



# State Street Elementary School

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**2011-2012**

Jurg Jenzer  
Principal

Elizabeth Hayes  
Assistant Principal

School Counselors  
Jill Tofferi-Blank (Gr. K-4)  
Karen Allen (Gr.5-8)

## Home of the Yellow Jackets

This student guide belongs to:

Name \_\_\_\_\_

Address \_\_\_\_\_

Town \_\_\_\_\_

Zip Code \_\_\_\_\_

Phone \_\_\_\_\_

Homeroom \_\_\_\_\_ Locker # \_\_\_\_\_

# WELCOME TO STATE STREET SCHOOL

## The Windsor School District Mission Statement

The Windsor School District is committed to educating each student to his/her full potential. We believe that a safe and positive environment is essential and that it be defined by mutual respect and an appreciation of diverse ideas. Collaboration with the community, parent involvement, and effective communication are hallmarks of our school and guide school development. Our decisions are based upon a vision of high academic achievement. We understand the importance of education for the future and recognize that each of us should be a lifelong learner.

### **Academic Expectations:**

Read, write and speak effectively;

Use a variety of technology and informational resources to gather, synthesize and analyze data;

Use a variety of problem solving strategies that rely on mathematical reasoning, computation, abstract thinking, and applied problem solving;

Create, explore and develop knowledge of the arts;

Understand and successfully apply "life skills" to assist in daily living;

### **Social:**

Assume responsibility for one's own behaviors;

Understand the importance of maintaining a healthy lifestyle;

Demonstrate the ability to successfully collaborate;

### **Civic:**

Contribute to the well-being and welfare of oneself and others, within the school and the broader school community;

Understand the role of education in a democratic society;

Gain exposure, respect for, and an understanding of diverse cultures and personal beliefs.

## **WINDSOR SOUTHEAST SUPERVISORY UNION ACT 230 MISSION STATEMENT**

Windsor Southeast Supervisory Union has the responsibility to ensure a positive educational experience for all our students. Therefore, the Windsor Southeast Supervisory Union affirms its commitment to the Vermont Education Goals, enacted January 10, 1991, as a basis for providing educational services for our children. We willingly accept the charge inherent in these goals. Windsor Southeast Supervisory Union supports the mandates of Act 230. We welcome the challenge the law offers and the responsibility it entails. We believe both of the above have the potential to enhance the quality of education for all our students. We support:

- Inclusion of special needs children into the regular classroom setting;
- Collaborative approaches to teaching to assist in addressing the needs of diverse learners;
- Instructional support teams to facilitate support and assistance in cases brought to them by professional educators;
- Early intervention to provide services to all eligible children from age three;
- Identifying and providing appropriate services to children with disabilities in the early grades before additional problems develop;
- Utilizing a continuum of support services to provide assistance, and in service training when necessary to professional educators;
- Providing onsite consultation, technical assistance, and in service training when necessary to professional educators;
- The five standards of quality elaborated in Standards for Vermont Educators: A Vision for Schooling.

Dear Students, Parents and Guardians,

The State Street School staff and I look forward to working with you to make this an exciting educational experience for your child. This school year will be an opportunity for us to build on the successes of our school and our children.

The State Street School handbook has been developed for your use as a reference with helpful information concerning the school year. The handbook details our school's policies and procedures, program organization, health services and school activities. Please review the contents of this handbook with your child; think of it as a learning opportunity – a partnership.

Our goal is to provide an excellent education for all students in Windsor. However, we cannot succeed without your help. Every student at SSS is expected to read at home, everyday. Every student at SSS is expected to do his or her homework, everyday. Most children need the guidance and support of an adult in these endeavors, and I thank you in advance for providing it.

Throughout the school year, I encourage you to keep in touch with our teachers, guidance counselors, and administration. The connection between home and school plays a vital role in your child's education. Children whose parents are involved in their child's school and education tend to observe an increase in academic achievement. I encourage your involvement with the school and welcome your suggestions and comments. By working together, we can provide an effective educational environment for your child.

On behalf of the entire faculty, I wish you and your child the very best in the coming year!

Respectfully,

Jurg Jenzer  
Principal

## 2011 – 2012 Faculty and Staff

Jurg Jenzer	Principal
Elizabeth Hayes	Assistant Principal
Jill Toffier-Blank	School Counselor K-4
Karen Allen	School Counselor 5-8
Kathy Lihl	Administrative Assistant
Alissa Nelson	School Secretary
Bruce Franzen	Kindergarten
Karen Hull	Kindergarten
Regina Davis	Kindergarten
Stacy Boynton	Grade 1
Louise Wall	Grade 1
Carole Brown	Grade 2
Janet Henson	Grade 2
Tim Ives	Grade 3
Terry Melancon	Grade 3
Katy Nelson	Grade 4
Linda Parker	Grade 4
Destiny Lawyer	Grade 5
Deborah White	Grade 5
Rebecca Hollister	Grade 6
Lanni West	Grade 6
Colleen DeSchamp	Grades 7 and 8 Science
Shannon Hurd	Grades 7 and 8 English
Edith Fogarty	Grades 7 and 8 Geography/U.S. History
Tammy Sykie	Grades 7 and 8 Mathematics
Karen Townsend	School Nurse
Donna Ewald	Physical Education
Martha McGlinn	Library-Media Specialist
Mary Head	Art
Wanda Clark	K-4 Vocal Music
Ahbra Mink	5-12 Vocal Music
David Domenick	K-12 Instrumental Music
Julie Aylward	K-12 Theatre Coordinator
Kathleen Ryan	Title One Math
Julie Burchstead	Reading Specialist
Denis Chasse	Title One Reading
Janice McGuire	Special Education
Susan Hughes-Smith	Special Education
Heather Smith	Special Education
Charlene Albee	Special Education
TBA	Special Education

Katharine Allen	Paraeducator
Suzanne Ambrose	Paraeducator
Patti DeMond	Paraeducator
Lorinda DeBartolo	Paraeducator
Katherine Gionet-Kloszewski	Paraeducator
Laurie Gray	Paraeducator
Jan Johnson	Paraeducator
Valerie Lyman	Paraeducator
Cayla Reynolds	Paraeducator
Margaret Russo	Paraeducator
Deborah Wilson	Paraeducator
Laurie Young	Paraeducator
Ann Ziccardi	Paraeducator
Cynthia Zimnick	Paraeducator

**K-12 Buildings and Grounds**

James Taft	Director
Michael Chase	Custodian
Domenic Danieli	Maintenance
Jeryl Danieli	Custodian
Rick Hemphill	Custodian
Brian (Pat) Mower	Custodian
Barbie Shambo	Custodian
Sandy Theetge	Custodian
Michael Vivian	Maintenance

**K-12 Cafe Food Services, Inc. - Food Agents**

Robert Cerra	Onsite Supervisor
Robert Cline	Kitchen
Judy Hill	Kitchen
Cindy McGrath	Kitchen

**Other**

Laurie Adams	Director: "Bridging the Gap"
Jessica Bernarad	ELL Teacher
Cheryl Jones	C.O.T.A.
Julia Gringauz	Speech and Language Pathologist
Lilly Moreno	School Psychologist
Douglas Roberts	Safety Resource Officer
Robert Hingston	Director of Student Activities
Harry Ladue	SSS Athletic Coordinator/Windsor Recreation Dept.

## **DAILY SCHEDULE FOR GRADES K-6**

- 7:00** Before School Program begins
- 7:15** Breakfast Program begins
- 7:40** Faculty report to playground to escort students to the classrooms.  
Breakfast program ends. No breakfast will be served after 7:40.
- 7:45** All student report to their homeroom classes.  
**ALL** students arriving after 7:45 **MUST** report to the office.

