Twin Valley Elementary School

Parent Handbook 2019-2020

"Growing innovators who will change the world."

360 Route 100 North
Wilmington, VT 05363
(802) 464-1246
FAX (802) 464-1246
https://www.twinvalleyschooldistrict.us/
August 22, 2019

Dear TVES Families,

School starting is such an exciting time of year full of energy and opportunity. We can not wait for students to fill the school. Summer learning was taken advantage of by many families. Our Book Bonanza continues into the first few weeks of school. There will be a drawing for awesome prizes including Kindles! It is not too late to get on board earning tickets and encouraging reading at home. Check with your classroom teacher for more information.

This year we will be moving to a content specialist model in grades first through fifth. Teachers will engage in ongoing professional development to become experts in their subject area. Instead of students receiving instruction from a teacher that is required to learn/teach all subjects they will have specialists capable of delivering high quality instruction in one. Grades 1/2 and 3/4 will function as teaching teams. There will be one math teacher, one science teacher and two humanities teachers per team and they will have the benefit of instructing those students for two years. PreK and K will function as they have in the past. Fifth grade will have a math/science teacher and a humanities teacher and share all students. All of our students will have a homeroom classroom teacher as usual. Look for ongoing communication from your child’s teacher regarding changes.

Every teacher at TVES will also commit to being a teacher of social emotional learning. There is often stress in our lives as adults and in our students’ lives as well. Giving students strategies and tools to use to overcome stress is valuable learning. Teachers will engage students in daily class meetings to build community. They will also be instruction and guiding students using social emotional learning curriculum including Mind Up, Second Step and The Zones of Regulation.

Staff changes at TVES: This year we welcome new music teacher Alma Jane Hart, fifth grade teacher Keli Gould, PreK teacher Nina Sullivan. We will also be contracting with our local mental health agency HCRS to bring two school based clinicians to support students at our school as well.

If you have any questions or concerns please reach out to your child’s classroom teacher I know they will appreciate hearing from you. Looking forward to having everyone back in school for another AWESOME year!

Warm Regards,

[Signature]
Rebecca Fillion,
Principal TVES

“Growing innovators who will change the world.”
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<td>Sherrie Fox</td>
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<td>Marilyn Grandy</td>
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<td>AlmaJane Hart</td>
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<td>Cherie Hanley</td>
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<td>Lon Hiebert</td>
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<td>Crista Yaggiian</td>
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School Board Members of Twin Valley Unified Union School District:
Sharon Berry- Chair
Kathy Larsen- Vice-Chair
Maria Cunningham
James Walker
Dennis Richter
Therese Lounsberry
Jana Ewart
They can be contacted by email to first initial, last name @tvhs.k12.vt.us

Office Hours- The school voice mail system automatically answers the phone from 3:45 p.m. until 7:15 a.m. During the day, there is someone available to answer the phone from 7:15 a.m. until 3:45 p.m.

Teacher and Staff E-Mail- You can reach any teacher or staff member by sending your e-mail to first initial, last name @tvves.k12.vt.us For example, Mrs. Fillion is rfillion@tvves.k12.vt.us

Disclaimer
Inasmuch as this Handbook cannot possibly address every conceivable situation/occurrence that may happen in the school, the administration reserves the right to make decisions that are not covered or included in this Handbook.

Twin Valley Elementary School- Welcome!
Welcome to the Twin Valley Elementary School, a place where children love to learn, learn through a rich and comprehensive curriculum, and learn to love, respect, and appreciate others and the world around them. We work hard to instill a positive attitude toward learning and create a thirst for knowledge in all our students. We believe that all children can learn. Our goal is to ensure success for all. Once we have planted this seed for learning we will continuously cultivate and nurture it for success throughout the year, but we cannot accomplish this alone. We truly need and appreciate your support, cooperation, and personal involvement in making this school year the best it can be for all.

Each of our children are accepted, respected, and treated as worthy, capable, and unique individuals. They are expected to do what is right, live by the “Golden Rule”, and do their personal best. Each of our students will be given an equal opportunity to develop to their fullest potential.

This handbook is designed to inform you about our responsibilities to provide and ensure a quality education for all of our children. It also has been prepared as a resource for the school year and contains information pertaining to the Twin Valley Elementary School’s routines, expectations, guidelines, and policies. Please read this handbook carefully and review pertinent information with your children. Please keep this handbook readily available, as it will help answer questions that arise during the school year.

The entire faculty and staff are determined to make this our best year ever! We are striving for academic excellence in all areas of the curriculum. The Twin Valley Elementary School staff, in partnership with students, parents/guardians, and the community provides a positive and educationally sound environment, in which to grow. By working together we will all share in the success of each of our students.

We challenge students to enter these doors with the desire to learn; to learn how to learn and to acquire new skills. We will provide each student with the opportunity and encouragement to make their own decision regarding future careers, education and lifestyles as well as guide them toward their future. No matter what a student’s future may hold, s/he is challenged to do all that s/he can and do it well.

The School Day
The school day begins promptly at 8:00 A.M. Students who are not in their classrooms by 8:00 A.M. are considered tardy. Tardy students disrupt the classroom routine, so we ask that every effort be made to make sure your student arrives to school on time. The regular school day ends at 2:40 P.M. and supervision is provided until the last bus leaves at approximately 3:00 P.M. Unless a student is at school for a school-sponsored activity, the student must be picked up by 3:00 P.M. Late students must check in at the main office. The Pre-K school day is from 8:00 A.M. and ends at 2:30 P.M.
Celebrations
Celebrations or REP are held on a weekly basis for the elementary school. The elementary celebration is held on Friday mornings in the gym from 8:05-8:35 AM. The TVES Shining Star program recognizes students each week who have gone above and beyond our normal school expectations. These students will be recognized at REP, their picture will be displayed on the front bulletin board and a letter will be sent home to the parents notifying them of their award. The staff at TVES appreciates all the efforts made by each family to encourage students to be the best they can be every day to keep TVES a special place for all! Parents/Guardians are welcome and encouraged to attend.

Curriculum
The Windham Southwest Supervisory Union curricula are rigorous, reflect high academic standards, facilitate enrichment and individualized instruction, and are based on the new Common Core Standards. They include a comprehensive literacy program comprising the areas of reading, writing, speaking and listening. Reading is taught as a process through which the reader interacts with extensive narrative and expository text to construct meaning. Guided and independent reading of various genres of literature, vocabulary meanings and strategies for skill development, are integral to our program. Writing is taught as a process to include: pre-writing, composing, revising, editing and publishing.

Our math and science curricula are based on the work of the National Council of Teachers of Mathematics, National Science Foundation and the Vermont Institute of Science, Math, and Technology (VISMT). The Math in Focus Program is based on Singapore Math and also incorporates the strands of arithmetic, number sense, operational concepts, geometry and measurement, functions and algebra, statistics and probability, problem solving and reasoning. In science, students will be involved in a hands-on approach of inquiry and experimentation to include topics in the life, earth, physical, and space sciences.

The social science curriculum includes the study of U.S. and world geography, U.S. and world history, citizenship, government at the local, state, and federal levels, and economic systems. The culture studies in various grade levels help to teach and promote the understanding of diversity and interdependence.

TVES also offers music, band, physical education, art, library and guidance/2nd Step and Mind Up Curriculum

Homework
Homework is important for several reasons: It provides practice time for newly learned skills, provides parents/guardians an opportunity to observe and assist in student work, and extends a student’s thinking beyond the immediate learning of class. Students are expected to complete nightly homework assignments. The amount of homework and how often homework is assigned is determined by individual teachers. Students who are absent are responsible for obtaining and completing their assignments in a timely manner. If there is an extended illness, teachers, parents, and the student will confer about missed work and set reasonable expectations for completing the assignments.

Student Report Cards and Progress Reports
The academic year is divided into two semesters. There will be parent-teacher conferences held in October and April and report cards issued in January and June. Parents/Guardians and staff are encouraged to request any additional conferences necessary to the successful progress of a child.

Field Trips, Volunteers & Chaperones
Throughout the year, field trips may be scheduled in connection with classroom studies. Students are usually transported by bus or in chaperoned private vehicles. Parents/Guardians will be asked to sign a field trip permission form for each specific field trip the student will be attending.

There is a new policy regarding volunteers at school. If you are interested in volunteering and/or chaperoning a school event, please contact the main office for details.

Parents/Guardian Involvement
The school believes that our students’ families are a valuable and integral part of the education process. Our parents/guardians are committed to working together with the school and the community at large to guarantee success. Their diverse backgrounds, talents, and initiative are great assets to our school community.
Each family is encouraged to contribute to the school in the following ways:
- Be involved in your child’s education
- Work together as a team with the faculty and staff for the enhancement of your child’s education
- Attend parent/guardian teacher conferences and presentations
- Be consistent with providing homework support as needed

We hope you can also participate in some of the following ways:
- Serve on committees
- Chaperone field trips
- Assist teachers as needed
- Join the Parent/Guardian Teacher Group
- Volunteer to assist in the classroom

Have a Concern?

If you have a concern, we want to help! Although it is sometimes hard, we encourage you to talk directly to the person with whom you have the concern. If that does not help, or if you need support in this, call us. If you’ve tried to talk with the person and you aren’t satisfied with the response, please call Mrs. Fillion. We want school to be a successful experience for your child... and for you too!

Parent-Teacher Group (PTG)
Meetings are announced in the school newsletter and we also have a Facebook page. Providing a vital link between parents and the school, these meetings give parents an opportunity to discuss school issues and attend informational presentations. Parents discuss ideas as to how they can best support the teachers and staff, plan extra-curricular activities, and arrange for volunteers to help carry out programs.

Mission/Goals
- To support parents, teachers and students in order to benefit the school community.
- To serve as a communication link between our school and the community in order to promote a positive school/community relationship that will enhance our children’s educational environment and experience.
- To enhance the educational outcomes of the school by fostering support for the schools’ educational objective.
- To enhance the educational facilities and opportunities for students that are not otherwise provided for in the school budgets.
- This mission is to be carried out through volunteerism and fundraising by the PTG.

