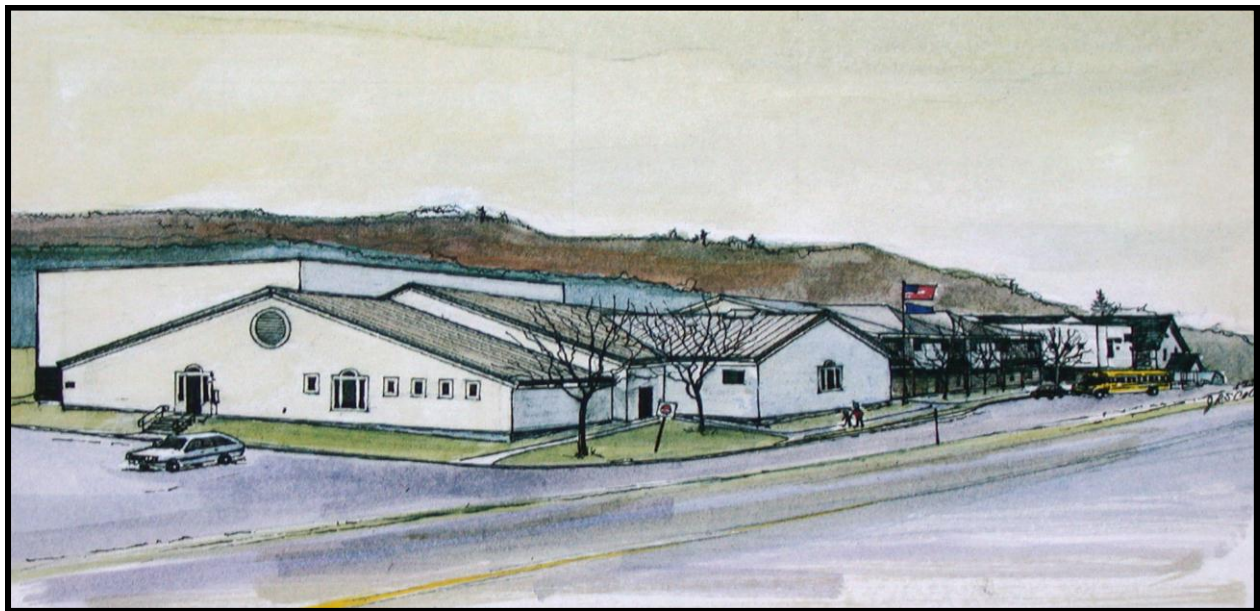


Charlotte Central School Parent / Student Handbook

2011 - 2012



Communication
CHAIN



Dear CCS Families,

We are honored and excited to be part of the Charlotte Central School learning community and look forward to the fast approaching 2011-2012 school year. Committed to building on the tradition of excellence and achievement here at CCS, we look forward to working alongside students, teachers, parents and community members to take our learning to new and exciting places.

We are pleased that you are taking the time to review the information in this handbook with your child and are hopeful that you and your child will find it a helpful resource to refer back to throughout the year.

We welcome your involvement and collaboration in the adventures that lie ahead. Working together as a community of learners there is no limit to what we can achieve together.

Sincerely,

Greg Marino, Co-Principal (PreK-4)

Audrey Boutaugh, Co-Principal (5-8)

2011-2012 Contact Information

Charlotte Central School	425-2771
Student Absence/Tardy Line	425-6688

School Counselors:

Diane Downer (PreK-4)	425-6647
Katherine Batty (5-8)	425-6657

Health Office:

Anna Leavey	425-6644
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School Board Members

The School Board meets regularly on the first Tuesday of the month. Additionally, special meetings are scheduled as needed. Meetings are advertised in the Burlington Free Press and agendas and supporting materials are posted on the CSSU website and announced in the CCS newsletter. (*The Newsletter* is distributed to parents via the *AlertNow* email notification system every Wednesday). Meetings are open and the public is invited to attend.

Clyde Baldwin	ceb@gmavt.net	425-3366
Edorah Frazer	efrazer@cssu.org	425-4937
Lynne Jaunich (Chair)	lmjau@gmavt.net	425-6223
Sue Thibault	sthibault@cssu.org	985-5096
Kristen Wright	kristencwright@mac.com	425-5105

Champlain Valley Union High School	482-7100
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Bet-Cha Transit	1-802-388-7800
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Table of Contents

Introduction / Contact Information	1
Table of Contents	2
School Staff Listing	3
CSSU Staff Contact Information	4
The History...	5
Statement of Vision	6
Mission Statement	7
General Information	
Absence	8
After School Program (Live Y'ers)	8
Alcohol & Drug Abuse Policy	8
Assessment of Student Performance	8
Before and After School Guidelines	8
Birthdays	9
Buses	9
Cafeteria	9
Connecting Youth (CY)	9
CY Mentoring Program	9
CY Student Assistance Program (SAP)	10
Dances	10
Dress Code	10
Drug and Alcohol Abuse Prevention Program – Act 51	11
Early Dismissal	11
Educational Support Team	11
Health Office	12
Lost & Found	13
Newsletter	13
Parent Conferences	13
Parent Teacher Organization	13
Parking Guidelines	13
Recess	14
Rights & Privacy of Parents & Students	14
School Closings/Delayed Openings	14
Student Information Sheet***	14
Student Records	14
Support Services	14
Tardiness	15
Telephone	15
Visitors	16
Bullying Prevention Plan	17-20
Discipline Plan	21-50
Annual Notification of 504	45
Annual Notification of Rights of Parents and Eligible Students Concerning Education Records	45
Annual Notification of Designation of Directory Information and Right of Refusal	46
CSSU Policies	46-59

CHARLOTTE CENTRAL SCHOOL STAFF

Co-Principals: Greg Marino (PreK-4), Audrey Boutaugh (5-8)



Administrator: Connie Engle

School Administrative Assistant: Naomi Strada

Bookkeeper: Martha Edwards

Receptionist: Jane Akin

KINDERGARTEN

Beth Adams K
Chris Schillhammer K

VOYAGERS

Michelle Filardi 1
Monica Lubic 1

ADVENTURERS

Colleen Brady 2
Peggy Coutu 2
Kris Gerson 2

ARCHITECTS

Ena Jesset 3
Kathy Lara 3
Leslie Thayer 3/4

NAVIGATORS

Cher Feitelberg 4
Tom Scatchard 4

ALPHA

David Baird 5
Mary Muroski 5
Christa Duthie-Fox 6
Maureen Little 6
Bob Tiplady 6

OMEGA

Matt Lutz 7
Nancy Matthews 7
Sarah Pierson 7
Kristen Rathbun 8
Mary Tierney 8
Leslie Williams 8

WORLD LANGUAGE

Meira Lifson 1- 4 Spanish
Tica Netherwood 5-8 Spanish
Sarah Pierson 5-8 French

SCHOOL COUNSELORS

Diane Downer PreK-4
Katherine Batty 5-8

LIBRARY

Heidi Huestis, Library Media Specialist
Claire Aube, Assistant

ART

Lynn Cluff – K-2
Alice Trageser – 3-8

MUSIC

Allyson Ledoux (music/chorus)
Andy Smith (instrumental)

PHYSICAL EDUCATION

Justin Bissonnette K-4
Robyn Davis 5-8

LITERACY ROOM

Shannon Spellman
Nana Boffa, Assistant
Katie Carleton, Assistant

MATH COORDINATOR

Pam Piper
Amy deGroot – Math Assistant

TECHNOLOGY

Ed Bianchi, Technology Educator
Nancy Myrick, Technician

Planning Room Facilitator

Mike DiNicola

STUDENT ASSISTANCE PROGRAM (SAP)

Margo Austin

MENTORING COORDINATOR

Bethe Ogle



Stephanie Barton, Special Educator
Allison Carr, Special Educator
Maureen Delaney, Speech & Lang. Pathologist
Heidi Bouchard, Special Educator
Connie Engle, Speech & Lang. Pathologist & Special Education Administrator
Anne Mason, EEE Coord. (Pre-K)
Doug Pierson, Special Educator
Kathie Wagner, Administrative Assistant
Nancy Wood, Speech & Lang. Pathologist

PARAEDUCATORS

Sharon Alessi Donna Fraser-Leary
Brenda Gaulin Timothy Gazo
Alexis Krech Gerry Leckerling
Karen Small Terri Thibault
Josh Wolyne

HEALTH OFFICE

Anna Leavey, RN

CAFETERIA

Elizabeth Skypeck, Manager
Helen Bora
John Gallagher
Barb Zimmerman

CUSTODIANS

Dave LeBlanc – Head Custodian
Dale Durant
George Gosselin
Terri Metcalf
Bill Schmidt

BUS DRIVERS OF BET-CHA TRANSIT

Marc Beaupre – Purple
Tom Bove – Green
Linda Fountain-Provost – Orange
Brenda Gaulin - Blue
May Loyer – Red
George Roberts - Pink

CHITTENDEN SOUTH SUPERVISORY UNION

Charlotte Central School is a member of the Chittenden South Supervisory Union located at 5420 Shelburne Road, Suite 300, Shelburne, VT 05482. There are five towns comprising CSSU: Charlotte, Hinesburg, Shelburne, St. George, and Williston. Each town serves its K-8 students locally. Grades 9-12 are served at Champlain Valley Union High School in Hinesburg.

Executive Administration:

Superintendent	Elaine Pinckney	epinckney@cssu.org	383-1224
Exec Assistant to the Superintendent	Sandy Raymond	sraymond@cssu.org	383-1224
Director of Curriculum	Molly McClaskey	mmeclaskey@cssu.org	383-1213
Admin Asst to Curriculum Director	Kathy Delman	kdelman@cssu.org	383-1236
CSSU Data Manager	Cameryne Kelley	ckelley@cssu.org	383-1229

Student Services:

Dir of Student Support Services	Meagan Roy	mroy@cssu.org	383-1217
Admin Assistant for Student Services	Wendy Clark	wclark@cssu.org	383-1235
Dir of Psychological Services	Cindy Cole	ccole@cssu.org	383-1225
School Psychologist	Miriam Stoll	mstoll@cssu.org	383-1245
School Psychologist	Kate Wisse	kwisse@cssu.org	383-1246
School Psychologist	Katie Kennedy	kkennedy@cssu.org	383-1244
School Psychologist	Ginger MacDonald	gmacdonald@cssu.org	383-1130
CY Grant Administrator	Dayna Scott	dscott@cssu.org	383-1211
CY Program Director	Christine Lloyd-Newberry	clnewberry@cssu.org	383-1230
FIT-Early Interventionist	Melissa Hendrickson	mhendrickson@cssu.org	383-1216
FIT-Early Interventionist	Kristen Eisensmith	keisensmith@cssu.org	383-1226

Fiscal Services:

Chief Operations Officer	Bob Mason	bmason@cssu.org	383-1215
Admin Asst for Fiscal Services	Tammy Anthony	tanthony@cssu.org	383-1238
Fiscal Services Coordinator	Joyce Bove	jbove@cssu.org	383-1223
Director of Budget & Finance	Michael Nadeau	mnadeau@cssu.org	383-1214

Human Resources:

Director of Human Resources	Cindy Koenemann-Warren	ckwarren@cssu.org	383-1233
Admin Asst to HR Director	Kathy Delman	kdelman@cssu.org	383-1236
HR Admin Asst	Betsey Sessions	bsessions@cssu.org	383-1220
Payroll & Benefits Coordinator	Melinda Marshall	mmarshall@cssu.org	383-1222
Payroll/Benefits Assistant	Stephanie Davis	sdavis@cssu.org	383-1221
Payroll/Benefits Assistant	Tim Terhune	tterhune@cssu.org	383-1212
Benefits Assistant	Rosanne Hedges	rhedges@cssu.org	383-1218
CO Admin Asst/Director of First Impressions (Receptionist)	Ellie Carpenter	ecarpenter@cssu.org	383-1234 (reception) VM: 1231 (Calls for Ellie only)
CSSU Staff Wellness Coordinator	David Peckinpugh	dpeckinpugh@cssu.org	383-1249

Technology:

Director of Network Services	Mike Kanfer	mkanfer@cssu.org	383-1247 or 879-5899
Network Administrator (WSD)	Nancy Colbourn	ncolbourn@cssu.org	879-5878
Network Administrator (CVU)	Matt Vile	mattv@cvuhs.org	482-6957
Technology Integrationist	Jessica Wilson	jwilson@cssu.org	383-1237

THE HISTORY...

In 1791, just seven years after the first permanent settlers arrived in Charlotte, the town was divided into seven school districts. By 1868, the number of districts had grown to fourteen to accommodate the expanding population. Each district had a small one-room structure, heated by a wood stove. Usually one teacher, often younger than some of her pupils, coped with all subjects from reading to algebra. The limited number of books was rotated among the schools. Each family with school-age children was expected to board the teacher free for a month as part of its support of education. Parents often took turns providing a hot lunch at noon, which the teacher kept warm on the wood stove.

As the number of students fluctuated over the years, some of the old schoolhouses closed. By 1948, only nine districts remained. With the student population fluctuating and state education regulations changing, the school board proposed a central school facility to provide for the education of all the town's children in one location. The building was constructed in 1949 and student transportation became a must. The town hall was used for physical education and for a school cafeteria.

As the school population increased, building an addition to the town hall provided three more classrooms. Town offices occupied this space for many years. Then, in 1969, another building was constructed joining the original building with the town hall. This construction provided a total of twenty-two classrooms and a library as well as connecting the school to the town hall so students would not have to go outside to go to physical education classes or to the cafeteria.

Another construction project was completed in 1987. The old gym was converted to a spacious library, two classrooms sprouted from where the library used to be, and a new gym, art room, music room and industrial arts/home economics space were added to the east side of the building.

By 1995, we had exceeded the capacity of our facility. The community passed a bond in November, 1995 and construction commenced in May, 1996. This major renovation and addition project gave us a second story to house our middle level students; it also provided us a full-size gymnasium and a multi-purpose room that serves as a performing arts center, a primary physical education space and a team meeting area. There is a new science lab, as well as additional spaces for art, music, and French. In addition, many renovations were completed that improved the quality of learning areas and workspaces for our students and staff.

By 2009, the 1949 section of the building was showing significant signs of age. After repairs and renovation to the existing structure were explored, a bond was proposed to the community. The community passed a bond and the decision was made to raze the 1949 building, and construct a new, more energy and space efficient facility in its place. The demolition of the '49 building began in July of 2010, with construction on the new facility quickly following. Students and Staff were able to occupy the other sections of the building throughout the 2010-2011 school year while the construction of the new wing proceeded. The project was completed on time in June, 2011 with the new wing officially opening in September, 2011. The new space houses 3 classrooms, elementary and middle level school counselor offices, special education offices and small group instructional spaces, as well as new staff and student restrooms!

**CHARLOTTE CENTRAL SCHOOL
STATEMENT OF VISION**

1. Education is the purpose of Charlotte Central School. Here all students develop the ability to become competent, caring, productive and responsible citizens who can effectively participate in an ever-changing global society.
2. Charlotte Central School respects and values the uniqueness of each student's learning styles and needs. A learning environment that promotes intellectual, social, emotional and physical development is provided for every student.
3. Charlotte Central School provides a safe, supportive, stimulating and non-discriminatory climate that nurtures student success and self-esteem.
4. The educational program at Charlotte Central School stimulates students to think creatively and critically and to develop the skills necessary to become life-long learners. Opportunities to work independently and to practice group skills are provided.
5. Students at Charlotte Central School are active and responsible learners in the educational process. Each student is enabled to achieve his or her full potential. Independent thought and risk taking in learning are nurtured.
6. Students at Charlotte Central School will develop the Essential Behaviors for Learners and gain proficiency in the content and skills of a developmentally based curriculum that includes the following areas:

Language Arts	World Language
Mathematics	Fine and Performing Arts
Science	Practical Arts
Social Studies	Physical Education
Technology	Health and Guidance
Emerging areas of knowledge	

Charlotte Central School promotes active exploration as a means of acquiring knowledge and skills in all these areas.

7. At Charlotte Central School, there are clearly defined procedures for assessing student progress. Factors affecting the ability of children to learn, such as programs, personnel, resources and facilities are regularly assessed.
8. There is a strongly supportive environment for administrators, teachers and staff at Charlotte Central School that provides opportunities for staff development and time for communication and planning. Effective leadership, sound organizational structure, a commitment of resources and community involvement creates a positive atmosphere that is conducive to learning.
9. Charlotte Central School is an integral part of the community. Implementation of this vision requires the continuing mutual support and cooperation of teachers, administrators, school board, parents, students and the community.

The following Mission Statement was adopted by the School Board June 15, 1993:

Mission Statement

The mission of Charlotte Central School is to provide an educational experience that promotes academic excellence and enables each student to develop confidence and the knowledge, skills, and behaviors necessary to become a competent, caring, productive, and responsible citizen.

The Charlotte Central Mission Statement guides the work of the entire Charlotte Central staff.

The Charlotte Central Statement of Vision gives further definition and specificity to our work.

All teachers will work to support each student on his/her journey of achieving the standards that have been set for the various disciplines. Teachers and students are organized into teams. Research has documented positive benefits of teaming for both students and teachers. Students on a team are the beneficiaries of the expertise of several teachers, as compared to a singular teacher. There also exists more opportunities for groupings of students according to abilities and interests. Students develop a sense of identity and community with their team. For teachers, teaming facilitates professional development through constant interaction with colleagues. Units of study are developed collaboratively utilizing the collective, creative, knowledgeable ideas of all the teachers. Teachers share ideas in areas such as methodology and assessment. Scheduling common planning time for teams of teachers, results in more thoroughly planned coherent learning experiences for students. Lastly, teachers can share their knowledge and insights about all the students with each other. This results in teachers being better able to be responsive to the specific, individual needs of children.

The following section is a description of the teams at Charlotte Central School. There are nine classroom teams, a Student Support Team, and an Expressive Arts Team. While teams may vary somewhat in methodology (the specific ways in which they reach the goals), the driving forces behind all of their decisions are common: the Mission Statement, the Charlotte Central Statement of Vision, and our standards and grade level expectations.

GENERAL INFORMATION

ABSENCE

CCS must account for every enrolled student each day of the week. An absentee reporting procedure is in place to assist us with this procedure. **If a child is to be absent, a parent must report that anticipated absence by 7:30 am** the day of the absence. An automated voice mail system has been established for this purpose. We have designated this line for this particular purpose in order to leave the main office line available for incoming business calls. **The absent reporting line is 425-6688.** Parents are asked to schedule any medical appointments or special lessons for out-of-school hours. If this is not possible, a note of explanation should be brought to the teacher the day before the student is to be absent. On occasion, students have wonderful learning opportunities made available to them through travel. If your child will be out of school for an extended period of time, the permission of the Principal is required. **It is in your child's best interest to avoid being absent during the Standardized Testing Window (see Assessment section below).** Please advise all of his/her teachers in advance. Your child's learning can be enhanced by suggestions or assignments made by our teachers.

