



South Royalton
School

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South Royalton, VT 05068

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School Web Address www.soroschool.org

Superintendent – Bruce Labs

Principal – Dean Stearns

Assistant Principal – Frank Romeo

Director of Guidance – Hannah Glass McShinsky

Athletic Director – Jessica Taplin

School begins at 8:10 a.m. and ends at 2:42 p.m.

The South Royalton School ensures equal employment and educational opportunities regardless of race, color, creed, age, handicap, national origin, or sex in compliance with federal and state law. For more information, contact Dean Stearns.

The Royalton School District is opposed to and prohibits without qualifications, unlawful sexual harassment in our schools. Sexual harassment violates an individual’s basic civil rights, undermines the integrity of the school environment and adversely affects students, teachers and other school personnel whether or not they are direct subjects of harassment. For more information, contact Dean Stearns.

This Student Planner Belongs to:

Name: _____

Phone: _____

Address: _____

Grade: _____

The policies/procedures contained in this handbook are current as of July 1, 2014 (the time of printing) and can be subject to change. Any changes after 7/1/14 will be conveyed in writing and posted on our website

www.soroschool.org

The designated employees to receive complaints about bullying are:
Dean Stearns, Hannah Glass-McShinsky, Jenny Lane, Shannon Palone

SCHOOL COMMUNICATION :_You may contact any school employee via voice mail, dial 763-7740 and ask for a staff directory or e-mail by using the 1st letter of their 1st name followed by their last name – Example: dstearns@soroschool.org or alewis@soroschool.org. You may also visit our Web Page at www.soroschool.org

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SCHOOL COMMUNICATIONS

Information concerning school activities will be sent home to you each Thursday in the form of our newsletter. Individual classroom newsletters are sent at least monthly.

You may contact any school employee via voice mail, dial 763-7740 and ask for a staff directory or e-mail by using the 1st letter of their 1st name followed by their last name – Example: dsteams@soroschool.org or alewis@soroschool.org
You may also visit our Web Page at www.soroschool.org

PRINCIPAL'S MESSAGE

Dear Students, Parents, and Guardians,

It is an honor for me to write this welcoming letter to you as the Principal of the South Royalton School. It has been said that you can always go back to your roots. As I return to the area I was raised, I am filled with an overwhelming sense of excitement at the opportunity to work alongside you and our outstanding staff in helping to prepare our students for life after school. As the school year drew to a close, there was a general calm present, as the SoRo community looked forward to a new beginning. It is in this new birth that I pledge to offer my experience in education to build upon the strong traditions and values synonymous with the South Royalton name.

The new school year will bring about the addition of several key staff members. The hiring committees have worked diligently to fill those positions with quality applicants that will continue to foster a school environment that is consistent with our collective goals of success and excellence.

In addition to staffing, there is only one change that you as parents/guardians need to be made aware of. The start time for the upcoming 2014-2015 school year will be returning to 8:10 for the Middle/High School and 8:15 for Elementary. This new start time will allow our faculty and staff members the opportunity to better meet the social and academic needs of our students. As Principal, you have my reassurance of no new changes, unless those changes are born from a collaborative effort comprised of staff, students, and parents' feedback. My philosophy will be to work with all groups in identifying first, what is working and second, what needs readjusting. My goal is that collectively we will make South Royalton School the school of choice in Central Vermont.

Our school has an amazing reputation on the local, regional, and state level. The opportunities available to your sons and daughters in and out of school are remarkable, given the size of our school and community. We have an outstanding drama program, an award winning music program, a historically strong athletic program, and academic course offerings that allows South Royalton students opportunities that are not available in larger schools. In addition, the support for our school from the community, along with a dedicated and hard-working staff, ensures that great things are happening at South Royalton.

It is in this foundation of success that we can look to the future, strive for improvement and make South Royalton the pride of central Vermont. We are dedicated to finding additional and more efficient ways to communicate with you as parents in the hopes of engaging everyone at a much higher level. In addition, we will be asking you to partner with us in spreading the "word" to the larger community about the great things happening in our school. Your honest feedback and unbridled opinion will be both welcomed and necessary in building a bright and successful future for our students.

Let's work together in continuing to turn a great school into an extraordinary school for the children of South Royalton.

Best Regards,

Dean Stearns, Principal





South Royalton School's Core Values and Beliefs

South Royalton School's mission is to promote academic rigor and challenge all students to develop 21st century skills through a diversified curriculum. In partnership with parents and the community, we aspire for students to develop into responsible global citizens - socially, physically, and emotionally.

21st Century Learning Expectations

Academic Rigor

Students will:

- think critically, analytically and creatively to solve problems
- access and synthesize information from a variety of media and technological sources
- read from a range of texts that vary in complexity
- write effectively across the curriculum for a variety of purposes

Social, Physical, and Emotional Responsibility

Students will:

- demonstrate respect for themselves and others
- make informed, healthy choices
- communicate effectively
- collaborate
- demonstrate dependability, productivity and initiative

Global Citizenship

Students will:

- recognize the relationship between culture, society, and the environment
- understand their civic responsibilities
- value diversity
- understand the importance of visual and performing arts

South Royalton School Vision Statement

South Royalton School is a safe, vibrant learning environment where ALL are engaged, challenged, and supported in order to explore their passions and build a life they find meaningful.

SOUTH ROYALTON SCHOOL ROSTER 2014-2015

School Board		Faculty:	
		Allen, Deborah	Grade 2
Honigford, Tom		Baker, Stacey	Remedial K-5
Hudson, Chris		Barreda, Louise	English 9-12
Mabey, Chris		Belouin, Cyndi	SLP
Murphy, Timothy		TBA	Foreign Language 6-12
Smith, Laurie		Brennan-Cook, Holly	Grade 3
		Brooks, William	Vocational/Tech.
Orange Windsor S.U.		Crossman, Philip	Social Studies/English 9-12
		Dedam, Rose	Science 9-12
Labs, Bruce	Superintendent	DeMasi, Ross	Physical Education 7-12
Benoit, Donna	Business Manager	DeSimone, David	Grade 5
Matthews, Deborah	Special Education Director	DeSimone, Trinity	English 9-12
Ferguson, Shirley	Curriculum Director	Duffy, Anita	Music
Administration:		Ephook, Claire	Social Studies 9-12
		Flemming, Kascinda	Special Education 9
Stearns, Dean	Principal	Gardner, Tracy	Grade 1
Romeo, Frank	Assistant Principal	Gaudette, Rebecca	Pre-School
Glass-McShinsky, Hannah	Guidance Director	TBA	SAP Counselor
Lane, Jenny	Guidance Counselor	Goldsworthy, Bill	Math/Science 9-12
Taplin, Jessica	Athletic Director	Hanford, Alicia	Grade 4
Lewis, Amy	Admin. Assistant	Harrington, Carol	Remedial K-5
Dumville, Bonnie	Registrar	Hewitt, James	Physical Ed. K-6/Health 9-12
Steamburg, Ingrid	Guidance/Student Support	Huyghebaert, Gaylynn	Art
Palone, Shannon	Planning Room	Jasinski, Emily	Grade 1
		Johnson, Karen	Special Education PreK-K
Para-Professionals:		Judge, Maureen	Kindergarten
		Krug, Mary	Science 9-12
Ballou, Raymond	Fleming, Wendy	Liptak, Katelyn	Music
Burbine, Missie	Hoffman, Lyn	Lucia, Kate	Librarian
Clark, Chris	Isenor, Bonnie	McClain, Pam	Special Education 1-5
Caswell, Bonnie	Kinnarney, Gloria	Naclerio, June	Special Education 10-12
Dakin, Sarah	Roy, Andy	Netsch, Gabriella	Driver Education
		Poli, Billy Ray	Theatre Director
		Robins, Raina	Math 9-12
Kitchen Staff:		Rule, Janel	Remedial K-5
		Schuhmann, Susan	Nurse
		Smith Jessica	English/Writing Lab 6-8
Donoghue, Debbie	Van Fossen, Bonnie	Stapleton, Gail	Foreign Language 9-12
Knudsen, Jeanette	Wheelock, Linda	Talbot, Sharon	Spec Ed6-8/Tier II Interventionist
		Taplin, Jessica	Special Education 6-8
Custodial Staff:		Waterman, Mary	Com. Based Learn./Grant Co
		Williams, Holly	Science/Social Studies 6-8
Brock, Paul	Roberts, Gary	Wimett, Mindi	Math 6-8/Math Lab K-8
Eggum, Lori	Spaneas, Nicholas	Yeager, Hope	Grade 3

DATES TO REMEMBER

September 11 – NEACAC College Fair	March 19-21 – New England Music Festival
September 25 - School Pictures	April 1 – Winooski Valley Music Festival - Middle School
October 15 - PSAT	April 9-11 - High School Spring Musical
October 15 - Winooski Valley Auditions at HUHS	April 16 –Spring Concert K-5
November 13,14,15 - High School Fall Play	May 2 - Junior Prom
November 20,21 - Winooski Valley Festival @ U32	May 6 - All-State Parade
December 4 – Winter Concert K-5	May 7-8 – Spring Play (Grades 5-8)
December 11 - Winter Concert 6-12	May 7-9 - All-State Music Festival
December 18-23 - Mid-Term Exams	May 14 – NHS Induction Ceremony
January 10 – All-State Auditions @ Hartford	May 14 – Spring Concert 6-12
February 5-6 - Winooski Valley Jazz Fest. @ Harwood	June 13 Graduation

Welcome to Kindergarten

Our kindergarten studies include social skills, literacy development, handwriting, mathematics, and thematic studies. Library skills, music, and physical education are taught by specialists outside the classroom. Children receive lessons in class from the guidance counselor and participate in a weekly math-technology lab.

The social curriculum is addressed using the philosophy and strategies of The Responsive Classroom. We work to create a caring community of learners through the development and strengthening of social skills. A Responsive Classroom is built around six central components that integrate teaching, learning, and caring in the daily program. The components are set in commonly shared values such as honesty, fairness, and respect.

Literacy development, or reading readiness, is addressed throughout all aspects of the curriculum. The children are assessed as to their level of phonemic awareness, or their knowledge of how language works. We do many activities including finger plays, rhymes, songs, chants, stories, and daily reading of our news and announcements chart, to improve this ability as we move on to phonics, or associating sounds to written symbols. Open Court is the formal literacy curriculum we follow. Journal writing is done weekly and may begin with simple dictation. Gradually, children begin using invented spelling. Children are encouraged to write and illustrate on a given topic, to use their knowledge of the alphabetic principle, to expand word usage, add descriptors, and to lengthen the number of sentences.

Books and reading are an integral part of our learning. We provide several opportunities for children to become involved with books both in the classroom and at home. We have a daily story, and books are often used for specific skill instruction and during theme studies. Additionally, informal small group reading occurs during transitions between activities. Students visit the library weekly and are also able to borrow books from the classroom. Book bag stories, which include a journal and character, go home on Fridays. Books may also be purchased through book clubs.

The handwriting program we use is D'Nealian. Our primary focus during the first half of the year is on upper case letters in various mediums. The latter part of the year is devoted to lower case paper and pencil practice.

Our math program is My Math which will address the Common Core Standards. There is an emphasis on Counting and Cardinality, Operations and Algebraic Thinking, Measurement and Data, and Geometry. Our math work involves a lot of language, manipulatives, and recording our work.

Thematic studies tend to follow the seasons. They also reflect the children's interests. Units include, but are not limited to: apples, pumpkins, Native Americans, celebrations, penguins, fairy tales, homes, rain forest, eggs, planting, butterflies, and the farm. Each unit involves cross-curricular activities. The amount of time spent on a given topic is dependent upon the schedule and student interest.

Play is the natural vehicle through which children learn. We maintain a play-based approach to learning. During choice time, the children will be able to explore the various centers in the classroom.

Field trips are also an integral part of the program. Trips may include an orchard, a farm, the fire station, sugaring, theater productions, and a greenhouse. These trips may launch a unit of study, may be a culminating experience during a unit, or may be taken because it is fun! Families with special interests or opportunities to offer have also added to our field trip experiences.

Homework is usually simply for parents to discuss with their children what children are willing to share about their days in school. Book bag stories are sent home over the weekend and are meant to be a fun family activity. Classroom books are sent home once a week and should be read the night they come home. Library books may be read and reread for a whole week! Occasionally, especially as the year progresses, handwriting sheets may be sent home for additional reinforcement. You are your child's first teacher. Reading is the single most important activity to ensure future success in school and beyond. Reading to your child every day is expected.

Welcome to First Grade

Language Arts:

First Graders learn so much as readers and writers! We use a variety of techniques to help First Graders develop in literacy. This includes work with:

- Phonemic Awareness (oral blending and segmenting speech sounds)
- Explicit instruction in phonics (letter/spelling correspondence) for reading and spelling
- Reading aloud of great children's literature to learn comprehension strategies and vocabulary

- Independent reading of decodable and early-reader texts to build fluency and confidence
- Whole class reading of early-reader texts to practice all reading skills
- Explicit instruction in different genres of writing and lots of time to practice writing in those genres
- Handwriting practice using the D'Nealian system.

Children become good readers by reading. We expect every child to spend a minimum of ten minutes reading at home each day. As your child becomes a more independent reader, please don't forget to continue to read aloud to them! Both kinds of reading are vital to building strong students who love books.

Math:

First Grade math centers around building a strong understanding of numbers to 120, addition, and subtraction. We also spend much time solving word problems, and do small units on measurement, geometry, and data. We follow the Common Core State Standards, and use a variety of techniques, including games, manipulatives, and 'pencil and paper' work to help first graders master mathematical concepts.

Social Studies:

First Grade Social Studies centers around understanding the communities in which we live- including holidays and mapping. Much Social Studies instruction in First Grade occurs through literacy instruction.

Science:

Science in First Grade is all about questioning, thinking, and discovering! Currently, we teach units on butterflies, the moon, and plants, but we're always adding other units as time and interest permits.

First Grade is a great place to learn and explore! We look forward to working with your child!

Welcome to Second Grade

"Avid learning machines" is how Jane Healy describes second graders in her book; Your Child's Growing Mind. Second graders are full of great energy and potential for growing and learning in leaps and bounds. We are prepared to start them on this very exciting adventure!

One of the most important aspects of the 2nd grade experience is social and emotional growth. Second graders are generally ready for greater responsibility and thrive when given high standards and goals to work toward. They will continue to grow in their ability to work cooperatively and respectfully with others and in taking responsibility for their own actions.

Language Arts is a major focus of the second grade curriculum. Our guidelines for instruction are the Common Core standards. The following components are included in our work:

- Reading Literature: 2nd graders grow in their ability to understand and recount stories, recognize fact and opinion, point of view, and to compare and contrast stories
- Reading Informational Text: Reading informational text is often new to 2nd graders. We learn to recognize text features, main ideas and supporting details and discover the potential of reading to learn.
- Reading Foundational Skills: Building foundational skills involves phonics, reading fluency, and building vocabulary and spelling skills.
- Writing: In 2nd grade students recognize and consider an author's purpose in writing. They research and write on varied topics of study as well as produce narrative and creative works. Our goal is to express ourselves using complete thoughts with appropriate grammar and mechanics.
- Speaking and Listening: We utilize a time in class called Planned Sharing to practice and develop skills in choosing and developing a topic with supporting details. These skills transfer into our writing work as well.

Second grade Math curriculum is also guided by the Common Core Standards which breaks down into the following strands:

- Number and Operations: 2nd graders are expected to fluently add and subtract numbers up to 20 using mental strategies; read, write, compare and recognize place value of numbers to 1000; and to add and subtract numbers up to 100.
- Measurement and Data: Telling time to 5 minute increments; counting sums of money to \$5.00; measuring length; and creating and reading line plots and picture and bar graphs are all part of our work in this strand.
- Geometry: We will focus on recognizing and drawing shapes with specific attributes and practice partitioning rectangles and circles to form equal shares and identify the shares using fraction terms.