### **Lunch /Recess Schedule**

Kindergarten and Grade 1	Recess	12:30-12:55
	Lunch	12:05-12:25
Grades 2, 3, and 4	Recess	12:55-1:20
	Lunch	12:30-12:55
Grades 5 & 6	Recess	11:15-11:35
	Lunch	11:40-12:00
Grades 7 & 8	Lunch	11:40-12:00

- 2:28** All students prepare for dismissal.
- 2:30** Dismissal of Bus Students
- 2:34** Dismissal of Walkers and Riders

## **WHERE DO I GO IF...**

I arrive at the school late .....	Main Office
I don't feel well and the nurse isn't in .....	W.H.S. Nurse
I left my lunch, books, etc. at home .....	Main Office
I feel that I was treated unfairly by a staff member.....	Guidance Office
I am expecting a message .....	Main Office
There is an emergency or accident to report.....	Main Office
I found a valuable item .....	Main Office
I lost a valuable item.....	Main Office
I am sent out of class for disciplinary reasons.....	Main Office
I would like to discuss a personal problem .....	Guidance Office

## **EMERGENCY CLOSING OF SCHOOL**

Due to severe weather conditions or other emergency, it may be necessary to cancel or close school for the day. There may be times when a delayed opening is announced. Delayed openings will be for 1 or 2 hours. If the announcement is for a 2 hour delayed opening, then expect buses and the opening of school to run 2 hours later than normal. Announcements will be broadcasted on the local radio stations as follows:

WHDQ	FM 106
WUVR	99.7
WUVR	AM1010
WFRD	99.0
WNHV	AM1230

Television: Channel 5 or News 31

Parents and students are requested **NOT** to call the police department or radio stations. You may call the school's automated phone system (674-9822, #8) to receive the latest update on cancellations, closings, or delays.

## **Newsletters**

The State Street School Office sends home a newsletter twice a month that informs parents of important notices, upcoming events, lunch menus and dates of school related activities or changes in the school calendar. Reminders of important events or procedures are at times sent home with students prior to the event. Parents are encouraged to check with students to make certain newsletters and reminders arrive home with their child.

## **GENERAL POLICIES AND PROCEDURES**

### **Windsor School District**

#### **Assemblies**

We invite you to join us for any of our school assemblies. A notice of these gatherings will be posted in our bi-weekly newsletter. We will make every effort to notify you well in advance of our assemblies. Generally, K-4 assemblies are scheduled for the first Friday of every month, competing events, inclement weather, or emergency drills notwithstanding.

### **ATTENDANCE PROCEDURES (Revised 5/26/04)**

#### **School Attendance**

A student's attendance at school and participation in classes are required by law and considered an integral part of the education experience. We believe that regular attendance is necessary and that tardiness and/or absences have an adverse effect upon the academic progress and ability to learn. There are times, however, when attendance in school is not possible. Although valuable educational experiences may be lost, students may be absent under special conditions. If your child is going to be absent, please notify the main office through our automated service at 674-9822, extension #225, by 8:00 a.m.

#### **Excused Absences**

Title 16, Sec. 1121 of the General Laws of Vermont requires regular attendance in school by persons up to, and including, the age of sixteen. Windsor School District policy establishes the following five reasons to excuse an absence from school:

1. Illness or a medical or dental appointment that could not be scheduled outside of school hours. There may be occasions when a note from a health care professional may be required;
2. A legal obligation;
3. A family emergency or obligation (e.g., a funeral of a close relative, a religious observance);
4. Suspension from school for disciplinary reasons; and
5. Other situations beyond the student's control.

#### **Unexcused Absences**

Unexcused absences include but are not limited to:

1. Those absences for reasons not listed above;
2. Excessive tardiness to class as defined in this document; and
3. Failure of parent to notify the school properly by providing a written excuse or phone call to substantiate a child's absence.

#### **Verification of Absence**

It is the responsibility of the parent to call the school or bring in a valid note signed by the parent/guardian indicating why the student was absent from school. The note must be brought in the day the student returns to school and be given to the homeroom teacher. It is the

responsibility of the homeroom teacher to give the note to the Attendance Secretary. Based upon this information, the Attendance Secretary will determine whether an absence is considered excused or unexcused.

If the Attendance Secretary determines that a student's absence from school due to health reasons is excessive (e.g., more than three consecutive or non-consecutive days), verification by a physician of an illness may be required.

### **Planned Absences**

Parents are strongly encouraged to plan family vacations at times when school is not in session. Parents who have no choice but to take a family vacation at times when school is in session are asked to submit a letter to the Principal at least two weeks in advance of the vacation period. Upon receipt of such letter, the Principal will notify the student's teachers of the impending absence. This will authorize teachers to provide whatever work they have ready prior to vacation. Teachers are not required, however, to provide work prior to the vacation.

Days missed as part of an approved or unapproved planned absence count against the attendance requirements as defined elsewhere in this document.

### **Truancy**

When the Principal believes that a student is, or has been, absent from school without an acceptable reason and/or proper notice, he/she shall investigate and take appropriate action.

#### A. Definition of Truancy

1. A student who is absent from school without permission from parents and/or school administration.
2. Any unverified student absence from school.

#### B. Procedures

1. The Principal, or designee, will notify the Superintendent and Truancy Officer.
2. The Principal, or designee, will notify the student's parents/guardian.
3. The Principal, or designee, will meet with the student and his/her parent.
4. The Principal, or designee, will notify other agencies and/or police.

#### C. Consequences of Truancy

1. Two days out-of-school suspension
2. Two days suspension for each additional offense
3. Other alternative interventions as deemed appropriate

### **Tardiness to School**

Students who arrive after 7:45 a.m. are to report directly to the office for a late pass. At that time, we will determine if the tardy is excused or unexcused. The office must receive a note or phone call from home explaining the reason for the tardiness by the next school day.

### **Early Dismissal**

Early dismissal will be granted for the same reasons as legal absence (e.g., medical appointments, legal obligations, etc...). Parents and students are encouraged to schedule appointments at times other than school hours. If such scheduling is not possible, the appointment should be made as early or late in the school day as possible. Please let the Attendance Secretary know of your need

for early dismissal before the start of the school day. Students will then receive a pass that they show to their teacher when they leave the classroom. Before leaving the school building, parents must sign out their students in the main office.

### **Make-Up Work**

Students with excused absences are expected to make up all work missed during their absence. It is the students' responsibility to arrange for make-up work immediately upon their return to school. Make-up work should be completed within a time period equal to the number of days the student was absent, plus one day, unless extenuating circumstances exist which the teacher has approved.

### **Homework**

Homework serves to reinforce skills learned during class time and helps to develop commitment and follow-through. Each grade level team will communicate its own protocols regarding homework. General guidelines are:

- Grades K-2      Up to ½ hour per night
- Grade 3:        1/2 hour per night
- Grade 4:        3/4 hour per night
- Grade 5:        1 hour per night
- Grade 6:        1 hour per night
- Grade 7:        1-2 hours per night
- Grade 8:        1-2 hours per night

Homework assistance is provided daily at the school, both at the Elementary School and at BTG. Parents are responsible for enrollment and for making arrangements for transportation (if necessary) for students participating in after school homework support.

### **Meals**

Our food service is run by Cafe Services, Inc. We serve a supervised breakfast between 7:15 and 7:40 a.m. Full priced breakfast costs \$1.50; **reduced free**. Snack milk for students in grades K through 6 is 65¢. Students may bring a bag lunch or may purchase hot lunch for \$2.25; **reduced 40¢**. Hot lunch should be paid for at the beginning of the week. The menu will appear in each newsletter to help you select which meals you want to purchase. Indicate the meals you want and put it with the money in an envelope with your child's name on it and return to your child's teacher.

