and revised, as appropriate, and in any event at least annually.

4502.3.1 Any restraint or seclusion imposed as a result of an individual safety plan is subject to all the reporting, documentation and debriefing requirements set forth in 4503, 4504 and 4505 below.

4502.4 Physical restraint or seclusion shall only be imposed:

- a. By school personnel or contract service providers who have been trained to provide the selected intervention unless, due to the unforeseeable nature of the danger of the circumstance, trained personnel are not immediately available;
- a. When a restrained student is monitored face-to-face by school personnel or contract service providers; or
- b. If personnel safety is significantly compromised by face-to-face monitoring, or the student is in seclusion, school personnel or a contract service provider are in direct visual contact with the student.

4502.5 Physical restraint or seclusion shall be terminated as soon as:

- a. The student demonstrates that he/she is in unnecessary pain or significant physical distress indicating a possible need for emergency medical assistance or that his/her breathing or communication is compromised; or
- b. The student's behavior no longer poses an imminent danger of physical injury to the student or others or danger to property; or
- c. Less restrictive interventions would be effective in stopping such imminent danger of physical injury or property damage.

4502.6 Following termination of any physical restraint or seclusion, the student shall be evaluated and monitored for the remainder of the school day on which physical restraint or seclusion is imposed. The evaluation shall include a routine physical/medical assessment conducted by someone not involved in the restraint or seclusion, and documentation of any injury received by the student as a result of the restraint or seclusion.

4503 Reporting the Use of Restraint and Seclusion.

4503.1 To the School Administrator.

Any person who imposes a restraint or seclusion shall report its use to the school administrator as soon as possible, but in no event later than the end of the school day of its use.

4503.2 To Parents.

a. The school administrator shall make a documented attempt to provide verbal or electronic notice of any incident of restraint or seclusion to the student's parents (as defined in 4500.3(13)) as soon as practical but in no event later than the end of the school day of its use; and

b. Shall provide written notice to the parents within 24 hours of each use of restraint or seclusion that includes:

i. The date and time of its use;

ii. A description of the restraint and other intervention used;

iii. The date and time when the debriefing session will occur; including notice that the parents have the opportunity to participate in the debriefing; and

iv. The name and telephone number of the contact person who can provide further information.

4503.3 To the Superintendent.

The school administrator shall report the use of restraint or seclusion to the superintendent of the Supervisory Union whenever:

a. There is death, injury or hospitalization to staff or student as a result of a restraint or seclusion; or

b. An individual employee or contracted service provider has engaged in the use of physical restraint or seclusion three (3) separate times on one (1) or more students; or

c. Physical restraint has been used for more than fifteen (15) minutes; or

d. Any student has been restrained or secluded three (3) or more times per school year; or

e. A student has been restrained or secluded more than once in a school day; or

f. A student is restrained or secluded who is not on a behavioral intervention plan; or

g. Restraint or seclusion has been used in violation of these rules, including the use of any prohibited form of restraint.

Reports to the Superintendent shall be made within three school days of the incident that requires reporting and shall include all the information set forth in Rule 4504 required of a written record of each use of restraint or seclusion.

4503.3.1 Learning environments other than public schools shall fulfill this reporting requirement by reporting to the Superintendent of the Supervisory Union that is the LEA or sending district

for the student. If there is no sending district or LEA, this requirement shall be fulfilled by reporting to the Commissioner of the Department of Education in accordance with Rule 4503.4.

4503.4 To the Commissioner of the Department of Education.

The Superintendent of the supervisory union shall report the use of restraint or seclusion to the Commissioner of the Department of Education within three (3) school days of receipt of a report indicating any the following:

- a. There is death, injury requiring outside medical treatment or hospitalization to staff or student as a result of a restraint or seclusion; or
- b. Physical restraint or seclusion has been used for more than thirty (30) minutes or
- c. Physical restraint or seclusion has been used in violation of these rules, including the use of any prohibited restraint or seclusion.

The report shall include all the information set forth in Rule 4504 required of a written record of each use of restraint or seclusion.

4504 Documentation.

Each school shall maintain written records of each use of restraint and seclusion. The records shall be maintained by the school administrator and shall include the following:

- a. The name, age, gender and grade of the student;
- b. The date, time and duration of the restraint or seclusion;
- c. Any injuries, death or hospitalization to student or staff resulting from the use of restraint or seclusion;
- d. The location where the restraint or seclusion occurred;
- e. The precipitating event[s] leading up to the restraint or seclusion;
- f. A list of school personnel who participated in the application, monitoring and supervision of the student while restrained or secluded;
- g. The type of restraint or seclusion used;
- h. The reason for the restraint or seclusion;
- i. A description of all the interventions used prior to the application of the restraint or seclusion;

j. Whether the student has a behavioral intervention plan and/or individualized education plan, Section 504 plan or educational support plan; and

k. The date notification was provided to the student's parents.

