

# BARNET SCHOOL

## DRAFT Student & Family Handbook

### 2022-2023

Dr. Luisa Millington, Principal



#### **Caledonia Cooperative School District School Board Members:**

Mr. Bobby Farlice-Rubio, Clerk (B)  
[bobby.farlice-rubio@ccsuvt.net](mailto:bobby.farlice-rubio@ccsuvt.net)

Mr. David Warden  
[dave.warden@ccsuvt.net](mailto:dave.warden@ccsuvt.net)

Mrs. Susan Roberts  
[susan.roberts@ccsuvt.net](mailto:susan.roberts@ccsuvt.net)

Mrs. Jessica Roy  
[jessica.roy@ccsuvt.net](mailto:jessica.roy@ccsuvt.net)



# Table of Contents

<a href="#">Table of Contents</a> <a href="#">MISSION STATEMENT</a> <a href="#">PHILOSOPHY</a> <a href="#">STUDENT RESPONSIBILITIES</a> <a href="#">IMPORTANT INFORMATION</a> <a href="#">Morning Drop-off Procedures</a> <a href="#">Bicycles</a> <a href="#">Chaperones</a> <a href="#">Delayed Opening, Early Closing, Cancellation</a> <a href="#">Dismissal Procedures</a> <a href="#">Food Service/Cafeteria Payment</a> <a href="#">Friday Folders</a> <a href="#">Guidelines for Parties</a> <a href="#">Home School Communication</a> <a href="#">Lost and Found</a> <a href="#">Messages to Teachers and Staff</a> <a href="#">Money and Prized Possessions</a> <a href="#">Parent Concerns and Suggestions</a> <a href="#">Parent Involvement</a> <a href="#">Student and Parent Rights Regarding Education</a> <a href="#">Records</a> <a href="#">Visitors</a> <a href="#">Website</a> <a href="#">PROGRAM OF STUDIES</a> <a href="#">Curriculum and Assessment</a> <a href="#">Early Education (CREEP)</a> <a href="#">Fairbanks Museum and Planetarium</a> <a href="#">General Music</a> <a href="#">Guidance</a> <a href="#">Home-School Coordinator</a> <a href="#">Information Technology</a> <a href="#">Literacy</a> <a href="#">Mathematics</a> <a href="#">Montshire Museum of Science</a> <a href="#">Science</a> <a href="#">Social Studies</a> <a href="#">Spanish</a> <a href="#">Visual Arts</a> <a href="#">ACADEMIC INFORMATION</a> <a href="#">Conferences</a> <a href="#">Graduation</a> <a href="#">Homework</a> <a href="#">Promotion/Retention</a> <a href="#">Procedures for Retention</a> <a href="#">Retention Appeal Process</a> <a href="#">Report Cards and Progress Reports</a> <a href="#">Special Education</a> <a href="#">Student Records</a>	<a href="#">BEHAVIOR</a> <a href="#">Alcohol, Drugs and Tobacco</a> <a href="#">Barnet School-Wide Expectations</a> <a href="#">Behavior Consequences</a> <a href="#">Bullying and Cyberbullying</a> <a href="#">Classroom Rules and Consequences</a> <a href="#">Classroom Behavior Management</a> <a href="#">Dances</a> <a href="#">Dress Code</a> <a href="#">Electronics</a> <a href="#">Field Trips</a> <a href="#">Fire Drills</a> <a href="#">Gum</a> <a href="#">Internet and Technology Use Procedures</a> <a href="#">Language</a> <a href="#">Lockdown Drills</a> <a href="#">Lockers</a> <a href="#">Major Behaviors</a> <a href="#">Consequences for Major Behaviors</a> <a href="#">Major Behaviors Resulting in Off-Campus</a> <a href="#">Suspension</a> <a href="#">Minor Behaviors</a> <a href="#">Consequences for Minor Behaviors</a> <a href="#">Passes</a> <a href="#">Playground Expectations</a> <a href="#">Playground Consequences</a> <a href="#">Recess Academy</a> <a href="#">Recess School K-5</a> <a href="#">School-Wide Rules within Routines Matrix</a> <a href="#">School Property</a> <a href="#">Sexual Harassment</a> <a href="#">Snowballs</a> <a href="#">Telephone Use</a> <a href="#">Timeout Procedures</a> <a href="#">HEALTH SERVICES</a> <a href="#">Health Restrictions</a> <a href="#">Illness at School</a> <a href="#">Injury at School</a> <a href="#">Medication</a> <a href="#">School Nurse</a> <a href="#">ATTENDANCE</a> <a href="#">Absences from School</a> <a href="#">After-School Functions</a> <a href="#">Appeal Process for Attendance</a> <a href="#">Athletic Events/Field Trips</a> <a href="#">Early Dismissal</a> <a href="#">Make-Up Work</a> <a href="#">Tardiness</a> <a href="#">Truancy</a>  <a href="#">EXTENDED LEARNING OPPORTUNITIES (ELO)</a> <a href="#">SCHOOL BUS TRANSPORTATION</a> <a href="#">Bus Discipline</a> <a href="#">Bus Arrangement Changes</a> <a href="#">DISTRICT and SCHOOL STAFF</a> <a href="#">FEDERAL, STATE &amp; LOCAL LAWS AND POLICIES</a>
---	---

	<a href="#">BARNET SCHOOL BOARD POLICY</a> <a href="#">PUBLIC COMPLAINTS ABOUT PERSONNEL</a> <a href="#">STUDENT CONDUCT AND DISCIPLINE</a> <a href="#">ACCEPTABLE USE OF ELECTRONIC RESOURCES</a> <a href="#">AND THE INTERNET</a> <a href="#">POLICY ON STUDENT ATTENDANCE</a> <a href="#">POLICY ON PREVENTION OF HARASSMENT OF STUDENTS</a> <a href="#">POLICY ON PREVENTION OF BULLYING OF STUDENTS</a>
--	---

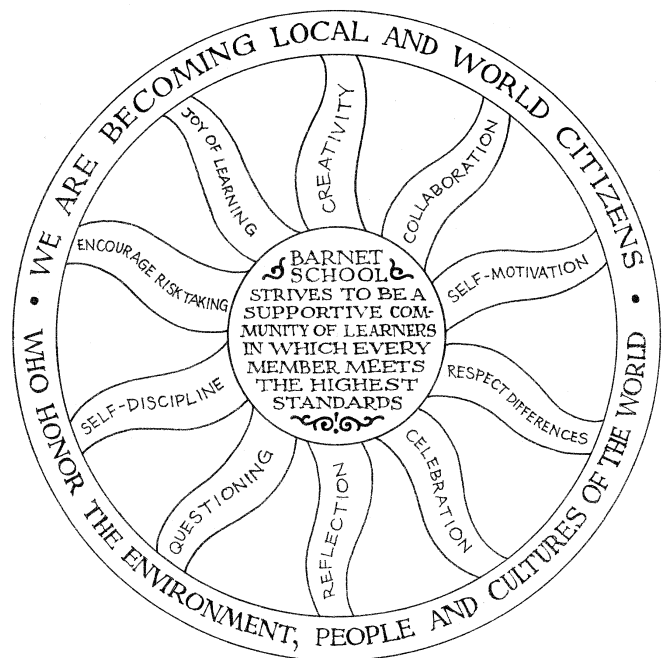
## MISSION STATEMENT

Barnet school strives to be a supportive community of learners in which every member meets the highest standards.

## PHILOSOPHY

The citizens of Barnet are committed to the education of the individual as a *lifetime learner* and a *contributing member of society*.

1. We believe in developing the intellectual, emotional, physical, creative, and social needs of each child in a developmental sequence which addresses their unique abilities.
2. We believe in developing self-knowledge, self-confidence, self-respect and self-reliance in the individual.
3. We believe we must teach the individual an awareness of and responsibility for the environment.



Therefore, the Barnet School will provide a solid foundation in communication and computational skills, the sciences, the arts, critical thinking, problem solving, the integrated use of technology, and an appreciation of our cultural heritage.

We will provide a stimulating and safe learning environment that fosters intellectual curiosity, responsible decision making, success and excellence.

We will also provide a variety of teaching methods to meet the students' needs and abilities.

We will provide opportunities for the individual to interact with the local and global community.

We, the parents, educators, students and other community members in Barnet pledge our support and commitment to achieve the intent of this philosophy.

## **STUDENT RESPONSIBILITIES**

1. All students have the responsibility to attend school daily and to be punctual in reporting to school classes.
2. All students have the responsibility to assist the school staff in running a safe and healthful school.
3. All students have the responsibility to apply themselves to their schoolwork, complete assignments on time, respect school property, conduct themselves properly, and to be willing to work for self-improvement. Students are responsible for providing their own best work.
4. All students have the responsibility to be aware of all rules and regulations for student behavior and to conduct themselves in accordance with them.
5. All students have the responsibility to dress and appear in a manner that is both neat and clean, and which does not create a distracting hazard to themselves or to others.
6. All students are responsible to exercise their rights of due process and to pursue their grievances according to the orderly process established by the school for those purposes.
7. All students exercising their rights to freedom of expression through speech, assembly, petition, clothing (see page 18), and other lawful means must not interfere with the rights of others. Freedom of expression may not be utilized to present material that is obscene or slanderous, or to defame character, or to advocate violation of federal, state, and local laws, or official school policies, rules, and regulations.

## **IMPORTANT INFORMATION**

### **Daily Schedule**

Early Parent Drop off	First Bus Arrival	School Begins	School Dismissed	First Bus Departure
<b>7:15 AM</b>	<b>7:45 AM</b>	<b>8:00 AM</b>	<b>2:50 PM</b>	<b>3:00 PM</b>

Teachers are required to arrive at school by 7:30 AM. Although many staff members arrive considerably earlier, they are engaged in essential professional development activities and are not available to supervise children.

**\*Please do not leave your children at school before 7:15 a.m.\***

### **Morning Drop-off Procedures**

The loop in front of the building can be used for dropping students off in the morning. This is also the loop used for bus drop off. Please use the front loop for drop off only and remember the following:

- Only use the front loop **if you are not coming in the building** as many others will be using this space for a quick drop off.
- Please remain behind the vehicle in front of you and refrain from dropping your child off and passing the vehicle(s) in front of you...especially a bus.
- If you are going to walk your child(ren) into the building please park in the parking lot and not the traffic circle.