Guidance and Counseling
Guidance services are available to the entire student population, recognizing that each student is a unique individual and entitled to assistance in the development of personal strengths, exploration of all available opportunities and achievement of realistic goals in a self-directed manner. Guidance is proactive in nature, anticipating the developmental needs of the students through activities focusing on character development, positive self-esteem and problem solving and decision-making.

Child Abuse Reporting
Please know that teachers and administrators are required by law to report suspected incidents of child abuse or neglect to the Vermont Department of Child and Family Services within 24 hours.

Breakfast and Lunch Program
All children may bring bag lunches or purchase lunch in our cafeteria. Our cooks work hard to ensure a high quality lunch can be offered to all. Refrigeration is not available for lunches or snacks. Milk may also be purchased separately. Breakfast is served from 7:30 A.M. to 8:00 A.M. We’re offering FREE fresh fruit and vegetable snacks everyday to all of our children. The VT Department of Nutrition has again granted us over $12,000 in funding to allow us to provide a fresh fruit and/or vegetable every day for all the students at TVES. You may wish to send in a snack to accompany ours. We do ask that you limit the sugars and sodium in the snacks you send in with your child. Milk will still be available at snack for $.30. Please note the following prices for breakfast and lunch:

Breakfast: $1.75  Lunch: $3.00  Adults: $3.75
Peanut Free School
There are several students in the school that have a severe peanut allergy. Strict avoidance of peanut/nut products is the only way to prevent a life-threatening allergic reaction. We are asking your assistance in providing the student with a safe learning environment. If exposed to peanuts/nuts through contact or ingestion the student may develop a life threatening allergic reaction that requires emergency medical treatment. Please do not send any food that contains peanuts/nuts or any food that may have shared equipment with peanuts/nuts to school. If you child has eaten peanuts/nuts before coming to school, please be sure your child’s hands and face have been washed prior to entering the school. We appreciate your support of these procedures.

Health and Medication
A child’s overall health has a direct effect on his/her ability to learn, and the school nurse is here to help you help your child get the most out of the school experience. The school nurse provides an important link between your child, you, and your physician. The nurse is a resource person and consultant to students, parents/guardians, faculty/staff, and the community at large. Some of the services provided include: first aid/emergency care, medication administration, health screenings, nutrition/dental education.

Students who need to see our school nurse for any health related concerns should obtain a pass to the Wellness Center. If there is a true emergency, passes are not necessary. Students who are taking a doctor’s prescription must let the nurse know what the medication is and arrange to keep medication in the Nurse’s Office. Students may not keep any medications, prescribed or over the counter, in the classrooms or in their backpacks.

Sickness
Please do not send your child to school if he or she is ill or if in the past 24 hours have had a fever over 100 degrees or has vomited or had diarrhea. You will be called to pick up your child if he or she is ill or becomes ill during the school day.

We have a school nurse, Lon Hiebert, but we do not have enough space or personnel to care for sick children for more than a short time. If you have a question about your child’s health, please keep your child home. You may always call Mr. Hiebert once school is underway to consult with him but please do not expect that he will be available to see you or your child first thing in the morning. Bringing or sending a sick child into the building may expose others unnecessarily. If your child is not in school because of illness, it is expected that he or she will not attend after school or evening events.

Transportation
It is the policy of the Twin Valley School District to provide transportation for the resident pupils of Whitingham/Wilmington. All students and parents/guardians are reminded that public transportation is a privilege granted to pupils. The most important factor in bus transportation is safety. When an individual ignores the rules and endangers the safety, not only of them self, but also of his or her fellow passengers, his/her riding privilege may be suspended. In the event a student’s bus privilege is revoked, transportation to school becomes the responsibility of the parent/guardian.

Any child intending to get off the bus at an approved location other than their designated stop will require a note from the parent/guardian to be given to the school bus driver on each occasion.

Bus Procedures
All students will conduct themselves in an appropriate manner while riding the school bus. Students who persist in misconduct may lose their bus privilege. Students should observe the following rules:

1. Follow the school rules for conduct.
2. Your bus driver is authorized to assign seats. You must sit in the assigned seat and stay there while the bus is in motion.
3. No eating or drinking on the bus.
4. Keep all parts of your body inside the bus.
5. Animals, firearms, weapons or large objects or anything else that is a potential danger to you or other passengers is prohibited.
6. Do not vandalize the seats, interior, or exterior of the bus.
7. For your own safety, do not distract the bus driver in any way.

Parents/Guardians must be mindful of these rules:

1. No note, no ride. Every child must have a written note to give to the bus driver. Text messages on cell phones, will not be accepted
2. No waiting at stops for late parents. Students will be brought back to school.
3. Letters will be sent home from school each time a parent/guardian is not at the stop for their child. The third time that the
parent/guardian is not there, the child will not be riding the bus and DCF will be notified.

At TVES we take bus safety very seriously. The age of the child and type of behavior will affect the consequences. It is our goal to work with parents/guardians to support positive behavior change in our students. These are the possible consequences for behavior that interferes with bus safety:

- **1st Discipline Referral**: A telephone call to parents to describe behavior and develop a plan to help the child have positive bus experiences.
- **2nd Discipline Referral**: A 1 day bus suspension with a call to parents/guardians to describe the behavior and revisit our plan for the child.
- **3rd Discipline Referral**: Additional bus suspensions, likely more than 1 day, with a call to parents/guardians to describe the behavior and once again revisit our plan.
- **4th Discipline Referral**: An extended bus suspension, possibly for the remainder of the school year, with additional planning with parents/guardians as to how we can best meet both the student's and school's needs.

### Emergency Closings

It is the policy of the Twin Valley School District, for the safety of our students, that the superintendent or designee(s) may order the closing of any or all schools whose operation on a short-term basis could pose a serious threat to students and/or staff. A decision on school closings due to weather or other need will be made as soon as possible. Such emergencies could include but are not limited to inclement weather conditions, equipment breakdown, threats or health problems. The superintendent or his designee(s) will also have the authority to delay school opening as needed. In all cases, notification will be given to the staff and parents/guardians. All attempts will be made by the school office staff to notify parents/guardians of an early closing. If we are unable to reach a parent/guardian to notify them of an early closing we will NOT put an elementary student on a bus. We will hold the student at the school until arrangements can be made to pick up the student.

### Newsletter/Website

Our main line of communication to the parents/guardians is the school newsletter which is published weekly and is available on our website. Events, activities, meetings, and schedule changes are announced and posted on these two places. The web site address is: https://www.twinvalleyschooldistrict.us/elementary/index

### Fire Drills/Emergency Evacuations/Lockdown Drills

In order to be effective, fire drills and other school crisis drills are announced and may occur at anytime. In accordance with Vermont State Law, we are required to have these drills once per month.

### After School Programs

The after school program is called the Wings Program and is coordinated by Sage Myska. It meets on Monday through Friday afternoons from 2:45 to 5:00 p.m. with registration held five times a year for each of five six-week sessions. Information about the program will be sent home prior to each session. Please direct all questions about the program to Sage at smyska@dvcs.k12.vt.us or 802-368-0000. NO ONE SHOULD STAY AFTER SCHOOL UNLESS THEY ARE REGISTERED FOR AN AFTER SCHOOL PROGRAM.

Some of these programs require a small fee. However, scholarships are available for those who may need one.

### Absence and Tardiness

Helping your child establish good attendance habits is very important for school success. If your child is going to be absent or tardy, please inform the school by sending a note on the previous day or by calling the school as soon as you know. If no one answers the telephone, please leave a message at voice mailbox 100. If your child will have an extended absence, please let us know as soon as possible as time is needed to prepare homework.

### Early Departures

If you need to pick up your child before the end of the school day, please send a note stating what time you will pick him/her up and where you would like the child to be at that time (for example: waiting in the office, stay in the classroom, etc.). When you do come in, PLEASE STOP IN THE OFFICE TO LET US KNOW YOU ARE TAKING YOUR CHILD.

### Early Dismissals

School is rarely canceled once the day has begun. In the event of an early dismissal, parents will be called at the numbers indicated on their student emergency information cards on file in the school office. Please make sure to keep that information complete and up-to-date by informing us of any changes which occur during the year.
Attendance
PROTOCOL APPROACH

This school attendance protocol utilizes a team approach, if necessary, to explore with the student and family what obstacles are hindering school attendance. An individualized plan will be developed to increase school attendance. Follow-up steps are set to assess if the plan is working for the student and the family. Records are kept in school files of all contacts related to this protocol made with the family of the student.

Team Membership The protocol initially relies on school staff to insure attendance. If needed at a later stage, staff from state and community agencies, as well as parent liaison supports, will assist.

Tardiness Tardiness is a disruption to the educational process. It sets a tone that devalues education. It disrupts the child’s schedule for the school day.

After five tardy days Teacher contacts family in person or by phone.

After seven tardy days Parent/Guardian meeting may be scheduled with counselor and teacher.

After ten tardy days Letter to go out to family from school.

Parent/Guardian meeting scheduled with principal, counselor and teacher.

At the meeting, a release of information is signed by the family to allow discussion between the school and outside agencies if necessary.

Absences – both excused and unexcused

After ten absent days Phone call or letter may go out to family from school.

After fifteen absent days Letter to go out to family, including if appropriate a request for a doctor’s note for any future absences.

Parent/Guardian meeting may be scheduled with Educational Support Team (EST) or school personnel.

At the meeting, a release of information is signed by the family to allow discussion between the school and outside agencies if necessary.

After twenty absent days Letter goes out to family.

Referral may be made to family physician.

Report will be made to DCF.

Dependent on the
DCF assessment Affidavit goes to Windham County State’s Attorney and law enforcement

Dependent on the State’s
Attorney’s assessment The State’s Attorney makes the decision whether the case should go to Windham County Family Court or District Court.

