



HANDBOOK FOR STUDENTS AND FAMILIES

August 2022

Christina Johnston, Principal
Kirsten Leavstrom, Administrative Assistant

Weybridge Elementary School
210 Quaker Village Road
Weybridge, Vermont 05753
(802) 545-2113

<https://www.acsdvt.org/weybridge>

Addison Central School District (ACSD)
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Middlebury, Vermont 05753
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<https://www.acsdvt.org/>

Weybridge Elementary School is authorized as an International Baccalaureate (IB) World School.

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Dear Families,

This handbook provides information about day-to-day practice and the ACSD Board policies and procedures which guide the decision-making and actions of the administration, the staff, and the Board itself.

We value hearing from you. Whenever you have any questions or concerns, please contact us as soon as possible. **Direct and early communication** will help to ensure that you have accurate information and will assist us in creating and maintaining a vibrant culture of thinking.

Christina Johnston
Principal

Weybridge Elementary School Mission Statement

Our mission is to educate students for success, and to foster kindness and caring within a safe and nurturing environment. To do this we all strive to be kind and respectful, include everyone, take care of our environment, be honest, and always be ready to learn. We believe academic excellence occurs when we keep our mission at the center of our school.

As an IB candidate school, we aim to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring risk-takers/courageous, balanced, and reflective. We believe these attributes can help individuals and groups become responsible members of local, national, and global communities.

As a staff we strive to create a school that will serve as a model for what K-6 public education can be, and to forge genuine and enduring partnerships within the Weybridge community and Addison Central School District.

ACSD Mission Statement

Our mission is to provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility, and international mindedness.

Every Day Agreements

In order to create and sustain a safe, kind
and caring learning community,
please
think about how your actions
affect others and the universe.

Work hard to:

be kind and respectful to everyone

include everyone

take care of the environment

be honest to yourself and others

be ready to listen and learn and do what
you are supposed to do.

Remember - these agreements might be fulfilled
differently in different situations.

The International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

International Baccalaureate (IB) Primary Years Program

ACSD's Primary Years Program: What Is It?

All ACSD elementary schools teach within the framework of the International Baccalaureate (IB) Primary Years Program (PYP). The PYP is a curricular framework that focuses on big-picture concepts and promotes an inquiry-based approach to teaching and learning. It emphasizes student agency in local and global contexts as it seeks to create conditions in which students can gain an understanding of themselves, others, their communities, and the world beyond.

The PYP is divided into transdisciplinary units that inspire students to ask questions, find the answers to their questions, and make connections between subject areas.

Transdisciplinary Themes

Who We Are

Where We Are in Place and Time

How We Organize Ourselves

How We Express Ourselves

How the World Works

Sharing the Planet

Beyond the PYP

All students participate in the Middle Years Program (MYP) in grades 6-10. The Diploma Program (DP) is offered in grades 11-12.

For further information about the PYP, please see the [International Baccalaureate page](#) on ACSD's website.

International Baccalaureate (IB) Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers/Courageous - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced - We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. These attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

WEYBRIDGE ELEMENTARY SCHOOL FACULTY AND STAFF
2022-2023

Christin Johnston	Principal
Kera LaPiere	K/1 teacher
Melissa Kobelin	2/3 teacher
Christina Wadsworth	4/5 teacher
*Megan Sutton	School Librarian / Technology Integrationist (TWF)
Kirsten Leavstrom	Administrative Assistant / Health & Instructional Assistant
Maggie Ryan	Instructional Assistant
Linda Smith	Instructional Assistant
*Barbara Palmer	Food Service
*Patty Guillemette	Custodian
*Amber Bragg	School Counselor (Th)
*Brandon Croce	Physical Education (TTh)
*Rebecca Gemignani	Special Educator
*Alyssa Rector	Speech & Language Specialist
*Sarah Flinn	Art (T)
*Eliana Cañas Parra	Spanish (ThF)
*Sarah Metcalf	Music (W)
*Eva McDonough	School Nurse (F)
**Dash Drew	Bus Driver
**Michael Blake	Bus Driver
*Part-time ACSD Staff	
**Part-time Bet-Cha Transit	

ADDISON CENTRAL SCHOOL DISTRICT (ACSD) BOARD

The [ACSD Board](#) is composed of 13 members voted at large from the seven towns included in the district.

Policies

It is the responsibility of the school board to determine the education policies of the School District. The policies of the School District are formulated under the authority granted by the statutes of the State of Vermont and under the regulations of the State Board of Education; they are intended to be interpreted within these parameters. The school board is required to give public notice of its intent to adopt a board policy, stating the substance of the proposed policy, at least ten days prior to its adoption. Policies and procedures can be found on the ACSD website: <https://www.acsdvt.org/Page/4441>

FRIENDS OF WEYBRIDGE ELEMENTARY (FOWE)

The mission of the Friends of Weybridge Elementary (FOWE) is to bring together the skills, talents, knowledge and energy of the community to support the school, the teachers, students, staff and administration of Weybridge Elementary School.

FOWE is open to all Weybridge families and plays a vital role in fostering communication and providing support to the school and the community as a whole. Central to this role is providing an opportunity to learn about what's going on in the school at monthly FOWE meetings.

FOWE activity can be divided into three main areas of support:

School Programs – FOWE coordinates volunteers for many essential aspects of the school, including kitchen and library assistance, garden and play space maintenance, maker space and classroom support. FOWE volunteers also support special events for students at school including Gifts for Giving, whole-school cooking day, pie-baking for Town Meeting Day and more.

Community Building – FOWE organizes many activities and events that are free and open to the community. Grand Friends Tea, Snake Mountain Hike, Afternoons Around the Fire Pit, Family Game Night and Family Book Night are all activities that bring the school and the community together for social interaction and fun.

