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Dear Parents and Guardians,

This handbook will provide you with basic information about our school that will be useful to you throughout the school year. Keep it handy for quick reference. An online version is also available on our school website (www.res.k12.vt.us)

The Randolph School District is committed to providing each child with a high quality education. This can only be achieved through an active partnership with the home and school. You are invited to visit the school and consult with teachers and administrators regarding your child's education. You are your child's first and most important teacher and your input is critical to his/her growth.

We are looking forward to a rewarding and successful school year!

Erica McLaughlin
Principal

Susan McKelvie
Associate Principal

Braintree Elementary School
Brookfield Elementary School
Randolph Elementary School
Mission Statement
Approved by RES School Board November 18, 2010

Educational Mission Statement

The schools of the Orange Southwest Supervisory Union will work collaboratively to provide an educational program, which will enable all students to have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community.

Further, our core focus is on the following:

Critical thinking: Students creatively apply experiences and critical analysis to solve problems and make informed decisions.

Foundational Knowledge: Students possess comprehensive knowledge of a core curriculum in the following areas: reading, writing and communication; mathematics; science; social studies; life skills; the arts.

Ability to Adapt: Students are adaptable, resilient and can manage change

Information Technology: Students use and apply information and technology appropriately, effectively and objectively.

DESCRIPTION OF PROGRAMS

We are entering the twelfth school year in our new school. The Randolph Elementary School, located on 40 Ayers Brook Road, serves approximately 315 students in grades K-6. Our students reside in East Randolph, North Randolph, South Randolph, Randolph Center and the Randolph Village.

Our school was designed to recreate the small school experience in a larger building. We have separate classroom wings for kindergartners, first/second graders, third/fourth graders, and fifth/sixth graders. There are three classrooms in the Kindergarten wing. The remaining three wings house five or six classrooms each. Staff in each wing work together to create age appropriate academic and social opportunities for children.

Faculty and team planning is the cornerstone of our program. Our planning starts at the Supervisory Union level where we work with teachers from Braintree, Brookfield, and the Junior/Senior High School to construct a K-12 program to achieve the Vermont Standards. At the building level we create unified themes. At the team level (K, 1/2, 3/4, 5/6), we make decisions on specific units, activities and work together to address special needs. Of course, the core of the program still occurs at the classroom level where teachers work directly with the styles and needs of the individual students.

The Randolph School District has created an Action Plan that identifies goals for program improvement that we will work toward this year. To obtain a copy of the Action Plan, please call the school at 728-9555 or visit our website at <http://www.res.k12.vt.us>.

INSTRUCTIONAL PROGRAM

The Curriculum

The Randolph Elementary School is working with the other schools in the Orange Southwest Supervisory Union to adopt a K-12 curriculum, which fulfills the requirements of the Vermont Framework of Standards and Learning Opportunities.

We have called our local effort C.A.R., for Curriculum, Assessment, and Reporting -- three important parts of a good program.

Our goals:

- establish clear goals and expectations for students
- devise effective measures of student progress
- report to students, families, and the community about student progress.

(If you are interested in more information about our curriculum, please call the school at 728-9555.)

In striving to complete our vision of enabling "all students to realize their individual potential" we offer a wide variety of supports to students. Parents concerned about their child's progress are encouraged to bring their concerns to the classroom teacher.

Teachers and parents may also gain additional support from the Educational Support Team (EST). This EST team is designed to help the classroom teacher achieve the greatest possible success in meeting every child's needs in the regular classroom. It consists of other classroom teachers at the same grade level and has the support of the Behavioral Specialist, Guidance Counselor, Nurse, and an administrator. Teachers go to this team for ideas, support, and advice when they are having difficulty meeting a child's needs. If your child is having difficulty and the teacher wishes to confer with the EST, the teacher will already have discussed the issue with you.

Assessment

Assessment and testing has a role in a student's life at school. We believe that assessment should be ongoing, should demonstrate growth and achievement, and should highlight areas of learning which drive our instruction.

In Randolph, we use local assessments to help us understand what students know and in what areas they need to grow. Authentic assessments in reading, math problem solving, and writing assist teachers in understanding what students are able to do. Teachers can then design instruction to help students increase their performance in the basic areas of the curriculum.

In addition, federal and state regulations require that our students complete a number of assessments. Our school district utilizes the results of these assessments to improve our program and guide us in assisting individual students. One assessment that is required by federal and state law is the New England Comprehensive Assessment Program (NECAP) in grades 3 through 6 in reading and math; grade 4 in science and grade 5 in writing. Schools are expected to increase the number of students meeting standards each year and may have sanctions imposed if this does not happen.

The staff of the Randolph School District has developed a reporting system that helps parents and students understand each child's progress in learning basic skills as well as growth in social/emotional development. The district has developed a reporting instrument, which is sent home in December and June. These report cards focus on skills acquired at each grade level. Students in grades 1-6 also receive a Unified Team report card twice each year. Art, Music and P.E. teachers assess students' skills and attitudes in their area of specialty.

Student self-assessment is an important part of Randolph's reporting system. Children are encouraged to reflect on the quality of their work during the learning process. This self-assessment becomes a part of each student's report card at grades 3-6.

Parents are encouraged to ask questions regarding their children's state and local assessments.

Homework Guidelines

We believe that a planned introduction of homework as a child progresses through the elementary grades will serve to benefit the development of good study habits and avoid any sudden "crunch" at the upper elementary or junior high grades. On the other hand, we believe that young children need time to be just that and thus we want to avoid overdoing homework.

We believe the plan below is a balanced approach to homework introduction. The guidelines are general, but will serve to guide a parent's expectations. If your child is spending significantly more or less time than what is indicated, a problem of some sort is likely. In either case, or if you have other questions, please communicate with the child's teacher. We need to work together.

<u>Grade</u>	<u>Expectations</u>
K	Students will occasionally be responsible to bring something to school or take something home to be signed and returned. At times, students will have homework.
1-2	Students should expect 20 minutes of homework, four nights per week. This time includes reading or being read to. At times there may be math, spelling, writing and word work. Students are also expected to be responsible for taking something home to be signed by or shared with parents. This is the ideal time for parents and students to establish homework routines.
3-4	At this level, students should expect nightly homework, ranging in length from 30 minutes (for beginning 3rds) to 45 minutes for 4ths. Assignments include reading or being read to, math, and, at times, writing, theme and spelling. In addition, fourth graders are encouraged to practice their recorders for 10 minutes, several times each week.
5-6	Students should expect up to an hour of homework Mondays through Thursdays. This often includes reading, writing, and math. At this age, students may be given long term assignments, which require them to plan ahead and budget their time. Students who choose to play an instrument should expect to practice several nights per week.

Electronic Resources

Students and staff use a variety of electronic resources such as the Internet to support their learning and to enhance their knowledge of information technology. The following are examples of appropriate student activities:

- Searching for information using approved search engines
- Participating in supervised web-based projects
- Using electronic resources and software (digital camera, word processing application) for school projects
- Reading daily news or using other real-time resources

The OSSU has developed a policy (Acceptable Use Policy for Electronic Resources – Appendix G) establishing guidelines for appropriate use. Use of electronic resources is a privilege that can be taken away if these guidelines are not followed.

Field Trips

Parents should be aware that classes from time to time will leave school grounds as part of their academic program. This may include a trip to the High School for a rehearsal or performance, a visit to Chandler Music Hall or a local business, or in pursuit of a natural resource. Teachers will try to inform parents of these trips in their newsletters, but will not seek advance permission. We are aware that some parents would rather have the opportunity to grant permission for each excursion from the building. If you would like to use this alternate procedure, please call Karen Terwilliger at 728-9555, and we will send you guidelines and a form to fill out.

Extra Curricular Activities

We believe that it is important for our students to have opportunities to practice leadership skills as well as contribute to their community. There are several organizations, teams, clubs and tests that are available for students to work together, compete or socialize. Students can participate in Student Council, work at the student-run school store, play chess together in the library, compete on the spelling team, join a Destination Imagination team, the school chorus or band, become a library or kindergarten helper. Students can also be Wizard Mentors. Wizard Mentors are students that work with children from a buddy classroom to do special projects together to enhance the curriculum from their classrooms.

Health Services

School Nurse

The school nurse is in our school full-time. Her office is located in the main office suite and is well equipped for routine school health care. The school nurse sees many students each day for chronic health needs, illnesses, injury and medication administration. The School nurse does vision and hearing screenings each school year. She also checks for communicable disorders such as head lice. The nurse visits each classroom each year to discuss personal safety. She also conducts human growth and development classes on puberty with 5th and 6th graders. The school nurse welcomes parents to call or visit to consult and discuss any health concerns they may have regarding their child.

