

ALBURGH COMMUNITY EDUCATION CENTER
Student/Family Handbook
2021 - 2022



**Home of the
Alburgh Mustangs**

45 Champlain Street
Alburgh, VT 05440
802.796.3573
Fax 802-520-2479
www.alburghschool.org



TABLE OF CONTENTS

TOPIC

Vision Statement	5
Mission Statement	5
General Information	6
ACEC Personnel List	7
ACEC School Calendar	9
Admissions	10
• Registration	10
• Age Requirements	10
• Documents	10
• Emergency Contact Information	10
Athletics	11
• Athletic Director	11
• Athletic Teams	11
• Athlete's Guidelines	11
• Athletic Events	12
• Adult Code of Conduct	13
• Concussion Information	13
Attendance	14
• General Attendance Expectations	14
• Family Vacation Requests	15
• Truancy	16
Behavioral Expectations and Systems of Support	17
• Social/Emotional System of Support	17
• Types of Social/Emotional Infractions	17
• Data Collection	18
• Strategies and Interventions	19
• Restrictive Behavior Intervention	19

Bus and Walking Routes	20
Bus Behavior Expectations/Discipline	20
Complaints Concerning School Personnel	21
Dress Code & Personal Care	22
Drop Off and Dismissal Procedures	23
● Parking	23
● Drop off Procedures	23
● Dismissal Procedures	23
Educational Records	24
● FERPA	24
● Disclosure of Student Information	24
● Release/Review of Student Information	24
Electronics Use	25
● Cell Phones and other Electronic Devices	25
● Computer, Network and Internet Use	26
● Student Acceptable Use Agreement	26
● Privacy, Safety and Ethics	27
Emergency Closings	27
● Communication with Families	27
● Early Closing of School Day	28
Emergency Response Drills	28
Extra-Curricular Activities	28
Field Trips	29
Food Service	30
● General Information	30
● Breakfast	30
● Healthy Snacks	30
● Lunch	30
● Backpack Program	31
● Promotions/Special Events	31
● Field Trips	31
Guests and Visitors	31
Harassment, Hazing and Bullying	32
● Definitions	32
● Reporting Complaints of Harassment, Hazing and Bullying	33
● Contacts	33
● Responding to Notice of Possible Policy Violations	35
● Investigating Harassment, Hazing and Bullying Complaints	36
● Responding to Substantiated Claims	37
● Post-Investigative Reviews	38

• Rights of Accused Students	40
• Confidentiality and Record Keeping	40
Health / Wellness	42
• Health Contacts	42
• Illness or Injury	42
• Immunization	42
• Medications	42
• Temporary Condition Requiring Non-Prescription Medication	43
Home/School Connection	43
• Contact	43
• Home-School Relationship	43
• Volunteers	43
Non-Discrimination Policy	43
Personal Property	44
Protection of Pupil Rights Act	44
School Board (BOE)	45
School Property (damaged or loss)	45
Tobacco, Drugs and Alcohol Possession and/or Use	46
Video Surveillance	46



VISION STATEMENT

The vision of the Alburgh Community Education Center is to embrace learning, nurture passion and own the future.

MISSION STATEMENT

The mission of the Alburgh Community Education Center is a community of learners that strive for excellence, values individuality, fosters life-long learning, promotes the development of mind, body and character and instills respects for others.

~ SAFE ~ RESPONSIBLE ~ RESPECTFUL ~

GENERAL INFORMATION

- **Main Office: 802-796-3573**

- Principal-Beth Hemingway ext. 2
- Executive Assistant to the Principal – Wendy Savage ext. 1
- Registrar/Administrative Assistant- Shannon English ext. 0
- Home/School Coordinator- Erik Bushey ext. 3
- Behavioral Specialist – Stephanie Moegelin ext. 6
- Nurse- ext. 4
- Health Assistant, Kimberley Fitzgerald ext. 4

SCHOOL HOURS

- Office hours: 7:30 am – 4:00 pm
- Faculty hours 7:30 am – 3:30 pm
- Student hours: 7:40 am – 2:50 pm

- Drop off 7:40 am – 7:55 am Grades 5-8 Breakfast
Grades K-3 Breakfast

- Lunch times: 11:15 – 11:45 (Primary-K-2)
12:00 – 12:30 (Intermediate)
1:00 – 1:30 (Middle, grades 6-8)

- Dismissal: 2:50 pm



Parking is not permitted along the curb in front of the main entrance.

This area must be kept open for emergency vehicles and school buses.

2021 - 2022

ALBURGH COMMUNITY EDUCATION CENTER PERSONNEL

ADMINISTRATION

- | | | |
|--|-----------------|--------|
| ● Principal | Beth Hemingway | Ext. 2 |
| ● Executive Assistant to the Principal | Wendy Savage | Ext. 1 |
| ● Registrar/Administrative Assistant | Shannon English | Ext. 0 |
| ● Home/School Coordinator | Erik Bushey | Ext. 3 |

ELEMENTARY SCHOOL TEACHING FACULTY

- | | |
|-----------------------------|-------------------|
| ● Pre School | Staci Ladd |
| ● EEE | Tracy Giroux |
| ● Kindergarten | Leah Butts Martin |
| ● Grade ½ (literary) | Susan Trowbridge |
| ● Grade ½ (math) | Beth Dobson |
| ● Grade ½ (Writing/Science) | Ken Herz |
| ● Grade 3 | Shelley Barrett |
| ● Grade 4 | |
| ● Grade 5 | |

MIDDLE SCHOOL TEACHING FACULTY

- | | |
|------------------|---------------|
| ● Social Studies | Krista May |
| ● Science | Josh Woly nec |
| ● Math | Scott Ruch |
| ● ELA | David Dabney |

UNIFIED ARTS

- | | |
|----------------------|-------------------|
| ● Art | Shanna Aubin |
| ● Library/Media | Meghan Bellevance |
| ● Music | Michael Bjella |
| ● Physical Education | Lisa Newhard |
| ● Foreign Language | |

SUPPORT SERVICES

- | | |
|-------------------------------|---------------------|
| ● Behavioral Specialist | Stephanie Moegelin |
| ● Guidance Counselor (PreK-2) | Shirley Mora |
| ● Guidance Counselor (3-8) | Kathleen Cramer |
| ● Nurse | Kristie Barber |
| ● Nurse Assistant | Kimberly Fitzgerald |
| ● School-based Clinician | |
| ● Speech/Language Pathologist | Mary Cotton |
| ● Special Education (K-2) | Nancy Gardner |
| ● Special Education (3-5) | Lora Allard |

- Special Education (6-8) Adrianna Penalosa-Kirby
- Literacy Interventionist (K-2) Kiah Chadwick
- Literacy Interventionist (3-5) Meghan Ehle
- Literacy Interventionist (6-8) Sue Pietricola
- Math Interventionist(K-2) Jeremy Flax
- Math Interventionist (6-8) Lincoln Martin
- Math Interventionist (3-5)

PARAEDUCATORS/BIs -Support Staff

- Nicole Thompson
- Kayla Patnode
- Kristy Taylor
- Angela Prefontaine
- Barbie Perez
- Laura Bourgeois
- Sarah Griswold
- Martha Lambert
- Lisa Arnold
- Charity Darby
- Vikki Peters
- Heidi Coppelino
- Meghan Mello
-
- Bus B Driver Brad Commo
- Bus A Driver Bob Ayers
- Food Program Coordinator Jen Bryce
- Food Program Assistant Meagan Custeau
- Crossing Guard
- Custodial Rick Baker (day)
- Custodial Robert White (night)

SCHOOL BOARD

- Mike Savage (Chair) 802.309.1582
- Trevor Creller (Vice-Chair) 802.796.4225
- Whitney Maxham 802.770.2121
- Mallory Ovitt 802.782.7893
- Stacy Gould 802.309.4057

School Calendar

GISU Calendar 2021-2022 School Year

Aug

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Student: 5 Cumulative: 5
Staff: 7 Cumulative: 7