AFTER-SCHOOL PROGRAM

The Greater Burlington YMCA offers an after-school program (for students in grades 1-6; kindergarteners may participate in this program beginning in January 2011). The hours for "Y After School" at CCS are from dismissal to 6:00 pm on school days. For information call the YMCA at 862-9622.

The YMCA is now also offering a "Y After K" program for our kindergartners during the half-day portion of the year, September through December. For students who have registered for the program, supervision and activities are provided on the school premises by YMCA staff, from 12:00 – 3:00 on school days.

ALCOHOL & DRUG ABUSE POLICY

Charlotte Central School recognizes that substance abuse and dependency are treatable health problems, not restricted to any group or age, and are primarily the responsibility of the home and the community. The school shares in this responsibility in the following areas: prevention (education), intervention (identification, referral and support for those students attempting to change patterns of use that interfere with overall school performance), and provision of a safe and orderly environment.

Charlotte Central School Directors have adopted a substance abuse policy, which applies to any occurrence on school property or at a school sponsored event. It clearly prohibits the purchase, use, possession, sale or distribution, being under the influence, or showing evidence of having used alcohol or drugs of any kind, or possession of devices specifically or reasonably associated with alcohol or drug use. Parents are notified immediately in the event of a violation. This policy is located within the CCS Discipline Plan section.

ASSESSMENT OF STUDENT PERFORMANCE

CCS has a comprehensive assessment plan which can be viewed on our website. Reminders and updates about test dates will be included in the CCS newsletter, with suggestions for parents to help deal with the natural anxieties that some children may experience. Test results are mailed to parents. Teachers are always available to discuss individual results. In addition, there is a presentation of school results at a School Board meeting

BEFORE SCHOOL/AFTER SCHOOL GUIDELINES

Students who are privately transported are asked to arrive at 8:00 a.m. and enter through the cafeteria door or the MPR Lobby door. Students who wish to eat breakfast, are participating in Concert Choir, or are dropped off for early supervision in the Library, may enter the **CAFETERIA DOOR ONLY** between 7:30 & 8:00 am. Students who participate in the Stage Band may be dropped off at the East-end doors between the hours of 7:25 – 7:40 only. The East-end doors will be locked on Tuesdays and Thursdays at 7:40 and will not be accessible on Mondays, Wednesdays, and Fridays in the morning. School will be dismissed at 2:55 p.m. Students are expected to go home on a bus, proceed directly to an extracurricular activity, or wait for their ride at the cafeteria or MPR Lobby doors.

BIRTHDAYS

Your child's birthday will be announced on the intercom during morning announcements. S/he will be invited to come to the office to receive a birthday pencil and good wishes! We announce summer birthdays beginning in May. Each classroom has its own way of recognizing birthdays. Please check with the teacher if you wish to bring in a special snack or surprise.

BUSES

Riding the school bus is a privilege and may be withdrawn from any student who, in any way, hinders the safe operation of the buses or otherwise behaves inappropriately. Students are assigned to a bus stop and must board at that stop and are returned to that stop after school. Any request to ride a bus or to be discharged at a stop other than as assigned must be made in writing by the parent. Notes are to be submitted to the office prior to 9:00 a.m. on the requested day. Please see the behavioral expectations chart on page 21 for Bus Expectations.

CAFETERIA

CCS participates in the National School Lunch Program. The cafeteria serves breakfast and lunch daily in accordance with NSLP nutritional guidelines. Free and reduced lunch applications are available throughout the year. Eligible children will receive breakfast and lunch at no cost and the process is confidential. Call Elizabeth Skypeck at 425-6651 for more information, and check our webpage on the CCS site.

CONNECTING YOUTH (CY)

Created in 1990, CY is a community based organization whose mission is to promote a culture that develops in our youth the power and conviction to make healthy choices. CY is dedicated to promoting a safe and healthy environment for our youth. As a collaborative, community-based organization, we are comprised of partners, students, educators, law enforcement, medical professionals, businesses and other groups in the communities of Charlotte, Hinesburg, St. George, Shelburne, and Williston.

CY is run by a volunteer Board of Directors as well as full and part time staff. Most of CY's funding comes from grants with support from the Chittenden South Supervisory Union and generous donations from individuals and businesses committed to its mission.

CY helps to sponsor a variety of prevention programs including the CY Mentoring Program, the Student Assistance Program, Guiding Good Choices and Staying Connected to Your Teen parent education programs, Leadership Education - The Anti-Drug (LEAD) groups for 6th - 12th graders, Vermont Kids Against Tobacco (VKAT), the See Why Theater Improv Troupe, an annual "Aw Shucks" Volunteer Recognition Night, the CVU Summer Camp and ACCESS to CVU programs, as well as prevention and wellness trainings for the community.

CY staff located at Charlotte Central School are Margo Austin, Student Assistance Professional (SAP) and Bethe Patrick-Ogle, Mentoring Coordinator. For more information, please call CY Program Director, Christine Lloyd-Newberry at (802)383-1230 or by e-mail at cnewberry@cssu.org. We also invite you to check out CY online at www.seewhy.info and on Facebook at www.facebook.com/connectingyouth.

CY MENTORING PROGRAM

The CY Mentoring Program serves fifth through eighth grade students at Charlotte Central School who are looking for an additional positive role model in their lives. Mentoring matches are made only with the support of the student and his or her family and support room teacher. Mentors and their student mentees spend a regularly scheduled hour together each week during the school year, and participate in a variety of activities of their choosing, including board games, arts and crafts, cooking, sports, and conversation. The Program Coordinator, Bethe Patrick-Ogle, can be reached at CCS at 425-6642 or by e-mail at bogle@cssu.org.

CY Student Assistance Program (SAP)

The Student Assistance Program (SAP) at the Charlotte Central School is available to assist middle school students in making healthy choices. The SAP Counselor at Charlotte is available to offer general support and information for a variety of issues facing young people today. The SAP Counselor is also on hand to help students with tobacco, alcohol and drug prevention or other related issues. SAP Counselor's responsibilities include:

- giving educational presentations to students and community groups
- promoting statewide campaigns about making healthy choices & tobacco prevention
- supporting individuals and groups of students who need information, support or are affected by their own or someone else's use of alcohol, tobacco or other drugs.

Referrals to the SAP Counselor can be initiated by faculty, staff, and students are all welcome to approach the SAP Counselor if they are concerned about a student and would like the student to meet with the SAP Counselor. Additionally, students can directly contact the SAP Counselor to get the resources and support they need. By being located within the school, SAP Counselors help to build better linkages among students, their families, school personnel, and community supports. The SAP Counselor at Charlotte Community School, Margo Austin, Med, LADC, is at the school on Mondays and Tuesdays. She can be reached by calling [802-425-6672](tel:802-425-6672) or email her at maustin@cssu.org.

DANCES

Below are some general guidelines that should help students and parents know what is expected before and during the dance.

1. All school rules apply and the dress code will be enforced, including no hats or spaghetti straps.
2. All students are to be picked up at 9:00PM and absolutely no later than 9:15PM.
3. Students from other schools are allowed to attend only with written permission of the CCS principal. This includes students who may have once attended CCS. Guest permission forms must be submitted to the principal by noon on the Wed. before the dance. Guests who do not have prior approval will not be allowed to enter the dance. There is a limit of 2 guests per student. If someone arrives to the dance without prior approval, their parents will be contacted and the guest will not be permitted to the dance.
4. No high school students are allowed to attend the dance.
5. Any student not able to follow the dance rules will call home to be picked up.
6. A student who does not attend school the day of the dance will not be allowed to attend the dance that evening, without the permission of the Principal.

DRESS CODE

Students are asked to dress respectfully and appropriately for school. Guidelines include:

- No sexual references or drug & alcohol advertising on clothing.
- No hats to be worn inside the building.
- Midriff, abdomen, buttocks and cleavage must be covered.
- Undergarments are covered except for spandex as noted below.
- Leggings, spandex and similar apparel must be worn under skirts, dresses, tunics and/ or shorts meeting the measurements indicated below.
- STRAPS must be at least 1" wide.
- SKIRTS, DRESSES, TUNICS and SHORTS must reach the tip of the longest finger.
- SHORTS that reach the tip of the thumb must be paired with spandex worn to reach the longest finger.

Measurements are taken when a student's hands are extended down by sides. The garment must be this length, at minimum, around the whole body. For certain special school events and settings, the administration may adjust the dress guidelines to suit the occasion/activity. Modifications will be made known to students and families in advance of the event.

DRUG AND ALCOHOL ABUSE PREVENTION PROGRAM- ACT 51

Vermont law requires that a sequential alcohol and drug abuse prevention education curriculum be fully implemented in all schools. In K-6 we use a curriculum called "Know Your Body" as the framework and resource for our Health Education. In grades 7&8 a drug and alcohol education program called Life Skills is used.

EARLY DISMISSAL

Any parent or other individual picking up a child during school hours is to report to the office. All students leaving school prior to dismissal are to sign out using the student register at the office window. **Students will be allowed to change their normal after-school destination only when plans have been made at home, in advance, and a note is sent to school indicating the parent or guardian's permission for the change.**

Students who stay after school to work on projects or assignments need to be under the direct supervision of a teacher. Arrangements need to be made for the student to be picked up at the time designed by the teacher. If a student is at school unsupervised, his/her parent will be called.

EDUCATIONAL SUPPORT TEAM (Tier 1)

Kidtalk Meetings

When a teacher or parent has a concern with a student's behavior, social interactions and/or academic achievement these concerns are brought to a Kidtalk. Other teachers on the team, the school counselor, support staff and an administrator attend the Kidtalk meeting. Discussion focuses on the student's school-based and classroom assessments, observations and class work. Suggestions are made to the classroom teacher on research- and standards-based curriculum. The team may decide that consultation to the classroom teacher from the school counselor, special educator, SLP, math and/or literacy coordinator, or enrichment teacher is needed. It may be decided that the student needs small group instruction taught by the classroom teacher or other school staff. A positive behavioral plan may be created with the help of the Planning Room Facilitator and the student may participate in small group or individual work with the school counselor. The Kidtalk plan is reviewed on a regular basis to ascertain its success. If the Kidtalk team feels that more intensive supports are needed an EST meeting is held.

Educational Support Team (EST) (Tier 2)

As part of a system of student support, the Department of Education requires every school to have an Educational Support Team. The Educational Support Team (EST) consists of classroom teacher(s), school counselors, support staff, special educators and an administrator. Teachers will communicate with parents if they believe an EST meeting is needed to request additional resources to meet student needs. Parent input is encouraged and parents are welcome to attend the EST meeting but it is not a requirement in order for services to be provided for a child. In any case, parents will be notified of any services and/or accommodations that result from any plan for their child.

The EST plan can include any of the supports listed under Kidtalk as well as small group or individual instruction that meets with increased frequency and/or intensity, progress monitoring on a weekly or bi-weekly basis, classroom behavior plans, remedial software, or study skills programs, mentoring and/or homework club in the middle level. If after a period of time, data shows that the student is not making adequate progress, a referral can be made for an intensive evaluation by special education staff.

Special Education and Section 504 (Tier 3)

It is best practice to have a Kidtalk and/or EST plan before a referral for more intensive evaluation or intervention. **Special Education** under the **Individuals with Disabilities in Education Act (IDEA)** has clearly defined guidelines and regulations as to who can qualify for these services. Typically only about 5% of the school population will meet the IDEA criteria. This includes students with a disability that is defined in the regulations and needs specially designed instruction that cannot be provided within the school's standard

instructional conditions or through the EST process. Students must be in the lowest 15% of his/her class as shown on three different measures in one of the basic skill areas. For a student to qualify for protection under **Section 504** of the **Americans with Disabilities Act** he/she must have a documented disability and need specific accommodations and/or services that will allow the student access to the educational program.

HEALTH OFFICE

The health office hours are 8:45 a.m. until 3:00 p.m. Monday through Friday. You can reach the CCS Health Office by calling 425-6644. Except in an emergency, students should have permission from their teachers before going to the health office. Any needed CCS medical forms can be printed directly from the Health Office home page on the school website.

Policy on the Administration of Medication by School Personnel

The Charlotte Central School requires the written order (or telephone order followed by a written order) of a physician, and the written authorization of a child's parent or guardian for the school nurse, or, in the absence of the nurse, the principal, or principal's designee to administer medication to any student.

The medication must be provided in a container appropriately labeled by a physician or pharmacist with the child's name, the name and strength of the drug, the dosage, and the time interval the medication is to be taken. If a responsible child, with parent permission, is taking his/her own medication, only the student should carry the medication and it should only be a one-day dosage.

The school will provide a locked cabinet for the storage of medications. Authorization forms will be kept on file in the nurse's office. A log, noting the student's name, the name of the medication, the dosage, and the date and time given, will be kept on file in the nurse's office.

The working philosophy of the Charlotte Central School Health Office is that parents send their children to school believing that the student is healthy and feeling well enough to be at school for the whole school day. Likewise, if they are unsure of their child's health condition, that they will keep them home or communicate the health concerns through a written note or telephone call to the Health Office. Below are some basic guidelines for when a child should be kept home from school due to illness and school policy.

Health Office Recommendations For Health Absences

- Fever (greater than 100°). Your child's temperature should be back to normal (less than 99°) for at least 24 hours before returning to school.
- Coughing (excessive). Your child's cough should be "dry" sounding and easily controlled by a drink of water or cough drop before returning to school.
- Vomiting or Diarrhea. Your child should be able to eat food and drink liquids without vomiting or diarrhea for at least 24 hours before returning to school.
- Red or Draining Eyes. Please keep your child at home and check with a physician to ensure your child does not have conjunctivitis. If being treated for an infection please follow the Infection recommendation below.
- Excessive Nasal Drainage. Please keep your child at home and check with a physician to ensure your child does not have an infection. If being treated for an infection please follow the Infection recommendation below.
- Lice or Nits. Please treat your child's lice and nits with proper medication. Child can return when there are no lice or nits visible for at least 24 hours, with a signed treatment sheet and exam by nurse or principal designee.
- Unusual Rash. Please keep your child at home and check with a physician to ensure that the rash is not contagious. If being treated for an infection please follow the Infection recommendation below.

- Infection. If your child has been tested or treated for any contagious infection, please have him/her stay at home until test results available. If positive for infection, they should have had their medication for at least 24 hours before returning to school. This is to best ensure the infection has not spread and your child does not have a medication reaction/allergic response in school. If medication is to be given at school, please personally give the medicine to the Health Office with the medication permission form. Forms can be found on the CCS website through the Health Office link, under Health Care Forms.

Please help us keep the school safe and healthy by encouraging proper hand washing techniques and basic infection control, such as coughing/sneezing into upper arm or tissue. If your child's illness or injury results in medications being delivered during school hours, note the following from the student medication policy: "All medication has to be delivered and picked up by parent/guardian, be in a properly marked pharmacy container, and be accompanied by the school's permission for medication form with both physician and parent signatures."

LOST & FOUND

Lost clothing, lunchboxes, boots, etc. will be kept in bins at the bottom of the cafeteria stairs for ten days. Any or all items not claimed during this time period will be given to charity. Small items such as jewelry, glasses, etc. are kept in the office. **PLEASE LABEL ALL CLOTHING, BACKPACKS, LUNCH PACKS, SHOES, BOOTS, ETC** and check weekly to see that your child has returned home with all the items s/he brought to school that week. This will help us locate the proper owner and will save a lot of tears.

NEWSLETTER

The *CCS Newsletter* is distributed to school families via the AlertNow notification system each Wednesday. It serves as an important source of information for parents and students. It contains announcements and articles about school happenings and other timely news. Our newsletter can also be obtained by visiting our website; www.ccsvt.us. If you have a school related entry that you would like to include in the newsletter, please submit the entry **electronically** to nstrada@cssu.org by 12:00 p.m. on the preceding Monday. The entry will be given to an Administrator for approval.

PARENT CONFERENCES

Parent conferences have traditionally been scheduled in the fall and spring as part of our student progress reporting system. In addition, conferences have been and will continue to be held whenever parent or teacher deems one necessary. Teams of teachers will collaborate with parents to work out a conferencing system that is mutually agreeable.

PARENT TEACHER ORGANIZATION

The purpose of the PTO is to enrich the school community by providing financial and educational benefits designed to promote constructive interaction between parents, teachers, students and administration. All parents and teachers are automatically members. The PTO sponsors activities, events and programs by providing funds, volunteer support or other resources.

PARKING GUIDELINES

For your convenience we have designated all but three spaces in the front of the school as "Visitor Parking." There is a fire lane that extends from the library to the gym. The state law prohibits parking in a fire lane at anytime. **Please follow traffic arrows & signs and park in designated parking spaces only.** Also, remember, it is against the law to pass a school bus when the red flashing lights are on. This includes our buses when they are standing or parked in front of the school. Violators can receive six points on their license and a \$500 fine!

RECESS

Children have one or two outdoor recesses per day, except on rainy days or in sub-zero weather. All children go out unless recovering from an extended illness or when a physician advises against it. Children should come to school dressed appropriately for outdoor play. Hats, mittens, boots, and snow pants are essential in winter.

RIGHTS AND PRIVACY OF PARENTS AND STUDENTS

The Charlotte Central School Board of Directors endorses the right of parents and legal guardians to inspect and review any and all official records, files and data related to their children and further endorses the protection of individual rights to privacy and confidentiality as outlined by Public Law 93-380, Section 513, "Family Educational Rights and Privacy Act of 1974." If parents are separated or divorced, both parents have the same rights to review student records, receive progress reports, etc., unless a court order provides otherwise. If the provisions of your divorce decree limit the rights of the non-custodial parent, it is your responsibility to provide the school with a copy. Otherwise, the school will afford the same right to both parents.