Notices will be mailed home for all overdue balances that reach \$5.00 or more. If the amount you owe should exceed \$10.00, your child will not be able to have school lunch. Report cards will be held at any time during the year for any outstanding balance. Free and reduced lunch applications are available in your first day packets or through the office. Please contact Mrs. Lihl at extension #289 if assistance is needed. Occasionally, snacks are sold by classes in grades K through 8 to raise money for field trips or other activities.

### **School Supplies**

Students should have a ready supply of pencils, erasers, and pens. Spiral notebooks are recommended. Some 7<sup>th</sup> and 8<sup>th</sup> grade teachers prefer students to have three-ring binders. Textbooks are furnished by the Windsor School District. When a book is issued, a student should sign her/his name in the space provided. Students are responsible for all textbooks, uniforms, or other school supplies issued to them. Parents will be charged to replace lost or damaged books or

uniforms.

## **SCHOOL RULES AND SAFETY**

### **THE RESPONSIVE CLASSROOM APPROACH**

State Street School strives to use best practices in teaching and learning. Some of these best practices are included in the Responsive Classroom approach, an approach that fosters safe, challenging and joyful classrooms and schools. Developed by classroom teachers, this approach consists of practical strategies for bringing together social and academic learning throughout the school day.

1. The Responsive Classroom approach is informed by the work of many educational theorists and exemplary classroom teachers. There are seven basic underlying principles:
2. The social curriculum is as important as the academic curriculum. The balanced integration of the two is essential to personal, social and academic growth.
3. How children learn is as important as what they learn: process and content go hand in hand. The key is the balance between content and process.
4. The greatest cognitive growth occurs through social interaction. Children are learning the most when they are engaged with each other. It is important to facilitate cooperative learning, along with independent learning activities.
5. There is a set of social skills children need in order to be successful academically and socially:
  - i. C- Cooperation
  - ii. A- Assertion
  - iii. R- Responsibility
  - iv. E- Empathy
  - v. S- Self-Control
6. Knowing the children we teach – individually, culturally and developmentally – is as important as the content we teach. The scientific and academic discipline of the teaching profession is child development.
7. Knowing the families of the children we teach is as important as knowing the children we teach. Family involvement is essential to children’s education.
8. How the adults at school work together is as important as individual competence: lasting change begins with the adult community. How we work with each other is as important as how we work with the students. Meaningful and lasting change for the better in our schools requires good working relationships. Students are always watching.

## **RESPONSIVE CLASSROOM STUDENT BEHAVIOR PROCEDURES**

### **Responsive Discipline Guidelines**

In order to achieve the goals of a Responsive Learning Community, consistent disciplinary procedures will be used throughout State Street School. These include the following:

1. Reminder/Redirection- After proactive strategies have been used, a student is given a reminder of redirection when a rule is broken.
2. Time away/Take a break- A student is directed to take a time away/break if disruptive behavior continues after the reminder/redirection. During a time away/break, a child takes a short break to get under control and then rejoins the group. Time away/breaks take place for small infractions and provide for clear classroom expectations.
3. Second Time Away/Take A Break- If the disruptive behavior continues, the student is directed to take another time away/break in the classroom. The student remains in the time away/take a break area in the classroom until the behavior is under control. A short conference with the teacher takes place to review the plan for appropriate behavior before rejoining the group.
4. Time Out/Take A Break in Planning Room- If the disruptive behavior continues, a child will be directed to take a time out/break in the Planning Room. This time out/break gives the student an opportunity to have time to process behavior with the Planning Room Supervisor, without distracting the classroom or fellow classmates. As soon as the student has developed a plan, he/she will return to the classroom to conference briefly with the teacher and continue.
5. Time Out/Take A Break with the School Counselor. If the disruptive behavior continues, the child will be escorted to the office and will meet with a member of the leadership team.

### **Reactive Practices – After Rules are Broken**

1. The first response to a student who breaks a rule is a respectful reminder and redirection.
2. If a student repeats a rule-breaking behavior after a reminder has been given, s/he is directed to time away. This is a place that is visible to the adult.
3. If the student continues the rule-breaking behavior after one or more visits to time away, a consequence is given.
4. When a student continues to disrupt the learning environment by refusing to follow a consequence, repeatedly breaking a rule, or physically hurting someone, s/he works with another problem solving facilitator. The student is **escorted** to a facilitator in the main office (school counselor or principal).
5. The problem solving process uses a structured format that provides the student time to prepare for the discussion, describe the situation from her/his point of view, state the related rules and expectations, and develop a consequence. Records of problem solving are maintained in cases where a facilitator is required. In cases of serious or repeated rule violations, the student's parents are notified that the child has participated in the problem solving process by the Planning Room Supervisor and/or the School Counselor. A meeting between the teacher, student, parents and facilitator may be held and a referral to the EST may be made.

6. A student is sent to the principal or designee immediately in cases of rule violation involving weapons, fights, drugs & alcohol, serious force/threats/harassment, and leaving school grounds without permission.

7. Immediate administrative involvement occurs when major misconduct takes place. These behaviors include but are not limited to:

- Insolence-Flagrant disregard for authority: i.e. talking back, total refusal, obscene gestures or words toward staff and others
- Chronic violation of school or class rules
- Verbal or physical aggression
- Harassment or bullying. (See Policy on Harassment and Bullying Prevention Plan)
- Possession or use of alcohol and/or other drugs. (See Policy on Alcohol and Drug Abuse)
- Serious intentional damage to property
- Serious physical aggression and/or altercations. (i.e. fighting)
- Weapons possession, threat to use, or actual use. (See Policy on Weapons)

### **Rules and Discipline**

#### **I. Inappropriate Behaviors (Level One and Two)**

The teacher may contact the parent and inform the parent of the incident and consequence given. Documentation of incident and consequence is encouraged for accurate records and information.

If the behaviors continue, a teacher/parent conference will be necessary (phone or in person). Data collection and an Educational Support System Referral may be a consideration at this level.

If behaviors continue after teacher/parent conference, an office referral will be made and consultation with the guidance counselor, school psychologist, and/or school-based clinician will be scheduled at this time.

#### **II. Inappropriate Behaviors (Level Three)**

Results in a direct office referral.

An administrator will contact the student's parent.

An appropriate consequence will be given.

Certain offenses require an immediate office referral (e.g., sexual harassment, possession of a weapon, making threats, inflicting bodily harm on others and other serious policy violations).

These incidents may immediately result in an out-of-school suspension or other consequence at the discretion of the administrator. When suspension is deemed necessary, parents or guardians will be notified. Suspensions will be addressed in accordance with district policy and State Regulations. A conference will be requested prior to the child's return to the regular program.

### **Alcohol and/or Drugs**

The use or possession of alcohol or drugs on school property or during school-sponsored activities is prohibited. Students will be disciplined according to the School Board Policy JICH-A-P. The abuse of nonprescription drugs will be treated in the same manner. School board policy may require that students attend a substance abuse program at the student's expense.

## **Bus Safety**

Riding the bus is a privilege, not a right. Failure to abide by the bus rules will result in disciplinary action. All school rules apply when students are on a school bus, or at a school activity at a non-school site.

For minor and first time infractions, the bus driver may assign a student a seat for a period of time. Any infractions deemed to be disruptive and/or dangerous to the bus driver or other students will result in suspension of the riding privilege for a period of time to be determined by the bus coordinator and the Principal.