8/23-24 Inservice Day

8/25 - First Student Day

Sep

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Student: 21 Cumulative: 26
Staff: 21 Cumulative: 28

9/6 Labor Day No School

Oct

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Student: 19 Cumulative: 45
Staff: 20 Cumulative: 48

10/8 Inservice Day

10/11 Indigenous Peoples Day

Nov

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Student: 17 Cumulative: 62
Staff: 18 Cumulative: 66

11/2 Election Day

11/22 Parent Conferences



11/23-26 Thanksgiving

Dec

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Student: 16 Cumulative: 78
Staff: 16 Cumulative: 82

23-31 Early Winter Break - No School

 Inservice/ Parent Conference Day
 Non-Student Day

Jan

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Student: 20 Cumulative: 98
Staff: 20 Cumulative: 102

1/17 MLK Day

Feb

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

Student: 14 Cumulative: 112
Staff: 15 Cumulative: 117

2/21-28 Winter Break

2/28 Inservice Day

Mar

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Student: 22 Cumulative: 134
Staff: 23 Cumulative: 140

3/7 Town Meeting

3/18 Parent Conferences

Apr

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Student: 16 Cumulative: 150
Staff: 16 Cumulative: 156

4/18-22 Spring Break

May

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Student: 20 Cumulative: 170
Staff: 21 Cumulative: 177

5/13 Inservice Day

5/30 Memorial Day

Jun

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Student: 9 Cumulative: 179
Staff: 10 Cumulative: 187

6/13 Last Student Day

6/14 Inservice Day

SCHOOL PROCEDURES AND POLICIES

ADMISSIONS

- **AGE REQUIREMENTS**
 - PreK Program: Three (3) years of age before September 1st.
 - Kindergarten: Five (5) years of age before September 1st of the year s/he is to start kindergarten.
 - First Grade: Six (6) years of age before September 1st of the year s/he is to start first grade.

- **DOCUMENTS**
 - At the time of registration, parents/guardians must present a record of birth and immunization. All children shall be immunized prior to entering school in accordance with current recommendations of the VT State Public Health Agency.
 - Proof of Residency must also be given at the time of registration. Criteria for proving permanent residency shall include voter registration, automobile registration, employment, postal address, property ownership and other indications of intent to reside permanently within the District.

- **EMERGENCY CONTACT INFORMATION**
 - ACEC requires a parent/guardian complete an Emergency Contact Form for each of their children at the beginning of school and return it promptly to the office within 1 week after the opening of the new school year.
 - It is also a requirement that parents/guardians inform us of any change of residence, telephone numbers, or family situations. This allows us to keep our records up to date and to protect your child from any unwanted situations.

For more information see ACEC Policy Manual:

***CODE F13 – Admission of Resident Students,
CODE F14 – Admission of Non-Resident Tuition Students,
CODE F30 – Kindergarten Entrance Age and/or
CODE F30 School Entrance Age***

ATHLETICS

ATHLETIC TEAMS

ACEC currently offers students an opportunity to participate on the following athletic teams:

- GIRLS
 - Grade 4-5 soccer
 - Grade 6-8 soccer
 - Grade 3-4 basketball
 - Grade 5-6 basketball
 - Grade 7-8 basketball
- BOYS
 - Grade 4-6 soccer
 - Grade 7-8 soccer
 - Grade 3-4 basketball
 - Grade 5-6 basketball
 - Grade 7-8 basketball

ATHLETE'S GUIDELINES

ACEC endorses a "no cut" policy for every one of its sponsored athletic teams. All students who wish to participate on one of the ACEC athletic teams are expected to adhere to the following guidelines:

1. Commitment

- Every student who wishes to participate on an athletic team at Alburgh Community Education Center must make a commitment to the team. This includes the following:
 - Good behavior in and out of school
 - At a minimum, passing grades in all school academic areas
 - Participation and attendance at practice and games
 - Good sportsmanship and teamwork
- Every student who commits to these criteria will be rewarded substantial playing time in each game.

2. Attendance

- If a student is unable to attend practice s/he must have a note from a parent/guardian. Exceptions will be made ONLY in the event of an emergency.
- If a student has an unexcused absence, s/he may be penalized with a reduction of playing time in the game.
- Continued unexcused absences may result in dismissal from the team.
- Students are not allowed in the school building after school hours without direct supervision of the coach(es).

3. Behavior

- If a student receives a MAJOR Office Discipline Referral (ODR) s/he will not be permitted to participate in any after school activity including games on the day of the report.
- Continued misbehavior may result in further disciplinary action including dismissal from the team.
- If a student receives an in or out of school suspension, s/he is not permitted to participate in any other school activity and may be subject to additional consequences determined at the re-entry meeting. NOTE: The principal, athletic director and coach(es) reserve the right to deal with severe misconduct on an individual basis.

4. Grades

- A student must maintain passing grades in all academic areas (including Unified Arts) to participate on any sports team.
- If a student receives an "F" or a "1", s/he will be placed on academic probation. A committee will then be formed consisting of the principal, teacher, athletic director, coach, student, parent and other relevant school personnel. This committee will design an academic contract that will be examined on a weekly basis to determine eligibility.
- A student on academic probation is required to attend practices and games where s/he will be responsible for working toward the terms of the academic contract.

5. Dress Code

- Each student is encouraged to "dress up" (No jeans or t-shirts) for away games.
- If a student's attire is deemed inappropriate per the Alburgh Community Education Dress Code, the student will be asked to change attire.

6. Transportation

- Students are required to ride the bus unless previous arrangements have been made with the coach(es) and parent/guardian.
- It is the responsibility of the parent/guardian to notify the coach(es) in writing if other transportation arrangements have been made.

7. Communication

- Any concerns from athletes, as well as parents/guardians, must be first addressed with the coach. If the problem is not resolved, contact the athletic director. If the problem still exists, contact the principal.

8. Medical

- Every student who wishes to participate on an athletic team at Alburgh Community Education Center must have a physical within the last two years before being eligible to play in a game.

ATHLETIC EVENTS

Participants and spectators at all athletic events involving the Alburgh Community Education Center are subject to the general school rules of the school. Participants and spectators are expected to display good sportsmanship and be courteous of others at all times. The rules apply equally to spectators and participants.

ADULT CODE OF CONDUCT

At all athletic events it is expected ALL adults agree to and follow the following Code of Conduct:

- I will remember that youth sports are played for fun!
- I will be a role model for my child and team demonstrating how to treat other players, parents, officials, and coaches with respect at all times.
- I will demonstrate good sportsmanship regardless of the score by acting in a positive manner towards all players, officials, parents and coaches.
- I will show respect to all referees, officials or umpires and never act in a manner that would be disrespectful toward them.
- I will be an encouragement to all players on all teams regardless of the score.
- I will place my child's emotional and physical well-being ahead of my own personal desire to win.
- I will not use drugs, tobacco or alcohol at any school practice or game and will remind other parents not to do so.
- I will respect the property of others and the authority of those who administer the competition.
- I will remember that the game is played for the youth and not for the adults.
- I will encourage my child to shake hands with the other team at the conclusion of all games.
- I will encourage my child to shake hands with the officials at the conclusion of all games.
- I will address my concerns with the coach (es) and other personnel respectfully and directly, working together to create a supportive community.