SCHOOL CLOSINGS/ DELAYED OPENINGS

When weather or other conditions necessitate a delayed opening or the closing of school, announcements will be made on radio stations **WJOY, WOKO, WKOL, WEZF, WXXX, WVMT, WIZN, VPR** as well as **TV Channel 5, WPTZ**. CSSU also uses the **AlertNow** system in notifying families of school closings and delayed openings. Families are asked to listen for radio announcements or await a message recording from the AlertNow system, rather than call the school. ***Please do not call the school when the weather is threatening.*** Rarely, the weather deteriorates after school is in session and a decision is made to close school before the normal dismissal time. In the event of an early closing, many children are uncertain about whether they should go home or elsewhere. You can reduce anxiety by making an "early closing plan" ahead of time and sending it in to your child's teacher. We do have children call you if they are not sure of where to go. Anything you can do to help is appreciated. Early closings are also announced on the radio stations and TV channels listed above. If there is a need to keep Kindergartens all day between September and January and children in the Early Essential Education program due to road conditions, lunch will be provided. **In the event of a two-hour delay, Kindergarten and EEE will be cancelled.**

STUDENT INFORMATION SHEET***

At the start of the school year parents should review, update and sign a "Student Information Sheet" for **EACH** child and return it as soon as possible. In the event of an emergency, it is important that we have the names and phone numbers of two people to contact if we cannot reach parents. **If there is any change in name, address or other information, parents are asked to notify the school immediately.**

STUDENT RECORDS

Parents (or their representatives with written permission from the parents) may review their child's records, but may not take them out of the office. Copies will be made and given to the parents at their expense, if they so request. A request to review your child's records should be made to the office and we will handle the request as expeditiously as possible.

SUPPORT SERVICES

SCHOOL COUNSELING PROGRAM

Counselors: Diane Downer (PreK-4)
Kathy Batty (5-8)

School counseling services, kindergarten through grade eight, are developmentally based and are an integral part of each student's educational experience. The program promotes the emotional, social, behavioral and academic components of the learning process as articulated in the CSSU School Counseling Program Standards.

Services are available for all students, parents and staff. For students, services include: individual counseling, special topic small groups, and classroom sessions which address issues such as strengthening self-esteem, learning social skills, building friendships and accepting differences.

Ms. Downer and Ms. Batty are available for parents to discuss issues about child development, parenting or school-related concerns. A lending library is maintained for parents. The counselors consult with staff regarding individual and group concerns and they attend student/teacher/parents conferences. Both counselors are members of the Charlotte Educational Support Team (EST) and the Child Protection Team (CPT). All are encouraged to call or to visit Ms. Downer and Ms. Batty at any time.

LITERACY SUPPORT

We have a staffed Literacy Room, headed by Shannon Spellman, which provides literacy services to students. As a whole staff, we are getting much better at administering common literacy assessments across grades, collecting that information, and analyzing it to identify students' needs. As we work through this process, classroom teachers, Shannon and administrators will collaborate to develop a plan to allocate our resources in a way that will most effectively serve our students and meet their needs.

SPECIAL EDUCATION



Administrator: Connie Engle

Teachers: Stephanie Barton, Heidi Bouchard, Alison Carr, Maureen Delaney, Connie Engle, Anne Mason, Doug Pierson, and Nancy Wood

Administrative Assistant: Kathie Wagner

A team of full and part-time professionals at CCS provides Special Education services. Para-professionals are also important members of the Special Education team. District level support is available through the CSSU office.

The goal of our team is to provide appropriate services that enable eligible students to achieve their individual educational goals. These services may include: assessment, direct instruction, consultation, teacher and/or parent training, and other support in areas such as academics, communication, social, behavior, and daily living skills. Services are provided within the regular education environment as much as possible. Parents, teachers, and staff all play critical roles in developing and implementing student programs and assessing student progress.

Federal and state laws and regulations define the steps and criteria involved in determining student eligibility, reporting of student progress, and service delivery.

TARDINESS

If you transport your child to school, please be punctual. It is imperative that students are in their classrooms by **8:05 a.m.** Attendance is taken at this time. Typically, the day's schedule is reviewed by the teacher. If your child arrives after this time, s/he will be disrupting the classroom by having the teacher revise attendance, as well as repeat the days' schedule. **Your child will need to report to the office to sign in and receive an admittance slip to class.** Parents are asked to write a note, phone, or stop in the office to excuse their child's tardiness. Tardiness, like an absence, is recorded for reporting purposes by the office staff.

TELEPHONE

The school phone (425-2771) is available for student use for school business or emergency only. **Students will not be allowed to use the school phone to make after-school plans; these should be arranged the day before.** If it is imperative to get a message to your child during the day, please call the office and we will get your message to your child.

VISITORS

Visitors are always welcome at CCS. It is required that visitors sign in at the office and obtain a visitor's pass before going elsewhere in the building. This is to insure student safety, reduce interruption, and expedite visitations. Student visitors are welcome with prior approval of the principal or assistant principal.

Charlotte Central School Bullying Prevention Plan

1. Introduction

In order to comply with Act 117 of 2004, An Act Relating to Bullying Prevention Policies, the Charlotte Central School has developed this Bullying Prevention Plan for use in addressing bullying at school. Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated.

Bullying may involve a range of misconduct that, based on the severity, will warrant a measured response of corrective action and/or discipline. Behaviors that do not rise to the level of bullying, as defined below, still may be subject to intervention and/or discipline under another section of the discipline plan or a discipline policy.

2. Definition

Bullying means any overt act or combination of such acts directed against a student by another student or group of students and which:

- (a) occurs during the school day on school property, on a school bus, or at a school sponsored activity;
- (b) is intended to ridicule, humiliate, or intimidate the student; and
- (c) is repeated over time.

3. Notice of Prohibition Against Bullying and Anti-Bullying Interventions

The Charlotte School District recognizes that students should have a safe, orderly, civil and positive learning environment and that bullying has no place and will not be tolerated in its school. The Charlotte School District shall:

- (a) Include the prohibition against bullying in the student or school handbook and in other ways make students aware of the prohibition against bullying, the penalties for engaging in bullying, and the procedures for reporting bullying.
- (b) Develop strategies for school staff to prevent and intervene in bullying.

4. Reporting, Investigating, and Notifying Parents of Bullying Reports

To address bullying, the Charlotte School District:

(a) Encourages students to report acts of bullying personally or anonymously to the Planning Room Facilitator, teachers and/or school administrators (or other trusted adults such as: parents, school counselors, school nurse, assistants, or bus drivers).² The Charlotte School District has established the following methods for such reporting:

1. Anonymous Reporting: Place a note in the secure lock box located in the library documenting the date, approximate time, location, and nature of the bullying act, as well as the names of the offenders and victims.

and

2. Personal Reporting:

The Charlotte Central School has designated Mike DiNicola, Planning Room Facilitator, at 408 Hinesburg Road, Charlotte, Vermont 05445 (425-2771 Ext. 173) as the primary person to take bullying complaints. Students may also personally report acts of bullying to teachers and/or administrators or other trusted adults as mentioned in (a) above.

(b) Encourages parents or guardians of students to call the Planning Room Facilitator, or file written reports of suspected bullying.

(c) Requires teachers and other school staff who witness acts of bullying or receive student reports of bullying to promptly notify the Planning Room Facilitator or the School Principal. Faculty and staff members will receive training about bullying, reporting, prevention strategies, and consequences.

(d) Requires the Planning Room Facilitator to accept and review all reports of bullying, including anonymous reports. If after initial inquiry, an anonymous or oral report appears to warrant further investigation, the school district shall promptly continue with an investigation. School administrators shall investigate any written reports.

(e) As with any other disciplinary action, requires school staff to notify the parent or guardian of a student who commits a verified act of bullying of the response of the school staff and consequences that may result from further acts of bullying. Consequences could include (but are not limited to) isolation of the bullying student from other students for a specific period of time, based on the incident and history; a written plan for the future will be completed by the bullying student; education about bullying will be provided to the bullying student; possible consequences for future acts of bullying will be made known to the bullying student and his/her parents or guardians.

(f) The educational teams (teachers, school counselor, special educator and paraprofessionals) of the bully and the victim will be notified of the incident as appropriate. To the extent permitted under the Family Educational Rights and Privacy Act, (FERPA), requires school staff to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

5. Data Gathering

The Charlotte School District delegates the responsibility of data collection to the Planning Room Facilitator. S/he shall collect data on the number of reported incidents of bullying and the number of incidents that have been verified and to make such data available to the Commissioner of the Vermont Department of Education and to the public.

1 Conduct that might otherwise be considered bullying but *does not* occur during the school day, on school property, on a school bus, or at a school-sponsored event still may be subject to disciplinary action pursuant to 16 V.S.A. §§1161(a) and 1162; however, such misconduct would not meet the definition of bullying.

2 Any student, who knowingly makes false accusations regarding bullying, may be subject to disciplinary action.

3 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 bullying 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 students other than the student subjected to the bullying.

Appendix A: Quick Reference on Bullying Prevention & Intervention

Possible Strategies for Prevention

- Assess the school environment
- Adopt a comprehensive approach that considers the bully, the target and bystanders.
- Provide bullying prevention and intervention training to all faculty and staff.
- Closely supervise all areas of the school.
- Update discipline plan and procedures; adopt all legally required related policies.
- Utilize multiple means for publicizing clear behavioral standards/rules.
- Consistently and fairly enforce standards/rules.
- Establish an anonymous reporting system.
- Encourage parent and community involvement in bullying prevention.
- Use classroom management techniques for response to classroom behavior and when needed, use appropriate discipline.
- As warranted, refer victims and bullies to school counselors or mental health professionals.

Possible Steps for Intervening in Bullying Situations

- Intervene immediately to stop the bullying.
- Talk to the bully and the victim separately. If more than one student is involved in bullying behavior, talk to each separately, in quick succession. (Expect bullies to minimize [or] deny their actions.)
- Remind the bully about school and classroom rules, reiterate what behavior is expected, and discuss sanctions that will be imposed for future bullying behavior.
- Reassure the victim that everything possible will be done to prevent a recurrence.
- Make other students aware of the consequences of the bullying behavior. Reiterate the school's policy of zero tolerance toward bullying.
- Phone the parents of both the bully and the victim as soon as possible. If possible, involve the parents in designing a plan of action.
- Continue to monitor the behavior of the bully and the safety of the victim.
- Consult administrators, teachers, and staff members to alert them to the problem and to get a better understanding of it.
- If the situation doesn't change, remove the bully – not the victim – from the classroom.

Education World citing the Centre for Children and Families in the Justice System of the London Family Court Clinic. www.education-world.com/a_issues/issues103.shtml

For bullying prevention and intervention, see also:

1. BEST: Building Effective Supports for Teaching Students with Behavioral Challenges. Call Anne Dubie, 656-5775 or visit <http://www.uvm.edu/~cdci/best/>
2. Bullying Strategies That Work, Education World. www.education-world.com/a_issues/issues103.shtml
3. Blueprints for Violence Prevention. www.colorado.edu/cspv/blueprints/
4. Think You Know What A Bully Looks Like? Think Again...National PTA. www.pta.org/bullying
5. Project on Teasing and Bullying, Wellsley Centers for Women. www.wcwonline.org/bullying/
6. A World of Difference Institute. www.adl.org/education/edu_awod/awod_classroom.asp

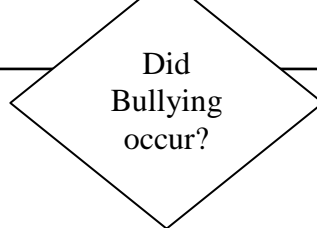
CCS Procedures and Consequences for Bullying Behavior

BULLYING:
 Bullying is a form of dangerous and disrespectful behavior that will NOT be permitted or tolerated.
 An incident of bullying is reported to Mike DiNicola, Planning Room Facilitator.

An investigation begins: Mr. DiNicola and /or Administrator interviews the Complainant, Accused, and Witnesses.

Bullying is unsubstantiated but misconduct may have occurred.

If misconduct is substantiated Planning Room Procedures are followed for type of Offense.



Bullying has been substantiated because the incident meets the following criteria:

- Occurs during the school day, on school property, on a school bus, or at a school sponsored activity.
- Is intended to ridicule, humiliate, or intimidate the student and
- Is repeated over time.

1st Offense: Consequences**

- Success Plan
- Phone Call Home
- Individualized Education about bullying including roles: Victim, Bully, Bystanders
- Staff are immediately notified of incident
- Individualized Education about consequences of further bullying, retaliation, and Zero Tolerance

2nd Offense: Consequences

- Behavior Plan
- Parent meeting
- Removal of or isolation of bully not victim
- Loss of privileges
- In or Out of School Suspension
- School Counselor Referral
- Student monitored closely by staff

**Consequences may differ depending on the individual case and may include but are not limited to the following: Referral to Planning Room and Administrator, Inter-agency referral and planning, Home/School communication, coordination and support, Individualized Education, Failing grades, ISS, OSS, Expulsion, Consideration for placement in alternative program, or Restitution.

CHARLOTTE CENTRAL SCHOOL

DISCIPLINE PLAN

August, 2011

Charlotte Central School's Discipline Philosophy

At Charlotte Central, we believe that all students and staff have the right to a friendly, cheerful, safe, and orderly environment. We also believe that learning is a life-long process. Part of that learning is focused on "the knowledge, skills, and behaviors necessary to become a competent, caring, productive, and responsible citizen." (Charlotte Central School Mission Statement).

The purpose of our school-wide discipline system is to provide an environment that promotes the academic and personal growth of all. The desired outcome is to nurture the development of self-discipline and of the ability to be responsible for one's actions and choices.

In order for our mission to be accomplished, parents must be active partners with the school staff. Everyone must understand the behaviors we agree, as a school community, will lead us to achieving the mission. All students and staff must be part of the process to develop the agreements, which will permeate our culture.

What is PBiS (Positive Behavior Interventions and Supports)

PBIS is a comprehensive 3-tiered approach to implementing positive and consistent student discipline systems in schools. PBIS has been implemented in schools in the majority of states throughout the U.S. A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

Our goal as we implement PBIS at CCS is that all members of our school community will be able to:

SHOW PRIDE IN CCS BY:

- Respecting Yourself
- Respecting Others
- Respecting Property



SCHOOL-WIDE BEHAVIORAL EXPECTATIONS:

Charlotte Central School Behavioral Expectations

Behavioral Expectations	CLASSROOMS	CAFETERIA	RECESS	GYM/MPR	HALLWAY	BATHROOM	BUS
RESPECT YOURSELF	<ul style="list-style-type: none"> • Do your best • Be on task • Be prepared 	<ul style="list-style-type: none"> • Eat your own food 	<ul style="list-style-type: none"> • Play safe • Dress for weather • Play fair 	<ul style="list-style-type: none"> • Do your best • Play safe 	<ul style="list-style-type: none"> • Walk • Be on time to class 	<ul style="list-style-type: none"> • Wash your hands • Flush 	<ul style="list-style-type: none"> • Follow safety rules • Stay in your seat and assigned area • Remain seated when bus is in motion
RESPECT OTHERS	<ul style="list-style-type: none"> • Help others • Stay in own space • Share 	<ul style="list-style-type: none"> • Use quiet voices • Let others join your table 	<ul style="list-style-type: none"> • Include others • Take turns 	<ul style="list-style-type: none"> • Play fair • Share • Include others 	<ul style="list-style-type: none"> • Use inside voices • Be mindful of traffic 	<ul style="list-style-type: none"> • Respect privacy • Use inside voices 	<ul style="list-style-type: none"> • Keep hands to yourself • Keep the aisle clear • Follow the bus driver directions
RESPECT PROPERTY	<ul style="list-style-type: none"> • Clean up • Take only what you need • Return materials 	<ul style="list-style-type: none"> • Clean up table • Stay seated until turn to leave 	<ul style="list-style-type: none"> • Clean up • Use equipment properly • Stay inside boundaries 	<ul style="list-style-type: none"> • Clean up • Use equipment properly 	<ul style="list-style-type: none"> • Admire art on walls • Clean and organize lockers and personal belongings 	<ul style="list-style-type: none"> • Clean up area • Report problems 	<ul style="list-style-type: none"> • Clean up • Respect the interior and exterior of bus property

Development of Alternative Settings or Programs

Students, whose behavior requires placement in the Planning Room, will be subject to the disciplinary procedures required by the school board policy on discipline. In general, a student may be sent to the Planning Room by the Principal or his/her designee for failure to immediately cease any misconduct that disrupts a classroom or other school setting. An assignment will be of short duration, generally less than a full school day. While in the “in-school suspension” section of the Planning Room, the student will be given sufficient academic work that s/he can do independently to allow him or her to successfully return to the classroom.

The Planning Room will not be used when a student’s misconduct requires an out-of-school suspension, except until a parent, guardian, or their designee can pick the student up from school. The due process provisions of the school board policy on student discipline will apply to any suspension.

Consistent Responses to Student Misconduct See Appendix B

1. What are the obligations of responsible adults to respond to specific incidents of student misconduct?

School staff members will respond to minor misconduct in setting over which they have supervisory responsibility such as classrooms, study halls, lunchroom by engaging in a continuum of responses as outlined on Appendix E. Minor conduct generally includes conduct such as failure to remain on task in the classroom, failure to follow an adult’s instructions, and disrupting an activity by interrupting the teacher/responsible adult or other students. Minor misconduct should not be referred to administrators or the Planning Room Facilitator unless the student does not respond to a variety of strategies, which the teacher/responsible adult tries, or the behavior is persistent over a long period of time.

Teachers, staff and other supervising adults must refer student(s) to the Planning Room for the following behaviors:

- Abusive Language (including threats of harm)
- Fighting/Physical Contact
- Overt Defiance/Non-Compliance
- Dress Code
- Vandalism
- Technology Violation
- Harassment
- Hazing
- Bullying
- Skipping Class
- Alcohol/Drugs/Weapons

Other violations of school board policies such as the possession of weapons, or the possession or sale of drugs or alcohol should be immediately reported to the Principal.

2. How will school officials inform responsible adults of their responsibilities under the discipline system adopted by the school?

The Principal will inform teachers and other responsible adults of their responsibilities under the school discipline program. When staff members are initially employed, they will receive copies of the staff and student handbooks, and will be instructed by the Principal or Assistant Principal on the protocols to follow when encountering student misconduct. Prior to the beginning of each school term, in-service time will be devoted to the disciplinary responsibility of adults. The Principal will be responsible for seeing to it that these events are planned and for allocating the appropriate funds from the school budgets or other sources, such as grants for this type of training.

3. How will school officials inform parents and student about the school’s responses to specific types of misconduct?

The Charlotte Central School Parent/Student Handbook will include a complete statement of the discipline policies of the school. Each family will be given a handbook at the beginning of the school year. Each family who enters school after the beginning of the school year will also be given a copy. Students will be asked to take the handbook home and review it with their parents. Parents will be asked to return a signed statement to the school indicating that they have reviewed the discipline section of the handbook with their children.

4. How will appropriate training and instruction be provided to students on methods of conflict resolution, peer mediation, and anger management?

The school will provide information to all students on methods of conflict resolution. Everyday in every class, teachers use a variety of techniques to nurture the development of conflict resolution skills in students. The developmental guidance program is a more formalized structure, which supports the development of these skills in planned classes of instruction and activities, or in

small group meetings. Some students receive training through a peer leadership program sponsored by the Connecting Youth group of Chittenden South Supervisory Union.

