

# **Peacham Elementary School**

## **Student & Family Handbook**

2022 – 2023

Sam McLeod, Principal



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# Welcome to Our School

The faculty and staff at Peacham Elementary School welcome you to the 2022-2023 school year. We look forward to working with parents and community members to make this year a success for you and your children. We begin each year recognizing that each child has unique interests, strengths and learning styles. At PES, we accept and celebrate these differences. We strive to provide a rigorous, personalized learning environment to stimulate inquiry and exploration of ideas.

## Mission Statement

*The Peacham Elementary School is a community of learners and teachers dedicated to developing the ability of each individual to think and communicate clearly, to explore the world, to make responsible decisions, and to have concern for the common good.*

We further believe that:

- Each child will be an actively responsible member of their own learning team along with their teachers and parents.
- Each child will develop a sense of responsibility to their school and community.
- Each child will have the opportunity to learn from other children and work cooperatively to reach meaningful goals focused on the common good.
- Each child will be supported in fulfilling his/her greatest potential as a learner using all available resources.

## Educational Partnership

Peacham teachers recognize that children learn best through exploring, testing, manipulating and questioning. We will support our students using the cultural, physical and intellectual resources of the total Peacham community.

As partners in your child's education we invite you to:

- ❖ Join the Parent, Teacher and Friends Group (PTF).
- ❖ Meet regularly with the teachers and staff in school.
- ❖ Complete learning activities with your child at home.
- ❖ Discuss learning needs and unique insights with your child's teacher.
- ❖ Demonstrate the traits of a lifelong learner through reading and continuing education.
- ❖ Read with your child at home.

## **Peacham Elementary School Board of Directors**

<<<http://peachamelementaryschool.com/peacham-school-board/>>>

The School Board has the responsibility of ensuring that all Peacham students receive an education. Specifically, the Board oversees the operation of our pre-K through Grade 6 elementary school, and works through Caledonia Central Supervisory Union (CCSU) to pay tuition for students in Grades 7-12 to attend middle and high school. Students have their choice of secondary schools, and are currently enrolled in a variety of public and independent middle and high schools in the area.

Regular Board meetings take place the first Monday of the month at 5:30 p.m. in the Peacham school library. Meetings are open to the public, and attendance and participation are welcomed. Topics at these meetings range from infrastructure issues such as building repair or equipment acquisition, to issues of staffing, curriculum, policy updates and budget. The Board works closely with the Principal and Superintendent for input and consultation on these and other issues.

### **School Board Members:**

Mark Clough, Board Chair

[mark.clough@ccsuvt.net](mailto:mark.clough@ccsuvt.net)

Kate Patno

[kate.patno@ccsuvt.net](mailto:kate.patno@ccsuvt.net)

Andra Hibbert

[andra.hibbert@ccsuvt.net](mailto:andra.hibbert@ccsuvt.net)

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Cornelia Hasenfuss

[cornelia.hasenfuss@ccsuvt.net](mailto:cornelia.hasenfuss@ccsuvt.net)

## **STUDENT RESPONSIBILITIES**

1. All students have the responsibility to attend school daily and to be punctual in reporting to school classes.
2. All students have the responsibility to assist the school staff in running a safe and healthful school.
3. All students have the responsibility to apply themselves to their schoolwork, complete assignments on time, respect school property, conduct themselves properly, and to be willing to work for self-improvement. Students are responsible for providing their own best work.
4. All students have the responsibility to be aware of all rules and regulations for student behavior and to conduct themselves in accordance with them.
5. All students are responsible to exercise their rights of due process and to pursue their grievances according to the orderly process established by the school for those purposes.
6. All students exercising their rights to freedom of expression through speech, assembly, petition and other lawful means must not interfere with the rights of others. Freedom of expression may not be utilized to present material that is obscene or slanderous, or to defame character, or to advocate violation of federal, state, and local laws, or official school policies, rules, and regulations.

## **Peacham Afterschool Learning (PALS)**

Heather Smires will be directing our after school program (PALS) this year. PALS will be held at our school from 3PM-5:30 pm. Vacation and snow day hours may be available. Information regarding the program fees, registrations and offerings will come directly from Heather.

## **IMPORTANT INFORMATION**

### **DAILY SCHEDULE**

7:35	Bus Students Arrive
7:40	Parent Drop Off Students Arrive/Breakfast
8:00	Morning Announcements, followed by Morning Meeting
11:30 – 12:20	Recess & Lunch
3:00	Student Dismissal

***\*Students arriving after 8:00 will be marked TARDY***

## MORNING DROP-OFF PROCEDURES

**At this time, the playground is open for morning recess.**

Please drop off students between 7:40 and 7:55. Stay in line and in your vehicle in the drop off loop until you have reached the front of the building. Staff will help ensure a safe exit for your children and will escort children when needed.

If needed, you may park and escort your child to their exterior classroom entrance. Please only use this option when necessary.

Students will be entering the building through classroom exterior doors and the front door dependent upon the weather conditions.

### **Pick Up:**

Afternoon Bus departure is at 2:55pm

Parent Pick-up 3:00pm. Stay in the pick up loop. Students will be escorted by staff in order to insure pick up identity and parking lot safety.

## AFTER SCHOOL ARRANGEMENTS

To limit telephone use, plans for after school activities should be arranged prior to the school day. Any changes in after school arrangements should be communicated to the classroom teacher and Marci McGinn in the form of **a written note/email on each occasion**. The deadline for making changes, other than in the case of emergency, is 1pm on the day of the needed change. Students will follow their usual routine if we do not have a written note. In cases of *emergency* or a *change of plans*, a phone call to the school will suffice.

## WEEKLY COMMUNITY MEETINGS

Every Friday morning at 8:10AM we will gather together in a school-wide assembly. During this time, we recognize student and staff birthdays, celebrate student or class accomplishments, appreciate acts of kindness, and prepare for our work by sharing information that affects everyone.

## BICYCLES

Children in grades 3-6 may ride bikes to and from school with written parental permission. Younger students may ride to school if escorted by a parent or an of age sibling. **Bicycle helmets are required.** Make sure your child always wears the right helmet for their activity and that it fits correctly. Wearing a helmet is a **must** to help reduce the risk of a serious brain injury or skull fracture. However, helmets are not designed to prevent concussions. **There is no "concussion-proof" helmet.** Follow the rules of the road and stay safe.

Bicycles will be immediately parked at the rack upon arrival. The bicycle rack will be considered off limits to all students during the school day. Efforts will be made by staff to ensure bicycle safe-keeping, however the school will not take responsibility for damage to bicycles.

To ensure safety for all, our bicyclists must leave the premises *after* the bus and cars exit. The expectation is that students will use all standard road riding practices to stay safe. Parents will be notified of local safe bike riding clinics as they are scheduled.

## ATTENDANCE

The research is clear: educational progress is highly affected by the regularity of attendance. When it is necessary for a child to miss school, please notify the school by phone by 8:15. **A note must be sent to the school on the day following the absence** stating the reason for the absence if no prior notification is given. Without a reason given, the absence will be marked as unexcused. The School Board maintains a policy on school attendance that defines valid causes or “excused” absence and truancy:

*“A child may be absent from school due to illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the student's control as determined by the School Board or such other circumstances which cause reasonable concern to the parent for the safety or health of the student. A "truant" is a child subject to compulsory school attendance and who is absent without valid cause from such attendance for the school day or portion thereof.”*

Vermont State Law requires students to attend school for the full number of days that school is in session...

- Unless prevented by illness
- Family emergency
- Legal circumstances

**These are the only three circumstances where an excused absence will be given. All other absences from school are considered unexcused.** Prior notification by parent/guardian regarding an anticipated absence should be made to the office by sending a note or by calling the school.

Examples of unexcused absences are family vacations, tired students, shopping, avoidance of school work, dance performances, etc. An abundance of unexcused absences may result in a recommendation to the superintendent of schools that the child be retained.

## TARDINESS

School starts at 8:00am. Children are expected to arrive at or before 8:00am or risk being counted as tardy. Students who arrive after 8:00 are considered tardy. A habit of tardiness has a negative impact on learning and sets up the day in a negative way. In the event of excessive tardiness (5 or more cumulative tardy days), the Principal will contact parents to attempt to remedy the situation. Ten or more tardy days will prompt a meeting between the administration and parents to create a corrective plan to ensure timely arrival.