CONCUSSION INFORMATION

VT state education law requires schools to educate coaches, athletes and parents/guardians regarding the prevention and mitigation of concussion-related injuries. For more information regarding concussion-related injuries, please visit the school website at alburghschool.org

ATTENDANCE

Staying in school is the first step to a good education. Regular attendance is fundamental to good school performance as learning is a sequential process. Absences from school for any reason (illness, vacation, religious holidays, family deaths and others) affect a student's ability to learn and succeed. Vermont law requires school attendance for students between the ages of 6 and 16 so a student may complete a course of study that will facilitate the transition to the responsibilities of adulthood. ***At ACEC, students are expected to be in school, on time, every day.***

It is the policy of the ACEC/GISU to set high expectations for consistent student school attendance in accordance with Vermont education law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of Alburgh and non-resident pupils who enroll in ACEC are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

GENERAL ATTENDANCE EXPECTATIONS:

- Students are expected to arrive at school no earlier than 7:40 and no later than 8:00 am.
- Students arriving after 8:00 am are to report **to the main office**. They are considered late and will be marked tardy.
- Written excuses, signed by a parent/guardian are required for:
 - Absences (i.e. medical appointments)
 - Early dismissal
 - Extended absences (3 days or more, accompanied by a note written by a healthcare provider)

If your child is absent from school:

- Please notify the school prior to 8:00 a.m. The main office number is: (802) 796-3573 ext. 0
- Assignments may be requested from teachers when a student is absent for more than one day. Please call the office before 9:00 a.m. to request work.
- Assignments will be left in the main office for pick up, or they may be sent with another student or sibling.

If your child is to be dismissed early for an appointment:

- While early dismissals can sometimes not be avoided, please make every effort to have your child in school for the entire day. Early dismissals can and do interfere with the scheduled academic instruction for the day.

- If a student is to be dismissed early for an appointment, parents/guardians are required to send a note of explanation, including the reason for the absence, time of dismissal and a signature.
- Students are required to bring the note to their homeroom teachers, who will then forward the note(s) to the main office.
- A parent/guardian is required to be present and sign children out at the main office.
- Prior to the time of dismissal, students will be located and escorted by school personnel or called down to the main office at the time designated in the note.
- Parents are not to pick up students from classrooms or the playground.

Note: It is the responsibility of the parent/guardian to ensure that the office has current/updated contact information including physical/ mailing address, phone numbers, emails, and emergency contacts.

TRUANCY

- A truant student is one who is subject to compulsory school attendance and who is absent without valid cause or excuse.
- A student shall be declared truant if he/she has had any absence from school at least 18 days under the V.S.A. Title 16, 1126.
- Valid causes for absences include illness, observance of a religious holiday, death in the family, family emergency, situations beyond the student’s control as determined by the School Board or other circumstances which cause reasonable concern to the parent or guardian for the health or safety of the student and are confirmed in writing or verbally by the parent or guardian of the student.

Grand Isle County Attendance Protocol

Part of our commitment as a school community is to promote and foster successful learners. Staying in school is the first step to a good education. Absences from school affect a student’s ability to learn and succeed.

Policy:

A student will be declared truant if he/she has had **ANY** absence from school for more than **18 days** under the *V.S.A. Title 16, 1126*.

FAMILY VACATION REQUEST

Parents wishing to remove a child from school for more than 2 days due to vacation plans **must** submit a written request, to the attention of the Principal, at least 2 weeks prior to the specified date. If granted, the child will be responsible to complete all missed work.

For more information see ACEC Policy Manual, CODE F25 – Student Attendance

PROTOCOL

YOUTH HAS MISSED AT LEAST <u>5 DAYS</u>
<ul style="list-style-type: none">● School personal contact parent/guardian● 5-day follow-up letter outlining consequences for further absences and possible prosecution for truancy● Documentation maintained

↓ **OR**

YOUTH HAS MISSED <u>10 DAYS</u>
<ul style="list-style-type: none">● Truancy Officer will do a home visit with parent/guardian● Truancy Officer will deliver 10-day attendance letter notification● Formal plan of action developed with the school team and family regarding school attendance. Documented plan is kept in student's file and copy sent to parent/guardian.● Documentation maintained

↓ **OR**

YOUTH HAS MISSED <u>15 DAYS</u>
<ul style="list-style-type: none">● 15-day attendance notification letter will be sent to parent/guardian.● Follow up meeting to discuss and review previous plan of action that was written at the 10-day notification regarding attendance.● Documentation maintained

↓ **OR**

YOUTH HAS MISSED AT LEAST <u>18 DAYS</u>
<ul style="list-style-type: none">● Department of Children and Families will be notified● Affidavit will be written● Petition filed with family court by State's Attorney

BEHAVIORAL EXPECTATIONS and SYSTEM OF SUPPORT

At Alburgh Community Education Center, we strive to build a supportive school community where all are accountable for a positive, productive, and enjoyable educational experience. A community that is committed to preparing all students to successfully meet the changing demands of the twenty-first century while inspiring lifelong learning and good citizenship. In order to fully engage in this important work, all students are expected to be: Safe, Responsible and Respectful. All ACEC school rules are directly related to one, or more, of these basic expectations.

SOCIAL/EMOTIONAL SYSTEM OF SUPPORT

ACEC follows VT PBiS guidelines in developing and implementing social/emotional support for each and every student. Positive Behavior Interventions and Supports, or PBiS, is a proactive and school-wide systems approach to improving social and academic competence for all students. In order for a social/academic system to be positive and effective it is incumbent upon the school and families to work together to develop a system that, when implemented, is fair, consistent and addresses each and every student's needs.

1. TYPES OF SOCIAL/EMOTIONAL INFRACTIONS

- There are 2 identified types of social/emotional infractions that may require additional support within and/or out the classroom for students.
- The two types of social/emotional infractions (as noted in the table below) are as follows:

<u>MINORS</u>	<u>MAJORS</u>
<p>The following behavior infractions normally require implementing intervention strategies by the classroom teacher or other faculty member:</p>	<p>The following behavior infractions may require targeted/intensive interventions and/or administrative action:</p>
<ul style="list-style-type: none"> ● Disrespect ● Defiance / Non-compliance / Uncooperative behavior ● Disruption / Nuisance behavior ● Physical contact / Physical aggression (Non-violent) ● Tardy to class ● Inappropriate language / Gestures ● Property misuse ● Dress code violation ● Technology violation ● Endangering the safety & welfare of self / others ● Peer conflict ● Teasing ● Inappropriate display of affection 	<ul style="list-style-type: none"> ● Chronic "Minor" Behavior ● Defiance/Insubordination/Noncompliance ● Physical aggression/assault ● Disruption ● Disrespect ● Abusive language/Inappropriate language/Profanity ● Tardy ● Skip class ● Harassment ● Hazing ● Bullying ● Fighting ● Inappropriate location/Out of bounds area ● Truancy ● Forgery/Theft/Plagiarism ● Technology violation

<ul style="list-style-type: none"> ● Initiating a rumor ● Spreading a rumor ● Lying ● Forgery / Academic dishonesty / Plagiarism ● Selling / Trading items ● Possession of prohibited items ● Making a mess ● Out-of-bounds / In an unauthorized area ● Cell phone violation 	<ul style="list-style-type: none"> ● Property damage/Vandalism ● Lying/Cheating/False report ● Dress code violation ● Inappropriate display of affection ● Use/Possession of Tobacco ● Use/Possession of Drugs ● Use/Possession of Weapons ● Use/Possession of Combustibles ● Use/Possession of Alcohol ● Bomb Threat/False Alarm ● Arson ● Threats ● Sexual misconduct ● Retribution ● Endangering the safety & welfare of self / others
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DATA COLLECTION

- At ACEC we utilize the “School-Wide Information System” (SWIS) and “ClassDojo” to collect and analyze behavior information in identifying and determining social/emotional supports for our students. SWIS is a school-wide data collection system while ClassDojo is utilized in individual classrooms.
 - **SWIS**
 - When a student is struggling with his/her social/emotional choices, s/he may be given an ODR or “Office Discipline Referral”.
 - ODRs may be given out for either a minor or major infraction.
 - The writing and collection of ODRs is an effective and necessary means to collect data on social/emotional concerns despite the level of the infraction (minor vs. major).
 - ODRs are entered into SWIS and analyzed weekly.
 - **CLASS DOJO**
 - ClassDojo is managed by individual classroom teachers and is used to identify positive social/emotional behaviors, as well as to help identify behaviors students may be struggling with in the course of the school day.
 - The ClassDojo system can offer immediate feedback to the parent/guardian regarding targeted social/emotional concerns with their student(s).
- With this data we can identify “hotspots” or areas of concerns and are able to narrow down where, when and what types of behaviors occur throughout the school day.
- Using this information, we can identify students who may need additional supports in terms of behavior that may also be affecting academic achievement.
- Our goal is to reduce the number of behavioral infractions at ACEC. We believe this will lead to a more effective and safe learning environment. Collecting ODRs is a

necessity in determining if our intervention strategies are being effective. So if your child receives an ODR, it is reasonable to have concerns, but know also that in the grand scheme of things, it can be a positive as we move forward.