End of School Year Accumulation of Absences If a student misses more than 15 days of school by the end of the school year, the administrator will take these absences into account at the start of the next school year. If the pattern of absences once again occurs, a report will be made to DCF.

Missed Conference Meetings If a parent/guardian misses a conference regarding tardiness or absences, a follow-up letter will be sent: after seven days and again after ten days. If a conference regarding absences is missed, DCF may be contacted.
Student Discipline - A Statement of Philosophy

School Comprehensive Plan for Responding to Misbehavior: The Vermont Statute 16 V.S.A. § a(a) requires schools to adopt a comprehensive discipline plan including procedures for informing parents/guardians of school discipline policies, for notifying parents/guardians of misconduct and for working with parents/guardians to improve student behavior.

The administration philosophy regarding discipline includes the following principles:

1. Parents/Guardians play a primary role in making a school discipline system successful.
2. Students are responsible for their own actions.
3. Students respect the rights of others to attend a safe and orderly school.
4. Students understand the importance of both positive and negative behavior.
5. All students can learn and practice skills essential to self-discipline.

The goal of school discipline is to foster self-control and a sense of community within and among students. Not every incident of misconduct warrants parent/guardian contact. Staff members will contact parents/guardians when changing a student’s behavior requires parental/guardian support but does not warrant intervention by an administrator.

The principal or his/her designee will contact parents/guardians when the student's misconduct is severe or becomes chronic. This contact can be done either by phone or through written communication.

When a student is subjected to a short term suspension out of school and it is necessary to send the student home before the end of a school day, the parents/guardians will be contacted by telephone or other means. If a responsible adult is not able to supervise the student at home, the student will remain at school until the end of the school day. Parents/Guardians of a student who is suspended from school for ten days or less will be offered an informal hearing with the principal or his/her designee in accordance with school policy.

Discipline

Over the past several years, the faculty has worked to set up a consistent school-wide discipline plan. It is based on the Responsive Classroom approach and the TVES values: passionate learning, valued relationships and being respectful. The plan is a thoughtful approach to helping all students be successful both academically and socially and to helping all adults at the school be consistent. Classroom rules are established based on the expectations and adapted to fit different settings. Rules and expectations are taught and reviewed regularly in each setting.

We have set up a way to help students who are not able to meet the expectations on a regular basis. A flow chart has been developed for all adults to follow when working with students who do not display appropriate behaviors. First, students receive reminders and time-outs. Time-outs are opportunities for “regrouping”, regaining control and reflecting as well as for learning and improvement. They take place within the classroom or setting where the problem occurs. Logical consequences are also used whenever possible. For example, if a child purposely breaks a child's pencil, he or she will have to find a way to give the child a new pencil.

As much as possible, teachers and all adults at school try to observe carefully for behavior problems and work to prevent them before they begin. Often students lack experience working out conflicts with others or do not have the social skills to interact positively. Both conflict resolution and social skills are taught to all students as part of their regular work at each grade level. That instruction is also a part of the guidance program which Guidance does with every class.

When adults at school help students deal with problems, it is done privately and respectfully. We always try to hear “both sides” if two students are involved and all students involved receive some kind of consequence. We try to be fair and consistent, but children are different and sometimes what’s fair is not always equal. Students’ rights are protected, however, and no individual student’s behavior or consequences are discussed with anyone who is not the parent or legal guardian.

If students are still having problems after time-outs, are being excessively disruptive or aggressive, or violate other school policies, they are sent out of the classroom to meet with another adult, usually the guidance counselor or principal. This is called a behavior referral (BIR). In the BIR meeting staff work with students to problem solve and goal set in order to develop new behavior patterns.

We feel strongly that keeping you informed and asking you to work with us are the most effective ways to help your children be more successful. The more we work together on establishing common expectations and prevention strategies while also addressing problems that do occur, the more proactive we can be and the fewer disruptions we will have to student learning.
Children who have repeated serious difficulties are also referred to the school’s educational support team (EST). Information about the child is gathered and a team of trained teachers make specific recommendations to help the child be more successful.

The Responsive Classroom Approach

This is a way of teaching that creates a safe, challenging, and joyful classroom and schoolwide climate for all students. Teachers who use the Responsive Classroom approach understand that, all of the students’ needs—academic, social, emotional, and physical—are important. Teachers create an environment that responds to all of those needs so that your child can do his or her best learning. The Responsive Classroom approach also offers practical strategies for teaching, rather than formulas telling teachers what they must do in the classroom. Teachers adapt the strategies as needed to address their students’ needs, so things may look a bit different in each classroom. But you’ll usually see and hear teachers:

- **Leading a daily Morning Meeting.** These routines set a positive tone and build a sense of community and belonging while giving students practice in key academic and social skills.
- **Teaching students the specific skills** they need to participate successfully, from how to respond to a signal for quiet to how to respectfully disagree with a classmate.
- **Treating mistakes in a positive way.** Teachers see mistakes (in academics and in behavior) as important steps in learning. They encourage students to learn from their mistakes and “try again.” They offer support and reteach as needed. At the same time, teachers provide clear expectations for behavior and stop misbehavior quickly so that students can focus on learning.
- **Using positive language.** Teachers choose words and tone that encourage students to work hard, enjoy learning, and persist through difficulties.
- **Teaching in ways that build excitement about learning.** Teachers give students some choices in their learning. They also plan active lessons (ones that get students up and moving) and interactive lessons (ones that encourage students to share their information, ideas, and questions).
- **Giving students opportunities to reflect on their learning.** Teachers ask students to think about what they’ve learned, both individually and as a group, because doing so helps students learn more and builds community.
- **Reaching out to parents.** Teachers communicate often with parents/guardians and welcome them as partners in their child’s education.

Zones of Regulation

Your student will be participating in the The Zones of Regulation curriculum (or “Zones” for short), which are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help him/her gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. The lessons and learning activities are designed to help the students recognize when they are in the different zones as well as learn how to use strategies to change or stay in the zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all team members know and understand Thee Zones language. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations. You can support the student during this process by doing the following:

- Use the language and talk about the concepts of Zones as they apply to you in a variety of environments. Make comments aloud so the student understands it is natural that we all experience the different zones and use strategies to control (or regulate) ourselves. For example, “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”
• Help the student gain awareness of his or her zones and feelings by pointing out your observations.
• Validate what zone your students are in and help them brainstorm expected ways to self-regulate so their behavior is expected for the context.
• Share with the student how his or her behavior is affecting the zone you are in and how you feel.
• Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her zone with you.
• Show interest in learning about the student’s triggers and ZONES tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.
• Ask the student to frequently share his or her Zones Folder with you and talk about what he or she has learned.
• Make sure to positively reinforce students for recognizing their zone and managing their behaviors while in it, rather than only pointing out when students are demonstrating unexpected behaviors while in a zone.

It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones. All of the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment.

The ZONES of Regulation®

<table>
<thead>
<tr>
<th>BLUE ZONE</th>
<th>GREEN ZONE</th>
<th>YELLOW ZONE</th>
<th>RED ZONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Happy</td>
<td>Frustrated</td>
<td>Mad/Angry</td>
</tr>
<tr>
<td>Sick</td>
<td>Calm</td>
<td>Worried</td>
<td>Terrified</td>
</tr>
<tr>
<td>Tired</td>
<td>Feeling Okay</td>
<td>Silly/Wiggly</td>
<td>Yelling/Hitting</td>
</tr>
<tr>
<td>Bored</td>
<td>Focused</td>
<td>Excited</td>
<td>Elated</td>
</tr>
<tr>
<td>Moving Slowly</td>
<td>Ready to Learn</td>
<td>Loss of Some Control</td>
<td>Out of Control</td>
</tr>
</tbody>
</table>

ZONE Idioms

Blue Zone
• Down in the dumps
• Downhearted
• Why the long face?
• Feeling blue
• Under the weather

Green Zone
• In seventh heaven
• Heads ten feet tall
• On top of the world
• On cloud nine
• Cool as a cucumber
• Pleased as punch
• I’m cool
• I’m down with that

Yellow Zone
• Wound up
• At my wit’s end
• Butterflies in my stomach
• Bickerin’ on the wrong side of the bed
• On the verge
• About to explode
• Mad as a hatter
• Beside yourself
• Sloped at the knees
• Over the moon
• Jumping for joy

Dress Code

Twin Valley Elementary School expects that students will dress in accordance with generally accepted norms of good taste. These expectations are in effect from the time of arrival to the time of departure from the school. Students not adhering to these standards will be required to change their clothes.

We encourage student dress that is neat, comfortable, and conducive to learning. Clothing should be appropriate, clean, and modestly worn.

Clothing such as:
• Undershirts (or underwear type apparel) or “belly shirts,” is inappropriate for school.
• Underwear should not be exposed.
• Strapless garments are not allowed, nor are ‘one-shoulder’ tops or halter-tops; additionally,
• Spaghetti straps are not appropriate on tops for school wear. Straps should be AT LEAST one inch wide.
• Midriffs should not be exposed at all,
• Low cut necklines that reveal cleavage or bare backs are prohibited.
• Low-cut skirts or pants which expose rear cleavage are prohibited.
• Garments must be of an appropriate length to cover the midriff and the lower back when sitting or bending. On lower
garments, skirts or shorts must reach the tips of the fingers when extended in the standing position.

- Students are required to wear shoes at all times.
- Articles of clothing which display messages supporting alcohol, drugs, or tobacco use are expressly prohibited.
- Clothing which expresses negative comments about specific racial, ethnic, or minority groups is also expressly prohibited.
- Students are not permitted to wear hats in the building.
- Ripped jeans are not appropriate and should not be worn to school.
- Hoodies may not be worn with the hood covering the head.
- Students not adhering to these standards will be required to change their clothes.

Any attire deemed too inappropriate or immodest by the Principal or designee will be unacceptable. Students should be referred to the office as necessary. The Principal or designee will then assess the situation and give consequences and/or offer clothing cover-ups as necessary and available. Parents/Guardians may be called to bring in appropriate clothing if none is available at school.