## Bicycles

Bicycles may be ridden to school but must be parked in the bicycle rack throughout the school day until the last bus leaves the school. Helmets must be worn!

## Chaperones

As needed, parents **may** be invited to chaperone trips and will be expected to adhere to the following guidelines:

- Chaperones will be expected to support and participate in the students' learning. As tempting as it is, the main purpose is **not** to socialize with other parents.
- Chaperones may not bring siblings or other children on trips or to classroom events unless arrangements have been made in advance with the teacher sponsoring the field trip.
- Chaperones will not use tobacco, alcohol or drugs while on trips.
- Chaperones will agree to be responsible for other students assigned to them, besides their own child, and will stay with their assigned group at all times.
- Chaperones will be expected to use appropriate language at all times and follow the same dress code outlined for students.

Parents may choose to drive their own children home from school trips and special events. If parents plan to carpool on such trips, only the children of the parents riding together are permitted to ride in that car. A written note must be sent to the teacher 24 hours before the start of the trip, making them aware of your intentions. Per school insurance regulations, parents will not be permitted to take any child from a field trip who is not their own. Field trips are not intended to be family outings. Therefore, school age siblings may not miss school to attend trips, without prior approval from the principal.

## Delayed Opening, Early Closing, Cancellation

The Superintendent of schools will determine by 6:00 a.m. if school should be canceled or postponed due to hazardous road conditions or similar emergency.

Announcements of school closing or delayed opening will be made on radio station WSTJ in ST. Johnsbury, WGMT in Lyndonville and WYKR in Wells River. It will also be broadcasted on WCAX, Ch. 3 out of Burlington. All families will also be notified by phone through our AlertNow rapid communication service. In addition our school Facebook page will announce school closings or delays.

All school buses are radio equipped. If you are concerned that a bus is late, please feel free to call the office for an explanation.

## Dismissal Procedures

Students will be released from school only to their parent/guardian or to persons authorized by their parent/guardian. Any student who needs to leave school before the regular dismissal time is required to provide a note to his/her classroom teacher at the beginning of the school day. Students will follow only their prearranged dismissal schedule.

Change in routine: To ensure the safety of your child, and the least amount of worry for them, it is important that any change in routine be done in advance by written note. This procedure includes changes in adult pick up. No student will be allowed to make a change in his or her routine unless a note or phone call has been received in the office. Please also note that due to the business of dismissal, all phone calls between 2:20 and 3:00 will be directed to the answering machine. If you need to make changes in afternoon plans please do so prior to 2:20.

## Food Service/Cafeteria Payment

We offer breakfast and lunch to all Barnet students.

The full price for hot lunch will be \$3.00 for all students. Breakfast costs \$1.75. Meals may be paid in advance by the month, week, or on the day of purchase. Over the years, charging has resulted in considerable unpaid debt to the Barnet School. In an effort to eliminate this annual budget deficit, we ask that all families keep a positive lunch balance and pay for meals in advance.

A great deal of our federal reimbursement for the school lunch program depends on the number of children who eat free or reduced meals. In addition, the number of children who receive free or reduced price meals is a prime factor in determining the school's eligibility for many federal and state grant programs.

In the event a student forgets or misplaces their money for lunch or breakfast, a meal will be provided to them and be charged to their account. The second time this happens the same procedure will be followed. The third time a student needs to charge and the previous charges remain unpaid, they will be given a peanut butter and jelly sandwich meal (or equivalent) and their account will be charged. At this time a letter will be sent home and information passed on to the building administrators.

**Hundreds of thousands of dollars in federal money is available to schools where 40% of students receive free or reduced lunch. We are often at the 38 - 40% range. If all eligible families would apply for the Federal Breakfast & Lunch Program, the Barnet School would be eligible to apply for money to fund many school-wide projects and programs.**

## Friday Folders

On Friday of each week students bring home a Friday folder with valuable communications. The folder may contain a classroom and school newsletter, student information, lunch bills, report cards/progress reports, school announcements or other information and student work. Please check these folders each Friday and send them back to school on Monday.

## **Guidelines for Parties and Food Sharing**

We ask that if you are planning to hand out invitations for a child's party in school, consider inviting the entire class. Children who watch others get invited to a party often become very upset. No one likes to feel left out. If inviting 25 kids to your home doesn't sound like your idea of a good time, we suggest calling or mailing invitations rather than having your child bring them to school.

Food sharing is not permitted at school, unless it is organized with Barnet School staff. If your child wishes to bring a treat from home, to share with classmates (birthday or classroom celebration), we ask that you communicate ahead of time with the classroom teacher regarding food allergies/intolerances to avoid and the number of classmates to prepare for. Please avoid common food allergens, such as tree nuts and peanuts, when preparing and sharing any food items.

## **Home School Communication**

Information concerning school activities is available online at <https://barnet.ccsuvt.net/>

Below are opportunities for parents to discuss issues of education or share ideas to help shape the future of Barnet School.

- **Chat with the Principal**
- **School Board Meetings – 2<sup>nd</sup> Monday each month at 6:00 pm**
- **PTF Meetings**

## **Lost and Found**

All clothing found in the building or on the playground will be placed in a lost and found container located in the gymnasium. Money and other articles of value are turned in to the office. Clothing that has not been claimed before Winter Break and before Summer Break will be donated to Barnet students during a "Lost and Free" event.

## **Messages to Teachers and Staff**

Faculty and staff may be reached by dialing the main school number (633-4978). During school hours, we attempt to reduce the number of classroom interruptions by connecting callers to faculty/staff voice mail, when available, or by taking messages for personnel without voice mail access. Teachers check their voicemail frequently and will return calls in a timely fashion. If you do not receive a timely response from a teacher, please make contact with them again to make sure your note or message was received as they may have been out of the building the day it was sent.

If you send a teacher an email and you do not hear back from them within 24 hours, please call the school to make sure they received it. Sometimes, emails get blocked and do not make it through to the teacher.

## **Money and Prized Possessions**

We ask that children do not come to school with large sums of money or valuables. We are not responsible for lost valuables that are left in a child's desk, locker, backpack, etc.

## Parent Concerns and Suggestions

Below are some examples of parental concerns that would be redirected directly to the faculty or staff member and examples that might require an administrative investigation:

### Chain of Command-Addressing parent concerns/complaints:

A) *Parental concerns that would be redirected back to the faculty or staff member involved may include **but are not limited to**:* Questions about grading, assignments, questions about the classroom, student progress, student behavior, academic concerns/supports, 504 and IEP implementation, field trips, fundraising.

B) *Parental concerns that would not be redirected to the faculty or staff member to deal with that may warrant an administrative investigation would be **but are not limited to**:* Any matter that may require disciplinary action- for example violations of state law, and school board policy. Any actions that may physically or emotionally harm or threaten a child's safety or well-being. Any report of child abuse or neglect.

Is important to understand that an investigation does not mean that the faculty or staff member has committed the act. An investigation is necessary for the safety and well-being of both the child and the faculty and staff member. As well as the integrity of the organization. It is crucial that the communities we serve have trust and faith in the school systems that serve their children. It is equally important that faculty and staff understand that there is a fair and thorough investigative process that will get to the truth of any allocation that is brought forth. This allows us to clearly articulate to the family what actually occurred. Allowing a faculty or staff member to investigate an allocation into their own conduct would be negligent.

The full text of the policy is included in the policy sections of the handbook and on our website ~ [www.kidrow.net](http://www.kidrow.net).

## Parent Involvement

Parents and teachers are partners in education. We all want to see that our children receive an excellent education in which they are allowed to grow towards their potential. Children need to see evidence that their parents value education and support the program and teachers at school. There are a number of ways for you to help in the education of your child:

- Send your child to school every day unless he/she is ill.
- Support the school's behavior education strategies and expectations.  
***Support does not necessarily mean agree. It means that parents will work with teachers to find solutions to problems. Children who know that their parents are in disagreement with the school lose their motivation for improvement. TOGETHER - we can do anything.***
- Reflect with your child each day. Ask questions about what happened in school, homework assignments, projects, due dates, social interactions, etc.
- We encourage families to participate in our extracurricular activities such as athletics and ELO.
- Stay in charge of your child's eating and sleeping habits. Well rested children are more engaged in learning!
- Contact the teachers or administrator when questions arise or problems come up which may affect your child in school. You may call or email at any time. If you need to call during the school day, the administrative assistant will take a message or transfer you to voice mail and your child's teacher will return your call as soon as she or he is free.

- Attend conferences with teachers.
- Join the PTF. This is an excellent way to share common experiences with other parents, learn about educational issues and use your energy to improve our school. It is also a great opportunity to meet other adult members of the school community.
- Become an active citizen, attend School Board meetings. Know the issues that affect the Barnet School. Be part of the process. The Barnet School Board meets on the second Monday of each month at 7:00 PM.

## **Visitors**

Parents, family members and other visitors are welcome at our school and we encourage you to visit. In order to maintain a minimum of disruptions, visits must be arranged in advance with the teacher or principal. When entering school, all visitors must enter through the main doors and are REQUIRED to stop in the office to sign the visitor's log and obtain a visitor's pass. The administrative assistant will then let school personnel know that you are here. You may then proceed directly to your specified destination.

## **Website**

Stay informed of school events and notices by regularly visiting our website at:

<https://barnet.ccsuvt.net/>

Here you will find a calendar of events, announcements, links to some faculty websites, athletic calendar, lunch menu, school board minutes, and many other helpful resources.

## **PROGRAM OF STUDIES**

### **Curriculum and Assessment**

Curriculum is not etched in stone. It is continually assessed and adjusted for effectiveness. The Vermont Department of Education requires a local school plan for ongoing comprehensive assessment of students and program. Vermont provides formal assessments in grades 3-8 through the Smarter Balanced Assessment Consortium (SBAC). Barnet School tests students in Kindergarten through second grade with the Primary Observations Assessment (POA) and the Fountas and Pinnell Benchmarking system. Grades three through eight are tested with the Fountas and Pinnell Benchmarking system. We also assess students using STAR Math/Reading three times a year to monitor progress. The Barnet School is in the process of aligning its curriculum with the Vermont Common Core State Standards. We have many curriculum groups, led by the CCSU Curriculum Coordinator, who are developing curriculum.

### **Early Education (CREEP)**

The Caledonia Early Education Project (CREEP) provides early learning and socialization for 3-5 year olds throughout the supervisory union. Preschool minds lay down the foundation for all areas of learning during these years. A socially stimulating, language filled and secure environment is essential to a child's success in school.