Fundraising – FOWE organizes or coordinates several events which raise funds to support the school. From weekly bottle redemption and the annual appeal letter to the Service Raffle and the Tag Sale, these activities and events support the school and community in numerous ways. The funds raised go toward supporting a variety of student programs that aren't fully covered under the school budget, such as field trips, the library, and art and science residencies.

If you have questions about FOWE, would like to become involved, have ideas to share or topics you would like addressed, please call the school at 545-3302 or reach out to FOWE co-chairs Julie Barry and Alison Nurok: FOWE2018@gmail.com

VOLUNTEER OPPORTUNITIES

Weybridge Elementary has a long-standing, high level of volunteerism. Your role as a school volunteer is extremely important to the school and is a clear statement to the children that you care about them and their education. It also provides an important model for them as they learn how to be responsible members of a community. In whatever way you choose to volunteer your time – attending student performances, becoming a room parent, helping in the meals program, grant writing, maintaining the buildings and grounds, driving and chaperoning for field trips, etc. - your commitment is of value to us and the greater community. FOWE sends out a survey each year to find out how you might like to volunteer. This helps us tailor our requests, but feel free at any time to offer new ideas.

Please review the [ACSD volunteer approval process](#) and let Christina or Kirsten know if you are interested in becoming a volunteer!

THE SCHOOL DAY

School Hours

7:45 a.m.	Arrival
7:55 a.m.	Instruction begins PROMPTLY
10:50 a.m.-11:20 a.m.	Recess (M-F)
11:20 a.m.-12:00 p.m.	Lunch
12:00 p.m.-1:10 p.m.	Instructional time
1:10 p.m.-1:40 p.m.	Recess (MWThF)
1:50 p.m.-2:45 p.m.	Instructional time
2:45 p.m.	Pack up and dismissal

Weekly schedule for specials:

Monday	Tuesday	Wednesday	Thursday	Friday
	Art	Music	Spanish (2-5)	Spanish (2-5)
	P.E. (sneakers)	(4/5 bring instruments)	P.E. (sneakers)	Library
			SEL	

SEL: Social Emotional Learning with school counselor

Emergency Information

It is important for the school to have accurate emergency information about each child. Please keep the office informed of any change of address, e-mail or telephone. Names and phone numbers of contact people (other than parents/guardians) should also be provided in case an emergency occurs. Please be

sure we know how to reach you easily and quickly in case of sickness or emergency. (See "School Health Services", pp. 17-18)

Attendance and Absence

If your child is going to be absent or tardy, please be sure to call the school (802-545-3302), text the school cell phone (802-349-5305) or email Kirsten Leavstrom: kleavstrom@acsdt.org by 8:15 a.m., so we know your child is safe.

Vermont education law states that it is a parental obligation to make sure that children attend school the full number of days (176) for which school is in session. Excessive absences may result in the initiation of truancy proceedings.

ACSD Policy C7: Student Attendance/Truancy:

<https://www.acsdt.org/cms/lib/VT01918853/Centricity/Domain/76/C7%20Student%20Attendance.pdf>

Addison County Truancy Protocol:

<https://drive.google.com/file/d/0B-jcXZ4MXjplZIBSRUFJTmVFTkE/view>

Attendance at school ensures that students have access to instruction and full opportunity to develop and maintain a sense of belonging and responsibility within the school community. Missed instruction and experiences with peers and adults cannot be “made up.”

It is our expectation that all students will attend school daily unless suffering from an illness. Ongoing absence due to illness may require documentation from a physician. Other excused absences are the following:

- appointments that cannot be scheduled outside of school hours (7:45 a.m. - 2:45 p.m.)
- emergencies
- family trips that cannot be scheduled during the school vacations.**

**Parents need to send written notice (email suffices) to the principal regarding planned absences for up to 3 consecutive days. For more than 5 days of planned absence, parents need to provide written notice (email suffices) to the principal which will be placed in the child’s academic file and forwarded to the Superintendent of ACSD.

Please do not take children out of school for team sports, recreational activities or private lessons on a regular basis. These are not considered as excused absences. Doing so communicates to your child and his/her classmates that school is optional, and in doing so, devalues education, the teacher’s planning and instruction, and your child’s role in his/her classroom community of learners.

Please note: It is a fairly common practice that families make travel plans that extend vacation time. It can happen that a class can experience several weeks around a vacation when there are several students absent due to travel. As instruction is increasingly transdisciplinary, students can miss important chunks of instruction/learning that cannot be reconstructed.

Arrival and Dismissal

- Arrival - 7:45 - 2:45: Students need to be **in their classrooms by 7:55**, ready to start the day. Please do not drop them off prior to 7:45 as supervision is not provided before then. (If your schedule necessitates an earlier drop-off, please contact Christina.)

- **Tardiness:** The ideal arrival time is with the buses at 7:45 so that students have time to settle in. Arrival in the classroom any time after 7:55 is problematic as instruction begins promptly at 7:55. Students arriving late can disrupt or delay instruction for others and also put your child in a stressful, catch-up position -- not a good way to start the day! Parents of children who have a pattern of tardiness will be contacted and a plan developed with them to establish home routines that will support arriving at school on time.
- **Pack up and Dismissal - At 2:45:** If your child is not riding the bus, biking or walking, please pick him/her up promptly. There is no supervision once the bus has left. Pick-up before 2:45 p.m. is disruptive for the student and to the class. For both drop off and pick up, please walk your child to/from the school.
- **After school plans:** Students' plans to visit each other need to be made outside of school hours and it's best if children come with notes signed by a parent or guardian explaining plans. Children will not be allowed to call home during the day to make plans.
- **Change in after school plans:** When your child's transportation plans are changed for some reason (e.g., s/he is to ride the bus instead of being picked up), please send a note or call or email Kirsten: kleavstrom@acsdtvt.org. Please do not relay a verbal message through your child. If you are not here for pick up at 2:45 and we've not heard from you by the time the bus is ready to depart, we'll send your child home on the bus.
- **Parental supervision at dismissal and after school:** If you are picking up your child after school and choose to stay so they can play on the playground, please move to the playground area (away from the driveway and front of the school) and actively supervise them. While students are learning that the Agreements (p. 3) are important across contexts, they are more likely to internalize them if all adults embody them and encourage students' practice of them.