5. How will the school inform parents about disciplinary actions involving their children?

Not every incident of misconduct warrants parental contact. The student's teacher will contact parents when parental intervention is necessary, but intervention by an administrator is not warranted. In addition, the Planning Room Facilitator will contact any parents, whose child is sent to the Planning Room. The Principal or his/her designee will contact a student's parents when the student's misconduct requires disciplinary action by an administrator.

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 of the student will be contacted by telephone. If a responsible adult will not be available to supervise the student at home, the student will be detained at school until the end of the school day. Parents of a student who is suspended from school for 10 days or less will be offered an informal hearing with the Principal or his/her designee in accord with the school board's discipline policy and state board of education rule. Except in situations involving immediate threats to a student or others, or immediate threats to school property or the school environment, the informal hearing will take place prior to the suspension.

Long term suspensions of more than 10 days or expulsions will be preceded by formal notice to parents and a hearing in accord with the requirements of due process as stated in the school board's discipline policy and state law.

6. How will school officials respond to significant threats or crisis situations?

At Charlotte Central there is a term called the 4Cs comprised of the principal, assistant principal, the Planning Room Facilitator, the Student Assistance Program counselor, the school counselors, and the nurse who would be considered our crisis response team that deals with student behavior.

There is also a Crisis Management Team comprised of all of the above staff members, plus the head of maintenance, several classroom teachers, and the entire office staff. We follow the protocols outlined in the "School Crisis Response Procedures" published by the Vermont School Board's Association.

7. How will the school respond to off-campus misconduct?

School authorities may discipline a student for misconduct that does not occur 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. For purposes of this plan, such misconduct will be referred to as "off-campus misconduct". When discipline for off-campus misconduct is necessary to protect the safety and well-being of other students, teachers, or school property or the student's own physical or emotional safety, or when the misconduct has a direct and immediate tendency to subvert the authority of the school by encouraging disorder or insubordination, discipline up to and including suspension or expulsion for the remainder of the school year or up to 90 school day whichever is longer may be imposed.

Examples of off-campus conduct that impacts on the school and may result in disciplinary action include, but are not limited to:

- Possession, consumption or sale of illegal substances;
- Harassment;
- Hazing;
- Criminal conduct; and
- Violations of rules governing eligibility to participate in school sponsored activities.

When suspensions or expulsions are imposed for off-campus misconduct, the same procedural safeguards will be afforded students as are afforded students subjected to suspensions or expulsions for misconduct at school or school sponsored activities.

After consultation with the principal or his or her designee, a faculty activity sponsor or coach may make rules governing eligibility to participate in an activity. Students may be required to show that they have discussed the eligibility rules with their parents or guardians prior to participating in an activity.

Participants in school sponsored activities, members of athletic teams or clubs, and students planning to attend field trips may be barred or suspended from those activities or otherwise disciplined by school authorities for off-campus misconduct that violates the rules governing participation in those activities.

8. What procedures will apply to misconduct resulting in suspension from school sponsored activities?

A student who is barred or suspended from participation in school sponsored activities due to misconduct, but is not suspended from school, may appeal the adverse action to the principal. The principal, or if the principal is not available, his/her designee, will discuss the circumstances of the action and the allegations of misconduct with the student, and if requested by the student or parent, with the student's parents or guardian within 48 hours of the action. The principal may

ask others who have relevant information to be present for the discussion. The suspension will remain in effect until the principal has discussed the incident with the student and explained his/her decision to the student.

If the student is dissatisfied with the decision of the principal, the student may ask the superintendent to review the decision. Within five days of the request, the superintendent will provide the student and the student's parents or guardian with an opportunity to present their version of the incident in question, and may also solicit relevant information from others who may have knowledge of the allegations of misconduct or of the factors that should be considered in deciding whether the action should be upheld. The superintendent will explain his/her decision to the student as soon as possible after meeting with the student, and will provide a written decision if requested to do so by the student or the student's parents or guardian. Unless otherwise determined by the superintendent due to unusual circumstances, the action will remain in effect until the superintendent makes a decision. The superintendent's decision will be final.

PLANNING ROOM:

The Planning Room is a private, centrally located space in the building for our Planning Room Facilitator to meet with students who are having difficulty with school behavior expectations. Students who have ongoing difficulties following reasonable directions after warnings and/or redirection will be referred to the Planning Room to work towards changing the inappropriate behavior. Parent contact will be made when a student is referred to the Planning Room. Behaviors that automatically require a referral to the Planning Room include but are not limited to:

Major Problem Behaviors:

- Abusive Language (including threats of harm)
- Fighting/Physical Contact (i.e. fighting at recess/intent to harm another student)
- Overt Defiance/Non-Compliance (i.e. not following adult directions after multiple reminders)
- Dress Code (i.e. indecent/disrespectful clothing)
- Vandalism (i.e. vandalism to school property)
- Technology Violation (i.e. visiting an inappropriate web site or using technology inappropriately)
- Harassment
- Hazing
- Bullying
- Skipping Class
- Alcohol/Drugs
- Weapon

Supervising adults initially respond to minor problem behaviors. If the behavior intensifies, the student may be referred to the Planning Room.

Minor Problem Behaviors:

- Inappropriate Language (i.e. swearing)
- Physical Contact (i.e. not maintaining body control in hallway)
- Defiance/Non-Compliance (i.e. refusal to complete work task)
- Disruption (i.e. inappropriate/disruptive behavior in the classroom)
- Dress Code (i.e. clothing that does not follow guidelines)
- Property Misuse (i.e. drawing on a classroom desk)
- Lateness/Tardiness to class
- Technology Violation (i.e. using personal e-mail)
- Gum Chewing – k-6- any gum chewing 7/8 – Inappropriate disposal of gum

A student referred to the Planning Room will work toward determining a cause or precipitating factors for the behavior. Depending on the nature of the behavior, other individuals may be included in the processing of consequences. These may include parents, administrators, school counselors, teachers, or other staff as needed. In certain cases of reoccurring behaviors, the student will complete a written Success Plan to better understand the cause of the behavior and determine the plan for change. The plan will be reviewed and signed by the student and the Planning Room Facilitator. Students may also be expected to use this time to make up class work missed as a result of disruptive behavior.

Some behaviors also will result in a Planning Room Timeout. An Planning Room Timeout may occur during a student's lunch/recess time. During a Planning Room Timeout, the Planning Room Facilitator will help a student understand how his/her behavior was inappropriate, what caused him/her to act that way, and how to re-direct his/her motivations. The process may include discussion, investigation, problem-solving and implementation of appropriate consequences.

Planning Room Protocol:

1. A teacher/staff member completes a Discipline Referral Form and submits it to the Planning Room Facilitator.
2. The Planning Room Facilitator meets with students to determine appropriate next steps.
3. If the Planning Room Facilitator determines that there has been a behavior infraction, the student may complete a Success Plan.
4. The Planning Room Facilitator will contact parents as appropriate.
5. If the student's Success Plan includes a Planning Room Timeout, this may take place immediately after the planning process or will be scheduled for a later time.
6. If the behavior warrants the involvement of an administrator, the student and parent will be notified.
7. If the student has been referred multiple times to the Planning Room, the Planning Room Facilitator may make a referral to the Educational Support Team (EST).
8. A record of referrals and student contact log will be maintained in the Planning Room. This information will be available for review by administrators, support room teachers, school counselors, parents, and additional staff as appropriate.

Appendix B: Three Level System

The Three Level Discipline System recognizes that consistent adult responses to low-level challenging behaviors (e.g., non-compliance, disruption, etc.) produces a positive school climate in which more serious infractions will be minimized.

Built on the prerequisite adult skills and system supports, the Three Level System is an explicit protocol to be used by adults when reacting to student misconduct. It does not include an exhaustive list of every student infraction followed by concrete consequences. Instead, a range of student behavior is followed by appropriate adult responses with discretion based on the type of behavior. The Three Level System assigns responsibility for handling different levels of student behavior to specific adults.

For Level Two and Three Behaviors, please report them to:

Mike DiNicola, Planning Room Facilitator, Charlotte Central School 408 Hinesburg Road Charlotte, VT 05445 802-425-6673

Charlotte Central School Consequences					
Level One Behaviors- Teacher/Team (Minor)		Level Two Behaviors- Teacher/Planning Room Facilitator (Major)		Level Three Behaviors- Planning Room Facilitator/Administration (Major and/or Illegal)	
<u>Behaviors:</u>	<u>Range of Responses and/or Consequences:*</u>	<u>Behaviors:</u>	<u>Range of Responses and/or Consequences:</u>	<u>Behaviors:</u>	<u>Range of Responses and/or Consequences:</u>
<ul style="list-style-type: none"> Inappropriate Language Physical Contact Defiance/Non-Compliance Disruption Dress Code Property Misuse Tardy Technology Violation Gum Chewing 	<ul style="list-style-type: none"> Positive Encouragement Redirection Relocation in classroom In-class time-out Relocation to an alternative setting Parent communication/involvement Opportunities for recognition/ special job/leadership role Logical consequences Work completion during free time “take a break”, “peace place” or “sit and watch” Buddy room Apology of action/restitution Informal or verbal behavior contract/plan FBA Loss of privileges Restitution Documentation in the Planning Room 	<ul style="list-style-type: none"> Include all Level One Behaviors that intensify Abusive Language (including threats of harm) Fighting/Physical Contact Overt Defiance/Non-Compliance Dress Code Vandalism Technology Violation Skipping Class 	<ul style="list-style-type: none"> Referral to the Planning Room and/or Administration Success Plan Parent Involvement/Support Loss of privileges Tolerance Timeout Detention during lunch, recess, afterschool Individual education in the area of the violation Failing grades ISS or OSS Restitution Mentoring (grade 5-8) CVU Buddy Program (grade K-4) School Counselor Referral (grade preK-8) Check-in/Check-out (grade preK-8) Individual Staff Resources (grade preK-8) Behavior Contract/Plan FBA School Psychologist Referral Integration Specialist Referral Parent Resources for tutoring, homework strategies 	<ul style="list-style-type: none"> All Level Two Behaviors that intensify Alcohol/Drugs/ Weapons Harassment Hazing Bullying Serious damage to property Serious physical aggression Chronic violation of school expectations 	<ul style="list-style-type: none"> Referral to Planning Room and Administrator Inter-agency referral and planning Home/School communication, coordination and support Individualized Education Failing grades ISS OSS Expulsion Consideration for placement in alternative program Restitution

* Range of Responses and/or Consequences differ depending on the individual case and may include but are not limited to the above listed

STUDENT CONDUCT AND DISCIPLINE

Policy

It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) to maintain a safe, orderly, civil and positive learning environment. In order to ensure that the school is free from disruptive misconduct, a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures will be utilized. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school’s overall discipline plan developed pursuant to state law.

Definitions

1. **Weapon** means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used is known to be capable of producing death or serious bodily injury.
2. **School** means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school sponsored events and activities whether held on or off school grounds and vehicles used to transport students to and from school or school sponsored events and activities.
3. **Expelled** means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.
4. **Knife** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

Student Responsibilities

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

Administrative Responsibilities

The Principal, in consultation with the educational staff, will develop an overall discipline plan pursuant to state statute. Disciplinary action, suspension or expulsion of students for misconduct occurring during any school-sponsored activity shall follow due process requirements.

The plan will include clear guidelines for student behavior. The guidelines for student behavior will include:

- Prohibitions against the possession by students of knives, weapons and dangerous instruments while at school, and
- Shall allow disciplinary action up to and include expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed as school as part of an educational program sponsored or sanctioned by the school.
- Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications provided to students and parents/guardians.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	12/26/2009	1/6/2010
Champlain Valley Union High School	12/26/2009	1/11/2010
Charlotte School District	12/26/2009	1/19/2010
Hinesburg School District	12/26/2009	1/6/2010
Shelburne School District	12/26/2009	1/6/2010
Williston School District	12/26/2009	1/7/2010

Legal Reference(s): 16 V.S.A. §1161a
 16 V.S.A. §1162
 20 U.S.C. § 1400 et seq.
 29 U.S.C. § 794
 Vermont State Board of Education Manual of Rules & Practices §4311, 4312, 4313, 2120.8.12

Cross Reference(s): Searches, Seizures, and Interrogation of Students by Law Enforcement Personnel or Other Non-School Personnel (F5);
 Search, Seizure and Interrogation of Students by School Personnel (F4)
 Substance Use Policy (F9)
 Weapons Policy (F21)
 Board Commitment to Non-Discrimination (C9)
 Public Complaints about Personnel (D9)
 Bullying Prevention (F38)
 Policy on Prevention of Harassment of Students (F20)

BUS DISCIPLINE

Policy

It is the policy of the *Chittenden South Supervisory Union* and its member school districts' (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) boards to provide a safe environment on school buses transporting students to and from school and school activities and to maintain student discipline policies.

Administrative Responsibility

Maintaining student control on the bus is a primary responsibility of the driver. Unmanageable behavior will be reported to the school principal. Parents will be notified at the discretion of the principal.

Student Behavior

- In the event a student is denied transportation privileges for a period of time, parents will be given notice.
- Following procedures established by the superintendent or designee, a student may be removed from the bus when:
 1. A student's behavior represents a serious immediate threat to the health and safety of fellow passengers and/or the driver; and/or
 2. When removal of the student will not endanger the health of fellow passengers or the driver; and/or
 3. When removal of the student will not endanger the student's health or safety.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	12/30/2005	1/11/2006
Champlain Valley Union High School	1/25/2006	2/8/2006
Charlotte School District	1/27/2006	2/7/2006
Hinesburg School District	1/25/2006	2/8/2006
Shelburne School District	1/25/2006	2/8/2006
Williston School District	1/25/2006	2/8/2006

Legal Reference(s): 16 V.S.A. §1221 (Transportation of Students)
 16 V.S.A. §1161a (Discipline)
 16 V.S.A. §1162 (Suspension and Expulsion)

Cross Reference(s): Transportation (F12)
 Student Conduct and Discipline (F1)

CODE F3

TOBACCO PROHIBITION

Policy

It is the policy of the *Chittenden South Supervisory Union* and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) to provide a tobacco free environment for students, employees, and guests.

Guidelines

The use of tobacco and tobacco products on school grounds is a violation of state law and is hereby prohibited. This ban extends to any student, employee, or visitor to the school and applies at all times, regardless of whether school is in session or not.

The superintendent of schools (or designee) is responsible for informing students and employees of this policy, posting signs on school property, and providing notice in bulletins, programs, and announcements related to school events to visitors and those who are invited to attend school activities.

Students who violate this policy will be disciplined under the school's disciplinary policy and procedures. Students in the possession of tobacco products and related materials will have this property confiscated by appropriate school personnel and may be referred to law enforcement authorities. *Students who distribute tobacco products on school grounds may be subject to additional disciplinary action.*

Employees who violate this policy will be subject to disciplinary action following applicable employee policies and employment contracts.

Others who use tobacco on school grounds will be informed of this policy and asked to comply. A person failing to comply will be asked to leave school grounds. A person who refuses to comply or to leave school grounds when requested to do so shall be referred to local law enforcement authorities.

For purposes of this policy, "school grounds" means any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, areas adjacent to school buildings, athletic fields, and parking lots including private vehicles located therein. This ban extends to all school-owned and operated vehicles.

Extra Curricular Activities

Students who violate this policy are subject to additional disciplinary actions as are defined in Extra-Curricular Activity Procedures.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	2/2/2007	2/15/2007
Champlain Valley Union School District	2/2/2007	3/14/2007
Charlotte School District	3/23/2007	4/3/2007
Hinesburg School District	2/2/2007	2/15/2007
Shelburne School District	2/2/2007	2/15/2007
Williston School District	2/2/2007	2/15/2007

References: 16 VSA; Sec. 140
 13 VSA; Sec. 3705
 18 VSA; sec. 1741

Cross Reference: School Sponsored Student Activities & Athletics - Co-Curriculars (F13)

CODE F9
Mandatory¹

SUBSTANCE USE POLICY

Policy

It is the policy of the *Chittenden South Supervisory Union* and its members school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.

It is further the policy of the district to make appropriate referrals in cases of substance use. School personnel will work in a coordinated manner to establish prevention, treatment, and support opportunities. The Principal, with the approval of the Superintendent, may determine the applicability of this policy for students in grades K-4.

General Provisions

It is a violation of this policy for any person to knowingly purchase, possess, use, sell, give, supply, or otherwise transmit, or be under the influence of any substance (as defined below), drug, or alcohol product on school property, or at any school-sponsored activity away from or within the school. The possession of devices or paraphernalia specifically or reasonably associated with alcohol or drug use is prohibited. Additionally, the refusal or failure of a student to “cooperate fully” as set forth in VII A. 4 and, “retaliation” as defined in VII A. 5, shall be deemed to be violations of this policy.

When the school administration has sufficient information as a result of observation, information, or referral to suspect that a probable violation of this policy has occurred, the student(s) will be expected to cooperate fully with the administration. This may include, but is not limited to, removal of shoes, the emptying of pockets, pocketbooks, and/or backpacks. In such situations, the administration also reserves the right to inspect students’ lockers and cars parked on school premises. Such actions shall conform to appropriate legal standards. Failure on the part of the student to provide complete cooperation will constitute a violation of this policy and, for purposes of a consequence be treated as a possession violation. The principal reserves the right to contact a law enforcement agency in the event that the student fails to cooperate.

It shall be a violation of this policy and other applicable District policies for anyone to retaliate in any way against any person who may or has participated or cooperated in the investigation of the above-defined violations. Retaliation includes, but is not limited to, verbal and physical threats, intimidation, assault and/or battery or an attempt to do any of the foregoing. Retaliation is a serious matter and it will constitute the basis for separate disciplinary action up to and including the expulsion of the student.

Violations under this policy are cumulative in nature during a student's total years of enrollment at the school without regard or limitation to individual school years.

In all reported instances of a violation of this policy, the parent(s) or legal guardian will be notified by the school principal, or other appropriate personnel. The parent(s) or legal guardian will be requested to transport the student home. In no event will the student be permitted to leave the school without an escort.

Definitions

"Substance" means any illegal, controlled, and over-the-counter drugs, and alcohol products. It also includes, but is not limited to:

- a. Any abusable glue or aerosol paint, as defined by state or federal law, or any other chemical substance including, but not limited to, lighter fluid and reproduction fluid, for inhalation;
- b. Any prescription or non-prescription drug, medicine, or other chemical including, but not limited to, pain relievers, stimulants, diet pills, cough medicines and syrups, cold medicines, laxatives, stomach and digestive remedies, depressants, or sleeping pills, not taken in accordance with the provisions of school policy regarding the dispensing of medication.