The CREEP program makes its home in the Barnet School. Bethany Hale is the Early Education Coordinator and can be reached at bethany.hale@ccsuvt.net. Melinda Pilner is a licensed preschool teacher at the Barnet site.

**PRESCHOOL STUDENTS MUST BE 3 OR 4 YEARS OLD BY SEPT 1<sup>ST</sup> OF THE CURRENT YEAR!**

## Music

Barnet School has a rich musical history and is a place where everyone sings together every week, creating a culture of musical appreciation and confident performers. Our philosophy is that musical learning starts with singing lots of songs, playing singing games and a classroom and school wide culture of acceptance and respect. We believe music is for everybody.

Barnet School students begin their musical instruction in preschool. The music curriculum is based on the Kodaly philosophy, emphasizing musical literacy and focused on singing, reading music notation, composing, instrumental musicianship and performance. Orff instruments (xylophones and other percussion) are used at all levels. In preschool and kindergarten the emphasis is on musical readiness: singing, beat awareness and teamwork. Literacy instruction begins in 1st grade. 4th graders are introduced to wind instruments by learning to play recorders. In 5th grade, all students have the opportunity to learn a band instrument. Group lessons (one half hour a week) are offered on all band instruments for students in grades 5 through 8. Students who pass a basic audition have the option of joining Concert Band and/or Jazz Band, both of which meet during elective class periods. As in all Barnet School classes, music classes follow PBiS procedures for encouraging students to follow school expectations.

In addition to the regular Music classes, students in grades 7 and 8 have the opportunity to sign up for trimester music electives, offered on a rotating basis. In addition to Concert Band and Jazz Band, which are offered every trimester, elective choices include digital composing, guitar, ukulele, chorus, xylophone ensemble, concert production and new this year, advanced recorder ensemble. Some of these elective classes have a performance requirement.

## Guidance

Guidance at Barnet School is an integral part of our school community. Students participate in weekly guidance classes. Classes focus on relationships, problem solving, drug and alcohol education, career exploration, student concerns, and study skills. Guidance is also available for individual students and small groups. Parents are encouraged to call the school with questions and concerns regarding our guidance program or their individual student's needs.

In Addition, the *Second Step* guidance program will be used through collaboration between classroom teachers and the guidance counselor. *Second Step* is a program that teaches social and emotional skills for violence prevention. Based on more than 15 years of classroom application and the most current academic, social, and emotional research, the *Second Step* curriculum focuses on these essential competencies; **Empathy, Impulse Control, Anger Management, and Problem Solving.** Research shows that aggressive behavior in children predicts risk of later delinquency, substance abuse, school dropout, early parenthood, and depression. Classroom use of the *Second Step* program helps provide children with the skills they need to create safe environments and become successful adults. A take home video, available for checkout in the library, explains the program for parents.

## **Social Emotional Coordinator**

The Social and Emotional Learning Coordinator will be present 5 days a week at Barnet School. Their role is to support and develop relationships with students and families in the Barnet School community.

## **Information Technology**

There is a federal and state goal that, “all students will be technologically literate by the end of grade eight.” Barnet School uses International Society for Technology and Education, ISTE, technology standards found at <http://www.iste.org/welcome.aspx>. We are dedicated to the use of technology as a teaching tool to promote communication, globalization, and financial literacy.

## **Literacy**

The Barnet School utilizes the CCSU Literacy Curriculum that is based on the Common Core State Standards. Literacy instruction is taught in a workshop model and includes quality children’s literature, guided reading groups, vocabulary development, and word work. Students write several different genres of writing over the course of a school year such as narratives, argumentative pieces, and reports. All of these components are necessary to encourage early success in literacy.

## **Mathematics**

The Barnet School uses the Common Core Math Standards to guide math instruction. We are using Eureka and Illustrative Mathematics (K-5) and Open Up Resources (6-8) as our math programs. We strive to integrate mathematics and science in a way that will make both subject areas engaging and relevant to students.

## **Science**

Our science curriculum includes many exciting topics and activities. Through the use of the Next Generation Science Standards, teachers have revised and aligned our K-8 science curriculum to focus in inquiry based learning using our site as a teaching tool.

## **Global Studies**

The Global Studies curriculum is consistent with current VT standards including a wide variety of textbooks, non-fiction, library resources, simulations and place-based learning opportunities at each level.

## **Visual Arts**

The visual curriculum in Barnet offers students instruction in the elements, techniques, media and history of art. Specific art experiences are often coordinated with topics in other subject areas. Student art is on display

throughout the school and featured in several celebrations of the Arts during the school year.

## **ACADEMIC INFORMATION**

### **Conferences**

Parent conferences are held in the fall and spring of each year. New assessment research tells us that conferences should not only include the child but perhaps should even be led by the child. The child should know what he or she has learned and what his/her goals are for the next marking period. We are working on a School-wide Assessment system that may include student-led conferences, student work portfolios and student reflections on their work in addition to tests, projects and other demonstrations of student learning. You can see how a child who can evaluate his/her own progress and see clearly what he/she needs to learn will have much greater control over his own progress. It is VERY important that every parent attend conferences with his/her child. At the conference, you may want to ask your child or the teacher some of the following questions:

- *What is my child's class schedule?*
- *What are my child's strengths and weaknesses in major subject areas?*
- *Does my child need special help in any subject? If so, how can I help my child at home?*
- *What will my child be instructed this year in reading? Math? Science?*
- *How much time should be spent on homework, and how can I help with homework?*
- *What standardized tests will my child take this year, and what will the results be used for?*
- *Does my child get along with other children? With you?*
- *Does my child show any behavior, such as squinting or irritability that may be signs of a medical or emotional problem?*
- *Can you mention other ways I can help my child to reach academic success?*
- *Are there special interest activities that the school or I can provide?*

### **Graduation**

A graduation ceremony will be held at the end of the year to honor all eighth graders who have completed the year successfully. In order to participate in the ceremony students must be passing all academic classes (mathematics, humanities, science), have fewer than 15 unexcused absences, and be in good behavioral standing. Those students who have not met this criteria will not participate in graduation.

### **Homework**

Becoming a lifelong learner is a process that involves teachers, students and parents. Homework provides valuable practice in the skills of the previous school day and can keep parents abreast of the sequence of their child's learning. As our students progress through school you will see an increased amount of homework. We ask for your help and involvement in seeing that homework is completed.

Homework is an effective way to practice organization and study skills which are important to people throughout their lives. It is an integral part of your child's education. **If homework is not completed at home, your child**

**will be asked to complete the work the next day at school. This could be during morning meeting, recess, or through a working lunch. If lack of homework completion is a chronic issue, you will be asked to meet with the teaching team to discuss how we can work together to resolve the matter.**

Your role in helping your child complete homework assignments productively might include the following:

- Ask to see an assignment planner so that you know what is to be done.
- Help your child plan a regular time and place to do homework. As your family's schedule changes, be sure to re-structure this homework time period.
- Provide a quiet space in which to work. Try a family "quiet-time" when TV & music are off to provide a peaceful atmosphere for thinking.
- Students are expected to write down assignments and bring home the proper materials.
- Parents are asked to review their child's assignment nightly. Please initial that you have done this crucial step in the process.
- Assignments are given daily except on evenings when students are expected to return to school in the evening for a specific curricular event such as a musical concert or Open House.

Offer help and encouragement. Take time to sit with your child, even for a brief period. Remember, your ability to "help" with the homework content is not the most important issue. Showing interest and support for the homework practice and sharing your adult experience with time management and strategies for "finding the answers" will be a valuable contribution to your child's homework success.

Below is the suggested amount of time that your child should be engaged in homework on a regular basis:

Grade	10	15	20	25	30	35	40	45	50	55 - Minutes per evening
K	I-----I									
1	I-----I									
2	I-----I									
3/4	I-----I									
5/6	I-----I									
7/8	I-----I									

*\*\*\*Of course, we understand that sometimes home life is busy. If your child does not complete homework because of a family event, please write a brief explanation to the classroom teacher.*

## Promotion/Retention

### General Criteria:

Within an academic year, most children mature and acquire the basic skills that are necessary to foster future growth. In instances where a child has not shown sufficient maturity, social and emotional growth, and mastery of basic skills, it may be best for the child to repeat the grade to allow for catch up. Automatic promotion can lead to just as much frustration, if not more, than giving a child an additional year in a grade.

While no one criteria is the basis for a decision to retain, if a child is failing Reading or Math, he/she will be

looked at closely for retention. The child would be looked at even more closely if he/she was also failing Science or Social Studies in addition to Reading and/or Math. If the child is failing both Reading and Math, the likelihood is strong that he/she should be retained.

In addition, the following criteria will be considered as well. Some of these items may be considered the governing reason for retention in and of themselves, instead of the academic criteria listed above.

- |                            |                                  |
|----------------------------|----------------------------------|
| * Maturity                 | * Academic performance           |
| * Academic ability         | * Social / Emotional Development |
| * Previous retention(s)    | * Relevant test results          |
| * Study skills and habits  | * Chronological age              |
| * Past performance         | * Teacher recommendation         |
| * <b>Attendance record</b> | * Parental support               |

## Procedures for Retention

- There should be ongoing communication between home and school from the beginning of the year, relative to any students considered at risk.
- In making a retention decision, the teacher will seek the involvement of other professionals that work with the child. This could include: other teachers, Guidance Counselor, Reading Specialist, special education personnel, Title I, Reading Recovery personnel, and/or principal.
- No trial or conditional promotion or retention will be made.
- The principal, special education director and/or guidance counselor, as appropriate, will take extenuating circumstances affecting retention of any student under advisement.

## Retention Appeal Process

The decision for assignment shall be based upon the recommendation of the parent, teacher and school team. In special instances, when retention is recommended by the school but refused by the parent, the superintendent or his/her designee may assign the student to the next grade. It is understood that the parents will assume responsibility for this kind of assignment and acknowledgement by the parents of this assignment shall be made in writing and a copy placed in the child's permanent record folder. Parents who are dissatisfied with any of the procedures/decisions may meet with the superintendent. **The superintendent of schools has the final legal authority for the placement of students, and shall make the final decision regarding the student's placement for the ensuing academic year.**

## Report Cards and Progress Reports

A student will be issued a report card three times each academic year after the end of each trimester. Midterm progress reports will be given at the midpoint of each trimester. The student is given the responsibility of taking his or her report card home. The parent or guardian shares the responsibility of keeping up on grade reports. If questions or concerns arise, parents are encouraged to set up a conference with the teacher to understand how to best support the child.