Medication

If your physician requests that your child receive medication at school, the medication needs to be in the original pharmacy container (the pharmacy can give you a second bottle for school) and accompanied by a Prescription Medication Order Form signed by your physician. The medication must be transported to and from school by an adult. On field trips, individual doses will be packed by the nurse and sent with the classroom teacher or individual assistant to administer. These adults will receive complete instructions on the medication and its administration. Non-prescription medication may be administered if the parent/guardian completes a Non-prescription Medication Permission Form and returns it to us with the desired medication. Permission for Tylenol administration is included on the Annual Health Questionnaire.

Illness

We expect children to come to school relatively healthy and fever free. However, because of the number of students we have, parents should assume that their children will be exposed to many communicable and nuisance diseases, such as the flu, whooping cough, strep and head lice. Should there be several cases in a classroom, parents of the children in that classroom will be notified. Please notify the school nurse if your child contracts something contagious. Children are not kept in from recess for health reasons unless there are unusual circumstances and a note from the child's doctor has been received. If your child gets ill during school, the parent (or the emergency care person named on the Annual Health Questionnaire) will be called to come pick the student up.

Injury

Please notify the school nurse of any significant injury your child receives at home. Should your child be injured at school, he/she should report it to an adult. The child will be referred to the school nurse for treatment and assessment. If there is question of serious injury, the parent will be contacted. If it is an emergency, the ambulance will be called for treatment at our local facility.

Annual Health Questionnaire

Each school year parents will receive an Annual Health Questionnaire. This enables us to have current information regarding your child's latest health needs, whom to call in case of illness or injury and whether you would like your child to be able to receive Tylenol should he/she request/need it. Please help us by filling it out promptly. Parents should also inform the school of a change in phone number, place of employment, or emergency contact so we can reach you in case of emergency.

Library

The Randolph Elementary School Library offers something for everyone in our school community. Included in our over 20,000-volume collection are children's books, audio books, magazines, videos, DVDs, and computer software, as well as teacher materials and a special section on families and parenting.

During the school year, classes visit the library at least once a week for literature enrichment and instruction in print and online information skills. Students are encouraged to use the library other times as well. Individuals and small groups come in to research, use the computers, work on library folders or logs, browse and sign out books, read, or even play a quiet game of chess. With a full-time librarian and library assistant, someone is always available to help.

Students and their parents may sign out library materials for two weeks. Sometimes materials are lost or damaged. When this happens, we expect the borrower to replace the item or reimburse the school. This system ensures that the item will be available for others in our school community to use. Patrons who have overdue, missing, or damaged materials may have their borrowing privileges restricted until the matter is resolved.

Check out the Library Page of our school web site at www.res.k12.vt.us/librarypage.html. It is a portal to the best of the World Wide Web. Some of the useful links you can find there are safe search engines for kids, book reviews by kids, and cool sites to explore, just to name a few. There is even a link that allows you to use our library catalog from home.

When school is in session, the library is officially open from 7:40 to 3:00. If Mrs. Seymour is still around later in the afternoon feel free to stop in.

Summer library hours are Monday and Thursday mornings from 9:00 to noon.

Transportation

It is our goal to maintain a transportation system that is both safe and efficient and to make sure each student has a safe, comfortable ride to and from school. In order to do this, each student riding a school bus shall follow the expectations listed below:

- Be at the bus stop on time. Bus drivers are not required to wait for a tardy child.
- Load the bus in an orderly manner.
- Take a seat immediately and remain seated.
- Keep aisles clear.
- Talk in low voices, using proper language.
- Keep hands, head, and all other body parts inside the bus.
- Do not eat or drink on the bus.
- Do not be destructive.
- Keep the bus clean.
- Students may be assigned seats.
- Fighting and fooling around on the bus or while waiting are not allowed.
- Students should not have trinkets hanging off their backpacks that could accidentally hit another student or get caught in the bus doors.
- Cooperate with the driver and observe classroom conduct.

Disciplinary Procedures:

In the event students fail to comply with the rules on the previous page, a three-step procedure will normally be followed. However, for serious offenses, such as vandalism, fighting, smoking, insubordination, use of drugs or other serious violations, the principal can go directly to step 2 or 3 of the procedures.

1. Upon receipt of a written report from the bus driver, the principal and/or the behavior specialist will discuss the incident with both the driver and the student involved.
2. The principal and /or the behavior specialist will warn the student and notify his/her parents in writing that a second report will mean a bus suspension for up to five days. Upon issuance of a second report, the student will be suspended from riding the bus for up to five days.
3. Should a third report be issued, the principal may suspend the bus riding privilege for the remainder of the year.

It is the responsibility of the parents or legal guardians to ensure the safety and well being of their child until s/he enters the school bus each morning and to again resume that responsibility when the child leaves the bus at his/her bus stop after school each day. (see Randolph Transportation policy #9201)

Students must have a note from their parent or guardian if they would like to ride a bus to a location other than their usual drop off. If it is on a different bus, parents should contact the Transportation Supervisor, Wes Gibbs, at 728-9276 to determine if there is room.

At the discretion of the bus driver, music may be played on your child's bus.

Maintaining a safe, positive environment for the children is our goal.

Food Service Program

Our school is committed to providing nutritious, well-balanced breakfast and lunch meals to all students. Students are offered many choices and most often find something they like! Menus are published monthly, distributed to each student through their classroom, published weekly in the Herald and on the O.S.S.U website www.orangesw.k12.vt.us (under information, school-related issues, food menus).

Students wishing to eat breakfast should plan to arrive between 7:30 and 7:55 AM so as not to take away from class time. In addition to this program, all students are scheduled for a twenty-minute lunch period with their classmates, which is connected to a recess period.

For the 2011-2012 school year, full paid lunches cost \$2.50, reduced, \$.40. Breakfasts are \$1.50 for full paid and \$.30 for reduced. Breakfast is free for children that receive reduced lunches. Milk and juice are available for snack time and for students bringing bag lunches at a cost of \$.30 per carton.

Free and reduced priced meals are available for students whose families meet the federal income guidelines. Applications for eligibility are available in the office and you may apply anytime. Many federal funds are distributed to schools based on the number of students eligible for free/reduced price meals, so we encourage parents to review the income guidelines and apply if they believe their children may be eligible.

The School Nutrition Program has a "No Charge" policy. Children are not allowed to charge breakfast or lunch. However, if a child forgets his/her lunch at home, a meal will be provided so that the child does not go hungry. A bill will be sent home for that meal.

An unpaid meal places a financial strain on our program and reduces our revenue that affects the ability to pay bills. Our revenue is generated by student and adult sales along with federal reimbursements based on the number of meals we serve only! It is the parent's responsibility to make sure their child's account remains at a positive balance at all times.

Student accounts are established in our computer system for all students. PIN numbers are assigned. Parents are encouraged to send money in, in advance, and to sign up for lunches a week ahead of time, using our "blue slips." If there is money left in a child's lunch account at the end of the school year, it will be held until the following year unless parents request a refund, in writing, before the end of the year.

Occasionally, we will have students who skip lunch on a regular basis. These students will be referred to the school nurse and parents will be notified if it is deemed appropriate.

Expected Lunch Room Behavior

- Hands are to be washed properly
- Arrive to lunch “on time”
- Wait “Quietly” in line
- Be polite and use your manners (please and thank you)
- Wait for the cashier to dismiss you from the line
- While eating, you may talk “quietly” to the people next to you
- Do not share your food with other classmates (for health and sanitary reasons)
- When you are finished eating:
 - Close your milk carton if it is not completely gone
 - Place your silverware in the bucket
 - Uneaten food is to be placed in the trash
 - Stack your tray in the dish room window
 - Return to your seat and wait to be dismissed

After School Program

The Robin's Nest CEC of Gifford has run the Gifford After School Program at the school for several years. The goal of the After School Program (ASP) is to provide quality after school child care for youngsters in Randolph and outlying communities. The ASP is a state licensed program and it is designed to serve children in grades K – 6 or approximately 5 – 13 years old. The program opens at 2:30 p.m. every full day that school is in session and closes promptly at 5:30 p.m.

The program uses the gym, cafeteria, and both music rooms for activities. Daily activities consist of, but are not limited to, outside time, arts and crafts, board games, manipulatives, puzzles, and gross motor activities. Homework time and snack is also offered daily.

Please call 728-2412 or email Carrie Wright (cwright@giffordmed.org) at The Robin's Nest CEC of Gifford for more information about the program, how to enroll, and for current pricing.

PERSONNEL

Phone number is 728-9555, unless noted. Each classroom has a phone. You are welcome to leave a voice mail message any time.