## Make-Up Work

The school will provide make-up work for excused absences. Students are responsible for requesting make-up work immediately upon returning to school. We encourage students, whenever possible, to contact their Teacher to obtain assignments so that work can be completed in a timely manner. In the case of a prolonged absence, the student will be allowed a reasonable amount of time to complete their make-up work.

Following an absence from school, students will be permitted double the time of the absence to make up class work (example: absent 2 days – has 4 days to make up work).

Exceptions would be in cases of long illness more time may be permitted at the discretion of the teacher and with the approval of the principal. Students will be reminded by the teacher that they have make-up work to complete, but they must understand that it is ultimately their responsibility to find out what the missed work included and to hand it in when due.

### **Appeal Process for Attendance**

Any parent/guardian who does not feel that the attendance policy has been administered fairly by the administration may appeal the ruling to the Superintendent of Schools. The parent/guardian or student should then write a formal letter stating the reason(s) for such an appeal and present a copy to the Superintendent of Schools and to the building administrator requesting a hearing with the Superintendent (or a person designated by the Superintendent). Any parent/guardian or student who is not satisfied with the Superintendent's ruling may request a hearing with the School Board, in writing, which will state why such a hearing may be necessary.

### **WITHDRAWAL**

Should your child enroll in another school district, their permanent records will be sent to the school upon receipt of notification of their enrollment. Parent's signature authorizing release of the child's records to the new school district is required.

### **SCHOOL CLOSINGS**

Except in extreme circumstances, the road crew is able to maintain our one bus route. As a result, we rarely need to cancel school. If school should be canceled or postponed due to hazardous road conditions or a similar emergency, the CCSU Superintendent, Mark Tucker, in consultation with the school bus driver and the Peacham road crew, will make a determination by 6:30 AM. Announcements of school closings or delayed openings will be made on radio stations 97.7 WGMT, 101.3 WYKR, 1340 WSTJ, VPR, and on TV stations WCAX, WPTZ, and WNNE. The automated call system will also be utilized. In the case of early closing, individual parents or emergency contact persons will be called. We fully respect parental decisions to keep children home if they are uncomfortable with the road conditions. Absences due to extreme weather explained in a written note the next day will be considered "excused".

### **MEALS**

#### **(All Meals and snacks are free of charge for students in the 2022-23 school year)**

Breakfast and hot lunch are available to all children at a very reasonable cost (see below). Milk is available at breakfast, morning snack and at lunch. Our hot lunch includes milk as part of the total lunch cost. If a child forgets to bring their own lunch, hot lunch will be available for purchase by that student with permission from a parent. A phone call home will confirm this option.

	<u>Breakfast</u>	<u>Lunch</u>
Paid Student Price	\$1.75	\$3.00
Free & Reduced Student Price	No Charge	No Charge
Adults	\$2.50	\$4.00

Payments are accepted in cash or by check (preferred) by our Head Cook, Jessie Walker. Please make checks payable to *Peacham Food Services*.



MySchoolBucks, a food service account management service. Families may review student food service activity, place account restrictions and make payments with a debit or credit card. All services are free with the exception of financial transactions. MySchoolBucks charges a \$2.49 fee per transaction. If you have multiple students within the Supervisory Union, you may make payments onto multiple accounts with a single transaction. Our Food Service Program is directly dependent on revenue from meals. As a result, we request that accounts be kept current.

The 'Free and Reduced Price School Meal Application 2022-2023' is included in the student opening day packet. It is recommended that all families complete the application, regardless if your student intends to participate in the school food service program or not. Eligibility for school grants are almost always linked to the percentage of qualified free and reduced price school meals.

The "Free and Reduced Price School Meal Application 2019-2020" is accepted throughout the school year. An online copy is available on the Caledonia Central Supervisory Union website <http://www.ccsuonline.org>.

### **MORNING SNACK**

Healthy snacks will be provided free of charge to students mid-morning. Students may also bring their own snack from home. We strongly encourage a nutritious choice to support our school culture of "Healthy Food, Healthy Choices." Cheese, crackers, veggies, and fruit are good options. Please keep candy, sugary snacks, and soda at home. Your cooperation is greatly appreciated.

### **PARTY/CELEBRATION GUIDELINES**

**Please coordinate classroom birthday celebrations with your child's classroom teacher.**

Any celebration or holiday will respect all staff and students and will be inclusive and responsive to developing safety guidelines. If you are wanting to provide a classroom treat for your child's birthday, please supply individual items, such as cupcakes, which do not require sharing.

### **Pet Procedures**

Pets play an important role in our lives and often can enhance the lives of children and adults. That being said, in most cases, dogs and other pets are best left at home to enjoy so that they are not creating a distraction or a safety issue at school. At the Peacham School we have a procedure in place about dogs being in our building.

The allowance of pets into our school building is permitted only by the building principal or superintendent. The principal and superintendent have the right to refuse the entry of pets into the building for any reason.

- A request in writing must be given to the building principal that lists the reason for the pet's visit along with proof of vaccines and town license. The principal will respond within 24 hours of the request.
- The request must include the benefit to the school for the visit.
- Pets belonging to students must remain outside on a leash to visit the school.
- Staff pets must remain in the control of the staff member and on a leash.
- The visiting pet must not distract from the work of any employee or student.
- The building administrator has the right to ask the pet to leave the building at any time.

- The pet owner must sign a [waiver](#) upon approval.
- If there are staff or student allergies that are complicated by the pet visit, the principal will ask to have the visits stop until further notice.

## **HOME SCHOOL COMMUNICATION**

Information concerning school activities is available online at [www.peachamelementaryschool.com](http://www.peachamelementaryschool.com)

Below are opportunities for parents to discuss issues of education or share ideas to help shape the future of The Peacham Elementary School.

- **Chat with the Principal**
- **School Board Meetings – 1st Monday each month at 5:30 pm**
- **PTF Meetings**

### **FRIDAY FOLDERS**

Weekly school newsletters will be sent home in Friday folders at the end of each week. Along with school and classroom newsletters the folder may contain student information, lunch bills, report cards/progress reports, school announcements or other information and student work. Please check these folders each Friday and send them back to school on Monday.

### **PARENT-STUDENT- TEACHER CONFERENCES**

Parent Teacher Conferences will be scheduled twice during the year with all parents. Additional conferences initiated by parents or teachers are recommended whenever there is a significant change for the child at home or at school. This year parent/student conferences are scheduled for the last week of October and March to share mid-term progress. We expect that students will be active participants using this opportunity to share their progress and next steps. As a member of our educational team, you possess invaluable knowledge to support your child's educational experience. We respect you as your child's best advocate. You may request a conference with a teacher or staff member at any time. Please contact us to schedule a mutually satisfactory time.

### **PARENTS, TEACHERS, & FRIENDS GROUP**

The Peacham Parents, Teachers and Friends Group (PTF) meets for the purpose of increasing awareness of educational programs in our school, sponsoring enrichment programs such as Artists in Residence, organizing informational presentations related to educational issues, defining group projects and the necessary distribution of funds, providing assistance for special school projects and organizing fundraising activities to support our Wellness Programs.

Support from all parents is sought in fundraising efforts. PTF offers all parents a variety of opportunities to contribute and participate. Community ideas and interests about potential PTF activities are welcome. See the PES website and [Friday Newsletters](#) for developing details.

### **PERSONAL BELONGINGS**

The safety and protection of personal items will be the responsibility of each student. It is required at this time to only bring essential personal items to school. The teacher will assist children by providing safekeeping for special "share" items brought to school. Students are encouraged to share items with a meaningful history or an item from Nature to inspire their peers. Students will leave large sums of money and valuables at home. Toys should remain at home. Peacham has become a "stuff-free" zone which

means stuffed animals are left at home. In line with our anti-violence culture, toy guns and jack knives are also not allowed at school.

### **SUGGESTIONS AND CONCERNS PROCESS:**

It is important to the school's planning process to receive information on how the community views the school's performance. We strongly urge parents and the community to proactively address any concerns within our established process.