School Cancellation, Delayed Openings and Early Closings

In the event of a school closure or delayed opening, each family will receive an automated phone message through the School Messenger system. School closures, delayed openings and early closings will also be posted on the ACSD website and local radio and TV stations. There will be no breakfast program in the case of a delayed opening. In the rare event of an early closing, the School Messenger system will be activated to inform parents of the closing. Students will be sent home or to those households you have designated as emergency backup. Every effort will be made to reach you to verify where your child should go.

TRANSPORTATION

Walking, Bicycles and Scooters

If a student bikes or scooters to school, the student must wear a helmet. Bicycles are to be left at the bike rack. A permission slip for scooter or bicycle riding may be picked up in the office. If a student is observed riding unsafely, after one warning, s/he will not be allowed to bicycle or scooter to school for the rest of the season.

Students who walk, scooter or ride their bikes should not arrive before 7:45 A.M. and should leave the grounds promptly at the end of the day. When school is not in session, we encourage students playing on school grounds only when there is adult supervision.

Riding the Bus

Most of our students are transported to and from school by bus. It is important that you discuss safe and appropriate bus behavior with your children. Students are required to use seat belts.

Because we share buses in the morning with middle and high school students, there are times when some of the older students may engage in inappropriate behaviors and language. Bus drivers have been asked to be alert to this and report problems to Christina and the Middle School and High School administration. If you hear of any bus problems, student or driver related, please contact Christina as soon as possible. The bus is an extension of the school day and we need to work to make it a good beginning and closure to each day. Please read the policy and protocol linked below:

ACSD Policy C3:Transportation Policy:

<https://www.acsdvt.org/cms/lib/VT01918853/Centricity/Domain/76/C3%20Transportation.pdf>

Bus Behavior Protocol:

https://docs.google.com/doc.ument/d/1sC1xc3XDjVy8rk7y-E_wfOO-sYTcXez0DLvK5clz8RM/edit

Cars and Buses in the Parking Lot and Driveway

Please be patient, extra observant, and cautious in the school parking lot and driveway.

- Remember when the bus is displaying flashing red lights, you must not pass the bus. (This is true any time you see a school bus with flashing red lights.)
- Do not use the bus lane for delivering children during drop off and pick up times.
- Please park only in the marked, diagonal parking slots or in the slots at the north end of the building. If there are no slots and you need to parallel park behind the diagonal slots, it is extremely important that you get out of the vehicle ahead of your child and escort them across the parking lot.
- Please do not use the signed handicap slots unless you or someone you are transporting is handicapped. (This is not only an access issue, but important to model for children.)
- Please do not leave children in your car when you come into the building.
- Please turn your car off to reduce emissions and fuel consumption.

SCHOOL><HOME COMMUNICATIONS

We truly value hearing any questions and concerns. Direct and early communication helps to ensure that we all have accurate information and that we can provide a supportive learning environment for the children.

Questions/Concerns

If you have questions or concerns, it is important to communicate directly with the school as promptly as possible.

- Please direct any inquiries concerning classroom activities first to the appropriate teacher/s.
- Concerns about school-wide practice or school-related activities (for example, transportation or recess) should be directed first to the principal.

Please call or email to schedule a time to talk about your question or concern with the appropriate person. If your question or concern is not answered or resolved at the first level of inquiry, it is then appropriate to proceed to the next level. (See order of communication below.) If the established order of communication has not been followed, you will necessarily be directed back to the appropriate person.

Classroom question/concern → Teacher → Principal → Superintendent → ACSD School Board
(if law or policy allows further action)

School-wide/related question/concern → Principal → Superintendent → ACSD School Board (if
law or policy allows further action)

Weekly Newsletters

The weekly newsletter is emailed to all WES families and staff every Friday or the last school day of the week. Menus, calendars and other forms can be found on the [school website](#).

Using the School Telephone

- Student use of phones: Students may use the telephone with adult permission and support to contact their family in case of illness or injury. We do not allow students to call to arrange after-school play dates or other social engagements.
- To foster independence, if a pattern of forgetfulness begins to emerge, students will not be allowed to call home for school or after school materials or equipment, including musical instruments and sports equipment. We are confident students can become responsible for “being prepared”. We will help grow this independence with you.
- Cell phones are not permitted in school and will be held for the student in the office until dismissal. Parents will be notified. If your child needs to bring a cell phone to school for after school safety reasons, please let us know ahead of time so that we can make a plan with you and your child about its safekeeping and intended use.
- Area emergency: If there is an emergency, such as a hazardous material spill nearby, please do not call the school, as we will need to keep the lines open to communicate with safety services. We will contact you as soon as the situation permits. Please listen to local radio stations and check the ACSD webpage for updates. The School Messenger system will be activated if appropriate and possible. See Safety Plans (p. 14)

Phone System and Contacting Staff:

- Leave messages that need quick attention on Kirsten's number (802)545-3302. This voicemail is checked frequently by Kirsten and Christina to ensure that after-school plans are received in a timely fashion. **If you do not get through, please contact Kirsten via email or via text on the school cell phone (802-349-5305).**
- Teachers will let you know how and when it is best to contact them. Only in the case of an emergency will they be called away from their classes.
- E-mail may be used to request and schedule phone conferences or meetings. Emails are published in the school directory.
- Please do not use e-mail or other social media to hold conversations about your child and/or other children. E-mail often increases the odds of miscommunication and raises significant issues relative to confidentiality and FERPA (pp. 26-27).