1. Students must be seated at all times and should not distract the driver with unruly or disruptive behavior.
2. Keep arms and head inside the bus, not out the windows. Windows are to be lowered only with permission of the driver.
3. The back door is to be used for only for an EMERGENCY.
4. Keep bundles, parcels, books, lunch boxes, feet, etc. out of the aisles or step-well. All ski equipment and snowboards must be in a self-contained bag and held vertically between the knees. They may not be placed on the seats or on the floor.
5. If a student intends to get off the bus at other than his/her regular stop, or wishes to ride a bus other than his/her customary bus, a bus pass obtained from the Main Office must be given to the bus driver. Parents must send a note of permission in order to have a bus pass issued. Phone calls home for permission are not allowed; arrangements are to be made before the student comes to school.

## **Crosswalks**

Students coming to or leaving school must use the crosswalks.

## **Dress**

Students are expected to dress appropriately for all activities within the school environment and for weather conditions. No bare midriffs or exposed undergarments are allowed. Halter tops, spaghetti strap shirts, loose revealing “muscle” shirts, cut-off tee-shirts, midriff shirts, and spandex are not permitted. Shorts and skirts must be at fingertip level with arms held straight down at the sides. For safety purposes, during P.E., students may not wear studs, rings, etc. as part of their body piercing. Similarly, bracelets, necklaces or chokers, which contain sharp edges or studs, may not be worn. Students also need to wear sneakers to participate in gym. Students will not wear hats, head coverings, or sunglasses inside the building (with exceptions for medical or religious reasons).

T-shirts are expected to be in good taste and appropriate for school (no offensive language, drug/alcohol or tobacco prints). The teacher or staff who observes a student without appropriate clothing will quietly remind him/her about the dress code and ask him/her to put on a jacket or sweatshirt as needed. If the student has no other clothing at school, the teacher or staff member may ask for a clean “loaner” from the phys. ed. or nurse’s office (if available). On the second occasion, the office will be notified and parents will be contacted.

### **Electronic Equipment**

Radios, walkmans, cell phones, MP3 players, CD players, pagers, Gameboys, etc., are not allowed in the building or on the playground and will be confiscated. If your child has had one of these items confiscated, parents may pick them up at the end of the school day. Cell phones can be used only before 7:45 am and after 2:34 pm

### **Elevators**

Students may use the elevators if a physical limitation requires such use, and must be accompanied by an adult. Students needing to use the elevators must check with the office.

### **Information Technology**

State Street School provides students with opportunities to use computers and information technology throughout the facility. There are computer labs, mobile laptop carts, and individual classroom computers available for student use. Students are expected to read and sign the Acceptable Use Policy (AUP) form before gaining access to the school network. Only school owned computers may be used on the school network.

Use of the high speed Internet connection is a privilege, not a right, and inappropriate use will result in a cancellation of privileges. In accordance with federal law, an Internet content filtering system is in place. Based upon the Acceptable Use guidelines, network and school administrators will deem what is inappropriate use and their decision is final. The administration, faculty, and staff may request the network administrator to view, deny, revoke, or suspend specific user accounts.

- Students are warned NOT to access inappropriate web sites such as chat rooms, weapons making, pornographic, or sites that are not school appropriate.
- Students are warned NOT to download any copyrighted material, including MP3 files, without written permission from the copyright holder.
- Students may not download and store large files.
- Use of another student's network account and/or sharing user passwords is not allowed.
- Student Internet histories must show a minimum of three weeks of records. Students are NOT allowed to delete their histories.

The mission of State Street School's computer labs is to provide a supportive and safe environment where students can use technology appropriate for their schoolwork. This is a place for quiet academic work. Appropriate use includes using technology for school related assignments including communications and Internet research.

- No food or drinks are allowed in any computer lab and when using laptop carts.
- Students coming to the lab on a pass must sign in when they arrive and sign out when they return to class.

### **Field Trips**

All field trips are considered a privilege, not a right. A teacher or school administrator may determine that it is inappropriate for a student to participate in any activity or field trip away from school property. Students whose behavior is a particular problem, or whose supervision during a school trip is deemed to be a problem based on behavior exhibited in school, may not be allowed to attend the trip. On occasion a student may attend the trip but only if transported and supervised

by the parent or an agreed upon parent surrogate. Students also may not be allowed to attend a field trip if the student is going to miss a class in which he/she is doing poorly. A generic walking field trip permission slip is kept on file yearly. For any other type of trip, your child's signed permission slip must be received the day prior to the scheduled trip. NO student should be allowed to call home on the day of the trip for verbal permission. Any child without permission will remain at school and be placed in another classroom.

### **Fighting**

Fighting will result in a suspension.

### **Fire and Disaster Drills**

Exit routes for leaving the building when the fire alarm rings are posted in all classrooms. In addition, fire/disaster drill procedures are reviewed periodically with students by their classroom teachers and advisors prior to practice drills.

When the fire alarm rings or an evacuation notice is given, students must exit the building quickly in an orderly and safe manner. In a drill, as in a real emergency, it is critical to have accurate attendance information. Students must regroup with their class at the designated area outside where attendance will be taken by their classroom teacher.

### **Forging Notes**

Signing another person's name on a note may result in a suspension.

### **Guests**

Students may bring guests to school only if prior arrangements have been made with the principal. A minimum of one day's notice is required.

### **Inappropriate Behavior**

Students are not to use inappropriate language or other forms of inappropriate expression as part of school assignments, (e.g., as part of creative writing or art assignments). Depending on the nature of the offense, students may face disciplinary action.

### **Indebtedness To The School**

Students are responsible for all books and other items loaned to the student during the school year. Lost, stolen, or damaged books or other items must be paid for by the student to whom issued. Students who owe money to the school will not be allowed to participate in extracurricular activities, including assemblies or field trips.

In addition, athletic team uniforms must be returned to the coach (or Athletic Director) no later than 5 days after the close of the season. Failure to return any part of the uniform within the five-day period may result in the student receiving disciplinary action. Lost or damaged uniforms must be paid for by the student.

### **Infraction Resulting In A Suspension**

1st Offense: 1-3 days, depending on the nature of the offense

2nd Offense: Same or different infraction - 2 days

3rd Offense: Same or different infraction - 3 days

4th Offense: Same or different infraction - 5 days and behavior contract hearing before the Superintendent.

Although students are allowed to make up work during a suspension, the responsibility lies with the student to arrange make up work. The student is not, however, entitled to make up any activity-based, or other work, which required his/her attendance and participation.

During a suspension a student is not allowed to participate in any school activities that day, which include athletic events for students in the seventh and eighth grade taking place at WHS and away games and activities. Students are not to be on school property during an out-of-school suspension. School property is defined as school buildings and grounds (fields, walking bridge, parking areas, etc.). Failure to follow this procedure may result in an additional suspension.

For acts of behavior deemed to be excessively violent or destructive, the Principal may suspend a student for up to 10 days for a first offense. The Principal may recommend expulsion of a student for repeated or extreme antisocial or illegal behavior. The administration reserves the right to vary the length of suspension under extenuating circumstances.

### **Insubordination**

The refusal to carry out a reasonable request by a teacher or any school official may result in a suspension.

### **No Smoking Policy**

In accordance with Vermont State law, all school buildings and grounds are considered No Smoking Zones. When visiting the school or when waiting for your children outside on school grounds, please refrain from smoking.

### **Playground**

The new playground equipment is designed for students aged 5-12. Students will be instructed in their P.E. classes on safe and appropriate use of the equipment. These rules will be enforced to insure the safety of all students. Please remind your child about playground safety and why it is important to take care of our equipment. Students are not to play on the playground equipment at the end of the school day until all students have been dismissed.