- 1) Request a time to speak directly to the person involved. If you have a question regarding your child's education, begin with the classroom teacher.
- 2) If you are not satisfied with the results of that meeting, request a time to meet with the Principal, Sam Mcleod. Every attempt will be made to facilitate a satisfactory outcome with the needs of students put first. Contact Mr. Mcleod at [sam.mcleod@ccsuvt](mailto:sam.mcleod@ccsuvt) or 592-3513.
- 3) If that meeting is not satisfactory, you are encouraged to contact CCSU Superintendent, Mark Tucker, at the CCSU office to schedule a meeting to resolve the matter. Mr. Tucker can be reached at [mark.tucker@ccsuvt.net](mailto:mark.tucker@ccsuvt.net) or 684-3801.
- 4) If the matter is still unresolved, the issue may be taken to the School Board. The Board is the final arbiter in the process.

- **Chain of Command-Addressing parent concerns/complaints: (From Policy B11)**

Below are some examples of parental concerns that would be redirected directly to the faculty or staff member and examples that might require an administrative investigation:

*A) Parental concerns that would be redirected back to the faculty or staff member involved may include **but are not limited to:*** Questions about grading, assignments, questions about the classroom, student progress, student behavior, academic concerns/supports, 504 and IEP implementation, field trips, fundraising.

*B) Parental concerns that would not be redirected to the faculty or staff member to deal with that may warrant an administrative investigation would be **but are not limited to:*** Any matter that may require disciplinary action- for example violations of state law, and school board policy. Any actions that may physically or emotionally harm or threaten a child's safety or well-being. Any report of child abuse or neglect.

It is important to understand that an investigation does not mean that the faculty or staff member has committed the act. An investigation is necessary for the safety and well-being of both the child and the faculty and staff member, as well as the integrity of the organization. It is crucial that the communities we serve have trust and faith in the school systems that serve their children. It is equally important that faculty and staff understand that there is a fair and thorough investigative process that will get to the truth of any allegation that is brought forth. This allows us to clearly articulate to the family what actually occurred. Allowing a faculty or staff member to investigate an allegation into their own conduct would be negligent.

### **MESSAGES TO TEACHERS AND STAFF**

Faculty and staff may be reached by dialing the main school number (592-3513). During school hours, we attempt to reduce the number of classroom interruptions by connecting callers to faculty/staff by taking messages. Teachers receive messages as soon as possible and will return non-emergency calls within 24 hours. If you do not receive a response within 24 hours on a weekday, or by Monday after a weekend, please make contact with them again to make sure your note or message was received as they may have been out of the building the day it was sent.

If you send a teacher an email and you do not hear back from them within 24 hours, please call the school to make sure they received it. Sometimes, emails get blocked and do not make it through to the teacher.

### **Parent Involvement**

Parents and teachers are partners in education. We all want to see that our children receive an excellent education in which they are allowed to grow towards their potential. Children need to see evidence that

their parents value education and support the program and teachers at school. There are a number of ways for you to help in the education of your child:

- Send your child to school every day unless he/she is ill.
- Support the school's behavior education strategies and expectations.

***Support does not necessarily mean agreement. It means that parents will work with teachers to find solutions to problems. Children who know that their parents are in disagreement with the school lose their motivation for improvement. TOGETHER - we can do anything.***

- Reflect with your child each day. Ask questions about what happened in school, homework assignments, projects, due dates, social interactions, etc.
- Stay in charge of your child's eating and sleeping habits. Well rested children are more engaged in learning!
- Contact the teachers or administrator when questions arise or problems come up which may affect your child in school. You may call or email at any time. If you need to call during the school day, the administrative assistant will take a message or transfer you to voicemail and your child's teacher will return your call as soon as she or he is free.
- Attend conferences with teachers.
- Join the PTF. This is an excellent way to share common experiences with other parents, learn about educational issues and use your energy to improve our school. It is also a great opportunity to meet other adult members of the school community.
- Become an active citizen, attend School Board meetings. Know the issues that affect the Peacham Elementary School. Be part of the process. The Peacham School Board meets on the first Monday of each month at 5:30 PM.

### **VISITING SCHOOL**

In order to protect the safety of our school environment, parent visitation to the classroom is limited to cases of prioritized need. Parent visits to the classroom during school hours may be approved by the building Principal. If you need to conference with your child's classroom teacher, please make arrangements to meet after school hours.

### **VOLUNTEERS**

We acknowledge and encourage the potential support and enrichment of the curriculum through the skillful contributions of volunteers in the Peacham community. If you would like to volunteer at PES, we ask that you fill out a volunteer form available **at least a week prior to your visit**, available from the school's Main Office. Come share your interests and skills with our creative, interested students. Volunteer instructors will be carefully reviewed, screened, and supervised by school staff.

**All PES volunteers and chaperones will be required to undergo a background check through the CCSU central office. You will also be expected to comply with confidentiality standards that respect student and staff interactions and privacy during and after your time with us.** This is to ensure student safety and remain in compliance with state law.

## **PROGRAM OF STUDIES**

### **ASSESSMENTS**

The primary purpose of assessment is to provide meaningful data for advancing student learning through intentional instruction. Assessing student work is a continuous process and there are many ways to measure a student's progress, including formal and informal methods. For example, students may be assessed through teacher observation, projects applying concepts and skills, quizzes and paper/pencil tests, digitally, or by using rubrics outlining criteria for success. Assessments provide information for next steps for both teacher and student. Assessment can and should be a worthwhile learning experience for students. Specific, timely feedback to students gives them a chance to maintain responsibility for their learning.

Assessment types and purposes:

- Benchmark: to determine a starting point to inventory existing knowledge and skills (ex.: pre- unit screenings)
- Formative: to frequently assess learning after lessons to plan next instructional steps (ex.: teacher observation and verbal questioning, quick quizzes, class "exit tickets")
- Summative: to provide data on growth over time (ex: end of trimester or year tests)

We use the *STAR Reading and Math* online tool to assess individual student and whole-school progress towards mastering *Common Core*-based academic standards. We also use the *DIBELS* (literacy) and *Primary Numeracy Observation Assessment* as well as the *Fountas & Pinnell* tool for reading. Each classroom also uses curriculum-based assessments to track progress for each individual student- these assessments are often the most useful. Our trimester report card to parents is one way to share this data. We encourage parents to review and discuss their student's assessments with their teacher at any time.

### **CURRICULUM and NATIONAL STANDARDS**

Peacham School teachers are reviewing and revising instructional units to meet the vigorous criteria in the *Common Core State Standards for Literacy and Math*, the *Next Generation Science Standards*, and the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*.

Units and assessments are developed collaboratively with district professional peers to ensure a high standard of achievement for all students.

The learning process functions within the school as it does in the world outside. Teachers will integrate studies in the classrooms as they are integrated in reality. This will be developmentally appropriate to the child's realm of experience. Learning can be deliberate and planned or spontaneous and unplanned. A curriculum is a plan, but a plan that encourages and respects the unexpected.

### **CREEP and PRESCHOOL**

Peacham Elementary offers a full-day, five day Preschool program led by a certified PK-K teacher and supported by para-educators. The Caledonia Rural Early Education Project (CREEP) supports pre-school classes for all 3-5 year olds. PK activity groups and lessons are specifically designed to support and enhance the acquisition of pre-academic and socialization skills that are so important to your child's continued growth and development. You may enroll your child for any or all of the program. Please contact

the school or our PK teacher, Heather Ruggles, with any questions concerning the program.

#### **FAIRBANKS MUSEUM & PLANETARIUM**

Instructional services are contracted on an annual basis with the Fairbanks Museum and Planetarium. The programs offered focus on science and regional history integrated with language arts, the history of technology, and art. Museum lessons in regional history, traditional crafts, and rural lifestyles use extensive collections of artifacts, pictures, and stories to meaningfully support our Peacham curriculum scope and sequence. Transportation to the museum or field sites is generously provided by the museum.

#### **MONTSHIRE MUSEUM**

Peacham Elementary is actively engaged with the Montshire as a resource for experiential learning through guided museum activities, instructional support through the loan of curriculum unit kits, and high quality teacher professional development.