Social Studies: The overarching theme of Social Studies lessons in 2nd grade is “Change Over Time” We will explore this idea in many different contexts while also discovering the common links between each.

Science: 2nd graders are given the opportunity to explore the following themes in our work in science.

- Life science: The Brain and Five senses, Life cycles, Food Chains, Types of Vertebrates, Plants
- Physical science: Heat and Sound
- Earth Science: Rocks and Soil, Natural Resources

Welcome to Third Grade

In third grade, we start out the year by creating an environment in which all the students are able to be academically and socially successful. Here is a paragraph that best describes a “Response Classroom”:

A Responsive Classroom brings together an academic curriculum based on developmentally appropriate practices and a social curriculum that builds a caring, respectful community. Establishing such a classroom during the beginning weeks of school must be a slow and deliberate process. It involves several strategies and phases that delicately balance the emphasis between academic and social goals.

CORE SUBJECT AREAS

LANGUAGE ARTS: Our Language Arts studies are centered on the Open Court Reading Program. Here is a brief snap shot directly form Open Court: "Throughout lessons in Open Court Reading, students do more than just read literature. They ask questions, discuss, research, write about, and think about the concepts and ideas centered around themes they read."

Handwriting is practiced everyday in many ways. In third grade, students learn cursive that builds on the D’Nealian they learned in K-2.

SCIENCE: Vermont has adopted the Next Generation Science Standards. In moving toward implementation of these new standards, we will focus our 2014-15 science curriculum around a study of our home place and the watershed that sustains us.

SOCIAL STUDIES: Classroom Environment, “My World” (geography), Iditarod and Alaska.

MATH: "My Math" Curriculum

This program teaches the students how to make numbers work for them through all of the many strategies that are taught. This is a rigorous program that builds a greater understanding of how numbers work throughout all areas of math with daily practice and homework that aligns with the Common Core State Standards for Mathematics.

HOMEWORK: Homework through the week should take about 30 minutes each evening in addition to 15 minutes of reading. If your child is spending a greater amount of time than 30 minutes, you should speak to your child's teacher. The teachers are happy to assist parents with homework tips. Setting good homework habits in the early elementary years is essential for your child to succeed in the upper grades.

Welcome to Fourth Grade

Language Arts:

Language arts in fourth grade is taught using the Open Court Reading Program. This is a curriculum that stresses direct instruction in the areas of:

- Phonemic awareness, phonics, and word knowledge
- Comprehension skills and strategies
- Inquiry skills and strategies
- Writing and language arts skills and strategies

In addition, students select books from a variety of genres for independent reading and reporting. Through the writing process, children work to improve their skills in the areas of fiction, non-fiction, poetry, letter writing, and research. Both mechanics and creativity are stressed. Daily spelling lessons emphasize phonetic rules and patterns. Vocabulary is an integral part of the curriculum across all content areas. Instruction continues in cursive writing with the goal of consistent, accurate penmanship in all written work.

Mathematics:

Mathematics is taught through the My Math program. This is a common core standards-based curriculum that blends concepts development and skills practice with an emphasis on problem solving. Topics covered include arithmetic and number sense, geometry, measurement, probability and statistics.

Science:

Fourth grade students will experience science in a variety of ways. This is accomplished through the use of journals, experiments, observations, investigations, and research. Each year students will study physical, earth and life sciences.

Social Studies:

Social Studies instruction in the fourth grade focuses on the State of Vermont and its people. Students study Vermont's geography, history, government, and culture from early times to the present day. Local, national, and world events are used to help children broaden their knowledge and understanding of Vermont and its relationship to the world.

Welcome to Fifth

In fifth grade the core subject areas are literacy, math, social studies, and science. In addition to the core subjects, the students receive instruction in physical education, music, art, life skills, and library skills. They may also elect to participate in band and/or chorus. During the course of the year, the elementary guidance counselor will work with students in small groups or as a whole class.

Core Subject Areas:

Literacy: The fifth grade Language Arts curriculum includes work on the "nuts and bolts" of the English language. Students work on vocabulary, English grammar, usage, and mechanics-including such things as parts of speech and punctuation rules. Literacy classes also introduce students to a variety of literature based upon thematic units and teacher book choices. It is important to remember that reading and writing go hand-in-hand. The more your child reads, the better writer he/she will become. Wordly Wise workbooks are used to systematize vocabulary and writing development as part of the core curriculum.

Writing occupies a lot of the students' time as they draft, revise and critique written pieces, both their own and that of fellow students. Following the Vermont Standards, student writing includes both fiction and non-fiction pieces. Students write responses to literature (Vermont Standard 1.7), reports (1.8), narratives (1.9), procedure pieces (1.10), poetry (1.23), persuasive essays (1.11), and personal essays (1.12).

Math: Students will participate in several units throughout the year developing strong number sense and basic computation skills using traditional and alternative algorithms. Students will also focus on data collection & analysis, geometry, measurement, and algebra concepts. Fifth graders' math will look different from the math their parents were doing in school, but the students will be working hard to become strong problem solvers and deep thinkers.

Social Studies : The fifth grade curriculum includes a study of basic geography and map skills, U.S. states and capitals and geography, and ancient civilizations of the eastern and western hemispheres.

Science: Students will participate in seven major units during fifth grade science. Each unit is broken into smaller units that will be explored through student-led investigations, inquiries, research, and experiments. The major units and their sub-categories are:

- Properties of matter: density, chemical change vs. physical change, mass of gas
- Cells: basic structure & function of cells, cell differentiation, role of cell membrane
- Human Body: heredity, interdependence of body systems, role of white blood cells, life cycles, and early human development
- Ecosystems: energy flow in an ecosystem, local aquatic & terrestrial ecosystems, impacts on closed systems, decomposers, natural selection, the water cycle
- Energy: light energy, sound energy, heat energy, electrical energy, magnetic energy, electromagnetic energy
- Motion and forces: speed and inertia, gravity
- Earth science: orbits of the earth & moon, eclipses, the rock cycle, plate tectonics, natural resources

General fifth grade expectations:

1. Students will have roughly one hour of homework per night.
2. Long term assignments are regularly given, and students often need assistance with time management.
3. Attendance and punctuality are essential for students to succeed. Although students may be able to make up written portions of missed class work, valuable class discussions and instruction cannot be duplicated.
4. We consider preparation for class essential to the learning process.

**SOUTH ROYALTON SCHOOL DISTRICT
HOMEWORK GUIDELINES FOR TEACHERS, PARENTS & STUDENTS**

Introduction: work is an important supplement to daily classroom activities. Homework is most effective when it is directly related to the instructional objectives of the classroom. The purpose for any homework assignment must be clear, and students and parents must understand the teacher's expectations. Clear, direct lines of communication between teachers and parents will help students understand the importance of homework and avoid unnecessary problems.

The "best" homework assignments involve one or more of the following activities:

- Reading for content or pleasure or as a means of introducing material which will be covered in class.
- Practice of skills introduced in class.
- Completion of assignments not finished in class.
- Review of previously taught material, including studying for quizzes and exams.
- Solving problems by using information and skills introduced in class.
- Completion of projects and long-term assignments (provided the purpose, expectations and timeline for completing projects are clearly understood in advance).

Homework is not meant to be "busy work."

Homework is not meant to be the primary means of learning new material.

Homework is not meant to cause undue stress on teachers and families.

(When students or parents get to the point of utter frustration regarding a homework assignment, it is time to stop!)

Time expectation for homework:

While it is not necessary for homework to be assigned every night, it is reasonable to expect that a certain amount of homework may be assigned on a regular basis. Parents who repeatedly find their children working on homework in excess of the following guidelines should notify the school.

Grade Levels	Suggested amount of homework (average total)
Early elementary (K-2)	Not more than 15-30 minutes
Grades 3-4	30-60 minutes
Grades 5/6	60 minutes

Teachers' responsibilities regarding homework:

- Provide assignments that are worthwhile, clearly linked to instructed goals, and of reasonable length.
- Use homework to assess students' understanding of material covered in class.
- Provide reasonable accommodations for students with special needs.
- Provide written materials that are legible.
- Provide timely feedback to students regarding their homework.
- Establish reasonable consequences for homework assignments that are missing, incomplete or late. In Most instances, homework will affect a student's grade.
- Keep students and parents informed regarding problems related to homework.

Parents' responsibilities:

- Provide adequate time and quiet space for homework.
- Monitor the completion of homework.
- Assist the child with some activities when requested by the teacher, e.g., reading with the child, practicing flash cards, etc. (Parents are not expected to teach or re-teach lessons, nor are they expected to do their children's assignments.)
- Inform the school when there are problems with the students completing homework.

Students' responsibilities:

- Know what the assignment is; ask questions when you do not understand the assignment.
- Be prepared by having the proper books, materials, and supplies.
- Do your own homework and hand it in on time.

Schools' responsibilities:

- Review and discuss these guidelines with staff.
 - Develop school guidelines and procedures that are consistent with these guidelines.
- Publish and distribute guidelines to parents and students.

SOUTH ROYALTON SCHOOL DISCIPLINE PHILOSOPHY

South Royalton School's mission is to promote academic rigor and challenge all students to develop 21st century skills through a diversified curriculum. In partnership with parents and the community, we aspire for students to develop into responsible global citizens – socially, physical, and emotionally. Our age appropriate and/or developmental expectations are that students will be able to realize their intellectual and social potential, demonstrate respectful behavior, make choices that promote the health and safety of themselves and others, and listen to instruction and take direction. Our goal with discipline is to help students succeed by further developing their self-control and teaching them to take responsibility for their actions. This is best accomplished through the systemic implementation of positive behavior interventions and supports. These interventions include the teaching of pro-social skills and positive replacement behaviors. Student supports are found throughout the school system. Teachers, aides, kitchen staff, coaches, custodians, bus drivers, and administrators will make every attempt to handle discipline with a proactive, positive approach. Students are given an opportunity to be heard, understood, and to explain the reasons for their undesired behaviors. Students may be guided through planning sessions to help encourage positive behavioral changes that will result in an enhanced academic and social experience. Our school is committed to providing a safe and supportive learning environment for all. Our discipline philosophy is based on these core beliefs:

- a conducive learning environment is created where high expectations help realize potential
- individuals are responsible for their behavior,
- parent involvement influences learning
- respect is essential.
- whenever possible, discipline is proactive and instructional, rather than reactive.

School-wide discipline data, both short term and long, collected from referrals is used to drive individual, group, and/or school-wide behavior initiatives. Public recognition of positive behavior is an important part of our discipline philosophy.

Individual discipline data, both short term and long, may be collected as part of a functional behavioral assessment to help guide the development, implementation, and revision of a behavioral intervention plan. A behavioral intervention plan details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques. These plans may include, but are not limited to, program or curriculum modifications, and supplementary aids and supports required to address undesired behaviors.

In order to clarify this discipline policy, the following are offered as examples of behavior which would initiate disciplinary action: The examples in parentheses are not intended to constitute an exhaustive or finite list of inappropriate behaviors, but to illustrate types of behavior which are unacceptable.

1. Actions which are disruptive to the educational process. (i.e., bullying behavior, destruction of property, disrespect of an adult, disrespect of a student, disruptive behavior, innuendoes or harassing, repeated task refusal, insubordination, and theft).
2. Actions which are physically or mentally injurious to any individual or group of individuals. (i.e., fighting, hitting, name calling, intimidating).
3. Preventing or attempting to prevent any staff member or student from carrying out his/her responsibilities and learning activities. (i.e., making loud noises, talking back, throwing things, purposeful physical interference, refusal to provide information and or providing false information, leaving school or class without permission.).
4. Inappropriate physical contact. (i.e., aggressive behavior, fighting, shoving, pushing, horse play).
5. Actions or expressions that are profane, obscene, prejudiced or abusive to any individual or groups of individuals. (i.e., swearing, belittling, name calling with ethnic and/or religious references).
6. Loitering on school property. (A student is loitering when she/he continues to remain on school property after being asked to leave).

SOUTH ROYALTON SCHOOL'S PLANNING ROOM

The planning room is designed so that teachers have a place to refer students who are repeatedly disrupting the learning environment. When teachers have exhausted all attempts to redirect student behavior, the student may need time away from the classroom. The planning room coordinator plays a key role in the development and implementation of behavior management/modification plans and programs for individual students. He/She helps students define and develop behavioral goals.

SCHOOL-WIDE DISCIPLINE PROTOCOLS

Fair and consistent application of all school policies and behavioral expectations is central to effective discipline models. **Prevention is our priority.** All school employees will make every effort to notify students of undesired behavior before it becomes distracting to the school's educational and social environment. When proactive interventions fail to change students' undesired behaviors they may be referred to the Planning Room. The referral process includes sending the student to the Planning Room and sending a Discipline Referral Form to the Planning Room Coordinator as soon as possible (no later than the end of the day). The Planning Room Coordinator will review the antecedent behavior with the student and prepare the student to return to the academic environment at the soonest possible time. Referring teachers are encouraged to suggest disciplinary action to the Planning Room Coordinator directly on the referral form. Students who are repeatedly referred to the Planning Room may perform a Functional Behavior Assessment (FBA) with the Planning Room Coordinator and/or teacher(s). The FBA may be used to develop a Behavior Intervention Plan (BIP) designed to help the student maintain positive behavior within the classroom. BIPs should be revised as needed and phased out once a student has maintained a positive presence in the classroom for a reasonable period of time. Students unable to change undesired behaviors through the use of BIPs may be referred to the Assistant Principal or Principal.

More serious infractions may be referred directly to the Assistant Principal or Principal for immediate action to possibly include a parent conference, extended time out, detention, and /or suspension.

Dangerous student disruption and/or violent misconduct will immediately be referred to the Safety Team. The Safety Team's role is to respond to and support students through a behavioral crisis in a manner that preserves the safety and dignity of all using procedures consistent with Rule 4500.

SCHOOL WIDE SAFETY PLAN (IN ACCORDANCE WITH RULE 4500)

South Royalton School has a trained Safety Team that may be called upon to perform the least restrictive restraint necessary to reduce or eliminate substantial risk to a student or others. The use of restraint at South Royalton School is a last resort and is actively avoided through the implementation of our discipline philosophy. South Royalton School does not utilize any form of restraint or seclusion as a form of discipline or punishment. Physical escort or restraint may be used when there is a substantial risk to a student and all other less restrictive alternatives have either been exhausted or the level of risk prohibits exhausting other means. Seclusion and chemical or mechanical restraints are not utilized at South Royalton School. Any use of restraint will be documented and reported no later than the end of the school day to the parent and Superintendent. A mandatory review of any restraint must be completed within 2 school days of the use of restraint. Parents will be given the opportunity to participate in a review within 4 school days of the use of a restraint.

GENERAL STUDENT EXPECTATIONS

FOOD AND BEVERAGES IN THE SCHOOL

Each classroom teacher will provide for his/her classes the policy that will govern the use of food and beverages in that particular classroom.

The school policy relating to this issue is:

1. Students are strongly urged, encouraged, and asked to be more selective with the snacks they eat in school. High nutrition, less "junk food" and sugar, is recommended.
2. Students going into town on official or personal business are not to bring food items back to school for others. Students will lose the privilege of leaving school after one warning.
3. Students are responsible for litter that results from food being eaten in the hallways, left in lockers, etc.
4. Students may not interrupt a class by bringing items to a fellow student.
5. Vending machines will be open before and after school only.

FUND RAISING GUIDELINES

The position of the administration on fund raising is that we should only do what is necessary. Any effort to raise funds by any group within the school must be approved by the principal. Monies collected or in the process of being collected should be secured at all times within the building. Please be particularly cautious with large collections.

Any group of students, any class, and any grade wishing to raise funds for any school related purpose must:

- a) have the activity cleared with their homeroom teacher, class teacher, or teacher related to the activity
- b) permission from the Student Council
- c) arrange for the faculty member to be present during the activity if not during regular school hours or on school property.
- d) no money items being sold or valuable materials should be left in the student's locker

GYMNASIUM

Sneakers must be worn in order for anyone to use the gym floor. There must be staff supervision for any activity.