Visiting the School

Parents and other visitors are welcome to visit the school during the day. Please make arrangements in advance and check in at the office when you arrive. If you wish to talk with a teacher, please schedule a

time so that they may give you full attention without interfering with instruction, supervision, or the arrival and dismissal process.

Progress Reports

The current ACSD reporting system references the [Common Core State Standards](#) (Mathematics and English Language Arts), the [Next Generation Science Standards](#), the [College, Career and Civic Life \(C-3\) Framework for Social Studies Standards](#), and state/national standards for music, art, P.E. and Spanish.

Along with an assessment of students' progress relative to the standards, teachers will provide a short 3-5 sentence narrative about their learning and potential next steps. We will also provide information about your child relative to IB's Approaches to Learning - social, research, thinking, communication and self-management skills.

Parents and teachers may request supplemental conferences for a student at any time. A student's IEP or 504 team or classroom Educational Support Team (see pp. 16-17), in concert with parents, may also establish a plan for supplementary home/school communication to support a child's success in school.

In addition to the conferences and progress reports, families will receive updates on the IB transdisciplinary units each class engages in over the year.

Reporting System Calendar - 2022-23

Components	Purpose	When
Fall Conference	<ul style="list-style-type: none"> Set/share goals Report progress to date. 	For all students no later than November 18 th
Mid-Year Report	<ul style="list-style-type: none"> To provide families with information about their child's <i>current</i> performance relative to grade level standards and Approaches to Learning (ATLs). 	Reports sent home February 3 rd
Spring Conference - K-1 - parent/guardian conferences Grades 2-5 – student-led conferences	<ul style="list-style-type: none"> To report progress over the year relative to standards and ATLs. Collection of work samples/portfolios to be shared. 	For all students between March 6 th and April 21 st
End-of-Year Report	<ul style="list-style-type: none"> To provide families with information about their child's performance relative to end-of-year grade level standards and ATLs. 	Reports sent home last day of school

SAFETY PLANS

- **Crisis Plan and Safety Drills:** The school maintains a crisis plan in accordance with state guidelines. Regular safety drills (lock down, lock out, shelter-in-place and evacuation) are held as required by state law. Fire safety instruction is provided in the fall with the help of the Weybridge Volunteer Fire Department. [Emergency Information Guide for Parents](#)
- **Asbestos Management Plan:** Weybridge School has Management Plan for the safe control and maintenance of asbestos-containing materials found in the building. These management plans are available and accessible to the public and can be found in the principal's office at the school. The asbestos identified in the building is low-risk.

GENERAL INFORMATION

Homework

Having moved away from the conventional thinking that rigorous schools require rigorous homework and instead looking to current research and international practice, daily homework will not be assigned at any grade level. Any “home” work assigned will be interactive and directly related to classroom inquiries. We strongly recommend outdoor play, family dinners, plenty of sleep (9-10 hours each night), and reading for pleasure and understanding, including bedtime stories, audio books, etc.

4/th and 5th grade students who are taking instrument lessons are expected to practice each day.

Play-dates, Parties and Invitations

We ask that all out-of-school plans be made ahead of time and that any invitations, written or verbal, be sent from home, not initiated or delivered at the school.

We look to you for support and help in creating a safe and respectful environment at school.

Out-of-school socializing (including social media) has a significant impact on in-school social climate.

We rely on you to keep inclusion in mind as you plan playdates and parties with and for your children. For example, if your child is having a birthday party, plan to invite all of the children in your child’s grade. Please hold firm on this. We also ask that any plans that are made support children in being honest (rather than encouraging their “keeping secrets”) among peers in school. Please remind children they should keep any gifts for parties in their backpacks while on the bus or during school.

Field Trips

Planned field trips are an integral part of the educational program; all students will have access to them. Information and permission slips will be sent home with students prior to scheduled trips; to go on field trips students must have signed parental permission. For many of our trips we rely on staff and parent drivers. Drivers must undergo a criminal background check including fingerprinting, have a valid driver’s license and adequate insurance, and agree not to text or talk on a phone while driving. Students under 8 must have a booster seat to ride with teachers or parent drivers.

Recess

Students at Weybridge are fortunate to have nine 30 minute recesses a week. They have two each day except Tuesday when they have one morning recess and P.E. in the afternoon. While students can opt for

indoor activities planned for some of the recesses, e.g., Open Art, it is our experience and belief that the best place for recess is outdoors. Students' health, ability to focus on academics and capacity to cope socially are all enhanced by natural light, fresh air and exercise. Every student is expected to go outside for at least one recess each day, unless a medical plan is in place or they are not feeling well. If a student cannot participate in recess at the scheduled time every attempt will be made for them to have outside time that day. All children need recess to support well-being.

Dressing for the weather

It is our hope that students can be outside as much as possible. In practice this means that students go outside for recess unless the wind chill temperature drops below 0 degrees Fahrenheit, it is raining heavily, or there is thunder and lightning.

Students should come to school appropriately dressed for rain or snow conditions. CLEARLY LABELED rain or snow boots, hats, mittens, and jackets are important. Let us know if we can help with this.

During the winter months, please send your child with an extra pair of labeled shoes or slippers so that s/he does not have to wear boots in school all day.

Clothing

- Everyday school clothing should be comfortable and functional.
- Language and graphics on clothing should be appropriate for school -- no profanity, violent or vulgar images or language, or references to alcohol or other drugs. Please also be mindful of whether they reinforce gender roles and restrictions.
- Extra set of clothes: Please send in a full set of extra clothes for your child to keep in school. This is especially important for younger students, but students of all ages may occasionally need a change after a muddy session in the stream, a soggy soccer game or a lunchtime spill.
- Hats and other head coverings are not to be worn in school unless for religious observance.
- Shoes: Children should wear shoes that are safe and don't limit physical activity indoors or outdoors. For physical education days (Tuesday & Thursday), students should wear or bring sneakers or keep a pair at school.