Drug means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.³

"Paraphernalia" or **"device"** means any handmade or commercial gadget or tool that assists, or is used for, the intake of a substance. Examples include rolling paper, pipes, needles, and manipulated lab equipment.

Substance use is the possession, use, sale, transmitting or being under the influence of any substance, drug, paraphernalia or device as defined by this policy, on any school property, or at any school sponsored activity away from or within the school.

Substance abuse is the ingestion of substances, drugs and or alcohol in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.²

Educational Program

The Administration shall work with appropriate staff members to develop and conduct an alcohol and drug use educational program on a sequential basis from early childhood through grade 12 as required by Vermont law.⁴ The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan.⁵ If the school district is a recipient of federal Safe and Drug Free Schools and Communities Act⁶ funds, the ACT will be considered in the development of the alcohol and drug use educational program.

Cooperative Agreements⁷ and Services

In dealing with substance use cases, every effort will be made to promote responsible decision-making by the student involved and other students who are aware of another student's substance use. The focus will be to encourage appropriate medical and/or psychological intervention by trained professionals. The Principal shall annually designate a member of the appropriate school support team such as a substance use team or member of the administration to be responsible for providing information to students and parents or guardians about outside agencies that provide substance use prevention services and to encourage the use of their services and programs when appropriate.

The Supervisory Union and its schools have established a Student Assistance Program. Students, under the age of eighteen (18) who have been referred or who refer themselves to a counselor, may be seen individually by the counselor for purposes of substance use screening and consultation.

Referral and Consent

Parental consent is not required for student participation in group programs conducted within the school that are educational in nature and designed to impart information and/or assist students in improving their sense of self-esteem. Such groups may be conducted only by trained professionals contracted by the school to perform such service or by trained school staff who have been approved by the administration to conduct such groups.⁸

Further, parental consent is not required for referral to an outside substance use treatment program when a student who is twelve years of age or older is suspected of substance dependency, verified to have that dependency by a physician, and gives his or her own consent for treatment. See 18 VSA § 4226 "Minors; treatment; consent" which states in relevant part "If a minor of twelve years of age or older is suspected to be dependent upon regulated drugs... or to be an alcoholic... and the finding of such dependency or disease or alcoholism is verified by a licensed physician, the minor may give his consent to medical treatment and hospitalization and in the case of a drug dependent or alcoholic person, non-medical inpatient or outpatient treatment at a program approved by the agency of human services to provide treatment for drug dependency or alcoholism if deemed necessary by the examining physician for diagnosis or treatment of such dependency or alcoholism... The consent of the parent or legal guardian or a minor consenting under this section shall not be necessary to authorize care as described above."⁹

School Support Teams

In each school the principal shall identify the appropriate school support team to act as a Substance Abuse Team or shall form a Substance Use Team which shall screen students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or use problems. The team will determine the need for further screening, education, counseling or referral for treatment in each case referred to it.¹⁰ In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug use for the team to follow.¹¹

Staff Training

The principal will work with appropriate staff to provide training necessary to ensure that teachers and health and guidance personnel are prepared to competently teach or provide other services required in the school's alcohol and drug use prevention education program. Training will be designed to meet the requirements of State Board Rules or state law.¹² The training will include a component explaining procedures that require immediate notification of the school administration by school staff of any violation of law, including the illegal possession or distribution of drugs or alcohol.¹³

Community Involvement

The Principal will work with school staff and community members to design and implement a program to inform the community about substance use issues and the programs and supports provided by the school to educate students about the dangers of alcohol and drug use and to assist students who are abusing alcohol or drugs.¹⁴

Annual Report

In a standard format provided by the Vermont Department of Education, the principal and his or her designee will submit an annual report to the Commissioner of Education describing substance abuse and use prevention education programs and their effectiveness.¹⁵

Notification

The principal shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.¹⁶

Prescription Drugs

The administration and use of prescription medicines within the school will be handled in accordance with the District's policy on medication.

Consequences for Violations of Policy

Students who are experiencing problems with alcohol and drugs are in need of assistance. A twofold approach, rehabilitation and discipline, provides an opportunity for both assistance and intervention to the individual student.

The Administration, in consultation with other appropriate school personnel and resources, shall develop a plan that includes both of these consequences. All disciplinary measures in accordance with this policy will comply with due process requirements and, where appropriate, will be consistent with the rights of students with disabilities as reflected in the school's discipline policy.

Rehabilitative Action

The rehabilitative action component requires the involvement of a substance use counseling program that provides evaluations and related services on an ability to pay fee scale and has the prior approval of the school administration. The student and the parent shall sign a release permitting the outside agency to provide information to the school administration regarding the evaluation and participation in the prescribed program. Additionally, the school will be provided with a copy of written recommendations prepared by the outside agency prescribing a plan for the student. Demonstrated proof of successful participation or planned participation will be a condition of continued attendance or reinstatement, if continued attendance or reinstatement is permitted under the consequences by the administration. A meeting with parents, the student, guidance counselor, and the principal will be held to review the above-mentioned plan. Following the completion of the plan and recommendations, an evaluation shall be conducted to determine if further assessment or counseling is required. Counseling sessions or other treatment resulting from intervention and/or referral is the financial responsibility of the student and his/her parent(s) or legal guardian.

Disciplinary Action

Sale or Distribution

A student found to have violated this policy by selling, supplying, giving, or otherwise transferring or attempting to sell, supply, give, or otherwise transfer or, a student who participates in any way in the sale, supply, or transfer, or attempted sale, supply, or transfer to any person any of the substances prohibited in this policy, or what the person represents or believes to be any of the substances prohibited in this policy, will be:

1. Suspended from school for 10 days, and the expulsion of the student will be recommended to the school board.

2. The school will notify appropriate law enforcement agencies.

Purchase or Procurement

A student found to have violated this policy by purchasing, or attempting to purchase or procure, or a student who participates in any way in the purchase or procurement or attempted purchase or procurement, of any of the substances prohibited in this policy, or a substance the person represents or believes to be any of the substances prohibited in this policy, will be:

First Offense:

1. Suspended from school for 10 days.
2. The student is subject to the consequences outlined in “Second Violation” of Possession or Under the Influence below.

Second and Additional Offenses:

A student found to have committed a subsequent violation of this section of the policy shall be:

1. Suspended from school for 10 days and the expulsion of the student will be recommended to the school board.
2. The school will notify appropriate law enforcement agencies.

Possession or Under the Influence

For a student found to have violated this policy by possessing, any of the substances prohibited in this policy or what the person represents or believes to be any of the substances prohibited in this policy; or a student found to be under the influence of any illegal drug, regulated substance, or alcohol product on school property, the consequences will be as follows:

A. First Violation:

- (1) Parents will be notified and the student sent home for the remainder of the day.
- (2) Meeting held with parent, student, administration, and other appropriate school personnel such as a guidance counselor to initiate rehabilitation requirements as described in part B., Rehabilitative Action.
- (3) Meeting held with parents, student, school personnel and administration, and a counselor from an outside agency to evaluate the student’s substance use. The focus of the meeting is the development of a plan to address the student’s substance use and dependency and ensure compliance with school policy.
- (4) If the rehabilitation requirements are not pursued, completed, or required information is not provided to the school, disciplinary action will be initiated including suspension and/or expulsion from school.

B. Second Violation

- (1) Parents will be notified and the student sent home for the remainder of the day.
- (2) Meeting held with parent, student, administration, and other appropriate school personnel such as a guidance counselor to initiate rehabilitation requirements as described herein.
- (3) Meeting held with parents, student, administration, and other appropriate school personnel such as a guidance counselor, and a counselor from an outside agency to evaluate the student’s substance use use. The focus of the meeting is the development of a plan to address the student’s substance use and dependency and ensure compliance with school policy.
- (4) The student is required to follow the plan developed at the meeting. Follow-up meetings as required.
- (5) The principal may require the student to submit to periodic drug testing as both a component of the plan developed in paragraph (3) above, and as a tool to monitor compliance with paragraph (4) above.
- (6) If the plan is not followed, disciplinary action will be initiated including suspension and/or expulsion from school.

C. Third and Additional Violations

- (1) Parents will be notified and the student sent home for the remainder of the day.
- (2) The student will be suspended from school for 10 days and the expulsion of the student will be recommended to the school board.
- (3) In addition to the above, the school will notify appropriate law enforcement agencies.

Co-Curricular Activities

Students who violate this policy while they are participating or engaged in one of the school’s co-curricular activities, are subject to additional disciplinary actions as defined by current school procedures or guidelines. Such disciplinary action shall be within the discretion, subject to review by the principal, of the coach or adult advisor. Any student who commits a second offense of this policy within the same season or activity period shall be ineligible to participate in or represent the school for the remainder of that season or activity period.

Observations and Referrals

The school administration will intervene in instances where any student(s) appear to possess, use, sell, give, supply, or otherwise transmit, or be under the influence of any illegal drug, regulated substance, alcohol or tobacco product on school property, or at any school-sponsored activity away from or within the school, or appear to have in their possession devices or paraphernalia specifically or reasonably associated with alcohol or drug use.

School personnel who observe abnormal or erratic behavior of a student, which may be associated with being under the influence or substance use, will notify the school Administration. It is the responsibility of the principal to observe the student or direct the student to the administrative office for further action.

In some instances, school personnel may observe over a period of time changes in the academic, social, or personal behavior of a student that may be related to substance use even though the student has not committed any known violation of this substance use policy. School personnel are encouraged to observe student behavior, which may signal a need for a referral to, and assessment by, a student assistance counselor or other appropriate school personnel. Staff members are not asked to label or diagnose student behavior, but rather to become aware and sensitive to problematic student behavior related to possible substance use.

When a student recognizes that he/she has a problem with substance use and chooses to address this problem, the school district will cooperate as fully as possible with this student. Provided that no known violation of school policy has occurred, a student who is self-referred will receive assistance and support with this problem. The school will seek to create a climate by which a student may seek and receive education, referral, and/or counseling relating to the substance use problem. This will be provided without consequence provided the following conditions exist:

- A) There is no imminent or apparent threat of harm to self or others;
- B) The student has been referred or self-referred, and not caught in violation of school policies or the law;
- C) A commitment is made to abstain from further substance use and to cooperate with a counseling plan;
- D) The student and his/her parent(s) or legal guardian assumes the cost of assessment and counseling.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	5/2/2008	5/14/2008
Champlain Valley Union High School	5/2/2008	5/14/2008
Charlotte School District	5/28/2008	6/6/2008
Hinesburg School District	5/2/2008	5/14/2008
Shelburne School District	5/2/2008	5/14/2008
Williston School District	5/2/2008	5/14/2008

i This policy is required by 16 V.S.A. 1165(c) and SBE Rule 4212. The State Board rule requires that the policy include the elements contained in this model.

ii [2] Vermont State Board of Education Manual of Rules and Practices, Rule 4211

iii [3] *See definitions in* 18 V.S.A. §4201; 41 U.S.C. §706(3); 21 U.S.C. §812.

iv [4] 16 V.S.A. §131(9).

v [5] SBE Rule 4212.2 *requiring that education program be consistent with this Plan.*

vi [6] 20 U.S.C. §§7101 et seq.

vii [7] SBE Rule 4212.3.

viii [8] This paragraph is recommended, but not required. *Code F9: Substance Use Policy (Mandatory)*

ix [9] 18 V.S.A. §4226.

x [10] SBE Rule 4212.3D.

xi [11] SBE Rule 4212.3B.

xii [12] SBE Rule 4213.2.

xiii [13] SBE Rule 4212.3C

xiv [14] SBE Rule 4214 does not require this paragraph be included in the policy, though it does require that schools engage in community programs. This paragraph could be included in a procedure instead.

xv [15] SBE Rule 4215 does not require this paragraph be included in the policy, though it does require that the school's annual report include information on substance use education programs. This paragraph could be included in a procedure instead.

xvi [16] Section not required by statute, but recommended.

*Note: SBE Rule 4212.3B requires that each "...school district policy...establish procedures for administering first aid related to alcohol and drug use. The procedures will define the roles of the personnel involved."

Legal Reference(s): 20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)
16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)
16 V.S.A. 131(9) (Comprehensive Health Education)
16 V.S.A. §1045(b)(Driver Training Course)
16 V.S.A. §1165 (Alcohol and drug abuse)
18 V.S.A. §4226 (Drugs: minors, treatment, consent)
Vt. State Board of Education Manual of Rules and Practices §§4200 -4215)

Cross Reference: Student Conduct and Discipline (F1)
Search and Seizure (F3)
Interrogations or Searches of Students by Law Enforcement Officers or Other Non-School Personnel (F5)
Co-Curricular Activities (F13)
Tobacco Prohibition (F3)

CODE F20

POLICY ON PREVENTION OF HARASSMENT OF STUDENTS

Policy

It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlaine Valley Union) to provide a safe and supportive school learning environment in which all students are treated with respect. This policy addresses incident(s) and/or conduct that occur on school property, on a school bus or at a school-sponsored activity, or incident(s) and/or conduct that does not occur on school property, not on a school bus or not at a school-sponsored activity but where direct harm to the welfare of the school can be demonstrated.

A. Purposes

Harassment is a form of unlawful discrimination that will not be tolerated. It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlaine Valley Union) to prohibit the unlawful harassment of students based on race, creed, color, national origin, marital status, disability, sex, sexual orientation, and gender identity, to the extent required by law. In addition, retaliation is a form of unlawful discrimination that will not be tolerated. Consistent with these purposes, annually¹, each school shall select two or more designated employees to receive complaints and shall publicize their availability in any publication of the school district that sets forth the comprehensive rules, procedures, and standards of conduct for the school².

It is the intent of the Chittenden South Supervisory Union and its member school districts to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this harassment policy is to prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that is likely to substantially disrupt the educational learning process and/or access to educational resources, or create a hostile learning environment.

The Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlaine Valley Union) shall promptly and effectively address all complaints of harassment in accordance with the procedures established by this policy. In cases where harassment is substantiated, the school shall take prompt and appropriate remedial action reasonably calculated to stop the harassment. Such action may include a wide range of responses from education to serious discipline. Such serious discipline may include termination for employees and, for students, expulsion or removal from school property. Nothing herein shall be construed to prohibit punishment of a person for conduct which, although it does not rise to the level of harassment as defined herein, otherwise violates one or more of the school's other disciplinary policies or codes of conduct.

B. Definitions

1. "Harassment"

- a. Harassment means an incident or incidents of verbal, written, visual, or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity³ that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.
- b. Harassment includes conduct as defined above and may also constitute one or more of the following:
 - (1) Sexual harassment,⁴ which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature when one or both of the following occur:
 - (i) submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status or progress; or

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

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

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

2. **“Complaint”** means an oral or written report by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of harassment.
3. **“Complainant”** means a student who has filed an oral or written complaint with a school employee or a student who is the target of alleged harassment in a report made by another person.
4. **“Designated employee”** means an employee who has been designated by the school to receive complaints of harassment pursuant to subdivision 16 V.S.A. §565(c)(1).
5. **“Employee”** includes any person employed directly by or retained through a contract with the school district, an agent of the school, a school board member/member of the board of trustees, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.
6. **“Notice”** means a written complaint or oral information that harassment may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the harassment, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred.⁵
7. **“Retaliation”** is any adverse action by any person 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. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
8. **“School administrator”** means a superintendent, principal/head of school/technical center director or his/her designee.

C. Reporting Student Harassment

1. **Student reporting:** Any student who believes that s/he has been harassed under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute harassment, should promptly report the conduct to a designated employee or any other school employee.
2. **School employee reporting:** Any school employee who witnesses conduct that s/he reasonably believes might constitute harassment shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee. Any school employee who overhears or directly receives information about conduct that might constitute harassment shall immediately report the information to a designated employee. If one of the designated employees is the person alleged to be engaged in the conduct complained of, the complaint shall be immediately filed with the other designated employee or the school administrator.
3. **Other reporting:** Any other person who witnesses conduct that s/he reasonably believes might constitute student harassment under this policy should promptly report the conduct to a designated employee.
4. **Documentation of the report:** If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a harassment complaint form, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator, and any witnesses.
5. **False Complaint:** Any person who knowingly makes a false accusation regarding harassment 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 harassment when the person has a good faith belief that harassment occurred or is occurring.

D. Procedures Following a Report

1. **Notification:**⁶ Upon receipt of a complaint of harassment the designated employee shall immediately inform the school administrator of the complaint. In addition, the designated employee shall immediately provide a copy of this harassment policy to the complainant and accused individual. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be: 1.) promptly notified that a complaint of harassment has been filed and provided with a copy of this policy; 2.) notified if an alternative dispute resolution method will be offered and, if it occurs, of the outcome of any such attempt; and 3.) notified in writing of the results of the complaint investigation. All notification letters shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. A school administrator may seek waiver of confidentiality rights of the accused in order to inform the complainant of any disciplinary action taken in cases where the school determined that harassment or other misconduct occurred.
2. **Investigation:**⁷ 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 the filing of a complaint with a designated employee, initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation. 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. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes harassment. When the initial determination concludes that an accused student has engaged in harassment, the school administrator shall use his or her discretion to decide the appropriate disciplinary and/or remedial action. 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.

All levels of internal review⁸ of the investigator’s initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the school district, be completed within 30 calendar days after the review is requested.

3. **Action on a substantiated complaint:** If, after investigation, the school finds that the alleged conduct occurred and that it constitutes harassment, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment and prevent any recurrence of harassment. Such action may include 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.
4. **Alternative dispute resolution:**⁹ 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. The following should be considered before pursuing alternative dispute resolution methods: (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual. If an alternative dispute resolution is either not appropriate or is unsuccessful, the school administrator shall initiate or cause to be initiated an investigation of the allegations in accordance with the timelines established in this policy.
5. **Appeal:** A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the Chittenden South Supervisory Union and its member school districts’ (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) discipline policy, applicable statutes, or collective bargaining agreements.
6. **Independent Review:**¹⁰ A complainant may request an independent review if s/he: 1.) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the incident because the school believed the alleged conduct did not constitute possible harassment, 2.) is dissatisfied with the final determination following an investigation as to whether harassment occurred, or 3.) 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/head of school. Upon such request, the superintendent/head of school shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 565(f), 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 Commissioner. The reviewer shall advise the student of other remedies¹¹ 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 local district. The Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) may request an independent review at any stage of the process.

7. Retaliation: 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.

E. Confidentiality and Record Keeping

1. 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.
2. 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 school district in a confidential file accessible only to authorized persons. All investigation records, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept for at least six years after the investigation is completed.

F. Reporting to Other Agencies

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.

If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under the State Board of Education Rules 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 the State Board of Education rules for licensing action, the head of school is encouraged to report the alleged conduct to the Commissioner.