LUNCHROOM EXPECTATIONS

In order to preserve order in the rest of the school building, students who have lunch are to remain in the lunchroom for their full lunch period. While eating, students are to demonstrate polite and responsible behavior at all times. Failure to do so could lead to the loss of the privilege to have lunch with fellow students in the lunch room. Further disciplinary action could be taken if the problem continues. All students should report directly to the lunch room for lunch period.

PERSONAL AUDIO/VIDEO DEVICES

These devices may be played before and after school only. Headphones may not be possessed by a student during the school day.

RECYCLING PROGRAM

The Student Council oversees the recycling program. Cardboard, white paper and tin cans should be recycled in the bins provided. Any questions or suggestions to improve our recycling program should be directed to the Student Council.

STUDENT DRESS

This policy was written in collaboration with teachers, faculty, students, and parents.

We request that students dress and groom themselves with an eye towards neatness, good taste and professionalism. (Specifically, dress must be safe and appropriate for the activity in which the student is involved.) It must be clean, and must not create a disruption or distraction to class routines, objectives and the overall learning environment.

Should a student's dress not meet these standards, disrupts the learning environment, or is deemed inappropriate by administration, the school reserves the option to send the student home to change. Multiple infractions may result in disciplinary action at the discretion of the administration. Parents will be notified of any infractions that occur. The following are offered as guidelines to help promote an appropriate educational environment:

- Skirts, dresses, and shorts must be of a length and cut as to not be revealing.
- T-shirts which advertise or advocate alcohol, drugs or sexual harassment are prohibited.
- Shirts must reach top of pants/skirts/shorts and must be of length and cut so as not to be revealing.
- Students should wear their pants so as to cover their underwear.
- See through or overly revealing clothes are prohibited.
- Hats and sunglasses may be worn to school, but not in the building.

USE OR POSSESSION OF MATCHES, LIGHTERS, TOBACCO

The use or possession of matches, lighters, or tobacco in any form is prohibited anywhere in the South Royalton School building or on school grounds. These items will be confiscated and parents and proper authorities will be notified.

LUNCHROOM EXPECTATIONS

In order to preserve order in the rest of the school building, students who have lunch are to remain in the lunchroom for their full lunch period. Also, while eating, students are to demonstrate polite and responsible manners at all times. Failure to do so could lead to the loss of the privilege to have lunch with fellow students in the lunchroom. Further disciplinary action could be taken if the problem continues. All students should report to the lunchroom for lunch period. Students will not be permitted to charge breakfast or lunch. School lunch, offered as part of the total educational program at South Royalton School, together with the breakfast program, has shown a positive relationship between good nutrition and good grades. In order to continue to offer well-balanced meals at minimal cost, students will not be permitted to charge breakfasts or lunch. Elementary students are permitted to purchase juice from the vending machine; soda is not available for purchase by elementary students. The following are school lunchroom behavior expectations:

Please walk in the lunchroom
Please do not "cut" others in line

Stand in line appropriately
Please do not save spaces for others
Remain seated until dismissed
Please keep the cafeteria clean
Respect the space of others
Talk in a quiet voice
Please ask if you need to leave the lunchroom
Line up quietly when leaving

Consequences:

Warning from monitor to student
Second warning, go to Planning Room to review rules, and return
Third warning, go to Planning Room, call home, and eat lunch in the Planning Room
Fourth warning, go to Planning Room, call home, eat lunch in the Planning Room, and receive a detention

Your cooperation helps each student enjoy a peaceful lunch period

PLAYGROUND BEHAVIOR EXPECTATIONS

In order to insure a safe playground and parking lot, students on the elementary playground are to remain in the area with playground equipment. Students are to refrain from dangerous play such as throwing snowballs and other dangerous objects. Parental cooperation is sought in ensuring that elementary students who walk to school do not arrive at school until 7:45 a.m. in order that appropriate supervision will be available. Elementary students who wish to leave the playground at any time must have written permission from their parents, and must be cleared through the principal's office. Students in grades 7-12 are not to be on the playground without permission.

THE SCHOOL LIBRARY

The South Royaltan School library media center offers opportunities for research as well as leisure reading. With over 12,000 books, 62 periodical titles, 6 newspapers, a wide variety of audiovisual materials and electronic information access, the library is available to South Royaltan School students and residents of the community. It is open every school day from 7:30 a.m. to 3:00 p.m. The librarian and library assistant are available to help you with reference questions or requests for help in finding materials.

LIBRARY POLICIES AND PROCEDURES

Each class will have a weekly scheduled library visit. During this time students will exchange their books, have a story time, view a brief literature-based media presentation and/or have library instruction.

CIRCULATION

Kindergarten students are allowed to check out four books - two from the picture book or juvenile nonfiction section and two from the early literacy baskets.

Grade 1 through Grade 6 students are allowed to check out two books and optionally two books from the early literacy baskets.

Library books are checked out for two weeks, but may be returned earlier. Library books should be returned or renewed when the students attend their scheduled library class. Books may be renewed providing the book is not in high demand. More than two books may be checked out when necessary for teacher supervised class research.

OVERDUE BOOKS

There are no overdue charges for library books. However, the number of books a student may borrow will be limited if they have not returned books. Overdue notices will be sent out twice each marking period for books more than two weeks overdue.

DAMAGED OR LOST BOOKS

If a book is damaged or lost, a student who brings a note from a parent or guardian acknowledging the loss may clear his/her record. Students may optionally pay the replacement cost of the book.

ATTENDANCE POLICY

Students are expected to be in school all day, every day. If a student is to be absent, parents should call the school by 9:a.m. If not the school office will attempt to call a parent/guardian. Students are required to bring a note to the office upon returning after an absence.

If attendance records indicate the absences are unexcused or are affecting a child's academic success, a conference between the administration, parents, and classroom teacher will be scheduled to resolve the problem.

TARDINESS AND ABSENCE FROM CLASS

Continued tardiness will lead to disciplinary action. All teachers at South Royaltton School will keep daily written attendance records for each class. Parents will be notified immediately when truanancies and/or class cuts occur. In the case of truanancies, the student may be re-admitted with a parent conference.

STUDENT NOTES TO LEAVE SCHOOL

Any student needing to leave school grounds must have a note from a parent or guardian. This note must be presented to their teacher at the beginning of the school day. The teacher will forward the note to the principal's office.

TRANSFER/WITHDRAWAL

When a student transfers or withdraws form school, the Principals Office must be notified. The parent or guardian can sign a release of records to be sent to another school or we can send the records along once we are notified of the changes in residence and receive a request form the school your child will be attending.

NURSE'S OFFICE

PROCEDURE FOR AN ILL STUDENT TO FOLLOW

1. You should tell your teacher that you are not feeling well.
2. You should report to the nurse's office. The nurse will call your home.
3. If you do not go home but miss a class, a note from the nurse will be needed for you to return to class.

PRESCRIPTION MEDICATION

If your child need a prescription drug administered in school, please follow these guidelines:

1. Written orders from a physician detailing the name of drug, dosage, time interval the medication is to be taken.
2. Written permission form parent/guardian requesting the district comply with the physician order.
3. Medication must be brought to school in a container appropriately labeled by the pharmacy or physician.

LIFE THREATENING ILLNESS/ALLERGY

For parents who have a son/daughter who has a life threatening illness or allergy, e.g. beestings or food allergy, diabetes, seizure disorder, or severe asthma. Act 158 recommends that parents be made aware of federal and state rules that can protect and help your son/daughter with their illness / allergy. Section 504 is a plan that could be put in place to protect your child's medical educational needs. Special care plans will be put in place to ensure your child is provided a safe and supportive place for learning. For more questions or concerns please call Mrs. Schuhmann at 763-3203

EARLY DISMISSAL /INCLEMENT WEATHER PROCEDURE

Occasionally it is necessary to cancel school for the day due to an emergency (for example, a snowstorm or bomb threat). We will activate the BlackBoard Alert System and will notify area radio and TV stations as early as possible. Please listen to them for any announcement. You may call the main office for an automated closing report as well.

In the event that school must be closed early, we need information to assure that your child arrives home safely. Please complete your students registration form completely and call with any changes throughout the year.

With Vermont weather you never know what it will be like day to day (snow-cold). It is a good idea to have a plan in place for your children in the event their bus does not arrive or is late i.e. go back to the house, go to the neighbors. It is important that they have a safe and warm option in the event the bus doesn't arrive on time.

As you know road conditions vary depending on where you live. If conditions exist that you feel are unsafe for travel on your road, don't hesitate to keep you child at home. If you call us at school we will make sure that the absence is recorded as excused weather related.

POLICY FOR VISITORS

Parents and community members are welcome to visit our school and to take part in the programs we offer. Parents wishing to visit a teacher or a class are asked to make prior arrangements with the teacher through the principal.

Parents wishing to take their child from school early are asked to report to the office, not directly to the classroom, and the secretary will make the necessary arrangements. A note will be requested of parents taking their children from school early.

Students wishing to have friends visit school must clear this request with each classroom teacher and the principal at least one day in advance. This will be limited to one day per week not to exceed three visits per year. We do not condone students visiting our school when their home school is in session.

We ask that small children not accompany students to school during class time. Also, pets are not allowed at school.

VOLUNTEER OPPORTUNITIES

We encourage parents and other community members to become active participants in the education process by volunteering. Some ways you may assist include: tutoring, reading, recess/lunch monitor organizing special activities, chaperoning field trips or serving on various committees. Please call the school if you would like more information.

PTO

The South Royalton PTO is an organization that supports our school in numbers of ways. The PTO engages in fund raising activities so that they can provide funds to bring in special programs or activities the school would not be able to provide from the local budget. We are always interested in increasing our membership. Please call the school 763-7740 for more information.

SCHOOL BOARD INFORMATION

The Royalton School Board meets twice a month during the school year. Meetings are held on the first and third Tuesday of the month at 6:30 p.m. in the school library. Any special meetings change in meetings, or meeting time is warned in accordance with the State Statute. Meetings are open to the public and you are sincerely invited to attend. If you wish to speak at a meeting, or have a topic discussed, you should call the principal or superintendent by Thursday of the week before the meeting.

ORANGE WINDSOR SUPERVISORY UNION
Royalton School Board
Acceptable Use Of Electronic Resources & The Internet

Purpose

The Orange Windsor Supervisory Union (OWSU) Board of School Directors supports the use of electronic resources including the Internet to implement and enrich the curriculum, to allow students to benefit from access to electronic information resources and opportunities for collaboration that are uniquely provided by certain electronic technologies, and to enhance staff professional development.

This policy is intended to ensure compliance with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.

Policy

Access to District electronic resources including the Internet will be available to students and staff who agree to abide by the requirements of this policy. User agreements, except as otherwise described in this policy, will be required prior to allowing any individual unsupervised access to OWSU electronic resources.

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for the content of any information that is retrieved via the internet.

The use of district electronic resources by students, staff, or others is a privilege, not a right. The district's computer and network resources, hardware, software, and infrastructure are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files. The district reserves the right to monitor, track, and log network access and use; monitor filespace utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action for misuse of its electronic resources. The district shall cooperate to the extent legally required with local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers or network.

The Superintendent or his or her designee shall coordinate and oversee the use of District electronic resources including the Internet, and will develop procedures necessary to implement this policy.

Definitions.

As used in this policy and its procedures, the following terms shall be defined in accord with federal and, where the context clearly allows, state law.

- 1) **Child Pornography** means any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:
 - a. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
 - b. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
 - c. Such visual depiction has been create, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.¹
- 2) **Harmful to minors** means any picture, image, video (multi-sensory frame), graphic image file, movies, or other visual/auditory depiction that:
 - a. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - b. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
 - c. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.²
- 3) **Technology protection measure** means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.³
- 4) **Minor** means an individual who has not attained the age of 18.⁴
- 5) **Computer** means any hardware, software, or other technology attached or connected to, installed in, or otherwise used in connection with a computer.⁵
- 6) **Access to Internet** means a computer that is equipped with a modem or is connected to a computer network that has access to the Internet.⁶

¹ 18 U.S.C. § 2256. See, 13 V.S.A. § 2801(6) for the state definition of this term. Federal law requires the use of the federal definition in this policy.

² Federal law defines "minor" as a person who has not yet attained the age of 17. 20 U.S.C. § 6777; 47 U.S.C. § 254. Vermont's anti-obscenity law defines the term "minor" as "any person less than 18 years old." 13 V.S.A. § 2801(1). The Vermont definition is used in this model policy as it includes the federal requirement and also provides coverage for students until they reach the age of 18.

³ 47 U.S.C. § 254

⁴ See footnote 3 above.

⁵ 20 U.S.C. § 6777(e)(1)

Procedures:

The district shall operate technology protection measures during the use of any of its computers with Internet access, including those computers not accessible to minors, that protect against access through such computers to material inappropriate for minors, including but not limited to, visual depictions that are obscene or child pornography.⁷

In addition, the Superintendent or his or her designee shall ensure that the district, as part of its implementation of this policy, is educating minors about appropriate on-line behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.⁸ Educational efforts will include instruction in Internet safety for minors including monitoring the online activities of minors and the operation of technology protection measures with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography or harmful to minors.⁹

The following materials, in addition to those stated in law and defined in this policy, are inappropriate for access by minors:

- Defamatory
- Lewd, vulgar, or profane
- Threatening
- Harassing or discriminatory
- Bullying
- Terroristic
- Disruptive to the educational process to school operations or any school activity

Administrative procedures developed under this policy shall include provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in District electronic resources.

In addition, the administrative procedures developed under this policy shall include Internet safety measures that provide for the monitoring of online activities by minors¹⁰ and address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including “hacking” and other unlawful activities.
4. Unauthorized disclosure, use, dissemination of personal information regarding minors.
5. Restriction of minors’ access to materials harmful to them.¹¹

The administrative procedures developed under this policy shall also provide that authorized individuals may temporarily disable the District’s technology protection measures to enable access for bona fide research or other lawful purpose.¹²

The Superintendent or his or her designee shall conduct an annual analysis of the implementation of this policy, and shall make recommendations to the Board as needed to ensure that the District’s approach to Internet safety is effective.

User Responsibilities

During school hours, users may access electronic resources including the Internet for school related purposes only. The term "school related purpose" includes use of the system for classroom activities, which may involve e-mail communication, career development, and curriculum driven research. It also includes use of the system for other school activities such as sports, other co-curricular activities and school sponsored fund raising activities.

⁶ 20 U.S.C. § 6777(e)(2)

⁷ 20 U.S.C. § 6777(a)(2)(A); 47 U.S.C. § 254

⁸ Required by 47 U.S.C. § 254(h)(5)(B)

⁹ 47 U.S.C. § 254(h)(B)

¹⁰ Required by 47 U.S.C. § 254(h); 47 C.F.R. § 54.520(C)(i)

¹¹ Required by 47 U.S.C. § 254(1); 47 C.F.R. § 54.520(c)(ii)

¹² Required by 20 U.S.C. § 6777(c)

The District may provide e-mail access for students and staff. Students and staff may use real-time electronic communication, such as chat or instant messaging only for specifically organized educational activities.

Students will not post personal contact information about themselves or other people and agree to follow communication safety requirements outlined in administrative procedures when using electronic communications including the Internet.

All users of District electronic resources are expected to act in a responsible, ethical and legal manner. Specifically, the following uses are prohibited:¹³

1. Commercial or for-profit uses.
2. Product advertisement or political lobbying.
3. Bullying or harassment¹⁴
4. Offensive or inflammatory communication, including hate mail, discriminatory remarks or “sexting.”¹⁵
5. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.
6. Accessing sending, receiving, transferring, viewing sharing or downloading obscene, pornographic, lewd or otherwise illegal materials, images or photographs.
7. Inappropriate language or profanity.¹⁶
8. Impersonation of another user.
9. Loading or using unauthorized games, programs, files or other electronic media.
10. Disabling or bypassing the Internet blocking/filtering software without authorization.
11. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.