<u>Administration</u>	<u>Position</u>	<u>Phone</u>	<u>Email</u>
Susan McKelvie	Assoc. Principal	ext. 238	smckelvie@res.k12.vt.us
Erica McLaughlin	Principal	ext. 237	emclaughlin@res.k12.vt.us
Suzanne Sprague	Admin. Assistant	ext. 234	ssprague@res.k12.vt.us
Karen Terwilliger	Admin. Assistant	ext. 232	kterwilliger@res.k12.vt.us

Professional Staff:

Christopher Armstrong	Grade 3/4	ext. 271	carmstrong@res.k12.vt.us
Sara Aulis	Grade 2	ext. 147	saulis@res.k12.vt.us
Linda Berthiaume	Special Education	ext. 260	lberthiaume@res.k12.vt.us
Rebbie Carleton	Art	ext. 130	rcarleton@res.k12.vt.us
Sonya Cattanach	Guidance	ext. 114	scattanach@res.k12.vt.us
Tina Clifford	Nurse	ext. 233	tclifford@res.k12.vt.us
Susan Engler	Grade 3/4	ext. 278	sengler@res.k12.vt.us
Linda Garrett	Grade 3/4	ext. 266	lgarrett@res.k12.vt.us
Valerie Goodrich	Kindergarten	ext. 104	vgoodrich@res.k12.vt.us

Heather Harvey	Grade 2	ext. 144	hharvey@res.k12.vt.us
Nancy Hauser	Planning Room	ext. 254	nhauser@res.k12.vt.us
Julie Hinman	Grade 5/6	ext. 203	jhinman@res.k12.vt.us
Leslie Hutchinson	Kindergarten	ext. 111	lhutchinson@res.k12.vt.us
Bonnie Kawecki	Grade 5/6	ext. 214	bkawecki@res.k12.vt.us
Todd Keenhold	Physical Education	ext. 249	tkeenhold@res.k12.vt.us
Lyn MacBruce	Kindergarten	ext. 106	lmacbruce@res.k12.vt.us
Ben Maniscalco	Special Education	ext. 221	bmaniscalco@res.k12.vt.us
Melissa Maring	Grade 1	ext. 154	mmaring@res.k12.vt.us
Robert Maurer	Instrumental Music	ext. 252	rmaurer@res.k12.vt.us
Lindsay Meyer	Grade 5/6	ext. 213	lmeyer@res.k12.vt.us
Patricia Miller	Special Education	ext. 107	pmiller@res.k12.vt.us
Jennifer Moore	Music	ext. 255	jmoore@res.k12.vt.us
Sylvia Moore	Grade 3/4	ext. 269	smoore@res.k12.vt.us
Cristy Murphy	Grade 1	ext. 142	cmurphy@res.k12.vt.us
Carol Petty	Grade 1	ext. 152	cpetty@res.k12.vt.us
David Roller	Grade 5/6	ext. 205	droller@res.k12.vt.us
Becky Seymour	Librarian	ext. 122	bseymour@res.k12.vt.us
Paul Shriver	Grade 5/6	ext. 216	pshriver@res.k12.vt.us
Nora Skolnick	Grade 3/4	ext. 276	nskolnick@res.k12.vt.us
Becky Wood	Special Education	ext. 136	bwood@res.k12.vt.us

<u>Paraprofessional Staff:</u>	<u>Position</u>	<u>Phone</u>	<u>Email</u>
Brandy Bashaw	Instructional Assistant		bbashaw@res.k12.vt.us
Sue Cass	Instructional Assistant	ext. 330	scass@res.k12.vt.us
Susan Chap	Instructional Assistant	ext. 259	schap@res.k12.vt.us
Laura Davidson	Instructional Assistant	ext. 353	ldavidson@res.k12.vt.us
Sara Grandy	Individual Assistant	ext. 335	sgrandy@res.k12.vt.us
Lynn Keene	Individual Assistant	ext. 348	lkeene@res.k12.vt.us
Cathy Ingalls	Individual Assistant		cingalls@res.k12.vt.us
Cassie King	Individual Assistant	ext. 333	cking@res.k12.vt.us
Sally Listro	Individual Assistant	ext. 336	slistro@res.k12.vt.us
Josephine Lyon	Instructional Assistant	ext. 331	jlyon@res.k12.vt.us
Lava Mueller	Building Aide	ext. 349	lmueller@res.k12.vt.us
Fabio Nascimento	Individual Assistant		fnascimento@res.k12.vt.us
Amy Poirier	Instructional Assistant	ext. 329	apoirier@res.k12.vt.us
Krista Scoskie	Speech & Language	ext. 134	kscoskie@res.k12.vt.us
Betsy Shands	Instructional Assistant	ext. 343	bshands@res.k12.vt.us
Mary Smokoski	Individual Assistant		msmokoski@res.k12.vt.us
Janice Taylor	Building Aide	ext. 228	jtaylor@res.k12.vt.us
Cheryl Vincent	Speech & Language	ext. 134	cvincent@res.k12.vt.us
Liz Whitlock	Library Assistant	ext. 122	lwhitlock@res.k12.vt.us

<u>Technology Staff:</u>	<u>Position</u>	<u>Phone</u>	<u>Email</u>
Tina Scheindel	Technology Integration	ext. 127	tscheindel@orangesw.k12.vt.us
Cindy Jarvis	Technology	ext. 127	cjarvis@orangesw.k12.vt.us
Charlie Zani	Technology	ext. 127	czani@orangesw.k12.vt.us

<u>Food Service Staff:</u>	<u>Position</u>	<u>Phone</u>	<u>Email</u>
Julie Tabor	Assistant	ext 243	
Saige Vorce	Assistant Cook	ext. 243	svorce@res.k12.vt.us
Santinna Young	Cook	ext. 243	syoung@res.k12.vt.us

OSSU School Nutrition Director	Phone	Email
Karen Russo	728-3397 x 109	krusso@orangesw.k12.vt.us

OSSU Building & Grounds Supervisor	Phone	Email
Mark McKinstry	ext. 128	mmckinstry@orangesw.k12.vt.us

Supervisory Union Staff:	Position	Phone	Email
Wes Gibbs	Transportation Coord.	728-9276	wgibbs@orangesw.k12.vt.us
Brent Kay	Superintendent	728-5052	bkay@orangesw.k12.vt.us
Steve Kinney	Special Ed Coord.	728-9844	skinney@orangesw.k12.vt.us

Board of Education:	Position	Email
Brooke Dingleline	Chair	lbrooke@vdmilaw.com
Anne Kaplan	Vice Chair	vtcyclist@myfairpoint.net
Jen Messier	Clerk	jbdamessier@gmail.com
Sarah Murawski		s-murawski@excite.com
Anne Black-Cone		

Please respect the privacy of our staff and board members by using their email addresses only for school business.

VISITING THE SCHOOL

We welcome parents and other community members to be a part of our school. On the other hand, our staff is primarily responsible for and to the children, so we need to avoid distractions from the school's primary purpose. We have created the following guidelines in an attempt to have your visit be successful without causing undue distraction to school staff and children.

All Visitors: We ask that, for security purposes, all visitors sign our guest book and check in at the office to complete all necessary forms. If you are not a "familiar face" you will be asked to wear a visitor tag so that school personnel will be assured that you have checked in.

Parents: Occasionally, parents need to stop by before school to touch base with their child's teacher or another staff member. This is understandable and manageable as long as it is infrequent. Obviously, if it happens often it interferes with the staff's ability to get the day off to a smooth start. We ask that you keep the following in mind:

- please check in at the office before going to the room – the teacher may be absent or elsewhere in the building
- keep such visits to a minimum
- remember that children come into the building at 8 AM – the staff is on duty at that time, so please arrive before that and leave your child outside to line up with his or her class
- if the teacher or staff member indicates that it would be better to meet at a different time, please respect that request
- don't make a habit of accompanying your child to the classroom – it is usually best to let children start the day independently

If you need to stop in during the day, when you check in at the office please state the reason for your visit. In an effort to keep class interruptions to a minimum, we will try to help you first. Also, we will be able to tell you if the class is elsewhere in the building. If you are dropping something off, we'll deliver it at an appropriate time. If you are just checking Lost & Found, we'll show you the way!

If you are picking your child up during the day, see "Release During the School Day" in the Attendance section of this handbook.

If you are picking your child up at the end of the day, please follow the guidelines under "Dismissal" in the Attendance section. If you arrive early and park, please wait in the lobby or at the entrance to the building. This is a particularly busy time for teachers, with many important details that require their attention. Visits to the classroom at the end of the day need to be avoided if at all possible.

ATTENDANCE

Absences and Tardiness

It is the policy of the school district to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning.

In accordance with 16 V.S.A. § 1121, Act 44, Section 46 (Truancy), and Vermont Department of Education guidelines (March 23rd, 2010 Memorandum), Truancy is defined as a student who is subject to compulsory attendance and who is absent without valid cause or excuse for ten days.

Valid causes for absences include illness, observance of religious holiday, death in the family, family emergency, situations beyond the student's control as determined by the superintendent (or designee), 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 to the student. To view the complete Attendance/Truancy Protocol please go to Appendix Q in the back of this handbook.