2. STRATEGIES AND INTERVENTIONS

- While every attempt will be made by the administration to balance fairness and consistency, it should also be mentioned that we firmly believe that “fair” and “equal” are not always the same thing and this outlook informs our approaches to the time/type of social/emotional supports given to individuals.
- There are 3 types of interventions in support of students who are struggling with social/emotional behaviors: Universal, Targeted and Intensive.
- **Universal Strategies**
 - Faculty and staff use these strategies within the classroom (including gym, recess and Mustang cafe) to address social/emotional concerns that are normally “minor” in nature.
 - These strategies support individual and/or class-wide concerns.
 - Universal strategies include but are not limited to: conference with the student, a warning, time-out/quiet area, restitution, time in the “buddy classroom” and loss of privilege.
- **Targeted Interventions**
 - Targeted Interventions are designed to provide support for students who are not responding to school-wide and/or classroom Universal Strategies.
 - Common Targeted Interventions involve small groups of students or simple individualized intervention strategies including but not limited to lunch groups, check in/check out, social skills groups and mentoring.
- **Intensive Interventions**
 - Intensive Interventions are designed to provide a continuum of individualized, comprehensive, and team-based interventions for students who are not responding to universal strategies or targeted interventions.
 - Students receiving supports of Intensive Interventions are in need of further assessment and individualized planning.
 - Intensive Interventions may include but are not limited to Functional Behavior Assessment (FBA), In-School Alternative Instruction, Check In/Check Out, and Counseling.

RESTRICTIVE BEHAVIOR INTERVENTION

- Directive: A copy of this policy shall be provided to all parties involved in a claim, whether the claim is verbal or written. Documentation of policy distribution is required.
- Physical restraint may be used with a student only when there is imminent risk of harm to the student or others and no less intrusive intervention would be effective. Reasonable and necessary force may be used to quell a disturbance, obtain possession of weapons or other dangerous objects upon the person, for the purpose of self-defense, or for the protection of persons.

- Only members of the faculty who have been trained in the proper use of physical restraint may apply it unless no such staff member is available.
- Unless otherwise requested by a student's parent(s) or guardian(s), the school shall take and document reasonable steps to notify them that the student has been subjected to use of physical restraint, ideally on the same day but no later than two school days after such use.
- **For more information see ACEC Policy Manual, CODE F26, Model Policy on Restrictive Behavioral Intervention.**

For more information regarding PBIS follow the link at: <http://www.pbis.org>.

For more information regarding SWIS follow the link at: <http://www.pbis.org>.

For more information regarding ClassDojo follow the link at: <https://www.classdojo.com>

For more information see ACEC Policy Manual, CODE F1 – Student Conduct and Discipline

BUS and WALKING ROUTES

Bus routes and stops are planned in conjunction with the Alburgh School Board and Mountain Transit. Please visit the school website at alburghschool.org and click on the “Bus Information Page” for updated bus routes information. This information is also published in The Islander and Facebook in August.

BUS BEHAVIOR EXPECTATIONS/DISCIPLINE

Expectations for bus behavior are generally the same as expectations for behavior in school (see Behavior Matrix) with one major exception. Under Vermont law, riding the bus is considered a privilege. As such, the privilege to ride the bus can be revoked according to the steps outlined below OR they may be removed effective immediately, and long-term, for any unhealthy and/or unsafe behavior, etc.

Unlike a classroom, or other setting within the school, the immediate stakes regarding safety and well-being are simply too high. We look for your understanding and support with this and ask that you explain to your child that unhealthy, unsafe, disruptive, distracting, non-compliant or any such behavior cannot, and will not, be tolerated on any of our buses.

- **General progression of consequences for violations of expectations on the bus:**
 1. Warning
 2. 1 day bus suspension
 3. 3-day bus suspension
 4. 2-week bus suspension
 5. Loss of bus privileges for the remainder of the year.

Remember: When flashing reds lights are on, no vehicle should pass a bus. It is a violation of Vermont law and subject to a fine and points on the driver’s license.

For more information see ACEC Policy Manual, CODE F2 – BUS DISCIPLINE

COMPLAINTS CONCERNING SCHOOL PERSONNEL

It is the policy of the Alburgh School District to see that complaints about school personnel are considered in a timely manner that is fair to all parties. ACEC places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints.

RESOLVING COMPLAINTS

- The complainant is encouraged first to bring a complaint to the individual concerned.
- If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the Principal for his or her review and decision.
- Complaints to the principal should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.
- In the event the Principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the Superintendent for review and decision.
- In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy (C6).

APPEAL TO THE SCHOOL BOARD

- If the above steps do not resolve the concern of the complainant, he/she may request a session of the Board for the purpose of reviewing the Superintendent's decision. If the School Board decides to hear the request of the complainant, it shall invite all parties involved including the appropriate school and supervisory union administrators to attend a meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The Board shall conduct such meetings in a fair and just manner and shall render a decision.
- It is the intent of the Board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy. *For more information see ACEC Policy Manual: CODE D10 - PUBLIC COMPLAINTS ABOUT PERSONNEL*

DRESS CODE & PERSONAL CARE

- The dress code is established to teach grooming and hygiene, develop discipline, prevent disruption, avoid safety hazards and teach respect. Dress & grooming expectations are based upon sound foundations not arbitrary causes. Conditions necessitating personal well-being, health and sanitation are some of the fundamentals.
- Appropriate attire is important to the education, health and safety of each pupil. Teachers and other district personnel should exemplify and will reinforce acceptable student dress to help students develop an understanding of appropriate appearance at school. The following dress code applies:
 - a. All attire will be safe, culturally appropriate, and not disrupt or interfere with the educational process.
 - b. Tank tops must have shoulder straps at least 2" wide or more.
 - c. No midriff blouses/shirts, halter tops, tube tops, see-through clothing, and/or low-cut blouses and shirts. Tops must overlap/tuck into the bottom layer at all times. (No skin showing.)
 - d. No strapless dresses.
 - e. Extremely brief (including but not limited to shorts) or see through garments are inappropriate and prohibited.
 - f. Skirts must be no shorter than 2 inches above the knee.
 - g. Shorts must be no shorter 3 inches above the knee.
 - h. Pants are to be worn in a traditional manner around the waist.
 - i. Footwear must be worn at all times. Flip-flops and backless shoes can be a safety hazard and *will not be allowed* in Physical Education classes.
 - j. In Physical Education classes, it is required that students wear sneakers for safety.
 - k. Steel-toed boots are prohibited.
 - l. Clothing that includes pictures, screen art or writing that are vulgar, obscene, or libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability is prohibited.
 - m. Clothing that promotes and/or endorses the use of alcohol, tobacco, or illegal drugs and/or encourages other illegal or violent activities are prohibited.
 - n. The wearing of hats or headgear (including helmets or hoodies) in the cafeteria and otherwise at teacher discretion.
- A student who comes to school wearing prohibited, inappropriate and/or offensive clothing will be asked to change into more appropriate attire. This may result in the student being sent home. Parents/guardians will be contacted by school personnel in any case involving their student's choice to attend school wearing prohibited, inappropriate and/or offensive clothing.

- In case of doubt as to suitability of a particular student's appearance or attire, the school administration will make the final determination and take action accordingly.
- In the case of inclement weather, it is the responsibility of the parent/guardian to ensure their children (ren) are properly clothed.
- During the cold season, parents/guardians are advised to send their child (ren) to school with a sweater or sweatshirt.
- Labeling clothing so it is identifiable is strongly suggested.