Students and staff may access the District’s electronic resources for limited personal use. Limited personal use of the District’s electronic resources including the Internet shall be allowed if permission is granted by the superintendent or his or her designee in advance, and the use:

- imposes no tangible cost to the District;
- does not unduly burden the District’s electronic resources;
- occurs during non-instructional time and does not impede other student or staff access for educational purposes; and
- does not violate this policy.¹⁷

Parental Notification and Responsibility

Each school will provide written annual notice to parents/guardians about student use of District electronic resources including the Internet, the policies and procedures governing their use, and the limitation of liability of the District. Parents/guardians must sign an agreement to allow their child(ren) to access District electronic resources including the Internet and return this agreement to the school before access will be granted. Students 18 years of age or older must sign their own agreement. A signed user agreement will not be required when students are using school computers for research as part of a course requirement and the use is supervised by a responsible adult.¹⁸

Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any

¹³ This list of prohibited uses is not specifically required by federal or state law. It is suggestive, and can be modified by boards that adopt acceptable use policies.

¹⁴ 13 V.S.A. § 1027 makes it a crime in Vermont to “disturb peace by use of telephone or other electronic communications.” Actionable activities under the statute include threatening, harassing, intimidating communications as well as the use of “obscene, lewd, lascivious or indecent language” with intent to harass or intimidate by telephone or other electronic communication.

¹⁵ 13 V.S.A. § 2802b makes activities commonly referred to as “sexting” by minors illegal in Vermont.

¹⁶ 13 V.S.A. § 2605 makes “voyeurism” illegal in Vermont.

¹⁷ This section on Limited Personal Use is not a required component of this policy, and is therefore an option for consideration by boards adopting acceptable use policies.

¹⁸ As an alternative to requiring signed user agreements, a district could provide clear notice that it will allow access to its electronic resources unless notified in writing by parents that they do not consent to such use by their children.

information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

Enforcement

In the event there is an allegation that a student has violated this policy, a student will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary policy.

Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to illegal activities conducted through the use of the District's electronic resources including the Internet.¹⁹

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- ^[1] The federal No Child Left Behind Act (NCLBA) makes schools ineligible to receive funding for the purchase of computers used to access the internet, or to pay costs associated with accessing the internet, through the technology grants program "...unless the school, school board, local educational agency, or other authority with responsibility for administration of (the) school both...has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are...obscene; child pornography; or harmful to minors; and is enforcing the operation of such computers by minors; and has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are...obscene or child pornography and is enforcing...such measure during use of any such computers..." 20 U.S.C. § 6777; 47 U.S.C. § 254(h)(5)(A) & (B). Prior to adoption, the school must "provide reasonable public notice and hold at least one public hearing or meeting to address the proposed Internet safety policy." 47 U.S.C. § 254(l)(1)(B).
- ^[2] 18 U.S.C. § 2256. See, 13 V.S.A. § 2801(6) for the state definition of this term. Federal law requires the use of the federal definition in this policy.
- ^[3] Federal law defines "minor" as a person who has not yet attained the age of 17. 20 U.S.C. § 6777; 47 U.S.C. § 254. Vermont's anti-obscenity law defines the term "minor" as "any person less than 18 years old." 13 V.S.A. § 2801(1). The Vermont definition is used in this model policy as it includes the federal requirement and also provides coverage for students until they reach the age of 18.
- ^[4] 47 U.S.C. § 254
- ^[5] See footnote 3 above.
- ^[6] 20 U.S.C. § 6777(e)(1)
- ^[7] 20 U.S.C. § 6777(e)(2)
- ^[8] 47 U.S.C. § 254(h)(B)
- ^[9] *Neighborhood Children's Internet Protection Act*, 47 U.S.C. §254(l)(2); 47 C.F.R. 54.520. See also, *Children's Internet Protection Act*, 47 U.S.C. § 254. These federal statutes require that "(A) determination what matter is inappropriate for minors shall be made by the school board (or) local education agency..."
- ^[10] 20 U.S.C. § 6777(a)(2)(A); 47 U.S.C. § 254
- ^[11] Required by 47 U.S.C. § 254(h)(5)(B)
- ^[12] Required by 47 U.S.C. § 254(h); 47 C.F.R. § 54.520(C)(i)
- ^[13] Required by 47 U.S.C. § 254(1); 47 C.F.R. § 54.520(c)(ii)
- ^[14] Required by 20 U.S.C. § 6777(c)
- ^[15] This list of prohibited uses is not specifically required by federal or state law. It is suggestive, and can be modified by boards that adopt acceptable use policies.
- ^[16] 13 V.S.A. § 1027 makes it a crime in Vermont to "disturb peace by use of telephone or other electronic communications." Actionable activities under the statute include threatening, harassing, intimidating communications as well as the use of "obscene, lewd, lascivious or indecent language" with intent to harass or intimidate by telephone or other electronic communication.
- ^[17] 13 V.S.A. § 2802b makes activities commonly referred to as "sexting" by minors illegal in Vermont.
- ^[18] 13 V.S.A. § 2605 makes "voyeurism" illegal in Vermont.
- ^[19] This section on Limited Personal Use is not a required component of this policy, and is therefore an option for consideration by boards adopting acceptable use policies.

^[20] As an alternative to requiring signed user agreements, a district could provide clear notice that it will allow access to its electronic resources unless notified in writing by parents that they do not consent to such use by their children.

^[21] See 13 V.S.A. §§ 2802b and 1027 for examples of criminal activities involving electronic resources.

Date Warned:

Date Adopted:

Legal

Reference(s):

17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended)
20 U.S.C. § 6777 *et seq.* (*Enhancing Education Through Technology Act*)
18 U.S.C. §2251 (*Federal Child Pornography Law—Sexual Exploitation and Other Abuse of Children*)
47 U.S.C. §254 (*Children’s Internet Protection Act*)
47 CFR §54.520 (*CIPA Certifications*)
13 V.S.A. §§2802 *et seq.* (*Obscenity, minors*)
13 V.S.A. § 1027 (*Disturbing Peace by Use of...Electronic Means*)
13 V.S.A. §2605(*Voyeurism*)

Cross

Reference:

Student Conduct and Discipline (F1)
Copyrights (G2)
Selection of Instructional Materials (G5)
Complaints About Instructional Materials (G6)

Personal Devices, Bring Your Own Device (BYOD) at South Roylton School

Philosophy:

The South Roylton School believes that electronic devices are valuable resources to support and enrich the curriculum and school community. The benefits of these devices outweigh the potential disadvantages for students. It is the philosophy of the South Roylton School to teach and model responsible device and resource use in a developmentally appropriate manner. The school feels that acceptable use of technology lies in behavior, not technology, however care should be taken that technology is not used to the detriment of face-to-face social interaction.

Parameters of Use:

Beginning in grade 6, all students with grades of “C” or above may possess and use personal, electronic, and digital devices at the following times:

- before and after school
- during lunch
- in study hall (with teacher’s permission)
- between classes (grades 9-12 only)

During classes, such devices may be used as appropriate tools when so directed by the teacher or with the teacher’s permission.

Privilege of Use:

By default, students automatically have the privilege to possess and use personal devices as outlined above. The loss of this privilege can result from neglecting intellectual, social, or emotional responsibilities.

Intellectual Responsibility:

- Any quarterly or semester grades below a “C”

Social/Emotional Responsibility:

- Unacceptable effort level in class
- Unacceptable behavior during the school day
- Use of personal devices to proliferate bullying or harassing behaviors
- Use of personal devices in an inappropriate manner, to include, but **not limited to**:
 - Taking photos without permission
 - Copying academic material/plagiarizing
 - Playing offensive music, videos, or games
 - Viewing inappropriate content
 - Using other students' devices without permission
 - All other behaviors included in OWSU District policy above

Loss of this privilege and its duration, based on the above criteria, will be determined by a team that may include a teacher or teachers, the planning room coordinator, an administrator, and the school IT faculty member. Loss of privilege due to a violation of the student's social/emotional responsibilities, as stated above, will be handled through the school's current disciplinary protocol. The cause and duration of loss of privileges as a result of disciplinary action will be clearly stated in the discipline notice. Loss of privilege due to quarterly or semester grades below a "C" will require that the student prove to the team that his/her grades are in the "C" or above range in order to regain the privilege.

Loss of the privilege will result in a mandatory surrender of all personal devices at the start of the school day. During a loss of privilege, the team may determine that students be permitted to access school-owned devices, for academic purposes only, during any class period (with the exclusion of study hall and lunch) under direct supervision of a teacher or paraprofessional. Students caught with personal devices while on restriction may face further disciplinary action (detention / suspension).

TRANSPORTATION POLICY

STUDENT TRANSPORTATION

The School Board of the South Royalton School would like to extend to you the privilege to ride in the school buses. This privilege, however, is dependent upon your behavior, and can be taken from you should it be necessary. Drivers are authorized to enforce the following rules and to make suggestions to improve conditions on their buses.

1. Because the bus driver is legally responsible for the bus and those riding, you must obey the driver's instructions.
2. You should be on time and line up in an orderly fashion when boarding the bus.
3. When walking on the highway to a bus stop, you should always walk on the left, on the shoulder of the road, facing traffic.
4. When crossing the highway, you should walk, not run, and cross in front of the bus upon the driver's signal.
5. You are asked to enter and leave the bus in an orderly fashion and in accordance with instructions from your driver.
6. You should not extend arms, legs, or your head out through windows.
7. You should not move from one seat to another without permission of the driver. Never get up from your seat to leave the bus until the bus is completely stopped!
8. If the driver has assigned you a seat, you should go to that assigned seat, without crowding or pushing and remain seated while the bus is in motion.
9. You should not create any condition on the bus that will distract the driver while the bus is moving. You should refrain from talking to the driver except in an emergency.
10. You should not throw objects in the bus or through the windows.
11. You should not tamper with the emergency door or any part of the bus. The rear exit is for emergencies only.
12. You should get permission from the driver to open a window.
13. Students shall not mar or deface the bus. Damage done to seats or other equipment must be paid for by the student.
14. You shall not drink or eat food on the bus, nor is smoking ever permitted.
15. Students who are bringing such items as baseballs, softballs, footballs, etc. on the bus must bring them and keep them in a container or travel bag. Sleds are not allowed on the bus.
16. Students who ride the school bus are subject to videotape monitoring.

All school rules - where they apply - are rules for behavior on a school bus. It is extremely important to have quiet, orderly students on our buses for the entire year. Should a student misbehave or be uncooperative, the bus drivers have been instructed to follow this procedure:

For less serious disruptions:

1. A warning - verbal - to the student by the bus driver. The principal will be notified of the formal warning. Parents will be contacted.
2. For a second disruption, lack of cooperation, or misbehavior, a three day suspension from riding the bus will be enforced. The principal will notify the parents of the problem.
3. For a third disruption - again, of less serious nature - a two week suspension from riding the bus will be enforced with parents notified and requested to meet at school before the student will be assigned a seat for the remainder of the school year.
4. A fourth infraction or disruption will lead to expulsion from riding the bus for the school year.

For a serious disruption (not following the driver's directions for example):

The student, bus driver, and principal will meet and based upon an investigation of the incident, the consequence could be numbers one through four listed above. All discipline decisions are at the discretion of the school administration regardless of the above procedures.

BOMB THREAT POLICY

The Royalton School District has adopted a comprehensive policy on what do in the event of a bomb threat. You may obtain a copy of the complete policy by requesting one from the principal's office.

While we intend to respect the legitimate privacy interests of all persons, it is lawful for school authorities within constitutional boundaries to conduct reasonable examination of personal property on school grounds, including but not limited to lockers, desks, backpacks, book bags, and automobiles. In the event of a bomb threat, we may have to search such items in order to assure the safety and protection of people and property.

We also want all members of the school community to know that any academic time lost as a result of a bomb threat will be rescheduled, either on a weekend, vacation day, or following what would otherwise be the end of the school year.

In addition, under State law, the making of a bomb threat is a very serious criminal offense, punishable for even a first offense by as much as 2 years in prison and a \$5,000 fine. The making of such a threat may also lead to civil liability.

ORANGE WINDSOR SUPERVISORY UNION

Royalton Board of School Directors
Student Conduct and Discipline Policy

PURPOSE: The school's conduct and discipline policy is a document meant to define expectations for student behavior and outline disciplinary action that may be taken for rule violating behavior. The goal of the policy is to create and maintain a consistently safe and caring academic and social environment for South Royalton School students.

In situations where the teacher and planning room actions are not successful or where the student conduct is more serious, the following disciplinary actions may be taken:

1. IN-SCHOOL SUSPENSION

The principal or his or her designee may assign a student to an in-school suspension/detention for up to 10 consecutive days. The educational program of a student assigned to an in-school suspension/detention will be continued to an extent determined to be feasible and appropriate by the principal. A student assigned to an in-school suspension/detention will be provided with a reasonable opportunity to complete academic assignments and to benefit from activities including school counseling or related activities designed to bring about an improvement in their behavior.

2. SUSPENSION FROM SCHOOL

(a) STUDENTS WHO ARE AN IMMEDIATE THREAT

A student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic or social process of the school shall be immediately removed from the school or to a place within the school determined by the principal or

his or her designee to be sufficiently secure to permit the academic process of the school to continue. The parent or guardian of a student who is to be removed from school will be notified by the superintendent or principal, or their designee. If the parent or guardian cannot be located, the student will be detained at school for the remainder of the school day unless the student is in the custody of another agency i.e.: Police Dept. etc. No student will be removed from school for more than the remainder of the school day unless the students and his or her parents are given an opportunity for an informal hearing pursuant to paragraph 3 of this policy. When immediate removal of a student is necessary prior to a hearing, the hearing shall be held as soon as possible following the removal.

(b) **HEARINGS**

No student will be removed from school for more than the remainder of a school day unless the student and his/her parent or guardian are given an opportunity for an informal hearing pursuant to paragraph 3(a) of this policy. When immediate removal of a student is necessary prior to a hearing, the hearing shall be held as soon as possible following the removal.

(c) **EXAMPLES OF MISCONDUCT WARRANTING SUSPENSION**

Examples of misconduct warranting the actions hereunder could include, but may not be limited to:

- Repeated misbehavior or infractions of school rules
- Consistent refusal to participate in school learning activities
- Physical mistreatment of another student, school employee, or visitor
- Verbal abuse, including racial, ethnic, and unlawful harassment of another student, school employee, or visitor
- Threats of bodily harm (including bomb threats)
- Insubordination

Serious disruption of a classroom resulting in a teacher being compelled to remove the student from the classroom

- Defacing or willingly damaging school property or the personal property of others
- Stealing
- Truancy
- Hazing
- Use and/or distribution of tobacco products, illegal drugs, or alcohol on school property, buses, and at school-sponsored activities
- Possession of guns, knives, and bombs on school property, buses, and at school-sponsored activities
- Intentional use of an object as a weapon

3. SUSPENSION PROCEDURE

The superintendent or principal may suspend a student from school for a period of 10 days or less for violations of school rules and for such misconduct identified in 2 (c) above. When weapons are involved, as defined in the Gun-Free School Act of 1994, the school will refer the student to a law enforcement agency. Prior to such a suspension, the student and his or her parent or guardian will be given an opportunity for an informal hearing with the principal or his or her designee. The student and his or her parent or guardian must be given:

Notice of the charges

- An explanation of the evidence against the student
 - An opportunity for the student to tell his or her side of the story
 - A decision in writing to the parent or guardian.
- *Students under suspension are not permitted on school property

4. EXTENDED SUSPENSION

The superintendent or principal may suspend a student for a fixed period beyond 10 days with approval of the School Board for misconduct when the continued presence of the student may be harmful to the welfare of the school. Examples of misconduct warranting the action hereunder appear in section 2 (c).

(a) **PROCEDURE**

Extended suspension must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the board. The student and his or her parents must be notified in writing of the date, time and place of the hearing, must be given an opportunity to present evidence, to cross-examine witnesses, to be represented by counsel, and to receive a written decision. The notice will also include a statement of the alleged infraction(s), the potential consequences of the hearing, and a summary of the evidence to be introduced at the hearing.