Recess
School wide recess is daily from 7:30 to 7:55 each morning and opposite lunch times. Primary grades sometimes also schedule other recess times. During recess, all children are expected to go outside unless recess has been canceled due to extreme weather conditions or there have been special arrangements made with a teacher. Please always be sure your child is dressed appropriately for outside play. Layers work well as weather changes and temperatures fluctuate greatly from early morning to lunch recess to after school. Wear warm outer clothing, especially boots, hats and snow pants in the winter. Outer clothing may not be worn inside. If you would like assistance finding new winter clothing, please let Mrs. Fillion or Mr. Hiebert know.

Recess is a privilege. It is a break from schoolwork to move around, to use “outside voices” and to be with friends from other classrooms. Recess is also a time to independently practice following the school rules, living up to the behavior expectations and using good social skills. It is meant to be fun for everyone. Teachers and paraprofessionals on recess duty spend time teaching and reinforcing good recess behavior and all students are expected to follow the rules. If one child’s action keeps another child from enjoying recess, those behaviors will be addressed. However, we can’t see or hear everything that happens on the playground. If your child is experiencing recess problems, please encourage him or her to let the duty teacher or classroom teacher know as soon as possible. As parents your help in helping us address issues early on will hopefully prevent the problems from becoming more serious. This applies to problems beyond recess including the school bus.

Parties
If your child is having a party and wants to invite classmates, we request that you do not bring party invitations to the school, unless the whole class is invited. (We do not give out phone numbers and addresses without parent/guardian permission.)

Lost and Found
Please remember to put children’s names in or on all items they bring or wear to school. Our Lost and Found box by the front door is rarely empty. Parents/guardians are often surprised by what they find in there so be sure to stop and take a look whenever you are in the building.

Internet Safety
Schools receiving reimbursements for Internet access and internal connection services from the Universal Service Fund (otherwise known as E-rate) must certify that they are complying with the federal Protecting Children in the 21st Century Act, 47 U.S.C. § 254(h). By July 1, 2012, schools are required to certify that they have a legally compliant Internet Safety Policy, and if necessary, must update their policies and be prepared to implement an online behavior/cyberbullying curriculum for the beginning of the 2012-2013 school year. The existing or updated policy must provide for educating students about appropriate online behavior, including interacting with other individuals, or social networking websites, or in chat rooms, and cyberbullying awareness and response. Although the policy must provide for the development and use of educational materials related to appropriate online behavior and cyberbullying, it is up to the local school boards as to how the schools implement the new curriculum.

The federal law does not give a formal definition of cyberbullying. In Vermont both cyberbullying and cyberharassment are prohibited behaviors that may result in discipline of students. Therefore, internet policies and curricula should address both. See 16 V.S.A. §§ 11(a)(26), 11(a)(32), 1161a and 1162. The FCC has published a compliance guide that can be accessed on its website: fccinfo@fcc.gov. There is also information specific to this provision on the USAC website at: http://www.usac.org/sl/applicants/step06/cipa.aspx.
Electronic Devices
Portable electronic devices, such as, but not limited to I-Pods, I-Touch’s, laptops, cell phones, and cameras are not permitted at school. Students are however, allowed to use devices on the bus. The school is not responsible for ANY electronics device brought to school by a student that is lost, damaged or stolen. If they would like devices can be left at the office for safe keeping during the school day.

Policy: Procedures on the Prevention of Harassment, Hazing and Bullying of Students

I. Reporting Complaints of Hazing, Harassment and/or Bullying

A. Student Reporting: Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying, should promptly report the conduct to a designated employee or any other school employee.

B. School employee reporting: Any school employee who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.

Any school employee who overhears or directly receives information about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.

C. Other reporting: Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.

D. Documentation of the report: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.

E. False complaint: Any person who knowingly makes a false accusation regarding hazing, harassment and/or 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 hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.

F. Rights to Alternative Complaint Process: 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 below:

Vermont Human Rights Commission 14-16 Baldwin Street Montpelier, VT 05633-6301 (800) 416-2010 or (802) 828-2480 (voice) (877) 294-9200 (tty) (802) 828-2481 (fax) Email: human.rights@state.vt.us

Office for Civil Rights, Boston Office U.S. Department of Education 8th Floor 5 Post Office Square Boston, MA 02109-3921 617-289-0111 (voice) 877-521-2172 (ttt) 617-289-0150 (fax) Email: OCR.Boston@ed.gov

II. Responding to Notice of Possible Policy Violation(s)

A. Upon notice of information that hazing, harassment and/or bullying may have occurred the designated employee shall:
   i. Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant. ii. Promptly inform the school administrator(s) of the information; iii. If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.

B. Upon initiation of an investigation, the designated employee shall:
i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:

1. an investigation has been initiated;
2. retaliation is prohibited;
3. all parties have certain confidentiality rights; and
4. they will be informed in writing of the outcome of the investigation.

C. All notifications shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

III. Investigating Hazing, Harassment and/or Bullying Complaints

A. Initiation of Investigation - Timing. Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the school administrator shall, no later than one school day after Notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.

B. Investigator Assignment. 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. No person who is the subject of a complaint shall conduct such an investigation.

C. Interim Measures. It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school’s investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate. In all cases, the school will make every effort to prevent disclosure of the names of all parties involved – the complainant, the witnesses, and the accused -- except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.

D. Due Process. The United States Constitution guarantees due process to students and District employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The District will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the complainant.

E. Standard Used to Assess Conduct. In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off-campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student’s equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.

F. Completion of Investigation – Timing. 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 school administrator.

G. Investigation Report. The investigator shall prepare a written report to 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 hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.

H. Notice to Students/Parents/Guardians. Within five school days of the conclusion of the investigation, the designated employee shall:

i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:

1. the investigation has been completed;

2. whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and/or bullying);

3. that federal privacy law prevents disclosure of any discipline imposed as a result of the investigation unless the parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, as set forth in Section II, Part C, above. ii. Notify the Complainant Student - or if a minor, their parent(s) or guardian - in writing of their rights to:

1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;

2. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;

3. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights. iii. Notify the Accused Student - or if a minor, their parent(s) or guardian - in writing of their right to appeal as set forth in Section V of these procedures.

I. Violations of Other Policies. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies or codes of conduct.

IV. Responding to Substantiated Claims

A. Scope of Response. After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered:

(i) Potential Remedial Actions. Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that he or she understands what constitutes hazing/harassment and/or bullying and the effects it can have. Depending on how widespread the hazing/harassment/bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.
(ii) School Access/Environment Considerations. The District will also take efforts to support victims’ access to the District’s programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the District will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student’s academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.

(iii) Hazing Case Considerations. Appropriate penalties or sanctions or both for organizations that or individuals who engage in hazings and revocation of an organization’s permission to operate or exist within the institution’s purview if that organization knowingly permits, authorizes, or condones hazing.

(iv) Other Remedies: Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

B. Retaliation Prevention. It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

The District will take reasonable steps to prevent any retaliation against the student who made the complaint (or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school’s investigation, know how to report any subsequent problems and making follow-up inquiries to see if there are have been any new incidents or any retaliation.

C. Alternative Dispute Resolution. At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to: (1) the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases), (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

V. Post Investigative Reviews

Rights of Complainants

A. Internal Review of Initial Harassment Determinations By Complainant.

A complainant or parent of a complainant may request internal review by the District of a designee’s initial determination (following investigation) that harassment has not occurred via written request submitted to the District superintendent. 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 review is requested.

B. Independent Reviews of Final Harassment Determinations By Complainant.

A complainant may request an independent review within thirty (30) days of a final determination if s/he: (1) is dissatisfied with the final determination as to whether harassment occurred, or (2) believes that although a final determination was made that harassment occurred, the school’s response was inadequate to correct the problem.

The complainant shall make such a request in writing to the superintendent of schools within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a.(b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school’s investigation.
Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school’s investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.

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. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.

C. Rights to Alternative Harassment Complaint Process. 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 below:

Vermont Human Rights Commission
14-16 Baldwin Street Montpelier,
VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty) (802) 828-2481 (fax)
Email: human.rights@state.vt.us

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor 5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice)
877-521-2172 (tty)
617-289-0150 (fax)
Email: OCR.Boston@ed.gov

Rights of Accused Students

A. Appeal. Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten (10) calendar days of receiving the determination that an act(s) of hazing, harassment and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.

B. Accused Student/Appellant Access to Investigative Reports/Findings. The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school’s determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student’s education records.

VI. Confidentiality and Record Keeping
A. Privacy Concerns. The privacy of the complainant, the accused individual, and 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.

i. Concerns Related to Harassment Complaints. The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student’s name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school’s ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if he or she is afraid of reprisals from the alleged harasser, the school will take steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that his or her name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent with the student’s request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students.

The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an “education record” of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student’s consent.

B. Document Maintenance. The Superintendent or school administrator 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. All investigation records created in conformance with this model policy and model procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees and District/Supervisory Union Central Office for at least six years after the investigation is completed.

VII. Reporting to Other Agencies

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 Vermont Agency of Education. If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.

C. Reporting Incidents to Police

a. FERPA Rights. Information obtained and documented by school administration regarding the school’s response to notice of student conduct that may constitute hazing, harassment and/or bullying may constitute an “educational record” regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.

b. First Hand Reports. 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.

c. Hazing Incidents. It is unlawful to (1) engage in hazing; (2) solicit direct, aid, or attempt to aid, or abet another person
engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person’s authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.

D. Continuing Obligation 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 hazing, harassment and/or bullying.

VIII. Disseminating Information, Training, and Data Reporting

A. Disseminating Information. Annually, prior to the commencement of curricular and co-curricular activities, the District shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. 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. Student Training. The school administrator shall use his/her discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.

C. Staff Training. The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.

D. Data Gathering. Public school districts shall provide the Vermont Agency of Education with data requested by the Secretary of Education.