#### **MULTI-TIERED SYSTEMS OF SUPPORT: Response to Instruction and Intervention *MTSS-RTII***

A multi-tiered approach to instruction and intervention is a comprehensive and systematic process for assessing and maximizing the opportunities to learn for all students within any content area. It emphasizes the importance of effective, culturally responsive and differentiated first teaching and effective early intervening support for both academics and behavior for all students, prior to making a referral for a special education evaluation. The VT AOE has identified a multi-tiered system for RtII as a major component of school improvement and effectiveness. Decisions for Tiered Instruction is based on regularly reviewed data gathered through multiple assessment tools.

#### **HEALTH SERVICES**

We have a three-day per week school nurse, whose services include administering vision and hearing tests, keeping cumulative health records, assessing student health status, assisting immunization programs, and making referrals as needed. Our nurse, Deb Doyon, will be at the Peacham campus Monday, Wednesday, and Friday. We will have an LNA nursing assistant available at the school on Tuesday and Thursday, so that medical care is available for students every day of the school week.

#### **NO CHILD SHOULD BE SENT TO SCHOOL IF ANY OF THE FOLLOWING CONDITIONS EXIST:**

- fever, over 100 degrees in the last 24 hours
- diarrhea or vomiting, within past 24 hours
- persistent sore throat with fever or enlarged tonsils or glands
- persistent upset stomach or headaches
- undetermined rash
- Persistent cough
- Heavy or thick mucus or drainage
- Diagnosis of a transmissible illness

If you have any questions, please call the school nurse for guidance at 592-3515; Protocols and forms can be found on the Health services page on our school website.

#### **Dismissal due to illness**

If it is necessary to dismiss a student due to illness, he/she must be accompanied by someone designated by the parent or guardian. An ill child wishing to go home must be excused by the school nurse or designee. Students who become ill at school will be sent to the school nurse or the designee for assessment of symptoms. In the absence of the school nurse, students are to report to the Principal's office. The school nurse, administrator, or teacher will contact a parent or their designee before authorizing the student to leave the building because of illness.

No student will be allowed to dismiss themselves.

**MEDICAL NOTICES** – We ask parents and guardians to keep our school nurse informed of any medical conditions affecting their children or which may have an impact on others in the school setting. It may be necessary from time to time to share information about health conditions, so that we may follow our health policies as they pertain to communicable disease prevention and control.

**PRESCRIPTIONS** - The Peacham School recognizes that many children are able to attend regular school because of the effective use of prescribed medication in the treatment of chronic disabilities or illnesses. It is more desirable for medication to be administered in the home; however, any student who is required to take prescribed medication during the regular school day must comply with the following regulations:

- Parents must bring medications into the school nurse or designee; medications are not to be transported by students
- Written orders from a physician for the administration of a prescription drug, which should include the name of the student, name of the drug, drug dosage, reason for giving, time of administration, and any significant side effects which should be noted and reported, must be received before medication can be given.
- A renewal of a long-term medication order is required each school year.
- New orders are required when any changes in instructions have been made and the school nurse must be notified in writing (new orders).
- The medications should be in a properly labeled container from a pharmacy or physician. Written permission from a parent or guardian of the student requesting that the school district comply with the physician's order must accompany the physician's order.
- Medication must be stored in a locked cabinet in the school nurse's office or some other locked area designated by the school nurse or an administrator.
- Unused medication shall be destroyed or returned to the parent/guardian.

**SHORT TERM NARCOTIC PAIN OR CONTROLLED MEDICATION USE**- It is best for a student to rest and recover from an injury, surgery or other trauma at home until pain can be managed with Tylenol or ibuprofen. However, if a student requires pain relief from narcotics or other controlled medications please be aware of the following:

- Narcotics or other controlled substances will not be administered in school- no student should have them in their possession at any time.
- Parents or guardians must make the school aware if they have given their child any narcotic pain reliever or controlled medication. These medications can affect students differently.
- All teachers and staff that will have direct contact with the student will be notified so that the student can be monitored. If your child is observed to be unsafe, not able to participate in class or

not able to tolerate the medication while in school, the parent/ guardian will be notified that the student will need to be picked up.

**NON-PRESCRIPTION** – Non-prescription medications will be administered only after a permission form has been signed by the parent. All non-prescription medications must be left with the school nurse, or designee. An on-going medication administration request will require written permission from the parent/guardian and shall contain the student's name, medication name, dosage, reason for giving, and time or frequency of administration before the medication can be given. Medications should be brought to the school nurse by an adult in a properly labeled container from a pharmacy or physician with a written note of explanation, with instructions for administering and a reason for giving that medication. The time of the last dose given at home should also be listed if appropriate.

**Wellness Programs** 16 V.S.A. §216 requires the Secretary of Education to prepare and update a list of school and community programs which have the potential to improve childhood wellness and the list is to be made available to all school districts and community organizations that request it.  
[http://education.vermont.gov/documents/wellness\\_funding\\_resources.pdf](http://education.vermont.gov/documents/wellness_funding_resources.pdf)

- **INJURY AT SCHOOL**

Every effort is made to supervise children at all times to keep them safe. However, accidents do happen. Children should report all injuries immediately to an adult. The child will then be monitored to determine the severity of the event. If there is any question of serious injury, the parents will be contacted to come to school and make decisions on the need for medical attention. If the situation is deemed an emergency, the administrator or authorized staff will immediately contact emergency services through 911.

- **HEALTH EDUCATION**

Students receive 45 minutes of health (combined with guidance) instruction a week from our health teacher, Deb Doyon. Health lessons are age appropriate and follow a curriculum aligned with state standards.

**RECESS**

Recess is offered at least once a day, weather permitting. Children's play is necessary for healthy development of physical and social skills. Free time encourages children to be creative in small or large group games. Children are encouraged to solve conflicts independently before seeking assistance from a teacher on duty.

Peacham students must come to school with adequate clothing, boots, and weather-appropriate gear to enjoy their time outdoors. We go outside unless it is pouring rain, thundering, or with a windchill below zero degrees F. (Please send a pair of outside and a pair of slip on shoes for inside classroom use. We will be learning outside at every opportunity, so it is important for students to have clean shoes to avoid bringing mud and contaminants into the classroom.).

**RESPONSIVE CLASSROOM & PBIS**

Responsive Classroom is a school wide initiative that teaches and reinforces ways of showing respect, kindness, and community. The Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. Our approach includes daily morning meetings to greet, share, and prepare for the day ahead. Students help to create classroom rules



that allow all class members to meet their learning goals. Positive teacher language incorporates words and tone to promote children's active learning and self-discipline. Logical consequences are developed to respond to challenging behavior in a way that allows children to fix and learn from their mistakes while preserving their dignity. Classroom organization includes setting up the physical room in ways that encourage independence, cooperation, and productivity. Teachers communicate and work with families as partners. They collaborate to solve problems. <http://www.responsiveclassroom.org>

PBIS is paired with Responsive Classroom to promote positive behaviors and following school-wide expectations. Vermont Positive Behavior Interventions and Supports (VTPBiS) is a State-wide effort designed to help school teams form a proactive, school-wide, systems approach to improving social and academic competence for all students. (See the "Behavior" section for more information on PBIS)

### **Student Services and Support**

The Peacham Elementary School Special Education program focuses on each student as an individual. The Preschool and Early Elementary instructional staff is committed to the goal of early identification, early assessment of learning styles and the early provision of an individualized program specifically suited to the child. The Special Education program takes place within an atmosphere of acceptance of every individual's strengths and weaknesses. The staff is committed to working together as a team to provide for each student's needs. Peacham's Special Education Case Manager (Linda Lyon) works closely with classroom teachers and the CCSU Special Education Director, Anne Landry to ensure that each student is provided with appropriate support.

### **Procedures for Retention**

- There should be ongoing communication between home and school from the beginning of the year, relative to any students considered at risk.
- In making a retention decision, the teacher will seek the involvement of other professionals that work with the child. This could include: other teachers, Guidance Counselor, Reading Specialist, special education personnel, Title I, Reading Recovery personnel, and/or principal.
- No trial or conditional promotion or retention will be made.
- The principal, special education director and/or guidance counselor, as appropriate, will take extenuating circumstances affecting retention of any student under advisement.