Nothing in this policy shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

G. Dissemination of Information, Training, and Data Reporting

1. Dissemination of Information.¹² Annually, prior to the commencement of curricular and co-curricular activities, the school district shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the school district that sets forth the comprehensive rules, procedures and standards of conduct for the school district.
2. Training.¹³ The school administrator shall use her/his discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent harassment. The school administrator shall implement training for school staff within the context of professional development to enable staff to recognize, prevent and respond to harassment.
3. Data Gathering. Public school districts shall provide the Vermont Department of Education with data requested by the Commissioner.

H. 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
33 Arch Street, Suite 900
Boston, MA 02110-1491
(617) 289-0111 (voice)
(877) 521-2172 (tdd)
(617) 289-0150 (fax)
Email: OCR.Boston@ed.gov

Original Date of Adoption:	2/19/2005	
Date Warned:	11/29/2007	
	3/29/2007	(Charlotte)
Revised Date(s) of Adoption:	12/12/2007	Chittenden South Supervisory Union
	12/10/2007	Champlain Valley Union High School
	4/3/2007	Charlotte School District
	12/12/2007	Hinesburg School District
	1/16/2008	Shelburne School District
	1/17/2008	Williston School District

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, 9 V.S.A. §§4500 et seq. ;
Education, Classifications and Definitions, 16 V.S.A. §11a (26);
Education, Harassment, Notice and Response, 16 V.S.A. §14;
Education, 16 V.S.A. §140(a)(1);
Education, 16 V.S.A. §166(e);
Education, Harassment and Hazing Prevention Policy, 16 V.S.A. §565;
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.
Washington v. Pierce, 179 VT 318 (2005)

¹ See 16 V.S.A. §565(c)(1).

² See Appendix A.

³ Effective July 1, 2007, 1 V.S.A. §144 defines “gender identity” as “an individual’s actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual’s gender or gender-identity, regardless of the individual’s assigned sex at birth.”

⁴ This statutory definition of sexual harassment describes only the “quid pro quo” form of sexual harassment that can occur between an adult and student. However, sexual harassment may also include student to student conduct as well as conduct that creates a hostile environment.

⁵ See 16 V.S.A §14(c)(3).

⁶ See 16 V.S.A §14(a).

⁷ See 16 V.S.A §565(b)(1)(E).

⁸ An “internal review” is any procedure provided by the school through policy or practice and is not the same as an “independent review” as described below.

⁹ See 16 V.S.A. §565(b)(1)(C).

¹⁰ See 16 V.S.A. §565(f).

¹¹ Such as those identified in Section VIII of this policy.

¹² See 16 V.S.A. §565(d).

¹³ See 16 V.S.A. §565(d).

APPENDIX A

Designated Employees

The following employees of the **Williston School District** have been designated by the Chittenden South Supervisory Union to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

John Terko, Principal
Allen Brook School, 497 Talcott Road, Williston, VT 05495 802-878-2762

Shari Carr, Planning Room Director
Allen Brook School, 497 Talcott Road, Williston, VT 05495 802-878-2762 ext. 5740

Jackie Parks, Principal
Williston Central School, 195 Central School Drive, Williston, VT 05495 802-878-2762

Eric Arnzen, Planning Room Director
Williston Central School, 195 Central School Drive, Williston, VT 05495 802-879-5881

The following employees of the **Shelburne Community School** have been designated by the Chittenden South Supervisory Union to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Allan Miller, Principal
Shelburne Community School, 345 Harbor Road, Shelburne, VT 05482 802-985-3331

Allegra Miller, Principal
Shelburne Community School, 345 Harbor Road, Shelburne, VT 05482 802-985-3331

The following employees of the **Hinesburg Community School** have been designated by the Chittenden South Supervisory Union to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Bob Goudreau, Principal
Hinesburg Community School, 10888 Rt. 16, Hinesburg, VT 05461 802-482-2106

Laura Smith, Special Education Director
Hinesburg Community School, 10888 Rt. 16, Hinesburg, VT 05461 802-482-2106 ext. 285

The following employees of the **Charlotte Central School** have been designated by the Chittenden South Supervisory Union to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Connie Engle, Special Education Director
Charlotte Central School, 408 Hinesburg Road, Charlotte, VT 05445 802-425-2771

Mike DiNicola, Planning Room
Charlotte Central School, 408 Hinesburg Road, Charlotte, VT 05445 802-425-2771 ext. 173

The following employees of the **Champlain Valley Union High School** have been designated by the Chittenden South Supervisory Union to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Robin Lauzon, Thomas Chittenden House Director
Champlain Valley Union High School, 369 CVU Road, Hinesburg, VT 05461 802-482-7130

Connie Metz, Clarissa Nichols House Director
Champlain Valley Union High School, 369 CVU Road, Hinesburg, VT 05461 802-482-7160

Dan Shepardson, Thaddeus Fairbanks House Director
Champlain Valley Union High School, 369 CVU Road, Hinesburg, VT 05461 802-482-7140

Adam Bunting, Barbara Snelling House Director
Champlain Valley Union High School, 369 CVU Road, Hinesburg, VT 05461 802-482-7150

PROCEDURES FOR HANDLING COMPLAINTS OF HARASSMENT OF STUDENTS

The *Charlotte Central School* hereby adopts the following administrative procedures to implement the district’s policy with respect to harassment of students.

Reporting and Response

1. **To the Principal or designee:** Any adult school employee who witnesses, overhears, or receives a report, formal or informal, written or oral, of harassment at school or during school-sponsored activities shall take action to stop the conduct and to prevent its recurrence and shall report it on a form developed by the Superintendent to the Principal or the Principal’s designee. If the report involves the school Principal, the reporter shall make the report directly to the *Chittenden South Supervisory Union Equity Coordinator* or Superintendent.
2. **Principal’s duty:** Upon receipt of a report of student harassment, the Principal shall decide whether to retain and act upon it at the school site or to forward it directly to the *Chittenden South Supervisory Union Equity Coordinator*.
 - A. **Retained by Principal** – The Principal will act upon all initial reports of student harassment at the school site and if the matter is not resolved informally, in accordance with Section II, he or she shall forward to the *Chittenden South Supervisory Union Equity Coordinator*, within 5 calendar days, a report of any action taken.
 - B. **Forwarded to School District Equity Coordinator** – In cases of severe or on-going harassment, a formal investigation will occur. If the Principal decides to forward the complaint to the *Chittenden South Supervisory Union Equity Coordinator*, he or she shall do so immediately, without screening or investigating the report. The Principal may request, but not insist upon, a written complaint from a student complainant. The Principal shall forward to the *Chittenden South Supervisory Union Equity Coordinator*:
 - (i) a written statement of the complaint within 24 hours; and
 - (ii) any available supporting documentation as soon as possible.
3. **School District Equity Coordinator:** The Superintendent shall designate one individual within the *Chittenden South Supervisory Union* as the School District Equity Coordinator to receive reports of harassment. If the report involves the *Chittenden South Supervisory Union Equity Coordinator*, the reporter shall refer the complaint directly to the Superintendent. *Charlotte Central School* shall prominently post the name, mailing address, and telephone number of its Equity Coordinator. *Chittenden South Supervisory Union’s Equity Coordinator* is:

Cindy Koenemann Warren
 Human Resources Director
 Chittenden South Supervisory Union
 5420 Shelburne Road, Suite 300
 Shelburne, VT 05482
 802-383-1234

Informal Inquiry and Resolution

1. If the aggrieved student and the alleged harasser both are students, they may agree to a meeting facilitated by a school employee and may be accompanied by other individuals if they so choose. If each student involved agrees the situation has been resolved during such meeting, the school employee shall report to the Principal only that the matter has been resolved informally. If either party involved does not agree that the situation has been resolved, a formal investigation shall be initiated.

When informal resolution is attempted, and the complaining student or the student about whom the complaint is made is under the age of 18, the student’s parent(s) or guardian shall be notified in accordance with the district’s disciplinary policies.

2. If the alleged harasser is a school employee, no informal resolution process shall be used.

Formal Complaint

The Principal or designee shall ensure that a harassment complaint form based on the written or verbal allegations of the complainant is completed and details the facts and circumstances of the incident or pattern of behavior.

If a student under 18 years of age is involved, his/her parents shall be notified by the complaint officer as soon as is practical under the circumstances.

Investigation

1. Unless the matter is resolved in accordance with Section II, the Principal or *Chittenden South Supervisory Union* Equity Coordinator shall conduct an investigation upon receipt of a report or complaint alleging student harassment.
2. The investigator shall interview individuals involved and any other persons who may have knowledge of the circumstances giving rise to the complaint and may use other methods and documentation.
3. The investigator shall complete the investigation as soon as practicable, but in no event later than fourteen (14) calendar days following receipt of the complaint.
4. Upon completion of the investigation, the investigator shall decide if a violation of this policy has occurred and report that decision, along with the evidence supporting it, to the Principal or *Chittenden South Supervisory Union* Equity Coordinator and the Superintendent or, if the complaint involves the Superintendent, directly to the School Board, for appropriate action in accordance with district disciplinary policy.

Appeal

A person judged to be in violation of the policy on student harassment and subjected to action under it may appeal the determination and/or the action taken as follows:

1. **Student:** If the person filing the appeal is a student, the appeal shall proceed in accordance with district policy governing discipline of students and with legal due process requirements.
2. **Staff:**
 - A. If the person filing the appeal is an adult school employee who has applicable appeal rights under the grievance procedure in a collective bargaining agreement, the appeal shall proceed in accordance with the person's rights in that agreement.
 - B. If the person filing the appeal is an adult school employee who does not have applicable appeal rights under the grievance procedure in a collective bargaining agreement, the appeal shall proceed in accordance with district policy governing employee discipline and with legal due process requirements.

Retaliation

Retaliation for reporting harassment or cooperating in an investigation of harassment is unlawful under 16 V.S.A. §565(c)(3).

Record Keeping and Notification

1. **Record keeping** – The Superintendent shall assure that a record of any complaint and investigation of harassment as well as the disposition of the complaint and any disciplinary or remedial action taken is maintained by the district in a confidential file accessible only to authorized personnel.

The Superintendent and/or school principal shall maintain the written report of the investigation and results in a locked file for at least six years after the report has been completed. In the case of an investigation conducted by the district, the Superintendent shall be given a copy of the investigation report and results by the school principal.

2. **Notification** – The Superintendent shall assure that the complainant is notified whether allegations of harassment were found to be valid, whether a violation of the policy occurred, and whether action was taken as a result.

If a claim of harassment against a professional educator is substantiated, a report of the findings shall, when required by State Board of Education Rule 5711.7 be forwarded by the Superintendent to the Licensing Office of the Vermont Department of Education.

Notice

The Superintendent shall provide annual notice of the policy on student harassment and these procedures to all school employees, students, and to custodial parents or guardians of students.

Copies of the policy and procedures shall appear in the student and employee handbooks (or other similar publications) as well as publications distributed to parents and community members and shall be posted prominently in each school. The notice shall:

1. Be in age-appropriate language;
2. Include examples of behaviors which interfere with a student's ability to participate in or benefit from school programs, would constitute harassment; and
3. Provide information about additional or alternative methods of pursuing claims of harassment with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses below:

Vermont Human Rights Commission
133 State Street
Montpelier, VT 05633-6301
800-416-2010 or 802-828-2480 (voice or TTY)

Director, Compliance Division Area II
Office for Civil Rights
U.S. Department of Education, Region I
John W. McCormack Post Office & Courthouse, Rm. 222
Post Office Square
Boston, MA 02109
617-223-9667

In addition, an individual may seek other remedies through private legal action and, in some circumstances, through criminal prosecution.

CODE F21

WEAPONS POLICY

1. Policy

Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) are concerned with, and interested in, protecting the health, safety, and welfare of students, employees and visitors. The board recognizes that school buildings, facilities, vehicles, grounds and other school property are best utilized in the educational process in the absence of threats to physical well-being and safety by individuals possessing weapons. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

2. Conduct Prohibited

Possession and/or use of any dangerous or deadly weapon or facsimile (see "hoax device" defined in 3 g. below) of any dangerous or deadly weapon in any school building on school grounds or property are strictly prohibited. It is a violation of this policy for any person to make, issue, or communicate by any means, a threat that a dangerous or deadly weapon has been, or will be, placed or used on school grounds or property. This policy is in effect before, during, and after school, as well as at any school-sponsored activity. This policy **does not** apply to a law enforcement officer while engaged in law enforcement duties, or to weapons or facsimiles of weapons used in school-approved functions or ceremonies.

3. Definitions

A. "Dangerous or deadly weapon" means:

1. Any knife, dagger, switchblade, or folding knife with a blade in excess of two inches. Any folding knife with a blade less than two inches, including a pocket knife and pen knife, shall be considered a dangerous or deadly weapon if it is used, threatened to be used, or possessed in a threatening manner, or with the intent to cause harm to any person.
2. 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.
3. Weapons as defined in Section 921 of the Federal Gun-Free Schools Act, including the following:
 - a. Any weapon (including a starter pistol) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, or by gas or air;
 - b. The frame or receiver of any weapon described above;
 - c. Any firearm muffler or firearm silencer;
 - d. Any destructive device, including explosives, incendiaries, or poison gas, including but not limited to:
 - (1) Bomb;
 - (2) Grenade;
 - (3) Rocket having a propellant charge of more than four ounces;
 - (4) Missile having an explosive or incendiary charge of more than one-quarter ounce;
 - (5) Mine; or
 - (6) Similar device,

Unless under the supervision of a teacher and used as part of the curriculum.

e. For purposes of application and enforcement of this policy, a B-B gun, pellet gun, or similar device is considered a weapon;

f. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.

g. A hoax device, defined as any device so designed, assembled, fabricated, or manufactured as to convey the physical appearance of an explosive or incendiary bomb, or the physical appearance of any of the devices enumerated in subdivisions (a)-(f) of Division 1 of this section, which is lacking an explosive or incendiary charge.

B. **“School grounds or property”** means: facilities, buildings, fields and grounds areas; vehicles owned, leased, or used by Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) to transport students to and from school or school activities; parking lots (including vehicles in the parking lots); or any other setting, which is under the permanent or temporary supervision and/or control of Chittenden South Supervisory Union.

4. Sanctions

A violation of the terms of this policy will require that the following disciplinary action be initiated, in addition to possible legal action:

- A. The student, individual and/or staff member, who is in possession of a “dangerous or deadly weapon,” shall be referred to a law enforcement agency.
- B. The “dangerous or deadly weapon” will be confiscated.
- C. The student and/or staff member may be suspended until a school board hearing can be conducted. (Following due process procedures, as set forth in the School District Policy for Student Conduct and Discipline, in Collective Bargaining Agreements for teachers and in Employee Handbooks for classified staff.)
- D. A student found by the board after a hearing to have violated the provisions of this policy shall be expelled for at least one (1) calendar year. However, the board may modify the expulsion on a case-by-case basis, when it finds circumstances such as, but not limited to:
 - 1. The student was unaware that he/she had brought a weapon to school;
 - 2. The student did not intend to use the weapon or threaten or endanger others;
 - 3. The student is disabled and the misconduct is related to the disability;
 - 4. The student does not present an ongoing threat to others; and
 - 5. A lengthy expulsion would not serve the best interests of the student.

5. Reports to the State

As required by state law, the superintendent shall annually provide the commissioner of education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled, and the type of weapons involved.

6. Aiding Other Students

A student who in any way encourages another student to bring weapons to school also endangers the safety of others. Chittenden South Supervisory and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) expressly prohibit any such action. No student shall knowingly or willfully cause, encourage, or aid any other student to possess, handle, or transmit any of the weapons or facsimiles of weapons listed above. No student shall knowingly or willfully cause, encourage, or aid any other student to make, issue, or otherwise communicate by any means, a threat that a dangerous or deadly weapon has been, or will be, placed or used on school grounds or property. A student found to have violated this provision of the policy by causing, encouraging, aiding, etc. another student, shall be expelled for at least one (1) calendar year and treated in accordance with the provisions of Section 4, Sanctions.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	4/27/2007	5/9/2007
Champlain Valley Union School District	4/27/2007	5/9/2007
Charlotte School District	3/23/2007	4/3/2007
Hinesburg School District	4/27/2007	5/9/2007
Shelburne School District	4/27/2007	5/9/2007
Williston School District	4/27/2007	5/9/2007

Legal Reference(s): 16 V.S.A. §1166 (State law pursuant to Federal Law)
 13 V.S.A. §§4004, 4016 (Criminal offenses)
 20 U.S.C. § 8921 (Gun Free Schools Act of 1994)
 18 U.S.C. §921 (Federal definition of firearms)
 20 U.S.C. §§1400 et seq. (IDEA)
 29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
 Vt. State Board of Education Manual of Rules & Practices, §§4311, 4312

Cross Reference(s): Interrogations or Searches of Students (F5)
 Search and Seizure (F4)
 Student Conduct and Discipline (F1)

**ANNUAL NOTIFICATION OF
504 REHABILITATION ACT OF 1973**

No otherwise qualified handicapped individual in the Charlotte Central School District shall, solely based by reason of his or her handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the District. If any person believes that the Charlotte Central School District or its employees has inadequately applied the principles and/or regulation of (1) Title VII of the Civil Rights Act of 1963 or (2) Section 504 of the Rehabilitation Act of 1973, he or she may bring forward a complaint to:

Superintendent of School
Chittenden South Supervisory Union
Shelburne, VT 05482

**CHITTENDEN SOUTH SUPERVISORY UNION
ANNUAL NOTIFICATION OF RIGHTS OF PARENTS AND ELIGIBLE STUDENTS
CONCERNING EDUCATION RECORDS**

- To: All parents of students, and to eligible students* currently attending schools in the Chittenden South Supervisory Union and its member districts (Allen Brook School, Champlain Valley Union High School, Charlotte Central School, Hinesburg Community School, Shelburne Community School, and Williston Central School)
1. As the parent of a student enrolled in a school in a member district of the Chittenden South Supervisory Union, or as an eligible student, you have the following rights with respect to your child's (or, if an eligible student your own) education records:
 - a. To inspect and review the student's education records within 45 days of making the request;
 - b. To seek amendment of the student's education records if you believe that they are inaccurate, misleading, or otherwise in violation of the student's privacy rights;
 - c. To provide consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law allows disclosure without your consent; and
 - d. To file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of law with respect to your rights under the Family Educational Rights and Privacy Act (FERPA). A complaint may be made in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.
 2. Parent(s) or eligible students may review a student's education records by identifying the record(s) they wish to inspect and scheduling an appointment through the school principal (or, if the record is maintained at the supervisory union office, through the superintendent). A full copy of the school district's policies and procedures concerning school records is available through the school office.
 3. A parent or eligible student may ask that their school district amend an education record if (s)he believes that the record is inaccurate, misleading or in violation of the student's privacy rights. The request should be made to the school principal in writing. The request should identify the portion of the record(s) being questioned, and specify why it is believed to be inaccurate, misleading, or in violation of the student's privacy or other rights. The decision whether to comply shall be made within a reasonable time after receipt of the request. If the decision is not to amend the record, the district will notify the parent/eligible student, and advise them that they may request a hearing from the district to challenge the denial. At the time the district provides notice of the opportunity for a hearing, it shall also provide additional information regarding hearing procedures to the parent/eligible student.
 4. The supervisory union and its member districts have a policy of disclosing educational records to school officials with a legitimate educational interest without prior consent. A "school official with a legitimate educational interest" is defined as follows:

"School official with a legitimate educational interest" means any teacher, administrator, supervisor, other professional or service provider employed by or contracted with the district to provide educationally related services (including, but not limited to, consultants, attorneys, auditors, insurers, evaluators, therapists, support staff, tutors, paraprofessionals, health staff, transportation staff, athletic staff, extra or co-curricular activity staff, substitutes, assigned student teachers, interns, volunteers, teacher's aides); or a school board member, a member of an educational or evaluation team, or other team formed to provide oversight, planning, support, or evaluation with respect to an individual student who needs

information relating to a particular student in order to carry out his/her official duties for the district. Where an issue is raised, the principal shall decide whether an individual has a legitimate educational interest in the information or record.”