DROP OFF and DISMISSAL PROCEDURES

PARKING

- Visitors and guests are asked to park in designated parking spaces in the main parking lot.
- Parking is not permitted along the curb in front of the main entrance. This area must be kept open for emergency vehicles and school buses.

DROP OFF

- School supervision is not provided before 7:40am.
- Students should not arrive on school grounds prior to 7:40 am unless previously arranged with a member of the ACEC faculty/staff.
- Students arriving at school (via bus, walking or drop off) will be directed, according to grade level, to either the playground or cafeteria for breakfast
- Parents/guardians who choose to drop off their child(ren) by car or other vehicle are asked to use the designated drop-off/pick up area. They are also asked to exit through the middle of the parking lot.
- All students who arrive after 8:00 am will have the option to have breakfast. The cafeteria will close for breakfast at 8:15.

DISMISSAL

- Dismissal begins at 2:50 pm.
- The order of dismissal is: Parent/guardian walker and pick-ups, and bus riders.
- Parents/guardians who choose to pick up their child (ren) by car or other vehicle are asked to use the designated drop-off/pick up area. Please form a line extending along the back edge of the parking lot. If more space is needed the line of cars should extend east along Champlain Street.
- When picking up, parents/guardians are asked to stay inside the vehicle. Students will be accompanied to the first 3 vehicles in line. Students are not allowed to walk to cars if being picked up if parent/guardian is not with them.

- Parents/guardians choosing to meet their child(ren) outside the school building or have business inside the school building are asked to use an available parking space in the main parking lot.

Remember: When flashing reds lights are on, no vehicle should pass a bus. It is a violation of Vermont law and subject to a fine and points on the driver's license.

EDUCATION RECORDS

- The Family Educational Rights and Privacy Act (FERPA) require an annual notification to parents of their rights under the act. Under these rights the parents have the right to:
 - a. Inspect and review their child's records.
 - b. Seek amendment of the record if it is inaccurate or misleading.
 - c. Consent to disclosure of personally identifiable student information except as provided in 34 C.F.R. §99.31, and
 - d. If they 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.
- For more information on this see 34 C.F.R. Part 99 20 U.S.C. 1322g

DISCLOSURE OF STUDENT INFORMATION

- Alburgh Community Education Center is required to inform our parents that on occasion the school may release "directory information" (e.g. names and addresses of students, date of birth, field of study, academic or other honors attained, participation on sports teams, etc.).
- This information is released to honor the achievements of our students.
- ACEC publishes the names and grade levels of students who have achieved academic honors on a periodic basis. We also acknowledge the participation of our students in extra-curricular activities. Most often this recognition may occur in the weekly Principal's Notes, in the school news section of The Islander, on Front Porch Forum (Principal's Notes and Classroom Corner), individual classroom newsletters and/or the school's Facebook page.
- Any parent may refuse to let the school release particular or all directory information.
- Parents should make their request in writing to the principal.
- Requests may be submitted anytime.
- All requests not to release student directory information are valid for the current school year.

RELEASE/REVIEW of STUDENT INFORMATION

- Disclosure of student information will be made only with the written consent of the parent or guardian or eligible student subject to the following exceptions:
 - a. Information may be disclosed to officials of the school in which the student enrolled who have a legitimate educational interest in the records and require the information to adequately carry out their jobs;
 - b. Information may be disclosed upon request to officials of a school in which the student seeks or intends to enroll;
 - c. Under court order or subpoena;
 - d. To individuals seeking Directory Information: see definitions
 - e. In connection with a student's request for financial aid;

- f. To appropriate parties in a health or safety emergency.
- Parents or guardians of students may inspect and review the student's records upon request. Parents or guardians should submit requests to the Principal in writing specifying as precisely as possible the information he/she wishes to inspect. The Principal will make appropriate arrangements to meet with the parent(s) or guardian(s) for such inspection according to procedures developed by the school's administration.
 - If a parent or guardian believes the education records contain information that is inaccurate, misleading or in violation of any of the student's rights, he/she may request the building Principal to amend the record. If the building Principal decides not to amend the record as requested, the student or parent or guardian may appeal using the District's general appeal process.
 - Non-custodial Parents: Access to a student's school records shall not be denied to a parent solely because that parent has not been awarded parental rights and responsibilities by a court. However, access will be denied where a court order or other legally binding document specifically revokes a parent's right of access to such records.
 - Each contract entered into between the Grand Isle Supervisory Union Town School Districts and persons or entities who may either receive a student's education records or personally identifiable information shall contain a provision setting forth the restrictions on re-disclosure of information from education records.
 - School District will maintain a record of all requests for and/or disclosures of information from a student's records according to the school's procedures. The District will record, also, all requests for amendments of the record and the disposition of the request(s).

For more information see ACEC Policy Manual, CODE F5 - EDUCATION RECORDS

ELECTRONICS USE

CELL PHONES and other ELECTRIC DEVICES

- Students are prohibited from using pagers, cell phones, cell phone cameras, wireless communication devices, laser pointers, and/or electronic games during school hours. It is highly recommended that electronic items be left at home. If students do bring electronic items to school, they must be turned off when entering the building. Students will be asked to hand all electronic devices to their classroom teacher at the beginning of the day. These will be handed back at the end of the day. If these items are used or visible during school hours, they will be given to the administration and returned only to a parent or guardian.
- Students are prohibited from using pagers, cell phones, cell phone cameras, wireless communication devices, laser pointers, and/or electronic games on field trips unless approved by the classroom teacher.
- The school is not responsible for lost or damaged cell phones or other personal electronic devices.

- If students need to contact parents/guardians during the school day they will go to the Main Office to do so.
- If you need to contact your child(ren) during the school day please call the Main Office at 796-3573 ext. 0.
-

COMPUTER, NETWORK and INTERNET USE

- It is the policy of ACEC/GISU to provide students and staff access to a multitude of information technology (IT) resources including the use of the internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, faculty, staff and the public to exercise responsible use of these resources.
- The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the ACEC/GISU harassment, hazing and bullying policies.
- ACEC's computers and network resources are the property of ACEC/GISU. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the ACEC/GISU computers or network resources, including personal files and electronic communications.
- This policy applies to anyone who accesses the ACEC/GISU's network, collaboration and communication tools, and/or student information system either on-site or via a remote location, and anyone who uses the ACEC/GISU IT devices either on or off-site.
- The ACEC/GISU reserves the right to revoke access privileges and/or administer appropriate disciplinary action for its IT resources. In the event there is an allegation that a user has violated this policy, a student will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary policy.

STUDENT ACCEPTABLE USE PROCEDURES AGREEMENT

- School technology equipment is used only with teacher approval and supervision. Access to equipment, programs, local network, and internet is given to students who agree to act in a considerate and responsible manner. Access is a privilege and not a right. Inappropriate use will result in a suspension or cancellation of privileges.
- The ACEC/GISU is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The ACEC/GISU is not responsible for ensuring the accuracy, age appropriateness or usability of any information found on the ACEC/GISU's electronic resources network, including the internet.
- Students using technology agree to:
 - Always get permission from a teacher or adult before using any electronic resource (computer, scanner, digital camera, video camera, printer, etc.).
 - Not cause intentional damage to technology equipment. The student agrees to treat all equipment with respect. Parents/guardians understand that they may be billed for any damage that is caused by their child (ren).
 - Not view, post, upload, download, or stream any materials without teacher or adult permission.
 - Not give out personal information about myself or anyone else, such as address,

telephone number, picture, name and location of my school, password, or any other personal information without my teacher's permission.