Makeup

Makeup (including tinted lip balm) is not allowed except for dramatic performances and Halloween.

Materials, Money, Belongings and Animals at School

- Materials: All basic school materials are provided for all students by the school. Students are responsible for taking care of those materials and will be charged for damage and loss.
- Money: Students should not bring money to school.
- Student fund-raising projects: Fund-raising projects must be sanctioned and overseen by the principal or a designee. Sales through organizations, such as Boy and Girl Scouts, should be set up through Kirsten or Nicole. Students should not sell directly to teachers or other students.
- Personal belongings: Students should not bring in personal possessions, such as toys, unless specifically requested by the teacher for a classroom activity. (No buying, selling, or swapping of possessions in school or on the bus.)
- Animals at school: Animals brought to school must neither pose a possible health risk to students (e.g., rabies, salmonella, poisoning, allergic reactions, etc.) nor be prohibited by the Vermont Department of Health. Proof of rabies vaccination must be submitted before any individual may

bring a dog or cat to school. This applies to animals brought onto the playground after school as well as into the school. If you do bring a dog onto the grounds, please be sure to clean up any waste. If your child wishes to bring a pet into the classroom, please confirm plans with the teacher.

School Pictures

Parents have the opportunity to purchase school photos of their child every fall. Please call ahead for appointments for preschoolers.

SUPERVISION AND EVALUATION

Principal

The principal is supervised and evaluated by the superintendent using an established procedure that is reviewed periodically. Formal evaluation is completed each year.

Professional and Support Staff

The principal is responsible for the supervision of all professional and support staff using ACSD's agreed upon supervision/evaluation procedures. Because grievances may be referred to the board for a formal hearing, it is essential that board members refrain from becoming involved in the supervision and evaluation of professional staff. The board's responsibility is to ensure that appropriate policy and procedure are in place and being followed.

EDUCATIONAL SUPPORT

We are committed to providing a comprehensive system of education services to ensure all students' confidence and success as learners. Act 173, a recently adopted state law set to be fully implemented as of July 2023, is providing a revised framework for this work. The goals of Act 173 are the following:

- Students with an individualized education program (IEP);
- Students with a 504 plan under the Rehabilitation Act of 1973;
- Students without an IEP (1) or 504 plan (2) but whose ability to learn is negatively impacted by a disability or by social, emotional, or behavioral needs;
- Students who are English learners;
- Students who read below grade level.

Layers of Student Supports

As part of the support system for students, Weybridge has an Educational Support Team (EST) for each classroom to assist teachers as they work with all students to identify strengths, needs, resources, and strategies to support resiliency, engagement and learning. The goal of the EST is to assist in the on-going process of ensuring each student's well-being and academic success.

Each grade level support team meets once a week and consists of the principal, the classroom teacher and the literacy specialist and can also include the school counselor, school nurse, school psychologist, and special educator depending on a student's particular needs. At times paraprofessionals who work with the student/s being discussed also participate. The team seeks input from parents and, as needed, from the specialists listed above. EST plans may be developed for some students and may include services and/or

accommodations. These plans are developed with parents. Any accommodations included in an EST plan are shared with staff members working with the students.

If a student is struggling and not making progress with the supports designed through the EST process, the team will consider a special education referral or determine if there should be a 504 eligibility meeting.

SCHOOL COUNSELOR SERVICES

Counseling services are available at Weybridge Elementary School to help provide social, emotional, and behavioral support to students. The goal of these services is to help students contribute to and gain from a variety of learning opportunities within the school community.

A student may request counseling or may be referred by parents/guardians or teachers. These services are confidential and are provided as part of an overall team effort involving teachers and families as much as possible. If parents have not made the initial referral, a student may meet with the counselor up to three times before parents are notified and brought into the process.

In addition to providing direct services for students and families, the counselor works in classrooms each week to present social-emotional and health curriculum and support the students and teachers in the development of a safe and supportive learning environment. They also participate on Special Education, 504 and Educational Support Teams (pp. 16-17). Consultation with both teachers and families is also available. Should the student's or family's needs extend beyond the scope or resources of the school, the counselor will provide information and referrals, and will remain available as part of a larger team effort.

The counselor is at the school every Thursday. Families may schedule meetings through Christina ahead of time. Emergency contact with the school counselor may be made as well at any time through the school principal.

SCHOOL HEALTH SERVICES

The health services are designed to assist children so that they are physically and emotionally ready for learning. Eva McDonough serves as the school nurse on Fridays, but works full time in the school district and is available by phone. On the days she is not at Weybridge, Kirsten Leavstrom serves as the health assistant. She works directly under Eva's supervision and is required to keep CPR/First Aid certification current. Kirsten also meets frequently with the school nurse for medical updates and information. **Please remember Kirsten is not a nurse and should not be asked for or give medical advice.** For any consultation, Kirsten will need to refer you to Eva.

In order to provide the best care for all students, we ask that parents share information about their children, which will ensure that all his/her needs are met. Our goal is to have healthy children in school as much as possible and to keep absenteeism to a minimum.

Please take a few minutes to review the [ACSD Health Handbook](#) for detailed information about how our school nurses work together with school staff and parents to ensure the health of our school community.

Dietary Restrictions, Substitutions, and Modifications

Per USDA regulations, ACSD food service programs will provide substitutions or modifications in school meals for children whose disabilities restrict their diets when that need is supported by a statement signed by a licensed physician.

This physician's statement must identify:

- The child's disability;
- An explanation of why the disability restricts the child's diet;
- The major life activity substantially limited by the disability;
- And the food or foods to be omitted from the child's diet, and the food or choice of foods that must be substituted.