Legal References:

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d; Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq.; Family Education Rights Privacy Act; 20 U.S.C. §1232g; Public Accommodations Act, 9 V.S.A. §§4500 et seq.; Education, Classifications and Definitions, 16 V.S.A. §11(26); (30)(A)(32); Education, 16 V.S.A. §140(a)(1); Education, 16 V.S.A. §166(e); Education, Bullying, 16 V.S.A. §570c; Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570; Education, Harassment, 16 V.S.A. §570a; Education, Harassment, 16 V.S.A. §570c; Education, Harassment, 16 V.S.A. §570f; Education, Discipline, 16 V.S.A. §1161a; Education, Suspension or Expulsion of Pupils; 16 V.S.A. §1162; Child Abuse, 33 V.S.A. §§4911 et seq.; Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.


First Reading and Approval; January 9, 2018

Second Reading and Adoption: January 23, 2018
Continuum of Behaviors

Generic bullying and harassment

Rude, disrespectful behavior
- Ignoring someone
- Talking down to someone
- Making faces at someone
- Rolling your eyes at someone
- Stearing at someone
- Laughing at someone

Bullying (legal definition)
- Student-to-student ONLY
- For ANY reason:
  - Weight
  - Clothes
  - Where you live
  - Height
  - Age
  - Hair
  - Socioeconomic status
- Happens over a period of time and is repeated
- Need to look at the intent of the alleged bully
- Includes off-campus cyberbullying as of May 2011

However, if there is overt reference to a student's protected category status, treat the incident as possible harassment

Harassment (legal definition)
- Student-to-student AND between students and adults
- Based on ACTUAL OR PERCEIVED student’s or student’s family member’s membership in a protected category:
  - Race
  - Creed (religion)
  - Color
  - National Origin
  - Marital Status
  - Sex
  - Sexual Orientation
  - Disability
  - Gender Identity
- Happens over a period of time and is repeated OR a single severe incident
- Need to look at impact of alleged conduct on the target

Criminal behavior
- Physical/sexual assault
- Hate crimes
- Disorderly conduct via electronic communications
- Cyberstalking

A school can contact the police or advise parents to contact the police but the school should also do its own investigation of bullying or harassment complaints that may have a criminal element.

Refer to police and/or DCF investigations (legitimate reason for delaying start of your investigation)

Tracey Tsugawa, Vermont Human Rights Commission, 800-416-2010 8/5/11
Fireworks or Weapon Possession and False Alarms

**Fireworks** will include the use, distribution, sale or possession of fireworks and/or related equipment.

**Weapons** will include any firearm of any kind, including, but not necessarily limited to: a pistol, rifle, revolver, muzzleloader or shotgun, an explosive of any kind, including, but not necessarily limited to a bomb, grenade, rocket, missile, mine or incendiary device any other implement which could cause bodily injury, including, but not necessarily limited to: a bow and arrow, knife, slingshot, blackjack dagger, cane, metallic knuckles, nunchucks, mace or capsicum spray, dirk knife, Bowie knife, dagger, folding knives, pocket knives, pen knives, jack knives, and 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. Some weapon look-alikes or toys which are used in a threatening manner. Reference Board Policy F19.

**False Alarm(s)** will include willful destruction of life-safety equipment, pull stations, phone calls or other communication indicating false alarms (bomb threats, etc.) See below. **

**Fireworks, Weapons, and False Alarms:**

1st offense: up to ten (10) days suspension, following notification of parent/guardian. Referral to law enforcement agency.

2nd offense: up to ten (10) days OSS and expulsion per board policy. Referral to law enforcement agency.

**A person who initiates or willfully circulates a report or warning of an impending bombing, or other offense or catastrophe, knowing that the report or warning is false or baseless, and that it is likely to cause evacuation of a building, place of assembly, or facility of public transport, or to cause public inconvenience or alarm has committed a serious crime subject to fine, imprisonment, and community service under the direction of the Dept. of Corrections. If a person is underage and does not hold a drivers license, the commissioner of motor vehicles shall delay the person’s eligibility to obtain the drivers license for 180 days for the first offense, and 2 years for the 2nd offense. If the person holds a driver’s license, it shall be suspended for 180 days 1st offense, 2 year suspension for 2nd offense.**

**Suspension and Expulsion of Pupils:**

16 V.S.A. §1162 (a) A superintendent or principal may, pursuant to policies adopted by the school board that are consistent with state board rules, suspend a pupil for up to 10 school days or, with the approval of the board of the school district, expel a pupil for up to the remainder of the school year or up to 90 school days, whichever is longer, for misconduct:

1. on school property, on a school bus, or at a school-sponsored activity when the misconduct makes the continued presence of the pupil harmful to the welfare of the school or for misconduct;
2. 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; or
3. not on school property, on a school bus, or at a school-sponsored activity where the misconduct can be shown to pose a clear and substantial interference with another student’s equal access to educational programs.

**Glossary**

ISS/OSS suspensions - Students are not permitted to attend school functions (dances, practices, games etc.) during the period of suspension.

ISS - In-school suspensions will be assigned “in house” during the school day. During this time the student will be doing school work as assigned by his/her teachers. The day is not counted against the student’s attendance. Refusal to attend an ISS will immediately result in two (2) days of OSS.
OSS - Out-of-school suspensions will have the student removed from the school building and grounds. During the period of suspension, the student is not allowed on school grounds for any reason. Violation of this rule will result in additional consequences. No academic penalties will be assigned. The student has the responsibility to complete all class work during the suspension.

A student may appeal the assignment of an ISS or OSS. He/she will, however, serve either the ISS or OSS when assigned. In most cases the suspension will be served before the appeal process is completed. If the appeal is successful, the student will have the discipline report removed from his/her file.

Non-Discrimination Statement
The Board and its committees are committed to a policy of non-discrimination relating to race, color, gender, sexual orientation, religion, age, health condition, disabling conditions, or national origin. This policy will prevail in all matters concerning staff, students, educational programs and services, and persons with whom the Board does business. Discrimination is any behavior that prevents individuals from achieving their full human potential. Discrimination involves treating persons as members of groups, rather than on the basis of individual capacities or merits.

In keeping with the Board's commitment and the requirements of law, the Board and staffs will strive to remove any vestige of discrimination in employment, assignment, and promotion of personnel; in educational services and opportunities offered students; in location and use of facilities; and in educational materials.

The staff will establish and maintain an atmosphere in which students can develop attitudes for effective, cooperative living, including: Respect for the individual; Respect for socio-cultural differences; Respect for the economic, political, and religious rights of others. The Board and staffs will, as appropriate, work with other institutions and agencies to improve human relations within the schools and in the community.

We Are Required To Tell You This!
Life-Threatening Allergies and Life-Threatening Chronic Illnesses. 16 V.S.A. §563(29) requires school boards to assign an employee to annually inform the parents of students with life-threatening allergies and life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal and/or state statutes and federal and/or state regulations. This includes notice of the provisions of 16 V.S.A. §1387 that permits students with life-threatening allergies or asthma to possess and self-administer emergency medication at school in accordance with a plan of action authorized and developed under the requirements of this statute.3

Wellness Programs: Vermont Statute 16 V.S.A. § 216 requires that we keep you informed about Wellness programs in the school and in the community. We have a wellness committee in the supervisory union that meets on a monthly basis. If you are interested in being involved, please contact Rebecca Fillon. There are also several key contacts within the school who all deal with wellness: Our school nurse, Lon Hiebert; our school counselors, Paul Hoak and Kerin Schmidt; and our PE/Health Teacher, Chris Walling. Please contact any one of them for more information about wellness.

Opting out of Hearing and Vision Tests: Vermont Statute 16 V.S.A. §1422 requires schools annually to test the hearing of students in the PK, K, 1st, 3rd, 5th grades. Parents are permitted to opt their children out of such tests. The procedure for opting out is to write a letter to our school nurse, Lon Hiebert, requesting opting out of testing for your child.

School Reports to the Commissioner, Parents, and Community
A. Annual Student Performance Results 16 V.S.A. § 165(a)(2) requires that each school report to its community, or in the case of a regional technical center, “community” means the school districts in the service region, in a format selected by the school board, the following:
1. Student progress toward meeting standards from the most recent measure taken, § 165(a)(2)(A), 2. Progress toward meeting the goals of the action plan developed for that year, § 165(a)(2)(C), 3. Statistical information about
the school or community that the school board deems necessary to place student performance results in context, § 165(a)(2)(D). 4. A description of how the school ensures that each student receives appropriate career counseling and program information regarding availability of education and apprenticeship program offerings at technical centers, § 165(a)(2)(H). 5. Information on dropout and graduation rates presented in a manner designed to protect student confidentiality, § 165(a)(2)(J), and 6. Data provided by the Commissioner to enable a comparison with other schools, or school districts if school level data are not available, on cost-effectiveness § 165(a)(2)(K).

Financial and Other Information
1. 16 V.S.A. § 563(10) requires that a report on the conditions and needs of the district school system including the following be provided to the electorate at least ten (10) days before the school district’s annual meeting. This report must contain: a. Annual reports from each of the following: the superintendent, supervisory union treasurer, and school district treasurer, b. The balance of any reserve funds established pursuant to 24 V.S.A. § 2804, c. A summary of the town auditor’s report for fiscal years which are audited by town auditors, as required by 24 V.S.A. § 1681, d. A summary of the public accountant’s report if it is a year in which the district’s books were audited by a public accountant, and notice of the time and place where the full report of the town auditor or public accountant is available for public inspection and copying, in compliance with 24 V.S.A. § 1683(a). 2. 16 V.S.A. § 563(11) applies to budgets for school years 2009-10 through 2013-14 (fiscal years 2010-2014): a. Part (A) requires a school board to prepare and distribute annually a proposed budget for the next school year. b. Part (B) states that for fiscal years 2010-2014, if the proposed budget contains education spending in excess of the Maximum Inflation Amount, and the district’s education spending per equalized pupil in the previous fiscal year was in excess of the statewide average, the board must present the budget to the voters by means of a divided question in lieu of another form of budget adoption or vote. A detailed ballot can be found at 16 V.S.A. § 563(11) (B) (ii). c. Part (C) requires the distribution, at least ten (10) days in advance of the budget vote, of a proposed budget for the upcoming year that includes: i. Revenues from all sources, and expenses, including as separate items any assessment for a supervisory union of which it is a member, and any tuition to be paid to a technical center, ii. The specific amount of any deficit incurred in the most recently closed fiscal year and how it was or will be remedied, iii. The anticipated homestead tax rate and the percentage of household income used to determine the income sensitivity in the district, broken down to include rates attributable to union school and supervisory union assessments, and iv. The definition of “education spending,” the number of pupils and equalized pupils, and the amount of spending per equalized pupil in the proposed budget and in each of the prior three years.