### **Procedures for Complaints**

Just as in life, things at school may not always be to your liking. If you have a concern or problem, there is an established procedure to help you. Your first step is to contact the **classroom teacher**. If the problem is of a more general nature or if you are dissatisfied with the outcome of your conference, you should contact the **Principal, Jurg Jenzer**. The Principal will make every attempt to resolve the situation, possibly including a three-way conference with parent and teacher or contact with the guidance counselor. If, after a reasonable amount of time, you remain unsatisfied, your next step is to contact the **Superintendent of Schools, Tom Christensen**. Your final recourse is the **school board**. This step should not be taken until you have utilized all of your other resources. *The school board will refer you back to the process if you have not followed this procedure.*

## **Profanity**

Profanity directed at a teacher may result in suspension. Profanity in the halls may result in a Planning Room referral or suspension.

## **Public Displays of Affection**

Students are asked to refrain from public displays of affection. Disciplinary action may be taken for such displays.

## **Security Cameras**

Security cameras have been placed throughout the building as a precaution against vandalism, theft, and other issues of security. Inquiries regarding the use of this equipment should be directed to the Principal's Office.

## **School Resource Officer**

The School Resource Officer (SRO) is a community policing law enforcement effort designed to help team community resources with our educational system. The SRO is a police officer usually based out of our schools as a team member with school administration, faculty and staff. The SRO utilizes law enforcement powers primarily in prevention/intervention efforts at helping youth make positive choices. The primary goal is to assist youth and their families in making positive choices before making the anti-social or criminal choices; **it is easier to stay out of trouble than to get out of trouble.** The role and duties of an SRO are usually determined by the need of the community and school. The duties can range from reading to students at the younger grade levels to full duty uniform patrolling at the local high school. The School Resource Officer can be reached at extension #331.

## **Snowballs etc..**

The throwing of objects in or around the building or on school property is not allowed - e.g., snowballs, etc. Hackey Sack is not allowed in the building.

## **Suspension And The Right To Appeal**

Students may be subject to suspensions or expulsion for serious or repeated violations of school policy or disciplinary rules. Except in cases where a student's behavior mandates the student's immediate removal from school premises, the student will be given notice of the reasons for suspension and an opportunity for an informal hearing before the Principal. A request for a hearing or meeting will not delay the suspension. There is no right of appeal of a suspension for ten days or less.

Parents will be notified of any suspension and may request a meeting with the Principal to review the facts concerning the suspension.

For suspensions greater than ten school days, or in the case of expulsion, students may appeal the decision to the superintendent and school board. All hearings and appeals concerning suspension or expulsion will be conducted in accordance with established school board policy.

## **Theft**

Students involved in theft of school or personal property may result in immediate suspension. Responsibility for reimbursement will be placed upon the student and his/her parents. Appropriate referral to law enforcement officials will take place. The school is not responsible

for any stolen articles. This includes, but is not limited to, books, backpacks, clothing, personal possessions, money, sports equipment or musical instruments. Students are strongly encouraged to use school locks on all assigned lockers.

### **Vandalism**

Vandalism to any school property, including buses, and vulgarity directed at any school personnel may result in an immediate suspension. Responsibility for damages will be placed upon students and their parents.

### **Weapons**

Any item, which may be used as a weapon, does not belong on school property or at any school-related activity. Those items deemed to be inappropriate in the school will be confiscated. Parents will be informed and a referral to the police will be made when appropriate. Firearms and other weapons brought to school or onto school property will result in a one-year expulsion from school as regulated by School Board Policy, JICI and State and Federal Law.

## **STUDENT PROGRAMS**

### **Athletics K through 6**

State Street School offers opportunities for students to participate in athletic programs at both the intramural and interscholastic levels. It is the intention of State Street School to emphasize teamwork, commitment, sportsmanship, responsibility, and enjoyment through these programs.

Every student will have an opportunity to participate in athletics at State Street. At no time will a student be denied participation for lack of ability. When team rosters become too large, additional teams will be formed to bring rosters to a manageable level.

Student misbehavior during the school day, practices, games, or during bus trips and failing academic grades may cause the student to become ineligible to participate. Extreme cases of misconduct may result in a student being expelled from a program or team.

The State Street School works with the Windsor Recreation Department on organizing, coaching, and scheduling games for our students. This partnership has been extremely positive. We realize that there are some fees that are charged, and if a fee can't be paid, the Windsor Recreation Department will provide scholarship assistance. The school has budgeted for coaches.

Levels of participation are:

#### **K-2 - Intramural**

This level emphasizes a basic introduction to the activity in a relaxed atmosphere. Equal participation is stressed. There may be low level skill development and competition included. Winning will be de-emphasized.

#### **3-6 - Intramural**

This level offers semiformal programs that may include practice time, skill development, and physical training. Sportsmanship, teamwork, and participation will be stressed.

#### **3-6 Interscholastic**

This level offers formal programs and competition against other schools in the area. The students will be representing State Street School and the Town of Windsor. These programs will include a preseason practice schedule and a traveling schedule. We stress participation, skill development, physical training, and team play. Attendance at all practices and games is expected. Lack of attendance at a practice will result in not being permitted to play in the next game. Continued “no shows” at practices or games will result in the student being asked to leave the team. Students suspended from school will not participate in any games or practices during their suspension.

### **Chorus/Band**

For students in grades 5 – 8, we offer opportunities for musical enrichment. Students may join the chorus that meets once a week and takes part in special performances throughout the year. Instrumental instruction is available beginning in grade 5. State Street has a beginning and intermediate band which participates in local parades, as well as special performances in conjunction with the chorus.

### **ELF Program**

ELF is an award-winning program designed for elementary-aged children and taught by parents and other community volunteers promoting understanding and appreciation of the natural world and increasing environmental literacy. The Vermont Institute of Natural Science (VINS) helps volunteers develop teaching skills and to adapt the lessons to various grade levels. Most workshops include an outdoor component that allows children to experience the natural world firsthand.

### **Geography Bee**

The purpose is to promote geography knowledge and concepts. The geography bee has three parts, a classroom bee, the school bee and the state bee. If you win at each level you move toward the goal of National Champion.

### **Math Counts**

Students enrolled in the 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade are eligible to participate in the MATHCOUNTS school program and competitions. We begin practices in October and host the Southeastern Regional Competition in February. The top four teams of the regional competition, along with the top four individuals, compete at the state level in early March. For more information on MATHCOUNTS programs and competitions go to the “Competition Information” section of <http://www.mathcounts.org>.

### **Reading Center**

Reading Center hours are 8:00am - 3:00 p.m. daily. The Library Media Specialist is at school on Monday, Tuesday, Thursday, and Friday. The Reading Center serves as a resource to the entire school. Each K through 6 class visits the library at least once per week to attend a library skills class taught by our Library-Media Specialist. Classes, as well as individual students, may use the library for research projects, browsing, borrowing books and magazines, or perhaps just to hear a story read.

K-1 students borrow books to use in the classroom. Grades 2 and 3 borrow one book at a time. Grades 4 through 6 may borrow two books at a time. Books may be borrowed for up to two

weeks. Books read should be returned promptly. No new books may be borrowed until previous ones have been returned. Your child's report card may be held if there are overdue books at the end of each quarter, and lost books must be paid for before your child receives his/her final report card.

While in the Reading Center, children are expected to be quiet and to respect the rights of others. We appreciate your help in encouraging your children to be responsible for the books they borrow. If you plan to move during the school year, please notify the library so that we can check for any books that need to be returned.