## Special Education

The state and federal education laws require that the school district offer a "free and appropriate public education" to all educationally disabled children. These statutes define educationally disabled children

as children suffering from certain enumerated disabilities who are between the ages of three and twenty-one and who have not yet obtained a high school diploma. A “free and appropriate education” consists of specially designed instruction and educationally related services in accordance with an “individualized education program” developed by the school district in consultation with the student’s parents/guardians. If you suspect that your child is educationally disabled and qualifies for such special services, you may make a written referral requesting that the school district determine your child’s eligibility. Such referrals should be addressed to a special educator at the Barnet School.

## **Student Records**

### **Student and Parent Rights Regarding Education Records**

As an eligible student or a parent of a student enrolled in the Barnet School District, you have certain rights concerning the education records which the school district maintains. These rights are afforded by the Family Educational Rights and Privacy Act (FERPA) of 1974 and the Education of the Handicapped Act (P.L. 94-142). You have a right to a list of the types and locations of student educational records maintained by the Barnet School District. You have a right not to have information from your (your student’s) education records disclosed without prior written consent and to review the record disclosure of personally identifiable information from your (your student’s) record. These rights include the following:

1. Parents may inspect and review the education records of their children, and eligible students may inspect and review their own education records. Upon request, parents or eligible students will receive reasonable explanations and interpretations of records.
2. A parent of a student, or an eligible student, may request that the student’s education records be amended and may request a hearing if the records are inaccurate, misleading, or invade the privacy or other rights of the student.
3. Parents may request that the school not release any directory information about a student to the public. The school routinely releases information to newspapers that contains students’ names, grade level, and awards or honors received. Parents who want to restrict the release of this information should inform the school in writing.

The federal statute and regulations are enforced by the Family Education Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington. D.C., 20202, which is empowered to investigate timely written complaints.

## **BEHAVIOR**

### **Alcohol, Drugs and Tobacco**

Barnet School is a drug-free, tobacco-free, and alcohol-free zone. Possession, sale, exchange, or use of alcohol, drugs (and drug paraphernalia), or tobacco at school or school-related functions are serious offenses and will lead to suspension. Possession and use of alcohol and illegal drugs will also be reported to local law enforcement. Smoking or use of tobacco products is prohibited at all times on school property in accordance with state law. Additional penalties affecting a student’s participation in extracurricular activities will be given. See the section of the handbook outlining extracurricular policies for more detail.

## Barnet School-Wide Expectations

The following five expectations will be enforced, supported, and modeled by all students and adults on the Barnet School campus.

**Be Safe:** Cooperate with Your Teacher and Classmates.

**Allow Learning:** Carry Out Your Student Responsibilities

**Respect People and Property:** Respect the Rights and Property of Others

**Kindness in Words and Actions:** Treat Others the Way You Want to Be Treated

**Shows Perseverance:** Stick with Tasks That are Difficult

## Behavior Consequences

When a student is referred to the student support office, the parents will be notified. Students will receive the disciplinary action deemed appropriate, such as community service, restorative justice conference, in-school suspension, out-of-school suspension, or expulsion. Some administrative referrals may also be subject to state or federal law.

The principal, in consultation with teachers, has the authority to suspend students for poor behavior. A copy of the School Board's written policy on discipline is available for your review on our website or a paper copy can be requested from the school.

Students with disabilities are subject to applicable state and federal regulations. To the extent that any conflict exists, state and/or federal law will prevail.

A teacher or administrator must remove a student from class if the student engages in behavior for which board policy or state law requires that further action be taken. A conference with the parent must take place if the student is removed from class as a result of board policy or state law violations. At the conference, the principal or appropriate administrator will inform the student of the misconduct for which he or she is charged and give the student an opportunity to give his or her version of the incident. The principal or appropriate administrator will notify the student of the consequences for his/her actions.

The administration reserves the right to remove a student from the premises if he or she is at risk or is placing others at risk. The administration also reserves the right to take immediate action, such as suspending a student, if the situation warrants an immediate response. Parents will be notified as quickly as possible.

## Bullying and Cyberbullying

"Bullying" means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

1. Physically harms a pupil or damages the pupil's property;
2. Causes emotional distress to a pupil;
3. Interferes with a pupil's educational opportunities;
4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operation of the school.

“Cyberbullying” is any conduct listed above undertaken through the use of electronic devices.

**Bullying and cyberbullying are not allowed at Barnet School.** The school will respond to all incidents of bullying in accordance with school district policy. The school will investigate any incident of bullying or cyberbullying that meets these criteria:

- a. Occurs on, or is delivered to, school property or a school-sponsored activity or event on/off school property; or
- b. Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.
- c. The school is required by law to investigate all incidents of cyberbullying, even if they originate from a personal device and are sent off school grounds and outside of school hours.
- d. **These types of things have to be repeated over time to be considered bullying.**

How to report bullying or cyberbullying at Barnet School:

1. Write it down: who, what, where and when.
2. Report the bullying immediately to the administrator, behavioral interventionists, guidance counselor, teacher, nurse or other staff member.

Students who make false reports will be subject to disciplinary action. Students who retaliate against those who report bullying or cyberbullying will also be subject to disciplinary action. Once a report of bullying or cyberbullying is received, the administration will investigate the incident and make a finding. Those students who have been found to commit acts in violation of the bullying policy will face appropriate disciplinary action.

## **Classroom Rules and Consequences**

Each teacher is responsible for maintaining student behavior through the use of our school-wide classroom management system. By the close of the first week of school. All teachers will have classroom rules and consequences that have been created with students’ input by the end of the first week of school. All teachers take the necessary time to teach, model, and practice these rules. If a child breaks a school or classroom rule outside of the class, the classroom teacher will be informed about the action of the student and the consequence given by any teacher or administrator. Records of written referrals will be kept in the SWIS data system. Families are welcome to view their child’s behavior record.

## **Classroom Behavior Management**

A classroom management system will be in place and followed consistently. An effective behavior management system is one that reinforces positive behavior and has logical consequences for negative behaviors. Children respond favorably to positive reinforcement. Barnet School implements a PBIS model. You can find information about our behavior plan in the book *Setting Limits in the Classroom* (copies are available to borrow through the library).

## Dances

Unless specifically announced, only students from Barnet School, or homeschooled students involved in Barnet School extracurricular activities may attend dances at the school. Any student who has been suspended in or out of school in the time period between dances may not be permitted to go to that dance. Any student who is referred to the Student Support Center or receives a Stage II timeout more than once during the time period between dances may not be permitted to go to the dance. Students who show a genuine improvement in their behavior may be considered for entry. Students may not leave a dance and then reenter at a later time. General school rules and expectations apply.

## Dress Code

Shoes should be sturdy and practical enough to ensure your student can do all expected school day activities safely.

Appropriate attire is important to the education, health, and safety of each pupil and it contributes to the educational atmosphere, sending a message that school is an important activity, which should be approached with respect.

Therefore, the Barnet school district reserves the right to require clothing and appearance that is suited to the respectful practice of citizenship and society. If your student chooses to wear shorts, a skirt or dress, the hemline must fall past the fingertips or longer. Underclothing, midriffs, cleavage, and backs should be covered. The following are prohibited:

- Slogans or images that demonstrate a lack of inclusivity, including racism or gender bias
- Any words or images that include hate speech, profanity or pornography or violence
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any shirt straps narrower than 1"
- Hats or hoods inside the building
- Clothing with pictures or text that communicate or imply messages about drugs, alcohol, firearms, violence, or sex
- Clothes that are deliberately holey, ragged, or tattered
- Slippers or pajamas with the exception of Spirit days, such as Pajama Day

In grades K-5 students need to have appropriate outside recess clothing. Winter coats, hats, mittens, snow pants and boots are required clothing for outdoor recess during the winter months. Please note that students go outside unless the weather is below 0 degrees.

In grades 6-8, the outdoor clothing rule is ***live with the choices you make***. This means that students who choose not to wear a hat, or mittens, etc. will still be expected to go outdoors for snack break and after lunch recess. Similarly, if an older student chooses to wear sneakers outdoors and play in the mud, then the consequence is living with wet feet for the rest of the day. By the time students are in 6th grade, they are old enough to make these choices and live with the consequences. If your student needs support to acquire appropriate outdoor clothing, please contact your student's Advisory teacher or the nurse.

**Students who dress inappropriately will be required to change into spare clothing from the nurse's office and in some cases may be asked to call home for a change of clothing.** Ultimately, the appropriateness of a student's appearance will be determined by the faculty and administration. When possible, students found in violation of these guidelines will be permitted to stay in school if they change out of or remove the inappropriate

attire. Students who continue to violate the dress code or who refuse to change will be subject to the behavior matrix and/or a conference with teachers and the administrator.

## Electronics

Portable audio devices, cell phones, earbuds and video games or similar equipment are not to be used in school. Students who choose to bring these items to school are expected to leave them turned off and in their bags and/or lockers while in school. (Please note, the school day includes recess and lunch.) Students who bring these items to school also assume the risk of losing or damaging these items. **Barnet School is not responsible for the loss or damage of such items.** Students will have these items confiscated if they fail to adhere to these guidelines. **These items are NOT NEEDED at school and should REMAIN AT HOME.** Barnet School has an excellent phone system that students are permitted to use (with permission). Again, there is no need to bring personal electronic devices to school, they are a distraction from learning and should remain at home. Students will be informed about cell phone/ electronic device use policies within the first two weeks of school. After that, if a student has a cell phone/electronic device out again, the cell phone will be brought to the office where it will remain for the school day. The student may pick it up there at the end of the day. If a student continues to disregard our electronic expectations, all devices will need to be picked up by the parent/guardian.

## Field Trips

Field trips are scheduled throughout the school year to enhance the curriculum and to introduce students to area resources. ***Participation on a field trip is a privilege, not a right.*** Any student who does not meet the school standard for conduct may be excluded from a field trip. Parents will receive notification of field trips and will be asked to sign the Field Trip Permission Form and Medication Authorization Form.

Students will not be allowed to attend field trips without a written permission slip. Verbal permission will be allowed in extreme situations. When a bus is used to transport students, all students must ride the bus to and from the location of the field trip. The only exception will be for a student to ride with his or her own parent or guardian. No exceptions will be made. The supervising teacher must be notified in writing by the parent or guardian that the student will be riding home with the parent.