### **Retention Appeal Process**

The decision for assignment shall be based upon the recommendation of the parent, teacher and school team. In special instances, when retention is recommended by the school but refused by the parent, the superintendent or his/her designee may assign the student to the next grade. It is understood that the parents will assume responsibility for this kind of assignment and acknowledgement by the parents of this assignment shall be made in writing and a copy placed in the child's permanent record folder. Parents who are dissatisfied with any of the procedures/decisions may meet with the superintendent. **The superintendent of schools has the final legal authority for the placement of students, and shall make the final decision regarding the student's placement for the ensuing academic year.**

## **Student Records**

### **Report Cards and Progress Reports**

A student will be issued a report card three times each academic year after the end of each trimester. The student is given the responsibility of taking his or her report card home. The parent or guardian shares the responsibility of keeping up on grade reports. If questions or concerns arise, parents are encouraged to set up a conference with the teacher to understand how to best support the child.

### **ENROLLMENT**

Newcomers to the town of Peacham or those interested in tuitioning their child to Peacham Elementary School may enroll their child in school by contacting the school at 592-3513. All children entering preschool must be 3 or 4 years old by September 1st of the incoming year. Children entering kindergarten, including transfers, must be 5 years old by September 1st of the incoming school year.

When necessary, registration for kindergarten will include a screening process to determine developmental readiness. Parents of children not meeting age requirements but wishing to make an early enrollment may request a special evaluation, in writing, addressed to the administrator. The results will then be reviewed and recommendations made by the Early Education Staff. If a parent requests placement against the recommendation of the staff, further written appeal will be to the School Board. The School Board will render the final decision.

### **Student and Parent Rights Regarding Education Records**

As an eligible student or a parent of a student enrolled in the Peacham School District, you have certain rights concerning the education records which the school district maintains. These rights are afforded by the Family Educational Rights and Privacy Act (FERPA) of 1974 and the Education of the Handicapped Act (P.L. 94-142). You have a right to a list of the types and locations of student educational records maintained by the Peacham School District. You have a right not to have information from your (your student's) education records disclosed without prior written consent and to review the record disclosure of personally identifiable information from your (your student's) record. These rights include the following:

1. Parents may inspect and review the education records of their children, and eligible students may inspect and review their own education records. Upon request, parents or eligible students will receive reasonable explanations and interpretations of records.
2. A parent of a student, or an eligible student, may request that the student's education records be amended and may request a hearing if the records are inaccurate, misleading, or invade the privacy or other rights of the student.
3. Parents may request that the school not release any directory information about a student to the public. The school routinely releases information to newspapers that contains students' names, grade level, and awards or honors received. Parents who want to restrict the release of this information should inform the school in writing.

The federal statute and regulations are enforced by the Family Education Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington. D.C., 20202, which is empowered to investigate timely written complaints.

The School Board has adopted a policy (Student Records, Family Privacy, F-6) which identifies the Superintendent as being responsible for the procedural implementation of their policy on educational records for all students in the district. Accordingly, the CCSU has adopted a policy that identifies the specific procedures that are to be followed with regard to the rights described above. A copy of this policy is available on the school's website and at the school's main office.

### **PUPIL PRIVACY RIGHTS**

It is the intent of the Peacham School Board to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) governing the administration of certain student surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education. To do this, the Board has adopted a policy (Pupil Privacy Rights) that identifies pupil rights with regard to these surveys. This policy further identifies parent rights concerning the collection and disclosure of student information, the right to review instructional materials, and the notification requirements for any non-emergency, invasive physical examination or screening that is required as a condition of attendance. This policy is available on the school website as well as at the school's main office.

## **BEHAVIOR**

The following five expectations will be enforced, supported, and modeled by all students and adults at The Peacham Elementary School and are known as "Peacham PRIDE:"

*Students and adults will be...*

**Positive**

**Responsible**

**Inclusive**

**Diligent**

**Empathetic**

### **DRUG AND ALCOHOL POLICY**

The Peacham School Board policy regarding our substance-free campus, *"...prohibits the use, possession, sale or other distribution of alcohol or other drugs, including any form of tobacco, by anyone on school property at any time"*. It also prohibits *"...the use, possession, sale or distribution of alcohol or other drugs, including any form of tobacco, by anyone participating in a school sponsored or authorized function, whether or not on school property"*.

### **BEHAVIOR Agreements and School Community Values**

PES applies an *MTSS-B (Multi-Tiered System of Support-Behavior)* program to help students manage their behavior. Our goal is to help all children learn healthy, appropriate ways of interacting with their world. Peacham Elementary School staff is committed to implementing the system of behavior management supported by the Vermont Agency of Education. Students cannot learn if unproductive or distracting behavior gets in the way. The MTSS-B approach (also known as *Positive Behavior Intervention Supports, PBIS*) includes setting and teaching common standards of expected behavior throughout our school, but especially in specific zones like the playground, the cafeteria, the bus, bathrooms, hallways, and classrooms.

#### **Tier 1**

Whole school behavioral goal setting and acceptable behavior will be intentionally taught the first

six weeks of school based on the *Responsive Classroom* model.

### **Tier 2**

Students who occasionally miss expected school behaviors will be given opportunities to review or re-learn specific expectations with individual support from classroom teachers. This may include buddy breaks, personal reflection time, or reflection with an adult.

### **Tier 3**

Students who significantly or chronically abuse their behavioral responsibilities will have additional behavioral support developed by the MTSS-B team.

As outlined in the VT MTSS-B guidelines, behaviors are further categorized:

**Minor** behavior issues are defined as those that:

- Do not require administrative involvement
- Do not significantly violate the rights of others
- Do not put others at risk or harm

Examples may be: excessive talking, off-task goofing around, missing homework, name calling, running in the hall, etc. Minor behaviors are dealt with by the classroom teacher or staff member supervising students. Strategies may include setting up the environment to foresee and prevent issues, active supervision by staff, or redirection to a positive choice. This is a pro-active, non-punitive approach.

### **Minor Behaviors**

<ul style="list-style-type: none"><li>• Argumentative behavior</li><li>• Cheating or copying the work of another</li><li>• Classroom disruptions</li><li>• Cutting in line</li><li>• Being in the wrong or restricted area</li><li>• Disengagement</li><li>• Engaging in inappropriate contact (pushing/shoving/quarreling/bickering)</li><li>• Failing to comply with directives</li></ul>	<ul style="list-style-type: none"><li>• Name calling</li><li>• Running in the halls or classrooms</li><li>• Taking and/or destroying someone else's property</li><li>• Lack of respect for others (teasing, name-calling, talking about someone or their family members, etc.)</li><li>• Minor language infractions (verbal and nonverbal)</li><li>• Minor misbehaving</li><li>• Pestering others</li><li>• Violating computer use policies, rules, or agreements</li><li>• Violating dress code</li></ul>
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### **Student Support and Plan of Action for Minor Behaviors**

Classroom teachers by team may set forth rules and procedures that comply with the school's general behavior expectations. Minor infractions will be handled with a common sense approach that sends the student a clear message of what is and what is not acceptable. Staff responses to these behaviors will include one of the following (in no particular order):

- Apology of action or written apology
- Personal Reflection Time or Written Reflection
- Community Service/School Service
- Conference with student
- Loss of privilege
- Parent contact
- Redirecting teacher language
- Restitution

- Reteaching
- Social conference

Staff members will report these actions to the administration. Parents will be contacted by the teachers when students repeat behaviors after support and intervention. Students who persist in these misbehaviors after parent contact has been made will be asked to attend a problem solving conference with parents, teachers and administration.

Restorative Practices will also be used as the first response to behaviors. Staff members will use the P.A.I.R. (Pause, Acknowledge, Inquire, Restore) approach, which focuses on relationship building, as a way to acknowledge what is causing the behavior for students.

**Major** behavior issues are defined as:

- Chronic series of minor behaviors, documented over a short period of time
- Requiring an administrator's involvement
- Significantly violates rights of others
- Puts others at risk or harm

Examples of major behavior issues may be: physical aggression, stealing, vandalism, bullying, harassment, profanity, chronic disruptions. Major behaviors will require an ODR (office discipline referral), parent notification within 24 hours, and a parent-administrator plan to remediate the event. Other consequences in addition to remediation may be implemented at the administration's discretion. These may include in-school or out of school suspension depending on the severity and/or regularity of the event.