#### Overdue Book Procedure:

1. After marks close each quarter, an overdue notice will be sent home with each student as a written reminder that the book is overdue.
2. On the day report cards are sent home, a letter to parents will be included with a bill for the book replacement.
3. Two weeks later, if no response, a letter will be mailed to parents informing them that the student's library privileges will be suspended until the book is returned or paid for. This means the student may not check out books in his/her own name.
4. Books may be checked out by the classroom teacher for classroom use only.
5. The last (fourth quarter) report card will be held in the office until such time as all past due balances are paid in full or missing books are returned.

#### **“Specials”**

In addition to instruction in the basic academic areas, State Street School offers the following special area instruction: each grade level has two periods of physical education, one period of music, one period of library skills, and one period of art scheduled during the week.

#### **Spelling Bee**

**Grades K through 6:** All interested fifth and sixth graders are invited to try out for the spelling team. Tryouts are generally held in September. Six students are chosen. Preparation for the bee held in October begins in September with practices held usually before and/or after school. The first competition is between Windsor, West Windsor, Hartland, and Weathersfield. If that competition results in a win, the next level is a regional competition, then ending with a state level competition. For more information on the spelling competitions or to obtain a spelling list, go to [www.vpaonline.org/spelling/guide.asp](http://www.vpaonline.org/spelling/guide.asp).

#### **Student Council**

Each class in grades 5 through 8 chooses one representative to Student Council. Some activities include the spearheading of the "State Street Recycles" program and other special activities. State Street students will also participate in many activities that celebrate positive alternative activities over drugs and alcohol.

## **Summer School**

State Street School offers summer school opportunities for students in grades 2 through 8. Although the content of these courses varies from year to year, skill building in Math and English are typically offered. Please contact the guidance counselor for more information.

## **Vermont Kids Against Tobacco**

Vermont Kids Against Tobacco (VKAT) focuses on the hazards of tobacco, alcohol and other drugs. The VKAT group members create school wide activities to promote healthy choices.

## **GUIDANCE, HEALTH, and STUDENT SERVICES**

### **Guidance**

Our school guidance counselors are Jill Tofferi-Blank for grades K through 4 and Karen Allen for grades 5 through 8. They provide individual and small group counseling with a focus on issues of self-esteem, anger management, problem solving, goal setting, and getting along with others.

Ms. Blank and Ms. Allen will also be available for consultations with both teachers and parents. They are also a member of the Section 504 and the Educational Support Team(s). Ms. Blank and Ms. Allen work very closely with the special education department to assist families needing access to services from various community agencies and therapists.

Ms. Blank and Ms. Allen also teach courses throughout the year for individual classrooms dealing with conflict resolution, critical thinking skills, career development, and social skills depending on the needs of the students.

### **Health Office**

Our health office is staffed by a Registered Nurse provided in collaboration with Mount Ascutney Hospital. The School Nurse maintains health records, performs annual screenings, and assesses health care needs (illnesses and injuries) as they arise, teaches health classes, organizes the fluoride rinse program, and participates in the Educational Support Team.

**Your child's health is important. Please complete all health information forms, return to school, and update this information as changes occur during the school year (health status, medication order changes, phone/work numbers, etc.).**

Routine annual health screenings performed include: height and weight: all grades; blood pressure, vision and hearing: K,1, 3, and 5; hearing: 2. Other students will be evaluated if necessary or referred by their teacher or parent.

*Prescription medication:* Prescription medication will be administered providing the following criteria are met:

1. a prescription medication order and permission form are completed;
2. the medication is in a container appropriately labeled by the pharmacy; and
3. the health office will be notified of all medication changes immediately which includes a new form submitted to the health office (as in number 1).

This applies to all students prescribed bronchodilators for asthma or respiratory conditions. A Vermont Asthma Action Plan will be requested (ask your physician).

*Over the Counter Medication:* To be administered by the school nurse only with parents' permission (on school health questionnaire).

*Head Lice:* Check your child's hair and watch for signs of head lice on a regular basis. If you have any concerns, questions, or have found head lice on your child contact the health office. Working collaboratively is the best way to effectively rid your child of head lice.

*Illness or Injury:* You will be notified by the school nurse for an illness or serious injury that may need further medical assessment. It is important that your contact phone numbers are current.

## **SPECIAL SERVICES**

### **EDUCATIONAL SUPPORT SYSTEM**

Within each school district's comprehensive system of educational services, each public school shall develop and maintain an educational support system for children who require additional assistance in order to succeed or be challenged in the general education environment. For each school it maintains, a school district board shall assign responsibility for developing and maintaining the educational support system to the superintendent pursuant to a contract entered into under section 267 of this title, or to the principal. The educational support system shall, at a minimum, include an educational support team and a range of support and remedial services, including instructional and behavioral interventions and accommodations.

The Educational Support System shall:

- (1) Be integrated to the extent appropriate with the general education curriculum.
- (2) Be designed to increase the ability of the general education system to meet the needs of all students.
- (3) Be designed to provide students the support needed regardless of eligibility for categorical programs.
- (4) Provide clear procedures and methods for handling a student who is disruptive to the learning environment and shall include provision of educational options, support services and consultation or training for staff where appropriate. Procedures may include provision for removal of the student from the classroom or the school building for as long as appropriate, consistent with state and federal law and the school's policy on student discipline, and after reasonable effort has been made to support the student in the regular classroom environment.
- (5) Ensure collaboration with families, community supports and the system of health and human services.

### **EDUCATIONAL SUPPORT TEAM**

The purpose of the EST is to discuss the learning needs of individual students, and then provide assistance to teachers in meeting those needs. The outcomes of EST meetings are specific plans that identify those strategies developed by the team. The EST then monitors the success of these plans in conjunction with the referring teacher. It is the professional and legal responsibility of

every teacher to be aware of his/her students' special needs and make the necessary accommodations as described in these plans.

To help create this broad base of support, EST membership consists of faculty with diverse interests, training, and skills, including: regular and special education teachers, school counselors, a behavior specialist, school nurse, school psychologist, and members of the administration.

Teachers experiencing chronic problems with students' progress can access EST support through a referral process. Once referral information is complete, referring teachers will be notified as to the EST meeting date. Referral forms are available through the principal and school counselor.

## **504 PLANS**

Section 504 of the Rehabilitation Act (P.L. 93-112) was passed in 1973. The intent of the act is to prevent discrimination against individuals with disabilities by entities that receive federal funds, including public schools. This act "requires schools to identify students as eligible without specific, categorical guidelines. If a student is determined to have a disability, has a record of having a disability, or is thought of as having a disability and the disability results in a *substantial limitation* of a major life activity, then the student is deemed eligible for Section 504 services and protection." (From: Smith, Tom E. C. Section 504 and Public Schools, Austin, TX: Pro-Ed, 1998, (pp. 1-2))

## **SPECIAL EDUCATION**

Under the federal Individuals with Disabilities Education Act, or IDEA, Vermont is required to identify and evaluate students who have disabilities and to offer them individualized education programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes a student's classroom teacher, special educator, parent(s) and a representative of the school district who is empowered to commit resources such as staff time or funding. By law, schools are required to carry out provisions outlined in a student's IEP (Vermont Department of Education).