Students who do not meet the school standard for appropriate behavior may be excluded from a field trip. The principal will determine exclusion from a field trip, after consultation with the classroom teacher(s). Parents will be notified in writing if their child is considered ineligible for participation on a field trip.

**Students who do not attend field trips must attend school on the day(s) of the field trip, otherwise it is considered an unexcused absence.** Arrangements will be made for alternative instruction to be provided.

If medication must be administered during a field trip or other school activity off campus, you must deliver an original labeled container with the appropriate dosage for the day (your pharmacy can provide you with the appropriate container). If we do not receive medication in an original container with the appropriate dose, your child will not receive medication while attending the school activity.

## Fire Drills

Emergency drills will be held frequently during the year. The signal shall be the ringing of the fire alarm. Instructions are posted in each room and will be discussed with each class by the teacher. Absolute quiet and a swift and orderly evacuation are essential. A student must remain with his/her class and walk to the assigned area. A student must keep in mind that when the fire alarm rings, neither he/she nor the teacher can be sure

whether it is a drill or an emergency. Everyone should walk within appropriate walkways when leaving the school building.

## Nutrition

Foods and beverages consumed at school support the nutritional needs of students, are nutritious and meet the Smart Snack nutrition standards of the [Healthy Hunger-Free Kids Act, 2010](#) (HHFDA See: 7, CFR210.11). As stated in the CCSU policy C-9, **soda, coffee, tea and other sugary caffeinated beverages** are not permitted in the school building or on the recess grounds during school hours. **Gum** chewing is not permitted in the school building or on the recess grounds. However, there may be special days and events where this rule is relaxed. Improperly discarded gum is unsanitary and a maintenance issue

## Internet and Technology Use Procedures

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following rules is necessary for continued access to the school's technological resources:

### **Students must...**

#### Respect and protect their privacy and the privacy of others.

- Use only their assigned accounts and not those of other students or teachers.
- Refrain from viewing, using, or copying passwords, data, or networks to which they are not authorized.
- Avoid distributing private information about themselves or others such as telephone numbers, full personal names, and addresses.

#### Respect and protect the integrity, availability, and security of all electronic resources.

- Observe all network security practices. Physical tampering of any equipment or the network is unacceptable.
- Report security risks or violations to a teacher or network administrator.
- Handle all technology equipment with proper care.

#### Respect and protect the intellectual property of others.

- Follow all copyright laws. This includes but is not limited to making illegal copies of music, games, or movies.
- Use their own words in all digital communication so to avoid plagiarism.

#### Respect and practice the principles of community.

- Communicate only in ways that are kind and respectful.
- Report threatening or discomfoting information to a teacher.
- Avoid intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, violent, or meant to harass).
- Avoid intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Refrain from using the resources to further other acts that are criminal or violate the school's code of conduct.

- Refrain from sending spam, chain letters, or other mass unsolicited mailings.
- Use the Internet for purposes that have been approved by a teacher. Using the Internet to conduct business, to sell, buy or advertise is not permitted in school.

#### Respect School Expectations related to Electronic Devices

Adhere to using their devices during specific times as determined by the school

Follow all of the procedures as mentioned in this document.

Violations of these rules will result in further education for violators and may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

School personnel monitor the use of information technology resources through direct observation, network and server access logs, and other appropriate means to help ensure that uses are secure and in conformity with the Internet Safety Policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks or the school's web accounts in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

## **Language**

In our effort to maintain order and a positive and safe learning environment for everyone, students are not permitted to use any form of language or a gesture that is considered unsafe, harmful, disrespectful, or disruptive. Students are not permitted to use any language that discriminates on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, political affiliation. Students are to refrain from explicit discussions of sex and violence. Students who use prohibited language will be referred to the support center or to our administration. These students will call home and we request your assistance in helping your child understand the inappropriateness of his/her vocabulary choices.

Students are not permitted to use obscene, vulgar, or profane language. Students are to refrain from explicit discussions of sex and violence. Students who use inappropriate language will be referred to the administration. These students will call home and we request your assistance in helping your child understand the inappropriateness of his/her vocabulary choices.

## **Lockdown Drills**

The State of Vermont requires monthly lockdown drills to occur. Once hearing the signal all students and adults will follow our school-wide procedures. Students are expected to be quiet and respectful during these times.

## **Lockers**

Students in grades 6-8 receive access to a locker. It is the student's responsibility to see that his/her locker is kept closed and in order at all times. A student is to use only his/her assigned locker. A locker cannot be changed without permission. Students may provide their own lock or use a school lock. School combination locks are available for a \$3.00 refundable deposit. A duplicate of the key or the combination to a personal locker is to be turned in to the office. A student may not tamper with another's locker or give his/her combination to another.

Money and valuables should never be stored in a locker; the school is not responsible for lost or stolen articles. **School officials have the right to inspect student lockers in an emergency and/or for reasonable suspicion of illegal/dangerous materials.**

## Major Behaviors

<ul style="list-style-type: none"> <li>• Bullying or cyber-bullying</li> <li>• Forgery</li> <li>• Damaging or vandalizing property owned by others</li> <li>• Defacing, damaging or misusing school property with graffiti or by other means</li> <li>• Fighting or scuffling</li> <li>• Hazing and harassment</li> <li>• Leaving school grounds or school-sponsored event</li> <li>• Making false threats, hoaxes, or accusations</li> </ul>	<ul style="list-style-type: none"> <li>• Making threats of violence</li> <li>• Possessing an object used in a way that threatens or inflicts bodily injury to another person</li> <li>• Pulling a fire alarm</li> <li>• Repeated use of profanity, vulgar language, obscene gestures</li> <li>• Stealing/Assisting in a theft</li> <li>• Throwing objects that may cause harm</li> <li>• Verbal assault</li> </ul>
---	--

## Consequences for Major Behaviors

Major infractions include any dangerous or disruptive behaviors that require immediate attention by the administration. Weapons are not permitted on school property, at school events or on school busses. Student violation of this board policy will result in notification of the police. Suspension or expulsion from school can result. Staff members will refer students exhibiting these behaviors to the office as soon as possible. Consequences for major infractions may include but are not limited to the following:

- Alternative Placement/Programming
- Community Service
- Conference with student
- Counselor referral
- Detention
- In-school suspension
- Loss of privilege
- Out of school suspension
- Parent contact
- Police report
- Restorative Justice Conference
- Restitution
- Time in office

## Major Behaviors Resulting in Off-Campus Suspension

Students exhibiting any of these behaviors will be written up on a discipline referral and sent immediately to the office.

<ul style="list-style-type: none"> <li>• Caught damaging or attempting to damage school property</li> <li>• Committing physical assault</li> <li>• Committing public lewdness</li> <li>• Criminal mischief if punishable as a felony, whether committed on or off campus</li> </ul>	<ul style="list-style-type: none"> <li>• Misdemeanor robbery or theft</li> <li>• Possession of and/or use of alcohol</li> <li>• Possession of matches, lighter, or tobacco</li> <li>• Possession of, using, giving, or selling paraphernalia related to any prohibited substance</li> <li>• Retaliation against a school employee</li> </ul>
---	--

<ul style="list-style-type: none"> <li>Engaging in conduct containing the elements of retaliation against any school employee</li> <li>Engaging in inappropriate sexual or physical contact, sexual harassment or sexual abuse whether by word or gesture</li> <li>Extortion, coercion or blackmail</li> </ul>	<ul style="list-style-type: none"> <li>Using, possessing, or exhibiting a firearm, club, or other prohibited weapon</li> <li>Violating school safety rules (such as pulling fire alarm, etc.)</li> </ul>
--	--

## Minor Behaviors

<ul style="list-style-type: none"> <li>Argumentative behavior</li> <li>Cheating or copying the work of another</li> <li>Classroom disruptions</li> <li>Cutting in line</li> <li>Being in the wrong or restricted area</li> <li>Disengagement</li> <li>Engaging in inappropriate contact (pushing/shoving/quarreling/bickering)</li> <li>Failing to comply with directives</li> <li>Failure to use a hall pass</li> </ul>	<ul style="list-style-type: none"> <li>Name calling</li> <li>Running in the halls or classrooms</li> <li>Taking and/or destroying someone else's property</li> <li>Lack of respect for others (teasing, name-calling, talking about someone or their family members, etc.)</li> <li>Loafing between classes</li> <li>Minor language infractions (verbal and nonverbal)</li> <li>Minor misbehaving</li> <li>Pestering others</li> <li>Violating computer use policies, rules, or agreements</li> <li>Violating dress code</li> </ul>
--	---

## Consequences for Minor Behaviors

Classroom teachers by team may set forth rules and procedures that comply with the school's general behavior expectations. Minor infractions will be handled with a common sense approach that sends the student a clear message of what is and what is not acceptable. Staff responses to these behaviors will include one of the following (in no particular order):

<ul style="list-style-type: none"> <li>Apology of action or written apology</li> </ul>	<ul style="list-style-type: none"> <li>Loss of privilege</li> </ul>
<ul style="list-style-type: none"> <li>Community Service</li> </ul>	<ul style="list-style-type: none"> <li>Parent contact</li> </ul>
<ul style="list-style-type: none"> <li>Conference with student</li> </ul>	<ul style="list-style-type: none"> <li>Redirecting teacher language</li> </ul>
<ul style="list-style-type: none"> <li>Restitution</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Justice Conference</li> </ul>
<ul style="list-style-type: none"> <li>Reteaching</li> </ul>	<ul style="list-style-type: none"> <li>Social conference</li> </ul>
<ul style="list-style-type: none"> <li>Stage I timeout</li> </ul>	<ul style="list-style-type: none"> <li>Stage II timeout</li> </ul>

Staff members will report these actions to the administration. Parents should be contacted by the teachers when students repeat these behaviors after being warned and/or receiving consequences. Students who persist in these misbehaviors after parent contact has been made will be asked to attend a problem solving conference with parents, teachers and administration.

## Passes

Students are not to be out of their assigned rooms at any time without a pass, unless they are on their way to lunch or snack. During the before school bus recess, between the times of 7:30 and 8:00, students must have passes to be in the building or be under the supervision of an adult. Students who must see a teacher during this time and are without a pass are permitted to go to the office and ask the office to call into the classroom to see if a teacher is available.