#### **Major Behaviors**

<ul style="list-style-type: none"> <li>• Bullying or cyber-bullying</li> <li>• Forgery</li> <li>• Damaging or vandalizing property owned by others</li> <li>• Defacing, damaging or misusing school property with graffiti or by other means</li> <li>• Fighting or scuffling</li> <li>• Hazing and harassment</li> <li>• Leaving school grounds or school-sponsored event</li> <li>• Making false threats, hoaxes, or accusations</li> </ul>	<ul style="list-style-type: none"> <li>• Making threats of violence</li> <li>• Possessing an object used in a way that threatens or inflicts bodily injury to another person</li> <li>• Pulling a fire alarm</li> <li>• Repeated use of profanity, vulgar language, obscene gestures</li> <li>• Stealing/Assisting in a theft</li> <li>• Throwing objects that may cause harm</li> <li>• Verbal assault</li> </ul>
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#### **Intervention for Major Behaviors**

Major infractions include any dangerous or disruptive behaviors that require immediate attention by the administration. Weapons are not permitted on school property, at school events or on school busses. Student violation of this board policy will result in notification of the police. Suspension or expulsion from school can result. Staff members will refer students exhibiting these behaviors to the office as soon as possible.

Consequences for major infractions may include but are not limited to the following:

- Alternative Placement/Programming
- Community Service
- Conference with student

- Counselor referral
- Detention
- In-school suspension
- Loss of privilege
- Out of school suspension
- Parent contact
- Police report
- Restitution
- Time in office

### **Bullying, Cyberbullying and Harassment**

**Harassment** is defined as a situation or more than one situation where something is said, written, seen, or physically done to intentionally hurt another student that is based on, or motivated by a student's (or student's family member's) actual or perceived race, creed (religious beliefs), color of skin, national origin, marital status, sex, sexual orientation, gender identity or disability.

Harassment occurs when such a situation undermines, detracts, or interferes with a student's educational performance and/or access to school resources, or by creating an objectively intimidating, hostile, or offensive environment.

The Peacham School Board has adopted policies on both Harassment and Bullying. The full text of these policies can be obtained at the front office and is available on the Peacham School website under the **Board** tab. Included in this policy is a complete definition of harassment, the time frame for an investigation, and the rights of students and parents as part of this process.

**“Bullying”** means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

1. Physically harms a pupil or damages the pupil's property;
2. Causes Significant and justified emotional distress to a pupil;
3. Interferes with a pupil's educational opportunities;
4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operation of the school.

**“Cyberbullying”** is any conduct listed above undertaken through the use of electronic devices.

**Bullying** is defined as *“...any overt act or combination of acts 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) 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.”*

**Bullying and cyberbullying are not allowed at The Peacham Elementary School.** The school will respond to all incidents of bullying in accordance with school district policy. The school will investigate any incident of bullying or cyberbullying that meets these criteria:

- a. Occurs on, or is delivered to, school property or a school-sponsored activity or event on/off school property; or
- b. Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

**\*These types of things have to be repeated over time to be considered bullying.**

How to report bullying or cyberbullying at Peacham Elementary School:

1. Write it down: who, what, where and when.
2. Report the bullying immediately to the administrator, guidance counselor, teacher, nurse or other staff member.

Students who make false reports will be subject to disciplinary action. Students who retaliate against those who report bullying or cyberbullying will also be subject to disciplinary action. Once a report of bullying or cyberbullying is received, the administration will investigate the incident and make a finding. Those students who have been found to commit acts in violation of the bullying policy will face appropriate disciplinary action.

**\*\*At PES, suspected harassment and bullying incidents must be reported to the Principal or Teacher designee as the officially recognized building adults. If you suspect that your child has been harassed or bullied please let these individuals know so that they can investigate and respond accordingly. The school maintains a Bullying and Harassment Protocol that will be shared with you and used to further determine school response to the incident. Confirmed incidents of harassment and bullying are reported to the VT Agency of Education annually.**

We explain to students, using age appropriate examples, what harassment and bullying often looks and sounds like. As part of these class level discussions, the steps to be taken are also reviewed and possible consequences explained. More serious discussions and specific consequences will be imposed when the situation warrants.

### **Classroom Values and Agreements**

Each teacher is responsible for maintaining student behavior through the use of our school-wide classroom management system. By the close of the first week of school all teachers have classroom values and agreements that have been created with students' input and which are displayed. All teachers take the necessary time to teach, model, and practice these community values. If a child fails to follow a school or classroom value outside of the class, the classroom teacher will be informed about the action of the student and behavioral intervention and support will be provided by any teacher or administrator. Records of written referrals will be kept in the SWIS data system. Families are welcome to view their child's behavior record.

### **Classroom Behavior Management**

A classroom management system will be in place and followed consistently. An effective behavior management system is one that reinforces positive behavior and has logical consequences for negative behaviors. Children respond favorably to positive reinforcement. Peacham School implements a PBIS model.

PES staff meets weekly to review student behavior patterns, monitor individual and whole-school progress, and develop support plans as needed. Our goal is to help each student take responsibility for their own behavior and independently make the best choices to benefit themselves and their school.

Students, classrooms, and the entire school will model what these attributes look like throughout our day. We will set goals for success and earn rewards based on tangible evidence of positive behavior.

### **Behavioral Intervention and Support**

Peacham School uses a two stage time-out system. **Stage one** reflections are brief (5 minutes) and take place in a designated location in the classroom. They are designed to keep students in instruction as much as they can be. **Stage two** reflections happen when a student continues disrupting and a stage one is unsuccessful. This is a 10 minute reflection and may take place in the Principal's office, In the library, in a buddy classroom, or with staff designated by the Principal. Parents are notified when a stage two reflection occurs.

**Stage two reflections for Pre-k through 4th grade require verbal reflection and accountability for action. Stage two reflection for 5th and 6th grade requires written reflection which must be reviewed between the student and the Principal or his designee before the student is allowed to return to the classroom.**

### **CLOTHING and DRESS CODE**

The way we choose and care for our clothing shows how we feel about ourselves and our school community.

Even in the earliest grades, all children will be expected to learn to make good common sense choices about dressing for the weather. PK-K friends will be reminded and supported on the use of coats, hats, and boots being worn to school. First graders and older will be expected to take full responsibility for those decisions. For instance, snow pants will be necessary for sliding, hats will be required for play in the rain or wet snow, and boots will be required for wet and snow play. Parents may want to consider allowing their child to keep a spare pair of shoes at school. Boots or stocking feet are not appropriate for classrooms. If a child repeatedly forgets to bring shoes to school, we will contact home for assistance.

We expect students to come to school dressed appropriately for a wide range of activities. Clothing that inhibits the ability to walk or run safely in the event of an emergency, during recess, or P.E. class is prohibited. High heels, costume shoes, etc. should be left at home. If inappropriate dress becomes an issue, the student's parents/guardians will be contacted.

Be aware:

- Violent, sexual, obscene, or otherwise inappropriately themed clothing will be considered a distraction from learning and will not be welcomed at PES. Spare t-shirts will be provided by the school if a student chooses to arrive wearing objectionable clothing.
- Hoods may not be worn in the school building; however, hats are allowed as long as they are not a distraction.

#### **Electronics**

Portable audio devices, cell phones, pagers, and video games or similar equipment are not to be used in school. Students who choose to bring these items to school are expected to leave them turned off and in their bags while in school. Students who bring these items to school also assume the risk of losing or damaging these items. **Peacham School cannot be responsible for the loss or damage of such items.** Students may have these items confiscated if they fail to adhere to these guidelines. **These items are NOT NEEDED at school and should remain at home.** Peacham School has an excellent phone system that students are permitted to use (with permission). There is no need to bring personal electronic devices to school, they are often a distraction from learning.



## Field Trips

Field trips are scheduled throughout the school year to enhance the curriculum and to introduce students to area resources. ***Participation on a field trip is a privilege, not a right.*** Any student who does not meet the school standard for conduct may be excluded from a field trip. Parents will receive notification of field trips and will be asked to sign the Field Trip Permission Form and Medication Authorization Form.