## **TITLE 1**

Title One is a federally funded program that provides supplemental services in the areas of mathematics, reading/language, and early compensatory education. Students are considered eligible for services through:

1. a teacher rating system;
2. indicators on other diagnostic tests;
3. referrals made by the Educational Support Team (EST)

## **PARENTS AND THE SCHOOL**

### **Chaperones**

State Street School appreciates the assistance of our field trip volunteer chaperones. Their assistance enables State Street School students to experience real-life educational opportunities. For the safety and well-being of our students, we request that:

1. Chaperones will keep in his/her possession a list of assigned students.
2. Chaperones will maintain contact with your student group at all times.
3. Chaperones will help teachers enlighten the students regarding field trip subject matter.
4. Chaperones will contact staff members immediately with any problems or concerns.
5. Chaperones will help watch the students and insure proper safety measures are enforced.
6. Chaperones will have appropriate staff cell phone numbers with you (if applicable).
7. Chaperones will ride the school bus or the transportation provided by the school (any exceptions must be approved by the principal well in advance of the field trip).
8. Additional children/siblings may not accompany chaperones on the field trip.

All chaperones must submit to a criminal records check prior to attending a field trip.

### **Class Placement Grades K through 6**

You may submit input in writing to the Principal giving any information to this process that you feel is important. We are looking for input on your child's learning style or other pertinent information that you want to make sure is considered. This is not to be seen as an opportunity to hand pick your child's teacher. Class list decisions are complicated and based on many factors, the goal being the formation of balanced classes. The final decision rests with the school.

### **Messages / Phone Usage**

When calling the school, please remember that unless it is an emergency our office personnel will not transfer a call to your child's classroom or remove your child from class to take your call. Please leave your message with our office personnel. Your child will receive your message. Children will not be allowed to call home to make afternoon arrangements.

### **Parent Conferences/Consultations**

Parents should take an active role in their son's/daughter's education. Therefore, parents are encouraged to meet with counselors and teachers should they have any concerns or questions. All such appointments are scheduled through the Guidance Office.

### **Parent-Teacher Conferences**

Conferences this year have been set for November 11. If there is a concern that arises earlier than the scheduled conference, your child's teacher will contact you. If, at any other time, you feel a conference is needed, you should contact the classroom teacher for an appointment.

### **Parent Access to PowerSchool**

"PowerSchool®" is the Windsor School District Student Information System. This system records student attendance, grades and information for grades K-12. Parents and students in grades 5 through 8 can access their information using an Internet browser from their home computer. Parents can set the system to send progress reports for their student daily, weekly, or monthly. Parent and student User IDs and passwords are available through the technology coordinator.

### **PTF**

Parents, Teachers and Friends of State Street School is an active parent organization that provides many forms of support to our staff and students, only one of which is fund raising. Meetings are held in the library at 6:30pm on the first Wednesday of each month. Many topics of interest are

covered at these meetings. Projects carried out by the PTF include the annual Book Fair, Christmas Sale, Teacher Recognition Day, contribution to our Artist-in-Residence program, and financial support for various special projects. All parents are warmly welcome to participate.

### **Picking Up and Dropping Off**

Bus Students:

Bus students will be dropped off and dismissed at the State Street Exit Door. Dismissal for bus students is 2:30 p.m.

Walkers:

The dismissal of walkers will be at 2:34 p.m. Students will be dismissed at the State Street Exit Door.

Riders:

The dismissal of riders will be at 2:34 p.m. Parents must pick up their children at the Ascutney Street Lot. When using the Ascutney Street Lot, please do not leave your car unattended or block the handicapped persons' parking area.

### **Report Cards**

Report Cards reflect the activities and the progress of each child. The reports are organized according to the standards set forth by the Vermont Common Core of Learning that emphasizes four "vital results" of the educational process (Personal Development, Social Responsibility, Communication, and Problem Solving and Reasoning) in the areas of three fields of knowledge (Science/Math/Technology, Social Sciences, and Arts and Humanities). Our current curriculum guides will be revised by 2014 when the new Common Core standards will take effect over much of the nation. Teams of teachers will start this work this year, first focusing on English/Language Arts. Report cards will have to be revised accordingly by 2014. The grading system is organized to give maximum information about how students are performing. Parents are welcome at any time to make an appointment to discuss the general curriculum as well as their child's progress.

### **Report Card Distribution for the 2011-2012 School Year**

**K through 8:**

1<sup>st</sup> Quarter: November 11, 2011

2<sup>nd</sup> Quarter: January 27, 2012

3<sup>rd</sup> Quarter: April 6, 2012

4<sup>th</sup> Quarter: Report Cards Will Be Mailed the Last Day of School

**Note:** Progress reports will no longer be issued. Instead, we urge parents to call the school (Mrs. Lihl) and register for a **PowerSchool** account. This allows parents to monitor their child's progress at any time.

### **Volunteers**

We strongly encourage parents to become involved in their children's education. If you have special talents or time to volunteer, please contact your child's teacher to make arrangements. Volunteers help to expand the horizons of the classroom. Like chaperones, volunteers will have to Submit to a criminal records check. Sign-in at the office is required each and every time you arrive at school.

## **Weekly Reports**

The State Street School staff appreciates and supports the need for frequent communication with parents of students experiencing academic difficulty. Weekly Reports may be arranged for individual students following a conference with the parent, student, and guidance counselor. Please call the school

## **Windsor School District Discipline Plan**

The Windsor School District is committed to providing a safe, orderly, and supportive learning environment for its students, staff, families, and other community members. Such an environment is based upon self-respect and respect for the rights of others.

1. All members of the school community will respect the safety, rights, health, and property of others.
2. All members of the school community will respect school rules for all learning environments including, but not limited to: classrooms, cafeteria, library, theater, gym, playground, athletic fields, school offices, bus, and off-campus field trips.
3. Each student has the responsibility to attend class, be on time, and complete his or her educational and work assignments.
4. The ultimate responsibility for student behavior rests with the student, with the support of educational staff, and his or her parent or guardian.

## **Student Rights and Responsibilities:**

In a democratic society, **rights** and **responsibilities** go hand-in-hand. Students have certain rights, which protect their opportunity to receive an education. At the same time, students are expected to share in the responsibility of their education.

Among these rights and responsibilities:

1. Students have the **right** to an orderly and productive learning environment, and the **responsibility** to work within that environment.
2. Students have the **right** to be physically, emotionally, and intellectually safe, and the **responsibility** to keep themselves and others safe.
3. Students have the **right** to be respected and the **responsibility** to show respect for themselves, for others, and for personal and school property.
4. Students have the **right** to choose their behavior, and the **responsibility** to accept the consequences of their decisions.
5. Students have the **right** to their thoughts, feelings, beliefs and opinions, and the **responsibility** to express themselves in a manner, which respects the rights of others to have the same.

6. Students have the **right** to provide input as part of the school decision-making process, and the **responsibility** to participate in such a process.
7. Students have the **right** to ask questions, to have complaints and grievances heard, and the **responsibility** to express these in a respectful manner.

### **Bullying Prevention Plan**

As a result of Act 117 of 2004, an Act relating to Bullying Prevention Policies, the Windsor School District has adopted a Bullying Prevention Plan that addresses bullying within the school. Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated.

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

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

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

The Windsor School District has adopted a specific Bullying Prevention Plan that provides further details related to student rights, procedures, safety and protection. A copy of this plan is available in our school office and will be reviewed with students as part of their class advisory.

### **Prevention of Harassment**

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Higher Education Act of 1972, and the Rehabilitation Act of 1973 Section 504, and the rules and regulations promulgated by the Secretary of Health, Education, and Welfare, it is the policy of the Windsor School District to not discriminate on the basis of sex, race, age, color, national origin, disability, marital status, sexual orientation, religion or creed in all matters related to the operating of and the programs offered by the school.

A Prevention of Harassment Policy exists which helps define discrimination and harassment regarding the above statement. The policy also explains the grievance procedures to be followed if a student or parent feels that they have been discriminated against in regard to Titles VI, IX, and section 504.