## Playground Expectations

<b>BARKS</b>	<b>B= Be Safe</b>	<b>A= Allow Learning</b>	<b>R= Respect People and Property</b>	<b>K= Kindness in Words and Actions</b>	<b>S = Show Perseverance</b>
<b>Recess and Playground</b>	<p>I can stay in the designated playground area.</p> <p>I will play away from the building to avoid falling snow.</p> <p>I can be careful with my body and with others.</p> <p>I can use equipment and supplies as they were intended.</p>	<p>I can invite everyone to play.</p> <p>I can make sure that everyone knows and agrees upon the rules and play.</p>	<p>I can follow adult directions.</p> <p>I can use and share equipment properly.</p> <p>I can use kind words.</p> <p>I will stay outside unless I am given permission by an adult.</p>	<p>I can include others in play.</p> <p>I can be fair and honest when playing.</p>	<p>I can work with my friends and school staff to solve problems.</p> <p>I will engage in games that are hard for me until they become easier!</p>

## Playground Consequences

<b>Behavior</b>	<b>Consequence</b>
Misuse of Equipment (See equipment use expectations below)	Loss of equipment for that recess
Not following rules of a game	Find another activity for that recess
Uncooperative play	Play with someone else for recess
Rough play/unsafe behavior	Stage I timeout on bench (5 minutes) Sending teacher processes at end of T/O
Swearing	Stage II timeout and classroom teacher notified
Defiance of supervisors	Stage II timeout and classroom teacher notified
Repeated violations of playground rules (2 connected poor choices)	Recess School for K-4 Stage II time out for 5-8
Hitting, Kicking, Pushing	Student Support Center referral

## Recess Academy

Recess Academy is a strategic skills-training procedure reserved for the small group of students in the classroom who fail to master basic skills and procedures that are taught on a whole-class basis. Repeated failure to master skills is the signal that more teaching and learning is needed. Recess Academy usually takes place in the classroom, but this procedure can be carried out anywhere training is needed (e.g. playground, hallway, cafeteria). It is scheduled during the student's time, not during instructional time. It is approximately a 5 minute training period.

## Recess School K-4

At the Barnet School we feel that recess is an important part of a child's school day. This is a time for a break from their normal classroom activities. We also believe that this is a time where students have the opportunity to grow cognitively, socially, emotionally and physically.

From time to time, we have students that have difficulties on the playground. To ensure that each student has an opportunity to have recess, we have a program in place that supports these students. This program is called "Recess School" and is currently available for students in grades K-5. The following is the procedure for a student to be in "Recess School":

- Students will be referred to Recess School after repeatedly demonstrating they have difficulty following Barnet School expectations during recess.
- The process starts with a letter home (or email or phone call), notifying parents of their participation in Recess School.
- Once the underlying issue is identified, students participate in a mixture of structured and unstructured recess with a great deal of purposeful teaching centered on the Barnet School behavioral expectations.
- A rubric is completed after each day and once a student has received satisfactory scores for 5 consecutive days they can return to the regular recess where they can model and demonstrate for others, the appropriate behaviors and strategies acceptable for playground time. They also receive a certificate of achievement.

## School-Wide Rules within Routines Matrix

The following chart shows the expectations for some of our daily routines at Barnet School. Specific classroom routines may vary teacher to teacher. You can use this as a guide to help you better understand daily operations on a school-wide basis.

ROUTINES MATRIX							
		Nature Trail	Lining up after recess	Bus Etiquette	Field trips	Meal Time (Breakfast, Snack and Lunch)	Entering and Exiting the building
E X P E C T A T I O N S	Be Safe	Walk	Keep your body to yourself	Face forward	Stay with the group	Walk	Walk
		Be able to see the teacher at all times	Face forward in the line	Keep your body to yourself	Be able to see the teacher/ chaperone at all times	Eat your own food	Give space to yourself and others
			Keep voices quiet	Keep voices quiet	Have a buddy	Sit while you eat	
						Give space to your neighbors	

	<b>Allow Learning</b>	Listen to the teacher	Listen to the teacher	Listen to the bus driver  Sit in your assigned seat	Listen to your teacher and any guest and presenters  Keep the purpose of the trip in mind  Be an active participant	Listen to the teacher on duty and lunchroom staff	Be mindful of people working in the building
	<b>Respect People and Property</b>	Leave nature as you find it  Leave place cleaner than you found it (pick up litter)	Wait for your class to be asked to enter the building  Use your feet only for walking	Leave the bus as you found it  Talk only to the person next to you	Follow expectations of the field trip facility	Treat food like it is special (eat it)  Use your utensils  Clean up appropriately  Remember your manners	Use inside voice
	<b>Kindness in words and actions</b>	Be mindful of those around you	Thank the person holding the door  Help one another remember belongings	Thank the bus driver as you leave  Leave room for other riders	Say please and thank you	Use quiet voices  Have appropriate conversations	Greet adults and peers

## School Property

Proper care of school property helps keep maintenance costs down. School equipment and supplies are for the students to use responsibly. Students should not mark school furniture, walls, or equipment with pen, pencil, or any other instrument. Because considerable care and expense have gone into the beautification of the school grounds, each student is expected to use the sidewalks on school grounds. Anyone who destroys or damages school property will be asked to repair the damage done.

## Sexual Harassment

“Sexual harassment” is any conduct that has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creates an intimidating, hostile, or offensive employment or educational environment. Forms of sexual harassment include but are not limited to the following: verbal harassment, such as derogatory comments, jokes, or slurs; physical harassment, such as unnecessary or offensive touching or impeding or blocking of movement; and visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures.

Sexual harassment is not allowed at Barnet School. The school will respond to all incident of sexual harassment in accordance with school district policy and Vermont law.

How to report sexual harassment at Barnet School:

1. Write it down: who, what, where and when.
2. Report the harassment immediately to an administrator, behavioral interventionist, guidance counselor, teacher, nurse or other staff member.

Students who make false reports will be subject to disciplinary action. Students who retaliate against those who report harassment will also be subject to disciplinary action. Once a report of sexual harassment is received, the administration will investigate the incident and make a finding. Those students who have been found to commit acts in violation of the sexual harassment policy will face appropriate disciplinary action.

## **Snowballs**

Due to possible injury, the throwing of snowballs is not allowed at any time on school property. .

## **Telephone Use**

Students may only use the office phones for contacting parents/guardians in an **emergency** if they have a pass from a teacher. Students must have permission to use phones. Students will not be allowed to use the school phones in order to make social arrangements. Those arrangements should be made outside of school.

## **Time Out Procedures**

Barnet School uses a two stage time-out system. **Stage one** timeouts are brief (5 minutes) and take place in a designated location in the classroom. They are designed to keep students in instruction as much as they can be. **Stage two** timeout happens when a student continues disrupting in stage one. This is a 10 minute timeout and takes place in an alternative classroom. Parents are notified when a stage two time-out occurs.

## **HEALTH SERVICES**

### **Health Restrictions**

If your child is unable to participate in any school activities (physical education, recess, nature trail study, etc.) for health reasons, please send a note to the office.. If your child has any special dietary needs, please notify the nurse.

### **Emergency Action Plans (EAP)**

A student who is diagnosed with asthma, allergies (other than seasonal) or seizures must have a current EAP and accompanying emergency medication on file that is signed by a healthcare provider (HCP) prior to his/her first day of school each year.

### **Inhalers, Epi-Pens, and Other Emergency Medications**

- A student who is diagnosed with asthma, an allergy, or seizures must have current emergency medication provided to the school.
- Emergency medication must be in a current pharmacy-labeled box.

- Written permission from both the parent and HCP (per EAP) must be provided to support the use of the emergency medication at school.
- Medications will be housed in the school health office, along with an accompanying plan.

### Allowing a student to possess and self-administer his/her own rescue inhaler

In accordance with Vermont state statute, a student who is diagnosed with asthma shall be allowed to possess and self-administer his/her own rescue inhaler on school grounds, at school-sponsored activities, or school-provided transportation, and during school-related programs, when the following criteria are satisfied:

- Written authorization is provided by both parent and HCP for the student to possess and self-administer his/her rescue inhaler.
- Written affirmation from the HCP that the student is capable and has been instructed in symptoms of an asthma attack, the proper self-administration of his/her rescue inhaler, possible side-effects of the medication, and when and how to access emergency services.
- A second inhaler is provided for the student to possess (backpack) and self-administer as directed by his/her HCP.
- A signed statement is provided by the parent which releases the school and its employees and agents, from liability as a result of any injury arising from the student's self-administration of his/her rescue inhaler.
- Documentation by the school nurse, affirming that the student's readiness to possess and self-administer his/her own rescue inhaler has been assessed and proven sufficient, and that the student understands safety issues around possessing and not sharing his/her rescue inhaler with others.
- A student shall notify the classroom teacher after using his/her rescue inhaler, so that it can be relayed to the school nurse for documentation.

## **Illness**

### **Stay at Home/Exclusion Criteria** (from CCSU Illness Policy)

Students will be **excluded from all school activities**, if they:

- Are unable to fully participate in school classes and/or activities due to symptoms of illness.
- Have a fever (temperature higher than 100.4 F), or have experienced fever within the last 24 hours.
- Have a significant new rash, particularly when other symptoms are present.
- Are currently in isolation due to testing positive for Covid-19.

### **May Attend School/Inclusion Criteria**

**Close Contacts:** Students that are a close contact of a Covid-19 positive person may attend school as long as they do not have any symptoms of Covid-19.

### **Return to School (non-Covid illness)**

Students may return to all school activities when: (must meet all three criteria)

- They have been fever free for 24 hours without the use of fever reducing medications.
- They feel better

- Other related symptoms have improved or resolved

### **Return to School (Post-Covid Infection)**

Students may return to all school activities when (must meet all three criteria):

- They have completed 5 days of isolation (with day 0 being the first day of illness or positive test), returning on day 6.
- They feel better and symptoms have improved/resolved.
- They have been fever-free for 24 hours without the use of fever-reducing medications.

Wearing a mask through day 10 (post-covid infection) is encouraged.

## **Illness at School**

The nurse is available at specific times that complement her teaching and screening times. Students may call to make appointments with the nurse throughout the day and emergencies will be addressed as they occur. Parents will be called if there is any indication of serious illness, which might include: temperature elevation above 100.4°F, vomiting, frequent diarrhea, concerning rash and/or signs of communicable disease. If your child is sent home from school due to illness, please keep her/him home until fully recovered. Your child should be fever free for 24 hours (without the use of fever reducing medications) prior to returning to school.