Students will not be allowed to attend field trips without a written permission slip. Verbal permission will be allowed in extreme situations. When a bus is used to transport students, all students must ride the bus to and from the location of the field trip. The only exception will be for a student to ride with his or her own parent or guardian. No exceptions will be made. The supervising teacher must be notified in writing by the parent or guardian that the student will be riding home with the parent.

Students who do not meet the school standard for appropriate behavior may be excluded from a field trip. The administration will determine exclusion from a field trip, after consultation with the classroom teacher(s). Parents will be notified in writing if their child is considered ineligible for participation on a field trip.

**Students who do not attend field trips must attend school on the day(s) of the field trip, otherwise it is considered an unexcused absence.** Arrangements will be made for alternative instruction to be provided.

If medication must be administered during a field trip or other school activity off campus, you must deliver an original labeled container with the appropriate dosage for the day (your pharmacy can provide you with the appropriate container). If we do not receive medication in an original container with the appropriate dose, your child will not receive medication while attending the school activity.

## EMERGENCY DRILLS

We practice fire and/or lockdown & evacuation drills on a monthly basis, according to VT State law. We will discuss the procedures with the students prior to the first drill and review the process as needed throughout the school year. Visitors to the school and all staff are expected to fully participate to model safe, calm behavior in a potential crisis situation. CCSU is currently undergoing training using the ALICE model. Peacham school employs sensitive and emotionally responsive strategies in order to prepare students and staff for emergency situations.

## Gum

Gum chewing is not permitted in the school building or on the recess grounds. Improperly discarded gum is unsanitary and a maintenance issue. However, there may be special days and events where this rule is relaxed. These events will be communicated to students and families in advance.

## Internet and Technology Use Procedures

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following rules is necessary for continued access to the school's technological resources:

### Students must...

Respect and protect their privacy and the privacy of others.

- Use only their assigned accounts and not those of other students or teachers.
- Refrain from viewing, using, or copying passwords, data, or networks to which they are not authorized.

- Avoid distributing private information about themselves or others such as telephone numbers, full personal names, and addresses.

Respect and protect the integrity, availability, and security of all electronic resources.

- Observe all network security practices. Physical tampering of any equipment or the network is unacceptable.
- Report security risks or violations to a teacher or network administrator.
- Handle all technology equipment with proper care.

Respect and protect the intellectual property of others.

- Follow all copyright laws. This includes but is not limited to making illegal copies of music, games, or movies.
- Use their own words in all digital communication so as to avoid plagiarism.

Respect and practice the principles of community.

- Communicate only in ways that are kind and respectful.
- Report threatening or discomforting information to a teacher.
- Avoid intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, violent, or meant to harass).
- Avoid intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Refrain from using the resources to further other acts that are criminal or violate the school's code of conduct.
- Refrain from sending spam, chain letters, or other mass unsolicited mailings.
- Use the Internet for purposes that have been approved by a teacher. Using the Internet to conduct business, to sell, buy or advertise is not permitted in school.

Respect School Expectations related to Electronic Devices

- Adhere to using their devices during specific times as determined by the school
- Follow all of the procedures as mentioned in this document.
- Cell Phone use is not allowed by students at any time without the permission of the Principal and under direct supervision. Any student cell phones must be turned off and stored in a locker, cubby, or backpack during the school day

Violations of these rules will result in further education for violators and may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources. School personnel monitor the use of information technology resources through direct observation, network and server access logs, and other appropriate means to help ensure that uses are secure and in conformity with the Internet Safety Policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks or the school's web accounts in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

**Language**

Students are not permitted to use obscene, vulgar, or profane language. Students are prohibited from explicit discussions of sex and violence. Students who use inappropriate language will be referred to the

administration. The student will call home, and we request your assistance in helping your child understand the inappropriateness of his/her vocabulary choices.

### **School Property**

Proper care of school property helps keep maintenance costs down. School equipment and supplies are for the students to use responsibly. Students should not mark school furniture, walls, or equipment with pen, pencil, or any other instrument. Anyone who destroys or damages school property will be asked to repair the damage done.

### **Sexual Harassment**

“Sexual harassment” is any conduct that has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creates an intimidating, hostile, or offensive employment or educational environment. Forms of sexual harassment include but are not limited to the following: verbal harassment, such as derogatory comments, jokes, or slurs; physical harassment, such as unnecessary or offensive touching or impeding or blocking of movement; and visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures.

Sexual harassment is not allowed at The Peacham School. The school will respond to all incidents of sexual harassment in accordance with school district policy and Vermont law.

How to report sexual harassment at The Peacham School:

1. Write it down: who, what, where and when.
2. Report the harassment immediately to an administrator, guidance counselor, teacher, nurse or other staff member.

Students who make false reports will be subject to disciplinary action. Students who retaliate against those who report harassment will also be subject to disciplinary action. Once a report of sexual harassment is received, the administration will investigate the incident and make a finding. Those students who have been found to commit acts in violation of the sexual harassment policy will face appropriate disciplinary action.

### **Telephone Use**

Students may only use the office phones for contacting parents/guardians in an emergency if they have permission from a teacher. Students must have permission to use phones. Students will not be allowed to use the school phones in order to make social arrangements. Those arrangements should be made outside of school.

### **BUS SAFETY AND BEHAVIOR EXPECTATIONS**

Safety on the school bus is the number one priority. As the bus is considered an extension of our school, all PES behavioral expectations are to be followed. Bus expectations will be reviewed with the students at the start of the school year and periodically thereafter. Butler’s Bus Service policy will also be provided. Copies are available at the front office.

All bus riders are expected to:

1. Be at the bus stop five minutes prior to scheduled pick-up time.
2. Wait at the bus stop in an orderly way and remain well off the roadway.
3. Wait until the bus comes to a complete stop and the driver opens the door before walking to the edge of the road to board the bus.
4. Cross the road to board only in front of the bus, and only after it comes to a complete stop and

- the driver has motioned that it is safe to cross the road.
5. Board the bus in a courteous, orderly manner.
  6. Remain seated at all times once you board the bus.
  7. Electronic devices are not allowed on the bus unless it is specified in a student plan. This includes devices for listening to music as well as cell phones and video games.
  8. Keep hands, arms, head and all objects inside the bus and do not throw anything inside, or outside the bus.
  9. Keep the aisles clear of all objects (books, backpacks, instruments, etc).
  10. Keep hands to selves and do not engage in horseplay or fighting.
  11. Communicate at a normal conversational level, and do not make distracting noises or gestures that could interfere with the driver's attention to the road.
  12. Ask the bus driver's permission before opening a window.
  13. Refrain from eating or drinking while the bus is in motion and eat only with the permission of the driver.
  14. Sit only in your assigned seat.
  15. **Obey the driver at all times.**

### **BUS TRANSPORTATION**

All Peacham Elementary School children in preschool through grade six will be transported to school according to routes established by the School Board. The School Board, with the advice of the transportation company, determines the bus routes and schedules annually. Every attempt is made to minimize the time that children are traveling on the bus. Routes are determined according to safety, capacity and operating costs of the bus.

Parents requesting transportation not provided by established routes and schedules shall present a formal written request to the School Board to be acted upon as soon as possible. The Board will act upon exceptions because of road hazards or other conditions as they arise. At all times the Board will follow Vermont Education Law relative to transportation of pupils, Title 16, Section 1222, with amendments.