When it is necessary for a child to be absent from school, the administrative assistants should be informed by phone, or word should be sent by a brother, sister or friend the first day of the absence. When calling the school, please do so before 8:30 AM. You are welcome to leave a message on our voice mail system or email Suzanne Sprague at <ssprague@res.k12.vt.us>

Every attempt will be made to call parents whose child is out of school and who have not notified us.

Length of Day

Students line up at 7:55 in the morning. They enter the building by 8:00. Students are considered tardy after 8:05.

Our school day officially ends at 2:30, although there may be students who are dismissed earlier to catch early buses.

Walkers

Walkers should plan to arrive at school no earlier than 7:30. If there are problems with the behavior of students arriving too early, parents will be asked to have students arrive closer to 8:00.

Parents should understand that supervision is only provided for students waiting for buses after school (and by the After School Program staff for students in their program). If children misbehave or play unsafely, parents will be notified that children cannot remain after school to play.

Dismissal

The end of the day can be a very stressful time for students if they do not know if they are to take the bus, walk, be picked up or stay for the After School Program. **Parents and children should make these arrangements before the start of the school day.** If your arrangements vary from what the teacher has been told, please send in a note or call the office in the morning. In the event of an emergency, please call us by 2:00 and we will let your child know of any changes. Please help us keep these last minute arrangements to emergency situations only.

If your child's after school procedures vary in any way, such as waiting for a parent when he usually rides the bus, or riding to a friend's on a different bus, you must send in a note. **(NOTE: There may not be room for extra riders on some routes. If you want your child to take a bus he or she is not assigned to, please check with the Transportation Supervisor, Wes Gibbs, at 728-9276.)**

To alleviate congestion that occurs at the Randolph Elementary School, please follow these guidelines when picking up your child:

When picking up students: Keep in mind that buses arrive between 2:20 and 2:40. Children who ride the “early” buses are dismissed by 2:25. Walkers are dismissed at 2:30.

If you plan to pick up your child, you may momentarily stand along the front curb of the school. **You may not leave your car unattended there.** Parents needing to leave their vehicles, or waiting for an extended period of time, should park their cars in the visitor’s section of our lot. (If there are no spaces, stop in the back lot just behind parked cars, wait a few minutes, then circle around to check for your child.)

Please: Remind your child to use crosswalks and to follow the directions of our crossing guard.

Bicycles, skateboards, and roller blades: For safety reasons, students are not allowed to ride bicycles, skateboards, scooters, or use roller blades on school property from 7:00 AM to 3:00 PM on school days. Students may be asked to refrain from riding at other times due to the amount of pedestrian and motor vehicle traffic. Students bringing bikes to school should walk them up and down Ayers Brook Road. Skateboards shall be stored in the school office during the school day.

ALERTNOW Rapid Notification

The Randolph Elementary School uses the ALERTNOW Rapid Notification Service to enhance parental communication. This service has allowed us to send a voice message to ALL of our students’ parents on ALL of their contact numbers within minutes.

We anticipate using this service for

- Emergency Notification
- Inclement weather cancellations or delays
- Early dismissals due to inclement weather
- Early release reminders
- Transportation messages, such as late bus routes or field trips
- Event reminders

The ability to deliver a message is only as successful as the contact information we have for our families, so please make certain we have the most up-to-date direct dial numbers and email addresses. If this information changes, please let us know immediately.

What you need to know about receiving calls sent through ALERTNOW

1. Your caller ID will display 411 anytime an emergency call is being sent. Examples of an emergency include evacuation from our site or if we’ve needed to lockdown our facility.
2. Your caller ID will display our main number (728-9555) anytime a non-emergency call is generated. Caller ID will not display a name with the number.
3. ALERTNOW will leave a message on your voicemail or answering machine.
4. If you have such things as Telemarketer Zapper or Privacy Director on your telephone lines, you may not receive the call.
5. ALERTNOW will attempt to call extensions. If you have a live operator at the switchboard where you work, you should inform them of this system. If you have a direct dial number at work, you should provide us with that number rather than the main number plus the extension.

We sincerely appreciate your cooperation, and if you have any questions, please don’t hesitate to contact us.

Emergency School Closings

When conditions warrant it, the Transportation Supervisor travels roads and contacts the town road foreman to help decide whether or not to close school. The superintendent will make the decision by 6:00 AM, if possible, and report to WCVR -- AM 1320/FM 102.1, WDEV -- AM 550/FM 96.1, WSKI -- FM 104.7, and Z97 -- FM 97.1 radio stations. You will receive notification of school closings from our ALERTNOW Rapid Notification Service, and "No school" announcements will also be on our school's answering machine. If in doubt, call us at 728-9555.

Occasionally, it may be necessary to close school early for various reasons. When this decision is made, it will be reported to these radio stations, and the ALERTNOW Rapid Notification Service will be used as soon as possible. Please talk with your children about procedures to follow in case school is closed early. Be sure you have completed an Emergency Early Dismissal form indicating what your child is to do. It is important to keep all emergency information up-to-date.

Delayed Openings

Over the past few years we have had several school cancellations caused by icy conditions at bus time in the morning. Yet often, by 8 AM, the roads are fine. Because of this we have decided to add a delayed opening of school as one of our options.

If a delayed opening is announced, it will be a 90-minute delay. Bus runs, playground supervision, and school opening -- everything will be delayed 90 minutes. Breakfast will be served when students arrive. The balance of the day (lunches, etc.) will occur at normal times, though morning recess may be canceled.

By 6:00 AM, the superintendent will decide to open school, cancel school, or delay opening. If the decision is to delay opening, and road conditions remain poor, school might still be canceled. You can anticipate a call from our ALERTNOW Rapid Notification Service for the latest information. You can also access this information through viewing your local television and radio stations. The final decision will be made by 7:45 AM. Please remember to make plans that allow for cancellation of school at 7:45.

Release During the School Day

If you are picking your child up during the day, please check in at the office and we will phone the room to get your child. Only parents (or those authorized by the parents) may pick up children. It is always helpful if you let us know ahead of time that your child will be leaving early.

Emergency Response Plan

As we have seen in recent years, school violence can happen anywhere, even in rural Vermont. Schools are required to be prepared as much as possible for situations where we may have to act quickly to protect students and staff. Every school, including ours, creates a School Crisis Plan to provide specific direction in the event of an emergency. The plan is developed and updated yearly by a team of teachers, administrators, the school nurse, guidance counselor, and our facilities manager. The team gathers information from our local police and rescue as well as planning facilitators provided by Homeland Security, to insure that the plan is flexible enough to respond to a variety of potential crisis -- including fires, severe weather events, power outages, chemical spills, or intruders. All school staff are trained to implement this plan.

The experts have taught us that there are three basic initial responses that apply in most crisis: Clear the Halls, Secure the Building, and Evacuate the Building. As a school, we practice one of these responses monthly to keep our skills sharp. These drills help our students learn how to respond instinctively and without question when an alarm sounds, which may be critical in the event of an actual emergency.

It is our intention to create a friendly and welcoming school that is also a safe and secure learning environment for our students and staff. With this in mind, we respectfully ask all visitors to check into the office when entering the building during school hours.

If you wish to learn more about our School Crisis Plan, please feel free to call the school.

DISCIPLINE

The Philosophy

Maintaining good discipline in our elementary school is very important. When behavior in the school is positive and responsible, students learn more and teachers are able to teach better. The Randolph Elementary School believes the following principles create a strong framework for school expectations:

- The right of all to learn and teach
- Emotional safety for all
- Physical safety for all
- Respect for school and personal property
- Responsibility for attendance, work completion, and cooperation in the classroom and other school environments

Student Rights

All students have the right to learn in an environment that promotes:

- Intellectual development
- Emotional safety
- Physical safety
- Social development

Student Responsibilities While at School

All students are responsible for contributing to a safe and productive learning environment by demonstrating the following behaviors:

- Be kind to others
- Respect self, others and environment
- Respect self and others' learning opportunities
- Come to school prepared and on time
- Work to the best of your ability
- Ask for what you need to be successful
- Listen to others and work cooperatively
- Play and work safely
- Use appropriate language
- Take responsibility for your actions, words and attitudes

When problems arise, the teachers, behavioral specialist, and principals will do everything possible to make sure the discipline is handled in a fair and consistent manner, according to the Student Conduct and Discipline policy #6202. Copies of the policy are available by calling the school and are posted on our school website.