Definitions:

- An individual with a disability under Section 504 of the Rehabilitation Act of 1973, means any person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such as impairment.
- Major life activities include, but are not limited to; self-care, manual tasks, walking, seeing, speaking, sitting, thinking, learning, breathing, concentrating, interacting with others, working, reading, standing, lifting, bending etc.
- While substantial limitation is not defined in the federal regulations, a letter from the Office for Civil Rights (OCR), states that "this is a determination to be made by each local school district and depends on the nature and severity of the person's disabling condition".

LIBRARY

The library is located in the heart of the school and provides resources to support the curriculum as well as recreational reading. The library resources are made possible through the school budget and Friends of Weybridge Elementary (FOWE) funding. Acquisitions (including those donated) are made following the guidelines in ACSD Policy D22 - [Selection of Library Materials](#). The library is open every day and is staffed by a school librarian and technology integrationist, Megan Sutton on Tuesdays, Fridays, and every other Wednesday. As an elementary school library, we provide materials to interest, stimulate, and challenge all levels of readers—ages 5 to 11—in grades K-5. Print resources are available to all staff, preschoolers, students and Weybridge families. We also offer electronic resources through the [library page](#) on our website. Our website provides access to our library collection through the Online Public Access Catalogue (OPAC), as well as access to online reference resources and periodicals. Some may require passwords – look for them attached to a newsletter at the beginning of the year. Please refer to Policy D3 - [Responsible Computer, Internet and Network Use](#).

Teachers schedule weekly class visits to the library. During that time students will receive library instruction and have an opportunity to browse and borrow books. Annually, students will be introduced to books from two Vermont reading award lists: The Red Clover Award, intended for younger students, and The Vermont Golden Dome Book Award, designed to interest older students. Students may take out as many as 6 books at a time and there are no fines for overdue books (books may be renewed once). We do charge for damaged books and books that are not returned.

In addition to borrowing from our collection, parents and community members are encouraged to volunteer. Ways to support the library include direct donations, helping with the book fair, and donating

clothing and household items to Neat Repeats. If you donate items to Neat Repeats, tell the volunteers at Neat Repeats that you are a supporter of Weybridge Elementary School Library, and a portion of sales will benefit the library.

Please feel free to contact Megan Sutton with any questions.

BREAKFAST, LUNCH, FOOD AND SNACKS

The Weybridge breakfast and lunch program, prepared at Mary Hogan, is outstanding; the menus are varied, delicious and nutritious, incorporating as much locally grown and fresh food as possible. We have a high participation rate in both the breakfast and lunch programs. Breakfast is served between 7:45-8:00 a.m. and lunch at 11:20. This year, once again, breakfast and lunch are free for all students. For 60¢ students can purchase 1% or skim milk for lunches brought from home, or as an extra milk. All orders should be made online this year through the school's web page.

ACSD participates in the National School Breakfast and Lunch programs and follows the regulations, guidelines and requirements in order to participate. We do typically offer a greater amount of high quality fresh fruits and vegetables every day at each meal than specified by the regulations. A vegetarian lunch alternative is provided each day.

Bag lunches are available for field trips using the same guidelines listed above. Pre-order slips will be made available in advance of the trip.

If your student wishes to purchase milk without a meal, please be sure to add funds to their meal account. You can check your student's account balance and make payments through [MySchoolBucks](#). If you would prefer to make payments in person, you can bring them to Kirsten. Checks should be made payable to ACSD and cash payments should be in an envelope with your student name clearly marked.

All school meals are free for ALL students. But, it's still VERY IMPORTANT to complete the *free and reduced meal application* form. Our district gets **\$475,000+ each year based on the % of students who qualify for free/reduced meals.** So, if you fill out the form, you help us qualify! Paper applications are sent with the first day packet, or you can [apply now online](#).

If students choose to bring in snacks, they are encouraged to bring healthy food from home. Snacks are eaten at the same time breakfast is served and in the afternoon after second recess. Suggestions for snacks include fresh fruit, muffins, crackers & cheese, carrots & celery. We do not allow soda and or candy. Please avoid sugary food and drinks in general.

If you would like to join us for breakfast or lunch, please let us know ahead of time so we can be sure to have enough food. The cost for an adult lunch is \$5.00.

PRODUCTIVE LEARNING ENVIRONMENT

The goal of the Agreements (p. 3) is to create and maintain a physically and emotionally safe environment. We are teaching that behavior is both the individual's and the community's responsibility. We believe that behavior is a form of communication used to express basic needs, such as the need to belong. It is our responsibility as adults to help students identify accurately and clearly what it is they need and develop skills to communicate these needs appropriately and effectively. Most often a child's

underlying need is perfectly reasonable; the behaviors aimed at meeting the need sometimes are not productive, respectful, or safe. For example, a child who "acts out" may earn negative attention instead of satisfying his/her need to belong. Just as with academic skills, learning social skills requires compassion, clarity of expectations, direct instruction, interactive modeling, practice, patience and time.

Processing and Planning

When a student is verbally or physically aggressive or repeatedly chooses not to follow rules, after having an opportunity to regroup and become calm, and an opportunity to reflect on and discuss the event, they will formulate and practice a plan (sometimes written or scribed) for handling a similar situation in the future and for making restitution to the person/s targeted by aggressive behavior. Both of these approaches are part of a commitment to restorative practices. The purpose of a restorative framework is to keep relationships, learning, and optimal social emotional development at the center of work to foster student agency, self-awareness, kindness, and trust. The student, the teacher or Christina will call parents regarding any incident/s.

We don't expect parents to impose home consequences, but encourage discussions with your child as well as modeling and practicing alternative ways of resolving conflict/problems. We also ask that parents contact the teacher or Christina at school the next day if there are questions regarding an incident.

Suspension

Suspending or expelling children/students under the age of eight is only allowable if a child/student poses an imminent threat of harm or danger to others in the school.

When a student behaves in these ways, a suspension is seen ONLY as a safety measure. It is not an end step but a next step. Anytime a suspension occurs, parents, school staff and the student will necessarily become deeply involved in a process to support the student gaining self control and developing skills so that their return to school/classroom will be safe and productive. Suspension will always be followed by a reentry meeting grounded in restorative practices.