5. EXPULSION

A. The superintendent or principal may recommend for expulsion any student whose misconduct makes the continued presence of the student harmful to the welfare of the school. A student may be expelled only after a majority vote of the board supporting the recommendation of the superintendent or principal, preceded by notice and a due process hearing conforming to the requirements set forth in section 4 (c) above.

B. The superintendent or principal, with the approval of the School Board following opportunity for a hearing, will expel from the school for not less than one calendar year, any student who brings a weapon to school with the intention of threatening or harming others.

C. The Superintendent or Principal will also notify Law Enforcement Officials when the conduct of the student constitutes illegal behavior.

6. STUDENTS WITH DISABILITIES – EXTENDED SUSPENSION, EXPULSION

A legal pupil who is suspected of a disability or who has been referred (must be a written referral by an employee or a parent) for an evaluation, may not be suspended for more than 10 consecutive days or 10 cumulative school days in a school year (except under certain circumstances when such suspensions do not amount to a change of placement) or expelled:

- a) without the conduct of an evaluation to determine the existence and nature of the disability and
- b) the conduct of a manifestation determination to discern the relation between the disability and the behavior.
- c) If it is determined

there is no disability, the student will be subject to regular discipline;

there is no connection between the disability and the behavior, regular discipline may apply with continuing educational services.

there is a disability and a connection between the disability and the behavior, long term suspension or expulsion shall not be appropriate, and the IEP/504 Team will determine the placement.

A legal pupil who has an identified disability may not be suspended for more than 10 consecutive days or 10 cumulative school days within a school year nor be expelled without:

- a) The conduct of a manifestation determination to discern the relation of the disability to the behavior.
- b) If it is determined:

there is no relation between the disability and the behavior, long term suspension or expulsion shall not be imposed, but a change of placement may be appropriate, and the IEP/504 Team will determine the placement after a supplemental evaluation is completed.

- c) If it is determined:

there is a connection between the disability and the behavior, long term suspension or expulsion shall not be

- If the expulsion proceedings involve a student with a disability who is determined to have brought a weapon (as identified by the Federal Gun-Free School Act) to school or to a school function or uses or sells controlled or illegal substances at school or at a school function, the student may be placed in an interim alternative educational setting for not more than forty-five calendar days. The forty-five days will not include the number of days for which the student may have been suspended. Pending such an evaluation and determination by the student's Evaluation and Planning or Educational Support Team, or during the pendency of an appeal of an Evaluation and Planning Team decision through the due process hearing procedure, a student with a disability must remain in his or her then current educational placement unless: (a) the parent of the student agrees to a change in placement, or (b) unless the school obtains a court injunction upon showing that the student poses a genuine threat to him or herself or others if returned to the current placement. Nothing herein shall prevent an IEP team from making changes in a student's program which do not constitute a change in placement during the pendency of a comprehensive Evaluation and Planning Team review or a due process appeal. If an interim IEP is developed and approved by the team, the student may be educated pursuant to that interim IEP and need not be maintained in his or her current placement.
- If there is no relationship found between conduct and disability and the student is a legal pupil who is disabled but not eligible for special education services, no educational services will be provided during the pendency of a long-term suspension or upon expulsion.
- With regard to offenses by a 504 student, or a disabled student not receiving special educational services, the special disciplinary procedures need not be followed if the student is disabled solely by virtue of their current use of drugs and/or alcohol.

ORANGE-WINDSOR SUPERVISORY UNION

South Royalton School

THREATS AND DISRUPTIONS TO SCHOOL OPERATIONS POLICY

I. POLICY

It is the policy of the Royalton School District to respond quickly and effectively to any threat to the safety of its students and staff. As a result, it has adopted the following provisions that its personnel are directed to follow in order to prepare for, respond

to, and follow up on the communication of any threat that a destructive device or any unauthorized hazardous substance or material has been or will be placed on school grounds.

II. CONDUCT PROHIBITED

It is a violation of this policy for any person to make, issue, or otherwise communicate by any means, a threat that a destructive device (bomb threat) has been or will be placed on school grounds or property. The issuance or communication by any means of a threat that an unauthorized hazardous substance or material has been placed or will be placed on school grounds with the intent to disrupt the operations of the school district is strictly prohibited. It is a violation of this policy for any person to knowingly place or install a hoax device on school grounds or property.

III. DEFINITIONS

A. Definitions.

1. "Destructive device" means any (a) explosive, incendiary or poison gas bomb; or (b) explosive, incendiary or poison gas grenade; or (c) explosive, incendiary or poison gas rocket having a propellant charge of more than 4 ounces, or (d) explosive, incendiary or poison gas missile having an explosive or incendiary charge of more than one quarter (1/4) ounce; or (e) explosive, incendiary or poison gas mine; or (f) device which consists of or includes a breakable container including a flammable or liquid compound, and a wick composed of any material which, when ignited, is capable of igniting the flammable liquid or compound, and can be carried or thrown by one individual acting alone; or (g) device similar to those devices enumerated in paragraphs (a) through (e) of this section.
2. "Hoax device" means any device so designed, assembled, fabricated or manufactured as to convey the physical appearance of an explosive or incendiary bomb or the physical appearance of any of the devices enumerated in subdivisions (a)-(f) of division 1. of this section, which is lacking an explosive or incendiary charge.
3. "School grounds or property" means: facilities, buildings, fields, and grounds areas; vehicles owned, leased or used by the District to transport students to and from school or school activities; parking lots (including vehicles in the parking lots); or any other setting which is under the permanent or temporary supervision and/or control of the School District.
4. "Threat" means the written (including electronic mail) or oral expression of the intent to inflict injury or damage.

IV. INVESTIGATION

The superintendent and principal, and all other school personnel, shall cooperate with law enforcement personnel involved in investigating a bomb threat or other threats covered by this policy. School personnel shall not conduct any investigation independently but rather in conjunction with law enforcement authorities.

V. SANCTIONS

A. Discipline.

1. A student violating this policy, in addition to any penalty imposed by law, shall be subject to disciplinary action by the school.
 2. The student may be suspended until a school board hearing can be conducted (following the due process procedures as set forth in the School District Policy (F14) on Discipline for Students).
 3. A student found by the Board, after a hearing, to have committed a violation of this policy shall be expelled for the remainder of the school year. However, the Board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to,
 - a. the student was unaware of their conduct;
 - b. the student is disabled and the conduct is related to the disability; or
 - c. a lengthy expulsion would not serve the best interests of the student.
 4. A staff member found to have violated this policy would be subject to appropriate disciplinary action up to and including termination of employment. Disciplinary action taken in accordance with this subsection shall be consistent with collective bargaining agreements, applicable employment agreements, and/or school district policies.
- B. Civil Liability. The School District reserves the right to bring a suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

VI. NOTIFICATION AND TRAINING

- A. Policy Dissemination. A copy of this policy shall be included in all school handbooks. In addition, handbooks for faculty, staff, parents, and students shall contain the following provision. The Royalton School District has

adopted a comprehensive policy on what to do in the event of a bomb threat or threats to disrupt school operations. You may obtain a copy of the complete policy by requesting one from the principal's office.

While the School District intends to respect the legitimate privacy interests of all persons, it is lawful for school authorities within constitutional boundaries to conduct reasonable examination of personal property on school grounds, including but not limited to lockers, desks, backpacks, book bags, and automobiles. In the event of a bomb threat or other threats, the School District may have to search such items in order to assure the safety and protection of people and property. It is important for members of the school community to know that any academic time lost as a result of a bomb threat; or other threats intended to disrupt school operations, will be rescheduled, either on a weekend, vacation day, or following what would otherwise be the end of the school year.

In addition, under State law, the making of a bomb threat is a very serious criminal offense, punishable for even a first offense by as much as 2 years in prison and a \$5,000 fine. The making of such a threat may also lead to civil liability.

B. Training. The administration shall develop a method of reviewing and discussing this policy with students and employees.

VII. PROCEDURES

The administration shall develop comprehensive procedures designed to inform staff of appropriate responses, procedures and protocols to follow up on the receipt of a bomb threat or other threats intended to disrupt school operations; the coordination of responses with local safety and law enforcement agencies; building searches; and communications with the school community and the media.

<p><u>ORANGE-WINDSOR SUPERVISORY UNION</u> Royalton School <u>SCHOOL SEARCH AND SEIZURE POLICY</u></p>

To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school authorities may search a student, student use areas, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

I. PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat down search of a student's person is conducted it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible.

If extreme emergency conditions require a more intrusive search of a student's person, such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the Principal, Assistant principal or Superintendent of Schools, unless the health or safety of students will be endangered by the delay which might be caused by following these procedures.

II. STUDENT USE AREAS

Instructional rooms and areas of student use are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security and condition of their own work areas. Periodic general inspections of rooms and other areas of the school may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

III. LOCKER SEARCHES

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

IV. AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

V. SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

TITLE IX, TITLE VI AND SECTION 504 DISCRIMINATION STATEMENT

No person on the basis of sex, race or color, national origin or handicap shall be excluded from participation in, be denied the benefits of, or shall be subjected to discrimination under any program or activities including vocational education or activity conducted by the Royalton School District according to Title IX, Title VI and Section 504.

Any individual with a complaint or concern regarding the Royalton School District’s compliance with Title IX, Title VI or Section 504 may seek resolution through Principal Shaun Pickett, South Royalton School, South Royalton, Vermont 05068.

GRIEVANCE PROCEDURE FOR TITLE IX, TITLE VI AND SECTION 504

The following procedures covering Title VI (race, national origin); Title IX (sex, equity); and Section 504 (handicap) will be followed in dealing with all complaints alleging discrimination and apply to all parties affected by the operations of the Royalton School District, including students, employees and parents.

Step 1: The complainant will present his/her grievance in written form to the building principal, within a reasonable period of time after the complainant became aware or should have become aware of the discrimination. Within five (5) school days, an investigation will be conducted and a written response to the grievance will be made. The building principal will act as the Title IX Title VI and Section 504 Coordinator for the South Royalton School.

Step 2: If not satisfied with the resolution at Step 1, the complainant may appeal to the Superintendent within five (5) school days. The Superintendent will hear the complaint within ten (10) school days of receipt of the grievance and render his/her decision within five (5) school days thereafter.

Step 3: If the complainant is not satisfied with the decision at Step 2, any appeal must be made within ten (10) school days to the School Board. The Board will hear the complaint at the next regular meeting. A written decision will be rendered within fifteen (15) school days following the hearing.

If the grievance is in process during summer vacation, work days will be used as time limits. If the subject of a complaint or unlawful discrimination is identified as the administrator designated to hear the complaint as provided above, the complainant shall not be required to present the complaint to that individual and may immediately take the complaint to the Superintendent of Schools. The Board has designated the Building Principal as Title IX, Title VI and Section 504 Coordinator for the Royalton School District complaints.

Students, employees and parents are advised that they may use the above state grievance procedures regarding Title VI, Title IX, or Section 504 complaints or they may report their grievance directly to the Director of the Regional Office for Civil Rights.

Grievances may be addressed to: Maria C. Montalvo, Chief Elementary and Secondary Education Office for Civil Rights, Region I RFO General Building, Government Center Boston, MA 02114

**ORANGE WINDSOR SUPERVISORY UNION
Royalton School District
POLICY ON PREVENTION OF HARASSMENT OF STUDENTS**

I. Purpose

A. The Royalton School District (“the District”) is committed to providing a safe and supportive school environment in which all students are treated with respect. This policy involves incident(s) and/or conduct that occurs on school property, on a school bus or at a school-sponsored activity, or misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated.

B. The purpose of this policy is to prevent harassment as defined in 16 V.S.A. § 11(a)(26)

and amended by Act 91 of 2004, and to ensure that the District's responses to allegations of harassment comply with 16 V.S.A. §565 as amended by Act 91 of 2004, Title VI and IX of the Civil Rights Act. It is the further purpose of this policy, when it is found that harassment has occurred, to ensure that prompt and appropriate remedial action, reasonably calculated to stop harassment, is taken by school district employees.

- C. It is the intent of the District to apply and enforce this policy in a manner that is consistent with and protects students' rights to free expression under the First Amendment of the U.S. Constitution. The District respects and promotes the rights of students and others to speak freely and to express their ideas, including ideas that may offend the sensibilities of others. However, the District does not condone and shall take action in response to behavior that interferes with the learning of students and is not otherwise protected expression.

II. Definitions

A. Harassment

- (1) "Harassment" means an incident or incidents of verbal, written, visual or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.
 - (2) Harassment includes conduct which violates subsection (1) of this definition and constitutes one or more of the following:
 - (a) Sexual harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual, or physical conduct of a sexual nature when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
 - (b) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs.
 - (c) Harassment of members of other protected categories, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, sex, sexual orientation, gender identity, or disability and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.
- B. "**Complaint**" means an oral or written report 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 harassment.
- C. "**Complainant**" means a student who has filed an oral or written complaint to an employee or is the alleged victim in a report made by another alleging conduct and/or incident(s) that may rise to the level of harassment.

- D. **“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.
- E. **“Designated Employee”** means an employee who has been designated by the District to receive complaints of harassment pursuant to 16 V.S.A. § 565(c)(1).
- F. **“Principal”** means the building level administrator, or his/her designee, at an independent or public school designated by a school governing board to be a school principal, headmaster, or technical center director.

III. Reporting of Student Harassment Complaints

- A. A student who believes that s/he has been harassed, or who witnesses conduct that s/he believes might constitute harassment, should report the conduct to a designated employee, or to any other school employee.
- B. When a student reports such conduct to a school employee, other than a designated employee, that school employee shall refer the report to a designated employee.
- C. An employee who witnesses conduct that s/he believes might constitute student harassment under this policy shall take prompt and appropriate action to stop the conduct and immediately report the conduct to a designated employee.
- D. Any other person who witnesses conduct that s/he believes might constitute student harassment under this policy should report the conduct to a designated employee.
- E. Consistent with this policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures regarding the reporting of student harassment complaints and the District’s handling of such reports.
- F. Annually, the District shall select two or more designated employees to receive complaints and shall publicize their availability.

IV. Procedures Following a Report

- A. Consistent with this policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures for complaint response following a report, initiation of an investigation, investigation, independent review, and alternative dispute resolution provisions.
- B. Independent Review: A complainant who desires independent review under 16 V.S.A. § 565(f) because s/he is either dissatisfied with the final determination of the school officials as to whether harassment occurred, or believes that, although a final determination was made that harassment occurred, the school’s response was inadequate to correct the problem, shall make such request in writing to the Superintendent. Upon such request, the Superintendent shall initiate an independent review, and shall comply with the District’s procedures and any applicable rules on this subject promulgated by the Commissioner of the Vermont Department of Education (“Commissioner”). The District may request an independent review at any stage of the process.

V. Discipline and/or Corrective Action

If after investigation, harassment has been found, the District shall take prompt and appropriate disciplinary or remedial action reasonably calculated to stop the harassment. Consistent with this policy, the District’s Student Conduct and Discipline policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures regarding discipline and corrective action including final action on a complaint, retaliation, false complaints, and appeal provisions.

There will be no adverse action taken against a person for reporting a complaint of harassment when the complainant has a good faith belief that harassment occurred or is occurring or for participating in or cooperating

with an investigation. Any person who knowingly makes a false accusation regarding harassment will be subject to disciplinary action.

VI. Confidentiality; Notification of Results; and Record Keeping

- A. The privacy of (1) the complainant, (2) the accused individual, and (3) the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- B. Subject to state and/or federal laws protecting the confidentiality of personally identifiable student information, the complainant and the accused individual shall be informed in writing of the results of the investigation. If either the complainant or the alleged individual is under the age of 18, subject to the above limitation, his or her parent(s) or guardian(s) shall be provided with a copy of this policy and related procedures, notified when an informal resolution to a harassment complaint is attempted, notified when a complaint is filed, and notified in writing of the investigation results. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.
- C. The Superintendent or Principal shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. The report of the investigation shall be kept for at least six years after the report is completed.