Certain behaviors are considered totally unacceptable and we recognize that consistency is the best approach to helping children learn from their actions. The following Behavior Rubric was developed to provide consistent consequences for those serious behaviors:

Behavior and Consequences

Behavior	First Time	Second Time	Third Time
<p>Physical Aggression: Pushing, hitting, punching, grabbing, kicking, throwing objects that could harm someone or similar behaviors that result or could result in someone getting injured</p>	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • Time may be spent out of the classroom for a period of the day 	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • In-school suspension the rest of the day and possibly the following day 	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • Suspension the rest of the day and the following day • Team meeting with the parents/guardian
<p>Bullying: Bullying” means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which: (A) is repeated over time; (B) is intended to ridicule, humiliate, or intimidate the student; and (C)(i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity; or (ii) does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student’s right to access educational programs. Sec. 36. 16 V.S.A. § 11(a)(32)</p>	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • Time may be spent out of the classroom for a period of the day • Bullying reported to the VT Department of Education (DOE) 	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • In-school suspension the rest of the day and possibly the following day • Bullying reported to the VT Department of Education (DOE) 	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success plan • Student phone call home • Suspension the rest of the day and the following day • Team meeting with the parents/guardian • Bullying reported to the VT Department of Education (DOE)

<p>Harassment: Harassment means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, gender identity, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment. Sec. 35. 16 V.S.A. § 11(a)(26)(A)</p>	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • Time may be spent out of the classroom for a period of the day • Harassment reported to the VT Department of Education (DOE) 	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • In-school suspension the rest of the day and possibly the following day • Harassment reported to the VT Department of Education (DOE) 	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • Suspension the rest of the day • Team meeting with the parents/guardian • Harassment reported to the VT Department of Education (DOE)
<p>Vandalism: Causing damage to or destroying school or another individuals private property, using graffiti on school and or private property</p>	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • Student retribution 	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • Student retribution • Student assigned a pass for designated areas 	<ul style="list-style-type: none"> • Reflection and Process • Complete Student Success Plan • Student phone call home • Student retribution • Student assigned a pass for designated areas for a longer period of time

Consequences may be more severe depending on the severity of the actual behavior and may include criminal charges.

If your child is involved in a school discipline problem, your role as a parent becomes very important. Helping children to understand and deal with the consequences of their actions and behavior can help them grow up to be responsible adults and citizens. Students who are able to avoid the consequences of their behavior may find it difficult to acquire a real sense of responsibility.

Bullying Prevention Plan

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.

Definition Sec. 36. 16 V.S.A. § 11(a)(32)

Bullying means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

- (A) is repeated over time;
- (B) is intended to ridicule, humiliate, or intimidate the student; and
- (C)(i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity; or (ii) does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

Randolph Elementary School 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 our school. Randolph Elementary School shall:

- (a) 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.

Reporting, Investigating, and Notifying Parents of Bullying Reports

To address bullying, Randolph Elementary School:

- (a) Encourages students to report personally or anonymously to teachers and school administrators' acts of bullying. Randolph Elementary School has established the following methods for such reporting: Personal Reporting: *Nancy Hauser, Behavior Specialist, Erica McLaughlin, and/or Susan McKelvie, Principals.*
- (b) Encourages parents or guardians of students to notify above personnel of suspected bullying.
- (c) Requires teachers and other school staff who witness acts of bullying or receive student reports of bullying to promptly notify *Nancy Hauser, Behavior Specialist, Erica McLaughlin and/or Susan McKelvie, Principals.*
- (d) Requires *Nancy Hauser, Behavior Specialist, Erica McLaughlin and/or Susan McKelvie, Principals,* 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, Randolph Elementary School shall promptly continue with an investigation.
- (e) As with any other disciplinary action, school staff members are required to notify the parent or guardian of a student who commits a verified act of bullying, the response of the school staff and consequences that may result from further acts of bullying.
- (f) 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 and of the action taken to prevent any further acts of bullying.

Data Gathering

Randolph Elementary School delegates the responsibility of data collection to: *Nancy Hauser, Behavior Specialist.* She 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.

Items Not Allowed in School

Due to their dangerous nature, the following items are not allowed in school: guns, knives or other sharp objects, any kind of weapon, including toys. Parents are requested to assist the school by not allowing your child to take such items to school. These items will be confiscated if found at school and may be picked up by parents.

Weapons (see Weapons Policy Appendix L), Alcohol, tobacco, unauthorized drugs, or other such items are also forbidden in school.

CD players and video games will only be allowed in school if they do not create a distraction. The school reserves the right to ban such items if there is a problem.

Parents and visitors should be aware that the use of tobacco on school grounds is a violation of state law and is therefore prohibited (see Appendix K).

HOME-SCHOOL COMMUNICATION

Effective communication between parents, students and school staff is key to a positive elementary school experience. Teachers work to keep parents informed about their program by sending home periodic newsletters. We also publish a monthly school-wide newsletter with items of interest to parents about our school and listing community events for children. This is also available through our website.

The Randolph Elementary School invites parents to school several times each year. It may be that parents have an opportunity to view their child's work and are treated to special performances or group demonstrations. It could also be for private meetings between parents and teachers (and often students). Parent conferences are held in the fall and spring for all students. During the fall conference, parents and teachers (and often students) establish goals for the school year. At the spring conference, students are given an opportunity to share their work with their parents. The school staff realizes that many of our students' parents do not live together. Because we recognize that communication between parents can be difficult, we believe it is in the best interest of the child if one conference is held with both parents in attendance.

Parents and patrons of the district are invited and urged to visit the school. Please call to let us know when you would like to visit. Tours are available. We also invite volunteerism among our parents and community members. If you are interested, please stop in or call.

Questions that parents may have regarding their child's program should be addressed to the classroom teacher or other adult immediately involved.

Telephones

We are fortunate to have a voice mail system in our school. You may call during the school day or after hours to leave a message for any staff member. If your call is of an emergency nature, please let the receptionist know how she can help. Please keep in mind that we do not want to disrupt classroom teachers while they are teaching.

Students are only allowed to use the phones with special permission, and are not allowed to use them to arrange after school visits with friends. We ask for your assistance in helping your child plan ahead.

Asbestos Management Plan Availability

The Asbestos Hazard Emergency Response Act (40CFR 763.93 [g] [4]) requires that written notice be given that our school has a Management Plan for the safe control and maintenance of asbestos-containing materials found in our building. This Management Plan is available and accessible to the public in our school. This plan is required even though the Randolph Elementary School was constructed with no asbestos-containing materials.

Appendix A

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION & PLACEMENT

(Section 504 of The Rehabilitation Act of 1973)

Following is a description of rights granted by federal law to students with handicaps. The intent is to keep you advised of decisions about your child and inform you of your rights if you disagree. You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of handicapping condition;
2. Have the school district advise you of your rights under federal law;
3. Receive notice;
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school related activities;
5. Have your child educated in facilities and receive services comparable to those provided non-handicapped students;
6. Have evaluation, educational and placement decisions made, based upon a variety of information sources, by persons who know the student, the evaluation data and placement options;
7. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student was placed in a program operated by the district;
8. Have your child be given an equal opportunity to participate in non-academic and extra-curricular activities offered by the district;
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and educational program placement;
10. Obtain copies of educational records at a reasonable cost, unless the fee would effectively deny you access to the records;
11. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
12. Ask for amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or in violation of your child's privacy rights. If the school district refuses, it will notify you within a reasonable time and advise you of the right to a hearing;
13. Request mediation of an impartial due process hearing related to decisions about your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have legal representation;
14. File a local grievance.

The person in this district who is responsible for assuring that the district complies with Section 504 is:

Steve Kinney
PO BOX 250
Randolph, VT 05060
728-9844

Appendix B

Act 158: An Act Relating to Life-Threatening Allergies and Chronic Illnesses in Schools

In 2006, the legislature passed Act 158 to address safe and supportive environments for students with life threatening allergies or chronic illnesses.

Act 158 also requires the Randolph Elementary School District/Orange Southwest Supervisory Union to annually inform parents of students with life-threatening allergies or chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal/state statutes and regulations and state rules. Other students may not only be protected by Section 504, but may also be eligible for special education.

If your student has a life-threatening chronic illness, please notify either Tina Clifford at 728-9555 ext. 233 or Steve Kinney (Section 504 Coordinator for OSSU) at 728-9844.

Section 504 protects students from discrimination due to a disability that substantially limits a major life activity. Not all students with life-threatening allergies and chronic illnesses may be protected under Section 504. The Randolph Elementary School District may also be able to meet a student's needs through the Educational Support System with an individualized health plan.

Appendix C

GRIEVANCE PROCEDURE

I. Definition:

- A. A grievance will be construed for the purpose of implementation and administration of Title IX of the Educational Amendments, and Section 504 of the Rehabilitation Act, to mean any claim made by a person involved with the Randolph School District due to a denial of the benefits of, or discrimination under, any program or activity based on sex or handicap.
 - B. A grievant will be a student(s) and/or parent(s) or employee(s), applying for access to educational programs or activities in the Randolph School District.
- II. **Intent:** Nothing contained within the grievance procedure will be construed as limiting the right of an aggrieved person(s) to informally discuss a problem with the school administration or staff.