5. It is the policy of the supervisory union and its member districts to forward educational records to other schools, school systems, or postsecondary institutions that have requested records in which the student seeks or intends to enroll, or has enrolled. Upon your request, copies of the records forwarded will be provided to you. You may request a hearing for the purpose of amending records.

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

**ANNUAL DIRECTORY INFORMATION NOTICE
CHITTENDEN SOUTH SUPERVISORY UNION
ANNUAL NOTIFICATION OF DESIGNATION OF DIRECTORY INFORMATION AND RIGHT OF REFUSAL**

To: All parents of students, and to eligible students* currently attending schools in the Chittenden South Supervisory Union and its member districts (including Allen Brook School, Champlain Valley Union High School, Charlotte Community School, Hinesburg Community School, Shelburne Community School and Williston Central School).

Schools in the Chittenden South Supervisory Union may disclose designated directory information on students without the prior consent of the parent or eligible student, and without any record of such disclosure. The following types of personally identifiable information may be designated directory information:

Student’s name, address, telephone number, electronic email address, photograph, date and place of birth, grade level, major field of study, participation in officially recognized activities or sports, weight and height of members of athletic teams, dates of attendance, and/or degrees, honors, and awards received.

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

If you are an eligible student and are currently attending any of the above named schools, or if you are the parent of a student currently attending school in any of the supervisory union school districts, you have a right to refuse to permit the designation of any or all of these types of information as directory information concerning your child, or (if you are an eligible student) yourself, by providing written notice of your refusal listing the type(s) of information which you refuse to have so designated to the principal of the school your child attends (or the school you attend, if you are an eligible student), on or before September 20, 2011.

This annual notification is only a summary of rights. Further details about your access to and limitations on disclosure of your education records are contained in the school district’s detailed student record policy (available through the school offices), and in state and federal law.

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

It is required that specific policies be included in this handbook in their entirety. Please note that policies F1, F2, F3, F9, F20 and F21 are located within the CCS Discipline Plan. All policies and procedures within this handbook are current as of September 6, 2011. As policies and procedures are subject to change, please see our policy web page at www.cssu.org for the most recent version and a complete list of all school district policies.

CODE F4

SEARCH, SEIZURE, AND INTERROGATION OF STUDENTS BY SCHOOL PERSONNEL

It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston, and Champlain Valley Union, hereinafter referenced as “the Board” or “the District”), in order to provide a safe and orderly school environment, to authorize school administrators to examine all school property and to carry out searches or to seize property of students while on school property or at school related events under the guidelines provided in this policy.

Scope and General Policies

- A. This policy applies to searches of students’ persons, possessions, desks, lockers and vehicles by school administration.
- B. Searches may be conducted only upon reasonable suspicion that the search will uncover evidence that a student has violated a school rule or policy, or has violated the law, including possession of contraband. Searches will be conducted within the law, meet the requirements of the state and federal constitutions, and in the least invasive manner possible.
- C. Desks, lockers, textbooks, technological devices and other materials, equipment or supplies loaned by the school to students remain the property of the school, and may be opened by school employees for cleaning, maintenance and emergencies. Pursuant to this policy, they may also be searched.
- D. If there is a clear and imminent danger to the health and safety of school individuals, or clear and imminent risk of danger to school property (such as a bomb scare), general searches of school property may be allowed under closely supervised conditions that respect individual rights.

Copies of this policy will be distributed to students when they enroll in school, and will be included in the student handbook given to students and parents at the beginning of each school year. This policy is meant to explain the legal rights of the school district, but is not meant to limit them in any way.

Definitions

As used in this policy:

“**Contraband**” means weapons, drugs, and other illegal substances, or other objects which are evidence of a violation of state or federal law or school policy.

“**School property search**” means the search of desks, lockers, textbooks, technological and imaging devices, and other materials, equipment or supplies loaned by the school to a student.

“**Possessions search**” means a search of the student’s pockets, bags, purses and other movable possessions performed by requiring a student to empty those items or allow review of contents of an item such as photos on an imaging device or files on a computer.

“**Vehicle search**” means a search of a student’s vehicle.

“**Person search**” means a search of a student’s person and may require the student to loosen or remove clothing.

“**Student**” means a student of the member school district or of another school who is participating in school district activities or is otherwise on school property.

Persons Who May Perform Searches

- A. Searches shall normally be conducted by school administrators. However, when an administrator is not reasonably available or cannot perform a search within a reasonable time, such as on a field trip, a member of the faculty may perform a search.
- B. Searches and seizures by law enforcement officials shall be as outlined in Policy F5: Searches, Seizures, and Interrogation of Students by Law Enforcement Personnel or Other Non-School Personnel.

Search and Seizure Factors to Consider

In determining whether “reasonable suspicion” exists, an administrator or faculty member shall consider the following:

- A. The timeliness of the information that gives rise to the suspicion;

- B. Whether a plausible alternative explanation exists;
- C. Whether any other information exists that independently supports or detracts from the probable reliability of the new information; and
- D. If the information was provided by an informant:
 1. Whether the information was directly gathered by the informant, such as by visual observation or overheard conversation, or was indirectly provided by another person to the informant; and
 2. Whether the informant has been shown to be or should be considered a reliable source.

Manner of Search

- A. The extent of each search shall be reasonably related to the circumstances that justify the search.
- B. A school property search shall normally be conducted by searching the lockers and/or other school property assigned to the student or used by the student, provided that there is reasonable suspicion to believe that contraband is located in the school property which is subject to search. A school property search shall be witnessed by a second person who is an administrator, or by a member of the faculty or staff when on a trip.
- C. Search of a student’s possessions shall normally be conducted by requiring the student to empty his/her pockets, bag(s) and purse(s) or to show files stored in or on technological devices, provided that there is reasonable suspicion to believe that the contraband is located in the place searched. The person conducting the search may pat down or otherwise search the student’s clothing or person, may personally examine the purse, bag, backpack or technological device to ensure that all items have been removed or shown and may search the items removed from the purse, bag, or backpack as necessary and appropriate. A search of a student’s possessions shall be witnessed by a second person who is an administrator or by a member of the faculty or staff when on a trip.
- D. A vehicle search shall be made only when there is reasonable suspicion to believe that contraband is located in the vehicle; and the vehicle is either on school grounds or the vehicle is being used to transport students to or from a school sponsored event. A vehicle search shall be witnessed by a second person who is an administrator or by a member of the faculty or staff when on a trip.

A vehicle search shall normally be conducted by examination of the unlocked spaces of a vehicle. A student may be required to open locked spaces in a vehicle to permit examination of the contents therein upon reasonable suspicion to believe contraband is present within the locked space. If a student refuses to open a locked space, the vehicle may be detained on school grounds until police can be summoned and a warrant obtained.

- E. In circumstances where there is reasonable suspicion to support the search of a student’s person, and the search requires the student to disrobe, in whole or in part, the search shall be conducted by a trained third party who is not in the employ of the school district, unless circumstances are such that delaying the search would be likely to result in harm to any individual, or the destruction of evidence. A search of a student’s person shall be:
 1. Conducted by a person of the same sex as the student, and
 2. Witnessed by a third person who is an adult of the same sex as the student, and
 3. To the degree that circumstances allow, conducted in a manner that maximizes the student’s interest in modesty and privacy.

Actions Following Search

- A. Any suspected contraband founds during a search shall be confiscated. Any suspected illegal substances or other items founds shall be turned over to law enforcement officials.
- B. The principal or designee shall notify the student’s parent(s) or guardian(s) that a search has been conducted.

Questioning of Students

School district employees may detain students to question them regarding violations of board policy or school behavior expectations if reasonable in light of the possible violation and degree of suspicion. The Administration may act on information related to violations of school rules received from outside law enforcement personnel. School officials are not required to notify parents of questioning of students.

A School Resource Officer (SRO) is not considered a school district employee for the purpose of interrogations; therefore, students may decline at any time to be interviewed by the School Resource Officer. A student may decline to be interviewed by outside law enforcement personnel.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	5/23/2009	9/2/2009
Champlain Valley Union High School	5/23/2009	9/2/2009
Charlotte School District	5/23/2009	9/15/2009
Hinesburg School District	5/23/2009	9/2/2009
Shelburne School District	5/23/2009	9/2/2009
Williston School District	5/23/2009	9/2/2009

Legal Reference(s):

- New Jersey v. T.L.O., 469 U.S. 325, 105 S. Ct. 733 (1985)*
- Vernonia School District v. Acton, 515 U.S. 646, 115 S. Ct. 2386 (1995)*
- Board of Education v. Earls, 122 S. Ct. 2559 (2002)*
- Doe v. Little Rock School District, 380 F.3d 349 (8th Cir. 2004)*
- Phaneuf v. Fraikin, No. 04-4783 (2d Cir. May 19, 2006)*
- Wofford v. Evans, 390 F.3d 318 (4th Cir. 2004)*
- Shuman v. Penn Manor School Dist., 422 F.3d 141 (3d Cir. 2005)*
- In re Randy G., 110 Cal. Rptr. 2d 516 (Cal. 2001)*

Cross References:

- Interrogation or Searches of Students by Law Enforcement Officers or Other Non-School Personnel (F5)*
- Student Conduct and Discipline (F1)*
- Substance Use (F9)*

CODE F5

SEARCHES, SEIZURES, AND INTERROGATION OF STUDENTS BY LAW ENFORCEMENT PERSONNEL OR OTHER NONSCHOOL PERSONNEL

Policy

It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston, and Champlain Valley Union) to protect the rights and safety of its students. The school districts will work with law enforcement officers and other non-school personnel as necessary to provide a safe school environment and a safe community. School district administrators may invite law enforcement officers to assist them in an emergency. Unless law enforcement officers have a warrant or court order authorizing them to conduct certain activity on school property, school administration may ask them to leave.

School administrators who assist law enforcement officers (including school resource officers) in a search, seizure, or interrogation where the primary purpose is to enforce a criminal law, as opposed to enforcing a school rule, must follow the laws applicable to law enforcement.¹

If a law enforcement official wishes to search or seize school or student property, or interrogate a student, school administration has discretion to grant or withhold consent under certain circumstances as described below:

Warrant

If a law enforcement officer presents a proper warrant for the search, seizure, or arrest of a person or property, school administration must comply with the warrant and the officer's requests.

School Property

If a law enforcement officer who does not present a warrant requests permission to search or seize school property, the principal has authority to decide whether to grant or withhold permission. School property includes student lockers, desks, textbooks and materials loaned to students, and data stored on school computers.

Student Property

A law enforcement officer who does not present a search warrant may be given permission by school administration to search or seize student property if the school administrators request the assistance of law enforcement to deal with an emergency affecting the safety of the school population.

If there is no emergency affecting the safety of the school population, a law enforcement officer who does not present a search warrant must obtain permission from a parent or guardian of any student under eighteen years of age before searching that student's property

on school grounds. School officials do not have authority to grant officers permission for such searches in the absence of an emergency. Notwithstanding this paragraph, if the officer directs that a parent or guardian is not to be contacted because the search is related to criminal activity of a parent or guardian or to a child abuse or neglect investigation, then the school administrator shall allow the officer to ask the student for permission to conduct the search.

Interrogation

School administrators may request the assistance of law enforcement officers to deal with a situation potentially affecting the safety of the school population, and may give law enforcement officers permission to interview students as necessary. No advance notification of parents or guardians is required in this circumstance.² If a student is placed under arrest or removed from the school by a law enforcement officer, the student’s parent(s) or guardian(s) should be notified of this action by the school administration as soon as possible, as described below.

Non-school personnel may also question students under the age of eighteen without notification of parents if such questioning (1) is part of a child abuse or neglect investigation conducted by the Department of Children and Families in accordance with Chapter 49 of Title 33 of the Vermont Statutes Annotated or (2) concerns possible criminal activity by the parent or guardian.

No questioning by non-school personnel of a student under the age of eighteen shall occur without the knowledge of the school administrator and the knowledge and permission of a parent or guardian who will have been given the opportunity to be present at the time of the questioning, under the following circumstances:

1. School officials have not requested the assistance of law enforcement officers
2. There is no emergency potentially affecting the safety of the school population
3. The questioning is not part of a child abuse or neglect investigation or an investigation of possible criminal activity by the parent or guardian

Arrest

If a law enforcement officer presents a warrant for the arrest of a student or a subpoena for the student’s appearance, school administrators shall cooperate in locating the student within the school. Before releasing a student to law enforcement authorities under these circumstances, school administrators shall ask for proper identification and require the officer to sign a form indicating the reason for the removal of the student from school.

If a student is placed under arrest or removed from the school by a law enforcement officer, the student’s parent(s) or guardian(s) should be notified of this action by school administrators as soon as possible.

1 Law enforcement officers must have probable cause that a crime has been or is being committed in order to justify a search or seizure. However, school officials concerned with a violation of school rules need only have a reasonable suspicion that a rule is being or has been broken.

2 *Wofford v. Evans*, 390 F.3d 318 (4th Cir. 2004).

	Date Warned	Date Adopted
Chittenden South Supervisory Union	5/2/2008	5/28/2008
Champlain Valley Union School District	5/2/2008	6/9/2008
Charlotte School District	5/28/2008	8/12/2008
Hinesburg School District	5/2/2008	6/19/2008
Shelburne School District	5/2/2008	6/26/2008
Williston School District	5/2/2008	6/11/2008

Legal References: 33 V.S.A. §4915 (Child welfare services)
 J. Rapp, *EDUCATION LAW*(Lexis 2006)
 W. LaFave, *SEARCHAND SEIZURE* (2006)

Cross References: Search Seizure and Interrogation of Students by School Personnel (F4)
 Student Conduct and Discipline (F1)

REPORTING SUSPECTED CHILD ABUSE OR NEGLECT**Policy**

It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) to ensure that all CSSU employees report suspected child abuse and/or neglect as outlined in 33 V.S.A. §4911 et seq.

Purpose

The purpose of this policy is to protect children whose health and welfare may be jeopardized by abuse or neglect. It is further the purpose of this policy to make clear to all district employees and school officials that it is not their role to be investigator, judge and jury in cases of suspected abuse or neglect. Rather, it is the role of district employees to be faithful and timely reporters of suspected abuse or neglect so that allegations can be brought to the attention of objective, trained and experienced investigators.

Definitions

1. **Immediately** means as soon as the abuse or neglect is suspected but in no case later than 24 hours after such abuse or neglect is suspected.
2. **Suspected** means the school district employee has reasonable cause to believe abuse or neglect occurred. This does not mean that the employee must be convinced the abuse or neglect occurred. Further, the employee shall not refrain from making a report under this policy for the reason that there may be retaliation against the child because the employee has a confidential relationship with the child, or for any other reason no matter how well-intentioned.
3. **Report** means an oral or written description of the suspected abuse or neglect. If the report is made orally, the reporter should note in writing the person to whom the report was made and when the report was made. A report made to DCF shall contain the following:
 - the name and address of the reporter
 - the name and address, if known, of the child and the child's parents or other persons responsible for the child's care
 - the age of the child
 - the nature and extent of the child's injuries together with any evidence of previous abuse or neglect of the child or the child's siblings
 - any other information the reporter believes might be helpful

4. **Abused or neglected child** means a child under the age of eighteen whose physical or mental health, or welfare is harmed or at substantial risk of harm by the acts or omissions of the child's parent or other individual who may be responsible for the child's welfare (e.g. guardian, foster parent, stepparent, teacher, etc.), or in the case of sexual abuse, of any individual.

Harm can be caused by physical injury or emotional maltreatment, by allowing such harm to occur, by failing to provide the child with adequate food, clothing, shelter or health care, or by abandonment of the child.

5. **Sexual abuse** means any act by a person involving sexual molestation or exploitation of a child including but not limited to incest, prostitution, rape, sodomy, or any lewd and lascivious conduct involving a child. Sexual abuse also includes the aiding, abetting, counseling, hiring, or procuring of a child to perform or participate in any photograph, motion picture, exhibition, show, representation, or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement or sadomasochistic abuse involving a child. *NOTE: THE LAW PROVIDES THAT SEXUAL ABUSE MAY ALSO BE SEXUAL HARASSMENT. HOWEVER, FOLLOWING THIS SCHOOL DISTRICT'S POLICY ON SEXUAL HARASSMENT DOES NOT FULFILL A MANDATORY REPORTER'S LEGAL RESPONSIBILITIES UNDER THE DCF REPORTING LAW. SUSPECTED SEXUAL ABUSE MUST BE REPORTED TO DCF.*

Implementation

Any school district employee or school official, regardless of whether he or she is a "mandated reporter," under Vermont law (33 V.S.A. §4913), shall report suspected child abuse or neglect to the building principal or his or her designee. If the building principal or designee is the person suspected of child abuse or the person who suspects the abuse or neglect, the report shall be made to the superintendent of schools.

Upon receiving a report, the principal, principal's designee or the superintendent, as the case may be, shall report the incident immediately to the Department of Children and Families (DCF). The report should be made as soon as the abuse or neglect is suspected but in no case later than 24 hours after such abuse or neglect is suspected.

Training

All staff shall receive training once each school year in reporting suspected child abuse and neglect. Such training shall include assistance in recognizing the signs and symptoms of abuse and neglect.