Leaving School Grounds

With the safety of the students in mind, no student will be allowed to leave the school grounds at any time during the school day unless as part of a supervised school project. In the unlikely event that a student leaves without permission, the state police and the parents will be notified as soon as possible.

Seclusion and Restraint

State Board Rule 4500 defines the appropriate use of seclusion and restraint. Rule 4500 also sets forth the reporting requirements relative to any use of seclusion or restraint in school (i.e., teacher to administrator, administrator to superintendent, and school to parent/guardian of affected student).

[Guidelines regarding seclusion and restraint link](#)

Weybridge Bullying Prevention Plan

**We will not bully others.
We will help anyone who is being bullied.
We will tell an adult at school and
an adult at home when we think somebody is being bullied.**

Each year students and staff participate in ongoing training/discussion about resolving conflict in safe and constructive ways and how to recognize and respond to bullying behavior as a target, bystander/observer or the recipient of a report.

Sometime during their school careers, students, even close friends, are likely to fight with each other; hear and say mean things; feel hurt, sad, mad, worried. It would be unusual if that weren't the case, since learning how to engage socially and maintain a healthy sense of self is a huge part of growing up. While adults and students alike need to be attentive and responsive to the possibility of bullying, we also need to take care not to characterize all negative and hurtful behavior between children as bullying – this can be counterproductive for the students directly involved and the overall school environment. Best practice also suggests that we not label students as “bullies” or “victims”, but instead describe behaviors.

The definition of bullying provided below serves as a helpful guide when various harsh behaviors are experienced, observed or reported. What is implied in the definition below, but not explicitly stated, is a noted power differential between the students involved. During class discussions about this power differential, Weybridge students have cited examples including the following: a group of children ganging up on one child, an older student overpowering a younger student, a student who is deemed “popular” “dissing” a student who is less empowered socially, a group of students tricking a new student, a student getting others to exclude another student. The power differential between students can be an important criterion in determining if a behavior constitutes bullying or rather, rough play or fighting.

It goes without saying that any behaviors of concern should be reported by students, staff, and parents. All reports/inquiries will be taken seriously and addressed. Supporting all students in the development of responsible social behavior is complex work that requires all of us working together.

Addison Central School District

Policy: Prevention of Harassment, Hazing and Bullying of Students

File Code: C10

Warned: January 6, 2017

Adopted: January 17, 2017

Statement of Policy

The Addison Central School District (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity, or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the

Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

[Procedure JFJB - Prevention of Hazing, Harassment, and Bullying \(reporting and responding to claims\)](#)

According to the procedures accompanying this policy, the District shall address all complaints of harassment, hazing, and bullying and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy.

Nothing herein shall be construed to prohibit punishment of a student for conduct that otherwise violates one or more of the board's disciplinary policies or the school's code of conduct even though it does not rise to the level of harassment, bullying, or hazing as defined herein.

Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents, and guardians how to report violations of this policy and file complaints under this policy.
2. Annually, select two or more **designated employees to receive complaints** of hazing, bullying, and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school. The following employees of ACSD have been designated by Weybridge Elementary to receive complaints of bullying and/or harassment pursuant to this policy: **Christina Johnston and Amber Bragg**.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may also be assigned to one or both of the Designated Employees.
4. Respond promptly and effectively to notifications of possible violations of this policy in order to address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment, and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment, and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s) where appropriate. Such action may include a wide range of responses from education to serious discipline. Serious discipline may include termination for employees and, for students, expulsion or removal from school property.

It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

Constitutionally Protected Speech

It is the intent of the District to apply and enforce this policy in a manner that is consistent

with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate, or intimidate students in a manner as defined under this policy.

Definitions

For the purposes of this policy and the accompanying procedures, the following definitions apply:

A. "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.

B. "Complaint" means an oral or written report of information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

C. "Complainant" means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment, or bullying, or a student who is the target of alleged hazing, harassment, or bullying.

D. "Designated employee" means an employee who has been designated by the school to receive complaints of hazing, harassment, and bullying pursuant to subdivision 16 V.S.A. 570a (a)(7).

The designated employees for each school building are identified in Appendix A of this policy.

E. "Employee" includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.

F. "Equity Coordinator" is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District's Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.

G. "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 disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from, interfering with a student's educational performance or access to school resources, or creating an objectively intimidating hostile or offensive environment. Harassment includes conduct as defined above and may also constitute one or more of the following:

1. Sexual harassment, which means unwelcome conduct of a sexual nature, that

includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:

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

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment.

A hostile environment exists where the harassing conduct is severe, persistent, or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

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

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

H. "Hazing" means any intentional, knowing, or reckless act committed by a student, whether individually or in concert with others, against another student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization that is affiliated with the educational institution and that is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student. Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

1. The goals are approved by the educational institution; and
2. The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, "Student" means any person who:

- a. is registered in or in attendance at an educational institution;
- b. has been accepted for admission at the educational institution where the hazing incident occurs; or
- c. intends to attend an educational institution during any of its regular sessions after an official academic break.

I. "Notice" means a written complaint or oral information that hazing, harassment, or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about

hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

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

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

L. "Retaliation" is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

M. "School administrator" means a superintendent, principal, or his/her designee assistant principal or his/her designee and/or the District's Equity Coordinator.

N. "Student Conduct Form" is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

GENDER IDENTITY - CONTINUING BEST PRACTICES

All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and school staff when considering the best supports for transgender and gender nonconforming students. [The Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students](#) are designed to provide direction for schools to address issues that may arise concerning the needs of transgender and gender nonconforming students.

MANDATED REPORTING

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c).

NEW AMERICANS

We have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal law, undocumented children and young adults have the same right to attend public primary and

secondary schools as do U.S. citizens and permanent residents (*Plyler vs. Doe*, 457 U.S. 202 (1982.)). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcomed.