Should such an informal process fail to resolve the situation, a formal filing of a grievance may be made in accord with the following policy:

Step 1:The grievant will forward a written copy of the grievance to the administrator who has immediate jurisdiction over the school involved. The 504 Coordinator is available to assist in proper filing. If the grievance is general in nature, it will be addressed to the Superintendent of Schools.

The recipient administrator and/or the superintendent, will hold a meeting on the grievance within a reasonable period of time. Both parties involved may be represented by an individual of their choice, at their own expense.

Within five (5) school days following the meeting, the administrator involved will render his decision in writing.

Step 2: If the grievant is not satisfied with the disposition of the grievance at Step 1, s/he may request a formal meeting before the Randolph Board of School Directors at its next regular meeting. The School Board Chair will preside at the meeting, and both parties may have representatives present.

The Board will render its decision in writing within ten (10) school days following the meeting. This decision will be final and binding to the extent of the jurisdictional limits and authority of the Board of School Directors.

Step 3: If the grievance is not satisfactorily resolved at this level, either of the parties may then submit a request in writing to the Commissioner of Education for the State of Vermont, who will then appoint a hearing officer. The hearing officer's decision is final; except, that either party may seek resolution in the courts.

Appendix D

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Orange Southwest Supervisory Union are hereby notified that this District does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission or access to, or treatment, or employment in, its programs and activities. Any person having inquiries concerning the Orange Southwest Supervisory Union School District's compliance with the regulations implementing Title VI, Title IX, or Section 504, is directed to contact:

Steve Kinney
Special Education Coordinator
P.O. Box 250
Randolph, VT 05060
728-9844

He has been designated by the School Districts of the Orange Southwest Supervisory Union to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX and Section 504.

Appendix E

AMERICANS WITH DISABILITIES ACT OF 1990

The Orange Southwest Supervisory Union does not discriminate against individuals with disabilities in the provision of services, programs, activities, or employment. Under the Americans with Disabilities Act of 1990 (A.D.A.), any qualified individual with a disability is eligible to participate in or benefit from any service, program or activity provided by the Orange Southwest Supervisory Union. Likewise, the A.D.A. requires equal employment opportunities for qualified individuals with disabilities.

If you believe you have been denied access to a benefit, service, program or activity offered by the supervisory union, because of a disability, you may file a complaint with:

Vermont Attorney General
109 State Street
Montpelier, VT 05602

If you feel that you have been discriminated against in any aspect of your employment with the supervisory union because of a disability, file a personnel grievance. If you feel that you have been discriminated against as an applicant for employment with the supervisory union, write to:

Commissioner of Personnel
120 State Street
Montpelier, VT 05602

Any person having inquiries concerning the Orange Southwest Supervisory Union School District's compliance with the A.D.A. regulations, is directed to contact:

Steve Kinney
Special Education Coordinator
P.O. Box 250
Randolph, VT 05060
728-9844

Mr. Kinney has been designated by the school districts of the Orange Southwest Supervisory Union to coordinate the district's efforts to comply with the regulations implementing A.D.A.

The School Board adopts policies to meet state and federal legal requirements as well as specific local needs. Many policies are designed to ensure a safe, orderly, civil and positive learning environment in which all members of the school community are treated with respect. Excerpts from required policies are included below. Full policy texts, as well as additional district policies, can be obtained by contacting the school office or viewed online at <http://www.orangesw.k12.vt.us/policies.html>.

Appendix F

STUDENT RECORD ACCESS

According to the provisions of the "Family Education Rights and Privacy Act of 1984" passed by Congress, parents and legal guardians have the right to see all student files and records upon request. This includes psychological tests and reports, achievement testing, folders, health records and any other records maintained by the school.

Parents, guardians or eligible students have a right to:

- Inspect and review the student's education records;
- Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that the Act authorizes disclosure without consent;
- File with the U.S. Department of Education a complaint concerning alleged failures by the school to comply with requirements of the Act; and
- Obtain a copy of the school's policy and written procedures or protocols related to student records.

At RES we collect directory type data: The following information is collected on each pupil. It is personally identifiable, designated as directory type data, which may be disclosed without parent permission:

Name, address, and telephone number
date and place of birth
dates of school attendance, grades enrolled
name, address, and telephone number of parent/guardian
honors and awards received
photographs

Children may be photographed during the school year. Pictures could appear in our School Newsletter or on our website.

The parent may, within five (5) school days of this annual notification of access to school policy, notify the supervising principal or the school official in charge of pupil education records, of any refusal to permit part, or all of this information to be designated as directory information for the pupil. This notification must be in writing.

Appendix G

ACCEPTABLE USE OF ELECTRONIC RESOURCES Policy # 5203

Background: The increasing use of information technology has fundamentally changed the classroom and workplace. The Internet, Intranets, cellular telephones, fax machines, digital cameras and e-mail have transformed data management and communication. Users utilize this valuable resource in many innovative ways. The Board fully supports the access of these electronic resources by students and staff.

Application: This policy applies to all users who subscribe to services through the OSSU.

Policy: It is the policy of the School District to use electronic resources including the Internet to support and enrich the curriculum. The Board believes that the benefit to students and staff from access to electronic resources far exceed the disadvantages. Students, staff and community who agree to act in a considerate and responsible manner and abide by the requirements of this policy and District procedures will be allowed to access District electronic resources.

Each school principal, in consultation with the Superintendent, is responsible for establishing procedures governing use of electronic resources consistent with the provisions of this policy. Procedures will include use by faculty and staff, and community if applicable, as well as students. The guidelines and procedures may be periodically reviewed and revised. It is the responsibility of the Superintendent or designee to ensure that any local Acceptable Use Procedures do not contravene this policy.

Access to electronic resources is a privilege and users who are found in non-compliance of this policy and the procedures developed in accordance with this policy will be subject to a range of disciplinary actions, up to and including discontinuation of services, referral to local, state or federal law enforcement officials, dismissal from employment, and/or suspension and/or expulsion from school.

In considering appropriate disciplinary action the following may be taken into consideration:

1. The user was unaware that he or she had inappropriately used electronic resources.
2. The user did not intend to inappropriately use electronic resources.
3. The user is disabled and the misconduct is related to the disability.
4. The user does not present an ongoing threat to the electronic resources system and severe disciplinary action would not serve the best interests of the user or the District.

Implementation: The Acceptable Use Policy ("AUP") will be provided to all parents and students as part of each school's handbook. In the case of community use, it is the users' responsibility to employ the system in a manner that is consistent with the mission of a publicly funded educational institution. Access to the system may be terminated if abuse is evident.

There are two usage types: Acceptable and Unacceptable

Acceptable

Acceptable uses are activities that promote academic excellence in reaching the District's educational objectives, access to research findings, and opportunities to satisfy intellectual curiosity. Acceptable use is any application used in the delivery of services that does not disproportionately consume available resources.

Unacceptable

Unacceptable use impedes the work of others and may unintentionally damage the infrastructure. Unacceptable usage may generate extra costs for the OSSU.

The following activities are unacceptable. This list is in no way intended to be exhaustive and the school administration may add to this list in the development of procedures. It is unacceptable to:

- Use, copy, or otherwise access anyone else's files without authorization.
- Use the OSSU information technology infrastructure for activities that contravene the law, any existing School District policies, or regulations.
- Use any part of the OSSU information technology infrastructure for personal financial gain.
- Infringe copyright or proprietary rights.
- Access abusive or pornographic Internet sites, or provide information about such sites to others, except to help avoid such sites.
- Permit unauthorized access.
- Create or propagate computer viruses.
- Damage files, equipment, software, or data belonging to others.
- Use or attempt to use unauthorized access methods or abilities.
- Compromise the privacy or personal data of any member of the OSSU.
- Damage the integrity of a computer system, or the data or programs stored on a computer system.
- Bring OSSU into disrepute.
- Disrupt the intended use of system or network resources.
- Put unjustifiable demands on OSSU infrastructure.
- Facilitate unauthorized access attempts on other computer systems.
- Result in the uploading, downloading, modification, or removal of files on the network for which such action is not authorized.
- Unauthorized downloading of anything that requires a fee for any service or program. Persons doing so are liable for any and all charges.
- Use the computer to annoy or harass others.

Without specific authorization, as outlined in District procedures, users must not cause, permit, or attempt any installation of hardware or software, destruction or modification of data or equipment that will affect other users of the OSSU.

The OSSU infrastructure provides access to outside networks. Users may encounter offensive or objectionable material. The OSSU does not assume responsibility for the content of any of these outside networks.

Monitoring: Users should not expect privacy in the contents of their personal files or record of web research activities. Routine maintenance and monitoring of system resources may lead to discovery of violations of the

District policy, disciplinary code, or state and federal law. Users should be aware the computer usage can be traced by site logs and other tracked information. OSSU reserves the right to access the contents of all files stored on its systems and all messages transmitted through its information technology infrastructure.