Availability of Policy

This policy shall be provided each year to the parents of students in attendance and to each employee of the school district including substitute teachers. Further, this policy shall be posted in at least three prominent places within the school building.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	11/29/2007	12/12/2007
Champlain Valley Union School District	11/29/2007	12/10/2007
Charlotte School District	11/29/2007	1/8/2008
Hinesburg School District	11/29/2007	12/12/2007
Shelburne School District	11/29/2007	12/12/2007
Williston School District	11/29/2007	1/17/2008

Legal Reference(s): 33 V.S.A. §§4911 et seq. (Reporting abuse of children)

Cross Reference: Harassment of Students (F20)

CODE F13

SCHOOL SPONSORED STUDENT ACTIVITIES & ATHLETICS (COCURRICULARS)

It is the policy of the Boards of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) to provide a student activities program and interscholastic athletic program to complement and supplement its educational programs. All school sponsored activities will be under the ultimate control of the School District and will comply with all policies and procedures of the school and the rules and guidelines of the Vermont Principals Association.

The school will maintain a student activity program appropriate to the maturity of students and as varied as staff and facilities permit. The program will be designed to offer for the greatest number of students worthwhile leisure time interests, wholesome recreational and social activity, and opportunities to develop skills in democratic and cooperative management for these activities.

Guidelines

The Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) recognize the integral role co-curricular activities represent in a student’s total education. The District’s eligibility criteria for participation in co-curricular activities and athletics will involve the following.

Students should:

- Refrain from using any illegal drug, regulated substance or alcohol or violating the Substance Use Policy (F9);
- Refrain from using tobacco or any tobacco products or violating the Tobacco policy (F3);
- Refrain from violations of school policies regarding weapons (F21), bullying (F38), harassment (F20) and hazing (F28);
- Be in good academic standing, as determined by the Administration;
- Be in good disciplinary standing, as determined by the Administration;
- Be in attendance on the day of the event/performance/meeting, unless excused by the administration or designee; and
- Be enrolled in the public school sponsoring the activity or eligible for participation as a home study student.

In addition to the above, students participating in athletics should:

- Be in good health, as determined by the Administration; and
- Have proper medical insurance prior to participation.

Violations of board policies or school rules by a student involved in co-curricular activities may have an impact the student’s short and long term eligibility to participate in co-curricular activities and athletics. A student may also be subject to discipline under the terms of the violated policy.

It is the intent of the Board to provide an athletic program for students of both genders that meet the following criteria. The activities should:

- Provide athletic facilities and opportunities for participation on an equitable basis regardless of gender;
- Stress educational, as well as recreational benefits derived from participation in interscholastic sports; and
- Conform fully to the rules and regulations of the Vermont Principals’ Association.

The Board will make determinations related to individual activities in the programs based on the following considerations:

- The level of student body interest and commitment;

- The level of community interest in an activity;
- The impact of adding or eliminating an activity on existing programs and facilities;
- The potential of the activity to remain competitive with other participating schools;
- The availability of qualified personnel to coach and/or supervise the activities.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	5/2/2008	5/14/08
Champlain Valley Union School District	5/2/2008	5/14/08
Charlotte School District	5/28/2008	6/6/08
Hinesburg School District	5/2/2008	5/14/08
Shelburne School District	5/2/2008	5/14/08
Williston School District	5/2/2008	5/14/08

Legal Reference(s): 16 V.S.A. §§1073 et seq. (Legal pupils)
16 V.S.A. §563(24) (Participation of home study students)

Cross Reference: Tuition for Admitted Students (F39 & F35-CVU)
Admission of Students (F36 & F36-CVU)
Participation of Home Study Students in School Programs and Activities (F23)
Policy on the Prevention of Harassment of Students (F20)
Hazing (F28)
Weapons (F21)
Bullying (F38)
Tobacco Prohibition (F3)

CODE F28
Mandatory

HAZING
Policy

It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) that the schools provide safe, orderly, civil, and positive learning environments. Hazing has no place in the district’s schools and will not be tolerated. Accordingly, the district adopts the following policy and procedures to prohibit hazing and will ensure the enforcement thereof.

Definitions

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

Examples of hazing include:

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

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

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

3. **Pledging** means any action related to becoming a member of an organization.

4. **Principal** means the principal of a school or the director of a technical center or any person designated by them to carry out a particular function.

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

Notification of Hazing Policy

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

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

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

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

Reporting of Hazing

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

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

It is possible that an incident of hazing might also fall within the definition of abuse, neglect, or exploitation as those terms are defined in 33 V.S.A. §4912(2) and 33 V.S.A. §§6902(1), (7) and (9). Reporting a suspected incident of hazing to the principal does not relieve the reporter of any obligations additionally to report such suspicions to the Commissioner of the Vermont Department of Social and Rehabilitation Services as set forth in 33 V.S.A. §4914 or to the Commissioner of the Department of Aging and Disabilities as set forth in 33 V.S.A. §6904 as outlined in policy F10.

Investigation of Reports of Hazing

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

Disciplinary Action

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

1. If the investigation concludes a student committed an act of hazing or otherwise violated this policy, that student shall be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from co- or extra-curricular activities or from school. Any disciplinary action against a student shall be subject to the procedures set forth in policy (F1) of this Policy Manual.

2. If the investigation concludes that a staff person committed an act of hazing or otherwise violated this policy, that person shall be subject to appropriate disciplinary action in accordance with applicable law and the provisions of any applicable collective bargaining agreement or other contract.

3. If the investigation concludes that an athletic team or other co- or extra-curricular activity or organization knowingly permitted, authorized, or condoned hazing, disciplinary action may be imposed against the team, activity, or organization, including cancellation of one organization's permission to operate or exist within the District's purview.
4. Acts of hazing may also be illegal and may be prosecuted under 16 V.S.A. §§140b-140d or other state law.
5. Nothing in this policy shall limit or preclude the District from disciplining a student or other person affiliated with the District under any other District policy as well as under the terms of this policy.

Training of Staff

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

Reporting Incidents of Hazing to Law Enforcement Officials

All staff members are subject to the confidentiality requirements of the Family Education Rights and Privacy Act (20 U.S.C. §1232g and 34 C.F.R. Part 99). Accordingly, information deriving from student records (if the information is obtained through other means, the restrictions of FERPA do not apply) which is personally identifiable, may not be disclosed without parental consent unless it meets one or more of the exceptions specified in 34 C.F.R. Part 99. Certain of these exceptions, depending upon the circumstances meet the conditions set forth in those exceptions, may permit the reporting of hazing to law enforcement officials. Those relevant exceptions are:

1. Where there is a health or safety emergency;
2. Where the information has been subpoenaed; or
3. Where the records in question are created and maintained by a law enforcement unit established by the school.

Date Warned		Date Adopted
Chittenden South Supervisory Union	8/31/2006	9/13/2006
Champlain Valley Union School District	9/29/2006	10/11/2006
Charlotte School District	11/4/2006	11/14/2006
Hinesburg School District	9/29/2006	10/11/2006
Shelburne School District	9/29/2006	10/11/2006
Williston School District	9/29/2006	10/11/2006

*Legal Reference(s): 16 V.S.A. §11(a) (30) (Definition of hazing)
 16 V.S.A. §§140a-140d (Hazing)
 16 V.S.A. §165(a) (1), (8) (School Quality Standards)
 16 V.S.A. §565 (Powers of School Boards)
 20 U.S.C. §1232g (FERPA)
 34 C.F.R. Part 99 (FERPA Rules)*

*Cross Reference: Reporting Suspected Child Abuse or Neglect (F10)
 Harassment of Students (F20)*

CODE F31

STUDENT ATTENDANCE

Policy

It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

The Chittenden South Supervisory Union School Districts believe consistent attendance is a prerequisite for assuring the academic, social, and emotional growth of students. In addition, regular and punctual attendance is important to the development of responsible and effective work/study habits as well as demonstration that students are assuming responsibility for their own behavior. Encouraging students to take full advantage of their education is a shared responsibility of students, families, schools, and communities.

The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy. All procedures regarding truant students will be consistent with those of the Chittenden County Attendance Policy known as the “Chittenden County Truancy Protocol.”

Definitions

1. A **truant** student is one who is subject to compulsory school attendance (16 V.S.A. § 1121) and who is absent without valid cause or excuse.
2. A **valid cause or excuse** for a student’s absence is an absence due to illness, observance of a religious holiday, death in the family, family emergency, situations beyond the student’s control as determined by the administration or other circumstances which cause reasonable concern to the parent or guardian for the health or safety of the student and are confirmed in writing or verbally by the parent or guardian of the student or as otherwise defined or provided by state law and school procedures.

Administrative Rules and Procedures

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

- written excuses;
- tardiness;
- notification of parents/guardian;
- signing out of school;
- excessive absenteeism;
- homebound and hospitalized students;
- early dismissals;
- homework assignments;
- making up work

Administrative Responsibilities

1. The principal or his/her designee is responsible for maintaining accurate and up-to-date records of student attendance.
2. The principal or his/her designee is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

	Date Warned	Date adopted
Chittenden South Supervisory Union	11/1/2010	11/10/2010
Champlain Valley Union School District	11/1/2010	11/10/2010
Charlotte School District	11/1/2010	11/16/2010
Hinesburg School District	11/1/2010	11/10/2010
Shelburne School District	11/1/2010	11/10/2010
Williston School District	11/1/2010	11/10/2010

Legal Reference(s) 16 V.S.A. § 1121 et seq. (Attendance required)
 VT State Board of Education Manual of Rules & Practices: § 2120.8.3.3
 Act 44 of 2009, Sec 46: Truancy Report, Appendix A, Chittenden County Truancy Protocol

Cross Reference(s): Admission of Students – Code F36

CODE G4

ACCEPTABLE USE OF ELECTRONIC RESOURCES AND THE INTERNET

Policy

It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston, and Champlain Valley Union, hereinafter referenced as “the Board” or “the District”) to incorporate technology tools in supporting and enriching the curriculum. The boards believe that we live in a changing, globalized world where we have more and faster access to information than ever before. Students are now both consumers and producers of information, and CSSU strives to

be a 21st Century learning community, taking advantage of the many new technologies and new methods of communication available to our students. With access to these new technologies, students will have opportunities to learn and create like never before, but with those opportunities do come with new responsibilities.

General Information

This policy complies with the statutory requirements of the Children's Internet Protection Act (CIPA) and promotes the safe, ethical, responsible, and legal use of district electronic resources, including but not limited to the internet, to support the effect use of these resources for educational purposes. CIPA requires the installation and use of filtering software or services on all computers with access to the Internet to prevent access to visual depictions of obscenity, child pornography or other materials harmful to minors. However, devices that access technology not owned by the district such as cellular services, cannot be maintained by the district and users assume all responsibilities and risks associated with using non-school provided resources.

Access to district electronic resources including the internet will be available to students and staff who agree to act in a considerate and responsible manner and abide by the requirements of this and other related district policies.

Administrative Responsibilities

The superintendent or designee will coordinate and oversee the use of district electronic resources including but not limited to networks, electronic devices and the internet. The principal or designee will serve as the building level coordinator for the use of the same and will develop building level procedures necessary to implement this policy.

Staff Responsibilities

School staff members are responsible for assuring that students are instructed and supervised in a manner that is appropriate to the age of the students and circumstances regarding the safe, ethical, legal and responsible use of electronic resources including but not limited to the network, electronic devices and the internet.

User Responsibilities

The district reserves the right to examine any computer, imaging or recording device, including but not limited to laptops, desktops, netbooks, cell phones, cameras, PDAs and other electronic devices with built-in computing, imaging or recording devices or network if there is reasonable suspicion that any of the above guidelines are being violated. This includes any device onsite including both personal and school owned devices. Violations of the letter or spirit of these guidelines will result in loss of network privileges and/or disciplinary review. The district expects its students to make the right choices in using the internet and the school network.

When publishing content and/or otherwise using school resources, including but not limited to school issued equipment, networks and internet access, or computer, imaging or recording devices including but not limited to laptops, desktops, netbooks, cell phones, cameras, PDAs and other electronic devices with built-in computing, imaging or recording devices, students also agree to comply with all related district policies, including but not limited to policies regarding Hazing, Policy on the Prevention of Harassment of Students, Bullying Prevention, Copyrights, Use of Imaging and Recording Devices and individual privacy rights. Students may be disciplined under both this policy and/or other district policies as determined by the Administration.

If users choose to bring in their own equipment and devices to use or access school provided resources, users are responsible for ensuring that their equipment is virus free and will not somehow compromise school systems. The school reserves the right to prohibit access to school resources and systems where otherwise allowing access will present a danger or risk to the school.

Equipment, Internet and Network Use

CSSU makes equipment, network and internet access available in the belief that this global information network can be a powerful ally in our mission to prepare students to be contributing members of a democratic society. The internet is no less a public place than the library or other public spaces. The school must expect that the same norms of civility and courtesy govern our networked communication as our behavior in any public place.

As the internet is a public network, connecting millions of users worldwide, no one user can have control over its content. The school still must set guidelines for appropriate use of computers and networks in the school. There are specific bounds to acceptable network use at CSSU, regardless of whether access is via school or private individual computers:

- a. Any deliberate reconfiguration of software or hardware that impedes proper functioning of a computer, imaging or recording device, including but not limited to laptops, desktops, netbooks, cell phones, cameras, PDAs and other electronic devices with built-in computing, imaging or recording devices or network will constitute vandalism.
- b. Users may not operate unauthorized servers on campus or indiscriminately share copyrighted files or software across the school network.
- c. Participation in any illegal online activity is expressly forbidden.

- d. The school must expect technology users to respect the privacy and property of others; no one is permitted to read others' private correspondence, e-mail, or other files stored on any campus computer or network server except as otherwise provided in this or other district policies.
- e. Vulgarity, insulting, threatening, abusive language, and access to or distribution of pornography, violate the spirit of school community standards and may violate the law or other district policies and will be investigated and reported as required by law and/or district policy.

Electronic Communications

All users should clearly understand that all communications and data flowing over the CSSU computer network is subject to inspection with reasonable suspicion at any time by authorized staff members, and in some cases law enforcement agencies. Users should especially note that any computer or electronic device connected to the network or the telephone systems of CSSU is included in this right of inspection, whether owned by an individual, CSSU, or third party. This inspection may occur without notice to the users, either as part of maintenance, supervision of the network, or investigation of suspected wrongdoing. All staff members reviewing the materials will be obligated to protect privacy as much as possible, consistent with investigatory needs.

In addition, users must understand that all communications and data stored on the CSSU school network and servers are the property of the school, subject to appropriate copyright and intellectual property laws.

All students and staff members and other persons using the CSSU network and telephone systems should understand that there is no expectation of privacy in their communications over said network or telephone systems. Discovery of abuse of the CSSU school network or telephone systems shall be subject to appropriate disciplinary measures and communications in apparent violation of the law will be turned over to law enforcement agencies where appropriate.

Copyright and File-Sharing

Students shall observe all laws applying copyright and file-sharing, per CSSU policy G2, Copyrights.

Security, Safety and Harassment

Technology may not be used to make visual or sound recordings without the consent of all those being recorded. Students are to establish and maintain secure passwords that protect the privacy of information on their computers and accounts. Students are to respect the need for security and confidentiality and are to make no efforts to bypass security systems or gain access to information on the servers that is not open to the student population or to the personal accounts of others.

CSSU will take steps to protect members of its community from hazing, bullying and harassment, including those unwanted advances made via electronic means, including unwelcome telephone calls or messages. All users of the CSSU network agree to avoid all profane, illicit and illegal materials. Access to the internet does include some risks and CSSU offers no guarantees that material of this type will not be encountered. Students should communicate immediately with a school administrator, member of the faculty or IT department if they feel they have been the victim of a harassing action.

Discipline

Violations of any part of this policy or other school district policies will be subject to disciplinary action as provided under individual policies and/or the district's policy on Student Conduct and Discipline (F1).

Parental Notification and Responsibility

Each school will provide written notice to parents/guardians about student use of electronic resources including but not limited to networks, electronic devices and the internet. Schools will establish a process for any use agreement process as needed. Use of electronic devices, school networks or access to the internet through school resources will be assumed to constitute the user's agreement to follow all district policies regarding such use and access.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	5/23/2009	9/2/2009
Champlain Valley Union High School	5/23/2009	9/2/2009
Charlotte School District	5/23/2009	9/15/2009
Hinesburg School District	5/23/2009	9/2/2009
Shelburne School District	5/23/2009	9/2/2009
Williston School District	5/23/2009	9/2/2009

*Legal References: 15 U.S.C. §6501 (Children's Online Privacy Protection Act)
 17 U.S.C. §§1701, et seq. (Children's Internet Protection Act)
 17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended)
 Code G4: Acceptable Use of Electronic Resources and the Internet*

18 U.S.C. §2510 (Electronic Communications Privacy Act)
 18 U.S.C. §2251 (Federal Child Pornography Law)
 47 U.S.C. §230 (Computer Decency Act)
 13 V.S.A. §§2802 et seq. (Obscenity, minors)
 Cross References: Student Conduct and Discipline (F1)
 Copyrights (G2)
 Use of Imaging and Recording Devices in School (F33)
 Policy on the Prevention of Harassment of Students (F20)
 Hazing (F28)
 Harassment of Employees (D13)
 Bullying Prevention (F38)

**CODE G12
 Mandatory**

ANIMAL DISSECTION

Policy

It is the policy of the Chittenden South Supervisory Union and its member school districts (Charlotte, Hinesburg, Shelburne, Williston and Champlain Valley Union) to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students enrolled in District schools shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisect or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

Definition

As used in this policy, the word “animal” means any organism of the kingdom animalia and includes an animal’s cadaver or the severed parts of an animal’s cadaver.

Discrimination

No student shall be discriminated against based on his or her decision to exercise the right to be excused afforded by this policy.

Guidelines

The superintendent shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008. The procedures shall include:

1. provisions for the timely notification to each student enrolled in the course and
2. provisions for the timely notification to the student’s parent or guardian of the student’s right to be excused from participating in or observing the lesson and
3. the process by which a student may exercise this right

Alternative Education Method

A student who is excused under this policy shall be provided with alternative methods, such as electronic simulation through which he or she can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the principal if necessary.

	Date Warned	Date Adopted
Chittenden South Supervisory Union	2/20/2009	3/11/2009
Champlain Valley Union High School	2/20/2009	3/11/2009
Charlotte School District	2/20/2009	3/5/2009
Hinesburg School District	2/20/2009	3/4/2009
Shelburne School District	2/20/2009	3/11/2009
Williston School District	2/20/2009	3/11/2009

Legal Reference: Act 154 of 2007-2008 Adjourned Session
 16 V.S.A. §912