4505 Debriefing Following Use of Restraint or Seclusion.

Following each incident of restraint or seclusion, the school administrator shall implement follow-up procedures that include:

a. Within two (2) school days, a proper staff person reviewing the incident with the student in a manner appropriate to the student's age and developmental ability, to discuss the behavior[s] that precipitated the use of restraint or seclusion;

b. Within two (2) school days, reviewing the incident with the staff person(s) who administered the restraint or seclusion to discuss whether proper restraint or seclusion procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;

c. An opportunity for parents to participate in the review of an incident of restraint or seclusion within four (4) school days:

i. Parents shall receive prior written (including e-mail) notice of the review meeting; and

ii. The meeting shall be convened at a mutually acceptable time and place; and

d. Determining, in consultation with the parents, any specific follow up actions to be taken.

4506 Annual Notification.

Annually, at or before the beginning of the academic year, each school (defined in 4500.3(10)) shall inform all school personnel, and parents of students enrolled in the school of the policies pertaining to the use of physical restraint and seclusion and the intent to emphasize the use of positive behavioral interventions and supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.

4507 Complaints and Investigations.

4507.1 Filing a Complaint

a. A parent (as defined in 4500.3(13)) or school personnel may file a complaint regarding the use of restraint or seclusion at any time in accordance with school district policy.

b. The complaint shall be in writing and shall be directed to the principal, director or administrator of the school in which the student participates.

c. If the person filing the complaint is unable to submit the complaint in writing, the recipient of the complaint shall complete the form based on a verbal complaint. In this case, the complainant shall be provided with a copy of the complaint.

4507.2 Investigation

All complaints shall be investigated by the school or district and written findings issued within thirty (30) days;

4507.3 Unresolved Complaints

Unresolved complaints shall be directed to the superintendent of the Supervisory Union where the student resides in accordance with the school board's established complaint process. A student on an individualized education plan (IEP) or Section 504 Plan may also use the dispute resolution options available under Rules 2365.1.4 - 2365.1.6, if appropriate.

4508 Monitoring and Corrective Action.

The commissioner of the Department of Education shall review reports received pursuant to Rule 4503.4 and identify those schools in need of additional training and, when those reports reflect an over-use of these interventions, shall direct the school to work with the department to develop a corrective action plan.

4509 State Recommended Training.

The Department of Education shall maintain a directory of recommended physical restraint training programs, which must include at least the following elements:

- a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of dangerous behavior, relationship-building, and the use of alternatives to physical restraint;
- b. Identification of dangerous behaviors that may indicate the need for physical restraint and methods for evaluating the risk of harm to determine if physical restraint is warranted;
- c. Simulated experience in administering and in receiving a variety of physical restraint techniques, across a range of increasingly restrictive interventions;
- d. Instruction regarding the effects of physical restraint on the person restrained, including monitoring physical signs of distress and how to obtain medical assistance;
- e. Instruction regarding investigation of injuries and complaints.

A school may use a training program that is not on the state recommended list if it submits a plan to the Commissioner of Education demonstrating how that training program meets the purposes of these Rules and contains the elements listed above.

4510 Effective Date.

These Rules shall become effective on August 15, 2011, however schools shall have until September 30, 2011, to have trained staff available.

HISTORY: STATUTORY AUTHORITY: 16 V.S.A. § 164

EFFECTIVE DATE: August 16, 2011 Secretary of State Rule Log #11-023



United States Department of Agriculture

NOTICE TO BENEFICIARIES AND PROSPECTIVE BENEFICIARIES

Name of Organization: Orange East Supervisory Union

Name of Program: Child Nutrition Programs

Contact Information for Program Staff: Heather Lawler, 802-222-5216 (heather.lawler@oesu.org)

Because this program is supported in whole or in part by financial assistance from the Federal Government, we are required to let you know that:

- (1) We may not discriminate against you on the basis of religion, a religious belief, a refusal to hold a religious belief, or a refusal to attend or participate in a religious practice;
- (2) We may not require you to attend or participate in any explicitly religious activities (including activities that involve overt religious content such as worship, religious instruction, or proselytization) that are offered by our organization, and any participation by you in such activities must be purely voluntary;
- (3) We must separate in time or location any privately funded explicitly religious activities (including activities that involve overt religious content such as worship, religious instruction, or proselytization) from activities supported with direct Federal financial assistance; and
- (4) You may report violations of these protections, including any denials of services or benefits by an organization, by contacting or filing a written complaint with the Office of the Assistant Secretary for Civil Rights, Center for Civil Rights Enforcement, Program Complaint Division by mail, fax, or e-mail at:

Mail:

United States Department of Agriculture
Director, Center for Civil Rights
Enforcement 1400 Independence Avenue,
SW Washington, DC 20250-9410

Fax: (202) 690-7442

Email: program.intake@usda.gov

- (5) If you would like to seek information about whether there are any other federally funded organizations that provide these kinds of services in your area, please contact Mary (Rosie) Krueger, State Director of Child Nutrition Programs (mary.krueger@vermont.gov)

This written notice must be provided to you before you enroll in the program or receive services from the program, unless the nature of the service provided, or exigent circumstances make it impracticable to provide such notice before we provide the actual service. In such an instance, this notice must be provided to you at the earliest available opportunity.