E-Mail: Users must not attempt to read another person's e-mail unless otherwise authorized. The e-mail system is a function of OSSU. Users should have no reasonable expectation of privacy in e-mail transmitted, received, and stored on and/or through the system.

Many users access e-mail through web-based accounts hosted on external commercial sites such as user@hotmail.com, user@msn.com, or other free/commercial web based e-mail services. If irresponsible use of web-based e-mail compromises OSSU services, permission to access web-based e-mail from within the network will be reviewed on an individual basis.

Liability: The District cannot be held responsible for any lost resources or damages incurred through the use of any form of District Electronic Resources.

Appendix H

PROTECTION OF STUDENT PRIVACY

No student shall be required, without parental consent, to take part in a survey, analysis, or evaluation funded by the U.S. Department of Education that reveals information concerning:

- political affiliations or beliefs of a student or a student's parents;
- mental or psychological problems of a student or student's family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating and demeaning behavior;
- critical appraisals of other individuals with whom student respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians or members of the clergy;
- income (other than that required by law) to determine eligibility for participation in a program for receiving financial assistance under such program; or
- religious practices, affiliations, or beliefs of the student or the student's parents.

Parents shall have the right to inspect any survey created by a third party before the survey is administered or distributed to a student. Requests for inspection shall be in writing, and shall be made in sufficient time to allow a response at least two weeks in advance of any survey to be given.

Parents/guardians or students 18 years of age or older, have the right to “opt out” of the following activities:

- a. the collection, disclosure and use of personal information gathered from students for purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational services for, or to students such as:
 - college or other postsecondary education recruitment, or military recruitment;
 - book clubs, magazines and programs providing access to low cost literary products;
 - curriculum and instructional materials used in schools;
 - tests and assessments;
 - student recognition programs; and
 - the sale by students of products or services to raise funds for school-related activities.
- b. the administration of any survey that includes the subject areas listed above; or
- c. the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of a student or other students and not otherwise permitted or required by state law.

Parents shall be notified, through U.S. Mail, email or other direct means, at least annually at the start of each school year of the specific or approximate dates of any activities described in this policy, and shall be provided an opportunity to opt out of participation in those activities.

Parents shall have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

Appendix I

HAZING Policy #6205

Hazing has no place in the District's schools and will not be tolerated.

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.

Students and staff 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. The report may be in writing or orally.

Appendix J

ALCOHOL AND DRUGS Policy #6203

It is the policy of this District 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.

Appendix K

TOBACCO Policy #6201

It is the policy of this District to prohibit the use of tobacco on school grounds in accordance with state law. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products at all times while under the supervision of school staff or at school sponsored activities.

Appendix L

WEAPONS Policy #6003

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

Definition

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

- “Firearm” means a firearm as defined in Section 921 of Title 18 of the United States Code and 13 V.S.A. §4016, including:

(A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. A firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the School District shall not be considered a firearm for the purposes of this policy if the appropriate safeguards to ensure safety as adopted by the District are followed.

- “Destructive Device” means
 - (A) any explosive, incendiary or poison gas, including a
 - (i) bomb,
 - (ii) grenade,
 - (iii) rocket having a propellant charge of more than four ounces,
 - (iv) missile having an explosive or incendiary charge of more than one quarter ounce,
 - (v) mine, or
 - (vi) similar device.

(B) any type of weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.

(C) any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

Appendix M

HARASSMENT Policy #6002

Harassment is a form of unlawful discrimination as well as disrespectful behavior that will not be tolerated. This policy covers incident(s) and/or conduct that occur on school property, on a school bus or at a school-sponsored activity, or misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school community can be demonstrated.

The purpose of this policy is to prevent harassment as defined in 16 V.S.A. § 11(a)(26) and amended by Act 91 of 2004, and to ensure that the District's responses to allegations of harassment comply with 16 V.S.A. §565 as amended by Act 91 of 2004, Title VI and IX of the Civil Rights Act. It is the further purpose of this policy, when it is found that harassment has occurred, to ensure that prompt and appropriate remedial action, reasonably calculated to stop harassment, is taken by District employees.

A person may make a complaint of harassment to the Vermont Attorney General's Office or the federal Equal Employment Opportunity Commission.

Definitions

(1) Harassment" means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, gender identity, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

(2) Harassment includes conduct that violates subsection (1) of this definition and constitutes one or more of the following:

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

- (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.
- (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

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

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

Reporting, Investigating, and Notifying Parents of Incidents of Harassment

Randolph Elementary School encourages parents and students to report suspected incidents of harassment to Nancy Hauser, Behavior Specialist, Susan McKelvie, Associate Principal, and/or Erica McLaughlin, Principal.

Appendix N

SUSPENSION OR EXPULSION OF PUPILS Sec. 37. 16 V.S.A. § 1162

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

(1) on school property, on a school bus, or at a school-sponsored activity when the misconduct makes the continued presence of the pupil harmful to the welfare of the school or for misconduct;

(2) not on school property, on a school bus, or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated; or

(3) not on school property, on a school bus, or at a school-sponsored activity where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

(b) Nothing contained in this section shall prevent a superintendent or principal, subject to subsequent due process procedures, from removing immediately from a school a pupil who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process of the school, or from expelling a pupil who brings a weapon to school pursuant to section 1166 of this title.

(c) Principals, superintendents, and school boards are authorized and encouraged to provide alternative education services or programs to students during any period of suspension or expulsion authorized under this section.

Appendix O

OSSU WELLNESS POLICY SECTION III & IV

Policy Statement. It is the policy of the school district to establish goals for nutrition education, physical activity and other school based activities that are designed to promote student wellness. With the objective of promoting student health and reducing childhood obesity, the district will also establish nutrition guidelines for all foods available at school during the school day

III. Goals for Other School Based Activities.

- A. The district shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 10 of the Child Nutrition Act and section 9(f)(1) and 17a of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.
- B. The district shall provide adequate space for eating and serving school meals.
- C. The district shall provide a clean and safe meal environment for students.
- D. The district shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.

IV. Nutrition Guidelines.

- A. No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B and 7 CFR 220, Appendix B shall be sold in food service areas during breakfast and lunch periods.
- B. The sale of foods during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organizations sponsoring the sale.
- C. To the extent practicable, the district shall ensure that foods offered at school other than through the National School Lunch or School Breakfast programs, including foods sold through vending machines, shall comply with the A la Carte and Vending Guidelines established by the Vermont Departments of Health and Education.

Source: <http://www.orangesw.k12.vt.us/policies/policywellness.php>

Appendix P

SECLUSION AND RESTRAINT -- RULE 4500 PROCEDURES

School personnel prohibitions include: mechanical, chemical and physical restraint.

Permissible use of physical restraint includes:

- when a student's behavior poses an imminent and substantial risk of physical injury to self or others
- within the limits set forth in 16 VSA #1161a
- less restrictive interventions have failed or would be ineffective in topping imminent danger of physical injury or property damage
- in accordance with a school wide safety plan in accordance with these rules
- in a manner that is safe and sensitive to a student's severity of behavior, age, physical size, gender, ability to communicate, cognitive ability and any known history of medical, physical, emotional, sexual abuse or trauma
- prone and supine physical restraints are more restrictive but may be used only when the student's size and severity of behavior requires it because a less restrictive restraint has failed or would be ineffective.

Permissible use of seclusion includes:

- may only be used when a student's behavior poses imminent and substantial risk of physical injury to the student or others
- when less restrictive interventions have failed or would be ineffective
- as a temporary intervention
- when physical restraint is contraindicated
- when there is no known developmental, medical, psychological or other contraindication to use it
- when a student is visually monitored at all times
- in a space large enough which permits safe movement, is adequately lit, heated, ventilated, free of dangerous objects and in compliance with fire and safety codes

Physical restraint or seclusion may be included in a safety plan only if all of the following conditions apply:

- school personnel have reviewed and agree with the safety plan
- use of physical restraint and seclusion complies with Rule 4500
- the student has a documented history from the preceding six months showing a series of behaviors that have created an imminent and substantial risk of physical injury to self and others
- a FBA (functional behavioral assessment) has been comprehensively conducted with data
- a BI (behavioral plan) emphasizing positive behavioral interventions has been implemented
- the EST (educational support team, IEP or Section 504 team) has reviewed the student's program/placement to determine if it is sufficient in meeting the needs of the student
- criteria for use are clearly identified
- any contraindications for use are identified
- staff implementing the plan have received training from a state approved program
- the parents are fully informed of the inherent risks of using restrain/seclusion
- the parents provide informed consent to the use of restraint/seclusion which shall be revocable at any time
- the need for an ongoing individual safety plan is reviewed/revised at least once per year and as appropriate

Physical restraint/seclusion shall only be imposed:

- by trained school personnel or contract service providers unless due to the unforeseeable nature of the danger, trained personnel are not immediately available
- when a restrained student is monitored face-to-face
- if personnel safety is significantly compromised by face-to-face monitoring or seclusion, staff are in direct visual contact with the student

Physical restraint/seclusion shall be terminated as soon as:

- the student demonstrates that they are in unnecessary pain or significant physical distress indicating a possible need for medical assistance or breathing/communication is compromised.
- the student's behavior no longer poses an imminent danger
- less restrictive interventions would be effective in stopping such imminent danger

Following termination of physical restraint/seclusion, the student:

- shall be evaluated/monitored for the remainder of the day
- shall include a routine physical/medical assessment by someone not involved in the restraint/seclusion
- documentation of any student injury

Reporting restraint/seclusion:

- to School Administrator: any school personnel who use restraint/seclusion, must report to the building administrator as soon as possible but no later than the end of the school day
- to Parent: the administrator shall document an attempt to inform parents verbally or electronically as soon as practical but no later than the end of the school day
- the administrator shall provide parents 24 hour written notice that includes: date/time of intervention, description of restraint and other interventions used, the date/time of the debriefing session including notice to the parents that they have the opportunity to participate, and the name/number of the person who can provide further information.
- to Superintendent: the administrator must report to the superintendent when there is death, injury or hospitalization to staff or student; school personnel have used restraint/seclusion three or more times on one or more students; a student has been restrained or secluded more than once in a school day; a student who is not on a behavioral intervention plan; or a violation of these rules.
- to the Commissioner of Education: the superintendent shall report within three school days of receipt of a report indicating the following: there is death or injury requiring medical treatment or hospitalization to staff or student; restraint or seclusion has been used for more than thirty minutes; or in violation of these rules.

Documentation: The school administrator shall maintain written records of restraint/seclusion which includes:

- name, age, gender and grade of student
- date, time and duration of restraint/seclusion
- any injuries, death or hospitalization to staff or student
- location where it occurred
- the precipitating events leading up to the restraint/seclusion
- list of school personnel who participated in the application, monitoring and supervision
- type used
- description of all interventions used prior to
- if the student has a BIP, IEP, 504 or EST plan
- date of notification provided to parents

Debriefing: The school administrator shall implement follow-up procedures after each incident that include:

- a staff review of the incident with student within two school days to discuss the behaviors that precipitated the use of restraint/seclusion
- a review with the staff who administered the restraint/seclusion within two school days to discuss whether proper procedures were followed including procedures to prevent restraint/seclusion
- an opportunity for parents to participate in the incident review within four school days. Parents shall receive prior written notice of the meeting which shall be convened at a mutually acceptable time and place
- with parent consultation, determining any specific follow up actions

Annual notification:

- before or at the beginning of the school year, each school shall inform all staff and parents of the policies pertaining to the use of restraint/seclusion and the intent to emphasize the use of positive behavioral interventions and supports intending to avoid the use of physical restraint or seclusion.

Complaints/investigations:

- a parent or school personnel may file a complaint regarding the use of restraint/seclusion any time in accordance with school district policy.
- the complaint shall be in writing and forwarded to the school administrator
- if the person filing the complaint is unable to submit in writing, a verbal complaint form may be submitted
- all complaints shall be investigated by the district and findings issued within (30) days
- unresolved complaints shall be directed to the Superintendent in accordance with the school board's established complaint process
- any student on an IEP or Section 504 plan may also use the dispute resolution options available under rules (2365.1.4-1.6) if appropriate

Monitoring and corrective action:

- the Commissioner of Education shall review reports received and identify those schools in need of additional training or shall direct the school to work with the department to develop a corrective action plan when reports reflect an overuse of these interventions.
- the department of education shall maintain a directory of recommended physical restraint training programs which include:
 - appropriate procedures for preventing the need for restraint/seclusion, use of alternatives, de-escalation of dangerous behavior and relationship building
 - identification of dangerous behaviors that may indicate the need for restraint and methods for evaluating if restraint is warranted
 - simulated experience in administering and receiving a variety of restraint techniques, across a range of increasingly restrictive interventions
 - instruction regarding the effects of restraint on the person restrained, including monitoring physical signs of distress and how to obtain medical assistance
 - instruction regarding investigation of injuries and complaints
 - a school may use a training program not on the department's recommended list if it submits a plan to the Commissioner demonstrating how the program meets the purposes of these rules and contains the necessary elements.

Effective date of rules: August 15, 2011

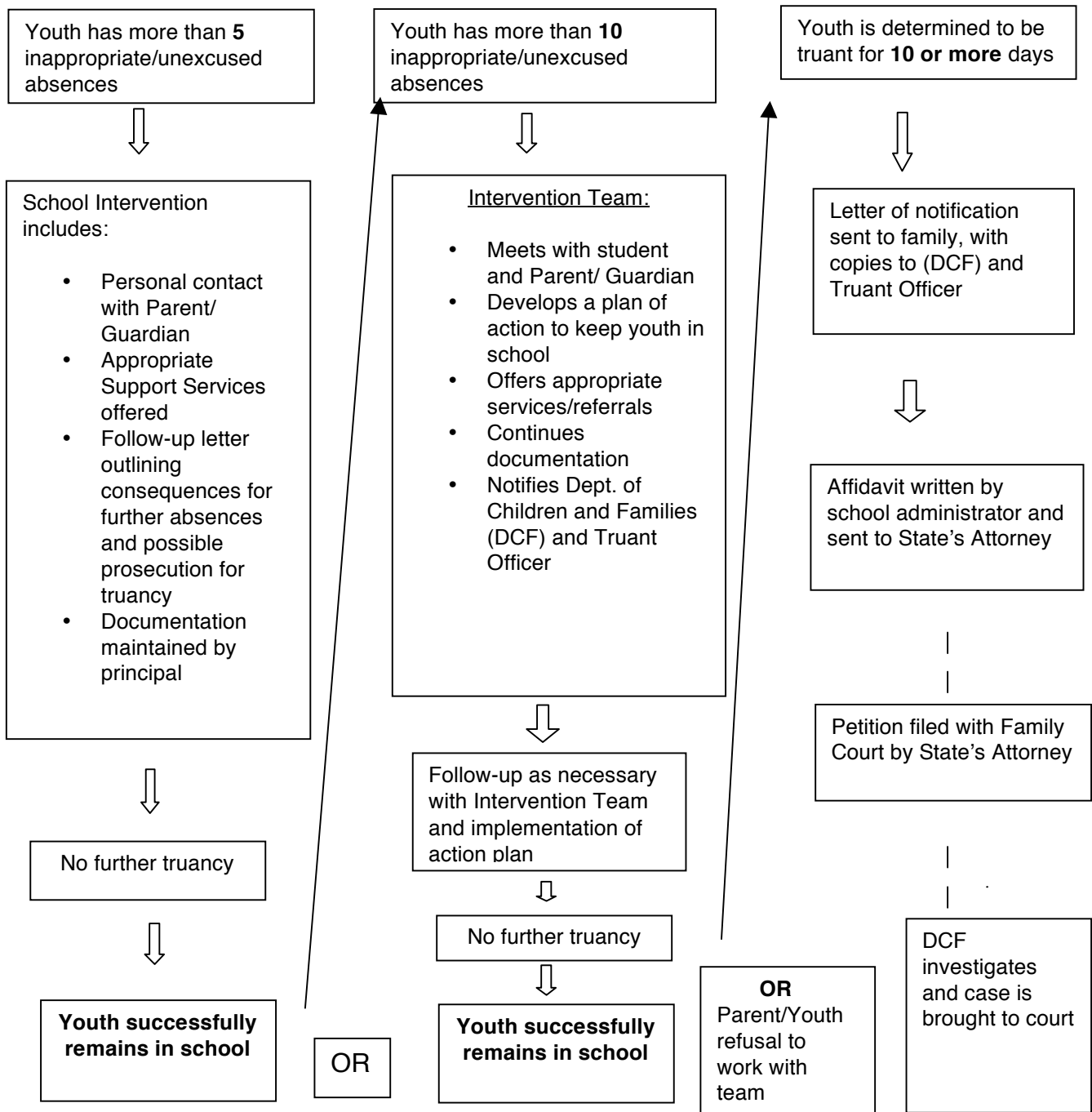
Schools have until September 30, 2011 to have staff trained available.

Appendix Q

ATTENDANCE/TRUANCY PROTOCOL

Staying in school is the first step to a good education. Students cannot learn if they are not in school. Absences from school for any reason (illness, vacation, religious holidays, family deaths and others) affect a student's ability to learn and succeed. Truancy is inappropriate absence from school, which is defined as unexcused or insufficient excuse for absence. After five inappropriate absences, the procedures will be followed:

PROCEDURE:



***Districts utilize their own interventions and contacts with students and families prior to beginning the process. This ensures that the students and families have been informed of the attendance policy. The onset of this process is left to the individual school's discretion.**