- “Harassment” means an incident or incidents of verbal, written, visual, or physical conduct based on or motivated by a student’s family member’s or employees actual perceived race, color, natural origin, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s

educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

- Harassment includes conduct which violates subsection 91) 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.
  - (b) Racial harassment, which means conduct directed at the characteristics of a student's, 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, a student's family member's, or employees 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.

An individual who believes that he or she has been harassed, or who witnesses conduct that he or she believes might constitute harassment, should report the conduct to a designated employee, or to any other school employee.

The Windsor School District has adopted a specific policy AC-B that provides further details related to student rights, procedures, safety and protection. A copy of this policy is available in our school office and will be reviewed with students as part of their class advisory.

## **Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the State Street School Principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the State Street School to amend a record should write to the principal, clearly identify the part of the record they want changed, and specify why it should be changed. If State Street School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent disclosure of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by State Street School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contacted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, State Street School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [Note: FEPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Windsor School District to comply with the requirements of FEPA. The name and address of the Office the administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

## **OTHER INFORMATION**

### **Concerns, Complaints and Appreciation**

If you should have any concerns, complaints, or would like to thank a faculty/staff member, the following procedures should be followed:

1. Contact the teacher for an appointment. Please do not just show up.
2. If the issue is a general one and not related to a specific class, contact the
  - A. Guidance Counselor, or
  - B. The Principal
3. If the issue still exists after contacting the teacher and/or the counselor, contact the Principal.
4. If this does not satisfactorily resolve the issue, request a hearing with the Superintendent.
5. If all of the above have not resulted in a satisfactory resolution of the difficulty, request a hearing with the School Board.

## **Nondiscrimination Policy**

The Board will not unlawfully discriminate against any person or group on the basis of race, color, religion (creed), ancestry, and national origin, place of birth, sex, sexual orientation, disability, age, or marital status.

### 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 Windsor School District are hereby notified that this district does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, or marital status in admission or access to, or treatment or employment in, its programs and activities.

A person will be annually designated by the Windsor School District to coordinate the district's efforts to comply with the regulations implementing Title VI, Title IX and Section 504 of the Rehabilitation Act of 1973, and other nondiscrimination laws or regulations. The designated coordinator is identified in the procedure accompanying this policy along with information on how that person may be contacted.

Any person having inquiries concerning the Windsor School District's compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal nondiscrimination laws or regulations is directed to contact the nondiscrimination coordinator described above.

## **Community Resources**

We are fortunate to live in an area with many community resources available to assist and support individuals and families in times of need. We have included some of these phone numbers for your convenience. Many more are listed in the phone book. Please let the school know if your child has food, clothing or health needs so we can help you locate assistance.

## **ABUSE PREVENTION AND PROTECTION**

ADULTS

Adult Protective Services 1-800-564-1612

CHILDREN

To report suspected child abuse or receive help, contact the Vermont Dept. of Social & Rehabilitation Service:

Springfield 885-8900  
White River Junction 295-8855  
NH Human Services Division 1-603-542-9544

Domestic Abuse

New Beginnings 885-2368 or the  
24-hour hotline 885-2050  
Victim Advocate 295-8870  
Headrest 603-448-4400  
WISE-24 hour hotline 603-448-5525

ALCOHOL AND DRUG PROBLEMS

AA (Alcoholic Anonymous) and spouses, families, friends 295-7611  
Mt Ascutney Hospital 674-6711  
Valley Regional Hospital 603 542-7771  
Alateen (for children of alcoholics) 674-2603  
Office of Alcohol and Drug Abuse Programs 295-8835  
(For information and names of private counselors)  
Covered Bridge Counseling 674-5955  
Information Hotline 1-800-ALCOHOL  
Quitting Time (intensive outpatient help) 295-1311  
The Treatment Center 603-448-6380

CHILDREN /ADOLESCENT SERVICES

Vermont Dept. of Employment Training 295-8800

Gay/Lesbian/Bisexual Resources

ACORN (AIDS Community Resource Network) 1-603-448-2220  
Outright Vermont 1-800-452-2428

Headrest Teen Line (support and crisis intervention)

1-800-639-6095  
1-603-448-4400

Legal Assistance

Vermont Law School Legal Clinic 1-802-763-7718  
Vermont Legal Aid 885-5181

Youth Suicide Prevention

White River Junction 295-3031  
Bellows Falls 463-3947

CRISIS HELP FOR TEEN

24-hour hotlines 1-800-639-6095 or  
1-603-448-HELP

DOMESTIC VIOLENCE

Headrest 603-448-4400  
New Beginnings 885-2368 or the  
24 hour hotline 885-2050  
Rape 1-800-489-7273  
Victim Advocate 295-8870  
WISE: 24 hour hotline 603-448-5525

FAMILY EDUCATION AND SUPPORT

The Family Place 296-2545 or 1-800-639-0039  
Parents Anonymous of VT 1-800-639-4014  
Upper Valley Youth Services 603-448-4792  
VT Children's Aid Society 457-3084  
Parent Assistance Line 1-800-PARENTS  
Windsor County Partners 674-5101  
(Adult partner for youths 9 yrs +)

**FOOD, CLOTHING, AND SHELTER**

Food Shelf

St. Francis Church, Windsor, VT 674-2156  
Hartland Congregational Church 436-2224  
The Haven, WRJ, Vt 295-6500 (also clothing)

Free Meal

Sacred Heart Church, Lebanon, NH 1-603-448-1262  
Methodist Church, WRJ, VT 295-7091  
Claremont Soup Kitchen 1-603-543-3290

Clothing

LISTEN 603-448-4553 (Thrift store and legal help)

Shelter

Headrest, Lebanon, NH 1-603-448-4872  
Mountainside House (Teen) Ludlow 1-800- 265-7181  
The Upper Valley Haven, WRJ, VT 295-6500

SEVCA

Crisis Intervention: Food, Fuel, and Housing 295-5215 or 1-800-464-9951

Welfare

Vermont Department of Welfare  
Springfield... 885-5771 or WRJ... 295-8855  
NH Human Services Division 1-603-542-9544

MENTAL HEALTH

Health Care & Rehabilitative Services of Southeast Vermont  
Windsor 674-5214  
White River Jct 295-3031

Springfield	885-5781
24-hour emergency line	1-800-622-4235
Counseling Center of Claremont	1-603-542-2578
<u>OTHER SELF-HELP AND SUPPORT PROGRAMS</u>	
Hospice of Upper Valley (Bereavement counseling and support for families of terminally ill patients)	1-603-448-5182
Overeaters Anonymous (OA)	1-603-448-2878
Upper Valley Support Groups for Parents of Children with Special Needs	603-448-6311
Women's Information Service	1-603-448-5922
<u>PREGNANT AND PARENTING TEENS</u>	
Crisis Pregnancy Center	1-603-298-7806
Good Beginnings	295-9076
Hannah House	1-603-448-5339
Planned Parenthood:	
Claremont, NH	1-603-542-4568,
Lebanon, NH	1-603-298-7766, or
Springfield	885-4701
VT Dept. of Health:	WRJ 295-8820 or Springfield 885-5718
Women, Infants, and Children	885-5778

## Daily Log of Reading

Date	Title of Book	Author	Start/ End Pages	# of pages read	Total
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At State Street School all students (K-8) can submit their logs to the office and receive rewards: school spirit T-shirt for the first 100 pages, a gold medal for a 1000 pages, and a trophy for 3000 pages. Pages read to students in early elementary grades by parents (other adults or older siblings) can be counted. The same is true for adults reading to students with reading problems.





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