## **Injury at School**

Children should report all injuries to an adult. The child will then be monitored to determine severity. If there is any question of serious injury, the parent will be contacted for assistance in making decisions on the need for medical attention. It is important for parents to provide updated emergency information: contact names and phone numbers.

## **Medication**

If your child's physician feels that it is necessary for our school personnel to administer prescription medication to a student, he/she must send or fax a signed medication order. The medication must be in the original container and be transported to and from school by an adult. Non-prescription medication may be administered if the parent/guardian gives yearly permission on the Health Information Update sheet. The school nurse needs to be consulted if any medication changes occur throughout the school year. For safety reasons, children should not self administer any medication during school hours. It is recommended that the school nurse (or delegated adult) be responsible for administration of medication.

## **School Nurse**

The School Nurse is in our school 5 days/week. The school nurse addresses acute and chronic healthcare needs of students, monitors the immunization status of students and assists families with obtaining insurance and a medical home for their children. Routine vision and hearing screenings are performed for grades K, 1, 3, 5, 7 and

for individual students with an IEP. Additional individual student screenings are performed per teacher or parent concern/request. As a health educator, the school nurse teaches health to grades 5, 6, 7 and 8 and assists in the instruction of health related topics in other classrooms. The school nurse is also available to parents and teachers for consultation and discussion of any health problems or communicable diseases.

## ATTENDANCE

Vermont State Law requires students to attend school for the full number of days that school is in session **unless prevented by illness** (please refer to Home/Exclusion Criteria on page 29).

**This is the only circumstance where an excused absence will be given. All other absences from school are considered unexcused.** Prior notification by parent/guardian regarding an anticipated absence should be made to the school's main office by sending a note, calling (633-4978) or sending an email to the administrative assistant. If a student will be late or absent, notification should be made to the school before the start of the school on the day of the absence.

**Examples of unexcused absences are family vacations, tired students, shopping, avoidance of school work, dance performances, etc. An abundance of unexcused absences may result in a recommendation to the superintendent of schools that the child be retained.**

The administration has the authority to request a written medical verification from a health care professional. Parents must notify the school (633-4978) prior to 8 a.m. in the event that their child will be absent or tardy. Unreported absences will be followed up by a telephone call from the school nurse.

## Absences from School

Within (3) days of an absence from school, a student must present to the office a note from a parent/guardian stating reason(s) for a legitimate absence. Any absence is considered unexcused if this note is not presented within the 3-day period.

Students who arrive after 8:05 are considered tardy. A parent/guardian is required to escort the student into the building and sign them in.

## After-School Functions

Each participant must attend a full day of school on the day of the event. This pertains to sporting games, dances, and any other after school activities.

## Appeal Process for Attendance

Any parent/guardian who does not feel that the attendance policy has been administered fairly by the administration may appeal the Principal's ruling to the Superintendent of Schools. The parent/guardian or student should then write a formal letter stating the reason(s) for such an appeal and present a copy to the Superintendent of Schools and to the Principal requesting a hearing with the Superintendent (or a person designated by the Superintendent). Any parent/guardian or student who is not satisfied with the Superintendent's ruling may request a hearing with the School Board, in writing, which will state why such a hearing may be necessary.

## Athletic Events/Field Trips

A student who is excused from classes to participate in a school-sponsored athletic event or a field trip is not considered absent. A student has the responsibility to confer with the teachers of those classes from which he/she was excused in order to make-up the missed work.

## Early Dismissal

A student may be dismissed early from school only if he/she has a note from parent/guardian stating legitimate reason(s) for the dismissal. This note must be presented to the office no later than 9:00 a.m. on the day of his/her dismissal. Students will not be released unless a parent or guardian comes to the office to sign them out. If the dismissal is for a part of a school day, the student must report to the office when he/she returns to school.

## Make-Up Work

The school will provide make-up work for all absences. Students are responsible for requesting make-up work immediately upon returning to school. We encourage students, whenever possible, to call classmates to obtain assignments so that work can be completed in a timely manner. In the case of a prolonged absence, the student will be allowed a reasonable amount of time to complete their make-up work.

Following an absence from school, students will be permitted double the time of the absence to make up class work (example: absent 2 days – has 4 days to make up work).

Exceptions would be in cases of long illness more time may be permitted at the discretion of the teacher and with approval of the principal. Students will be reminded by the teacher that they have make-up work to complete, but they must understand that it is ultimately their responsibility to find out what the missed work included and to hand it in when due.

If a student is suspended out-of-school, he/she will make up exams or turn in projects on the day the student returns following his/her suspension. Students will be provided class assignments before leaving for a suspension and will be expected to have their work completed upon return. Work that is not completed upon return will be considered undone and graded accordingly.

## Tardiness

Each tardy must be confirmed by a note from parent/guardian within (3) days of tardiness. (If the school bus is late, the student will not be considered tardy.) Students must immediately report to the office upon entering school for admittance to class. A parent/adult must enter the school and sign in a student who is tardy.

## Truancy

If a student is habitually, and without good and sufficient cause, absent from school, he/she will be considered truant. The administration will provide written notice to the parents/guardians of the alleged truancy and make every possible attempt to return the child to school. **Students who are habitually truant and not making adequate academic progress will be considered for retention and reported to both the Superintendent of Schools and the Department of Child Welfare.**

# **SCHOOL BUS TRANSPORTATION**

(Per contracted Services with Butler's Bus Service, Lyndonville)

Telephone: 802-626-4712

**Bus Discipline - All school expectations apply to buses.**

	Behavior Type	Consequences
<b>MINOR BEHAVIORS</b>	<ul style="list-style-type: none"> <li>• Feet in the isle</li> <li>• Out of Seat/ Area</li> <li>• Swearing/ Inappropriate Language</li> <li>• Stealing</li> <li>• Profanity</li> <li>• Disrespect</li> <li>• Defiance</li> <li>• Property Misuse</li> <li>• Lying</li> <li>• Disruption</li> </ul>	<ul style="list-style-type: none"> <li>• Moved to alternate space on the bus</li> <li>• Assigned seating for a designated length of time</li> <li>• Individualized Instruction</li> <li>• Conferencing with Student</li> <li>• Conference with Parents</li> <li>• Apology letter</li> <li>• Restitution</li> <li>• Moved to the front of the bus</li> <li>• Viewing the video "Tears on the Highway"</li> </ul>
<b>MAJOR BEHAVIORS</b>	<ul style="list-style-type: none"> <li>• Fist fighting</li> <li>• Repeated profanity</li> <li>• Repeated, documented noncompliance</li> <li>• Physical/verbal aggression</li> <li>• Bullying/ Harassment</li> <li>• Property damage/ Vandalism</li> <li>• Inappropriate displays of affection</li> <li>• Possession of weapons</li> </ul>	<ul style="list-style-type: none"> <li>• Documented violation in SWIS Database</li> <li>• Phone call to parent/guardian</li> <li>• Restitution</li> <li>• Community service</li> <li>• Suspension from bus</li> </ul>
<b>BUS SUSPENSIÓN</b>	<ul style="list-style-type: none"> <li>• Possession of a weapon</li> <li>• Physical aggression</li> <li>• Drugs or alcohol possession</li> <li>• Repeated major behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension from Bus:</li> </ul> <p><i>*Per Vermont law, only a building administrator can suspend a student from riding the school bus.</i></p>

The driver is in complete charge of the bus and will report students who do not follow bus safety regulations. If a student is reported for misbehavior, the following steps will be taken:

## **VERBAL WARNINGS:**

The driver will first try to correct a problem with a verbal warning. If this does not correct the problem, a written warning will be issued.

***NOTE: If a student has a weapon in his/her possession, damages the bus, or is involved in a fight...bus riding privileges will be terminated immediately and local law enforcement will be contacted when necessary.***

## **Bus Arrangement Changes**

Requested changes in bus arrangements must be made to the office in the form of a written note on each occasion. The office will then inform the bus driver on the Daily Announcement sheet. Unless a note is sent to

the office or a call is made to the front office, children will be placed on the bus that they normally ride.

## **DISTRICT STAFF**

### **CALEDONIA CENTRAL SUPERVISORY UNION**

PO Box 216 ~ Danville, VT 05828 ~ 684-3801 (phone) 684-1190 (fax)

Mark Tucker, Superintendent  
Katie Callan, Executive Assistant  
Anne Landry, Special Services Director  
Michael Concessi, Business Manager  
Tanika Stewart, Food Service Director  
Scott Marshia, Technology Director  
Des Hertz Curriculum Director  
Jennifer Lemery, Curriculum Implementation Specialist  
Bethany Hale, Early Education Coordinator  
Vanessa Koch, Human Resources Director

[mark.tucker@ccsuvt.net](mailto:mark.tucker@ccsuvt.net)  
[katie.callan@ccsuvt.net](mailto:katie.callan@ccsuvt.net)  
[anne.landry@ccsuvt.net](mailto:anne.landry@ccsuvt.net)  
[michael.concessi@ccsuvt.net](mailto:michael.concessi@ccsuvt.net)  
[tanika.stewart@ccsuvt.net](mailto:tanika.stewart@ccsuvt.net)  
[scott.marshia@ccsuvt.net](mailto:scott.marshia@ccsuvt.net)  
[des.hertz@ccsuvt.net](mailto:des.hertz@ccsuvt.net)  
[jennifer.lemery@ccsuvt.net](mailto:jennifer.lemery@ccsuvt.net)  
[bethany.hale@ccsuvt.net](mailto:bethany.hale@ccsuvt.net)  
[vanessa.koch@ccsuvt.net](mailto:vanessa.koch@ccsuvt.net)

## **BARNET SCHOOL STAFF**

### **Administration:**

Dr. Luisa Millington  
Eric Bogie

Principal  
Athletic Director

### **E-mail**

[luisa.millington@ccsuvt.net](mailto:luisa.millington@ccsuvt.net)  
[eric.bogie@ccsuvt.net](mailto:eric.bogie@ccsuvt.net)