FERPA Policies or the Family Educational Rights and Privacy Act: FERPA is a federal law designed to protect the confidentiality of student records and the school district must comply with this law, as well as a similar state law. When the school administrator contacts a parent about the school district’s response to a disciplinary incident, he/she may discuss information about an investigation and corrective action taken, but only to the extent that it may be done without disclosing information about any other students. (FERPA) FERPA, 20 U.S.C. § 1232g as implemented in 34 C.F.R. Part 99, requires annual notification to parents or eligible students of their rights under the Act. Such notice must include that parents or eligible students have the right to: a. Inspect and review the student’s records, b. Seek amendment of the student’s education record that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights, c. Consent to disclosure of personally identifiable student information, except as provided in 34 C.F.R. § 99.31, and d. File a complaint with the United States Department of Education under 34 C.F.R. §§ 99.63 and 99.64 if they believe the educational agency or institution has failed to comply with the Act. Additionally, the annual notice must include: e. The procedure for exercising the right to inspect and review education records, f. The procedure for requesting amendment of the records under 34 C.F.R. § 99.20, and g. If the educational agency or institution has a policy of disclosing records under 34 C.F.R. § 99.31(a)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

The Protection of Pupil Rights Amendment (PPRA) PPRA, 20 U.S.C. § 1232h as implemented by 34 C.F.R. Part 98, protects the rights of parents and students in two ways. First, the PPRA ensures that all instructional materials intended for use in connection with any survey, analysis, evaluation, or other research or experimentation program, are available for inspection by a student’s parent or guardian. Second, it requires schools or contractors to obtain written parental or student consent before requiring a minor student to participate in any such survey, analysis, or research program. Local education agencies (LEA) are required to adopt policies regarding the PPRA, in
consultation with parents. In addition, the LEA must provide notification of those policies to parents or eligible students, and the opportunity for the student to opt out, at the beginning of every school year, and within a reasonable time after any substantive amendment to the LEA’s PPRA policies.

**Protection of Pupil Rights Act:** Our School District policy on the protection of pupil rights is included in this handbook.

**New Americans:** We have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children we care for, and our families. Under Federal law, undocumented children and young adults have the same rights to attend public primary and secondary schools as do U.S. citizens and permanent residents (Plyer vs. Doe, 457 U.S. 202 (1982). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure their feel safe, supported and welcomed.

Public school may not:

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

**Section 504 Grievance Procedure** (requiring schools to notify parents that the schools do not discriminate on the basis of a handicap and that there are procedures to address this)

**Grievance Procedures and Dissemination of the Policy** are all addressed in our school policy on Non Discrimination. It is included in this handbook.

**Notices to Parents Under the No Child Left Behind Act:** No Child Left Behind Act (NCLBA) Local education agencies are required to notify parents in a variety of circumstances. Here are a few of the more significant ones: a. 20 U.S.C. § 6311(h)(2)(A)(i) requires local education agencies receiving Title I assistance to prepare and disseminate to all parents an annual “report card.” At minimum, it must contain the number and percentage of schools identified as needing improvement, for how long they have been so identified, and information on how students achieved on state assessments compared to students in the state as a whole. b. 20 U.S.C. § 6316(b)(6) requires a local education agency to notify parents of children in attendance “promptly” that its school has been identified as a school in need of improvement with an explanation of what it means and what will happen as a result, as well as notifying parents of the option for public school choice (where available) and supplemental educational services. c. 20 U.S.C. § 6311(h)(6) requires notice by a school district receiving Title I funds at the beginning of the school year to the parents of each student regarding the qualifications of the school’s teachers. The notice is to include the right of parents, upon request, to obtain information as to whether the child’s teacher has met state qualifications and licensing criteria, whether the teacher is teaching under a waiver or provisional license, and what the major of the teacher was in his or her baccalaureate degree. If the child receives services from a paraprofessional, the paraprofessional’s qualifications must also be furnished. And, the notice will also contain a statement as to whether the student will be taught by a teacher for four or more consecutive weeks who has not met the federal requirements for “highly qualified teacher.” Finally, this notice must also alert parents to their right to obtain information as to the level of achievement of their child in each of the state’s academic assessments. d. 20 U.S.C. § 6312(g)(1) provides that parents of students who are of limited English proficiency must be notified not later than 30 days after the beginning of the school year that their child has been identified as in need of services. The statute contemplates a very specific and detailed listing of information to be provided in an understandable manner to the parents of the child. e. 20 U.S.C. § 6318(a)(2) requires each local education agency with Title I schools
to “develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy.” Again, the required content of the policy is to be spelled out in great detail in the statute.

Notices Under the Individuals with Disability Act:
(IDEA) 20 U.S.C. §§ 1400, et seq., as enacted in Part 300 of the C.F.R., requires notice to parents in a variety of ways, including the following: a. Section 300.111 Child Find: Vermont has policies and procedures in place incorporating IDEA child-find requirements, including notifying the public of the availability of special education services for eligible children aged 3 to 21 years. Similar provisions address child-find for students from birth to age b. Section 300.503 Prior Notice: IDEA requires written notice to a parent of a student with disabilities within a reasonable period of time prior to a school district either proposing or refusing to initiate or change the identification, evaluation, or educational placement of a student, or the provision of a free, appropriate, public education (FAPE) to a student. c. Section 300.504 Procedural Safeguards Notice: A notice of “procedural safeguards” must be provided one time per school year, except that a copy must also be given to the parents: i. Upon initial referral or parent request for a special education evaluation, ii. Upon receipt of the first due process complaint in a school year, iii. Upon receipt of the first State complaint in a school year, iv. In accordance with the discipline procedures in 34 C.F.R. § 300.530(h), or v. Upon request by a parent. The contents of this notice must include a full explanation of all procedural safeguards available under the IDEA.

Civil Rights Provisions: Recipients of federal funds, including education agencies and institutions, are required to make available information regarding the applicability and compliance of the recipient’s programs with the nondiscrimination requirements of the Civil Rights Act, as amended. Title VI of the Civil Rights Act of 1964 prohibits discrimination generally on the basis of race, color or national origin. National origin discrimination includes discrimination on the basis of limited English language proficiency. Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment on the basis of race, sex, national origin and religion. Title IX of the Education Amendments of 1972 prohibits discrimination generally on the basis of sex in educational programs or activities receiving or benefiting from federal funds. The US Department of Education has issued guidance indicating that sex discrimination includes discrimination on the basis of sexual orientation. Recipients must designate a Title IX coordinator and must publish their grievance procedures with respect to discrimination on the basis of sex. Additionally, each recipient must “implement specific and continuing steps to notify...students and parents of elementary and secondary school students...that it does not discriminate on the basis of sex in the educational program or activity which it operates, and that it is required by Title IX not to discriminate in such a manner.” The latter section requires publication of this notice in a variety of ways, including in bulletins, catalogs, or application forms. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability by recipients of federal funds. Section 504 requires recipients to designate 504 coordinators, adopt a grievance procedure, and to provide notice to students, parents, employees, unions and professional organizations that the school district does not discriminate in admission or access to or treatment or employment in its programs or activities. This notice must be included in any materials or publications given generally to participants, applicants or employees and it must inform them of the grievance procedure and identify the 504 coordinator.

Concussion Guidelines
The Vermont legislature enacted Act 58, Sections 39-41, (16 V.S.A. §1431) setting new requirements for public and approved independent schools that are intended to prevent students with undiagnosed or untreated concussions or other head injuries from prematurely participating in recreation or school sponsored athletic activities. The Commissioner and the VT Principal’s Association were required to develop statewide guidelines and other materials designed to educate coaches, youth athletes and their parents and guardians about the nature and risk of concussions and other head injuries, the risks of premature participation in athletics after sustaining such an injury and the importance of evaluation and treatment by a qualified health care provider. Further details regarding these new concussion requirements can be directed to the Athletic Director.

Seclusion and Restraint The Vermont State Board of Education rules on seclusion and restraint went into effect on August 15, 2011. These rules, linked below, require public and approved independent schools to annually, at or before the beginning of each academic year, inform parents of enrolled students of the requirements pertaining to the
use of physical restraint and seclusion, and of the Vermont preference for the use of positive behavioral strategies and supports in order to avoid the use of physical restraint or seclusion to address targeted student behavior. This year, the Vermont Legislature exempted active duty “law enforcement officers,” who are certified pursuant to 20 V.S.A. § 2358, from the State Board of Education rules on seclusion and restraint. This provision became effective upon passage, and applies to both full-time and part-time state police officers, municipal police officers, sheriffs and constables. The State Board of Education rules still apply to security guards and retired police officers (who are sometimes called school resource officers but who do not fall within the definition of “active duty law enforcement officers.” With the exception of certified law enforcement officers, persons who impose a restraint or seclusion must report its use to the school administrator no later than the end of the school day, and school administrators must report certain types of restraints or seclusions to the superintendent. The rules require notice to parents within 24 hours of each use of seclusion and restraint, and afford an opportunity for parents to participate in a review of an incident of restraint and seclusion. The superintendent or headmaster (if there is no sending district or LEA) must report to the Commissioner within 3 school days if:
1. There is death, or an injury requiring outside medical treatment or hospitalization of staff or student, as the result of a restraint or seclusion;
2. Physical restraint or seclusion has been used for more than 30 minutes; or
3. Physical restraint was used in violation of State Board of Education rules.
Click here for State Board of Education Rule 4500, sample forms, and related information.
Vermont Department of Education Website: http://education.vermont.gov/index.htm

**School Comprehensive Plan for Responding to Misbehavior:** The Vermont Statute 16 V.S.A. § 8(a) requires schools to adopt a comprehensive discipline plan including procedures for informing parents of school discipline policies, for notifying parents of misconduct and for working with parents to improve student behavior.