- Honestly represent him/her on the network, the internet and in his/her work.
 - Not plagiarize in any form.
 - Never use someone else's username or password. The student agrees to not give out any password(s).
 - Never tamper with individuals' folders or vandalize their data.
 - Not use the network or the internet to engage in any cyberbullying behavior. All electronic communication will be polite, kind, and free from inappropriate language and content.
 - Turn off the monitor and tell an adult right away about any information or messages that are inappropriate.
 - Not make changes to any settings on the computer unless a teacher clearly gives me permission.
- Projects that have been approved by the building administrator may use the Internet in ways that extend beyond these guidelines in so much as they are designed sharing work, communicating with pen pals or innovative instructional use of internet technologies, such as the Young Writer's Project, which requires the use of student first and last names in a closed digital classroom.

PRIVACY, SAFETY and ETHICS

- Teachers will practice and instruct students in legal, ethical and safe uses of technology.
- School personnel will not disclose personally identifiable information, including, but not limited to, last names, addresses, family information, etc. with the following exceptions:
- Online publishing of events that are open to the public and media such as concerts, athletic events, plays, assemblies or similar events of newsworthy aspect (such as school newsletters) may include photos, videos or last names unless explicitly prohibited by the family in writing.

EMERGENCY CLOSINGS

The Superintendent/Building Administrator or the Alburgh School Board may order the closing or delayed opening of school if the operation of ACEC would pose a serious threat to students or staff. Such emergencies may be caused by weather conditions, equipment failures, bomb threats or health problems. The GISU Superintendent also has the authority to delay school opening or dismiss early due to inclement weather or other emergencies.

COMMUNICATION WITH FAMILIES

- In the event of an emergency, ACEC/GISU utilizes the automated calling system "Alma" an automated communication tool that delivers voice messages about emergency school closings. This rapid communication service can also be utilized in the event of a school lockdown, emergency evacuation, or student relocation to an alternative setting.

- Additionally, school cancellations and delayed openings can be found by tuning into 1420 AM, 960 AM, 620 AM or 96.7 FM on your radio, or tune to WCAX TV channel 3 or WPTZ TV channel 5.

EARLY CLOSING OF SCHOOL DAY

- In the unusual circumstance that school must be cancelled during the school day, teachers and administrators will determine that all students have satisfactory transportation and supervision at their home before releasing them from school. Parents need to indicate these options on the Emergency Form kept on file in the office.

EMERGENCY RESPONSE DRILLS

It is the policy of the ACEC to maintain, safe, orderly, civil and positive learning environment, and to be prepared to prevent and respond to unexpected crises quickly and appropriately. While the much unexpected nature of a crisis may make preparation difficult, the School Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

- In accordance with VT Education Law, emergency response drills are conducted once per month.
- Types of drills include, but are not limited to: fire/egress, shelter in place, lockdown, and building/grounds evacuation.
- Escape routes are clearly posted in each area of the school.
- Emergency bus evacuation drills for students are practiced twice yearly.
- Misbehaviors during drills will not be tolerated.

EXTRA-CURRICULAR ACTIVITIES

ACEC offers after-school activities for all students. Please note the list of school-sponsored offerings are subject to change from year to year.

SPORTS (Please refer to the Athletics section of this manual)

- Soccer
- Basketball

CLUBS

- Yearbook
- More clubs will be starting this school year.

DANCES

Dances are not regularly scheduled events. However, when a dance is planned the following procedures are expected to be followed:

- Students must submit a **dance request form** 2 weeks prior to the night of the dance (forms are available in the main office).

- Coverage must be a minimum of 6 adult chaperones, with at least 3 being school employees and one of them representing the professional staff from the sponsoring age group.
- Middle School dances are open to those in grades 6-8 and only Alburgh students are allowed to attend unless a request in writing has been made to the administrator for a peer from another school district to attend.
- Students that receive a detention, in school reassignment, or suspension the day of the dance cannot attend.
- Doors are locked at 7:30 p.m. If a student leaves, he/she will not be admitted back in. A parent/guardian will be contacted at that point.
- Music must be appropriate.
- Students must be released/picked up by an adult at school, unless they live in the immediate village and have written permission from a parent/guardian to walk home.
- No food or beverages are allowed in the gym.
- The sponsoring organization or class is responsible for all clean up.

NON SCHOOL-SPONSORED CLUBS

Throughout the year there are extracurricular opportunities that are not sponsored by ACEC but are available to students. ACEC does not control when or if these clubs are active from year-to-year:

- Girls On The Run
- Girl Scouts/Boys Scouts

FIELD TRIPS

Field trips within our area and to nearby points of interest are scheduled by various classroom teachers throughout the

School year. The trips are designed to supplement different aspects of the classroom curriculum and to introduce students to the resources of our community and state.

- Parents will receive notice of field trips well in advance of the scheduled trip date and will be required to sign field trip permission forms.
- Parents are frequently asked to volunteer to accompany a group of children going on a field trip.
- If a parent volunteers to go on one of these trips they must not bring along any other child not in the participating class and may only drive their own child (ren).
- All school rules and policies apply on field trips, including cell phone use.

The goal of the Mustang Cafe Food Service Team is to provide good, healthy, nutritious meals to all students and staff. The Food Service Team is actively involved in training provided by the Dairy Council, State of Vermont Child Nutrition Department, The American Heart Association, USDA Team Nutrition and many other organizations seeking to bring healthy, attractive, nutritious and low-fat meals to the

FOOD SERVICE

students and staff of ACEC. Low fat cooking techniques are used in preparing meals, using many low-fat ingredients. All bread products are supplements with whole-wheat flour to add fiber to the meals.

CONTACTS

- Food Service Coordinator: Jennifer Bryce 802-796-3573

GENERAL INFORMATION

- The ACEC Food Service Team serves meals and/or milk that meet the minimum nutritional requirements specified by federal regulations and the VT Child Nutrition Department.
- All meals are free of charge for all students enrolled at ACEC.
- Monthly menus are posted on the school website (alburghschool.org).
- For more information regarding school nutrition guidelines go to: <http://education.vermont.gov/nutrition/school-nutrition/policy>.

BREAKFAST

- Breakfast is one of the most important meals of the day. Some children are not hungry when they awake, and the school breakfast program is a cost-effective and timesaving alternative to feed your child. Studies have proven that eating breakfast at school increases awareness generates better grades and helps students be less fidgety, have fewer stomachaches and be better learners.
- The menu includes such items as sausage on English muffin, ham and cheese bagels, egg and cheese sandwiches, fresh bagels, fruit-filled muffins, hot or cold cereal, cinnamon buns and other breakfast entrees.
- Breakfast serving times (served in the classroom):
 - Grades 5-8: 7:40
 - Grades K-4: 7:40

HEALTHY SNACKS

- Every morning students are provided with a healthy snack in the classrooms.

LUNCH

- ACEC uses a menu style lunch program. Students order daily selections from a menu provided by the Food Service Team.
- Adults wishing to use the Mustang Café for lunch are charged \$4 for the meal, \$2 for the salad bar.
- Lunch serving times:
 - Grades K-2: 11:15 – 11:45
 - Grades 3_5: 12:00 – 12:30
 - Grades 6-8: 1:00 – 1:30

BACKPACK PROGRAM

- Students have an opportunity, each week, to take home a bag of fruits, vegetables and/or other food items free of charge. Before vacations students are allowed two bags to take home.

PROMOTIONS/SPECIAL EVENTS

- The Food Service department provides promotional and/or entertaining events throughout the school year, such as barbecues and holiday meals. We encourage parents and other family members to join their children for the fun occasions. All promotions encourage healthy eating. These special meals are advertised on the monthly menu, Principal's Notes and/or classroom newsletters.

FIELD TRIPS

- The Food Service team loves making bag lunches for any occasion. Classroom teachers make arrangements with the food service team prior to any field trip that involves students being out of the building during normally scheduled mealtimes. Bag lunches include a grinder, chips, fruit, cookie and milk.

GUESTS and VISITORS

Parents/Guardians and community members are cordially invited to visit ACEC. The school welcomes the opportunity to provide parents/guardians and other interested community members a chance to become better informed about their school.