VII. Mandatory Reporting to State Agencies

- A. If a harassment complaint is made that conduct by a licensed educator might be grounds under the State Board of Education Rules for suspension or revocation of a license or endorsement, the Principal shall report to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner.
- B. When a person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq., determines that a complaint made pursuant to this policy must be reported to the Commissioner of the Department for Children and Families, he or she shall make the report as required by law and related District policy. If the victim is a vulnerable adult, as that term is defined in 33 V.S.A. § 6902(14), the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6903 and 6904.
- C. Nothing in this policy shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

VIII. Dissemination of Information, Training, Comprehensive Plan for Responding to Student Misbehavior and Data Gathering

- A. **Dissemination of Information.** Annually, prior to the commencement of curricular and co-curricular activities, the District shall provide notice of this policy and its procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.
- B. **Training.** The Superintendent or Principal shall develop age-appropriate methods of discussing the meaning and substance of this policy with students and staff to help prevent harassment. Training may be implemented within the context of professional development and the school curriculum to develop broad awareness and understanding among all members of the school community. Staff training shall enable staff to recognize, prevent and respond to harassment.
- C. **Comprehensive Plan for Responding to Student Misbehavior.** The District's

comprehensive plan pursuant to 16 V.S.A. §1161a(a)(6) shall include provisions that promote the positive development of youth and actions to prevent misconduct from escalating to the level of harassment.

D. Data Gathering. The District shall provide the Vermont Department of Education with data requested by the Commissioner.

IX. Complaints to the Vermont Human Rights Commission and the U.S. Office of Civil Rights

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted in the procedures accompanying this policy.

Date Reviewed: 10-19-04, 11-02-04

Date Warned: 12-23-04

Adopted: 1-4-05

This policy **REVOKES** and **SUPERSEDES** the policy adopted 10-19-99

Revised:

Legal References:

Act 91 of 2004 (2004 Vt. Laws Act 91)

16 V.S.A. §§11(a) (26), 565 (harassment), 1161a.

21 V.S.A. § 495(5) (retaliation)

33 V.S.A. §§ 4911 et seq. (child abuse)

9 V.S.A. §§ 4500 et seq. (public accommodations; retaliation)

20 U.S.C. §§1681 et seq. (Title IX, Civil Rights Act)

34 C.F.R. Part 106

42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964)

20 U.S.C. §1232g; 34 C.F.R. Part 99 (FERPA)

Davis v. Monroe County Board of Education 526 U.S. 629 (1999)

Franklin v. Gwinnett 503 U.S. 60 (1992)

Saxe v. State College Area School District, 240 F. 3d 200 (3rd Cir. 2001)

Cross References

1. See Policy # D5 for Harassment of Employees.

2. See Policy # F21 for Reporting Suspected Child Abuse or Neglect.

3. See Policy # F14 for Student Conduct and Discipline.

4. See Policy #F12 for Confidentiality of Student Records.

5. See Comprehensive Plan for Responding to Student Misbehavior, including Anti- Bullying Provisions.

08/03/04

MODEL PROCEDURES FOR PREVENTION OF HARASSMENT OF STUDENTS AND HANDLING COMPLAINTS

The following administrative procedures apply to the District's policy # F22: Prevention of Harassment of Students.

I. Definitions

The terms "harassment," "employee," "complaint," "complainant," "Principal," and "designated employee" shall have the same meaning when used in these procedures as they are defined in the District's Prevention of Harassment of Students policy.

II. Designated Employees

The following employees have been designated by the District to receive harassment complaints pursuant to the Prevention of Student Harassment policy and 16 V.S.A. §565(c)(1):

Gail Trotin, School Principal, 223 South Windsor Street, South Royalton, VT 05068 (802) 763-7740 Ext. 203
Jeff Moreno, School Assistant Principal, 223 South Windsor Street, South Royalton, VT 05068 (802) 763-7740 Ext. 204
Mary Anne Dougherty, School Guidance Director, 223 South Windsor Street, south Royalton, VT 05068 (802) 763-7740 Ext. 207
Jenny Lane, Elementary School Counselor, 223 South Windsor Street, South Royalton, VT 05068 (802) 763-7740 Ext. 208

III. Reporting Student Harassment Complaints

- A. A student who believes that s/he has been harassed, or who witnesses conduct that s/he believes might constitute harassment, may report the conduct to a designated employee, or to any other school employee.
- B. When a student reports such conduct to a school employee, other than a designated employee, that school employee shall refer the report to a designated employee.
- C. A complaint or report may be made either orally or in writing. If a complaint report is oral, a designated employee shall promptly reduce the report to writing, including the time, place, and nature of the conduct, and the identity of the participants and the complainant.
- D. An employee who witnesses conduct that s/he believes might constitute student harassment under the Prevention of Harassment of Students policy shall take prompt and appropriate action to stop the conduct and immediately report the conduct to a designated employee.
- E. Any other person who witnesses conduct that s/he believes might constitute harassment under the Prevention of Harassment of Students policy should report the conduct to a designated employee.
- F. If one of the designated employees is the person alleged to be engaged in the conduct witnessed or complained of, the report shall be filed with the other designated employee.

IV. Procedures Following a Report

- A. At any stage of the procedures following a complaint, the complainant and the accused individual may request alternative dispute resolution methods, including mediation, of the District.
- B. When a designated employee receives a complaint, the designated employee shall complete a harassment complaint form based on the written or verbal allegations of the complainant.
- C. The completed complaint form shall detail the alleged facts and circumstances of the incident or pattern of behavior. Harassment complaint records shall be maintained consistent with the requirements of the Family Educational Rights and Privacy Act, 34 C.F.R. Part 99.
- D. Depending on (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant and (4) other relevant factors, the designated employee or another individual identified by the designated employee may attempt to resolve a complaint through a conversation with the complainant and the accused individual. If such informal resolution is either not appropriate or is unsuccessful, the designated employee shall initiate or cause to be initiated an investigation of the allegations in accord with the timelines established herein.
- E. Upon receipt of notice of a complaint, the designated employee shall provide a copy of the Prevention of Harassment Policy and these procedures to the complainant and the

accused individual. If one of the above named is under 18 years of age, his/her parent(s) or guardian(s) shall be notified of the complaint and shall be provided with a copy of the policy and procedures.

- F. Unless special circumstances are present and documented, the Principal shall, no later than one school day after the receipt of a complaint, initiate or cause to be initiated, an investigation of the allegations. The Principal shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the Principal from assigning him/herself or a designated employee as the investigator.
- G. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the [Superintendent][Principal]. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes a violation of the Prevention of Harassment of Students policy. When the initial determination is that an accused student has engaged in harassment, the [Superintendent] [Principal] shall use his or her discretion to decide the appropriate disciplinary and/or corrective action. If expulsion is recommended, the [Superintendent][Principal] will seek approval of the board of the District. He/she shall also notify the parties of the results of the determination and as allowed by law, disciplinary and/or corrective action to result. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.
- H. Consideration of whether a particular action or incident constitutes a violation of the harassment policy requires review of all the facts and surrounding circumstances. Although conduct may be found to be in violation of other standards of student or employee conduct or decorum, it shall not be deemed harassment when the subject of a complaint is an incident(s) that is not shown to have the effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or to have created an objectively intimidating, hostile, or offensive environment. Free expression rights of the First Amendment of the U.S. Constitution will be protected.
- I. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after the review is requested.
- J. When the initial determination is that an employee has engaged in harassment against a student, the Superintendent and/or Principal shall use his or her discretion to initiate disciplinary and/or corrective action in accord with the District's policies and procedures, employment contracts and state and federal law.

V. Independent Review

- A. A complainant who desires independent review because s/he is either dissatisfied with the final decision of the District as to whether harassment occurred, or believes that although a final decision was made that harassment occurred, the District's response was inadequate to correct the problem, shall make such request in writing to the Superintendent.
- B. Upon such request, the Superintendent shall initiate an independent review by a neutral person selected from a list developed jointly by the Commissioner of Education and the Human Rights Commission and maintained by the Commissioner.
- C. The District shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of, but is not limited to, an interview of the complainant and the relevant school officials and review of written materials involving the complaint maintained by the school or others. The independent reviewer shall be considered an agent of the school for purposes of being authorized to review confidential student records.

- D. Consistent with Act 91, An Act Relating to Harassment in Schools, upon the conclusion of the review, the reviewer shall advise the complainant and the designated employee as to the sufficiency of the school's investigation, its determination, the steps taken by the school to correct any harassment found to have occurred, and offer recommendations for any future steps the District should take. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution.
- E. The District may request an independent review at any stage of the process.
- F. The District shall bear the cost of independent review.

VI. Discipline and/or Corrective Action

- A. **Final Action on Complaint.** The District shall take prompt and appropriate disciplinary and/or corrective action reasonably calculated to stop the harassment. Disciplinary or corrective action may include, but shall not be limited to, warning, reprimand, education, training, counseling, suspension and/or expulsion of a student, and warning, reprimand, education, training, counseling, transfer, suspension and/or termination of an employee.
- B. **Other Disciplinary Response.** If the conduct does not rise to the level of harassment, but otherwise violates the District's disciplinary policies or Comprehensive Plan for Responding to Student Misbehavior including anti-bullying provisions, disciplinary or corrective action under those policies or plan shall be taken.
- C. **Retaliation.** Acts of retaliation for reporting harassment or for cooperating in an investigation of harassment is unlawful pursuant to subdivision 4503(a)(5) of Title 9. There shall be no adverse action taken against a person for reporting a complaint of harassment when the complainant has a good faith belief that harassment has occurred or is occurring or for participating in or cooperating with an investigation. In the context of retaliation, "adverse action" means any form of intimidation or reprisal such as verbal/physical threats or abuse, diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits or other unwarranted disciplinary action in the case of students and includes any form of intimidation, reprisal or harassment such as suspension, termination, change in working conditions, loss of privileges or benefits or other disciplinary action in the case of employees. Any individual who retaliates against any employee or student who reports, testifies, assists or participates in an investigation or hearing relating to a harassment complaint shall be subject to appropriate action and/or discipline by the District.
- D. **False Complaint.** Any person who knowingly makes a false accusation regarding harassment shall be subject to disciplinary action up to and including suspension and expulsion with regard to students or up to and including discharge with regard to employees.
- E. **Appeal.** A person determined to be in violation of the Prevention of Harassment of Students policy may appeal the determination and/or any remedial action taken as a consequence of the determination.
 - 1. **Student.** If the person filing the appeal is a student, the appeal shall proceed in accordance with the District's policy and procedures governing discipline of students.
 - 2. **Staff.** Employees subject to disciplinary action shall appeal in accord with applicable statutes, collective bargaining agreements, and the District's policy and procedures.

VII. Confidentiality; Notification of Results; and Record Keeping

- A. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with (1) the District's obligations to investigate, (2) to take appropriate action, and (3) to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

- B. Subject to state and/or federal laws protecting the confidentiality of personally identifiable student information, the complainant and the accused individual shall be informed in writing of the results of the investigation. If either the complainant or the alleged individual is under the age of 18, subject to the above limitation, his or her parent(s) or guardian(s) shall be provided with a copy of this policy and related procedures, notified when an informal resolution to a harassment complaint is attempted, when a complaint is filed, and in writing of the results of the investigation. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.
- C. The Superintendent or Principal shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. The report of the investigation shall be kept for at least six years after the report is completed.

VIII. Mandatory Reporting to State Agencies

- A. If a harassment complaint is made that conduct by a licensed educator might be grounds under the State Board of Education Rules for suspension or revocation of a license or endorsement, the Principal shall report to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner.
- B. When a person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq., determines that a complaint made pursuant to the Prevention of Harassment of Students policy must be reported to the Commissioner of the Department for Children and Families, he or she shall make the report as required by law and related District policy. If the victim is a vulnerable adult, as that term is defined in 33 V.S.A. §6902(14), the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6903 and 6904.
- C. Nothing in these procedures shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

IX. Complaints to the Vermont Human Rights Commission and the U.S. Office of Civil Rights

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil rights of the U.S. Department of Education at the following addresses:

Vermont Human Rights Commission
 133 State Street
 Montpelier, VT 05633-6301
 (800) 416-2010 or (802) 828-2480 (voice or TTY)
 Director, Compliance Division Area II
 Office of Civil Rights
 U.S. Department of Education, Region I
 John W. McCormack Post Office & Courthouse, Rm. 222
 Post Office Square
 Boston, MA 02109
 (617) 223-9667

Cross References

- A. See Policy # F22 for Prevention of Harassment of Students.
- B. See Policy # D5 for Harassment of Employees.
- C. See Policy # F21 for Reporting Suspected Child Abuse or Neglect.
- D. See Policy # F14 for Student Conduct and Discipline.
- E. See Policy # F12 for Confidentiality of Student Records.
- F. See School District’s Comprehensive Plan for Responding to Student Misbehavior, including Anti-Bullying Provisions.08/03/04

South Royalton School

Policy on the Prevention of Bullying

Policy:

The Royalton School District recognizes that all students and employees should have a safe, orderly, civil and positive learning environment.²⁰ Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated. Bullying may involve a range of misconduct that, based on the severity, will warrant corrective action and/or discipline. Behaviors that do not rise to the level of bullying may still be subject to intervention and/or discipline under another section of the discipline plan or policy.

Definitions:

For the purposes of this policy, “bullying” is defined as any overt act or combination of acts, including an act conducted by electronic means, directed against a student or employee by another student or employee or group of students or employees and which:

- A. is repeated over time;
- B. is intended to ridicule, humiliate, or intimidate the student or employee; and
- C. either:
 - a. occurs during the school day on school property, on a school bus or at a school- sponsored activity; or
 - b. does not occur during the school day on school property, on a school bus, or at a school-sponsored activity but can be shown to pose a clear and substantial interference with another student’s right to access educational programs or disrupts the workplace.²¹

Examples of bullying include:

- Name-calling and verbal taunts
- Physical threats or actual physical harm
- Off-campus text messages or social media posts that ridicule or intimidate to the extent that the target is not able to fully access the school’s programs or disrupts the workplace

In order to be bullying, incidents such as the ones described above must be *repeated over time, directed at a particular student or employee, and intended to ridicule, humiliate or intimidate.*

In some cases, acts of bullying may constitute unlawful harassment, where the conduct is based on or motivated by a student’s or student’s family member’s actual or perceived:

- | | |
|-----------------|--------------------|
| Race | Sexual Orientation |
| Creed | Gender Identity |
| Color | Marital Status |
| National Origin | Disability |
| Sex | |

Procedures:

Any allegations of harassment will be addressed under the Royalton School District’s Policy on the Prevention of Harassment of Students.

Reporting Bullying Complaints

²¹ 16 V.S.A. §11(a)(32)

The principal of the Royalton Public School will annually designate two employees (Designated Employees) to receive complaints of bullying and harassment. The names and contact information for those Designated Employees can be found in the Student or Employee handbook.

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

- A. Student reporting: any student who believes that s/he has been bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute bullying, is encouraged to report the conduct to a Designated Employee or to any other school employee.
- B. School employee reporting: Any school employee who witnesses or is the target of conduct that s/he reasonably believes might constitute bullying shall take reasonable action to stop the conduct and to prevent its recurrence and shall immediately report it to a Designated Employee. Any school employee who directly receives information about conduct that might constitute bullying shall immediately report it to a Designated Employee.
- C. Parent reporting: Any parent or legal guardian/custodian who witnesses conduct that s/he reasonably believes might constitute bullying or who reasonably believes his/her child or ward is being bullied should promptly report the conduct to a Designated Employee or any school employee.
- D. Documentation of the report: If the complaint is oral, a Designated Employee shall reduce the complaint to writing, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator(s), and any witnesses.
- E. False complaint: Any person who knowingly makes a false accusation regarding bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of bullying when the person has a good faith belief that bullying occurred or is occurring.
- F. Confidentiality and Record Keeping: The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the Districts’ obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

Response to a Bullying Complaint

For the purposes of this policy “school administrator” means a superintendent, principal/head of school/technical center director, or his/her designee.