### **Teachers:**

Caroline Adams	Math Grades 6/7/8
Amanda Babcock	Science Grades 6/7/8
Nancy Bailey	Substitute
Eric Bogie	Physical Education
Melissa Bushey	Librarian/Info. Technology
Tammy Carpenter	Special Education Teacher
Christina Devenger	Guidance Counselor
Heather Dexter	Grade 2 Teacher
Mike Errickson	Music Teacher
Christina Fearon	Interventionist
Scott Foote	Music - Instrumental & Band
Shannon Harvey	Kindergarten Teacher
Lindsey LaCoss	Grade 4
James Lamar	Grades 1-3 & Math Intervention
Heather MacDonald	Speech & Language
Beverly McCarthy	Art
Jake Mead	Social Emotional Learning Coordinator
Michael Nixon	Reading Interventionist 5-8
Amanda Norton	Grade 3
Teresa Novinger	ELA 6/7/8
Melinda Pilner	Preschool Teacher
Matthew Smith	Grade 6
Ruth Vaal	School Nurse

[caroline.adams@ccsuvt.net](mailto:caroline.adams@ccsuvt.net)  
[amanda.babcock@ccsuvt.net](mailto:amanda.babcock@ccsuvt.net)  
[nancy.bailey@ccsuvt.net](mailto:nancy.bailey@ccsuvt.net)  
[eric.bogie@ccsuvt.net](mailto:eric.bogie@ccsuvt.net)  
[melissa.bushey@ccsuvt.net](mailto:melissa.bushey@ccsuvt.net)  
[tammy.carpenter@ccsuvt.net](mailto:tammy.carpenter@ccsuvt.net)  
[christina.devenger@ccsuvt.net](mailto:christina.devenger@ccsuvt.net)  
[heather.dexter@ccsuvt.net](mailto:heather.dexter@ccsuvt.net)  
[michael.errickson@ccsuvt.net](mailto:michael.errickson@ccsuvt.net)  
[tina.fearon@ccsuvt.net](mailto:tina.fearon@ccsuvt.net)  
[scott.foote@ccsuvt.net](mailto:scott.foote@ccsuvt.net)  
[shannon.jefferson@ccsuvt.net](mailto:shannon.jefferson@ccsuvt.net)  
[lindsey.lacoss@ccsuvt.net](mailto:lindsey.lacoss@ccsuvt.net)  
[james.lamar@ccsuvt.net](mailto:james.lamar@ccsuvt.net)  
[heather.macdonald@ccsuvt.net](mailto:heather.macdonald@ccsuvt.net)  
[beverly.mccarthy@ccsuvt.net](mailto:beverly.mccarthy@ccsuvt.net)  
[jake.mead@ccsuvt.net](mailto:jake.mead@ccsuvt.net)  
[michael.nixon@ccsuvt.net](mailto:michael.nixon@ccsuvt.net)  
[amanda.norton@ccsuvt.net](mailto:amanda.norton@ccsuvt.net)  
[teresa.novinger@ccsuvt.net](mailto:teresa.novinger@ccsuvt.net)  
[melinda.pilner@ccsuvt.net](mailto:melinda.pilner@ccsuvt.net)  
[matthew.smith@ccsuvt.net](mailto:matthew.smith@ccsuvt.net)  
[ruth.vaal@ccsuvt.net](mailto:ruth.vaal@ccsuvt.net)

Rosa Van Wie  
Jennifer Winchester

Grade 5 Teacher  
Grade 1 Teacher

[rosa.vanwie@ccsuvt.net](mailto:rosa.vanwie@ccsuvt.net)  
[jennifer.winchester@ccsuvt.net](mailto:jennifer.winchester@ccsuvt.net)

**Para Professionals:**

Ireland Austin  
Candy Burnett  
Renee Calcagni  
Evan Chase  
Brandon Flood  
Sandra Furman  
Valerie Gombas  
Rhonda Hannon  
Melanie Jacques-Staats  
Marta Pierce  
Alice Ruffner

Special Education Paraprofessional  
Special Education Paraprofessional  
Special Education Paraprofessional  
Special Education Paraprofessional  
Behavior Interventionist  
Preschool Paraprofessional  
Special Education Paraprofessional  
Special Education Paraprofessional  
Behavior Interventionist  
Special Education Paraprofessional  
Special Education Paraprofessional

[ireland.austin@ccsuvt.net](mailto:ireland.austin@ccsuvt.net)  
[candy.burnett@ccsuvt.net](mailto:candy.burnett@ccsuvt.net)  
[renee.calcagni@ccsuvt.net](mailto:renee.calcagni@ccsuvt.net)  
[evan.chase@ccsuvt.net](mailto:evan.chase@ccsuvt.net)  
[brandon.flood@ccsuvt.net](mailto:brandon.flood@ccsuvt.net)  
[sandra.furman@ccsuvt.net](mailto:sandra.furman@ccsuvt.net)  
[valerie.gombas@ccsuvt.net](mailto:valerie.gombas@ccsuvt.net)  
[rhonda.hannon@ccsuvt.net](mailto:rhonda.hannon@ccsuvt.net)  
[melanie.jacques-staats@ccsuvt.net](mailto:melanie.jacques-staats@ccsuvt.net)  
[marta.pierce@ccsuvt.net](mailto:marta.pierce@ccsuvt.net)  
[alice.ruffner@ccsuvt.net](mailto:alice.ruffner@ccsuvt.net)

**Other staff:**

Mike Bigelow  
Belinda Emmons  
Diane Frost  
Scott Liveston  
Bobbie Roy

Facilities Director  
Food Service - Cook  
Food Service - Assistant Cook  
Evening Head Custodian  
Admin Assistant

[mike.bigelow@ccsuvt.net](mailto:mike.bigelow@ccsuvt.net)  
[belinda.emmons@ccsuvt.net](mailto:belinda.emmons@ccsuvt.net)  
[diane.frost@ccsuvt.net](mailto:diane.frost@ccsuvt.net)  
[scott.liveston@ccsuvt.net](mailto:scott.liveston@ccsuvt.net)  
[boobie.roy@ccsuvt.net](mailto:boobie.roy@ccsuvt.net)

## **FEDERAL, STATE & LOCAL LAWS AND POLICIES**

In VT, local school boards are responsible for enacting policies in many areas which affect students' education. In addition, the Superintendent is responsible for seeing that schools comply with both federal and state laws and policies. We are required to restate certain laws/policies for families and students on a yearly basis. These are described below. We have also included several policies which are of major interest to parents and students.

The Barnet School Board is currently in the process of reviewing all of its policies. All policies are warned and discussed two times by the board and interested citizens before they are adopted.

The complete Policy Manual is available for your perusal at the school office or on the school website, [www.kidrow.net](http://www.kidrow.net).

## PUBLIC COMPLAINTS ABOUT PERSONNEL

### **Policy**

It is the policy of the Caledonia Central Supervisory Union and its member School Districts to see that complaints about school personnel are considered in a timely manner that is fair to all parties. The District 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 shall be 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 immediate supervisor or administrator. The complaint 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.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the Principal for his or her review and decision. 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 (A4).

### **Appeal to the 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.

*Date Warned: 11/20/2015–Danville, 11/20/2015-Walden, 12/03/2015, 12/30/2015-Barnet, 12/03/2015-Peacham, 11/06/2015-CCSU*

*Date Adopted: 12/01/2015-Danville, 12/01/2015-Walden, 01/11/2016-Barnet, 12/14/2015-Peacham, 11/19/2015-CCSU*

*Legal Reference(s): 16 V.S.A. §1752 (Suspension, dismissal)  
1 V.S.A. §§310 et seq. (Open meetings)*

*Cross Reference: Board Commitment to Non-discrimination*

## STUDENT CONDUCT AND DISCIPLINE

### Policy

It is the policy of the Caledonia Central Supervisory Union and its member School Districts to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

### Definitions

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

### Student Responsibilities

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

### Administrative Responsibilities

The Principal, in consultation with the educational staff, will develop an overall discipline plan pursuant to 16 V.S.A. §1161a.

The plan will include clear guidelines for student behavior. The guidelines may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school. The guidelines may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

The guidelines for student behavior will also include prohibitions against the possession by students of knives, weapons and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.

Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications distributed to students and parents/guardians.

*Date Warned: 11/20/2015–Danville, 11/20/2015-Walden, 12/03/2015, 12/30/2015-Barnet, 12/03/2015-Peacham, 11/06/2015-CCSU*

*Date Adopted: 12/01/2015-Danville, 12/01/2015-Walden, 01/11/2016-Barnet, 12/14/2015-Peacham, 11/19/2015-CCSU*

*Legal Reference(s): 16 V.S.A. §1161a (discipline)  
16 V.S.A. §1162 (suspension and expulsion)  
20 U.S.C. §§1400 et seq.(IDEA)  
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)  
VT State Board of Education Manual of Rules & Practices §4311,  
4312, 4313; 2120.8.12*

*Cross Reference: Board Commitment to Non-Discrimination  
Public Complaints About Personnel  
Search and Seizure  
Alcohol and Drug Abuse  
Weapons*

## **STUDENT ATTENDANCE**

### **Policy**

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

The Superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

### **Administrative Rules and Procedures**

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

1. written excuses;
2. tardiness;
3. notification of parents/guardian;
4. signing out of school;
5. excessive absenteeism;
6. homebound and hospitalized students;
7. early dismissals;
8. homework assignments;
9. making up work

### **Administrative Responsibilities**

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

## Policy on the Prevention of Harassment, Hazing and Bullying of Students

### I. Statement of Policy

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

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

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

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct.

The Model Procedures are expressly incorporated by reference as though fully included within this Model Policy. The Model Procedures are separated from the policy for ease of use as may be required.

### II. Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy.
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school. **These employees are Bobbie Roy and Brandon Flood.**
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be

assigned to one or both of the Designated Employees. **The designated equity coordinator is Dr. Luisa Millington.**

4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.

5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

### III. Constitutionally Protected Speech

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

### IV. Definitions.

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

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

- a. Is repeated over time;
- b. Is intended to ridicule, humiliate, or intimidate the student; and
- c. 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
- d. does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

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

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

D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.

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

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

G. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from 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.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.

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

- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments,

insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

H. **“Hazing”** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (1) 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:

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

I. **“Notice”** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

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

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

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

disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

M. **“School administrator”** means a superintendent, principal or his/her designee assistant principal/technical center director or his/her designee and/or the District’s Equity Coordinator.

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

*Date Warned: 10/22/2015–Danville, 10/23/2015-Walden, 10/30/2015-Barnet, 10/30/2015-Peacham, 10/20/2015 & 11/6/2015-CCSU*

*Date Adopted: 11/3/2015-Danville, 11/3/2015-Walden, 11/9/2015-Barnet, 11/9/2015-Peacham, 11/19/2015-CCSU*