- All ACEC guests and visitors are to report directly to the main school office to sign-in and receive a Guest/Visitor's Pass.
- For safety reasons, no one is permitted to visit classrooms (including the gym, playground and Mustang Café) without first signing in at the Main Office. Any individual who does not have a Guest/Visitor Pass will be asked to return to the main office.
- Student visitors are discouraged unless prior arrangements are made with the school office. All requests for a child to visit our school should be directed to the principal only. This rule applies to ACEC dances. Each case will be handled individually.
- Arrangements with the teacher and/or principal should be made PRIOR to scheduling classroom or other school visits.

HARASSMENT, HAZING AND BULLYING

ACEC 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 ACEC/GISU 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 ACEC/GISU to prohibit the unlawful hazing and bullying of students. Conduct, which constitutes hazing and bullying, may be subject to civil penalties.

DEFINITIONS:

- **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 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 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.
 2. 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.
 3. 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.
 4. 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.

- **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 which is affiliated with the educational institution; and which 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:
 1. Is registered in or in attendance at an educational institution;
 2. Has been accepted for admission at the educational institution where the hazing incident occurs; or
 3. Intends to attend an educational institution during any of its regular sessions after an official academic break.

- **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:
 - Is repeated over time;
 - Is intended to ridicule, humiliate, or intimidate the student; **and**
 - (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.

REPORTING COMPLAINTS OF HARASSMENT, HAZING and/or BULLYING

- **Contacts:**

The following employees of the ACEC have been designated to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws:

- **Title: Principal**
Contact: Beth Hemingway (802-796-3573)

- Title: **Home/School Coordinator**
Contact: Erik Bushey (802-796-3573 ext. 5)
- **Student Reporting**: Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, should promptly report the conduct to a designated employee or any other school employee.
- **School Employee Reporting**: Any school employee who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.
 - Any school employee who overhears or directly receives information about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.
- **Other reporting**: Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.
- **Documentation of the report**: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.
- **False complaint**: Any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.
- **Rights to Alternative Complaint Process**: In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

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

Office for Civil Rights, Boston Office

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

RESPONDING TO NOTICE OF POSSIBLE POLICY VIOLATION(S)

1. Upon **notice of information** that hazing, harassment and/or bullying may have occurred the designated employee shall:
 - a. Promptly reduce any oral information to writing, including the time, place, nature of the conduct, and the identity of the participants and complainant.
 - b. Promptly inform the school administrator(s) of the information;
 - c. If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.
2. Upon **initiation of an investigation**, the designated employee shall:
 - a. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
 - an investigation has been initiated;
 - retaliation is prohibited;
 - all parties have certain confidentiality rights; and
 - they will be informed in writing of the outcome of the investigation.
3. All notifications shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

INVESTIGATING HAZING, HARASSMENT and/or BULLYING COMPLAINTS

- Initiation of Investigation - Timing. Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the school administrator shall, **no later than one school day** after “Notice” to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.
 1. Investigator Assignment. The principal shall assign a person to conduct the investigation. No person who is the subject of a complaint shall conduct such an investigation.
 2. Interim Measures. It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that s/he has been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school’s investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate.
 3. In all cases, the school will make every effort to prevent disclosure of the names of all parties involved – the complainant, the witnesses, and the accused -- except to the extent necessary to carry out the investigation.
 4. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior.
 5. Due Process. The United States Constitution guarantees due process to students and District employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX.
 6. Standard Used to Assess Conduct. In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off- campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student’s equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.
- Completion of Investigation – Timing. No later than **five school days** from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator.
- Investigation Report. The investigator shall prepare a written report to include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes hazing, harassment and/or bullying. The report, when

referencing student conduct, is a student record and therefore confidential.

- Notice to Students/Parents/Guardians. Within five school days of the conclusion of the investigation, the designated employee shall:
 1. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
 - a. The investigation has been completed;
 - b. Whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and/or bullying);
 - c. That federal privacy law prevents disclosure of any discipline imposed as a result of the investigation unless the parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, as set forth in Section II, Part C, above.
 2. Notify the complainant student - or if a minor, their parent(s) or guardian - in writing of their rights to:
 - a. An internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
 - b. Request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;
 - c. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.
 3. Notify the accused student – or if a minor, their parent(s) or guardian - in writing of their right to appeal as set forth in Section V of these procedures.

RESPONDING TO SUBSTANTIATED CLAIMS:

1. Scope of Response. After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered:
 - Potential Remedial Actions. Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that he or

she understands what constitutes hazing/harassment and/or bullying and the effects it can have.

- School Access/Environment Considerations. ACEC will also take efforts to support victims' access to programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created.
 - Other remedies may include, if appropriate, directing a bully/harasser to apologize to the affected student, providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s). If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.
2. Retaliation Prevention. It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

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

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

POST-INVESTIGATIVE REVIEWS

1. Rights of Complainants
- Internal Review of Initial Harassment Determinations By Complainant.
 - A complainant or parent/guardian of a complainant may request an internal review by the Supervisory Union of a designee's initial

determination (following investigation) that harassment has not occurred via written request submitted to the SU superintendent. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after review is requested.

- Independent Reviews of Final Harassment Determinations By Complainant.
 - A complainant may request an independent review within thirty (30) days of a final determination if s/he:
 - a. Is dissatisfied with the final determination as to whether harassment occurred, or
 - b. Believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem.
 - The complainant shall make such a request in writing to the superintendent of schools within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 VSA § 570a.(b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation.
 - Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.
 - The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.
- Rights to Alternative Harassment Complaint Process. In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301

(800) 416-2010 or (802) 828-2480 (voice) (877) 294-9200 (tty)
(802) 828-2481 (fax)
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Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice), 877-521-2172 (tdd)
617-289-0150 (fax)
Email: OCR.Boston@ed.gov

RIGHTS OF ACCUSED STUDENTS

1. Appeal. Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten (10) calendar days of receiving the determination that an act(s) of hazing, harassment and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.
2. Accused Student/Appellant Access to Investigative Reports/Findings. The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

CONFIDENTIALITY and RECORD KEEPING

1. Privacy Concerns. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
2. Concerns Related to Harassment Complaints. The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that

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

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

3. Document Maintenance. The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. All investigation records created in conformance with this model policy and model procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees and District/Supervisory Union Central Office for at least six years after the investigation is completed.

For more information see ACEC Policy Manual, CODE F20 - POLICY ON PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS

HEALTH / WELLNESS

CONTACTS

<u>GISU SCHOOL NURSE:</u>	Stacie Barber	802.796.3573
<u>ACEC Nursing Assistant</u>	Kimberly Fitzgerald	802.796.3573

ILLNESS OR INJURY

- In case of illness or injury the student will be temporarily cared for by the school nurse.
- If emergency medical treatment is necessary person(s) identified on the emergency contact form will be notified.
- If a parent/guardian is not available the student will be taken to the emergency room at the hospital (Northwest Medical Center in St. Albans).
- Remember! An emergency telephone number is required when parents cannot be reached, and the name and telephone number of the student's family doctor is to be on file at school.

IMMUNIZATIONS

- Pursuant to the provisions of the Vermont Immunization Law, Title 18 VSA, Chapter 21, Subchapter 4 (which requires all new and transfer students to be immunized before school entry unless exempted from immunizations for medical, religious or moral reasons): and Section 1125 of the same law (which allows extension of that requirement to other grades), the School Board requires all students of the school district to present a record showing the month and year they received vaccines.
- A repeat MMR is recommended for all sixth graders. The State pays for the immunization if your child is in 6th grade.

MEDICATIONS

Any student who is required to take prescription medication during the regular school day must comply with the following regulations:

- Written orders from a physician detailing the name of the student, the drug dosage, reason for giving, and time medication is to be given must be received by the School Nurse and/or the building administrator BEFORE the medicine can be given. A renewal of a long-term medication order is required each school year.
- Written permission from the parent/guardian of the student requesting that the school district comply with the physician's order must accompany the physician's order.
- Students with chronic illnesses, (e.g. Seizure disorders, cystic fibrosis, diabetes, etc.) who are responsible for self-administering their medications, should be allowed to continue their practice. Medication shall be kept in the school health office.