**Regarding Fragrance Sensitivity and Expectations:**

Fresh, clean air is one of the most valuable resources of our community and our state. Unnecessary chemicals that infect our air can create health problems for individuals with asthma, chemical sensitivity and other respiratory concerns. As part of the Windham Southwest Supervisory Union initiative, Twin Valley Elementary wishes to promote awareness among students, faculty, staff, parents and community members to this concern and to encourage all to work to create a healthy environment at our school.

The first concern involves chemical fragrances. There is a rising increase of asthma, migraine headaches, and adverse respiratory and neurological symptoms associated with exposure to fragrance products in people who are chemically sensitive. The Institute of Medicine has placed fragrances in the same category as secondhand smoke in triggering asthma in children and adults. Perfumes, colognes, body sprays, and strong smelling hygiene products are common irritants that can affect these individuals. Eliminating the use of these products in school is a key step in creating a healthy environment for all.

Given the above, we ask that students, parents, faculty and staff be aware of these issues and be sensitive to the health needs of others and refrain from the use of these products at school. Additionally, these products should not be brought to school, as they are a potential safety hazard. As needed and appropriate, please discuss this issue with your students. If there are any questions please feel free to contact Rebecca Fillion, Mr. Hoak or Mr. Hiebert.

The second concern involves idling cars, trucks and buses. The Vermont Legislature recently approved Act 48, a law prohibiting school buses from idling on school grounds. Act 48 also requires that the state board of education to adopt a no-idling policy for all vehicles on school property including vehicles belonging to parents, teachers, and visitors. Vehicles that idle before or after school create polluted air around the school at a time when there are many students and adults moving through the area or waiting for rides home. In addition, vehicles that idle at any time during the day create pollution that can enter the school through open windows and air vent systems. Such pollution can affect everyone, not just those with chemical sensitivity or respiratory concerns.
As a result we are asking everyone to refrain from idling vehicles while on school property. Doing so will help us take a major step toward maintaining a healthy environment for all.

We appreciate your collaboration and attention to these two requests. As always, please feel free to contact us with any questions or concerns.

Parent Resource Guide

Education Services
- **Early Education Services** - for families with children younger than school age. Answers any questions regarding child development and helpful in talking with someone about raising a young child. 802-464-1300
- **Head Start Program** - 3 yrs. old by September 1 802-254-3742
- **Pool Learning Center** - Provides a healthy and supportive program, in a natural environment, for children and parents to manage the challenges of Dyslexia. [www.Poollearningcenter.org](http://www.Poollearningcenter.org) 802-464-2500
- **VSAC Vermont Student Assistance Corporation** - information and cool tools to help you save for your child's education. [www.vsoc.org](http://www.vsoc.org) or 800 642-3177
- **Pettee Memorial Library** 802-464-8557
- **Whitingham Free Public Library** - Children's story & craft hour, Rhyme Time 802-368-7506

Health and Safety
- **WRAP Windham/Windsor Recovery Assistance** - Comprehensive drug and alcohol treatment system. Offers services to everyone in Vermont without regard to their ability to pay full fee. 802-254-6028
- **Doctor Dynasaur Program** - Provides health insurance and dental, vision and drug coverage based on income guidelines. 800 250-8427
- **Women's Crisis Center** - works to end physical, sexual, and emotional violence against women and children. 802-257-7364
- **Community Counseling Center** - family, couple and individual therapy available. 802-464-5550
- **Prevent Child Abuse Vermont** - Provide, develop and advance child abuse prevention and treatment programs. 800-244-5373

Mentoring and Parent Involvement
- **The Parent Institute** - encourages parent involvement in the education of their children. The Parent Institute publishes a variety of materials including newsletters, booklets, brochures, and videos. [www.parent-institute.com](http://www.parent-institute.com)
- **Big Brothers Big Sisters** - mentoring programs 802-257-0361
- **H.E.Y. Help Empower Youth** - find out what's happening for kids in Windham County. Explore on going activities, local resources and organizations [www.helpempoweryouth.com](http://www.helpempoweryouth.com) 802-257-0361
- **Report to Parents** - a NAESP publication which offers practical information for parents [www.naesp.org](http://www.naesp.org)
- **Parent Involvement Resource Center (PIEC)** 800-800-400 [www.prevermont.org](http://www.prevermont.org)
What Parents Should Do in Case of an Emergency:

WHAT PARENTS SHOULD DO IN CASE OF AN EMERGENCY

1. Please understand that the safety of your child is our utmost concern. We will, to the best of our ability, do what is necessary to ensure your child is returned to you safely.

2. While you may want to get to your child as quickly as possible, we ask that you do not respond to the school unless directed to do so.
   a) The streets surrounding the school may be blocked by emergency equipment and your efforts to get through them may hamper operations and jeopardize the safety of students and staff.
   b) Staying in the immediate area could possibly block the arrival of further emergency units.
   c) Tune to the local radio stations. Instructions will be provided on where to go in order to pick up your child.
   d) We will send messages via the school alert system (same as how we notify you of snow days) with this information as well.
   e) Officers blocking the streets will also direct you to the location where you can pick up your child.
   f) Predetermined locations have been identified for the reunification of parents and students, but the location of these sites depends on the type of emergency.

3. We realize it is important for you to talk with your child, but we ask that you not use the cell phone to call your child. This will tie up the system, which could also hamper operations. Staff will allow your children to call you, if safe to do so.
   a) After the Columbine incident in 1999, the entire cell phone system in Littleton, Colorado was down for three days due to the overload from the number of calls.
   b) In addition, the sound of a ringing phone may draw attention to the location of students who are hiding and possibly draw a threat to your student.

4. Once at the reunification site, do not leave. We will be sending students to this location as quickly as possible.
   a) Please be patient. The rescue and evacuation of your students may take some time, but this will be done as quickly and safely as possible.
   b) If you leave the reunification site you might pass your child who might be on their way to that location.
   c) If a child is sent to the hospital due to wounds or injuries, that information will be passed on to the reunification site. The staff members there will make efforts to locate parents in order to notify them as to which hospital the child has been sent.

5. Listen to the staff members at the reunification site and the local radio stations. We will provide updated information as often as possible.

6. Prepare to deal with multiple lockdowns. If there is a lockdown at a High School some of the surrounding schools may also be locked down as a safety precaution.

7. Do not try to enter the school or get to your child. If the school is in lockdown you will not be allowed in. The staff members have instructions not to open the doors for anyone except the police. You may also be jeopardizing your own safety.

8. Don't call the police department for information. All members of the department, including Dispatch, will be very busy dealing with the emergency at hand and will not have time to talk or to pass on information.
Continuous Improvement Plan
Continuous Improvement Plan (CIP) 2018-2021

WSWSU: TWIN VALLEY ELEMENTARY SCHOOL

Date: April 3, 2018

Plan Developers: Rebecca Fillion, Trish Appel, Crista Yagjian, Sam Betit, Angel Colford, Brenda Kennedy, Carol Mandracchia, Missy Jutras, Carol Millett, Angie Trudeau, Marilyn Grandy, Tricia Manzke

Assurances:
- Approval of School Board Member(s)
- X Adherence to School Wide Plan Indicators

<table>
<thead>
<tr>
<th>PHASE 1A: Comprehensive Needs Assessment – Assess and Innovate</th>
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Shared Vision: We prepare students with the essential skills and experiences of innovative thinking to cultivate habits of finding new solutions for real world challenges.

| Broad Areas of Focus Based on Data Review: Academic Proficiency; Personalization, Safe & Healthy Schools |

<table>
<thead>
<tr>
<th>Identified Priority Problems: Problems of Practice (link to Data Analysis Worksheet)</th>
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</thead>
</table>

1. Student underperformance of academic proficiency on local and state assessments in core academic areas
2. Inconsistency and lack of depth in Personalized Learning implementation, SU-wide
3. Insufficient response to rising impacts of trauma on learning

<table>
<thead>
<tr>
<th>Root Cause Analysis: Root Cause Analysis (link to Data Analysis Worksheet)</th>
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</table>

1. We believe that root causes of students underperforming on local and state assessments include
   a. A need to strengthen Tier 1 instructional and student engagement strategies

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1 Please attach all relevant documents including the Data that help justify your decisions and conclusions. When writing any investments requesting federal funding for Coaches, the Coaches Job Description, Coaching Service Delivery Plan(s) and Coaching Implementation schedule(s)/timeline must also be submitted.
b. A need to increase the responsiveness of tier two and tier three interventions – including intervention time and strategies
   c. inconsistent assessment practices

2. We believe our SU root causes of inconsistent implementation of engaging and meaningful personalized learning are:
   a. lack of a formal, common process
   b. lack of system-wide professional development
   c. lack of streamlined communication with all stakeholders

3. We believe the root causes of our insufficient response to rising impacts of trauma on learning are:
   a. insufficient understanding of trauma informed instructional and behavior management practices among educators, administrators and stakeholders
   b. increased Adverse Childhood Experiences due to rising poverty, mental health crises, opioid epidemic, etc.
   c. lack of regional and community resources

Theory of Improvement/Action:

1. If we improve Tier 1 (instructional and student engagement strategies), Tier 2 interventions (including intervention time and strategies), and our consistency in assessment practices, then we will see improved student performance on local and state assessment.