- A. Notification: Upon receipt of a complaint of bullying a Designated Employee will immediately notify the school administrator of the complaint. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be promptly notified that a complaint of bullying has been filed and be provided with a copy of this policy.
- B. Investigation: Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, school vacations, or other witness absence/unavailability, the school administrator shall:
 - a. No later than **one school day** after the filing of the complaint with a Designated Employee initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a Designated Employee as the investigator.
 - b. No later than **five school days** from the filing of the complaint with the Designated Employee, the investigator shall submit a written determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes bullying.
- C. Consequences for Violations of This Policy²²

²² 16 V.S.A. § 570c(5).

- a. If, after investigation, the school finds that the alleged conduct occurred and that it constitutes bullying, the school may take prompt and appropriate disciplinary and shall take remedial action reasonably calculated to stop the bullying and prevent any recurrence of bullying. Examples of remedial action include: mediation between the parties, education and counseling for the bully, and safety planning.
- b. Violators of the bullying policy shall - based on relevant surrounding facts and circumstances, including but not limited to a consideration of prior instances of similar behavior and the student's overall disciplinary history - be subject to the following potential discipline and/or remedial action(s):

Students:

- i. Awareness/Education/Counseling;
- ii. Acts of restitution;
- iii. In-school suspension;
- iv. Out of school suspension; or,
- v. Expulsion.

Employees:

- i. Awareness/Education/Counseling;
 - ii. Oral Warning
 - iii. Written Warning
 - iv. Suspension
 - v. Dismissal
- c. Safety Planning²³
- i. A safety plan shall be developed in all instances where a student has been the target of bullying that results in physical harm and/or the student is known to be expressing suicidal ideation as a result of bullying. A safety plan shall not be considered a substitute for in-school procedures and policies that apply to students experiencing mental health crises.
 - ii. A safety plan should be considered in instances where the targeted student is known to have difficulty accessing the educational programs at the school as a result of bullying.
 - iii. A safety plan may include such measures as checking in with the target and his/her parents on a regular basis, identifying a safe in-school person for the target to seek out when s/he feels threatened, informing teachers to pay particular attention to interactions/dynamics between identified students and rearranging the schedule of the perpetrator, and providing additional supervision in areas ordinarily subject to lesser supervision (e.g., lunchroom, playground).

D. Parental notification: Upon completion of the investigation, the school administrator will notify the parent(s) or guardian of the complainant and accused individual(s) of the outcome of the investigation. In cases where the school determines that bullying has occurred, a school administrator may seek a waiver of the confidentiality rights of the perpetrator(s) in order to inform the complainant of any specific disciplinary action taken.

E. Appeal of Discipline Decisions: A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the District's disciplinary policy, applicable statutes, or collective bargaining agreements.

Reporting to Other Agencies

²³ Not required by law, but considered best practice to prevent recurrence of harm.

- A. Reports to Department of Children and Families: When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.
- B. Reports to law enforcement²⁴: Information obtained and documented by school administration regarding the school's response to notice of student or employee conduct that may constitute bullying may constitute an "educational record" or "employee record" regarding the student(s) or employee(s) involved as defined by the Family Education Rights and Privacy Act.²⁵ Accordingly, such information may not be disclosed to local law enforcement without prior parent or employee approval except in response to a lawfully issued subpoena²⁶, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.²⁷
 - a. Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.²⁸ Such conduct includes but is not limited to: physical attacks resulting in bodily harm, sexual assault, and simple assault.
- C. Continuing Policy to Investigate: Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute bullying.

Dissemination of Information, Training, and Data Reporting

- A. Notice to parents and employees: Annually, prior to the commencement of curricular and co-curricular activities, the School District shall provide notice to custodial parents or guardians, staff members, and contracted employees of its prohibition against bullying, the procedures concerning reporting and investigating bullying and the possible disciplinary consequences for bullying.
- B. Notice to students: The superintendent shall develop and initiate age-appropriate programs to annually inform students about the substance of the policy and procedures in order to help prevent bullying. Notice to students shall be in age appropriate language and will include examples of bullying. Such notice shall inform students and parents that bullying that *does not* occur during the school day, on school property, on a school bus, or at a school-sponsored event still may be subject to disciplinary action, pursuant to 16 V.S.A. §§ 11(a) (32) and 1162(a)(3), if the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

Notice to parents and students shall state that any student who knowingly makes false accusations regarding bullying may be subject to disciplinary action.

- C. Training: The superintendent shall implement training for school staff within the context of an annual professional development program. Such training shall be designed to enable staff to prevent, recognize, and respond to bullying.

²⁴ 16 V.S.A. § 570c(4).

²⁵ 20 U.S.C. § 1232g(a)(4)(A).

²⁶ 34 C.F.R. § 99.31(a)(9)(ii).

²⁷ 34 C.F.R. § 99.36(c) (requiring proof of an "articulable and significant threat to the health and safety of others). There is no affirmative obligation imposed by the health and safety exception requiring disclosure by the school district under these circumstances, only the option for disclosure. Id.

- D. Date reporting: The Royalton Public School District delegates the responsibility of data collection to a Designated Employee. S/he shall collect data on the number of reported incidents of bullying and the number of incidents that have been verified and shall make such data available to the Vermont Department of Education.

ORANGE-WINDSOR SUPERVISORY UNION
ROYALTON SCHOOL DISTRICT
Comprehensive HIV Policy

The Human Immunodeficiency Virus (HIV) is not transmitted through casual contact and, therefore, is not reason in itself to treat individuals having or perceived as having HIV differently from other members of the school community. Accordingly, with respect to HIV disease, including acquired immune deficiency syndrome (AIDS), the Royalton School District recognizes:

- the rights of students and employees with HIV,
- the importance of maintaining confidentiality regarding the medical condition of any individual,
- the importance of an educational environment free of significant risks to health, and
- the necessity for HIV education and training for the school community and the community-at-large.

A. General Provisions:

1. The school district shall not discriminate against or tolerate discrimination against any individual who has or is perceived as having HIV.
2. A student who has or is perceived as having HIV is entitled to attend school in a regular classroom, unless otherwise provided by law, and shall be afforded opportunities on an equal basis with all students.
3. No applicant shall be denied employment and no employee shall be prevented from continued employment on the basis of having or being perceived as having HIV. Such an employee is entitled to the rights, privileges, and services accorded to employees generally, including benefits provided school employees with long-term diseases or disabling conditions.

B. Confidentiality, Disclosure and Testing:

1. Student or student's parent/guardian, or an applicant/employee, may, but is not required to, report HIV status to any school personnel.
2. Except as otherwise permitted by law, no school personnel shall disclose any HIV-related information, as it relates to prospective or current school personnel or students, to anyone except in accordance with the terms of a written consent. The superintendent shall develop a written consent form (see Appendix A) which details the information the signatory permits to be disclosed, to whom it may be disclosed, its specified time limitation, and the specific purpose for the disclosure. The school district shall not discriminate against any individual who does not provide written consent.
3. No school official shall require any applicant, employee, or prospective or current student to have any HIV-related test.
4. The superintendent or his/her designee shall develop procedures which ensure confidentiality in the maintenance and, where authorized, dissemination of all medically-related documents. (See Appendix A.)

C. Education and Instruction:

Provisions Reflecting Present Legal Requirements

1. HIV is not, in itself, a disabling condition, but it may result in conditions that are disabling. To the extent that a student who has HIV is determined to meet the criteria for eligibility for accommodations under state and federal non-discrimination laws or for special education services, the school district shall meet all procedural and substantive requirements.
2. The school district shall provide systematic and extensive elementary and secondary comprehensive health education which includes education on HIV infection, other sexually transmitted diseases as well as other communicable diseases, and the prevention of disease, as required by state law.
3. The school district shall provide age-appropriate, ongoing HIV instruction, in accordance with the Vermont Department of Education Guidelines for the development of an HIV/AIDS education Program in Vermont Schools. This instruction shall include current HIV epidemiology, methods of transmission and prevention, universal precautions, and psychosocial aspects of HIV as part of a skills-based comprehensive health education program and through its integration into other subject areas.
4. The superintendent shall designate a coordinator to oversee the district's HIV evaluation plans and programs.
5. The school board shall establish a comprehensive health education community advisor council to assist the school board in developing and implementing comprehensive health education including HIV education. The school board shall provide public notice to the community to allow all interested parties to apply for the appointment. The school board shall endeavor to appoint members who represent various points of view within the community regarding comprehensive health education.

6. The superintendent or his/her designee shall create a plan to ensure that all school employees, including newly hired staff, receive training regarding current HIV epidemiology, methods of transmission and prevention, universal precautions, psychosocial aspects of HIV-related school policies and procedures, and where appropriate, teaching strategies. The superintendent shall report annually to the school board regarding implementation of this plan.
 7. The school district shall provide for parents, families, students and the community, opportunities for education, discussion, and the development of recommendations about a systematic and comprehensive HIV prevention plan (including the promotion of abstinence, condom availability, and compassion for people living with the disease). Educators, administrators, and health professionals shall be involved in such activities.
- D. Exposure to Bloodborne Pathogens and Universal Precautions:
- Provisions Reflecting Present Legal Requirements
1. The school district shall comply with applicable Vermont Occupational Safety and Health Administration (VOSHA) rules in order to protect employees who are reasonably anticipated to be exposed to bloodborne pathogens as part of their regular job duties.
 2. The principal shall determine those employees (by job class and possibly by task or procedure) who are reasonably anticipated to have occupational exposure to blood or other potentially infectious materials as part of their duties. These employees will be protected in strict accordance with the provisions of the Bloodborne Pathogens Standard.
 3. Students and all staff not covered by the Bloodborne Pathogens Standard shall be instructed to avoid contact with potentially infectious materials and blood and shall immediately contact a member of the staff who is covered by the exposure control plan. When this is not possible, any person providing assistance shall follow universal precautions. (See Appendix B.)
 4. The Superintendent or his/her designee shall provide training to all staff about: the hazards of bloodborne pathogens; the recommended operating procedures of the universal precautions; the existence of the VOSHA required exposure control plan; individual or job classes to be notified in order to safely handle or clean up a blood or other body fluid spill safely;; and the location and use of appropriate protective equipment and first aide devices.
 5. The Superintendent or his/her designee shall provide training on the recommended operating procedures of universal precautions to teaching substitutes and school volunteers.

ORANGE-WINDSOR SUPERVISORY UNION
SOUTH ROYALTON SCHOOL
Hazing Policy

It is the policy of the Royalton School District (hereinafter "District") that its' school will provide a safe, orderly, civil and positive learning environment. Hazing has no place in the District's school and will not be tolerated. Accordingly, the District adopts the following policy and procedures to prohibit hazing and will ensure the enforcement thereof.

Definitions

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

Examples of hazing include:

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

Hazing shall not include any activity or conduct that furthers the legitimate curricular or extracurricular goals provided that the goals are approved by the School Board of the District and provided that the activity or conduct furthers those goals in a manner that is appropriate, contemplated by the School Board, and normal and customary for similar public school programs. An example of this exception might be reasonable athletic training exercises.

"Organization" means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students of the District, and which is affiliated with the District.

"Pledging" means any action or activity related to becoming a member of an organization.

"Principal" means the principal of a school or any person designated by him/her to carry out a particular function.

"Student" means any person who: (1) is enrolled in any school or program operated by the District, (2) has been accepted for admission into any school or program operated by the District, or (3) intends to enroll in any school or program operated by the District during any of its regular sessions after an official academic break.

Notification of Hazing Policy

Annually, the student handbook, which shall be presented to students prior to the commencement of any academic courses, shall contain: (1) a description of this hazing policy in age-appropriate language, (2) examples of hazing, and (3) a listing of those persons whom the Board has designated to receive reports of hazing. The school shall effectively inform students about the substance of this hazing policy and its procedures by including the substance of the Policy in the Student Handbook.

Each student who participates in a co- or extra-curricular activity that begins prior to the commencement of any academic courses shall be provided by the coach or supervisor of the co- or extra-curricular activity a copy of the excerpt from the student handbook regarding the hazing policy prior to the first practice session. Each coach or supervisor of a co- or extra-curricular activity shall orally explain to participants the prohibition against hazing, the reasons for the prohibition, and the potential consequences to participants and, in the case of a club or an athletic team, to the club or team itself.

Annually, custodial parents and guardians of students shall be provided a copy of this hazing policy prior to the commencement of co- or extra-curricular activities.

Annually, staff members shall be provided with a copy of this hazing policy prior to the opening of school. Coaches or supervisors of co- or extra-curricular activities shall be provided a copy of this hazing policy upon employment by the District.

Reporting of Hazing

Students who have reason to believe that an incident of hazing might or did occur shall report such belief to any coach of an extracurricular team, teacher, school nurse, guidance counselor, or school administrator. Staff members who have received such a report from a student or who otherwise have reason to believe that an incident of hazing might or did occur shall report such belief to the principal of the school, or, in the event of the unavailability of the principal, the Assistant Principal. The report may be in writing or orally. If the report is made orally, the receiver shall make a written record of the report.

It shall be a violation of this policy for a person to retaliate against a student or other person for reporting a suspected incident of hazing or cooperating in any investigation or disciplinary proceeding regarding an incident of hazing.

It is possible that an incident of hazing might also fall within the definition of abuse, neglect, or exploitation as those terms are defined in 33 V.S.A. §4912(2) and 33 V.S.A. §6902(1), (7) and (9). To the extent a staff member is a mandatory reporter of suspected child abuse or neglect or abuse of disabled adults, reporting a suspected incident of hazing to the principal does not relieve the reporter of any obligations additionally to report such suspicions to the Commissioner of the Vermont Department of Social and Rehabilitation Services as set forth in 33 V.S.A. §4914 or to the Commissioner of the Department of Aging and Disabilities as set forth in 33 V.S.A. §6904.

Investigation of Reports of Hazing

The principal, or in the event of the unavailability of the principal, the Assistant Principal, upon receipt of a report of hazing, promptly shall cause an investigation to commence. The investigation shall be timely and thorough and the findings and conclusions of the investigation shall be reduced to writing. Unless there are exceptional circumstances, the investigation shall be concluded within ten school days.

Disciplinary Action

If the investigation concludes a student committed an act of hazing or otherwise violated this policy, that student shall be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from co- or extra-curricular activities or from school. Any disciplinary action against a student shall be subject to the procedures set forth in the Student Conduct and Discipline Policy.

If the investigation concludes that two or more students from the same athletic team or other co- or extra-curricular activity directed, engaged in, aided or otherwise participated in actively or passively an incident of hazing, disciplinary action may be imposed against the team or activity, including cancellation of one or more athletic contests or the entire athletic season.

It is not a defense in a disciplinary proceeding under this policy that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

Nothing in this policy shall limit or preclude the District from disciplining a student or other person affiliated with the District under any other District policy as well as under the terms of this policy.

Training of Staff

The principal shall ensure that each staff member, with particular emphasis on staff members who are coaches or supervisors of co- or extra-curricular activities, receive training in preventing, recognizing and responding to hazing. At minimum, the principal shall review this policy with each staff member.

Reporting Incidents of Hazing to Law Enforcement Officials

All staff members are subject to the confidentiality requirements of the Family Education Rights and Privacy Act (20 U.S.C. § 1232g and 34 C.F.R. Part 99). Accordingly, information deriving from student records (if the information is obtained through other means, the restrictions of FERPA do not apply) which is personally identifiable, may not be disclosed without parental consent unless it meets one or more of the exceptions

specified in 34 C.F.R. Part 99. Certain of these exceptions, depending upon whether the circumstances meet the conditions set forth in those exceptions, may permit the reporting of hazing to law enforcement officials. Those relevant exceptions are:

- (1) Where there is a health or safety emergency;
- (2) Where the information has been subpoenaed; or

Where the records in question are created and maintained by a law enforcement unit established by the school.