Public schools may not:

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

34 C.F.R. Part 99 (the federal regulations promulgated pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g *et seq.*) requires an annual notification to parents of their rights under the Act.

[ACSD Policy C1: Education Records](#)

The following is a brief summary of issues and commonly asked questions related to the confidentiality and maintenance of education records. The purpose of FERPA is to set up requirements for the protection of privacy of parents and students, and for allowing access by parents to their child's education records. The law applies to all teachers, administrators, support staff, central office and school board members. The law governs the creation, maintenance, disclosure and destruction of educational records of all students. As an eligible student or parent of a student enrolled in an ACSD school, you have certain rights concerning the education records, which the school maintains.

Education records are defined by law as any records that are directly related to a student and are maintained by the school. Examples include, but are not limited to the following: academic courses, grades, anecdotal reports, health records, parental correspondence, special education records, pictures, pupil progress reports, narratives, school activities, test results, discipline records, teacher correspondence, video tapes, etc.

Personally identifiable information is any information that identifies, or readily allows identification of, the student. The student's name is the most obvious example. A picture of the student, though unlabeled, would be personally identifiable information, as would the student's social security number.

Generally, under FERPA, rights of parents of students, include the following:

1. to have access to a list of the types and locations of student education records and the name of the school officials responsible for those records.
2. to inspect and review their child's education records within a reasonable time (no more than 45 days from the request), and for special education students, before an IEP meeting or hearing.
3. to have responses to reasonable requests for explanations and interpretations of education records.

4. to have a representative of the student or the parent inspect and review records.
5. to attain a copy of the educational records at no more than the school district's copying costs.
6. to expect that no destruction of records will occur by the school and its personnel if there is a request to inspect or review records.
7. to have access to a procedure for amendment of their child's educational records.
8. to not have information from their child's educational records disclosed without prior consent, except for the exceptions defined in policy.
9. to file a complaint with the U.S. Dept. of Ed. concerning alleged failure to comply with FERPA.
10. to have annual notification concerning directory information collected by the district.
11. to have access to the procedure concerning destruction of education records.
12. to have a copy of the school's procedures concerning the school's policy and procedures regarding education records.

If you have questions about maintenance of student records, contact Christina. If you believe the Act has been violated, file a complaint with the Family Policy Compliance Office of the United States Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202.

Social Media and FERPA The following are guidelines for use of email and other social media:

- Sensitive or confidential information about students must not be communicated via social media including email.
- Using social media to arrange for a meeting is acceptable, but it is critical not to include sensitive information in the correspondence.
- Communicating about a student via social media should be recognized as an "educational record" as defined by FERPA. As such, a hard copy of all such correspondence will be retained and placed in the student's permanent record.
- Messages should never reference or name other children.

It is important that parents, as well as staff members, are mindful of these guidelines regarding email.

Confidentiality - guests and volunteers

While visiting the school or volunteering in the school, in order to protect children's privacy and dignity, there may be times when it would be helpful for you as a guest to proactively leave a room or an area if a child is under stress and working on a problem with a staff member. Please don't be offended if a staff member asks you to leave an area.

Sometimes volunteers acquire confidential information simply by being in the school and observing interactions. Please do not disclose child specific information to anyone outside of school - spouses, friends, neighbors, etc. It is easy to remember this if you think about how it would feel if community members shared confidential information about your child.

In a small school and community maintaining confidentiality may be harder than in a big, seemingly "anonymous" community. Sometimes the line between "caring" and "invading" is very fuzzy. Maintaining confidentiality for each child is not a simple task. Please talk with Christina if you feel unclear about issues of confidentiality.

PROTECTION OF PUPIL RIGHTS ACT

The Protection of Pupil Rights Act, 20 U.S.C. §1232h (hereinafter “PPRA”), requires parental notification in a number of situations, including the administering of surveys and disclosure of personal information.

[ACSD Policy C8 - Pupil Privacy Rights](#)

NOTICE OF NON-DISCRIMINATION:

Applicants for admission and employment, students, parents, employees, sources of referral for applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Addison Central Supervisory District (ACSD) are hereby notified that this District does not discriminate on the basis of race, color, national origin, gender, sexual orientation, age, handicap or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Weybridge School compliance with the regulations implementing Title VI (discrimination on the basis of race, color or national origin), Title IX (discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (discrimination on the basis of handicap or disability) is directed to contact the principal, Weybridge Elementary School, 210 Quaker Village Road, Weybridge, Vermont, (phone 802-545-2113), who has been designated by ACSD to coordinate the school’s efforts to comply with nondiscrimination laws and regulations.

NOTICES UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT:

The federal special education law, 20 U.S.C. §§1400, *et seq.*, requires notice to parents in a variety of ways. However, the most prominent requirements are found in 34 C.F.R. §§300.111, 300.503 and 300.504

1. 34 C.F.R. §300.111 relates to “child find” activities. As interpreted in Vermont regulations, child find includes, among other activities, notifying the public of the availability of special education services for children with disabilities aged 3-21. Similar provisions address child-find for students aged birth-3. *See* Rule 2360.3 and Rule 2360.5.2 of the Vermont State Board of Education Manual of Rules and Practices.
2. The provisions of §300.503 require written notice to a parent of a student with a disability within a reasonable period of time before the school district proposes to initiate or change the identification (eligibility), evaluation or educational placement of the student or the provision of a free, appropriate, public education to the student, or whenever it refuses to do the same. The content of the notice is, again, very detailed. *See* Rule 2365.1.1 of the Vermont State Board of Education Manual of Rules and Practices.
3. The requirements of §300.504 involve the provision of a notice of “procedural safeguards” whenever a child is initially referred for a special education evaluation, whenever an Individual Education Plan meeting is called, whenever a reevaluation is sought, and whenever a due process complaint has been filed.