2. If we as a SU develop a more formal, common process for personalizing learning, through system-wide professional development, and communicate to engage all stakeholders then we will achieve more consistent implementation of an engaging and meaningful PLP process.

3. If we increase our understanding of trauma informed instructional and behavior management practices we will be able to more effectively respond to the rising impact of trauma on learning.

Data Attached:

- IFR Report: Findings and Recommendations in Academic Proficiency, Personalization, and Safe & Healthy Schools
- SBAC Cohort Growth Data
- NECAP Science Data
- Demographic data:
  - FRL report (showing increase)
  - SPED % report
  - Graduation/dropout/retention data
- TVES Assessment Plan
### PHASE 1B: Prioritized Goals

#### Goal #1

**What do we want to accomplish?**

*EQS Domain (1-5):* 1, 2, 4  
*Sub-Domain (1-20):* 1.1-7; 2.4; 4.1-2, 4.9-10  
*Type of Goal:* New

Improve Tier 1 (instructional and student engagement strategies), Tier 2 interventions (including intervention time and strategies), and consistency in assessment practices in order to improve student performance in demonstrating proficiency on local and state assessments.

#### What change can/did we make that will result in improvement?

1. Ensure use of high-quality, effective, research-based instructional and assessment practices
2. Provide high quality, ongoing professional development to improve Tier 1 instruction to ensure that educators are knowledgeable in content, pedagogy, and collaboration
3. Acquire, and develop capacity to effectively implement, highly engaging curricula for personalized proficiency based learning across content areas
4. Create a coherent system for collecting, analyzing, and reporting data related to student learning
5. Ensure adequate time for Tier 1, Tier 2, and Tier 3 instruction, and collaboration across our Multi-Tiered Systems of Support
6. Provide sufficient academic support personnel
7. Provide coaching staff and mentors to support educators
8. Provide sufficient administrative personnel for managing and developing Multi-Tiered Systems of Support and Proficiency Based Learning
9. Improve implementation of technology integration to increase student engagement and support student proficiency in academic content areas and transferable skills, including supports for proficiency-based practice/progress, remediation/intervention, and enrichment
10. Build in SU/building based professional development days in the school calendar to ensure consistency of training, implementation and goal achievement

#### How will/do we know our change resulted in an improvement?

1. Grade level cohorts will increase average SBAC ELA/Math and Science scale scores to
   a. close gap with average state scale score cohort growth rate and/or expected rate for year-to-year growth to achieve proficiency
   b. OR continue to exceed or match state scale score cohort growth rate and/or expected rate for year-to-year growth to achieve proficiency
   c. OR maintain average scale score achievement above state average scale score and/or expected proficiency cut scores
2. Fewer than 20% of students in each grade level cohort will show “no growth” in their individual SBAC ELA/Math and Science scale scores in consecutive years
3. Gap in growth rate of mean scale scores for low-SES students compared to other students will decrease
4. Aggregate observation walk-through data will show progress in implementing high impact instructional practices

<table>
<thead>
<tr>
<th>Funding Source(s)</th>
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</thead>
<tbody>
<tr>
<td>1. Academic support staff funded locally with additional academic support staff provided via CFP (SWP, Title 1 and Title 2a)</td>
</tr>
<tr>
<td>2. Instructional Coaches funded through CFP (SWP, Title 1 and Title 2a)</td>
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<tr>
<td>3. Extended school opportunities to recover, maintain or exceed proficiency funded through CFP (SWP, Title 1 and Title 2a)</td>
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<tr>
<td>4. Professional development in content pedagogy, assessment, intervention, mentoring, and instructional/curricular leadership funded through CFP (SWP, Title 1 and Title 2a) and additional state grants as available (e.g., BEST Innovation)</td>
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<tr>
<td>5. Time for Tier 2/3 interventions built into school days</td>
</tr>
<tr>
<td>6. Current locally funded assessment tools maintain local funding, and new assessment tools to supplement and enhance current comprehensive assessment system funded by CFP</td>
</tr>
<tr>
<td>7. SU Technology integration director and School District Information technology personnel funded locally</td>
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<tr>
<td>8. Curriculum director’s CFP grant management funded by CFP (SWP, Title 1 and Title 2a)</td>
</tr>
<tr>
<td>9. Software, devices and training for coordinating student, learning, and curriculum data funded locally and with CFP (SWP, Title 1 and Title 2a; Title IV) when allowable</td>
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<tr>
<td>PHASE 1B: Prioritized Goals</td>
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<tr>
<td><strong>Goal #2</strong></td>
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<tr>
<td><strong>What do we want to accomplish?</strong></td>
</tr>
<tr>
<td><strong>EQS Domains &amp; Sub-Domains</strong></td>
</tr>
<tr>
<td>EQS Domain: 2, 4</td>
</tr>
<tr>
<td>Sub-Domain: 2.1-3, 2.5; 4.1</td>
</tr>
<tr>
<td>Type of Goal: New</td>
</tr>
<tr>
<td><strong>What change can/did we make that will result in improvement?</strong></td>
</tr>
<tr>
<td>1. Provide high quality, ongoing professional development to improve teacher and administrator capacity to implement personalized learning, including instructional practices, curriculum design, technology integration, and systems change for increased personalization.</td>
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<tr>
<td>2. Develop common frameworks, goals, and elements for developmentally appropriate personalized learning plans, K-12</td>
</tr>
<tr>
<td>3. Increase or maintain family/caregiver participation in supporting students' personalized learning plans and portfolio demonstrations, including through student-led conferences</td>
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<tr>
<td>4. Increase opportunities for student voice and choice in developing personalized learning options</td>
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<tr>
<td>5. Create opportunities for greater student innovation and engagement through activities such as outdoor learning, genius hour, makerspace, coding, passion projects, etc to increase student interest and/or greater impact on student engagement/participation.</td>
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<tr>
<td>6. Acquire, and increase capacity to deliver, more high engagement curricular options within existing classes/courses and for new programs, including expanding digital options</td>
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<tr>
<td>7. Increase support for student success and interest in engaging with digital learning options</td>
</tr>
<tr>
<td><strong>How will/do we know our change resulted in improvements?</strong></td>
</tr>
<tr>
<td><em>Annual Evaluation of Effectiveness of CIP</em></td>
</tr>
<tr>
<td>1. Aggregate classroom walkthrough data will show progress in offering differentiation, small group, and individualized instruction, as well as voice and choice in learning</td>
</tr>
<tr>
<td>2. Family/caregiver attendance at student-led conferences to share Personalized Learning Plans will remain high (&gt;80%) or increase</td>
</tr>
<tr>
<td>3. Personalized Learning Plans portfolios demonstrate family/caregiver involvement</td>
</tr>
<tr>
<td>4. Website and other documentation will show public communication about common frameworks, goals, and elements for developmentally appropriate personalized learning plans, K-12</td>
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<tr>
<td>5. Programs of study, school/classroom schedules, or other curricular documents will reflect options in response to student interest and/or will include flexible elements to allow for student choice</td>
</tr>
<tr>
<td>6. Students demonstrate greater skill and knowledge in digital citizenship, digital communication, and technology use through personalized learning plans.</td>
</tr>
</tbody>
</table>
| Funding Source(s) | 1. Professional development opportunities provided locally and supplemented with CFP (SWP, Title 1 and Title 2a; Title IV)  
2. Digital curricula options expanded through Open Education Resources and GSuite (formerly Google Apps for Education), with free resources and training, supplemented by CFP SWP, Title 1 and Title 2a; Title IV)  
3. CFP Parent Involvement funds will support family/caregiver events  
4. Local funds will support website development to communicate personalized learning initiative development  
5. Leadership meetings for expanding personalized learning options will be funded through CFP (SWP, Title 1 and Title 2a; Title IV) and other grants (21c, etc.). |
**Goal #3**

**What do we want to accomplish?**

*EQS Domains & Sub-Domains*
- EQS Domain (1-5): 2, 4
- Sub-Domain (1-20): 2.1; 4.1-5; 4.8-9
- Type of Goal: New

Increase our understanding of trauma informed instructional and behavior management practices to more effectively respond to the rising impact of trauma on learning.

**What change can/did we make that will result in improvement?**

1. Develop ways to assess impact of trauma on students, learning, learning environments and teachers, to inform response strategies.
2. Provide high quality, ongoing professional development to improve teacher, staff, and administrator capacity to understand and implement trauma informed teaching strategies, classroom practices, and school wide systems of support.
3. Learn how to communicate with families, school communities, and the public about the impact of trauma on learning, and strategies for response, without stigmatizing or alienating stakeholders.

**How will/do we know our change resulted in improvements?**

- **Annual Evaluation of Effectiveness of CIP**
1. We will share methods for assessing impact of trauma, and for response, in a common SU-wide guidance document (to be developed).
2. Aggregate classroom observation data will indicate progress or significant success in implementing trauma informed teaching strategies.
3. Website traffic analytics, and feedback from public events, will demonstrate community engagement with information, presented or curated by WWSU, on trauma impacts/responses.
4. School Climate surveys will reflect an even greater feeling of safety and security at school among students.

**Funding Source(s)**

1. Professional development opportunities provided locally and supplemented with CFP (SWP, Title 1 and Title 2a; Title IV) and other grants (MAC, etc.)
2. Parent/Caregiver involvement events and communication funded by CFP (SWP, Title 1) and other grants as available
### PHASE 2: Test and Pilot [2018-2019]

Test changes applying iterative Plan, Do, Study, and Act (PDSA) cycles of improvement; *attach PDSA Worksheet(s)* for all cycles. Describe the changes you made during your improvement cycles. Use as many cycles as needed to ensure the change is an improvement ready for implementation.

### PHASE 3: Implement and Spread [2019-2020]

How will you make this change a part of the standard work/process in your context? Apply PDSA cycles for implementation and *attach PDSA Worksheet(s)*. Describe the factors you considered during full implementation.

### PHASE 4: Sustain [2020-2021]

Explain the decisions required to sustain this work/process over time and how resources will be allocated for sustainability.