- Medication must be brought, by parent/guardian, to the school in a container appropriately labeled by the pharmacy or physician.
- Medication will be stored in a locked cabinet at school.
- The above procedures must be followed for all prescription medication.
- Unused medication shall be destroyed or returned to parent/guardian for disposition.

TEMPORARY CONDITION REQUIRING NON-PRESCRIPTION MEDICATION

Any student who is required to take medication during the regular school day for a temporary condition must comply with the following regulations:

- Written permission must be provided by the parent/guardian requesting the school nurse (or nurse assistant) administer the medication.
- If you have any questions regarding medications please contact the nurse’s office at 802.796.3573

HOME/SCHOOL CONNECTION

CONTACTS

Home/School Coordinator: Erik Bushey 802-796-3573 ext. 3

HOME-SCHOOL RELATIONSHIP

The home and the school are the two major factors in the educational life of children; therefore, the home and the school should have a relationship of understanding and cooperation that establishes a mutual respect for the responsibilities they share in the well-being and educational growth of children. Parents and faculty/staff are encouraged to communicate with each other in order to provide for the best interest of Alburgh children.

VOLUNTEERS

- ACEC strongly encourages and welcomes adults from our families and community to volunteer for school or special events, projects and/or other various classroom activities.
- If you would like to volunteer your time, please call the main office (796-3573).
- Volunteers must sign confidentiality agreements and under Vermont law all volunteers must successfully complete a criminal background check through the GISU central office. Unless otherwise funded, volunteers are expected to obtain criminal background checks at their own expense.

NON-DISCRIMINATION POLICY

The Grand Isle Supervisory Union and the Alburgh Community Education Center do not discriminate on the basis of The Grand Isle Supervisory Union and the Alburgh Community Education Center do not

discriminate on the basis of race, color, national origin, age, sex, or physical disability in admission to, access to, or employment in its programs and activities.

***For more information see ACEC Policy Manual,
CODE C6 – NOTICE OF NON-DISCRIMINATION***

PERSONAL PROPERTY

Students are discouraged from bringing personal items to school, unless part of a class assignment or activity. If your child does bring such items to school please clearly write his/her first and last name on it. ACEC is not liable for the loss or damage of personal items

PROTECTION OF PUPIL RIGHTS ACT

- ACEC parents/guardians have the right to inspect any survey created by a “third party” (meaning not federally funded) before it is administered to ACEC students.
- All survey instruments that are used to collect information will be available for parent/guardian inspection in the school office.
- In order for ACEC to participate in any “third party” survey, it must make arrangements to protect student privacy with respect to surveys on sensitive matters.
- Parents/guardians have the right to inspect all instructional materials used as part of the educational curriculum at ACEC. Requests for such inspections should be made in writing to the school principal. The principal will make arrangements for the parents to inspect the requested instructional material(s).
- On occasion, Alburgh students participate in physical examinations or screenings (e.g. dental screenings, hearing screenings in grades 1, 3, 5, and 7, vision screening, weight collection, scoliosis screening, lice screening, etc.). Parents/guardians may request in writing that their child not participate in routine physical examinations and screenings. All physical examinations and screenings (except in the case emergency) will be scheduled in advance, and parents will be notified in the weekly parent newsletter or in writing from the school nurse.
- Parents/guardians have the right to inspect any instrument used in the collection of personal information for marketing purposes before such information is collected or disclosed.
- Parents/guardians will be notified in the weekly Principal Notes and/or by class letter when such collection is scheduled to occur and when the instrument will be available for parent inspection.
- Parents/guardians have the right to opt out of certain activities including collection of personal student information for marketing purposes, administration of certain surveys, and non-emergency invasive physical examinations and screenings.

SCHOOL BOARD (BOE)

The Alburgh Community Education Center School Board meets every first and third Monday of the month at 5:30pm in the middle school wing of ACEC.

- Visitors are always welcome to attend school board meetings to listen and/or voice opinions.
- Visitors are expected to be respectful at all times when attending a BOE meeting.
- Visitors are not allowed to attend the portion of a meeting if/when the BOE elects to enter into an executive session. The BOE may enter executive session to discuss items such as contracts, labor relations, grievances, personnel negotiations, student records and/or disciplinary actions (faculty or student).

SCHOOL PROPERTY (damaged or loss)

Respect for public property is a sign of healthy community spirit. ACEC teaches students to respect property and

develop feelings of pride in ACEC and the Alburgh community. Taking pride in a community helps develop a sense of

belonging and gives each individual an identity.

- Students are responsible for taking care of school property. This includes electronics (computers, laptops), textbooks and other materials entrusted to them for their use.
- While normal wear is expected during the course of the year, obvious abuse or neglect will not be tolerated. In such cases, or in the event of a lost item, students and/or their families will be required to pay for damages to or loss of school property.
- The proper legal authorities will investigate all acts of vandalism and students/families will be responsible for all associated costs.
- Damage and/or loss of school property may result in a penalty, including but not limited to:
 - a. Monetary reimbursement;
 - b. Requiring the student to perform a prescribed number of hours of school service;
 - c. Delayed receipt of a report card, and/or
 - d. Loss of privileges such as participation in sports or other extra-curricular activities, dances and other special events or graduation-related activities
- Students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under law.
- Parents/ guardians of students shall be held accountable for student actions. ACEC may report to the appropriate authorities any student whose damage of school property has been serious or chronic in nature.

TOBACCO, DRUGS and ALCOHOL POSSESSION and/or USE

- **ALBURGH COMMUNITY EDUCATION CENTER IS A NON-SMOKING FACILITY. THE USE OF TOBACCO PRODUCTS IS STRICTLY PROHIBITED.**
- **USE OR POSSESSION OF NONPRESCRIPTION DRUGS OR ALCOHOLIC BEVERAGES IS STRICTLY PROHIBITED.**
- No student at any time shall possess, use, sell, give or otherwise transmit any tobacco product on school owned or leased property or at any school-sponsored activity off school grounds.
- The use of, possession, distribution or to otherwise transmit nonprescription drugs or alcoholic beverages in the school building or anywhere on school property or at any school function, regardless of location, at any time is strictly prohibited.
- Any student violation of the rules on the use or possession of tobacco, nonprescription drugs or alcoholic beverages shall result in the automatic suspension not to exceed ten (10) days. Any products will be confiscated. Further, the violation shall be reviewed by the School Board and Administration and may result in further consequences, such as referral to law enforcement.
- Employees who violate this policy will be subject to disciplinary action in accord with applicable employee policies, employment contracts and requirements of law.
- Others who use tobacco on school grounds will be informed of this policy and asked to comply. A person failing to comply will be asked to leave school grounds. A person who refuses to comply or school grounds when requested to do so under this policy may be referred for prosecution as a trespasser.
- ACEC is in compliance with Act 51: The State mandates for Drug and Alcohol Education.

For more information see ACEC Policy Manual:

CODE D8 - ALCOHOL AND DRUG-FREE WORKPLACE

CODE E8 - TOBACCO PROHIBITION

CODE F7 – STUDENT ALCOHOL AND DRUGS

VIDEO SURVEILLANCE POLICY

- Policy: To ensure that the use of video surveillance equipment in the school or on the campus supports the safety, security and well-being of students and staff and safeguards against vandalism, theft, damage and loss of property, as well as complies with the Family Education and Rights to Privacy Act.
- The Board of Education authorizes district administration to install and use video surveillance equipment where appropriate, for the purposes of maintaining safe and secure school campuses and providing the best possible safety and security for students, staff and others. Video surveillance systems have been installed in the school and include the capability for video recording. Cameras have been installed in both interior and exterior areas and school busses where there is a legitimate need for video surveillance. Cameras are not installed in restrooms,

athletic locker facilities or other areas where students, staff or others have a reasonable expectation of privacy.

For more information see ACEC Policy Manual, CODE F31 - VIDEO SURVEILLANCE POLICY