### **STAFF**

#### **CALEDONIA CENTRAL SUPERVISORY UNION**

PO Box 216 ~ Danville, VT 05828 ~ 684-3801 (phone) 684-1190 (fax)

Mark Tucker, Superintendent  
Anne Landry, Student Service Director  
Bethany Hale, Essential Early Education

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[anne.landry@ccsuvt.net](mailto:anne.landry@ccsuvt.net)  
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Vanessa Koch, Human Resources  
Des Hertz, Curriculum Director

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## **PEACHAM SCHOOL STAFF / 2019-2020**

### **Administration:**

Sam Mcleod	Principal
Marci McGinn	Administrative Assistant

### **E-mail**

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[marci.mcginin@ccsuvt.net](mailto:marci.mcginin@ccsuvt.net)

### **Teachers:**

Heather Ruggles	Preschool
Aimee Locke	Interventionist
Jayden Hudson	K-1st Grade
Kelly Youngberg	Second Grade
Brittany Tinkham	Third & Fourth
Leslie Gadway	Fifth & Sixth Grade
Kevin Colosa	Music
Gina Kurrle	PE
Deb Doyon	Health Teacher/Nurse
Ruth Kaldor	Art
Linda Lyon	Special Education
Pamela Young	Guidance

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[pamela.young@ccsuvt.net](mailto:pamela.young@ccsuvt.net)

### **Staff:**

Cheryl Stevenson	PK
Jessie Davidson	Head Cook
Leslie Stone	Library/Math Support
Sarah Thresher	Custodian
Nicole Foster	Student Support

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[sarah.thresher@ccsuvt.net](mailto:sarah.thresher@ccsuvt.net)  
[nicole.foster@ccsuvt.net](mailto:nicole.foster@ccsuvt.net)

## **POLICIES**

### **POLICIES ADOPTED BY PES SCHOOL BOARD**

Policies are located at the PES main office and are also available to read or download from the school website: [peachamschool.org](http://peachamschool.org). Please contact us if you would like a copy of a particular policy. Key policies are included in a hard copy Appendix at the end of this Handbook for quick reference.

### **QUALIFICATIONS OF PEACHAM ELEMENTARY SCHOOL TEACHERS**

Parents have the right, upon request, to obtain information as to whether their child's teacher meets state qualifications and licensing criteria, and whether the teacher is teaching under a waiver or provisional license, and what the major of the teacher was in his or her baccalaureate degree. If your child receives services from a paraprofessional, the paraprofessional's qualifications must also be furnished. All classroom teachers and paraprofessionals at Peacham Elementary School are considered to be highly qualified by criteria set forth by the Vermont Agency of Education.

## **NON-DISCRIMINATION POLICY**

In accordance with Title VI of the Civil Rights Act of 1969 and Title X of the Higher Education Act of 1972 and the rules and regulations promulgated by the Secretary of Health, Education, and Welfare, no person upon the basis of race, color, national origin, creed or faith, sex or age shall be excluded from participation in, denied the privileges of, or be subjected to discrimination in any educational program or activity at the Peacham Elementary School.

## **FEDERAL, STATE & LOCAL LAWS AND POLICIES**

In VT, local school boards are responsible for enacting policies in many areas which affect students' education. In addition, the Superintendent is responsible for seeing that schools comply with both federal and state laws and policies. We are required to restate certain laws/policies for families and students on a yearly basis. These are described below. We have also included several policies which are of major interest to parents and students.

The Peacham School Board is currently in the process of reviewing all of its policies. All policies are warned and discussed two times by the board and interested citizens before they are adopted.

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**CODE B11**

## **PUBLIC COMPLAINTS ABOUT PERSONNEL**

### **Policy**

It is the policy of the Caledonia Central Supervisory Union and its member School Districts to see that complaints about school personnel are considered in a timely manner that is fair to all parties. The District places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints.

### **Resolving Complaints**

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the Principal for his or her review and decision. In the event the Principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the Superintendent for review and decision.

In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy (A4).

### **Appeal to the Board**

If the above steps do not resolve the concern of the complainant, he/she may request a session of the Board for the purpose of reviewing the Superintendent's decision. If the School Board decides to hear the request of the complainant, it shall invite all parties involved including the appropriate school and supervisory union administrators to attend a meeting for purposes of presenting facts, making further

explanations, and clarifying the issue. The Board shall conduct such meetings in a fair and just manner and shall render a decision.

It is the intent of the Board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

- **Chain of Command-Addressing parent concerns/complaints: (From Policy B11)**

Below are some examples of parental concerns that would be redirected directly to the faculty or staff member and examples that might require an administrative investigation:

A) *Parental concerns that would be redirected back to the faculty or staff member involved may include **but are not limited to:*** Questions about grading, assignments, questions about the classroom, student progress, student behavior, academic concerns/supports, 504 and IEP implementation, field trips, fundraising.

B) *Parental concerns that would not be redirected to the faculty or staff member to deal with that may warrant an administrative investigation would be **but are not limited to:*** Any matter that may require disciplinary action- for example violations of state law, and school board policy. Any actions that may physically or emotional harm or threaten a child's safety or well-being. Any report of child abuse or neglect.

Is important to understand that an investigation does not mean that the faculty or staff member has committed the act. An investigation is necessary for the safety and well-being of both the child and the faculty and staff member, as well as the integrity of the organization. It is crucial that the communities we serve have trust and faith in the school systems that serve their children. It is equally important that faculty and staff understand that there is a fair and thorough investigative process that will get to the truth of any allegation that is brought forth. This allows us to clearly articulate to the family what actually occurred. Allowing a faculty or staff member to investigate an allegation into their own conduct would be negligent.

*Date Warned: 11/20/2015–Danville, 11/20/2015-Walden, 12/03/2015, 12/30/2015-Barnet, 12/03/2015-Peacham, 11/06/2015-CCSU*

*Date Adopted: 12/01/2015-Danville, 12/01/2015-Walden, 01/11/2016-Barnet, 12/14/2015-Peacham, 11/19/2015-CCSU*

*Legal Reference(s): 16 V.S.A. §1752 (Suspension, dismissal)  
1 V.S.A. §§310 et seq. (Open meetings)*

*Cross Reference: Board Commitment to Non-discrimination*

**CODE C11**

## **STUDENT CONDUCT AND BEHAVIORAL SUPPORT**

### **Policy**

It is the policy of the Caledonia Central Supervisory Union and its member School Districts to maintain a safe, orderly, civil and positive learning environment via a system of classroom and

school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

### **Definitions**

**1) *Weapon*** means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.

**2) *School*** means any setting that is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.

**3) *Expelled*** means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.

**4) *Knife*** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

### **Student Responsibilities**

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the District/Supervisory Union and individual classrooms.

### **Administrative Responsibilities**

The Principal, in consultation with the educational staff, will develop an overall discipline plan pursuant to 16 V.S.A. §1161a.

The plan will include clear guidelines for student behavior. The guidelines may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school. The guidelines may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

The guidelines for student behavior will also include prohibitions against the possession by students of knives, weapons and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.



Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications distributed to students and parents/guardians.

*Date Warned: 11/20/2015–Danville, 11/20/2015-Walden, 12/03/2015, 12/30/2015-Barnet, 12/03/2015-Peacham, 11/06/2015-CCSU*

*Date Adopted: 12/01/2015-Danville, 12/01/2015-Walden, 01/11/2016-Barnet, 12/14/2015-Peacham, 11/19/2015-CCSU*

*Legal Reference(s): 16 V.S.A. §1161a (discipline)  
16 V.S.A. §1162 (suspension and expulsion)  
20 U.S.C. §§1400 et seq.(IDEA)  
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)  
VT State Board of Education Manual of Rules & Practices §4311, 4312, 4313; 2120.8.12*

*Cross Reference: Board Commitment to Non-Discrimination  
Public Complaints About Personnel  
Search and Seizure  
Alcohol and Drug Abuse  
Weapons*

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CODE C7

## **STUDENT ATTENDANCE**

### **Policy**

It is the policy of the Caledonia Central Supervisory Union and its member School Districts 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 continuously 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.

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:

1. written excuses;
2. tardiness;
3. notification of parents/guardian;
4. signing out of school;
5. excessive absenteeism;
6. homebound and hospitalized students;
7. early dismissals;
8. homework assignments;
9. making up work

### **Administrative Responsibilities**

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

# Policy on the Prevention of Harassment, Hazing and Bullying of Students

## I. Statement of Policy

The Peacham 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.
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. **These employees are Sam McLeod and Kelly Youngberg.**
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. **The designated equity coordinator is Sam McLeod.**

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. 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
  - d. 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 of 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.

*Date Warned: 10/22/2015–Danville, 10/23/2015-Walden, 10/30/2015-Barnet, 10/30/2015-Peacham, 10/20/2015 & 11/6/2015-CCSU*

*Date Adopted: 11/3/2015-Danville, 11/3/2015-Walden, 11/9/2015-Barnet, 11/9/2015-Peacham, 11/19/2015-CCSU*

**All Policies from Vermont’s Agency of Education are available online or at the school upon request.**