<u>ORANGE WINDSOR SUPERVISORY UNION</u> <u>ROYALTON SCHOOL DISTRICT</u> <u>DRUG AND ALCOHOL ABUSE POLICY</u>

The South Royalton School Board regards the health, safety and well-being of all students, staff and visitors to be of primary importance. It is the intent of this policy to be sensitive to each of these groups, while guaranteeing to all the right to due process.

The South Royalton School Board recognizes that the abuse of alcohol and other drugs is a treatable health problem which at times involves conditions and violation of law, and that involvement with alcohol and other drugs can interfere with a student's academic, physical, emotional, and social development. Further, the Board recognizes that the South Royalton School shares, along with families and the community at large, in the responsibility of addressing this important matter.

Accordingly, the Board makes a commitment to the health and well-being of its students through age-appropriate programs and procedures, and to a learning environment free of alcohol and other drugs.

The Board acknowledges the following School roles:

1. Educating students about alcohol and other drugs.
2. Responding in a supportive manner to those whose use of alcohol and/or other drugs interferes with school performance.
3. Promoting a climate in which students can seek help if they are in distress from their own or others' use of alcohol or other drugs.
4. Supporting students recovering from dependency/abuse of alcohol and other drugs.
5. Developing and implementing guidelines and sanctions in the School which:
 - a. Define violations and their consequences, both disciplinary and supportive.
 - b. Define procedures for handling incidents and emergencies.
 - c. Describe a support and referral system which includes response to self-referrals and suspected alcohol/other drug users.
 - d. Provide information, expectations and procedures that are clear and articulated to staff, parents and students.
6. Training all personnel in School guidelines related to alcohol and other drugs.

ALCOHOL AND OTHER DRUG POLICY AND PROCEDURE

In accordance with the South Royalton School Board Policy, South Royalton School makes a commitment to the health and well-being of its students, staff and visitors. Only in an environment that is free of alcohol and other drugs can students realize their potential in academic and extracurricular activities. South Royalton School will create and support a climate in which students can seek help concerning their own or another's use of alcohol or other drugs. Each individual in the School Community has a responsibility to self and others to help keep South Royalton School an environment free of alcohol, tobacco and other drugs.

GUIDELINES, PROCEDURES, SUPPORT & REFERRAL SYSTEMS

I. Definitions

This policy refers to alcohol, non-prescribed restricted drugs and illegal drugs.

II. Support and Referral System

- A. Student Assistance Team (SAT)

The Student Assistance Team responds to referrals from administration, staff, parent(s)/guardian(s) and from students. All referrals are confidential.

1. Membership

The SAT consists of a certified substance abuse counselor, school nurse and school guidance counselor. Within the legal confines of confidentiality, the SAT may also include representation from Administration, other professionals, staff and student body.

2. The role of the SAT is to:

- a. Receive and review data from staff, parent(s)/guardian(s), students, coaches and others in the School community.
- b. Determine whether there is sufficient information to develop a plan of action or to continue to monitor the situation.
- c. Determine whether the student's or another's involvement with alcohol or other drugs is affecting the student's school performance or behavior.
- d. Assist with in-school interventions when indicated.
- e. Assist with referrals to community agencies for further assessment, treatment or monitoring.
- f. Support students returning to school from substance abuse treatment facilities.

3. Procedures

The administration refers all Alcohol and Other Drug Policy violations to the Student Assistance Team.

- a. The SAT keeps written records of all referrals. These records are privileged and confidential and are not included with permanent school records.
- b. The team reviews the circumstance of the referral/violation and determines whether a meeting with the student is appropriate and who should be involved.
- c. The team may recommend that a student meet with the school's certified substance abuse counsellor for education/evaluation.
- d. The team may refer a student for further evaluation to a community agency or other certified substance abuse counsellor. Whenever possible, the team works with parents if further assessment or treatment is indicated.
- e. When there is clear evidence that a student is becoming a danger to self or others due to substance involvement, the Team has an obligation to contact the student's parent(s)/guardian(s). Whenever possible, this is done in conjunction with the student.

B. Suspected Use

Any member of the school community concerned that a student is harmfully involved with alcohol or other drugs can make a referral to the Student Assistance Team. All Referrals are confidential.

C. Self-Referral

When a student recognizes that he/she may have a problem with alcohol or other drugs and chooses to address this problem, the school will cooperate as fully as possible with the student.

D. Students in Recovery

Students who enter substance abuse treatment programs during the school year are encouraged to remain enrolled in school. While the school is not financially responsible for a student's education while he/she is a patient at a residential facility, the school will cooperate as fully as possible in assisting the student's efforts to remain current with and receive credit for academic courses.

E. Cooperative Agreement with Treatment Providers/Agencies

The school will maintain a referral agreement with Vermont State Approved Treatment Agencies. Contacts with other treatment providers will also be initiated as needed. This agreement will specify referral and intake procedures, financial obligations of parents/guardians and the school, and confidentiality of information.

III Violations and Consequences

South Royalton School recognizes that each student is a representative of the School and as such is responsible for conducting himself or herself in a manner aligned with the mores and standards of the school community. The following regulations apply whenever school is in session and when students are present at school-sanctioned activities, on South Royalton School property or on other sites.

A. Violations

A student is considered in violation of the School's policy on alcohol and other drugs if he or she is:

1. In possession of alcohol/other drugs/chemicals or what is represented by or to the student as alcohol/other drugs/chemicals.
2. In possession of paraphernalia reasonably associated with illegal drug use.
3. Distributing or selling alcohol/other drugs/chemicals or what is represented by or to the student as alcohol/other drugs/chemicals.
4. Under the influence of alcohol/other drugs/chemicals.
5. In the act of using alcohol/other drugs/chemicals or what is represented by or to the student as alcohol/other drugs/chemicals.
6. Knowingly in the presence of others in the act of possessing, distributing, selling, or using alcohol/other drugs/chemicals or what is represented by or to the student as alcohol/other drugs/chemicals, except when it is clear that the student's presence is for the purpose of intervening for safety reasons or against another's use of alcohol/other drugs/chemicals.

B. Consequences for Violations

1. Selling/Distributing (actual or attempted):
 - Notification of police
 - Suspension of student, pending consideration for dismissal
- Notification of parent /guardian
 - Referral to the Student Assistance Team
2. Possession, consumption, or being under the influence of alcohol/other drugs/chemicals:
 - Notification of police
 - Suspension of student up to five (5) school days
 - Notification of parent /guardian
 - Referral to the Student Assistance Team
3. Being knowingly in the presence of alcohol/other drugs/chemicals, but not involved with any of the above infractions:
 - Suspension of student up to five (5) school days
 - Notification of parent /guardian
 - Referral to the Student Assistance Team
4. Items that can reasonably be associated with illegal drug use, but which show no evidence of having been used, will be confiscated. The student in possession of these items will be referred to the Student Assistance Team. Parent/Guardian will be notified.
5. Consequences for subsequent violations of any part of this policy may be more severe, up to and including consideration for dismissal.

IV. Procedures for Handling Incidents

All personnel are required to report actual or suspected incidents of policy violations to the administrator or the administrator's designee.

A. Emergency

An emergency is defined as a student out of control, unconscious, or physically ill. The priority shall be on protecting the student from physical harm and from disrupting and/or endangering the school environment, other students, and school personnel.

1. Remain with the student.
2. Send for the school nurse.
3. Notify the administrator or designee.
4. Call 911 for emergency medical assistance, if the nurse is not available.
5. If indicated, release the student to the custody of appropriate medical personnel.
6. Administrator/designee contacts parent/guardian and implements procedures detailed in Section III.

B. Non-Emergency

1. When there is clear evidence of a violation of this policy:
 - a. The Administrator/designee contacts the police.
 - b. The Administrator/designee contacts the parent/guardian.

- c. If the police do not take the student into custody, the Administrator/designee requests parent/guardian to remove the student from school grounds.
 - d. If the parent/guardian is not available, the Administrator/designee may request that police take custody of the student.
 - e. Administrator/designee implements procedures detailed in Section III.
2. When there is strong suspicion or concern regarding a violation of any portion of this policy:
- a. The Administrator/designee investigates the situation.
 - b. The Administrator/designee may request an evaluation of the student by the school nurse or other medical personnel.
 - c. If a policy violation has occurred, the Administrator/designee will implement the appropriate procedure.

Leave No Child Behind ACT

Teacher Qualifications

The South Royalton School seeks to employ fully qualified educators who hold an appropriate and current Vermont License from the Vermont Department of Education. Unfortunately, due to the shortage of fully qualified educational professionals in many fields, this is not always possible. When it is not possible to have fully qualified personnel, the South Royalton School seeks to employ the most highly qualified candidate by applying to the Department of Education for a waiver from licensing requirements. The waiver requires that the individual works to meet the requirements for licensure and is for one year’s duration. (Licensing waivers for a second or even third year are sometimes granted.)

Parents have the right to know the professional qualifications of any teacher serving their children and whether that person has a Vermont License. Such requests should be submitted in writing to the building principal. Further, the parent of any student in the South Royalton School who is taught for more than four weeks by any classroom teacher who is not fully qualified will receive written notification of this situation from the school.

Homeless Students

Homeless students within the Orange Windsor Supervisory Union are entitled to a free, public education. As required by federal law, the central office has a homeless liaison who can assist homeless parents and students. This person can be reached at 763-8840.

Right to Constitutionally Protected Prayer & Religious Beliefs and Practices

Neither the South Royalton School District nor the Orange Windsor Supervisory Union has any policy or practice that restricts participation in constitutionally protected prayer. The school is neutral in matters of religion and neither directs students regarding what religious beliefs they should hold nor interferes with religious beliefs and practices which are not disruptive and do not violate the rights of others. Religious groups or clubs may utilize the school on the same basis as non-religious groups and clubs.

Student Victims of Violent Offense at School

The South Royalton School strives to keep all children safe and preclude violence at school. Under federal law, any student who has been a victim of a violent criminal offense on the grounds of any public school has the right to transfer to another school within the “Local Education Agency.” For the South Royalton School, the Local Education Agency is the Orange Windsor Supervisory Union which includes the following schools: The Newton School, Sharon Elementary School, South Royalton School, Tunbridge Central School, and Chelsea Public School.

**ORANGE WINDSOR SUPERVISORY UNION
ROYALTON SCHOOL DISTRICT
WEAPONS POLICY**

Policy

It is the policy of the Board to comply with the federal Gun Free Schools Act of 1994, and 16 V.S.A. §1166 requiring school districts to provide for the possible expulsion of students who bring weapons to school. It is further the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

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

- **Weapon** means a firearm as defined in Section 921 of Title 18 of the United States Code and 13 V.S.A. §4016, including:
 - any weapon whether loaded or unloaded which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
 - the frame or receiver of any weapon described above
 - any firearm muffler or firearm silencer
 - any explosive, incendiary or poison gas
 - bomb
 - grenade
 - rocket having a propellant charge of more than four ounces
 - missile having an explosive or incendiary charge of more than one quarter ounce
 - mine, or
 - similar device
 - any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
 - any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.
 - Any other weapon, device, instrument, material or substance whether animate or inanimate, which in the manner it is used or is intended to be used, is known to be capable of producing death or serious bodily injury.
- **School** means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
- **Expelled** means the termination for at least a calendar year of educational services to a student. At the discretion of the Board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Sanctions

Any student who brings a weapon to school shall be brought by the Superintendent to the School Board for an expulsion hearing.

A student found by the Board after a hearing to have brought a weapon to school shall be expelled for at least one calendar year. However, the Board may modify the expulsion on a case by case basis when it finds circumstances such as, but not limited to:

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

An expulsion hearing conducted under this policy shall afford due process as required by law. In addition, any student who brings a weapon to school shall be referred to a law enforcement agency. As required by state law, the Superintendent shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of weapons involved.

Orange Windsor Supervisory Union
Royalton School District
Reporting Suspected Child Abuse or Neglect

Purpose

The purpose of this policy is to protect children whose health and welfare may be jeopardized by abuse or neglect and to ensure that school district employees meet their legal reporting obligations under 33 V.S.A. §4913. It is further the purpose of this policy to make clear to school district employees that it is not their role to be investigator, judge and jury in cases of suspected abuse or neglect. Rather, it is the role of the school district employees to be faithful and timely reporters of suspected abuse or neglect so that allegations can be brought to the attention of objective, trained and experienced investigators.

General Policy

Any school district employee, regardless of whether he or she is a “mandated reporter,” shall report suspected child abuse or neglect to the building principal or his or her designee. If the building principal or designee is the person suspected of child abuse, the report shall be made to the superintendent of schools. Any school district employee who is a “mandated reporter,” in addition to reporting such suspected abuse or neglect to the principal, principal’s designee or superintendent, shall immediately report the suspected abuse or neglect to the Department for Children and Families (DCF). Upon receiving a report, the principal, principal’s designee or the superintendent, shall remind the reporter of his or her legal responsibility to further report immediately to DCF.

Definitions

“Mandated reporter” means a school principal, school teacher, school guidance counselor, school librarian, school nurse, and other health care provider.

“Immediately” means as soon as the abuse or neglect is suspected but in no case later than 24 hours after such abuse or neglect is suspected.

“Suspected” means the school district employee has reasonable cause to believe such abuse or neglect may have occurred. This does not mean that the employee must be convinced that the abuse or neglect occurred, only that it might have occurred. Any doubts the employee may have shall be resolved in favor of reporting the suspicion. Further, the employee shall not refrain from making a report under this policy for the reason that there may be retaliation against the child, the employee has a confidential relationship with the child, or for any other reason no matter how well-intentioned.

“Report” means an oral and/or written description of the suspected abuse or neglect. If the report is made orally, the reporter should make a written notation of when and to whom the report was made and when the report was made. A copy of this notation shall be submitted to the principal. A report made to DCF shall contain the following:

1. The name and address of the reporter
2. The name and address, if known, of the child and the child’s parents or other persons responsible for the child’s care
3. The age of the child
4. The nature and extent of the child’s injuries together with any evidence of previous abuse or neglect of the child or the child’s siblings
5. Any other information the reporter believes might be helpful.

“Abused or neglected child” means a child under the age of eighteen whose physical or mental health or welfare is harmed or threatened with harm by the acts or omissions of the child’s parents or other individual who may be responsible for the child’s welfare (e.g. guardian, foster parent, stepparent, teacher, etc.) or in the case of sexual abuse, any individual. Harm can be caused by the actual infliction of harm, by allowing such harm to occur, by failing to provide the child with adequate food, clothing, shelter or health care, or by abandonment of the child. “Sexual abuse” means any act by a person involving sexual molestation or exploitation of a child. Sexual abuse also includes the aiding, abetting, counseling, hiring, or procuring of a child to perform or participate in any photograph, motion picture, exhibition, show, representation, or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement or sadomasochistic abuse involving a child. Sexual abuse may also be sexual harassment. However, following the school district’s policy on sexual harassment does not fulfill a mandatory reporter’s legal responsibility under the SRS reporting law. Suspected sexual abuse must be reported to SRS.

Availability of Policy

This policy shall be provided each year to the parents of students in attendance and to each employee of the school district.

Act 1 (Vermont’s Sexual Abuse Response System)

In response to Act 1 (Vermont’s Sexual Abuse Response System), all OWSU schools have increased their efforts to ensure students, staff, and parents help keep our schools safe from sexual abuse and violence. Three primary requirements of school districts are: (1) provide instruction to students on how to recognize and prevent sexual abuse and sexual violence; (2) ensure adults employed in schools receive orientation on the prevention, identification, and reporting of child sexual abuse and sexual violence; and (3) provide parents, guardians, and other interested persons the opportunity to receive orientation, identification, and reporting information on sexual abuse and sexual violence.

To that end, should you wish to receive additional information on sexual abuse and violence, please contact your school at your earliest convenience.